Basic Education Facilities and Laboratories in TVL -Hospitality Related Courses, Teachers Competencies, and Learning Outcomes in Public Junior High Schools in Quezon City: Basis for a Proposed Intervention Program

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ABSTRACT

The Technical-Vocational-Livelihood (TVL) education under the K-12 program is central to the Philippine basic education system, designed to equip learners with industry-aligned knowledge, skills, and work ethics for employment, entrepreneurship, or further training. Its effectiveness, however, relies heavily on three core elements: adequate and functional facilities and laboratories, competent teachers, and strong learning outcomes. Guided by policies such as DepEd Order No. 8, s. 2016 on facility standards and DepEd Order No. 42, s. 2017 on teacher professional standards, TVL-Hospitality courses require specialized environments—including kitchens, service areas, housekeeping suites, and front-office stations—that simulate real-work settings to enable hands-on, experiential learning. Despite these standards, public schools in Quezon City continue to face gaps: insufficient tools, outdated equipment, limited space, and variations in instructional competence, all of which may hinder full mastery of competencies. Rooted in Kolb's Experiential Learning Theory, Shulman's Pedagogical Content Knowledge, and Bloom's Taxonomy, this study assesses the status of facilities, teacher competencies, and learning outcomes to identify challenges, examine relationships between variables, and develop an evidence-based intervention program that aligns school conditions with industry requirements and enhances the quality of TVL instruction.

Objectives

The study aimed to assess Basic Education Facilities and Laboratories, Teachers' Competencies, and Learning Outcomes in TVL-Hospitality-Related Courses in Public Junior High Schools in Quezon City as basis for a Proposed Intervention Program. Specifically, it seeks to: evaluate the status of facilities across seven key areas—food preparation, food and beverage services, housekeeping, front office, storage, safety and sanitation, and demonstration spaces; determine the level of teacher competence in content knowledge, learning environment management, handling diverse learners, curriculum planning, assessment, community linkages, and professional development; measure student learning outcomes over two school years; identify problems encountered by administrators, coordinators, and teachers; test for significant differences in assessments and relationships between facilities, competencies, and outcomes; and assess the acceptability of the proposed intervention program to ensure it addresses identified needs effectively.

Method

The study utilized a descriptive research design involving 270 respondents, composed of 36 school administrators, 54 program coordinators, and 180 teachers from selected public junior 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 facilities and laboratories are generally Highly Evident, with safety and sanitation best

maintained and front-office and storage areas needing improvement; teachers are Highly Competent, excelling in assessment and reporting but facing challenges in managing learning environments and accessing professional development; students achieve Closely Approximating Mastery, showing strong foundational skills but not yet full proficiency; problems are Moderately Encountered, focused mainly on outdated equipment, diverse learner needs, and heavy workloads; facilities have a significant positive relationship with outcomes while teacher competencies show positive but non-significant links; and the proposed intervention program is Highly Acceptable, valued most for its focus on facility and competency improvement, with minor suggestions for clearer implementation guidelines.

Conclusions

Based on the findings of this study, we arrived at the following conclusions. The Basic Education Facilities and Laboratories for TVL-Hospitality Related Courses in public junior high schools in Quezon City are sufficient and adequate for the program's needs, and students, teachers, and other respondents all shared similar views regarding their quality and availability. We also found that the teachers handling these subjects are highly proficient and knowledgeable in their field, while the learners demonstrated strong performance, showing skills and understanding that are close to the mastery level. When looking at how these factors affect learning, all facilities and laboratory areas appeared to have the same level of influence on outcomes. However, while most areas showed a clear connection to student performance, the Food Preparation and Kitchen Laboratory was an exception and did not show this meaningful relationship. Interestingly, the results also revealed that the teachers' level of competence did not have a significant effect on the students' learning outcomes in this study. To help address these points and further strengthen the program, we developed an Enhancement Strategy for Educational Resources and Teacher Competence. This proposed intervention is seen as highly relevant and suitable for the schools, and is ready to be adopted and put into practice.

INTRODUCTION

Basic education plays an important role in preparing learners with the knowledge and skills they need for lifelong learning and active participation in society. In the Philippines, the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) restructured the educational system and strengthened the K to 12 program emphasizing skills-based and career-oriented education through the Technical-Vocational-Livelihood (TVL) track in Junior High Schools. This track is designed to develop practical competencies aligned with industry workforce demands. The success of this program relies heavily on three core elements: the availability of adequate school facilities and laboratories, the professional competence of teachers, and the extent to which these factors influence student learning outcomes.

The provision of appropriate facilities is legally mandated and policy-based through DepEd Order No. 8, s. 2016, which outlines guidelines for the procurement of tools and equipment for TVL specializations, ensuring that laboratories are properly equipped to support hands-on, competency-based learning that mirrors industry standards. facilities are not merely classrooms but simulated workplace environments, including Food Preparation and Kitchen Laboratories for cookery and production tasks, Food and Beverage Services Laboratories for service practice, Housekeeping and Accommodation Services Areas for maintenance work, Front Office or Customer Service Laboratories for communication and reservations, Storage and Equipment Rooms for safekeeping resources, Safety and Sanitation Support Areas for health compliance, and Demonstration and Multi-Use Learning Spaces for instruction and collaboration. When these facilities are complete and functional, they directly support meaningful skill acquisition and experiential learning; however, initial reviews indicate that many schools still face challenges such as outdated equipment, insufficient tools, limited space, and unrealistic setups that do not fully replicate industry environments.

Equally important is the competence of teachers, guided by DepEd Order No. 42, s. 2017, which implements the Philippine Professional Standards for Teachers (PPST) and mandates that educators demonstrate mastery of content, use appropriate pedagogical strategies, create safe and inclusive learning environments, and address diverse learner needs. Teachers' competencies in this study are assessed in terms of Content Knowledge and Pedagogy, Learning Environment management, responsiveness to the Diversity of Learners, effectiveness in Curriculum and Planning, proficiency in Assessment and Reporting, engagement in Community Linkages and

Professional Activities, and commitment to Personal Growth and Professional Development. While teachers are generally qualified, there is a need to determine if their competencies are sufficient and specifically adapted to the technical and practical demands of hospitality education, as noted by Shulman (2019), who emphasized that content knowledge alone is not enough and that teachers must possess the ability to translate knowledge into hands-on learning experiences. Well-equipped laboratories and effective teaching allow students to apply what they learn in real-life situations and develop industry-relevant competencies.

Given this gap, the study aims to assess basic education facilities and laboratories, teachers' competencies, and learning outcomes in TVL–Hospitality education. The results of this study may serve as a basis for improving school facilities, strengthening teacher development programs, and designing intervention plans to enhance the quality of TVL instruction and student learning outcomes.

Theoretical Framework

This study is affixed to three famous educational theories which are relevant to theoretical frameworks that support the investigation of each major variable. Each theory corresponds to a major variable of the research, providing a strong basis for understanding how these elements interact and influence the effectiveness of Technical - Vocational - Livelihood (TVL) education, specifically in Hospitality-related courses.

Likewise, David A. Kolb's Experiential Learning Theory (2015) suggests that knowledge is built and deepened through actual experience, following a natural cycle of doing, reflecting, thinking, and applying new ideas. This idea is perfectly connected to the study's focus on Basic Education Facilities and Laboratories, since skills in hospitality like cooking, serving, or housekeeping cannot be mastered simply by reading about them.

In this field, laboratories serve as the essential space where students engage in concrete experiences that allow them to practice what they learn in real-life settings. When these facilities are complete, realistic, and well-equipped, they create the right environment for learners to develop, test, and refine their technical abilities step by step. This theory supports the study's premise that the quality of the learning experience is directly shaped by the availability and condition of the school's physical resources. Without proper tools and functional work areas, students cannot complete the full learning cycle, making it hard for them to reach the standards expected in the industry. This clearly shows why assessing current facilities is necessary, as it highlights the vital link between adequate resources and meaningful skill acquisition.

Furthermore, Lee S. Shulman's Pedagogical Content Knowledge Theory (updated 2019) defines teacher competence as the unique ability to combine deep subject knowledge with effective teaching methods to make lessons clear and relevant for all learners. This framework directly relates to the study's variable on Teachers' Competencies, offering the standard basis for evaluating the seven domains ranging from content mastery to assessment and professional development.

In TVL-Hospitality, being familiar with recipes or standards is not enough; teachers must also be skilled in demonstrating procedures, managing activities safely, and adapting instruction to suit different student needs. Supporting this is Benjamin S. Bloom's Taxonomy of Educational Objectives, revised by Anderson and Krathwohl in 2001, which classifies learning outcomes into three key areas: cognitive knowledge, psychomotor skills, and affective values. This classification underpins how Learning Outcomes are measured in the study, ensuring that evaluation covers what students know, what they can do, and the professional attitudes they show.

Together, these theories confirm that effective education depends on the combination of supportive facilities, capable instruction, and holistic student growth. These principles guide the study's goal to assess these factors in Quezon City schools, providing a strong basis for designing an intervention program that improves the quality and relevance of TVL education.

In summary, these three theories collectively form the solid theoretical foundation of this research. This study aims to assess these factors comprehensively, providing evidence-based insights for policy formulation,

resource allocation, and interventions that enhance the quality and relevance of TVL programs in Philippine junior high schools.

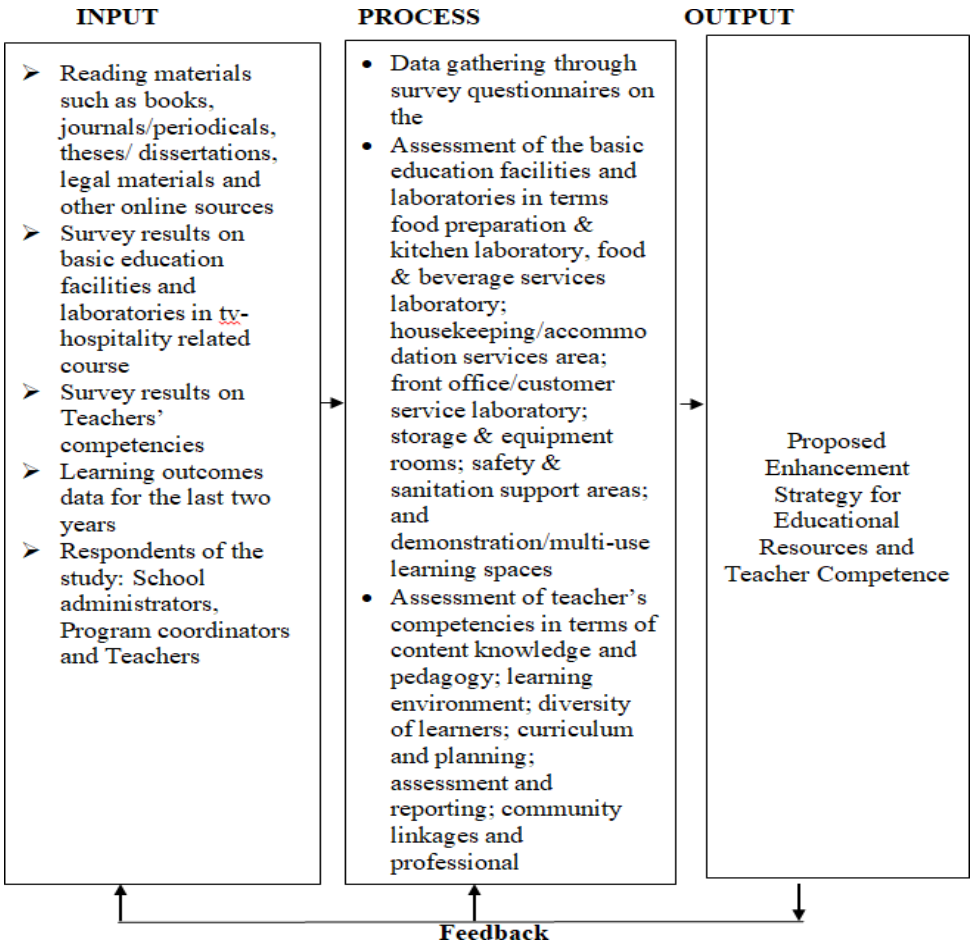
Conceptual Framework

This study is anchored on the Input–Process–Output (IPO) model that served as the guide in the conduct of this research as shown in Figure 1.

The Input (I) consists of the reading materials such as books, journals/periodicals, theses/ dissertations, legal materials and other online sources; survey results on the assessments of the basic education facilities and laboratories used in TVL-Hospitality-related courses; survey results as to the level of teachers' competencies; the learning outcomes of students in TVL-Hospitality-related courses for the last two years; the problems encountered; acceptability of the proposed intervention program and the respondents of the study: school administrators, program coordinators, and teachers.

The Process (P) component involves the gathering of data through survey questionnaires of the assessment of the basic education facilities and laboratories in terms of food preparation & kitchen laboratory (cookery, commercial cooking, bread & pastry);food & beverage services laboratory; housekeeping/accommodation services area; front office/customer service laboratory; storage & equipment rooms; safety & sanitation support areas; and demonstration/multi-use learning spaces; assessment of the teacher's competencies in terms of content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; and personal growth and professional development; assessment of the problems encountered; acceptability of the proposed intervention program, documentary analysis; statistical treatment of data, analysis and interpretation of data.

Figure 1 The Research Paradigm of the Study



Finally, the Output (O) of the study is the proposed Enhancement Strategy for Educational Resources and Teacher Competence.

Statement of the Problem

The study aimed to assess the basic education facilities and laboratories in tv-hospitality related courses, teachers' competencies, and learning outcomes in public junior high schools in Quezon City as basis for an intervention program

Specifically, it sought to answer the following questions:

1. How do the school administrators, program coordinators, and teachers assess the basic education facilities and laboratories in TVL-hospitality-related courses in public junior high schools in Quezon City in terms of:

1.1. Food Preparation & Kitchen Laboratory (Cookery, Commercial Cooking, Bread & Pastry);

1.2. Food & Beverage Services Laboratory;

1.3. Housekeeping/Accommodation Services Area;

1.4. Front Office/Customer Service Laboratory;

1.5. Storage & Equipment Rooms;

1.6. Safety & Sanitation Support Areas; and

1.7. Demonstration/Multi-Use Learning Spaces?

2. Is there a significant difference in the assessments of the three groups of respondents as to Basic Education Facilities and Laboratories in TVL-hospitality related courses using the above, mentioned variables?

3. How do the three groups of respondents assess the teachers' competencies relative to TVL-hospitality related courses, in Public Junior High Schools in Quezon City in terms of?

3.1. Content Knowledge and Pedagogy;

3.2. Learning Environment;

3.3. Diversity of Learners;

3.4. Curriculum and Planning;

3.5. Assessment and Reporting;

3.6. Community Linkages and Professional Engagement; and

3.7. Personal Growth and Professional Development?

4. What are the learning outcomes in TVL-hospitality related courses for the last two years?

5. Is there a significant relationship among the assessment of the three groups of respondents between the basic education facilities and laboratories in TVL-hospitality - related courses, teachers' competencies, and learning outcomes?

6. What are the problems encountered by the respondents relative to basic education facilities and laboratories in TVL-hospitality related courses, teachers' competencies?

7. Based on the findings, what intervention program may be proposed?

Hypotheses

The study hypothesizes that:

1. There is no significant difference in the assessments of school administrators, program coordinators, and teachers regarding the basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools in Quezon City.

2. There is no significant relationship among basic education facilities and laboratories, teachers' competencies, and learning outcomes in TVL-Hospitality-related courses

Scope and Limitation of the Study

The study focused on the evaluation of the basic education facilities and laboratories in TVL-hospitality related courses, teachers' competencies, and learning outcomes in public junior high schools in Quezon City as basis for an intervention program. In particular, assess basic education facilities and laboratories in TVL-hospitality related courses in terms of food preparation & kitchen laboratory (cookery, commercial cooking, bread & pastry);food & beverage services laboratory; housekeeping/accommodation services area; front office/customer service laboratory; storage & equipment rooms; safety & sanitation support areas; and demonstration/multi-use learning spaces; the teacher's competencies in terms of content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; and personal growth and professional development; assessment of the problems encountered; and acceptability of the proposed intervention program.

Determine the learning outcomes for the last 2 years. The respondents of the study were (36) school administrators, (54) program coordinators and (180) teachers, for a total of 270 respondents from the selected schools.

This was conducted in three Public Junior High Schools in different districts in Quezon City. For District 1: San Francisco High School, Quezon City Science High School, Ernesto Rodon High School. For District 2: Batasan National High School, Commonwealth High School, Justice Celia Munoz Palma High School. For District 3: Balara High School, Carlos P. Garcia High School, Juan Sumulong High School. For District 4, Quezon City High School, Krus Na Ligas High School, Carlos Albert High School. For District 5, North Fairview High School, Lagro High School, Maligaya Hugh School. Lastly, for District 6, Ismael Mathay Senior High School, Tandang Sors National High School, New Era High School.

The study started from December 2025 to June 2026.

Significance of the Study

The findings of this study will benefit the following:

Students. The students are the primary beneficiaries of this study, as it aims to improve the quality of learning environments, teaching practices, and learning outcomes in TVL–Hospitality courses. Enhanced facilities and well-supported teachers can help students develop practical skills, positive work attitudes, and greater confidence in performing hospitality-related tasks, preparing them for future employment or further training.

Teachers. Teachers will benefit from the study through the identification of areas that require instructional and professional development support. The findings may guide the design of targeted intervention programs that strengthen teaching competencies, improve classroom and laboratory practices, and support the effective delivery of skills-based instruction aligned with industry standards.

School administrators and program coordinators. School administrators, including principals and department heads, may use the results of this study as a basis for strategic decision-making. The findings can support planning for facility improvement, allocation of resources, and implementation of programs that e nhance the overall effectiveness of TVL–Hospitality instruction in public junior high schools.

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Future researchers. Future researchers may find this study useful as a reference for related research on TVL education, school facilities, teacher competencies, and student learning outcomes. The study may also serve as a foundation for further investigations and the development of similar intervention programs.

Definition of Terms

For clarity and consistency, the following terms are defined operationally and conceptually.

Assessment and reporting –refers to the systematic process of gathering, analyzing, and interpreting evidence regarding student achievement and performance to guide decision-making and improve instruction (Calderon & Gonzales, 2015).

Basic education facilities and laboratories –refers to the physical spaces, installations, equipment, and learning resources established to support the curriculum and provide environments conducive to skill development and practical application (Department of Education, 2016).

Demonstration and multi-use learning Spaces – refers to flexible areas for lectures, modeling of skills, and group activities, evaluated based on size, arrangement, and suitability for instructional and collaborative work.

Food preparation and kitchen laboratory – refers to the area equipped for cooking, commercial food production, and baking activities, evaluated based on completeness of tools, functionality, and alignment with industry standards.

Food and beverage services laboratory – refers to the facility designed for practicing service procedures, table setup, and customer interaction, measured based on realism, availability of service wares, and suitability for simulations.

Housekeeping and accommodation services area – refers to the space intended for room maintenance, bed making, and linen management, assessed based on setup, materials, and ability to replicate actual accommodation environments.

Front office and customer service laboratory – refers to the area used for reception, reservations, and communication tasks, evaluated based on availability of equipment, layout, and capacity to simulate service transactions.

Storage and equipment rooms – refers to designated spaces for safekeeping, organization, and preservation of tools and materials, measured based on space, arrangement, and conditions that prevent damage or loss.

Safety and sanitation support areas – refers to facilities and provisions for hygiene, waste management, and hazard prevention, assessed based on compliance with health standards, availability of supplies, and functionality.

Community linkages and professional engagement – refers to the active involvement of educators in professional networks, industry partnerships, and community initiatives that enrich the educational program and align it with workforce needs (DepEd Order No. 42, s. 2017).

Content knowledge and pedagogy –refers to the combination of deep mastery of subject matter and the ability to transform content into meaningful, accessible learning experiences through appropriate teaching strategies (Shulman, 1986; 2019).

Curriculum and planning –refers to the process of designing, organizing, and sequencing learning experiences, objectives, content, and assessments in alignment with national standards and industry requirements (Bilbao et al., 2018).

Diversity of learners –refers to the recognition and response to individual differences in abilities, learning styles, backgrounds, and needs, requiring inclusive and differentiated approaches to ensure equitable opportunities for achievement (DepEd Order No. 42, s. 2017).

Enhancement strategy for educational resources and teacher competence –refers to the proposed intervention program developed as the study's output, consisting of organized activities, guidelines, and recommendations intended to upgrade facilities, improve resources, strengthen teacher competencies, and enhance the overall quality of TVL–Hospitality education.

Learning environment –refers to the physical, psychological, and social setting where learning occurs, characterized by safety, order, support, and motivation that foster engagement and achievement (Corpuz & Salandanan, 2017).

Learning outcomes – refers to the knowledge, skills, values, attitudes, and behaviors that learners are expected to acquire and demonstrate as a result of instruction, covering cognitive, psychomotor, and affective domains (Bloom et al., 1956; Anderson & Krathwohl, 2001).

Personal growth and professional development –refers to the continuous process of improving knowledge, skills, and professional attributes through training, experience, and reflection to enhance performance and adapt to changes in the field (DepEd Order No. 42, s. 2017).

Teachers' competencies –refers to the integrated set of knowledge, skills, attitudes, and behaviors that enable educators to perform their roles effectively and meet professional standards (Philippine Professional Standards for Teachers, 2017).

TVL–hospitality-related Courses –refers to specialized subjects under the Technical-Vocational-Livelihood track designed to develop competencies in food production, service, accommodation, and operations, aligned with national curriculum and industry standards (DepEd Order No. 21, s. 2019). It includes Specialized subjects like Cookery, Bread and Pastry Production, Food and Beverage Services, and housekeeping subjects offered in the participating schools.

REVIEW OF RELATED LITERATURE AND STUDIES

Local Literature

According to Standards and Guidelines on the Procurement of Tools, Equipment, and Supplies for TVL Specializations, all schools offering TVL tracks must have facilities aligned with national standards to ensure quality education. It emphasizes that educational facilities must be safe, adequate, functional, and suitable for learning to support effective instruction. TVL–Hospitality education highlights the need for specialized laboratories such as food preparation kitchens, food and beverage service areas, housekeeping rooms, storage facilities, and sanitation support areas which are essential in providing learners with hands-on experiences that simulate real workplace environments. (DepEd Order No. 8, s. 2016.)

Supporting this view, Bilbao et.al (2028), said that curriculum implementation is highly dependent on the availability of appropriate learning environments. It emphasized that technical-vocational curriculum requires facilities that allow students to practice competencies through actual performance. Without adequate facilities, learning objectives in skills-based subjects cannot be fully required. This perspective reinforces the idea that facilities directly affect the delivery and effectiveness of the curriculum.

Additionally, Dela Cruz & Reyes (2021) noted that Front Office and Housekeeping areas require realistic setups, such as actual reception counters and bedroom simulations, to allow learners to practice professional standards. As a result, students end up with lower skill mastery and less confidence, showing that learning outcomes suffer greatly when they cannot practice in conditions like the industry.

Furthermore, Gomez et al. (2023) stressed that support facilities like handwashing stations, waste disposal systems, and first-aid kits are non-negotiable, as they not only comply with health laws but also instill professional discipline in learners. It explained that safety and sanitation facilities are essential parts of a functional laboratory, helping teachers build proper work habits and standards while ensuring students learn to value hygiene and compliance, which are core requirements in the hospitality industry.

Similarly, Corpuz & Salandanan (2017) stressed that the physical learning environment plays a vital role in shaping students' motivation, engagement, and performance. They noted that laboratory-based subjects benefit greatly from environments that encourage active participation and experiential learning. In hospitality education, simulated facilities help learners develop professional behavior, discipline, and confidence, which are essential components of learning outcomes.

As a whole, emphasis is given on the importance of basic education facilities and laboratories which are fundamental to effective TVL–Hospitality instruction. Collectively, these discussions provide a robust theoretical and policy-based framework, confirming that facilities, teacher competence, and learning outcomes are interconnected variables essential to the successful implementation and assessment of TVL–Hospitality programs in the present study.

Foreign Literature

According to Owocho & Nyongesa (2018) the availability, condition, and suitability of facilities significantly influence the quality of instruction and the level of student engagement. They noted that schools with complete tools, spacious laboratories, and safe environments produce learners with higher competency levels.

Likewise, Smith & Jones (2020) further stated that modern, updated equipment and organized storage systems reduce downtime, increase practice time, and allow for continuous skill refinement, directly supporting the principles of experiential learning. It explained that when facilities have modern tools and well-organized storage areas, teachers spend less time fixing issues or looking for materials and more time guiding students, while learners get more chances to practice and perfect their skills.

Furthermore, Lucas & Corpuz (2020) explain that the physical condition and arrangement of the learning environment directly shape how well students learn. They emphasize that when a space is well-organized—free of clutter, with clear arrangements, proper storage, and defined work areas—and fully safe (free from hazards, well-lit, properly ventilated, and secure), students experience fewer distractions, feel more secure, and can direct full attention to lessons and activities.

Moreover, according to Earthman (2017) physical condition of school facilities plays a significant role in student achievement, engagement, and overall learning experience. In vocational and skills-based education. He explained that laboratories must meet safety and usability standards to facilitate effective instruction and prevent learning disruptions caused by accidents or equipment failure. His work highlighted that poorly maintained facilities can negatively affect both teaching practices and learner motivation, reinforcing the need to consider facility quality as an essential component of educational effectiveness.

Furthermore, the Organization for Economic Co-operation and Development (OECD, 2018), reported that students in schools with well-designed, adequately equipped, and properly maintained facilities tend to demonstrate better academic and practical learning outcomes. The OECD emphasized that technical and vocational programs, including hospitality-related courses, require higher levels of infrastructure investment due to their reliance on hands-on training and specialized equipment. This literature supports the relevance of evaluating the adequacy and functionality of school facilities in TVL–Hospitality education.

On the other hand, González & Martínez (2022) emphasized that facilities must not only be present but also functionally aligned with competency standards. They argued that in hospitality education, the layout, workflow design, and realism of equipment directly shape how learners understand professional standards; laboratories that mirror actual hotel or restaurant operations lead to better retention and application of skills.

Also, according to Lippman (2019, facilities that reflect real workplace environments promote authentic learning experiences and enhance student engagement. In hospitality education, she stressed that kitchens, service areas, and housekeeping laboratories should simulate industry settings to allow learners to practice skills in realistic contexts. This perspective underscores the importance of facility suitability for hospitality-related courses.

Additionally, according to Darling-Hammond et al. (2021) experiential learning environments are essential in preparing students for future employment. The authors emphasized that hands-on learning cannot be fully achieved without appropriate facilities that support practice, experimentation, and skill application. In technical and vocational education, they stressed that inadequate facilities limit opportunities for deep learning and skills mastery, further validating the importance of assessing school facilities in TVL–Hospitality programs.

Moreover, Bautista (2021) concludes that effective and sustainable vocational education relies on two equally essential pillars: active community and industry partnerships, and steadfast commitment to professional ethics and regulatory standards. He recommended that teachers should align with professional ethics, competency standards, and regulatory guidelines and monitor how well these are implemented alongside partnership initiatives.

Likewise, Hargreaves & O'Connor (2018) stated that for TVL teachers, competence extends beyond the classroom to include industry alignment, continuous professional development, and the ability to manage complex learning environments. They also highlighted that part of being skilled is knowing how to organize and handle specialized laboratories properly, ensuring students get to learn in environments that feel just like actual workplaces.

Similarly, Anderson & Krathwohl (2021) explained that outcomes must cover cognitive, psychomotor, and affective domains, meaning learners must know how to do tasks, understand why they are done, and value professional standards.

Tucker & Stronge (2018) explain that a truly positive and effective learning environment is built on the essential balance between high expectations and supportive discipline. They emphasize that high expectations mean clear standards for learning, behavior, and quality of work, communicating that every student is capable of meeting rigorous goals and fair guidance—students feel safe, valued, and motivated.

Similarly, in their work, Villegas and Lucas (2018), define responsive teaching as a practice that intentionally adjusts instruction, methods, and materials to match students' varied learning needs, language proficiencies, and backgrounds—while actively honoring, affirming, and integrating their cultural identities, languages, and lived experiences as valuable assets in learning. When teachers practice this way, classrooms become safe, respectful, and accessible spaces where every student feels seen and supported.

Lastly, Kolapka et al. (2023) stated that successful graduates must demonstrate technical proficiency, customer service orientation, teamwork, and adherence to hygiene and safety standards—all of which must be explicitly targeted and assessed in learning activities. They added that these important qualities don't develop on their own—they need to be clearly taught, regularly practiced, and properly checked during lessons, ideally in spaces that let students experience real work situations.

Taken together, all these insights form a strong foundation—both in theory and in established standards—showing that facilities, teacher competence, and learning outcomes are deeply connected. They clearly prove that these three factors are essential in running effective TVL–Hospitality programs and are key elements that must be evaluated in this study.

Local Studies

According to Santos & Cruz (2022) found out in his study that while standards exist, many schools still face shortages, outdated equipment, and limited space, creating a gap between policy and practice that affects

learning quality. It pointed out that even though clear guidelines are in place, many schools still struggle with missing tools, old equipment, and cramped spaces, making it tough for teachers to deliver quality lessons and for students to gain real skills. This finding strongly supports the need for your intervention program, as it proves that closing the gap between official standards and actual school conditions is the key to improving both instruction and student performance in Quezon City.

Similarly, according to Mercado (2023 added that the mismatch between required facilities and available resources remains the top constraint in delivering quality instruction, affecting both teachers' ability to teach and students' opportunity to practice. This clearly shows why the assessment in Quezon City is important and fixing this gap is the only way to help teachers perform better and ensure students truly master the skills they need.

Also, in the research nettled, "*Competency Attainment in Public Schools"* by Bautista (2024), findings noted that while cognitive performance is generally high, psychomotor and affective outcomes are often lower when facilities are insufficient or instruction lacks practical application. She further recommended that school officials and DepEd supervisors strictly monitor the compliance of laboratories with required standards, ensuring that tools and equipment are enough to allow every student to perform hands-on tasks.

On the other hand, a study by Garcia (2022) was conducted to evaluate the suitability of hospitality laboratories in public schools and determine their impact on students' confidence and skill mastery in technical-vocational programs. The finding established that laboratories meeting industry standards significantly improved students' confidence and practical skills. It has recommendations for infrastructure upgrades and regular quality audits.

Likewise, Dizon (2021) assessed the adequacy, condition, and suitability of TVL Facilities and Laboratories in Public Junior High Schools in Region III among 15 schools. Results showed that the condition of facilities significantly affected the frequency and quality of practical activities and concluded that many schools were not fully compliant with DepEd standards, leading to gaps in skill development. Additionally, she proposed that schools establish partnerships with industry partners to gain access to better equipment and expertise, helping bridge the gap between school resources and actual workplace requirements.

Moreover, Dioquino & Abellana (2021) exposed that in the Philippine setting, adequacy of facilities refers not just to quantity but also to suitability—whether items meet industry specifications or are functional, and sufficient for class size. The findings show that in many public schools, sharing of tools and lack of specialized areas limit the frequency of hands-on activities, resulting in lower mastery of psychomotor skills

Conversely, according to Arnado (2023) that in the Philippine context, competence is measured not only by academic qualifications but also by possession of National Certifications, participation in trainings, and ability to establish linkages with industry partners. The findings showed that while most teachers are competent in content and planning, many still need improvement in community engagement and updating of industry knowledge.

Equally, Aquino & Mendoza (2023) further concluded that there is a strong positive relationship between the quality of instruction, availability of resources, and the overall achievement of learners in hospitality-related courses. It also recommended that organizing more training and industry exposure for teachers, stressing that supporting both resources and teaching skills is the best way to raise learning outcomes.

In addition, Ortega, (2025) emphasized that in the Philippine labor market, employers prioritize actual skills and work habits over grades, making it essential that learning outcomes focus heavily on hands-on proficiency and professional behavior. He recommended that the curriculum and instruction should be aligned closer to what the industry needs, suggesting regular partnerships with hotels and establishments to expose students to real work environments.

Similarly, Tan (2021) conducted a study to assess the adequacy of technical-vocational facilities in public high schools and their impact on program implementation and student engagement. The findings revealed that

schools need to enhance the availability of essential facilities, tools, equipment, and instructional materials to fully implement their TVL programs and offer greater student interest. It recommended priority resource allocation and teacher development as key strategies for enhancement.

Furthermore, Tesoro (2020) concludes that effective assessment in Technical-Vocational-Livelihood (TVL) education cannot rely solely on feedback or written tests; it must be rooted in authentic, competency-based measurement. The study found out that when assessments mirror actual job requirements, they accurately measure what students can do, ensure skills are relevant to industry needs, and confirm that learners are truly prepared for employment or certification.

Equally, Delos Reyes (2022) assessed the Status and Adequacy of TVL-Hospitality Facilities in Public Secondary *Schools* across 15 schools in Zamboanga Peninsula. She found that only 27% fully complied with DepEd standards; most lacked specialized equipment, proper ventilation, and safety installations. She concluded that inadequacy directly limits skill acquisition and recommended regular inventory, upgrading, and strict adherence to specifications.

Also, Dela Cruz & Reyes (2021) said that specific areas in Hospitality Laboratories in Basic Education such as Front Office and Housekeeping require realistic setups—including actual reception counters and simulated bedroom environments—to enable learners to practice according to professional standards. It has recommendations that education officials should prioritize providing complete and fully functional facilities, emphasizing that improving resources is just as important as training teachers, because good equipment directly raises the level of skills students can reach and greatly increases their chances of earning national certifications.

Additionally, in the study conducted by Belandres & Dioso (2023) about the impact of workshop laboratory readiness on the competence and skill development of students in various TVL tracks at Monkayo National High School showed no significant relationship between laboratory readiness and student performance across Food and Beverage Services, Bread and Pastry Production, and ICT. The researchers concluded that while facilities are important, the mere availability of tools and equipment does not guarantee higher competence levels; other factors such as instructional quality and student motivation appear to play a more decisive role. They recommended aligning laboratory resources strictly with TESDA Training Regulations to ensure relevance and effectiveness.

Also, Romero (2022) evaluated the level of competencies of 80 teachers across the seven domains of the student performance in Quezon City. Findings showed a significant relationship between teacher competence and student grades and practical performance. The study recommended the design of a localized training program focusing on industry partnerships and continuous personal growth.

Alternatively**,** Villanueva (2021) assessed the competence of 120 teachers across the student performance at Surigao State College of Technology. Consistent with other findings, results indicated the highest proficiency in Content Knowledge and Learning Environment, while the lowest competence was observed in Community Linkages and Professional Development. She proposed a comprehensive training framework designed to strengthen industry linkages and update teachers with current trends**.**

Moreover, Tesoro (2020) explained that outcomes in the TVL context are assessed through a combination of written tests, performance demonstrations, and portfolio reviews, covering cognitive knowledge, practical application, and professional attitude. He recommended that assessment methods must align with industry standards to accurately measure competency**.**

Likewise, Catral (2022)concludes that adequate facilities—including workshops, tools, equipment, laboratories, and learning spaces—are the backbone of effective TVL instruction. It finds that the quality of teaching, skill acquisition, and student competency levels are directly dependent on the availability, completeness, and condition of workshops, tools, equipment, and learning spaces.

Similarly, Castro (2022) measured outcomes in knowledge, skills, and attitude as a determinant in competency attainment in TVL-Home Economics at Polytechnic University of the Philippines. She found that facilities explained 42% of variation in psychomotor skills, while teacher competence explained 47% of variation in cognitive and affective outcomes. She recommended that schools allocate sufficient budget to improve laboratory facilities, as these greatly affect the development of practical skills, while also designing professional development programs focused on strengthening teachers' knowledge and ability to shape students' attitudes and work values.

Moreover, Arnado (2023) concludes that genuine and impactful professional development in Technical-Vocational-Livelihood (TVL) education extends well beyond mere participation in training programs, seminars, or the formulation of career goals. The findings reveal that when teachers embody and display industry-like practices in their daily instruction, workshop management, and interactions, students gain not only technical skills but also the professional habits and values essential for employment.

Next, Santos (2023) measured the extent to which facilities and instruction influenced academic and practical results of 200 students and 50 teachers in Metro Manila The study concluded that to improve outcomes, schools must ensure that facilities are realistic and complete, while teachers are continuously updated and skilled in diverse instructional strategies. He recommended that schools prioritize equipping laboratories with complete tools and setups that mirror actual industry environments, since these are most critical for helping students master hands-on skills.

On the other hand, Navarro (2024) revealed that graduates from schools with complete facilities and highly competent teachers were rated "ready for employment" by 85% of industry partners, compared to only 32% from schools with limited resources. He recommended that curriculum content and learning targets be regularly reviewed and adjusted based on direct feedback from industry partners.

Finally, Aquino (2019) explains that when key stakeholders—administrators, teachers, industry partners, and curriculum specialists—share the same understanding and agreement on what learning resources should be available, it is a clear sign that these resources are properly matched to the school's official standards, curriculum requirements, and quality benchmarks. He emphasizes that consensus is not just agreement; it reflects that resources are relevant, complete, appropriate, and meet the exact specifications set by the institution or regulatory bodies.

Foreign Studies

Likewise, Chung & Kim (2021) conducted research in selected secondary schools in South Korea to determine the relationship between facility conditions and student performance. The study involved 250 students and 40 teachers, using observation checklists and performance assessments. Findings revealed that facilities are the strongest predictor of technical skill mastery and recommended regular upgrading and alignment with industry standards. They recommended that educational authorities establish a regular schedule for upgrading facilities and ensure all tools, equipment, and layouts match current industry standards

Furthermore, Kim & Lee, (2023) studied the relationship between facility quality and technical skill acquisition among vocational students. Their findings revealed that students exposed to high-quality, well-maintained facilities demonstrated significantly better skill mastery and learning outcomes. The study emphasized that all dimensions of facility quality—safety, adequacy, functionality, suitability, and management—work together to support effective learning.

Moreover, Hansen (2021) studied the learning environments and skill development in secondary hospitality education at University of Minnesota, USA. It concluded that facility realism and completeness were the strongest predictors of student competency. His study of 12 schools showed that laboratories built to industry standards resulted in 35% higher performance in practical assessments, and students were 40% more likely to secure employment immediately after graduation. He recommended viewing laboratories as essential parts of the curriculum itself rather than just support areas, and strongly urged that new facilities be designed with direct input from industry experts to ensure they reflect real-world operations exactly.

In their study, Smith and Jones (2020) concludes that well-designed, organized storage systems keep tools, materials, and equipment easily accessible and properly arranged. It reduces time spent searching for, retrieving, or arranging tools and materials. Ultimately, efficient storage is not just about tidiness—it directly supports better learning outcomes and faster mastery of skills.

Likewise, Amrollahi (2025) made an analyzation of graduate employment data and job advertisements in Australia, confirmed that modern laboratory facilities effectively supported the acquisition of technical skills such as kitchen operations and safety compliance, serving as a necessary foundation for workforce preparation. He recommended viewing modern, well-equipped laboratories as a basic requirement rather than an option, because they are the main place where students build the technical skills and safety habits that employers demand.

In addition, Miller et al, (2022) analyzed the *teacher competencies and student achievement in vocational tracks* of 500 teachers and 2,000 students in the United States. Results showed that Content Knowledge and Pedagogy, combined with competence in Assessment, had the highest correlation with student outcomes. Teachers who engaged in continuous professional development and industry immersion consistently produced higher-performing students. The study concluded that investment in teacher training yields higher returns in student achievement than resource provision alone.

Also, Bennett (2023) analyzed the impact of teacher competencies and instructional quality in vocational education in University of Melbourne, Australia. She found that Content Knowledge, Assessment Skills, and Industry Alignment had the strongest correlation with student success. She suggested that professional development programs focus heavily on three key areas: mastery of subject content, skills in assessing student work, and keeping lessons aligned with current industry standards.

Conversely, Nguyen & Tran (2023) investigated the combined effect of facilities and teacher competence in Vietnam and Thailand Their findings indicated that while good facilities support learning, their full potential is only realized when teachers are. competent enough to use them effectively. They recommended that capacity-building programs teach teachers how to properly manage facilities, adapt lessons to available resources, and connect classroom topics to real-life situations, because good equipment only works well if the person using it knows exactly how to maximize its value. (Nguyen & Tran, 2023)

Finally, Carroll (2022) assessed the learning outcomes in vocational-hospitality programs in University of London. She concluded that outcomes are best measured through competency demonstrations, portfolio evidence, and employer evaluations. She also recommended that both learning spaces and teaching approaches be designed to shape not just skills and knowledge, but also professional attitude, discipline, and work habits—since these personal qualities are just as important and are deeply influenced by both the environment and the teacher's example.

Synthesis

The reviewed local and foreign literature and studies consistently affirm that basic education facilities and laboratories in TVL-Hospitality programs, alongside teacher competencies, critically shape learning outcomes such as skill mastery, employability readiness, and hands-on proficiency.

Local policies and authors including Bilbao et al. (2018), Dela Cruz & Reyes (2021), and Gomez et al. (2023) all agree that facilities are more than just physical spaces—they are essential teaching tools that must be safe, complete, and designed like real workplaces to meet DepEd standards. Supporting this view, foreign researchers including Owocho & Nyongesa (2018), Lippman (2019), and González & Martínez (2022) explain that modern, well-designed environments directly improve student engagement and skill mastery.

However, local findings by Santos & Cruz (2022), Dizon (2021), and Delos Reyes (2022) reveal that many public schools still lack adequate resources, creating a gap between official standards and actual practice. Dioquino & Abellana (2021) and Garcia (2022) add that insufficient or shared equipment limits hands-on practice, resulting in lower confidence and weaker technical skills among learners. Even so, Belandres &

Dioso (2023) clarify that having facilities alone is not enough; they become truly effective only when they follow standards and are supported by quality instruction.

Regarding teacher competence, Hargreaves & O'Connor (2018), Anderson & Krathwohl (2021), and Darling-Hammond et al. (2021) agree that effective instructors must master content, use good strategies, and stay updated with current industry demands. Local studies by Arnado (2023), Villanueva (2021), and Romero (2022) show that while teachers are strong in lesson delivery, they often need more training in building partnerships and managing specialized laboratories.

International authors like Miller et al. (2022) and Bennett (2023) confirm that educators with regular training and work experience produce graduates who are rated significantly higher in work readiness by employers. Aquino & Mendoza (2023), Tesoro (2020), and Kolapka et al. (2023) further note that competent teachers also shape professional attitude and discipline—qualities Ortega (2025) identifies as more valued by employers than academic grades. Most importantly, Castro (2022) and Nguyen & Tran (2023) conclude that while facilities support learning, skilled teachers are the driving force that transforms physical resources into meaningful knowledge and values.

Collectively, researchers such as Tan (2021), Hansen (2021), and Chung & Kim (2021) found that students in schools with complete facilities and qualified instructors perform far better in practical assessments and secure jobs faster. Navarro (2024) and Amrollahi (2025) highlight a striking difference: 85% of graduates from well-equipped and well-taught schools were employment-ready, compared to only 32% from schools with limited resources. Bautista (2024) and Leung et al. (2018) observed that while learners often excel in written tests, their practical skills and work habits remain low if either resources or instruction are inadequate. Carroll (2022) and Tesoro (2020) advise that outcomes should be measured not just by grades, but by competency demonstrations, portfolios, and feedback from industry partners.

Findings consistently show that having good tools alone is not enough, just as having good teachers is limited without proper places to practice. The research collectively proves that success happens only when schools improve their laboratories *and* invest in training teachers to use them effectively. It is also clear that assessment should go beyond grades, focusing instead on competency, work readiness, and how well students can perform real tasks.

These shared understandings build a strong foundation for this study, showing exactly why it is necessary to evaluate these three variables together. Ultimately, this body of work validates that an integrated approach is the best way to produce graduates who are truly skilled, confident, and ready for the demands of the hospitality industry.

METHODOLOGY

Research Design

The study made use of the descriptive method of research in the assessment of the Basic Education Facilities and Laboratories in TVL-Hospitality Related Courses, Teacher Competencies and Learning Outcomes in Public Junior High Schools in Quezon City as basis for a Proposed Intervention Program.

Descriptive research design aims to give a clear and detailed picture of a situation just as it is, without changing or controlling any variables. It is used to answer questions about what is happening, how things work, and who is involved, helping researchers understand complex matters through surveys, observations, and analysis. (Creswell, J.W. & Creswell, J.D. 2017)

For this study, it is the best approach since the main goal is to describe the current training needs of TVL–Hospitality teachers and the level of support they receive in Quezon City public schools. It allows the researcher to truly understand their experiences, views, and professional situation exactly as they happen in real life.

Through this design, it becomes possible to systematically identify gaps in skills, teaching methods, industry exposure, safety knowledge, and available resources. By clearly showing what exists and what is missing, this approach provides the solid and accurate foundation needed to create a relevant and effective intervention program.

Population and Sampling

This study will utilize a total of 270 respondents composed of /36/ school administrators, /54/ program coordinators /180/ teachers selected public junior high schools in Quezon City.

The purposive sampling technique was used in the selection of the respondents. Purposive sampling is a widely used non-probability sampling technique, where participants are deliberately selected based on specific criteria relevant to the study's goals. It focuses on choosing individuals or groups with deep knowledge, experience, or characteristics essential to answer the research question. This approach enables targeted, in-depth exploration and flexibility to select participants based on their unique perspectives and relevance to the phenomenon being studied. (Creswell 2017)

In the present study, purposive sampling could be 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 junior high schools per district based on criteria relevant to the Basic Education Facilities and Laboratories in TVL-Hospitality Related Courses, Teacher Competencies and Learning Outcomes.

Table 1 Population and Sample

Respondents.	**N**	**F**	**%**
School Administrators.	70	36	51.42
Program Coordinators	80	54	67.50
Teachers	250	180	72.00
Total	**400**	**270**	**67.50**

Table 1 presents the profile of the respondents involved in the study. As shown, out of 400 target participants, a total of 270 school personnel successfully took part in the research. Among these, 36 or 51.42% were school administrators from the 70 identified; 54 or 67.50% were program coordinators from the 80 selected; and 180 or 72.00% were teachers from the 250 intended respondents. Overall, the study achieved a participation rate of 67.50% from the total population of 400 individuals.

This implied that the study involved a total of 270 respondents wherein the teachers had the highest participation rate among the three groups, followed by program coordinators, while school administrators recorded the lowest percentage of involvement. At the same time, the inclusion of responses from program coordinators and school administrators ensured that the data also captures valuable insights from those who oversee, manage, and guide educational programs and school operations.

Table 2 Respondents as to Schools

Age (in years)	**School Administrators**		**Program Coordinators**		**Teachers**		**Total**	
	F	**%**	**F**	**%**	**f**	**%**	**F**	**%**
San Francisco High School	2	5.56	3	5.56	7	3.89	12	4.44

Quezon City Science High School	2	5.56	3	5.56	6	3.33	11	4.07
Ernesto Rondon High School	2	5.56	3	5.56	5	2.78	10	3.7
Batasan Hills National High School	2	5.56	3	5.56	22	12.22	27	10
Commonwealth High School	2	5.56	3	5.56	13	7.22	18	6.67
Justice Cecilia Munoz High School	2	5.56	3	5.56	12	6.67	17	6.3
Balara High School	2	5.56	3	5.56	5	2.78	10	3.7
Carlos P. Garcia High School	2	5.56	3	5.56	17	9.44	22	8.15
Juan Sumulong High School	2	5.56	3	5.56	3	1.67	8	2.96
Quezon City High School	2	5.56	3	5.56	13	7.22	18	6.67
Krus na Ligas High School	2	5.56	3	5.56	9	5	14	5.19
Carlos Albert High School	2	5.56	3	5.56	10	5.56	15	5.56
North Fairview High School	2	5.56	3	5.56	19	10.56	24	8.89
Lagro High School	2	5.56	3	5.56	15	8.33	20	7.41
Maligaya High School	2	5.56	3	5.56	14	7.78	19	7.04
Ismael Mathay High School	2	5.56	3	5.56	1	0.56	6	2.22
Tandang Sora National High School	2	5.56	3	5.56	5	2.78	10	3.7
New Era High School	2	5.56	3	5.56	4	2.22	9	3.33
Total	**36**	**100.00**	**54**	**100.00**	**180**	**100.00**	**270**	**100.00**

Table 2 shows the complete list of 270 participants coming from 18 public junior high schools in Quezon City, with their numbers and percentages broken down by role. Every school had exactly 2 administrators and 3 program coordinators — each making up 5.56% of their total group — so leadership and supervisory staff are equally represented across all schools. For teachers, though, the numbers vary a lot: from just 1 teacher or 0.56% in one school, up to 22 teachers or 12.22% in another. Altogether, the group was made up of 36 administrators, 54 coordinators, and 180 teachers.

This demonstrated that the data gathered from 270 participants across 18 public junior high schools in Quezon City, has a fixed number of 2 school administrators from each school and 3 coordinators assigned to every school. Batasan Hills National High School had the highest number of respondents at 27 while the lowest count came from Ismael Mathay Senior High School with only 6 members.

Respondents of the Study

The respondents of the study composed of the school administrators, program coordinators and teachers. They are categorized according to age, sex, civil status, educational attainment and number of years in service as shown in the following tables:

Table 3 Respondents as to Age

Age (in years)	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	F	%	f	%
51 years old and above	6	16.67	4	7.41	20	11.11	30	11.11
46 – 50 years old			3	5.56	26	14.44	29	10.74
41 – 45 years old			5	9.26	21	11.67	26	9.63
36 – 40 years old	30	83.33	30	55.56	33	18.33	93	34.44
31 – 35 years old			5	9.26	25	13.89	30	11.11
26 - 30 years old			3	5.56	34	18.89	37	13.70
25 years old and below			4	7.41	21	11.67	25	9.26
Total	**36**	**100.00**	**54**	**100.00**	**180**	**100.00**	**270**	**100.00**

Table 3 presents the distribution of respondents as to age such as: 93 or 34.44 percent were aged 36-40 years old, 37 or 13.70 percent were aged 26-30 years old, 30 or 11.11 percent were both aged 31-35 years old, and aged 51 years old and above, 29 or 10.74 percent were aged 46-50 years old, 26 or 9.63 percent are aged 41-45 years old, and 25 or 9.26 percent were aged 25 years old and below.

This implied that most respondents belonged to the age group of 36 to 40 years old, comprising the highest proportion while the lowest percentage was recorded among those aged 25 years old and below.

Table 4 Respondents as to Sex

Sex	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	F	%	f	%
Male	14	38.89	16	29.63	82	45.56	112	41.48
Female	22	61.11	38	70.37	98	54.44	158	58.52
Total	**36**	**100.00**	**54**	**100.00**	**180**	**100.00**	**270**	**100.00**

Table 4 shows the distribution of respondents as to sex such as: 158 or 58.52 percent were female, and 112 or 41.48 percent were male.

This revealed that women make up the bigger group among the participants, while males comprised the lower portion. This clearly showed that the TVL-Hospitality workforce in the area is predominantly composed of women.

Table 5 depicts the distribution of respondents as to civil status such as: 190 or 70.37 percent were married, 68 or 25.19 percent were single, 10 or 3.70 percent were legally separated, and 2 or 0.74 percent were widow/ed.

Table 5 Respondents as to Civil Status

Civil Status	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	F	%	f	%
Single					68	37.78	68	25.19

Married	36	100.00	54	100.00	100	55.56	190	70.37
Legally Separated					10	5.56	10	3.70
Widow/ed					2	1.11	2	0.74
Total	**36**	**100.00**	**54**	**100.00**	**180**	**100.00**	**270**	**100.00**

This demonstrated the highest percentage of respondents were married individuals while the lowest proportion were widowed participants.

Table 6 displays the distribution of respondents as to educational attainment such as: 126 or 46.67 percent were masters with earned units, 61 or 22.59 percent have master's degree, 40 or 14.81 percent were doctorate with earned units, 35 or 12.96 percent have bachelor's degree, and 8 or 2.96 percent have doctorate degree.

This implied that the highest number of respondents had master's units while the lowest proportion held a doctorate degree.

Table 6 Respondents as to Educational Attainment

Educational Attainment	**School Administrators**		**Program Coordinators**		**Teachers**		**Total**	
	f	**%**	**f**	**%**	**F**	**%**	**f**	**%**
Doctorate Degree					8	4.44	8	2.96
Doctorate with earned units	36	100.00			4	2.22	40	14.81
Master's Degree			54	100.00	7	3.89	61	22.59
Masters with earned units					126	70.00	126	46.67
Bachelor's Degree					35	19.44	35	12.96
Total	**36**	**100.00**	**54**	**100.00**	**180**	**100.00**	**270**	**100.00**

Table 7 represents the distribution of respondents as to number of years in service such as: 76 or 28.15 percent were 26-30 years in service, 51 or 18.89 percent were 21-25 years in service, 36 or 13.33 percent were 6-10 years in service, 32 or 11.85 percent were 11-15 years in service, 30 or 11.11 percent were both 16-20 years in service, and 31 years and above in service, and 15 or 5.56 percent were 1-5 years in service.

Table 7 Respondents as to Number of Years in Service

Number of Years in Service	**School Administrators**		**Program Coordinators**		**Teachers**		**Total**	
	f	**%**	**F**	**%**	**F**	**%**	**f**	**%**
31 years and above			10	18.52	20	11.11	30	11.11
26 – 30 years	36	100.00	8	14.81	32	17.78	76	28.15
21 – 25 years			8	14.81	43	23.89	51	18.89

16 – 20 years			4	7.41	26	14.44	30	11.11
11 – 15 years			8	14.81	24	13.33	32	11.85
6 – 10 years			11	20.37	25	13.89	36	13.33
1 – 5 years			5	9.26	10	5.56	15	5.56
Total	**36**	**100.00**	**54**	**100.00**	**180**	**100.00**	**270**	**100.00**

This exhibited that the highest percentage of respondents had 26 to 30 years of experience while the lowest proportion were those with only 1 to 5 years in the profession.

Research Instrument

1. Survey Questionnaire

A survey questionnaire is a research-made instrument that was 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. This survey questionnaire is designed as the primary data-gathering instrument for this study.

To ensure the responses were relevant, the questions were directly linked to the research problem which focuses entirely on understanding the real situation of basic education facilities and laboratories, teacher competencies, and student learning outcomes in TVL-Hospitality courses within public junior high schools in Quezon City.

The instrument is divided into six clear parts, covering everything from the respondents' background to the current state of school facilities, how competent teachers are, the quality of what students are learning, the problems being faced, and how acceptable and workable the proposed intervention program is. The tool uses a 5-point Likert scale with clear verbal interpretations—ranging from *Highly Evident* to *Very Least Evident*, and similar gradations for other sections—to ensure consistent measurement. It is crafted to be administered to administrators, extension coordinators, community partners, and recipients, ensuring that multiple perspectives are captured to provide a holistic view of the current situation in the selected public junior high schools.

The sub-variables and specific indicators included in this questionnaire were not formulated arbitrarily; rather, they were carefully derived from established educational standards, existing literature, and previous related studies to ensure validity and alignment with the goals of Technical-Vocational-Livelihood (TVL) education in the Philippines.

For the section on Basic Education Facilities and Laboratories**,** the indicators were largely adapted from the Department of Education (DepEd) Educational Facilities Manual (2010), which sets the standards for adequacy, safety, functionality, and suitability of learning spaces and equipment. These were further supported by the work of Catubay (2021), who emphasized that well-equipped laboratories aligned with industry standards are critical in developing practical skills among TVL students.

On the other hand, in the part assessing Teachers' Competencies**,** the sub-variables—such as content knowledge, pedagogy, curriculum planning, and assessment—were based on the Philippine Professional Standards for Teachers (PPST, 2017), which outlines the required competencies for educators in the country. This was reinforced by the findings of Acosta (2020), who noted that competency-based instruction and industry exposure are key factors in effective TVL teaching.

Moreover, regarding learning outcomes**,** the indicators were patterned after the *K to* 12 TLE/TVL Curriculum Guide for Hospitality Services (DepEd, 2016), which specifies the expected knowledge, skills, and attitudes students must acquire. The relationship between available resources, teacher competence, and student

achievement was also informed by the study of Belandres & Dioso (2023), whose findings showed a direct link between the quality of learning environments and the mastery of skills among junior high school students.

Lastly, the items evaluating the Proposed Intervention Program which covers the acceptability and feasibility—were adapted from the *Consolidated Framework for Implementation Research (CFIR)* by Damschroder et al. (2009), which offers a structured way to assess how well a program can be adopted and sustained in an educational setting.

As a whole, 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 individuals. The feedback gathered from the pilot testing phase was thoughtfully analyzed, leading to further refinement and adjustments of the survey instrument. Those who were involved in the pilot testing were no longer considered during the actual survey.

The survey questionnaire has the following parts:

Part I. Profile of the Respondents. 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 of Basic Education Facilities and Laboratories in TVL Hospitality-Related Courses in Public Junior High Schools in Quezon City. This part was designed to collect information on the status of facilities and laboratories used for TVL hospitality-related courses, in terms of food preparation & kitchen laboratory (cookery, commercial cooking, bread & pastry); food & beverage services laboratory; housekeeping/accommodation services area; front office/customer service laboratory; storage & equipment rooms; safety & sanitation support areas; and demonstration/multi-use learning spaces.

Part III. Assessment of the Teachers' Competencies in TVL Hospitality-Related Courses of Public Junior High Schools in Quezon City. This was used to gather information on teacher's competence in terms of content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; and personal growth and professional development.

Part IV. Assessment of the problems encountered on the Basic Education Facilities and Laboratories in TVL Hospitality-Related Courses, and Teachers Competencies in public junior high school. This was utilized to collect information about the problems encountered with the basic education facilities and laboratories, as well as with the teachers' competencies in TVL hospitality-related courses in public junior high schools.

Part V. Assessment as to the Acceptability of the intervention program. This was used to gather information as to the acceptability of the proposed intervention program and documentary analysis.

2. Documentary Analysis

Data Gathering Procedures

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

1. An approval was 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 the data gathered.

4. The gathered data were subjected to statistical measurement, interpreted, and analyzed through the help of the statistician and the adviser.

5. The data were presented in textual and tabular forms with due consideration of the sub-problems and the hypotheses of the study.

Statistical Treatment of the Data

The following statistical tools and formulas for interpreting results according to sub-problems were used.

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 a statistical measure that accounts for the relative importance of each data point by assigning weights before calculating the average. Unlike the simple mean, which treats all values equally, the weighted mean gives more influence to values with higher assigned weights (Healey, 2019). In this study, the weighted mean was applied to address sub-problems 1, 3, 6, and 8.

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

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. It is a widely used measurement tool in research for assessing attitudes, perceptions, and opinions. It typically offers five ordered response options that reflect varying degrees of agreement or disagreement. Conceptually, it is a type of ordinal scale that allows researchers to quantify subjective data, making abstract constructs such as satisfaction, motivation, or agreement measurable (Taherdoost, 2021). It was applied to capture the assessments of school administrators, program coordinators, and teachers regarding basic education facilities and laboratories in TVL-hospitality related courses, teacher's competencies, problems encountered, and acceptability of the proposed intervention program. The numerical boundaries of the scale were as follows:

Assessment on the Basic Education Facilities and Laboratories in Tvl-Hospitality Related Courses.

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 of Teachers' Competencies

Scale	Range	Verbal Interpretation	Symbol
5	4.20 - 5.00	Highly Competent	HC
4	3.40 - 4.19	Competent	C
3	2.60 - 3.39	Moderately Competent	MC
2	1.80 - 2.59	Least Competent	LC
1	1.00 - 1.79	Very Least Competent	VLC

C. Legend on Learning Outcomes

Scale	Range	Performance Level	Symbol
7	96 – 100	Mastery	M
6	86 – 95	Closely Approximating Mastery	CAM
5	66 – 85	Moving Towards Mastery	MTM
4	35 – 65	Average Mastery	AM
3	15 - 34	Low Mastery	LM
2	5 – 14	Very Low Mastery	VLM
1	0 – 4	Absolute No Mastery	ANM

Department of Education. (n.d.). *Mastery/achievement level scale* [Table]. DepEd PH. https://depedph.com/page/4/

D. Assessment on the Problems Encountered

Scale	Range	Verbal Interpretation	Symbol
5	4.20 - 5.00	Highly Encountered	HE
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

E. Assessment on the Acceptability of the Proposed Intervention 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

3. Analysis of Variance (ANOVA). It is a statistical technique used to determine whether there are significant differences between the means of three or more groups. Conceptually, ANOVA partitions the total variation in data into variation between groups and variation within groups, allowing researchers to test hypotheses about group differences. It is widely applied in experimental and survey research where multiple treatments, categories, or conditions are compared (Gravetter & Wallnau, 2020). It was applied to address sub-problem number 2.

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

Where:

MSS_b = Mean Sum of Squares Between

MSS_w = Mean Sum of Squares Within

The critical t-value at a five percent (0.05) level of significance (alpha level) with respective degrees of freedom was used to set the region of acceptance and rejection in the study.

4. Pearson Correlation Moment r. It is a statisticalmeasure used to determine the strength and direction of the linear relationship between two continuous variables. Conceptually, it ranges from –1 to +1, where values close to +1 indicate a strong positive correlation, values close to –1 indicate a strong negative correlation, and values near 0 suggest little to no linear relationship (Privitera, 2018). This was used in sub-problem number 4.

Formula:

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

where:

x = viability

y = organizational performance

n = number of samples

Presentation, Analysis, and Interpretation of Data

Sub-problem No. 1: How do the school administrators, program coordinators, and teachers assess the Basic Education Facilities and Laboratories in TVL-Hospitality-Related Courses in Public Junior High Schools in Quezon City in terms of:

Food Preparation and Kitchen Laboratory (Cookery, Commercial Cooking, and Bread & Pastry)

Table 8 presents the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools as to food preparation and kitchen laboratory (cookery, commercial cooking, and bread & pastry) is rated as Highly Evident with an overall weighted mean of 4.82. All items rated as Highly Evident, namely: waste disposal systems for food scraps and water are operational and environmentally sound with a composite weighted mean of 4.89 as rank 1; the facility has a designated kitchen area separated from general classrooms; and learners have access to sanitation materials (handwashing basin, sanitizer, clean towels) with both the composite weighted mean of 4.88 as rank 2 and 3; workstations comply with ergonomic and safety standards to minimize risk of injury with a composite weighted mean of 4.87 as rank 4; cooking equipment (stoves, ovens, utensils) is functional, safe, and appropriate for the skills taught with a composite weighted mean of 4.86 as rank 5; there are enough food preparation stations per student to allow hands-on learning with a composite weighted mean of 4.74 as rank 6; and food ingredients and supplies are accessible and stored following health and safety standards; and the laboratory includes instructional guides, recipes, and visual aids aligned with the curriculum with both the composite weighted mean of 4.72 as rank 7 and 8.

Table 8 Assessment on the Food Preparation and Kitchen Laboratory (Cookery, Commercial Cooking, and Bread & Pastry)

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. The facility has a designated kitchen area separated from general classrooms.	4.81	HE	5.00	HE	4.82	HE	4.88	HE	2.5
2. There are enough food preparation stations per student to allow hands-on learning.	4.83	HE	4.56	HE	4.82	HE	4.74	HE	6
3. Cooking equipment (stoves, ovens, utensils) is functional, safe, and appropriate for the skills taught.	4.78	HE	5.00	HE	4.82	HE	4.86	HE	5
4. Food ingredients and supplies are accessible and stored following health and safety standards.	4.78	HE	4.56	HE	4.82	HE	4.72	HE	7.5
5. Workstations comply with ergonomic and safety standards to minimize risk of injury.	4.83	HE	5.00	HE	4.78	HE	4.87	HE	4
6. Learners have access to sanitation materials (handwashing basin, sanitizer, clean towels).	4.83	HE	5.00	HE	4.81	HE	4.88	HE	2.5
7. The laboratory includes instructional guides, recipes, and visual aids	4.81	HE	4.56	HE	4.81	HE	4.72	HE	7.5

aligned with the curriculum.									
8. Waste disposal systems for food scraps and water are operational and environmentally sound.	4.83	HE	5.00	HE	4.82	HE	4.89	HE	1
Overall Weighted Mean	**4.81**	**HE**	**4.83**	**HE**	**4.81**	**HE**	**4.82**	**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
1	1.00-1.79	Very Least Evident	VLE

The implications of the assessment of food preparation and kitchen laboratories yielded an overall rating of "Highly Evident," showing that facilities generally meet high standards. Among the indicators, waste disposal systems ranked the highest while the availability of ingredients, supplies, and instructional materials ranked the lowest. Likewise, this meant that schools prioritize safety and sanitation, yet there is a slight need to improve resource availability and learning aids in public junior high schools in Quezon City to ensure every student has full access to complete and ready-to-use facilities. This is supported by Bilbao et al. (2018) emphasized that laboratories become more effective learning environments when they are equipped with adequate tools, updated resources, and appropriate materials needed to support students' practical learning experiences.

Food and Beverage Services Laboratory

Table 9 manifests the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools as to food and beverage services laboratory is rated as Highly Evident with an overall weighted mean of 4.77. All items rated as Highly Evident, these are: menus and service charts used reflect actual industry standards with a composite weighted mean of 4.88 as rank 1; supervising teachers ensure proper customer service etiquette and uniform compliance with a composite weighted mean of 4.86 as rank 2; the laboratory space is clearly labeled and arranged like an actual service station or dining area with a composite weighted mean of 4.85 as rank 3; learners can practice table setting, order taking, and serving while maintaining hygiene with a composite weighted mean of 4.73 as rank 4; there are sufficient service tables, chairs, and cutlery to simulate real service scenarios; and equipment for food service (e.g., trays, service carts, beverage sets) is available and functional with both the composite weighted mean of 4.72 as rank 5 and 6; and there are designated areas for dirty dishes and waste management; and safety signage and procedures are posted and followed during service practice with both the composite weighted mean of 4.71 as rank 7 and 8.

Table 9 Assessment on the Food and Beverage Services Laboratory

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. The laboratory space is clearly	4.72	HE	5.00	HE	4.82	HE	4.85	HE	3

labeled and arranged like an actual service station or dining area.									
2. There are sufficient service tables, chairs, and cutlery to simulate real service scenarios.	4.78	HE	4.56	HE	4.82	HE	4.72	HE	5.5
3. Equipment for food service (e.g., trays, service carts, beverage sets) is available and functional.	4.81	HE	4.56	HE	4.81	HE	4.72	HE	5.5
4. Menus and service charts used reflect actual industry standards.	4.83	HE	5.00	HE	4.82	HE	4.88	HE	1
5. Learners can practice table setting, order taking, and serving while maintaining hygiene.	4.83	HE	4.56	HE	4.81	HE	4.73	HE	4
6. There are designated areas for dirty dishes and waste management.	4.78	HE	4.56	HE	4.81	HE	4.71	HE	7.5
7. Safety signage and procedures are posted and followed during service practice.	4.75	HE	4.56	HE	4.82	HE	4.71	HE	7.5
8. Supervising teachers ensure proper customer service etiquette and uniform compliance.	4.78	HE	5.00	HE	4.82	HE	4.86	HE	2
Overall Weighted Mean	**4.78**	**HE**	**4.72**	**HE**	**4.82**	**HE**	**4.77**	**HE**	

This demonstrated that the assessment for food and beverage services laboratories garnered an overall "Highly Evident" rating showing that facilities in the public junior high schools in Quezon City practices closely follow professional standards. On the other hand, the highest rated indicator was the use of industry-standard menus and service charts while safety signage and waste management areas ranked the lowest.

These findings aligned with the study of Gomez et al. (2023), who emphasized that safety installations and sanitation facilities are non-negotiable components of a functional laboratory; this confirms that while the schools effectively replicate industry standards and service quality, the lower rating in safety and waste management reflects a common need to further upgrade these essential support facilities to fully comply with professional requirements.

Housekeeping / Accommodation Services Area

Table 10 shows the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools as to housekeeping / accommodation services area is rated as Highly Evident with an overall weighted mean of 4.82. All items rated as Highly Evident, such as: learners are trained to follow proper cleaning procedures and room setup standards; and there is a demonstration space for bed–making and room arrangement with both the composite weighted mean of 4.89 as rank 1 and 2; protective gear (gloves, aprons) is available and used correctly with a composite weighted mean of 4.87 as rank 3; beddings, linens, and housekeeping tools are provided in quantities that match class size with a composite weighted mean of 4.86 as rank 4; housekeeping checklists and quality standards are displayed and applied; and waste segregation bins are present and used throughout housekeeping activities with both the composite weighted mean of 4.79

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as rank 5 and 6; a dedicated area exists for practicing room care and accommodation tasks with a composite weighted mean of 4.73 as rank 7; and cleaning equipment and chemical supplies are labeled and stored safely with a composite weighted mean of 4.72 as rank 8.

Table 10 Assessment on the Housekeeping / Accommodation Services Area

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. A dedicated area exists for practicing room care and accommodation tasks.	4.81	HE	4.56	HE	4.82	HE	4.73	HE	7
2. Beddings, linens, and housekeeping tools are provided in quantities that match class size.	4.75	HE	5.00	HE	4.82	HE	4.86	HE	4
3. Cleaning equipment and chemical supplies are labeled and stored safely.	4.78	HE	4.56	HE	4.82	HE	4.72	HE	8
4. Learners are trained to follow proper cleaning procedures and room setup standards.	4.86	HE	5.00	HE	4.81	HE	4.89	HE	1.5
5. There is a demonstration space for bed–making and room arrangement.	4.86	HE	5.00	HE	4.81	HE	4.89	HE	1.5
6. Protective gear (gloves, aprons) is available and used correctly.	4.81	HE	5.00	HE	4.81	HE	4.87	HE	3
7. Housekeeping checklists and quality standards are displayed and applied.	5.00	HE	4.56	HE	4.82	HE	4.79	HE	5.5
8. Waste segregation bins are present and used throughout housekeeping activities.	5.00	HE	4.56	HE	4.82	HE	4.79	HE	5.5
Overall Weighted Mean	**4.86**	**HE**	**4.78**	**HE**	**4.82**	**HE**	**4.82**	**HE**	

This demonstrated that the assessment of housekeeping and accommodation services areas obtained an overall "Highly Evident", proving that facilities and practices closely align with professional requirements. The highest indicators were the training given on proper procedures and the availability of dedicated demonstration spaces, while the safe storage and labeling of supplies ranked the lowest. Likewise, these findings were supported by the study of Dela Cruz & Reyes (2021), who highlighted that realistic setups are vital for mastery; the high ratings in simulation areas confirm this, while the lower score on storage reflects the need to maintain organization that matches the quality of the facilities themselves.

Front Office / Customer Service Laboratory

Table 11 depicts the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools as to front office / customer service laboratory is rated as Highly Evident with an overall weighted mean of 4.80. All items rated as Highly Evident, namely: technology used for reservations and enquiries mirrors modern industry tools with a composite weighted mean of 4.94 as rank 1; office signage, protocol flowcharts, and service standards are visibly posted with a composite weighted mean of 4.88 as rank 2; lesson materials (forms, reservation documents, guest profiles) reflect industry practice; and learners have opportunities to role–play greeting, check-in, and customer assistance with both the composite weighted mean of 4.85 as rank 3 and 4; data privacy and record keeping are practiced during simulations with a composite weighted mean of 4.79 as rank 5; functional communication tools (phones, computer systems) are provided with a composite weighted mean of 4.73 as rank 6; teachers monitor and assess students on professionalism and communication skills with a composite weighted mean of 4.71 as rank 7; and the laboratory has a mock front desk or reception area that simulates a real hotel / restaurant reception with a composite weighted mean of 4.70 as rank 8.

Table 11 Assessment on the Front Office / Customer Service Laboratory

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. The laboratory has a mock front desk or reception area that simulates a real hotel / restaurant reception.	4.72	HE	4.56	HE	4.82	HE	4.70	HE	8
2. Functional communication tools (phones, computer systems) are provided.	4.83	HE	4.56	HE	4.80	HE	4.73	HE	6
3. Lesson materials (forms, reservation documents, guest profiles) reflect industry practice.	4.78	HE	5.00	HE	4.78	HE	4.85	HE	3.5
4. Learners have opportunities to role–play greeting, check-in, and customer assistance.	4.72	HE	5.00	HE	4.82	HE	4.85	HE	3.5
5. Office signage, protocol flowcharts, and service standards are visibly posted.	4.81	HE	5.00	HE	4.82	HE	4.88	HE	2
6. Data privacy and record keeping are practiced during simulations.	5.00	HE	4.56	HE	4.81	HE	4.79	HE	5
7. Technology used for reservations and enquiries mirrors modern industry tools.	5.00	HE	5.00	HE	4.81	HE	4.94	HE	1

8. Teachers monitor and assess students on professionalism and communication skills.	4.75	HE	4.56	HE	4.82	HE	4.71	HE	7
Overall Weighted Mean	**4.83**	**HE**	**4.78**	**HE**	**4.81**	**HE**	**4.80**	**HE**	

This implied that the assessment of front office and customer service laboratories garnered an overall "Highly Evident", showing that the facilities and learning activities closely follow professional standards. The highest rated indicator was the use of modern technology and systems similar to what is used in the industry while the presence of a mock reception area ranked the lowest. This meant that schools excel in teaching current procedures and service protocols, yet there is a slight need to improve the physical setup and layout of work areas to fully match the realistic environment required for complete skill mastery.

These findings were supported by the study of Lippman (2019), who emphasized that learning spaces designed to mirror real workplaces are key to authentic engagement.

Storage and Equipment Rooms

Table 12 displays the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools as to storage and equipment rooms is rated as Highly Evident with an overall weighted mean of 4.80. All items rated as Highly Evident, these are: here is a designated and secured storage area for all laboratory equipment and supplies; and learners are taught proper handling and storage procedures with both the composite weighted mean of 4.89 as rank 1 and 2; equipment is inspected regularly for safety and function with a composite weighted mean of 4.88 as rank 3; hazardous substances are stored separately with proper MSDS (Material Safety Data Sheets) with a composite weighted mean of 4.86 as rank 4; tools and materials are properly labeled and shelved; and clean–up and check–out procedures for equipment are standardized and enforced with both the composite weighted mean of 4.74 as rank 5 and 6; and inventory lists are maintained and periodically updated; and access to storage is controlled and monitored by staff with both the composite weighted mean of 4.71 as rank 7 and 8.

Table 12 Assessment on the Storage and Equipment Rooms

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. There is a designated and secured storage area for all laboratory equipment and supplies.	4.83	HE	5.00	HE	4.82	HE	4.89	HE	1.5
2. Tools and materials are properly labeled and shelved.	4.83	HE	4.56	HE	4.82	HE	4.74	HE	5.5
3. Inventory lists are maintained and periodically updated.	4.75	HE	4.56	HE	4.81	HE	4.71	HE	7.5
4. Hazardous substances are stored separately with proper MSDS (Material Safety Data Sheets).	4.78	HE	5.00	HE	4.81	HE	4.86	HE	4
5. Equipment is inspected regularly for safety and function.	4.81	HE	5.00	HE	4.82	HE	4.88	HE	3

6. Access to storage is controlled and monitored by staff.	4.78	HE	4.56	HE	4.81	HE	4.71	HE	7.5
7. Learners are taught proper handling and storage procedures.	4.86	HE	5.00	HE	4.82	HE	4.89	HE	1.5
8. Clean–up and check–out procedures for equipment are standardized and enforced.	4.83	HE	4.56	HE	4.82	HE	4.74	HE	5.5
Overall Weighted Mean	**4.81**	**HE**	**4.78**	**HE**	**4.82**	**HE**	**4.80**	**HE**	

This demonstrated that the evaluation of storage and equipment rooms obtained an overall "Highly Evident", confirming that these areas are systematically organized and well-managed. The highest indicators were the availability of secure storage spaces and instruction on proper handling, while maintaining updated inventories and controlled access were the lowest. This implied that safety and proper usage are well-prioritized, though there is a slight need to improve documentation and monitoring systems to ensure better accountability and efficiency.

This is supported by Smith & Jones (2020), who stated that well-organized storage systems allow more time for practice and skill development; the strong ratings on safety and handling reflect this standard, while the lower scores on inventory control showed that administrative practices in public junior high schools in Quezon City still need refinement to fully support effective learning.

Safety and Sanitation Support Areas

Table 13 represents the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools as to safety and sanitation support areas is rated as Highly Evident with an overall weighted mean of 4.85. All items rated as Highly Evident, such as: waste bins are labeled for regular and biohazard / food waste separation; and learners receive orientation on safe food handling, accident reporting, and hygiene with both the composite weighted mean of 4.94 as rank 1 and 2; fire extinguishers and first–aid kits are available within or near all laboratories with a composite weighted mean of 4.90 as rank 3; laboratory safety rules and emergency procedures are posted and understood by learners; and inspections for sanitation and safety are regularly scheduled and documented with both the composite weighted mean of 4.88 as rank 4 and 5; handwashing stations with soap and water are accessible in all food / laboratory areas with a composite weighted mean of 4.79 as rank 6; floors and surfaces are kept clean and free from hazards with a composite weighted mean of 4.76 as rank 7; and personal protective equipment (PPE) is provided and used correctly by learners, as the need arises with a composite weighted mean of 4.72 as rank 8.

Table 13 Assessment on the Safety and Sanitation Support Areas

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Fire extinguishers and first–aid kits are available within or near all laboratories.	4.89	HE	5.00	HE	4.82	HE	4.90	HE	3
2. Laboratory safety rules and emergency procedures are posted and understood by learners.	4.81	HE	5.00	HE	4.82	HE	4.88	HE	4.5

3. Handwashing stations with soap and water are accessible in all food / laboratory areas.	5.00	HE	4.56	HE	4.82	HE	4.79	HE	6
4. Personal protective equipment (PPE) is provided and used correctly by learners, as the need arises.	4.78	HE	4.56	HE	4.82	HE	4.72	HE	8
5. Floors and surfaces are kept clean and free from hazards.	4.92	HE	4.56	HE	4.82	HE	4.76	HE	7
6. Waste bins are labeled for regular and biohazard / food waste separation.	5.00	HE	5.00	HE	4.81	HE	4.94	HE	1.5
7. Inspections for sanitation and safety are regularly scheduled and documented.	4.83	HE	5.00	HE	4.81	HE	4.88	HE	4.5
8. Learners receive orientation on safe food handling, accident reporting, and hygiene.	5.00	HE	5.00	HE	4.82	HE	4.94	HE	1.5
Overall Weighted Mean	**4.90**	**HE**	**4.83**	**HE**	**4.82**	**HE**	**4.85**	**HE**	

This implied that the assessment of safety and sanitation support areas obtained an overall "Highly Evident" confirming that schools strictly adhere to health and safety protocols. The highest indicators were the proper segregation of waste and the comprehensive orientation given to learners, while the provision and correct use of personal protective equipment ranked the lowest. This indicated that safety education and waste management are well-established priorities, yet there is a slight need to ensure that protective gear is always available and consistently used to maintain complete protection during all activities. This was supported by Owocho & Nyongesa (2018), who emphasized that safety measures and proper sanitation are foundational to effective technical training.

Demonstration / Multi–Use Learning Spaces

Table 14 reveals that the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools as to demonstration / multi-use learning spaces is rated as Highly Evident with an overall weighted mean of 4.83.

All items rated as Highly Evident, namely: the space is clean, well–lit, and free from unrelated equipment to minimize distraction with a composite weighted mean of 4.94 as rank 1; materials for demonstration (models, tools) are prepared ahead of sessions with a composite weighted mean of 4.88 as rank 2; seating and work surfaces can be arranged to support different learning activities; and teachers use the space to link theory to practice with industry–aligned examples with both the composite weighted mean of 4.87 as rank 3 and 4; demonstration kitchen / service stations are visible to all learners during teaching with a composite weighted mean of 4.87 as rank 5; there is a flexible area for demonstrations, practical briefings, and group activities with a composite weighted mean of 4.75 as rank 6; audio–visual tools (projector, screen, speaker) are available for instruction with a composite weighted mean of 4.74 as rank 7; and safety guidelines for demonstrations are posted and followed with a composite weighted mean of 4.71 as rank 8.

Table 14 Assessment on the Demonstration / Multi-Use Learning Spaces

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. There is a flexible area for demonstrations, practical briefings, and group activities.	4.89	HE	4.56	HE	4.81	HE	4.75	HE	6
2. Seating and work surfaces can be arranged to support different learning activities.	4.78	HE	5.00	HE	4.82	HE	4.87	HE	3.5
3. Audio–visual tools (projector, screen, speaker) are available for instruction.	4.83	HE	4.56	HE	4.82	HE	4.74	HE	7
4. Demonstration kitchen / service stations are visible to all learners during teaching.	4.81	HE	5.00	HE	4.81	HE	4.87	HE	5
5. Materials for demonstration (models, tools) are prepared ahead of sessions.	4.83	HE	5.00	HE	4.80	HE	4.88	HE	2
6. The space is clean, well–lit, and free from unrelated equipment to minimize distraction.	5.00	HE	5.00	HE	4.82	HE	4.94	HE	1
7. Safety guidelines for demonstrations are posted and followed.	4.78	HE	4.56	HE	4.81	HE	4.71	HE	8
8. Teachers use the space to link theory to practice with industry–aligned examples.	4.81	HE	5.00	HE	4.82	HE	4.87	HE	3.5
Overall Weighted Mean	**4.84**	**HE**	**4.83**	**HE**	**4.81**	**HE**	**4.83**	**HE**	

This indicated that the assessment of demonstration and multi-use learning spaces earned an overall "Highly Evident" rating, showing that these areas are well-maintained and effectively designed for learning. The highest indicator was the cleanliness, proper lighting, and clutter-free environment, while the posting and observance of safety guidelines during demonstrations ranked the lowest. This revealed that schools in public junior high schools in Quezon City prioritize a conducive learning atmosphere and preparation, yet there is a slight opportunity to strengthen safety reminders and practices to ensure full protection even during instructional presentations. These findings are supported by Lucas & Corpuz (2020), who emphasized that a well-organized and safe learning space significantly boosts student focus and skill retention.

Table 15 summarizes the assessment of basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools rated as Highly Evident with the grand mean of 4.81. All items rated as Highly Evident, these are: safety and sanitation support areas with a composite weighted mean of 4.85 as rank 1; demonstration / multi–use learning spaces with a composite weighted mean of 4.83 as rank 2; food

preparation and kitchen laboratory (cookery, commercial cooking, and bread & pastry); and housekeeping / accommodation services area with both the composite weighted mean of 4.82 as rank 3 and 4; front office / customer service laboratory; and storage and equipment rooms with both the composite weighted mean of 4.80 as rank 5 and 6; and food and beverage services laboratory with a composite weighted mean of 4.77 as rank 7.

Table 15 Summary on Basic Education Facilities and Laboratories in TVL-Hospitality-Related Courses in Public Junior High Schools

Criteria	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**WM**	**VI**	**WM**	
1. Food Preparation and Kitchen Laboratory (Cookery, Commercial Cooking, and Bread & Pastry)	4.81	HE	4.83	HE	4.81	HE	4.82	HE	3.5
2. Food and Beverage Services Laboratory	4.78	HE	4.72	HE	4.82	HE	4.77	HE	7
3. Housekeeping / Accommodation Services Area	4.86	HE	4.78	HE	4.82	HE	4.82	HE	3.5
4. Front Office / Customer Service Laboratory	4.83	HE	4.78	HE	4.81	HE	4.80	HE	5.5
5. Storage and Equipment Rooms	4.81	HE	4.78	HE	4.82	HE	4.80	HE	5.5
6. Safety and Sanitation Support Areas	4.90	HE	4.83	HE	4.82	HE	4.85	HE	1
7. Demonstration / Multi–Use Learning Spaces	4.84	HE	4.83	HE	4.81	HE	4.83	HE	2
Grand Mean	**4.83**	**HE**	**4.79**	**HE**	**4.82**	**HE**	**4.81**	**HE**	

Overall, the assessment of all facilities and laboratories was interpreted as "Highly Evident," showing that the learning environment is fully equipped and adheres to required standards. Safety and sanitation support areas ranked the highest while the food and beverage services laboratory was rated the lowest.

This implied that schools place the greatest priority on health and safety, and while all areas are well-maintained, there is a small opportunity to further upgrade service-related facilities to match the high quality seen in other sections. This result is supported by Catral (2022), who stated that adequate facilities are the backbone of effective TVL instruction.

Sub-problem No. 2. Is there a significant difference in the assessment of the three groups of respondents as to the Basic Education Facilities and Laboratories in TVL-Hospitality-Related Courses using the above-mentioned variables?

Table 16 presents the comparative assessment on Basic Education Facilities and Laboratories in TVL–Hospitality-related courses in public junior high schools, as evaluated by the three groups of respondents, namely School Administrators, Program Coordinators, and Teachers, across seven areas of concern: Food Preparation and Kitchen Laboratory (F = 0.00964), Food and Beverage Services Legend: 0.05 level of significance Laboratory (F = 0.12095), Housekeeping/Accommodation Services Area (F = 0.07249), Front

Office/Customer Service Laboratory (F = 0.02410), Storage and Equipment Rooms (F = 0.01939), Safety and Sanitation Support Areas (F = 0.10370), and Demonstration/Multi-Use Learning Spaces (F = 0.01089). Using df = (2, 21) at 0.05 level of significance with a critical value of 3.47, the results reveal that all computed F-values are lower than the critical value, indicating no significant differences in the assessments of School Administrators, Program Coordinators, and Teachers

Table 16 Comparative Assessment on Basic Education Facilities and Laboratories in TVL-Hospitality-Related Courses in Public Junior High Schools

Areas of Concern		SS	MSS	df	F-value	Critical Value	Interpretation	Decision
1. Food Preparation and Kitchen Laboratory (Cookery, Commercial Cooking, and Bread & Pastry)	Bet. Grp. Within Grp.	0.000 0.368	0.000 0.018	2 21	0.00964	3.47	Not Significant	Failed to Reject Ho
2. Food and Beverage Services Laboratory	Bet. Grp. Within Grp.	0.004 0.373	0.002 0.018	2 21	0.12095	3.47	Not Significant	Failed to Reject Ho
3. Housekeeping / Accommodation Services Area	Bet. Grp. Within Grp.	0.003 0.450	0.002 0.021	2 21	0.07249	3.47	Significant	Reject Ho
4. Front Office / Customer Service Laboratory	Bet. Grp. Within Grp.	0.001 0.480	0.001 0.023	2 21	0.02410	3.47	Significant	Reject Ho
5. Storage and Equipment Rooms	Bet. Grp. Within Grp.	0.001 0.396	0.000 0.019	2 21	0.01939	3.47	Not Significant	Failed to Reject Ho
6. Safety and Sanitation Support Areas	Bet. Grp. Within Grp.	0.004 0.421	0.002 0.020	2 21	0.10370	3.47	Not Significant	Failed to Reject Ho
7. Demonstration / Multi–Use Learning Spaces	Bet. Grp. Within Grp.	0.000 0.401	0.000 0.019	2 21	0.01089	3.47	Significant	Reject Ho

The comparative assessment across seven facility areas showed that computed F-values ranged from the lowest for the Food Preparation and Kitchen Laboratory to the highest for the Food and Beverage Services Laboratory. Since all obtained values were lower than the critical value of 3.47 at the 0.05 significance level, the results confirm no significant differences in the evaluations given by School Administrators, Program Coordinators, and Teachers.

This implied that all three groups share a unified perspective and agreement on the condition, adequacy, and quality of the facilities, reflecting a common understanding of what standards should be maintained. These findings were supported by Aquino (2019), who stated that consensus among stakeholders regarding learning resources indicates clear alignment with institutional standards.

Sub-problem No. 3. How do the three groups of respondents assess the Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools in Quezon City in terms of:

Content Knowledge and Pedagogy

Table 17 shows the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools as to content knowledge and pedagogy is rated as Highly Competent with an overall weighted mean of 4.79 All items rated as Highly Competent, such as: communicates clearly using English, Filipino, and Mother Tongue when explaining procedures, safety rules, and service standards with a composite weighted mean of 4.89 as rank 1; incorporates literacy and numeracy skills in hospitality tasks, such as interpreting recipes, computing food costs, and preparing inventory reports with a composite weighted mean of 4.87 as rank 2; applies current hospitality trends and evidence-based teaching strategies to improve learners' technical and practical skills with a composite weighted mean of 4.86 as rank 3; designs practical activities that develop learners' problem-solving, decision–making, and creativity in real–world hospitality situations with a composite weighted mean of 4.75 as rank 4; uses ICT tools (e.g., recipe costing software, reservation simulations, presentation tools) to enhance hospitality instruction; and demonstrates effective verbal instructions and professional body language during demonstrations and simulations with both the composite weighted mean of 4.74 as rank 5 and 6; and integrates hospitality concepts (e.g., food safety, service standards, guest relations) across related subjects to make learning meaningful and industry–based with a composite weighted mean of 4.71 as rank 7.

Table 17 Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools as to Content Knowledge and Pedagogy

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Integrates hospitality concepts (e.g., food safety, service standards, guest relations) across related subjects to make learning meaningful and industry–based.	4.78	HC	4.56	HC	4.81	HC	4.71	HC	7
2. Applies current hospitality trends and evidence-based teaching strategies to improve learners' technical and practical skills.	4.75	HC	5.00	HC	4.82	HC	4.86	HC	3
3. Uses ICT tools (e.g., recipe costing software, reservation simulations, presentation tools) to enhance hospitality instruction.	4.83	HC	4.56	HC	4.82	HC	4.74	HC	5.5
4. Incorporates literacy and numeracy skills in hospitality tasks, such as interpreting recipes, computing food costs, and preparing inventory reports.	4.81	HC	5.00	HC	4.81	HC	4.87	HC	2
5. Designs practical activities that develop learners' problem-solving, decision–making, and	4.86	HC	4.56	HC	4.82	HC	4.75	HC	4

creativity in real–world hospitality situations.									
6. Communicates clearly using English, Filipino, and Mother Tongue when explaining procedures, safety rules, and service standards.	4.83	HC	5.00	HC	4.82	HC	4.89	HC	1
7. Demonstrates effective verbal instructions and professional body language during demonstrations and simulations.	4.83	HC	4.56	HC	4.82	HC	4.74	HC	5.5
Overall Weighted Mean	**4.81**	**HC**	**4.75**	**HC**	**4.82**	**HC**	**4.79**	**HC**	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Competent	HC
4	3.40-4.19	Competent	C
3	2.60-3.39	Moderately Competent	MC
2	1.80-2.59	Least Competent	LC
1	1.00-1.79	Very Least Competent	VLC

The assessment of teachers' competencies in terms of content knowledge and pedagogy yielded an overall "Highly Competent," showing that educators possess strong mastery and effective teaching practices. The highest indicator was the ability to communicate clearly using appropriate languages in explaining lessons, while the integration of hospitality concepts across subjects ranked the lowest. This implied that teachers were good at delivering instructions and essential skills, yet there is a slight opportunity to strengthen cross-subject integration to make learning even more connected and relevant to the industry.

These findings were supported by Corpuz & Salandanan (2020), who emphasized that competent teachers not only master their subject matter but also connect lessons across disciplines to deepen understanding; the high ratings confirm strong instructional ability, while the lower score on integration highlights this as an area where further development can enrich teaching quality in public junior high schools in Quezon City.

Learning Environment

Table 18 exhibits the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools as to learning environment is rated as rated as Highly Competent with an overall weighted mean of 4.79.

All items rated as Highly Competent, namely: encourages collaboration among learners during group tasks such as banquet setup or food preparation; and motivates learners to take responsibility for tools, uniforms, and assigned hospitality tasks with both the composite weighted mean of 4.87 as rank 1 and 2; ensures kitchen, service, and housekeeping laboratories are safe by strictly implementing safety and sanitation protocols with a composite weighted mean of 4.86 as rank 3; organizes laboratory spaces to allow active participation in

cooking, serving, and accommodation simulations with a composite weighted mean of 4.74 as rank 4; fosters respect, teamwork, and professionalism during hands–on hospitality activities with a composite weighted mean of 4.71 as rank 5; and applies positive discipline strategies when correcting errors in practical performance with a composite weighted mean of 4.70 as rank 6.

This implied that the assessment of teachers' competencies regarding the learning environment obtained an overall "Highly Competent" rating, showing that educators successfully create a supportive and well-managed atmosphere for skills training. The highest indicators were the encouragement of collaboration and the instilling of responsibility among learners, while the application of positive discipline strategies when correcting performance errors ranked the lowest. This demonstrated that teachers excel in building teamwork and maintaining safety, yet there is a slight need to further refine how they handle corrections to ensure that feedback always remains encouraging and constructive.

Table 18 Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools as to Learning Environment

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Ensures kitchen, service, and housekeeping laboratories are safe by strictly implementing safety and sanitation protocols.	4.75	HC	5.00	HC	4.82	HC	4.86	HC	3
2. Fosters respect, teamwork, and professionalism during hands–on hospitality activities.	4.78	HC	4.56	HC	4.81	HC	4.71	HC	5
3. Organizes laboratory spaces to allow active participation in cooking, serving, and accommodation simulations.	4.83	HC	4.56	HC	4.82	HC	4.74	HC	4
4. Encourages collaboration among learners during group tasks such as banquet setup or food preparation.	4.78	HC	5.00	HC	4.82	HC	4.87	HC	1.5
5. Motivates learners to take responsibility for tools, uniforms, and assigned hospitality tasks.	4.81	HC	5.00	HC	4.81	HC	4.87	HC	1.5
6. Applies positive discipline strategies when correcting errors in practical performance.	4.75	HC	4.56	HC	4.79	HC	4.70	HC	6
Overall Weighted Mean	**4.78**	**HC**	**4.78**	**HC**	**4.81**	**HC**	**4.79**	**HC**	

These findings were supported by Tucker & Stronge (2018), who pointed out that a positive learning environment balances high expectations with supportive discipline; the strong ratings on collaboration confirm this balance is present, while the lower score on discipline shows that mastering the art of gentle correction remains a key area for professional growth.

Diversity of Learners

Table 19 explains the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools as to diversity of learners is rated as rated as Highly Competent with an overall weighted mean of 4.78.

All items rated as Highly Competent, these are: adjusts hospitality activities to suit learners' skills, interests, and learning pace with a composite weighted mean of 4.87 as rank 1; uses culturally responsive examples in menu planning, service styles, and accommodation practices with a composite weighted mean of 4.86 as rank 2; provides flexible learning tasks for students facing personal or environmental challenges with a composite weighted mean of 4.74 as rank 3; modifies tools, instructions, or demonstrations to support learners with special needs or exceptional talents with a composite weighted mean of 4.72 as rank 4; and integrates indigenous food practices and local hospitality traditions into lessons when appropriate with a composite weighted mean of 4.70 as rank 5.

Table 19 Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools as to Diversity of Learners

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Adjusts hospitality activities to suit learners' skills, interests, and learning pace.	4.83	HC	5.00	HC	4.79	HC	4.87	HC	1
2. Uses culturally responsive examples in menu planning, service styles, and accommodation practices.	4.78	HC	5.00	HC	4.80	HC	4.86	HC	2
3. Modifies tools, instructions, or demonstrations to support learners with special needs or exceptional talents.	4.81	HC	4.56	HC	4.81	HC	4.72	HC	4
4. Provides flexible learning tasks for students facing personal or environmental challenges.	4.83	HC	4.56	HC	4.82	HC	4.74	HC	3
5. Integrates indigenous food practices and local hospitality traditions into lessons when appropriate.	4.72	HC	4.56	HC	4.82	HC	4.70	HC	5
Overall Weighted Mean	**4.79**	**HC**	**4.73**	**HC**	**4.81**	**HC**	**4.78**	**HC**	

This demonstrated that the assessment of teachers' competencies in managing the diversity of learners garnered an overall "Highly Competent" rating, proving that educators are skilled at addressing different learning needs and backgrounds. The highest indicator was the ability to adjust activities according to students' skills and pace, while integrating indigenous food practices and local traditions ranked the lowest. This indicated that teachers successfully personalize instruction to help every learner succeed, yet there is a slight

opportunity to incorporate more local culture and heritage into lessons to make training even more relevant and rooted in the community.

These findings were supported by Villegas & Lucas (2018), who emphasized that responsive teaching adapts to student differences while also valuing their cultural identities; the high ratings on adjustment reflected strong inclusive practices, while the lower score on integrating traditions showed that further enriching lessons with local context will make instruction even more meaningful.

Curriculum and Planning

Table 20 identifies the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools as to curriculum and planning is rated as rated as Highly Competent with an overall weighted mean of 4.82. All items rated as Highly Competent, such as: adapts learning modules to emphasize current hospitality industry practices with a composite weighted mean of 4.88 as rank 1; engages in professional dialogue with co–teachers to improve teaching strategies and learner performance with a composite weighted mean of 4.87 as rank 2; selects appropriate tools, equipment, and digital resources to support practical hospitality training with a composite weighted mean of 4.86 as rank 3; and prepares structured lesson plans that align hospitality competencies with curriculum standards; and sets realistic learning outcomes, such as mastering food preparation techniques or customer service procedures with both the composite weighted mean of 4.74 as rank 4 and 5.

Table 20 Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools as to Curriculum and Planning

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Prepares structured lesson plans that align hospitality competencies with curriculum standards.	4.83	HC	4.56	HC	4.82	HC	4.74	HC	4.5
2. Sets realistic learning outcomes, such as mastering food preparation techniques or customer service procedures.	4.86	HC	4.56	HC	4.81	HC	4.74	HC	4.5
3. Adapts learning modules to emphasize current hospitality industry practices.	4.81	HC	5.00	HC	4.82	HC	4.88	HC	1
4. Engages in professional dialogue with co–teachers to improve teaching strategies and learner performance.	4.83	HC	5.00	HC	4.79	HC	4.87	HC	2
5. Selects appropriate tools, equipment, and digital resources to support practical hospitality training.	4.78	HC	5.00	HC	4.80	HC	4.86	HC	3
Overall Weighted Mean	**4.82**	**HC**	**4.82**	**HC**	**4.81**	**HC**	**4.82**	**HC**	

This entailed that assessment of teachers' competencies in curriculum and planning obtained an overall "Highly Competent" rating, proving that educators are skilled in designing relevant and up-to-date learning experiences. Adapting modules to reflect current industry practices ranked the highest while preparing aligned lesson plans and defining clear learning outcomes were the lowest indicators. This implied that teachers successfully kept lessons relevant and worked well with colleagues, yet there is a slight opportunity to further polish lesson structures and goal-setting to ensure learning is always well-defined and systematically delivered.

These findings were supported by Bilbao et al. (2018), who emphasized that effective curriculum planning requires balancing industry relevance with carefully structured lessons and clear objectives; the high scores on adaptation show teachers stay updated, while the lower ratings on planning detail reveal that continuous improvement in lesson design is necessary to fully meet curriculum standards.

Assessment and Reporting

Table 21 illustrates the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools as to assessment and reporting is rated as rated as Highly Competent with an overall weighted mean of 4.88. All items rated as Highly Competent, namely: provides timely and constructive feedback on students' technical performance and work attitude with a composite weighted mean of 4.91 as rank 1; communicates learners' progress in both technical skills and professionalism to parents and stakeholders; and uses assessment results to improve lesson delivery and laboratory activities with both the composite weighted mean of 4.88 as rank 2 and 3; and develops performance–based assessments such as cooking demonstrations, table setups, and front desk simulations; and tracks learners' practical skills development using rubrics and observation checklists with both the composite weighted mean of 4.87 as rank 4 and 5.

This demonstrated that the assessment of teachers' competencies in assessment and reporting garnered an overall "Highly Competent" rating, showing that evaluation practices are thorough, meaningful, and well-aligned with learning goals. Giving timely and helpful feedback ranked the highest, while creating performance-based tests and tracking progress using rubrics were the lowest indicators. This implied that teachers are very good at guiding students and sharing results with others, yet there is still a small opportunity to further enhance how performance tasks and evaluation tools are designed to make measurement even more precise and comprehensive.

Table 21 Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools as to Assessment and Reporting

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Develops performance–based assessments such as cooking demonstrations, table setups, and front desk simulations.	4.78	HC	5.00	HC	4.82	HC	4.87	HC	4.5
2. Tracks learners' practical skills development using rubrics and observation checklists.	4.81	HC	5.00	HC	4.81	HC	4.87	HC	4.5
3. Provides timely and constructive feedback on students' technical performance and work attitude.	4.92	HC	5.00	HC	4.80	HC	4.91	HC	1

4. Communicates learners' progress in both technical skills and professionalism to parents and stakeholders.	4.83	HC	5.00	HC	4.82	HC	4.88	HC	2.5
5. Uses assessment results to improve lesson delivery and laboratory activities.	4.83	HC	5.00	HC	4.79	HC	4.88	HC	2.5
Overall Weighted Mean	**4.83**	**HC**	**5.00**	**HC**	**4.81**	**HC**	**4.88**	**HC**	

This finding aligned with Tesoro (2020), who emphasized that effective assessment in TVL must go beyond feedback and include well-crafted performance tasks and clear rubrics that mirror real workplace standards; the high scores confirm strong practice, while the slightly lower ratings on instrument design highlighted that improving these tools will make evaluation even more relevant and accurate.

Community Linkages and Professional Engagement

Table 22 indicates the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools as to community linkages and professional engagement is rated as rated as Highly Competent with an overall weighted mean of 4.80.

All items rated as Highly Competent, these are: collaborates with parents and local hospitality partners for immersion, events, or school–based enterprises with a composite weighted mean of 4.85 as rank 1; aligns hospitality training with local community needs and industry practices with a composite weighted mean of 4.83 as rank 2; follows school procedures and industry standards to maintain professionalism in all school–related activities with a composite weighted mean of 4.78 as rank 3; and reflects on teaching practice in accordance with DepEd policies and the Code of Ethics for Professional Teachers with a composite weighted mean of 4.75 as rank 4.

Table 22 Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools as to Community Linkages and Professional Engagement

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Aligns hospitality training with local community needs and industry practices.	4.78	HC	4.89	HC	4.81	HC	4.83	HC	2
2. Collaborates with parents and local hospitality partners for immersion, events, or school–based enterprises.	4.83	HC	4.93	HC	4.80	HC	4.85	HC	1
3. Reflects on teaching practice in accordance with DepEd policies and the Code of Ethics for Professional Teachers.	4.86	HC	4.59	HC	4.81	HC	4.75	HC	4
4. Follows school procedures and industry standards to maintain	4.75	HC	4.78	HC	4.82	HC	4.78	HC	3

professionalism in all school–related activities.									
Overall Weighted Mean	**4.81**	**HC**	**4.80**	**HC**	**4.81**	**HC**	**4.80**	**HC**	

This demonstrated that the assessment of teachers' competencies in community linkages and professional engagement obtained an overall "Highly Competent" rating showing strong involvement in connecting the school with the outside world. Collaboration with parents and industry partners ranked the highest while reflecting on practice according to policies and ethical standards was the lowest indicator. This implied that teachers excel at building partnerships that enrich learning, yet there is a slight opportunity to deepen self-reflection and compliance with professional guidelines to further elevate their service and conduct.

These findings were supported by Bautista (2021), who emphasized that effective vocational education thrives on strong community ties while being grounded in professional ethics; the high ratings on partnership confirm active engagement, while the lower score on reflective practice showed that continuous self-evaluation helps teachers remain fully aligned with regulatory and ethical expectations.

Personal Growth and Professional Development

Table 23 presents the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools as to personal growth and professional development is rated as rated as Highly competent with an overall weighted mean of 4.84.

All items rated as Highly Competent, such as: sets professional goals aligns with the Philippine Professional Standards for Teachers (PPST) with a composite weighted mean of 4.88 as rank 1; participates in hospitality–related seminars, TESDA trainings, and professional learning communities with a composite weighted mean of 4.87 as rank 2; creates and follows a professional growth plan to strengthen technical and pedagogical skills with a composite weighted mean of 4.85 as rank 3; demonstrates a learner–centered teaching philosophy in hospitality instruction with a composite weighted mean of 4.84 as rank 4; and upholds professionalism by modeling proper grooming, courtesy, and ethical conduct with a composite weighted mean of 4.77 as rank 5.

Table 23 Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools as to Personal Growth and Professional Development

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Demonstrates a learner–centered teaching philosophy in hospitality instruction.	4.78	HC	4.96	HC	4.79	HC	4.84	HC	4
2. Upholds professionalism by modeling proper grooming, courtesy, and ethical conduct.	4.83	HC	4.67	HC	4.82	HC	4.77	HC	5
3. Participates in hospitality–related seminars, TESDA trainings, and professional learning communities.	4.81	HC	5.00	HC	4.81	HC	4.87	HC	2
4. Creates and follows a professional growth plan to strengthen technical and	4.72	HC	5.00	HC	4.82	HC	4.85	HC	3

pedagogical skills.									
5. Sets professional goals aligned with the Philippine Professional Standards for Teachers (PPST).	4.83	HC	5.00	HC	4.81	HC	4.88	HC	1
Overall Weighted Mean	**4.79**	**HC**	**4.93**	**HC**	**4.81**	**HC**	**4.84**	**HC**	

This established that the assessment of teachers' competencies in personal growth and professional development yielded an overall "Highly Competent" rating, reflecting a strong commitment to continuous improvement and career advancement. Aligning goals with the Philippine Professional Standards for Teachers (PPST) ranked the highest while demonstrating professional attributes such as proper grooming, courtesy, and ethical conduct was the lowest indicator. This meant that teachers are highly driven to upgrade their knowledge and skills, yet there is a slight opportunity to consistently exemplify the highest standards of professional behavior and appearance, which are critical role-modeling elements in the hospitality industry.

These findings were related to Arnado (2023), who stated that true professional development in TVL includes not only attending trainings and setting goals but also consistently modeling industry-specific behaviors and standards; the high ratings on planning and participation confirmed strong growth orientation, while the lower score on conduct highlights that reinforcing professional modeling is key to complete competency in this field.

Table 24 summarizes the assessment of teachers' competencies relative to TVL-Hospitality related courses in public junior high schools rated as Highly Competent with the grand mean of 4.81.

All items rated as Highly Competent, namely: assessment and reporting with a composite weighted mean of 4.88 as rank 1; personal growth and professional development with a composite weighted mean of 4.84 as rank 2; curriculum and planning with a composite weighted mean of 4.82 as rank 3; community linkages and professional engagement with a composite weighted mean of 4.80 as rank 4; content knowledge and pedagogy; and learning environment with both the composite weighted mean of 4.79 as rank 5 and 6; and diversity of learners with a composite weighted mean of 4.78 as rank 7.

Table 24 Summary on Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools

Criteria	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**WM**	**VI**	**WM**	
1. Content Knowledge and Pedagogy	4.81	HC	4.75	HC	4.82	HC	4.79	HC	5.5
2. Learning Environment	4.78	HC	4.78	HC	4.81	HC	4.79	HC	5.5
3. Diversity of Learners	4.79	HC	4.73	HC	4.81	HC	4.78	HC	7
4. Curriculum and Planning	4.82	HC	4.82	HC	4.81	HC	4.82	HC	3
5. Assessment and Reporting	4.83	HC	5.00	HC	4.81	HC	4.88	HC	1
6. Community Linkages and Professional Engagement	4.81	HC	4.80	HC	4.81	HC	4.80	HC	4

7. Personal Growth and Professional Development	4.79	HC	4.93	HC	4.81	HC	4.84	HC	2
Grand Mean	**4.80**	**HC**	**4.83**	**HC**	**4.81**	**HC**	**4.81**	**HC**	

Overall, the assessment of teachers' described as "Highly Competent," which confirmed that educators possess the necessary skills and qualities to deliver quality instruction in hospitality courses. Among the areas evaluated, assessment and reporting ranked the highest while diversity of learners was rated the lowest. This implied that while teachers excel in evaluating student performance and providing feedback, there remains a small opportunity to further enhance their ability to address individual differences, and varied learning needs to ensure inclusive education for all.

These findings were supported by Villanueva (2021), who noted that while TVL teachers generally performed well in content and classroom management, adapting instruction for diverse learners and creating inclusive environments often emerge as areas needing further development to fully meet professional standards.

Sub-problem No. 4. What are the Learning Outcomes in TVL-Hospitality Related Courses for the last two years?

The learning outcomes for TVL-Hospitality Related Courses during School Year 2023–2024 garnered ratings of 86.20 and 86.57, resulting in an overall average of 86.39, all described as Closely Approximating Mastery based on the Department of Education *Mastery/achievement level scale.*

The lowest recorded result was 86.20, while the highest stood at 86.57, showing only a small gap between performances and confirming consistent achievement across the measured areas. This level indicated that learners have acquired strong knowledge and skills, though there is still room to bridge the gap toward full mastery and complete industry readiness.

Table 25 Learning Outcomes in TVL-Hospitality Related Courses

School Year 2023-2024		**School Year 2023-2024**		**Overall**	
Rating	**VI**	**Rating**	**VI**	**Rating**	**VI**
86.20	CAM	86.57	CAM	86.39	CAM

Legend:

Range	**Performance Level**	**Symbol**
96-100	Mastery	M
86-95	Closely Approximating Mastery	CAM
66-85	Moving Towards Mastery	MTM
35-65	Average Mastery	AM
15-34	Low Mastery	LM
5-14	Very Low Mastery	VLM
0-4	Absolute No Mastery	ANM

Department of Education. (n.d.). *Mastery/achievement level scale* [Table]. DepEd PH. https://depedph.com/page/4/

These findings were supported by Manalo (2020) who concluded that competency ratings between 80–89% indicated that learners have gained strong theoretical knowledge and basic proficiency but still lack the speed, precision, consistency, independence, and adherence to strict quality standards expected in actual workplaces.

Sub-problem No. 5. Is there a significant relationship among the assessment of the three groups of respondents between the Basic Education Facilities and Laboratories in TVL-Hospitality Related Courses, Teachers' Competencies, and Learning Outcomes?

Table 26 Correlation Between Basic Education Facilities and Laboratories in TVL-Hospitality Related Courses and Learning Outcomes

Indicators	r-value	VI	df	t-value	Critical value	Int.	Decision
1. Food Preparation and Kitchen Laboratory (Cookery, Commercial Cooking, and Bread & Pastry)	0.08	WC	41	1.87146	2.145	Not Significant	Failed to Reject H_o
2. Food and Beverage Services Laboratory	0.15	WC	14	2.55268	2.145	Significant	Reject H_o
3. Housekeeping / Accommodation Services Area	0.15	WC	14	2.55606	2.145	Significant	Reject H_o
4. Front Office / Customer Service Laboratory	0.15	WC	14	2.55154	2.145	Significant	Reject H_o
5. Storage and Equipment Rooms	0.15	WC	14	2.54845	2.145	Significant	Reject H_o
6. Safety and Sanitation Support Areas	0.15	WC	14	2.5542	2.145	Significant	Reject H_o
7. Demonstration / Multi–Use Learning Spaces	0.15	WC	14	2.55783	2.145	Significant	Reject H_o

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
0.00 – 0.10	Negligible Correlation	NC

Table 26 shows the correlation between Basic Education Facilities and Laboratories in TVL–Hospitality-related courses and learning outcomes, as assessed across seven indicators, namely Food Preparation and

Kitchen Laboratory (r = 0.08), Food and Beverage Services Laboratory (r = 0.15), Housekeeping/Accommodation Services Area (r = 0.15), Front Office/Customer Service Laboratory (r = 0.15), Storage and Equipment Rooms (r = 0.15), Safety and Sanitation Support Areas (r = 0.15), and Demonstration/Multi-Use Learning Spaces (r = 0.15). The analysis was conducted using degrees of freedom ranging from 14 to 41, at 0.05 level of significance with a critical value of 2.145.

The results show that Food Preparation and Kitchen Laboratory obtained a t-value of 1.87146 and was found not significant, leading to the failure to reject the null hypothesis. In contrast, all other indicators obtained t-values ranging from 2.54845 to 2.55783, which are higher than the critical value, indicating significant relationships and resulting in the rejection of the null hypothesis.

The correlation analysis shows coefficient values ranging from the lowest at r = 0.08 for the Food Preparation and Kitchen Laboratory to the highest at r = 0.15 for all other facility areas. Except for the kitchen laboratory which registered a computed t-value of 1.87146 and proved not significant, all other indicators yielded t-values between 2.54845 and 2.55783, exceeding the critical value of 2.145 and confirming significant links with learning outcomes.

This implied that the quality and availability of facilities such as service areas, housekeeping sections, and storage spaces directly influence student achievement, while the kitchen setup, though adequate, may need better alignment with actual requirements to fully support performance.

These findings were supported by Lee & Park (2019) who highlighted that kitchen and laboratory design must follow professional workflow and spatial standards**,** the significant links found in most areas validate their view, while the non-significant result for the kitchen suggests that merely having the space is insufficient—its layout, functionality, and completeness must match professional standards to truly enhance learning outcomes.

Table 27 reveals the correlation between Teachers' Competencies in TVL–Hospitality-related courses and learning outcomes across seven indicators, namely Content Knowledge and Pedagogy (r = 0.05), Learning Environment (r = 0.08), Diversity of Learners (r = 0.04), Curriculum and Planning (r = 0.04), Assessment and Reporting (r = 0.04), Community Linkages and Professional Engagement (r = 0.02), and Personal Growth and Professional Development (r = 0.04).

The analysis was conducted using degrees of freedom ranging from 41 to 44 at 0.05 level of significance, with corresponding critical values ranging from 2.015 to 2.020. The results indicate that all computed t-values (from 0.96245 to 1.90566) are lower than the critical values, leading to a consistent finding of no significant relationships.

Table 27 Correlation Between Teachers' Competencies in TVL-Hospitality Related Courses and Learning Outcomes

Indicators	**r-value**	**VI**	**df**	**t-value**	**Criti-cal value**	**Int.**	**Deci-sion**
1. Content Knowledge and Pedagogy	0.05	VSC	44	1.57341	2.015	Not Significant	Failed to Reject H_o
2. Learning Environment	0.08	VSC	43	1.90566	2.016	Not Significant	Failed to Reject H_o
3. Diversity of Learners	0.04	VSC	42	1.32017	2.018	Not Significant	Failed to Reject H_o
4. Curriculum and Planning	0.04	VSC	42	1.32231	2.018	Not Significant	Failed to Reject H_o
5. Assessment and Reporting	0.04	VSC	41	1.32058	2.020	Not Significant	Failed to Reject H_o
6. Community Linkages and	0.02	NC	42	0.96245	2.018	Not Significant	Failed to Reject H_o

Professional Engagement							
7. Personal Growth and Professional Development	0.04	NC	42	1.31868	2.018	Not Significant	Failed to Reject H_o

The correlation analysis produced coefficient values ranging from the lowest at r = 0.02 for Community Linkages and Professional Engagement to the highest at r = 0.08 for Learning Environment. Across all seven competency areas, computed t-values fell between 0.96245 and 1.90566, all of which were lower than the critical values of 2.015 to 2.020, signifying no significant relationship between teachers' competencies and learning outcomes.

This implied that while teachers are highly capable and qualified, their competence alone may not be the sole deciding factor in student achievement, suggesting that other elements like facilities, student motivation, or home support play a bigger role in shaping results.

These findings were supported by Castro (2022), who explained that although teacher competence is essential, it only produces significant results when paired with adequate facilities and supportive learning conditions; the absence of significant correlation here confirmed that skilled instruction needs to be backed by complete resources to truly make a measurable impact on student outcomes.

Sub-problem No. 6. What are the problems encountered by the respondents relative to Basic Education Facilities and Laboratories in TVL-Hospitality Related Courses and Teachers' Competencies?

Basic Education Facilities and Laboratories

Table 28 manifests the assessment of problems encountered relative to basic education facilities and laboratories in TVL-Hospitality-related courses in public junior high schools rated as Moderately Encountered with an overall weighted mean of 2.72. All items rated as Moderately Encountered, these are: outdated front office equipment limits practice of reservation and guest service procedures with a composite weighted mean of 4.74 as rank 1; limited ingredients reduce opportunities for regular hands–on food preparation; inadequate housekeeping supplies restrict proper practice of room cleaning tasks; limited laboratory space affects effective customer service role–plays; lack of proper safety and sanitation facilities weakens compliance with health standards; limited first–aid and emergency supplies reduce preparedness for lab incidents; and small or poorly arranged spaces restrict effective demonstrations and group work with a similar composite weighted mean of 2.73 as rank 2, 3, 4, 5, 6, and 7; outdated or insufficient kitchen tools limit learners' ability to practice essential cooking and baking skills; a lack of realistic dining setup limits exposure to real service situations; unrealistic accommodation setups reduce effective housekeeping simulations; disorganized storage areas make tools hard to access during classes; and inadequate instructional equipment lowers the quality of skills demonstrations with a similar composite weighted mean of 4.72 as rank 8, 9, 10, 11, and 12; and insufficient service tools prevent learners from completing full food and beverage service practice; and insufficient storage space leads to faster wear and damage of equipment with both the composite weighted mean of 2.71 as rank 13 and 14.

Table 28 Problems Encountered Relative to Basic Education Facilities and Laboratories in TVL-Hospitality-Related Courses in Public Junior High Schools

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Outdated or insufficient kitchen tools limit learners' ability to practice essential cooking and baking skills.	2.83	ME	2.54	LE	2.79	ME	2.72	ME	

2. Limited ingredients reduce opportunities for regular hands–on food preparation.	2.83	ME	2.56	LE	2.80	ME	2.73	ME	
3. Insufficient service tools prevent learners from completing full food and beverage service practice.	2.78	ME	2.54	LE	2.82	ME	2.71	ME	
4. A lack of realistic dining setup limits exposure to real service situations.	2.81	ME	2.56	LE	2.81	ME	2.72	ME	
5. Inadequate housekeeping supplies restrict proper practice of room cleaning tasks.	2.81	ME	2.56	LE	2.82	ME	2.73	ME	
6. Unrealistic accommodation setups reduce effective housekeeping simulations.	2.83	ME	2.52	LE	2.82	ME	2.72	ME	
7. Outdated front office equipment limits practice of reservation and guest service procedures.	2.86	ME	2.56	LE	2.81	ME	2.74	ME	
8. Limited laboratory space affects effective customer service role–plays.	2.83	ME	2.54	LE	2.81	ME	2.73	ME	
9. Disorganized storage areas make tools hard to access during classes.	2.78	ME	2.56	LE	2.82	ME	2.72	ME	
10. Insufficient storage space leads to faster wear and damage of equipment.	2.81	ME	2.52	LE	2.79	ME	2.71	ME	
11. Lack of proper safety and sanitation facilities weakens compliance with health standards.	2.83	ME	2.56	LE	2.80	ME	2.73	ME	
12. Limited first–aid and emergency supplies reduce preparedness for lab incidents.	2.83	ME	2.56	LE	2.81	ME	2.73	ME	
13. Small or poorly arranged spaces restrict effective demonstrations and group work.	2.81	ME	2.56	LE	2.82	ME	2.73	ME	

14. Inadequate instructional equipment lowers the quality of skills demonstrations.	2.78	ME	2.56	LE	2.82	ME	2.72	ME	
Overall Weighted Mean	**2.82**	**ME**	**2.55**	**LE**	**2.81**	**ME**	**2.72**	**ME**	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
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

The assessment of problems encountered regarding facilities and laboratories described as Moderately Encountered, showing that resource-related challenges are present and affect instruction, though not constantly or severely. The most serious issue was outdated front office equipment limiting practice, while insufficient service tools and inadequate storage space were the least encountered problems. This implied that schools face notable gaps especially in modernization and sufficiency of materials, which restrict hands-on activities, reduce realism in training, and may hinder learners from acquiring industry-standard skills.

These findings were supported by Dizon (2021), who pointed out that problems such as outdated tools, limited space, and lack of realistic setups are common in public schools and directly lower the quality of skill development; the results confirmed that addressing these shortages and aligning facilities closer to industry standards is essential to ensure students gain the proper competence and confidence needed in the hospitality field.

Table 29 shows the assessment of problems encountered relative to teachers' competencies relative to TVL-Hospitality related courses in public junior high schools rated as Moderately Encountered with an overall weighted mean of 2.72.

All items rated as Moderately Encountered, namely: varying learner skill levels make practical teaching more challenging; limited access to training reduces opportunities for professional growth; and heavy workloads limit participation in ongoing development activities with a similar composite weighted mean of 2.73 as rank 1, 2, and 3; limited time and resources hamper individualized support **Teachers' Competencies** for learners; inadequate facilities affect the effective delivery of planned lessons; difficulty in combining theory and practice within short class periods; and limited industry collaboration makes updating lessons more challenging with a similar composite weighted mean of 2.72 as rank 4, 5, 6, and 7; lack of advanced practical skills reduces teachers' confidence in demonstrating complex hospitality procedures; difficulty in supervising both classroom and laboratory activities during hands–on lessons; difficulty in sustaining learner focus during practical work; and few industry partnerships limit learners' real–world exposure with a similar composite weighted mean of 2.71 as rank 8, 9, 10, and 11; some teachers are unable to keep their hospitality knowledge updated with current industry standards; and rating practical performance fairly and consistently can be complex with both the composite weighted mean of 2.70 as rank 12 and 13; and additional burden in documenting and reporting performance tasks with a composite weighted mean of 2.69 as rank 14.

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Table 29 Problems Encountered Relative to Teachers' Competencies Relative to TVL-Hospitality Related Courses in Public Junior High Schools

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Some teachers are unable to keep their hospitality knowledge updated with current industry standards.	2.78	ME	2.54	LE	2.80	ME	2.70	ME	12.5
2. Lack of advanced practical skills reduces teachers' confidence in demonstrating complex hospitality procedures.	2.83	ME	2.52	LE	2.79	ME	2.71	ME	8.25
3. Difficulty in supervising both classroom and laboratory activities during hands–on lessons.	2.81	ME	2.50	LE	2.82	ME	2.71	ME	8.25
4. Difficulty in sustaining learner focus during practical work.	2.81	ME	2.50	LE	2.82	ME	2.71	ME	8.25
5. Varying learner skill levels make practical teaching more challenging.	2.83	ME	2.56	LE	2.81	ME	2.73	ME	1.33
6. Limited time and resources hamper individualized support for learners.	2.81	ME	2.56	LE	2.81	ME	2.72	ME	4.25
7. Inadequate facilities affect the effective delivery of planned lessons.	2.83	ME	2.52	LE	2.82	ME	2.72	ME	4.25
8. Difficulty in combining theory and practice within short class periods.	2.83	ME	2.52	LE	2.81	ME	2.72	ME	4.25
9. Rating practical performance fairly and consistently can be complex.	2.75	ME	2.54	LE	2.82	ME	2.70	ME	12.5
10. Additional burden in documenting and reporting performance tasks.	2.72	ME	2.56	LE	2.80	ME	2.69	ME	14
11. Few industry partnerships limit learners' real–world exposure.	2.78	ME	2.57	LE	2.79	ME	2.71	ME	8.25

12. Limited industry collaboration makes updating lessons more challenging.	2.81	ME	2.56	LE	2.79	ME	2.72	ME	4.25
13. Limited access to training reduces opportunities for professional growth.	2.83	ME	2.54	LE	2.81	ME	2.73	ME	1.33
14. Heavy workloads limit participation in ongoing development activities.	2.86	ME	2.52	LE	2.81	ME	2.73	ME	1.33
Overall Weighted Mean	**2.81**	**ME**	**2.53**	**LE**	**2.81**	**ME**	**2.72**	**ME**	

The assessment of problems encountered regarding teachers' competencies obtained an overall weighted mean of 2.72, interpreted as Moderately Encountered, indicating that challenges exist but are not severe or constant. The highest-ranked concerns were managing varying learner skills, limited access to training, and heavy workloads; meanwhile, the lowest-ranked issue was the additional burden of documenting and reporting performance results.

This implied that while teachers are generally capable, they face significant hurdles mainly related to professional growth, workload, and resource limitations, which can affect how well they deliver instruction and support student learning.

These findings were supported by Manalo (2022) who noted that TVL teachers consistently report lack of updates on current industry trends, limited training opportunities, and heavy workload as top barriers to high performance**;** these results confirm that providing more capacity-building programs and reducing administrative tasks are key steps to strengthen teacher performance and instruction quality.

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

Based on the findings, an Proposed Sustainable Context-Responsive Development Program was developed to strengthen the implementation of TVL–Hospitality Related Courses in Public Junior High Schools in Quezon City. This strategy aims to sustain and further improve the quality of educational facilities, laboratory resources, and teacher competencies to support effective and meaningful learning experiences for students. Since both educational resources and teacher competence were assessed as highly evident and highly competent, there is a need to maintain these strengths while addressing the moderately encountered concerns that may affect program delivery.

To ensure continuous improvement in teaching and learning outcomes, there is a need to enhance resource availability, laboratory utilization, and professional development opportunities for teachers. The proposed enhancement strategy includes key features such as key result areas, objectives, programs/activities, persons involved, time frame, budget or source of budget, and performance indicators to guide effective implementation and monitoring. (See Appendix A).

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

Table 30 Acceptability of the Proposed Intervention Program

Indicators	**School Administrators**		**Program Coordinators**		**Teachers**		**Composite**		**Rank**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. The proposed intervention	4.83	HA	4.52	HA	4.82	HA	4.72	HA	3.33

program presents complete and well–supported information.									
2. It is sufficiently practical to merit adoption and implementation.	4.81	HA	4.56	HA	4.81	HA	4.72	HA	3.33
3. The program will benefit schools by addressing gaps in Basic Education Facilities and Laboratories in TVL–Hospitality Related Courses and Teachers' Competencies in Public Junior High Schools in Quezon City.	4.83	HA	4.89	HA	4.82	HA	4.85	HA	1
4. It will serve as a valuable guide in the development and enhancement of relevant policy guidelines.	4.83	HA	4.52	HA	4.79	HA	4.72	HA	3.33
5. The program offers comprehensive knowledge, particularly in the effective implementation of corrective actions.	4.78	HA	4.93	HA	4.80	HA	4.83	HA	2
Overall Weighted Mean	**4.82**	**HA**	**4.68**	**HA**	**4.81**	**HA**	**4.77**	**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

Table 30 depicts the assessment of the acceptability of the proposed intervention program rated as Highly Acceptable with an overall weighted mean of 4.77.

All items rated as Highly Acceptable, such as: the program will benefit schools by addressing gaps in basic education facilities and laboratories in TVL-Hospitality related courses and teachers' competencies in public junior high schools in Quezon City with a composite weighted mean of 4.85 as rank 1; the program offers comprehensive knowledge, particularly in the effective implementation of corrective actions with a composite weighted mean of 4.83 as rank 2; and the proposed intervention program presents complete and well–supported information; it is sufficiently practical to merit adoption and implementation; and it will serve as a valuable guide in the development and enhancement of relevant policy guidelines with a similar composite weighted mean of 4.72 as rank 3, 4, and 5.

The assessment of the proposed intervention program yielded an overall weighted mean of 4.77, verbally interpreted as Highly Acceptable, showing strong approval and confidence in its purpose, content, and usefulness. The highest rating was given to the program's ability to address existing gaps in facilities and teacher competencies, while the lowest scores referred to its completeness, practicality, and value as a guide for policy improvement.

This implied that stakeholders recognize the program as a highly relevant, feasible, and well-designed solution that directly targets the study's identified problems and can effectively guide improvements in TVL-Hospitality education.

This finding is supported by Tan (2021), who emphasized that effective intervention programs must directly respond to existing resource gaps and capacity needs; the high acceptability ratings confirmed that this proposal successfully aligns with what schools need most—solutions that are comprehensive, practical, and capable of driving real improvements in both instruction and facilities.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The following are the salient findings of the study:

1. On the assessment of the school administrators, program coordinators, and teachers assess the Basic Education Facilities and laboratories in TVL-Hospitality Related courses in Public Junior High Schools in Quezon City.

The assessment of the school administrators, program coordinators and teachers on the Basic Education Facilities and laboratories in TVL-Hospitality Related courses rated as Highly Evident with an overall composite mean of 4.81.

2. On the comparative assessment of the respondents on the Basic Education Facilities and laboratories in TVL-Hospitality-Related courses in Public Junior High Schools.

The results of the ANOVA analysis reveal that there is no statistically significant difference in the assessment on Basic Education Facilities and Laboratories in TVL–Hospitality-related courses in public junior high schools, as evaluated by the three groups of respondents, namely School Administrators, Program Coordinators, and Teachers, across seven areas of concern: Food Preparation and Kitchen Laboratory ($F = 0.00964$), Food and Beverage Services Laboratory ($F = 0.12095$), Housekeeping/Accommodation Services Area ($F = 0.07249$), Front Office/Customer Service Laboratory ($F = 0.02410$), Storage and Equipment Rooms ($F = 0.01939$), Safety and Sanitation Support Areas ($F = 0.10370$), and Demonstration/Multi-Use Learning Spaces ($F = 0.01089$). Using $df = (2, 21)$ at 0.05 level of significance with a critical value of 3.47, the results reveal that all computed F-values are lower than the critical value, indicating no significant differences in the assessments of School Administrators, Program Coordinators, and Teachers. Consequently, the null hypothesis is accepted in all cases, indicating that the three groups have similar perceptions and assessments for all areas of concern.

3. On the learning outcomes in TVL-Hospitality Related Courses for School Year 2023–2024.

There is a high level of competency and understanding in TVL-Hospitality-related courses. The obtain ratings fall within the range of 86-95 in the learning outcomes in TVL-Hospitality Related Courses for School Year 2023–2024. It indicates grades of 86, verbally interpreted as Closely Approximating Mastery (CAM).

4. On the significant difference between Basic Education Facilities and Laboratories in TVL-Hospitality Related Teacher courses, Teacher Competencies and Learning Outcomes.

There is a very strong and statistically significant relationship between Basic Education Facilities and Laboratories in TVL-Hospitality Related Teacher courses, Teacher Competencies and Learning Outcomes.

The correlation between Basic Education Facilities and Laboratories and learning outcomes in TVL–Hospitality-related courses was evaluated across seven indicators. Among seven facility indicators, only the Food Preparation and Kitchen Laboratory showed no significant link (r= 0.08, t = 1.87146 < 2.145), while all others—including food and beverage, housekeeping, and safety areas—yielded r = 0.15 and t-values from 2.54845 to 2.55783, confirming significant positive relationships.

Meanwhile, all seven dimensions of teacher competency recorded very low correlations (r = 0.02 to 0.08) and t-values between 0.96245 and 1.90566, all below the critical values of 2.015 to 2.020, indicating no significant connection to student performance resulting in the failure to reject the null hypothesis for all measured areas.

5. On the problems encountered relative to Basic Education Facilities and laboratories in TVL-Hospitality Related Courses and Teacher Competencies.

The overall assessment of the problems encountered relative to the Basic Education Facilities and laboratories in TVL-Hospitality Related Courses and Teacher Competencies. Both were rated as moderately encountered with an overall composite mean of 2.72 respectively

6. On the proposed Intervention Program,

A Proposed Sustainable Context-Responsive Development Program was developed to address the identified gaps in the availability and adequacy of educational resources, as well as the level of teacher competence in delivering instruction in hospitality training. The proposed strategy includes key result areas, objectives, programs/activities, persons involved, timeframe, budget or budget source, and performance indicators to ensure proper implementation and evaluation**.**

7. On the acceptability of the Intervention Program.

The overall assessment of the Enhancement Strategy for Educational Resources and Teacher Competence rated as Highly Acceptable with an overall composite mean of 4.77.

Conclusions

The following are the conclusions based on the findings of the study

1. The Basic Education Facilities and Laboratories in TVL- Hospitality Related Courses in Public Junior High School in Quezon City are exceptionally adequate.

2. The three groups of respondents shared similar views regarding the Basic Education Facilities Hospitality Related Courses in Public Junior High School in Quezon City.

3. The teachers in junior high schools teaching hospitality related courses are highly proficient.

4. The learners demonstrated performance levels that closely approximate mastery, reflecting strong acquisition of knowledge and skills with only a narrow gap remaining before full proficiency is achieved.

5. All basic education facilities and laboratory areas in TVL–Hospitality-related courses have the same level of influence on learning outcomes. While most of the laboratory and support areas show a meaningful relationship with students' learning performance, the Food Preparation and Kitchen Laboratory does not.

In contrast, the results also show that teachers' competencies across different areas do not have a significant effect with students' learning outcomes in this study.

6. To address the identified gaps, a Proposed Sustainable Context-Responsive Development Program was developed, specifically designed to upgrade learning facilities and improve the professional competencies of teachers.

7. The proposed intervention program, Sustainable Context-Responsive Development Program is highly relevant, and ready for adoption in Batasan Hills National High School and other schools in Division of Quezon City.

Recommendations

The following are the recommendations based on the findings and conclusions of the study:

1. School administrators are encouraged to adopt and implement the Enhancement Strategy for Educational Resources and Teacher Competence in a gradual and practical manner.

2. The school administrators may come up with a unified planning and decision-making approach be maintained in managing TVL–Hospitality facilities. This alignment should be used to develop consistent improvement plans, ensuring that all stakeholders work together in identifying needs, allocating resources, and implementing development initiatives.

3. The school administrators may ensure that continuous professional development programs be sustained to further enhance teachers' competencies in TVL–Hospitality-related courses. Training, workshops, industry immersion, and upskilling activities should be regularly conducted to keep teachers updated with current industry standards and teaching strategies. Providing incentives and support for professional growth may also help maintain high teaching performance.

4. The program coordinators and teachers may ensure that instructional strategies and learning activities be further strengthened to help students achieve full mastery of competencies. Schools may enhance hands-on training, simulation activities, and real-world exposure to improve practical skills. Additional enrichment programs and targeted interventions should also be provided for learners who need further support.

5. The schools administrators may focus on improving how facilities are utilized in instruction to maximize their impact on learning outcomes. Although not all areas show a strong influence, integrating effective use of laboratories with structured teaching strategies may enhance student performance. At the same time, schools should also consider other contributing factors such as student engagement, learning support, and training opportunities to further improve outcomes.

6. The school administrators together with the Quality Assurance Committee and Department Heads**,** shall ensure the adoption and proper cascading of the Proposed Sustainable Context-Responsive Development Program to all concerned personnel. They must secure adequate funding and issue clear implementation guidelines. Furthermore, the School Planning Officer and Master Teachers shall be designated to conduct regular monitoring and evaluation, providing timely feedback and necessary adjustments to guarantee effective execution, continuous improvement, and long-term sustainability of the program.

7. The School leaders and stakeholders may ensure full support through proper planning, resource allocation, and regular evaluation to determine its effectiveness and areas for improvement over time.

8. Further studies may be conducted to validate the effectiveness of the Proposed Sustainable Context-Responsive Development Program when implemented in actual school settings, covering a wider scope of TVL specializations and involving more schools across different regions. Future researchers may also explore other factors that could influence learning outcomes and teacher performance, such as school leadership, student motivation, and industry partnership engagement, to provide a more comprehensive basis for enhancing vocational education programs and ensuring long-term quality and relevance.

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Dedication

I heartily dedicate this fruit of labor to my dearest family: my parents who sacrificed and raised me; my ever-supportive Mama Luz and my father in heaven, Papa Fernando. I also especially like to dedicate this piece of work to my children -- Avrhee, Rionn, Ryuu and my sunshine, Ryoku who are all my endless source of inspiration, strength and perseverance throughout this journey. I, likewise, would like to extend my deepest appreciation to my friends, classmates and colleagues at work for their steady support and kindness that helped make this effort a success. Above it all, I give thanks to our Almighty God Jesus Christ for His eternal guidance, continuous grace and unending love in every step of this achievement.

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APPENDIX A

Research Output

Proposed Sustainable Context-Responsive Development Program Fiscal Year 2027

I. Introduction

The Technical-Vocational-Livelihood (TVL) track within the K-12 Basic Education Program is designed to equip learners with practical skills, strong work ethics, and industry-aligned competencies necessary for employment, entrepreneurship, or further education. In the public junior high schools of Quezon City, Hospitality-Related Courses—including Cookery, Commercial Cooking, Bread and Pastry Production, Food and Beverage Services, Housekeeping, and Front Office Operations—are key offerings intended to prepare students for successful careers in one of the country's most dynamic and vital industries.

However, the quality of instruction and the achievement of optimal learning outcomes rely heavily on two critical pillars: adequate, functional, and industry-standard facilities and laboratories, and highly competent, continuously updated teachers. Based on the findings of the assessment conducted across all participating schools, it was revealed that while schools generally meet the minimum requirements set by the Department of Education, significant gaps and challenges remain.

Facilities, although rated *Highly Evident*, show limitations in modernization, realism of setups, and availability of advanced technology—particularly in the Front Office and Food Preparation areas. Meanwhile, teachers, while assessed as *Highly Competent* overall, face real challenges in integrating new industry trends, managing diverse learner abilities, accessing regular training and seminars, and balancing heavy administrative workloads. These gaps contribute to learning outcomes that are currently at the level of *Closely Approximating Mastery*, indicating that while students learn well, they have not yet reached the level of full proficiency expected by the industry.

This Enhancement Strategy for Educational Resources and Teacher Competence is developed as a direct, evidence-based response to these findings. It serves as a comprehensive blueprint to upgrade physical resources, strengthen teacher capabilities, address identified problems, and align school practices strictly with DepEd standards and actual industry expectations. By systematically improving both facilities and competencies, this program aims to raise the quality of TVL-Hospitality education in Quezon City, ensuring that learners acquire complete, relevant, and current skills that make them fully ready for the world of work (Delos Reyes, 2022; Gomez et al., 2023).

II. Rationale

This program is grounded on the fundamental premise established throughout the study: quality technical-vocational education requires both strong physical resources and capable educators working together in harmony. Research data and assessment results consistently confirm the following realities:

1. **Facilities directly influence performance**: Areas with realistic, complete, and modern facilities show significantly higher learning outcomes. Gaps in equipment, space, and technology—especially in the Front Office, Storage, and Kitchen laboratories—limit the scope, depth, and authenticity of practical training (Dizon, 2021; UNESCO-UNEVOC, 2021).

2. **Teacher competence is essential but constrained**: While teachers demonstrate strong skills in instruction and assessment, challenges related to limited professional development opportunities, heavy workloads, insufficient resources, and diverse classroom environments prevent them from delivering optimal instruction consistently (Arnado, 2023; Valdez, 2023).

3. **Problems are specific and manageable:** Issues such as outdated tools, insufficient supplies, heavy administrative loads, and lack of meaningful industry exposure were identified as *Moderately Encountered*, meaning they are present but not yet critical—and therefore can be resolved through targeted, well-planned interventions (Mei & Dizon, 2021).

4. **Interventions addressing both aspects are most effective**: Correlation analysis shows that facilities and competencies interact to produce results; improving one aspect without the other yields minimal change. Stakeholders rated programs that target both areas simultaneously as *Highly Acceptable*, recognizing them as the most relevant and necessary solutions to existing problems (Garcia & Torres, 2024). In line with the Department of Education's commitment to quality education and standards compliance, this strategy is formulated to bridge the gap between current conditions and ideal standards. It prioritizes upgrading facilities to simulate real-industry environments and strengthening teacher competence through training, immersion, and better support systems. Doing so will ensure that Quezon City public schools produce graduates who are not only proficient but competitive, skilled, and ready to meet the high demands of the hospitality industry (DepEd, 2016; DepEd, 2017).

III. Objectives

To institutionalize a sustainable, integrated system that ensures complete, safe, industry-aligned educational resources and continuously enhanced teacher competence, resulting in improved instruction, better learning outcomes, and graduates who are competitive, skilled, and ready for the industry.

The following are the specific objectives:

1. To conduct regular inventory, assessment, and upgrading of educational resources—including laboratories, tools, materials, and technology—aligned with curriculum standards and industry requirements.

2. To ensure all facilities and resources are safe, functional, accessible, well-maintained, and responsive to diverse learning needs.

3. To design and implement a comprehensive professional development program that enhances teachers' content knowledge, pedagogical skills, and technical expertise relevant to their field.

4. To build teachers' capacity in integrating technology, contextualizing lessons, differentiating instruction, and linking learning to real-world applications.

5. To establish systems for the proper management, sharing, and updating of resources, ensuring maximum utilization and cost-efficiency.

6. To strengthen monitoring and evaluation mechanisms to track the quality of resources, the effectiveness of teacher competence, and their impact on student performance.

7. To foster a culture of continuous improvement, innovation, and collaboration among teachers, school leaders, and stakeholders regarding resources and professional growth.

8. To align resource development and teacher training with national policies, the Philippine Professional Standards for Teachers, and industry benchmarks.

IV. Scope

This Proposed Sustainable Context-Responsive Development Program is created to answer the actual needs of teachers and learners here in our school—covering professional growth, better instruction, and improved student performance. It focuses on adjusting learning materials, changing how lessons are taught, and strengthening support systems. Everything is planned to fit our local situation, respect different learning abilities, and build teamwork among educators.

All teachers, school administrators, subject group heads, and students from Junior High School and all subject areas are the main focus of this program. It also works to make education more inclusive and responsive, especially through shared planning, joint teaching, and helping one another grow professionally.

Key areas covered in this program includes:

Collaborative Planning – means teachers work together to make lesson plans, choose activities, and prepare materials that match the curriculum and fit our learners' daily experiences.

Building Teacher Capacity – refers to helping teachers learn and practice new skills—like how to teach together, adapt lessons for different learners, and support each other—through training, workshops, and sharing best practices.

Instructional Delivery – is about using different ways of teaching together in class so every student gets the help, attention, and guidance they need to understand and enjoy learning.

Collaborative Assessment – involves making tests and activities together, checking results as a team, and

deciding what more can be done to help students who are struggling or need extra challenge.

Stakeholder Engagement – is getting parents, community leaders, and groups involved—they help plan, support, and check how well our teaching programs are working.

Monitoring and Evaluation – is the regular checking of how things are going, what works well, and what needs to change so we can keep improving our ways of teaching and supporting learners.

V. Legal Bases

This Enhancement Strategy is formulated in strict adherence to the following laws, policies, and standards, which collectively mandate that schools must provide adequate, safe, and standard facilities, and that teachers must continuously upgrade their competencies:

1. **Republic Act No. 10533 (Enhanced Basic Education Act of 2013)** – Mandates the K-12 program, including the TVL track, to ensure graduates are equipped with skills for employment, entrepreneurship, or further education.

2. **DepEd Order No. 42, s. 2017 (Philippine Professional Standards for Teachers – PPST)** – Defines the seven domains of teacher competence, serving as the official framework for professional development and quality instruction.

3. **DepEd Order No. 8, s. 2016 (Policy Guidelines on Basic Education Facilities Standards)** – Prescribes minimum requirements for school facilities, laboratories, safety standards, space requirements, and equipment adequacy.

4. **DepEd Order No. 36, s. 2016 (Policy Guidelines on the Implementation of Grades 11–12)** – Outlines specific requirements for specialized facilities and resources in TVL programs.

5. **DepEd Order No. 20, s. 2018 (Guidelines on the Utilization of Funds for the Improvement of Facilities)** – Governs proper allocation and use of funds for facility upgrading and maintenance.

6. **TESDA Training Regulations and Competency Standards** – Serves as the primary industry benchmarks for skills, equipment specifications, and training requirements in hospitality-related qualifications.

7. **DepEd Memorandum No. 291, s. 2008** – Emphasizes the importance of safety, functionality, and suitability of learning environments.

8. **Quezon City Local Government Code and Ordinances** – Governs local budget allocation, school management, and partnership programs for education improvement.

VI. Definition of Terms

Basic Education Facilities and Laboratories – Physical spaces, equipment, tools, furniture, and support systems used for instruction, including kitchens, service areas, housekeeping suites, front-office stations, storage rooms, and safety facilities.

Industry-Standard – Refers to specifications, designs, tools, and procedures currently accepted and practiced in actual hospitality businesses, aligned with TESDA and international benchmarks.

Teacher Competence – The ability of educators to demonstrate knowledge, skills, and attitudes across seven domains (PPST) necessary to deliver effective, relevant, and safe instruction.

Learning Outcomes – The level of skill mastery and knowledge acquisition demonstrated by learners, categorized as *Closely Approximating Mastery* (86–95%) or *Full Mastery* (96–100%).

Enhancement Strategy – A systematic plan of activities, interventions, and guidelines designed to upgrade facilities, strengthen competencies, resolve identified problems, and improve overall educational quality.

Safety and Sanitation – Provisions including personal protective equipment (PPE), first-aid kits, waste management, hygiene stations, and safety protocols compliant with health regulations.

Realistic Setup – Laboratory arrangement that mirrors actual hotel or restaurant layouts, equipment, and workflows to simulate authentic work experiences.

Professional Development – Activities such as training, seminars, industry immersion, and workshops aimed at updating teachers' knowledge and skills.

Community Linkages – Formal partnerships with industry stakeholders to support training, resource sharing, and student exposure.

Performance Indicator – Measurable criteria used to assess if objectives are achieved, such as facility compliance rate, competency level, or learning outcome ratings.

VII. Program Matrix (See attached Proposed Sustainable Context-Responsive Development Program)

Proposed Sustainable Context-Responsive Development Program

Fiscal Year 2027

Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
A. Basic Education Facilities and Laboratories Safety and Sanitation Support Areas	1. To install complete safety features, proper waste management systems, and sanitation facilities (handwashing stations, PPE, first aid) that strictly adhere to health and safety regulations.	**PROJECT SAFEWORK**: Assessment and Installation of Safety Features and Waste Management Systems, safety provisions and Facilities	1. Follow standardized DepEd procurement guidelines. 2. Designate safety officers in each school.	School Administrators, Property Custodians, Safety Officers, Program Coordinators, Teachers	June 2027	₱ 100,000 (School MOOE/ LGU-QC Development Fund/ Special Education Fund)	• 90% compliance with DepEd safety standards • 90% Zero safety incident reports
	2. To maintain fully stocked, accessible, and regularly updated first-aid kits and emergency response materials	**PROJECT READY-SAFE**: Maintenance and Replenishment of Safety and Sanitation Materials; Regular inventory, restocking and Compliance inspection.	1. Conduct inventory and gap analysis per school. 2. Schedule monthly maintenance and replenishment check	School Administrators, Property Custodians, Safety Officers, Program Coordinators, Teachers	June 2027 July August 2027	₱ 50,000 (School MOOE/ LGU-QC Development Fund/ Special Education Fund)	• 90% Fully stocked and accessible sanitation stations.

Key Result Areas	Objectives	Programs/ Activities	Strategies	Persons Involved	Time Frame	Budget/ Source of Budget	Performance Indicators
2.Demonstra-tion/ Multi-Use Learning Spaces	1. To rearrange workstations and learning areas to ensure adequate space, proper lighting, and accessibility, accommodating group activities, demonstrations, and collaborative work effectively.	**PROJECT SPACE-WISE**: Layout Redesign and Optimization of Learning Areas	1. Consult teachers for optimal layout design. 2. Implement space-saving and multi-purpose designs 3. Train teachers on flexible space utilization	School Administrators Program Coordinators Property Custodians Teachers	July 2027 August 2027 September 2027	₱ 200,000 (School MOOE/ Donations or Partner-ships	• 90% of schools have functional demonstration areas • Increased space utilization efficiency-cy by 20%
	2. To provide complete, functional, and high-quality instructional aids, visual materials, and demonstration equipment that support clear, accurate, and high-quality teaching and presentation of skills.	**PROJECT VISUAL-AID**: Procurement of Instructional and Demonstration Materials	1. Purchase durable, high-quality instructional materials	School Administrators Program Coordinators, Property Custodians, Teachers	July 2027	₱ 100,000 (School MOOE/ Donations or Partner-ships	• Availability of complete visual aids and AV equipment
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
3. Food Preparation and Kitchen Laboratory (Cookery, Commercial Cooking, and Bread & Pastry)	1. To procure complete, updated, and industry-standard kitchen tools and equipment, ensuring learners have adequate resources to practice and master all essential cooking and baking competencies.	**PROJECT KITCHEN-MOD**: Modernization and Procurement of Standard Kitchen Equipment	1. Procure heavy-duty, industry-grade tools 2. Establish strict maintenance schedule.	School Administrators, Property Custodians, Kitchen Teachers, Industry Consultants	June 2027 July 2027	₱ 200,000 (DepEd Central Office Fund/LGU-QC or Special Education Fund	• 90% of equipment meets industry standards
	2. To redesign and arrange laboratory layouts to	**PROJECT CHEF-SIM**: Layout Redesign for	1. Benchmark designs from leading culinary	School Administrators, Property	June 2027 July	₱ 300,000 (DepEd Central	• Laboratory layout compliant with

	simulate real commercial kitchen settings, providing sufficient space and setting up frequent, regular, and meaningful hands-on food preparation activities.	Commercial Simulation	schools. 2. Create zones for preparation, cooking, baking, and finishing.	Custodians, Kitchen Teachers, Industry Consultants	2027 August 2027 September October 2027	Office Fund/LGU-QC or Special Education Fun	commercial standards • Increased student practice time per session.
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
4.Housekeeping / Accommodation Services Area	1. To provide complete, standardized housekeeping supplies, cleaning agents, and tools in sufficient volume to support thorough and repeated practice of room maintenance and cleaning procedures.	**PROJECT ROOM-READY**: Provision of Standard Housekeeping Supplies and Tools	1. Use durable, washable materials suitable for training 2. Establish a supply inventory system.	School Administrators, Program Coordinator, Housekeeping Teachers, Industry Partners	August 2027	₱ 100,000 (School MOOE/ LGU-QC and Industry Donations	• Availability of complete housekeeping tools and supplies.
	2. To design and equip housekeeping practice areas with actual hotel-style beds, fixtures, and amenities to create realistic scenarios that fully develop students' room make-up and management skills.	**PROJECT MOCK-HOTEL:** Creation of Realistic Guest Room Setups .	1. Collaborate with hotels for standard specifications. 2. Create separate zones for bedroom, bathroom, and linen management.	School Administrators, Program Coordinator, Housekeeping Teachers, Industry Partners	August 2027 September 2027 October 2027 November 2027	₱ 300,000 (School MOOE/ LGU-QC and Industry Donations	• 90% of schools have mock-up guest rooms. • Realistic environment rating of 4.75 and above.
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
5.Front Office / Customer Service Laboratory	1.To upgrade and install modern front office technology, systems, and	**PROJECT FRONT-TECH**: Technology Upgrade and	1. Install licensed or open-source industry software customer flow 2. Partner with	School Administrators, Program Coordinators, Front Office	September 2027 Octobe	₱ 50,000 (DepEd Division Fund/	• Functional and updated technology

	equipment (including reservation tools and communication devices) aligned with current industry standards to ensure relevant skill acquisition.	Modernization	hotel chains for system specifications	Teachers, IT Support, Industry Partners	r 2027 Novem ber 2027 Decem ber 2027	LGU-QC or Industry Partner-ships	available
	2. To optimize available space or expand facilities to create distinct areas for reception, information, and transaction activities, allowing smooth and effective role-playing of customer service scenarios.	**PROJECT LOBBY-SIM :** Design of Distinct Transaction Zones	1. Provide updated forms, charts, and manuals 2. Design layout for counters and reception	School Administrators, Program Coordinators, Front Office Teachers, IT Support, Industry Partners	Septem ber 2027	₱ 300,000 (DepEd Division Fund/ LGU-QC or Industry Partnerships	• 90% of schools have modern reception setups • Distinct activity zones establish ed
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget / Source of Budget**	**Performance Indicators**
6. Storage and Equipment Rooms	1. To implement systematic storage arrangements, proper labeling, and inventory management systems that ensure tools and materials are organized, safe, and easily accessible for instructional use.	**PROJECT ORGANIZE:** Systematic Storage and Labeling System;	1. Apply 5S methodology for organization 2. Train custodians and teachers on inventory management	School Administrators, Property Custodians, Teachers	July 2027	₱ 50,000 (School MOOE/ Maintenance Fund	• 90% of equipme nt properly stored and labeled. • Digital inventor y system operatio nal.
	2. To expand or redesign storage facilities to accommodate all equipment properly, ensuring safe keeping, preservation, and prolonging the service life	**PROJECT STORE-SAF E:** Expansion and Improvement of Storage Facilities	1. Use durable, lockable storage units 2. Establish a regular auditing schedule	School Administrators, Property Custodians, Teachers	July 2027 August 2027 Septem ber 2027 Octobe r 2027	₱ 200,000 (School MOOE/ Maintenance Fund	• Reduced equipme nt damage and loss rate

	of school assets.						
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
B. Teachers' Competencies Relative to TVL-Hospitality 1. Assessment and Reporting	1. To evaluate the challenges faced by teachers in ensuring fair, consistent, and comprehensive rating of practical performance and outputs.	**PROJECT** **RUBRIC-FAIR**: Workshop on Designing Standardized Performance-Based Assessment	1. Conduct needs analysis prior to training. 2. Use TESDA assessment principles. 3. Establish common assessment schedule.	Education Program Supervisors Master Teachers TVL Teachers, Division Assessment Team	June 2027	₱ 5,000 (School MOOE/ LGU-QC Training Fund	• Standardized assessment tools adopted in all schools.
	2.To determine the extent of additional workload and difficulties associated with documenting and reporting learners' performance tasks and progress.	**PROJECT REPORT-EASE**: Streamlining Documentation and Reporting Systems.	1. Create ready-to-use templates and forms. 2. Train on digital reporting tools.	Education Program Supervisors Master Teachers TVL Teachers, Division Assessment Team	July 2027	₱ 5,000 (School MOOE/ LGU-QC Training Fund	• 90% of teachers trained • Reduced documentation time by 15%.
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
2. Personal Growth and Professional Development	1. To determine how limited access to relevant training and seminars affects teachers' opportunities for professional growth and competency upgrading.	**PROJECT IMMERSE:** Industry Exposure and Immersion Program	1. Partner with hotels/restaurants for immersion sites 2. Schedule training during school breaks Establish learning communities 4. Provide incentives for CPD participation	Division Office, School Administrators, Teachers, Industry Partners, Master Teachers	June 2027	₱ 5,000 (LGU-QC/ Industry Sponsorship)	• 90% of teachers undergo annual immersion • 90% participation rate in relevant trainings • Increased competency ratings
	2. To analyze the impact of heavy teaching loads and administrative responsibilities	**PROJECT BALANCE:** Workload Rationalization and Support	1. Reallocate administrative tasks to support staff	Division Office, School Administrators, Teachers, Industry Partners, Master	July 2027	₱ 5,000 (LGU-QC/ Industry	• Reduced administrative workload by

	on teachers' ability to participate in continuing professional development activities.	Policy		Teachers		Sponsorship	20%
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
Curriculum and Planning	1. To examine the extent to which inadequate facilities and laboratory equipment hinder the effective delivery and implementation of planned lessons.	**PROJECT ALIGN:** Curriculum Alignment with Available Resources and Industry Standards;	1. Map curriculum against available facilities. •	Education Program Supervisors, Master Teachers, TVL Teachers, Curriculum Experts	July 2027	₱ 5,000 (School MOOE/ Division Development Fund	• Better theory-practice integration.
	2. To assess the difficulties encountered in integrating theoretical concepts and practical skills within limited class periods.	**PROJECT LINK-LEARN:** Strategies for Theory-Practice Integration	1. Train on improvisation techniques. 2. Design lessons that link theory directly to practice. 3. Create shared resource banks among schools		August 2027	₱ 5,000 (School MOOE/ Division Development Fund	• 90% of teachers trained • Contextualized learning materials developed • Improved lesson implementation rate
Community Linkages and Professional Engagement	1. To identify how the lack of strong industry partnerships limits learners' opportunities for real-world exposure and work-based experience.	**PROJECT PARTNER-UP**: Establishment of Formal Industry Linkages and MOAs	1. Identify potential partners within QC area 2. Draft mutually beneficial agreements 3. Involve partners in curriculum review	School Administrators, Program Coordinators, Industry Partners, Division Office, Local Government	August 2027	₱ 5,000 (School MOOE/ LGU-QC and Industry Contributions	• Ten new formal partnerships established • Updated lesson content based on industry input
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
	2. To assess the challenges encountered in	**PROJECT SYNERGY**: Joint	1. Organize quarterly consultation	School Administrators, Program	September	₱ 5,000 (School	• Annual industry consultat

	collaborating with industry partners to update lesson content and align it with current industry practices.	Activities and Content Updating with Stakeholders Meetings	meetings. 2. Recognize partner contributions publicly.	Coordinators, Industry Partners, Division Office, Local Government	2027	MOOE/ LGU-QC and Industry Contributions	ion conducted • Student exposure opportunities increased
Content Knowledge and Pedagogy	1. To determine the extent to which teachers update their hospitality knowledge and skills to align with current industry standards and trends.	**PROJECT TREND-UP**: Seminars on Emerging Industry Standards and Innovations	1. Invite industry experts as resource speakers. 2. Conduct skill-based workshops. 3. Bench-marking visits to best- practice schools.	Education Program Supervisors, Master Teachers, Industry Experts, TVL Teachers	October 2027	₱ 30,000 (School MOOE Industry Sponsorship)	• 90% of teachers updated on new standards
	2. To assess the influence of limited advanced training on teachers' confidence and proficiency in demonstrating complex hospitality procedures.	**PROJECT DEMO-SKILL:** Training on Effective Demonstration and Teaching	1. Establish a peer-mentoring system 2. Create video libraries of standard procedures	Education Program Supervisors, Master Teachers, Industry Experts, TVL Teachers	November 2027	₱ 5,000 (School MOOE Industry Sponsorship)	• Increased confidence in demonstration. • Updated teaching guides and materials • Higher student skill mastery.
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
Learning Environment	1. To identify the challenges encountered by teachers in supervising both classroom and laboratory activities simultaneously during hands-on lessons.	**PROJECT SUPERVISE-** **SAFE:** Training on Laboratory Management and Safety Supervision	1. Train on zone supervision techniques 2. Establish clear rules and protocols 3. Train assistants/student leaders	School Administrators, Safety Officers, Master Teachers, TVL Teachers	June 2027	₱ 5,000 (School MOOE / Division Safety Fund)	• Improved supervision efficiency • Reduced behavioral issues • Safe and orderly laboratory environment

	2. To evaluate the difficulties experienced by teachers in maintaining learners' attention and focus throughout practical work sessions**.**	**PROJECT ENGAGE:** Strategies for Maintaining Focus and Discipline in Practical Classes	1. Design engaging, challenge-based activities 2. Use visual cues and standard operating procedures	School Administrators, Safety Officers, Master Teachers, TVL Teachers	July 2027	₱ 5,000 (School MOOE / Division Safety Fund)	• Higher student engagement ratings
Diversity of Learners	1. To analyze the impact of varying skill levels among learners on the delivery and effectiveness of practical instruction.	**PROJECT DIFFERENTIATE**: Workshop on Differentiated Instruction for Mixed-Ability Classes	1. Train on grouping strategies 2. Design tiered activities	Master Teachers, Education Program Supervisors, TVL Teachers, Guidance Counselors	September 2027	₱ 5,000 (School MOOE/ Division Support Fund)	• Teachers demonstrate differentiated teaching • More inclusive instruction
Key Result Areas	**Objectives**	**Programs/ Activities**	**Strategies**	**Persons Involved**	**Time Frame**	**Budget/ Source of Budget**	**Performance Indicators**
Diversity of Learners	2. To determine how insufficient time and limited resources affect the provision of individualized guidance and support for learners.	**PROJECT SUPPORT-ALL**: Development of Supplementary Materials and Peer-Tutoring Systems	1. Create self-paced learning guides 2. Utilize advanced learners as peer tutors 3. Optimize available time and resources	Master Teachers, Education Program Supervisors, TVL Teachers, Guidance Counselors	September 2027 October 2027	₱ 5,000 (School MOOE/ Division Support Fund)	• Learning materials available for different levels • Improved performance of struggling Learners

VIII. Program/Activity Design

A. Basic Education Facilities And Laboratories

PROJECT SAFEWORK- Assessment and Installation of Safety Provisions and Facilities				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To install complete safety features, proper waste management systems, and sanitation facilities	School Administrators Property Custodians Safety Officers Program Coordinators	100 Participants	June 17-18 2027	₱ 100,000

Project Ready-Safe Maintenance and Replenishment of Safety and Sanitation				
➢ To maintain fully stocked, accessible, and regularly updated first-aid kits and emergency response materials to ensure immediate response and safety preparedness during laboratory activities.	School Administrators Property Custodians Safety Officers Program Coordinators	100 Participants	July 15-16, 2027	₱ 50,000
Project SPACE-WISE- Lay out Redesign and Optimization of Learning Areas				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To rearrange workstations and learning areas to ensure adequate space, proper lighting, and accessibility, accommodating group activities, demonstrations, and collaborative work effectively.	School Administra-tors Program Coordinators Property Custodians Teachers	100 participants	August 19-20, 2027	₱ 200,000
Project VISUAL AID - Procurement of Instructional and Demonstration Materials				
➢ To promote consistent teaching practices across all classes.	School Administrators, Program Coordinators Teachers	100 partici-pants	July 22-23, 2027	₱ 100,000
Project KITCHEN-MOD- Modernization and Procurement of Standard Kitchen Equipment				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
To procure complete, updated, and industry-standard kitchen tools and equipment, ensuring learners have adequate resources to practice and master all essential cooking and baking competencies	School Administra-tors Property Custodians Kitchen Teachers Industry Consultants	partici-pants	Aug 26-27 2027	₱ 200,000
Project CHEF SIM - Layout Redesign for Commercial Simulation				
➢ To redesign laboratory layouts to simulate real commercial kitchen settings, providing	School Administra-tors	100 partici-pants	Septem-ber	₱

sufficient space and set up for hands-on activities.	Property Custodians Kitchen Teachers Industry Consultants		9-10, 2027	300,000
Project ROOM READY- Provision of Standard Housekeeping Supplies and Tools				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To provide complete, standar-dized house-keeping supplies, cleaning agents, and tools in sufficient volume to support thorough and repeated practice of room maintenance and cleaning procedures.	School Administra-tors Property Custodians Kitchen Teachers Industry Consultants	100 participants	August 6-7, 2027	₱ 100,000
Project MOCK HOTEL - Creation of Realistic Guest Room Setups				
➢ To design and equip housekeeping practice areas with actual hotel-style beds, fixtures, and amenities to create realistic scenarios.	School Administra-tors Property Custodians Teachers Industry Consultants	100 participants	August 27-28 2027	₱ 300,000
Project FRONT-TECH Technology Upgrade and Modernization				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To upgrade and install modern front office technology, systems, and equipment (including reservation tools and communication devices) aligned with current industry standards to ensure relevant skill acquisition	School Administrators Program Coordinators Front Office Teachers IT Support Industry Partners	100 participants	September 3-4, 2027	₱ 50,000
Project LOBBY-SIM - Design of Distinct Transaction Zones				

➢ To optimize available space or expand facilities to create distinct areas for reception, information, and real-life scenario activities.	School Administrators Program Coordinators Front Office Teachers IT Support Industry Partners	100 participants	September 10-11, 2027	₱ 300,000
Project ORGANIZE Expansion and Improvement of Storage Facilities				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To implement systematic storage arrangements, proper labeling, and inventory management systems that ensure tools and materials are organized, safe, and easily accessible for instruction-nal use.	School Administrators Property Custodians Teachers	100 participants	July 8-9, 2027	₱ 50,000
Project STORE-SAFE Expansion and Improvement of Storage Facilities				
➢ To expand or redesign storage facilities to accommodate properly safe keeping of equipment and other school assets.	School Administrators Property Custodians Teachers	100 participants	July 16-17, 2027	₱ 200,000

B. Teachers' Competencies Relative To Tvl-Hospitality

Project RUBRIC-FAIR Workshop on Designing Standardized Performance-Based Assessments				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To evaluate the challenges faced by teachers in ensuring fair, consistent, and comprehensive rating of practical performance and outputs.	Education Program Supervisors Master Teachers TVL Teachers Division Assessment	100 participants	June 4-5 ,2027	₱ 5,000

	Team			
Project REPORT-EASE Industry Exposure and Immersion Program				
➢ To determine the extent of additional workload and difficulties associated with documenting and reporting learners' performance tasks and progress.	Education Program Supervisors Master Teachers TVL Teachers Division Assessment Team Master Teachers	25 participants	July 2-3,2027	₱ 5,000
Project IMMERSE Industry Exposure and Immersion Program				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To determine how limited access to relevant training and seminars affects teachers' opportunities for professional growth and competency upgrading.	Division Office School Administra-tors Teachers Industry Partners Master Teachers	25 participants	June 18-19 2027	₱ 5,000
Project BALANCE Workload Rationalization and Support Policy				
➢ To analyze the impact of heavy teaching loads and administrative responsibilities on teachers' ability to participate in continuing professional development activities.	Division Office School Administra-tors Teachers Industry Partners Master Teachers	25 participants	July 23-24, 2027	₱ 5,000
Project ALIGN Curriculum Alignment with Available Resources and Industry Standards				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To examine the extent to which inadequate facilities and laboratory equipment hinder the	Education Program Supervisors Master Teachers	25 participants	July 9-10,2027	₱ 5,000

effective delivery of planned lessons.	TVL Teachers Curriculum Experts			
Project LINK-LEARN Lessons Integrated Across Networked Knowledge				
➢ To assess the difficulties encountered in integrating theoretical concepts and practical skills within limited class periods	Education Program Supervisors Master Teachers TVL Teachers Curriculum Experts	25 participants	August 2027	₱ 5,000
Project PARTNER-UP Establishment of Formal Industry Linkages and MOAs				
➢ To identify how the lack of strong industry partnerships limits learners' opportunities for real and work-based experience.	School Administra-tors Program Coordinators Industry Partners	25 participants	August 27-28, 2027	₱ 5,000
Project SYNERGY Joint Activities and Content Updating with Stakeholders Meetings				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To collaborate with industry partners to update lesson content and align it with current industry practices.	School Administra-tors Program Coordinators Industry Partners	25 participants	Septem-ber 3-4 2027	₱ 5,000
Project TREND-UP Seminars on Emerging Industry Standards and Innovations				
➢ To determine the extent to which teachers update their hospitality knowledge and skills to align with current industry standards.	Education Program Supervisors Master Teachers Industry Experts TVL Teachers	10 participants	October 1-2, 2027	₱ 30,000
Project DEMO-SKILL Training on Effective Demonstration and Teaching				
➢ To assess the influence of limited	Education Program	20 participants	November 5-6, 2027	₱ 5,000

advanced training on teachers' confidence and proficiency in demonstrating complex hospitality procedures.	Supervisors Master Teachers Industry Experts TVL Teachers			
Project SUPERVISE-SAFE Training on Laboratory Management and Safety Supervision				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To identify the challenges encountered by teachers in supervising both classroom and laboratory activities simultaneously during hands-on lessons.	School Administra-tor Safety Officers Master Teachers TVL Teachers	20 participants	June 25-26, 2027	₱ 5,000
Project ENGAGE Strategies for Maintaining Focus and Discipline in Practical Classes				
➢ To evaluate the difficulties experienced by teachers in maintaining learners' attention on hands on activities**.**	School Administra-tors Safety Officers Master Teachers TVL Teachers	20 participants	July 16-17, 2027	₱ 5,000
Project DIFFERENTIATE Workshop on Differentiated Instruction for Mixed-Ability Classes				
➢ To analyze the impact of varying skill levels among learners on the delivery and effectiveness of practical instruction.	Master Teachers Education Program Supervisors TVL Teachers Guidance Counselors	25 participants	Septem-ber 17-18, 2027	₱ 5,000
Project SUPPORT-ALL Development of Supplementary Materials and Peer-Tutoring Systems				
OBJECTIVES	**PERSONS INVOLVED**	**NUMBER OF PARTICIPANTS**	**TARGET DATES**	**BUDGET**
➢ To determine how insufficient time and limited resources affect the provision of individualized guidance and support for learners.	Master Teachers Education Program Supervisors TVL Teachers Guidance Counselors	25 participants	Septem-ber 2027 October 2027	₱ 5,000
GRAND TOTAL:	**P 2,045,000.00**			

Sample Program Details

Title: PROJECT RUBRIC FAIR

(Workshop on Designing Standardized Performance-Based Assessments)

Objective: To develop standardized assessment tools, rubrics, and scoring guides aligned with DepEd standards and industry requirements for TVL-Hospitality-Related Courses.

Venue: School Conference Room

Number of Days: Two (2) Days

Participants: Education Program Supervisors, Master Teachers, TVL Teachers, Division Assessment Team

Day 1 - Theme: Principles, Standards, and Challenges in Performance-Based Assessment

Time	Activity	Topic / Description	Facilitator / Resource Person
8:00 – 8:30 AM	Registration & Welcome Coffee	➢ Arrival and signing of attendance ➢ Distribution of program kits, handouts, and reference materials ➢ Orientation of house rules and workshop goals	Program Secretariat
8:30 – 9:00 AM	Opening Program	➢ Opening Prayer ➢ National Anthem ➢ Welcome Remarks: *Importance of Fair and Standardized Assessment in TVL* ➢ Statement of Purpose and Overview of Objectives	Education Program Supervisor
9:00 – 10:15 AM	Session 1: **Foundations of Performance-Based Assessment**	➢ Understanding assessment in the K-12 Curriculum Framework ➢ Difference between traditional and performance-based assessment ➢ Legal and policy bases: DepEd Order No. 8, s. 2015; DepEd Order No. 42, s. 2017 ➢ Principles of fair, valid, reliable, and consistent assessment	Division Assessment Team / Master Teacher
		Activity: **"Assessment Concept Mapping" -** working in groups of 10 to identify and discuss what makes an assessment.	Session Facilitator
10:15 –	Morning Break	Light Refreshments	—

10:30 AM			
10:30 – 12:00 PM	Session 2: **Challenges and Issues in Assessing Practical Skills**	➢ Guidelines and Analysis of common challenges faced by teachers in rating performance ➢ Issues on consistency, subjectivity, comprehensiveness, and documentation ➢ Impact of poor assessment on student learning and certification ➢ Aligning assessment with industry and TESDA standards	Education Program Supervisor
		Activity: "Challenge Identification Workshop" - Listing and ranking difficulties encountered in current assessment practices.	Session Facilitator
12:00 – 1:00 PM	Lunch Break	—	—
1:00 – 2:15 PM	Session 3: **Components of a Good Rubric and Assessment Tool**	➢ Anatomy of a rubric: criteria, descriptors, performance levels, and scoring scales ➢ Characteristics of clear, measurable, and observable indicators ➢ Types of rubrics: holistic vs. analytic – when and how to use them ➢ Ensuring comprehensiveness: covering knowledge, skills, and attitude	Subject Group Heads/ Master Teachers
		Activity: "Rubric Component Analysis"- Working in groups of 10 eexamining sample rubrics and identifying strengths and weaknesses.	Session Facilitator
2:15 – 2:30 PM	Afternoon Break	Short break	—
2:30 – 3:45 PM	Session 4 **Standards-Setting and Alignment**	➢ Group work: Aligning assessment tasks and criteria with Curriculum Guides and Competencies ➢ Translating learning outcomes into measurable performance indicators ➢ Setting clear standards: *Beginning, Developing, Proficient, Advanced* ➢ Matching assessment criteria with industry requirements for Hospitality	Division Assessment Team

		courses	
		Activity: "*Standard Matching Exercise"* results per group. Mapping specific competencies to assessment criteria	
3:45 – 4:30 PM	Synthesis & Output Presentation	➢ Presentation of group findings ➢ Consolidation of common issues and concerns ➢ Sharing of key insights and questions ➢ Recap and reminders for Day 2 activities	Program Facilitator
4:30 – 5:00 PM	Closing Program	Summary of Key Insights, Awarding of Certificates, Closing Message, and Group Photo	Education Program Supervisor

Day 2 - Theme: ***Design, Development, Validation, and Application of Standardized Tools***

Time	**Activity**	**Topic / Description**	**Facilitator / Resource Person**
8:00- 8:30 AM	Arrival and Registration of Participants	➢ Attendance checking ➢ Recap of Day 1 outputs ➢ Overview of the Day 2 goals and activities and expected outputs	Secretariat / Host Teacher
8:30 – 9:00 AM	Opening Program - Day 2	➢ Opening Prayer ➢ Review of Day 1 Highlights ➢ Presentation of Day 2 Objectives Design, Validate and Finalize Tools ➢ Setting Expectations ➢ Guidelines for group work and output presentation	Program Coordinator
9:00 – 10:15 AM	**Session 1: Step-by-Step Guide to Designing Assessment Tools**	➢ Step 1: Identifying competency and task ➢ Step 2: Determining criteria to be assessed ➢ Step 3: Writing clear performance descriptors ➢ Step 4: Defining rating scales and scoring system ➢ Step 5: Creating supporting forms:	Master Teacher / Resource Person

		checklists, observation sheets, rating sheets **Activity:** *"Drafting Framework"* – **Drafting Framework** -working in groups to create an outline for one assessment tool per specialization.	
10:15 – 10:30 AM	Morning Break	Light Snacks	
10:30 – 12:00 PM	Session 2: **Development of Standardized Rubrics & Tools**	➢ Group work by specialization: Cookery, Bread & Pastry, Food & Beverage, Housekeeping, Front Office ➢ Drafting rubrics for core performance tasks ➢ Ensuring tools are fair, comprehensive, and aligned ➢ Incorporating attitude and safety indicators ➢ Resolving conflicting interpretations or concerns ➢ complete rubrics and assessment forms for specific tasks	Subject Group Heads/ Master Teachers
		Activity: " Tool Drafting" - Writing complete rubrics and assessment forms for specific tasks per specialization	Resource Person
12:00 – 1:00 PM	Lunch Break		
1:00 – 2:15 PM	**Session 3: Validation Refinement & Consistency**	➢ Criteria for evaluating quality of assessment tools ➢ Techniques to reduce subjectivity and ensure consistency ➢ Process of internal validation and peer review ➢ Adjusting tools to fit different class sizes and contexts	Education Program Supervisor / Assessment Expert
		➢ **Activity: *"Peer Review & Critique"*** – Checking other groups' outputs and giving constructive feedback.	Facilitator

		Subjectivity.	
2:15 – 2:30 PM	Afternoon Break		
2:30 – 3:45 PM	Workshop 2: Action Planning & Monitoring	➢ Revising and finalizing assessment tools based on feedback ➢ Creating a complete set of standardized tools per specialization ➢ Planning how to use the tools: instructions, recording, and reporting ➢ Designing a simple monitoring system for consistency	Subject Group Heads
		➢ **Activity: *"Compilation of Assessment Package"*** – Organizing tools into a usable guide per subject	Facilitator
3:45 – 4:30 PM	Presentation of Outputs	➢ Presentation of final standardized assessment tools and rubrics ➢ Synthesis of common features and standards ➢ Agreement on division-wide adoption of tools • Open forum and clarifications	Program Facilitator
4:30 – 5:00 PM	Closing Ceremony	➢ Summary of Achievements ➢ Awarding of Certificates of Participation ➢ Distribution of compiled assessment packages ➢ Closing Message: ***Commitment to Fair and Standardized Assessment*** ➢ Group Photo	Program Organizer / School Administrators Education Program Supervisor

IX. Guidelines/Strategies for Review for Performance-Based Assessment

A. Guidelines for Performance-Based Assessment

1.Structure and Format

1.1 Standardized Layout: All rubrics and assessment tools shall follow a uniform format to ensure familiarity and ease of use across schools. Components must include

Header: School Name, Subject/Course, Task/ Competency, Grade Level, Date

Assessment Criteria: Specific, observable, and measurable indicators

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Performance Levels: Clearly defined descriptors (e.g., *Beginning, Developing, Proficient, Advanced* or numerical scale)

Scoring System: Weight distribution, point values, and interpretation guide

Sign-off portion: Name and Signature of Assessor and Remarks.

1.2. Clarity of Language: Terms and descriptions must be simple, direct, and free from ambiguity. Avoid technical jargon unless clearly defined.

1.3. Balance of Components: Every tool must assess three (3) major domains: Knowledge, Skills, and Attitude / Values, with clear weight allocation relevant to the task.

1.4. **Safety Integration**: Compliance with safety standards, sanitation, and occupational health requirements must be a non-negotiable criterion in all practical assessments.

2. **Criteria Setting**

2.1. **Competency-Based**: Criteria must be derived directly from the specific learning competencies stated in the Curriculum Guide and aligned with TESDA Competency Standards

2.2. **Observable and Measurable**: Each criterion must describe *what the learner does or produces*, not vague traits. Use action verbs (e.g., *prepares, follows, demonstrates, maintains*) instead of adjectives (e.g., *good, excellent*).

2.3. **Graded Descriptors**: Performance levels must be clear describe the difference between levels of quality. Descriptors must show progression from basic to advanced performance.

2.4. **Comprehensive Coverage**: Criteria must cover the entire process (preparation, execution, finishing) and final output, including work habits, teamwork, and adherence to procedures.

3. **Validation Process**

3.1. Expert Validation: All drafted tools must undergo review by the Division Assessment Team, Master Teachers, and industry practitioners to ensure alignment, accuracy, and relevance.

3.2. **Field Testing:** Selected tools shall be pilot-tested in at least three (3) schools to check for clarity, practicality, and reliability of results. Feedback from users shall be incorporated before finalization.

3.3. **Consistency Check:** Tools must be reviewed to ensure that similar tasks across different specializations follow the same scoring logic and difficulty level.

3.4. Final Endorsement: Only tools validated and approved by the Division Office shall be adopted for division-wide use.

4. Standardization and Adoption

4.1. Unified Set: A complete set of approved assessment tools shall be compiled into the *Division-Wide Assessment Package for TVL-Hospitality*. No school or teacher shall use different criteria or standards for major performance tasks.

4.2 Distribution and Orientation: Copies of the standardized package shall be distributed to all schools, accompanied by an orientation on proper use, interpretation, and recording.

4.3 Adaptation Policy: Minor adjustments to fit specific school contexts are allowed *only if* the core criteria and performance standards remain unchanged. Any modification must be documented and reported.

B. Guidelines for Performance-Based Assessment

1. Capacity Building and Training

1.1 Train the Trainers: Conduct a cascade training model. The Division Team Trains Master Teachers and Program Coordinators, who in turn train teachers in their respective schools. This ensures consistent understanding and application.

1.2 Hands-on Workshops: Focus training not only on *how to use* the tools but on *how to explain, demonstrate, and grade objectively*. Include sessions on resolving borderline cases and subjective interpretations.

1.3 Sharing of Best Practices: Establish a regular forum (Learning Action Cell / LAC session) where teachers share experiences, challenges, and effective techniques in using the standardized tools.

2. Integration and Into Instruction

2.1 Assessment for Learning: Teachers must share the rubrics *before* the activity or lesson begins. Students must clearly know the standards and criteria they will be measured against. This guides them toward the desired performance.

2.2 Feedback Mechanism: Use assessment results to provide specific, constructive feedback to learners. The rubric serves as the basis for identifying strengths and areas for improvement, guiding remediation or enrichment activities.

2.3 Record Keeping: Establish a uniform recording system aligned with the School Form 5 and DepEd grading system. Ensure that scores from performance-based assessments are accurately translated into the final grade.

3. Quality Assurance and Peer Review

3.1 Inter-School Calibration: Conduct quarterly calibration meetings where teachers from different schools assess the same sample output or demonstration together. This aligns judgment and reduces variations between schools.

3.2 Internal Monitoring: School heads and coordinators conduct periodic checks to ensure that assessments are actually being conducted, tools are used correctly, and scoring is consistent.

3.3. Validation of Results: Random sampling of graded outputs shall be done by the Division Team to verify fairness and accuracy of assessment.

4. Sustainability and Updating

4.1 Annual Review: The assessment package shall be reviewed every school year or whenever curriculum or industry standards change. Updates shall be based on feedback from users and new trends in the hospitality industry.

4.2 Resource Bank Maintenance: Maintain a centralized digital repository of all assessment tools, supplementary materials, and updates accessible to all teachers.

4.3 Recognition and Incentives: Recognize schools and teachers who demonstrate exemplary practice in fair, consistent, and comprehensive assessment to encourage continuous adherence.

XI. Program Committee

Program Title: Proposed Sustainable Context-Responsive Development Program Fiscal Year 2027

A. Overall Program Steering Committee

Provides strategic direction, policy guidance, resource allocation, and overall supervision

Position	**Name/ Designation**	**Role/Responsibility**
Program Chairperson	Schools Division Superintendent	• Approves the program and budget • Provides overall leadership and direction • Ensures alignment with DepEd policies and local government priorities
Co-Chair Person	Education Program Supervisor (TVL-Home Economics / Hospitality)	• Oversees program implementation • Coordinates with schools, teachers, and partners
Position	**Name/ Designation**	**Role/Responsibility**
Member	Chief, School Governance	• Assists in resource management and compliance • Links program with division plans and MOOE utilization
Member	Division Planning Officer	• Reviews program design • Tracks performance indicators and reporting
Member	Division Property and Supply Officer	• Guides procurement, inventory, and maintenance of facilities and equipment
Position	**Name/ Designation**	**Role/Responsibility**
Member	Division Finance Officer	• Monitors budget utilization and fund management

B. Program Management And Technical Working Group

Handles planning, implementation, monitoring, and evaluation of specific components

1. Facilities and Resources Sub-Committee

Focus: Safety, laboratories, equipment, and learning spaces

Position	**Name/ Designation**	**Role/Responsibility**
Head	School Principal / TVL Coordinator	• Leads facility assessment and upgrading • Implements layout redesign and procurement plans
Position	**Name/ Designation**	**Role/Responsibility**
Member	Property Custodian / Supply Officer	• Conducts inventory and storage management • Ensures proper maintenance and safety inspections
Member	TVL-Hospitality Teachers	• Provides technical specifications for tools and equipment

		• Verifies suitability of facilities for instruction
Member	School Safety Officer	• Monitors compliance with health regulations

2. Teacher Competence and Professional Development Sub-Committee

Focus: Training, *assessment, curriculum alignment, and* linkages

Position	**Name/ Designation**	**Role/Responsibility**
Head	Master Teacher / Subject Group Head	• Designs training programs and workshops • Organizes learning action cells (LAC) and mentoring
Member	TVL-Hospitality Teachers	• Identifies training needs and participates in activities • Develops standardized assessment tools and rubrics
Position	**Name/ Designation**	**Role/Responsibility**
Member	Assessment Coordinator	• Manages performance-based assessment system • Ensures consistency and fairness in evaluation
Member	Industry Liaison Officer	• Establishes MOAs and partnerships with hotels/restaurants • Arranges industry immersion and consultations

XII. Monitoring and Evaluation

A. Monitoring Components

1. Activity Implementation Form

1.1 Tracks schedule, attendance, resource persons, topics covered, and immediate outputs from workshops and training.

1.2 Includes section for immediate feedback and suggestions from participants.

2. Assessment Tool Evaluation Form - Used to evaluate each developed rubric or guide. Criteria include:

2.1 Clarity: Is the language and description easy to understand?

2.2 Completeness: Does it cover all necessary aspects?

2.3 Relevance: Does it align with the competency and industry needs?

2.4 Feasibility: Is it practical and easy to use in class?

2.5 Fairness: Are standards clearly defined and unbiased?

3. Classroom Observation Guide

Checklist used during class visits to observe:

3.1 If the rubric is discussed/explained to students before the activity.3.2 If assessment criteria are followed strictly during observation.

3.3 If scoring is objective and based on evidence/performance.

3.4 If feedback is given to students based on results.

4. Stakeholder Feedback Survey

4.1 For Teachers: Measures ease of use, confidence, workload impact, and perceived fairness.

4.2 For Students: Measures understanding of standards, perception of fairness, and clarity of grades received.

4.3 For Industry Partners: Measures if assessment results truly reflect employable skills.

5. Program Accomplishment Report

Consolidated report showing:

5.1 Number of activities conducted vs. planned.

5.2 Number of participants trained.

5.3 List of assessment tools developed, validated, and distributed.

5.4 Summary of evaluation results and feedback.

5.5 Financial utilization report.

B. Evaluation Components

1. Process Evaluation: how the program was implemented

1.1 Timeliness: Were activities conducted according to schedule?

1.2 Completeness: Were all outputs produced?

1.3 Participation: Did all target teachers attend and participate actively?

1.4 Quality of Outputs: Do developed tools meet the standards set in these guidelines?

2. Outcome Evaluation: *Immediate and direct results*

2.1 Knowledge Gained: Did teachers understand the principles and application of standardized assessment?

2.2 Change in Practice: Did teachers shift from subjective to objective, criteria-based assessment?

2.3 Uniformity: Is there now a common standard used across all 18 schools?

2.4 Transparency: Do students clearly understand how they are graded?

3. Impact Evaluation: *Long-term effects and significance*

3.1 **Quality of Assessment:** Is assessment now fairer, more valid, and more reliable?

3.2 **Learning Improvement:** Did students become more aware of standards and improve their performance?

3.3 **Certification Readiness:** Do assessment results correlate well with National Certification (NC) standards?

3.4 **Workforce Competence:** Do industry partners perceive graduates as better skilled and evaluated?

A. Key Performance Indicators

Indicator	**Target**	**Measurement/ Source**
Adoption Rate	100%	Percentage of schools using the standardized assessment package
Utilization Rate	≥ 95%	Frequency of use of rubrics in performance tasks and projects
Teacher Competence Level	≥ 4.50 / 5.00	Pre-test vs. Post-test results; Observation of assessment skills
Consistency of Scoring	≤ 5% Variation	Result of inter-school calibration exercises
Student Satisfaction / Perception	≥ 90% Positive	Student survey on fairness and clarity of grading
Learning Outcome Improvement	↑ 10–15%	Comparison of mastery levels before and after implementation
Validity & Reliability Rating	≥ 4.70 / 5.00	Evaluation of tools by experts and industry partners
Document Compliance	100%	Completeness of assessment records and forms

D. Reporting and Feedback Mechanism

1. Monthly Progress Report: Submitted by School Program Coordinators to the Division Office, detailing status of utilization, issues encountered, and immediate actions taken.

2. Quarterly Review Meeting: Conducted by the Division Assessment Team to review data, discuss findings, address problems, and approve adjustments or revisions to tools or guidelines.

3. Mid-Year Evaluation: Comprehensive assessment of the program's status, effectiveness, and resource utilization. Includes a review of KPIs and feedback.

4. End-of-Year Comprehensive Report: Final documentation of achievements, complete list of validated tools, lessons learned, and recommendations for the next school year. This serves as the basis for continuous improvement

5. Feedback Loop: All evaluation results and feedback shall be systematically gathered, analyzed, and used to refine the guidelines, strategies, and assessment tools. Revised versions shall be re-distributed with proper orientation.

B. Corrective Action plan

For indicators that do not meet the target or for identified problems, the following corrective measures shall be implemented immediately**:**

Problem/ Deviation	**Immediate Action**	**Facilitator / Resource Person**	**Timeline**
Low adoption/	Re-orientation; technical assistance visit; demonstration	EPS / Master Teachers	Within 2

utilization rate	classes		weeks
Confusion or misinterpretation of criteria	Conduct focused workshop or calibration session; issue clarifying memorandum	Division Assessment Team	Within 1 month
Subjective or inconsistent scoring	Inter-school calibration; re-training on interpretation	Master Teachers	Within 1 month
Feedback on unclear or difficult tools	Review and revise specific tools; re-validate	Development Committee	Within 2 months
Negative student feedback	Information campaign; classroom explanation guide	School Heads / Teachers	Ongoing

Prepared by:

ANNABEL A. EVANGELISTA

Proponent

Appendix C

Survey Questionnaire

Republic of the Philippines

EULOGIO "AMANG" RODRIGUEZ

INSTITUTE OF SCIENCE AND TECHNOLOGY

Graduate School

BASIC EDUCATION FACILITIES AND LABORATORIES IN TVL-HOSPITALITY RELATED COURSES, TEACHERS COMPETENCIES, AND LEARNING OUTCOMES IN PUBLIC JUNIOR HIGH SCHOOLS IN QUEZON CITY: BASIS FOR A PROPOSED INTERVENTION PROGRAM

Part I. Profile of the Respondent

Name: (Optional)_____

School:_____

Direction: Kindly supply the needed information by indicating a check (√) mark on the blank provided. Your answer will be treated with the outmost confidentiality.

1. Type of Respondent

_____Administrator

_____Extension Coordinator

_____Community Partner

_____Community Recipient

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2. Age

_____51 years old and above

_____46 - 50 years old

_____41 – 45 years old

_____36 – 40-year-old

_____31 - 35 years old

_____26 – 30 years old

_____21 to 25 years old

3. Sex

_____Male

_____Female

4. Civil Status

_____Single

_____Married

_____Widow/Widower

_____Legally Separated

5. Educational Attainment

_____Doctorate Degree

_____With Doctorate Units

_____Master's Degree

_____With Master's Units

_____Bachelor's Degree

_____Undergradute

Basic Education Facilities and Laboratories In Tvl-Hospitality Related Courses, Teachers Competencies, and Learning Outcomes In Public Junior High Schools in Quezon City: Basis for a Proposed Intervention Program

Part II. Assessment of the Basic Education Facilities and Laboratories In Tvl-Hospitality Related Courses, Teachers Competencies, and Learning Outcomes In Public Junior High Schools in Quezon City: Basis for a Proposed Intervention Program

Direction: Kindly indicate whether the statement determines the area that is required to measure the Basic Education Facilities and Laboratories In Tvl-Hospitality Related Courses, Teachers Competencies, and

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Learning Outcomes In Public Junior High Schools in Quezon City: Basis for a Proposed Intervention Programby putting a check (/) mark in the appropriate column using the legend below:

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

	Basic Education Facilities and Laboratories in Tvl-Hospitality Related Courses, Teachers Competencies, and Learning Outcomes in Public Junior High Schools in Quezon City: Basis for a Proposed Intervention Program	**5**	**4**	**3**	**2**	**1**
1	The kitchen laboratory has adequate cooking appliances (e.g., stoves, ovens) for practical lessons.					
2	Sufficient ingredients and utensils are available for food preparation activities.					
3	The space is spacious enough for group cooking demonstrations.					
4	Ventilation and exhaust systems effectively manage smoke and odors.					
5	Safety features like fire extinguishers are present and accessible.					
	Food & Beverage Services Laboratory					
1	The lab has functional service equipment (e.g., trays, cutlery sets, dining tables).					
2	Mock dining setups allow realistic practice of table service.					
3	Beverages and service tools are regularly replenished.					
	Housekeeping/Accommodation Services Area					
1	Cleaning supplies and tools (e.g., vacuums, linens) are available and in good condition.					
2	The space simulates real hotel rooms for bedding and cleaning practice.					
3	Storage for housekeeping materials is organized and sufficient.					
4	Hygiene standards are maintained in the practice area.					
	Front Office/Customer Service Laboratory	**5**	**4**	**3**	**2**	**1**

1	Reception desks and computers are equipped for check-in/out simulations.					
2	Customer service props (e.g., phones, reservation systems) aid role-playing.					
3	The setup fosters training in guest interaction and complaint handling.					
	Storage & Equipment Rooms	**5**	**4**	**3**	**2**	**1**
1	Storage areas are secure, organized, and pest-free.					
2	Equipment inventory is complete and regularly inventoried.					
3	Space allows easy access without safety risks.					
4	Maintenance records for stored items are up to date.					
	Safety & Sanitation Support Areas	**5**	**4**	**3**	**2**	**1**
1	Handwashing stations and sanitizers are available throughout facilities.					
2	First-aid kits and emergency protocols are clearly posted.					
3	Waste disposal systems promote hygiene and safety.					
4	Regular sanitation inspections ensure compliance.					
	Demonstration/Multi-Use Learning Spaces	**5**	**4**	**3**	**2**	**1**
1	The space accommodates demonstrations for multiple hospitality skills.					
2	Audio-visual aids (e.g., projectors, whiteboards) support flexible use.					
3	Furniture is movable for various group activities.					
4	The area is well-lit and ventilated for prolonged sessions.					

Part III. Assessment of the TVL-hospitality related courses, in Public Junior High Schools in Quezon City.

Direction: Kindly indicate whether the statement determines the area that is required to measure the TVL-hospitality related courses, in Public Junior High Schools in Quezon City in terms by putting a check (/) mark in the appropriate column using the legend below:

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

	Content Knowledge and Pedagogy	**5**	**4**	**3**	**2**	**1**
1	Teachers demonstrate strong knowledge of TLE-hospitality concepts (e.g., cookery techniques).					
2	Instructional methods effectively engage students in hands-on learning.					
3	Lessons integrate real-world hospitality applications.					
	Learning Environment	**5**	**4**	**3**	**2**	**1**
1	Teachers create a safe and supportive classroom atmosphere.					
2	Facilities are optimally utilized to enhance learning.					
3	Classroom management promotes active participation.					
	Diversity of Learners	**5**	**4**	**3**	**2**	**1**
1	Teachers adapt lessons for students with varying abilities and backgrounds.					
2	Inclusive strategies address special needs in hospitality training.					
3	Differentiation techniques improve access for all learners.					
	Curriculum and Planning	**5**	**4**	**3**	**2**	**1**
1	Lesson plans align with TLE-hospitality curriculum standards.					
2	Activities are sequenced logically for skill progression.					
3	Resources are prepared in advance for effective delivery.					
	Assessment and Reporting	**5**	**4**	**3**	**2**	**1**
1	Assessments accurately measure hospitality skill mastery.					
2	Feedback is timely and constructive for student improvement.					
3	Reporting communicates progress clearly to stakeholders.					
	Community Linkages and Professional Engagement	**5**	**4**	**3**	**2**	**1**
1	Teachers collaborate with local businesses for hospitality exposure.					
2	Professional networks enhance program relevance.					
3	Community involvement supports student internships.					
	Personal Growth and Professional Development	**5**	**4**	**3**	**2**	**1**
1	Teachers pursue ongoing training in hospitality trends.					
2	Self-reflection improves teaching practices.					

3	Commitment to ethics and professionalism is evident.					

Part IV. Assessment of the TVL-hospitality - related courses, teachers' competencies, and learning outcomes as to the basic education facilities and laboratories of Selected Public High School in the Quezon City.

Direction: Kindly put a check (√) mark on the appropriate item that corresponds to your choice using the given scale below:

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	S
2	1.80-2.59	Least Evident	U
1	1.00-1.79	Very Least Evident	P

		5	4	3	2	1
1	Facilities/Labs: Safety, adequacy, functionality, suitability, and maintenance via DepEd's Educational Facilities Manual and DOT accreditation tools—often rating "Needs Improvement" due to outdated equipment.					
2	Teacher Competencies: Industry alignment, pedagogical skills, and practical training delivery, assessed through student feedback and TESDA compliance checks.					
3	Learning Outcomes: Skill mastery (e.g., customer service, culinary arts), employability readiness via pre/post-tests, work immersion logs, and graduate tracer studies.					

Part V. Assessment as to the Problems Encountered on the Basic Education Facilities and Laboratories in Tvl-Hospitality Related Courses, Teachers Competencies, And Learning Outcomes in Public Junior High Schools in Quezon City.

Direction: Kindly put a check (√) mark on the appropriate item that corresponds to your choice using the given scale below:

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
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

		5	4	3	2	1
1	Facilities and Laboratories Common issues include multipurpose rooms doubling as makeshift labs without dedicated hospitality setups like functional kitchens, service counters, or sanitation stations, falling short of DepEd's safety, adequacy, functionality, and suitability criteria. Outdated or insufficient tools (e.g., basic stoves lacking commercial-grade features) lead to safety hazards, overcrowding, and "Needs Improvement" ratings similar to SHS TVL findings, restricting hands-on tasks like simple food prep or guest service simulations.					
2	Teacher Competencies TLE educators often lack specialized NC II certification in hospitality areas (e.g., Cookery, Food & Beverage Services), juggling multiple exploratory tracks with limited industry exposure or TESDA-aligned training. This results in theoretical instruction over practical demonstrations, poor adaptation to competency-based methods, and challenges managing diverse learners, echoing local studies' calls for upskilling.					
3	Learning Outcomes Students gain only basic awareness (e.g., hospitality careers, safety protocols) without skill mastery, as evidenced by superficial performance tasks and no strong correlation between resources and competencies ($p>0.05$ per Belandres & Dioso, 2023). Low engagement, unmet DepEd outcomes like workplace readiness, and poor SHS transition stem from these gaps.					

Part VI. Assessment as to the Acceptability of the Proposed intervention program.

Direction: This part indicates the list of items that illustrate the Acceptability of the Proposed Sustainability Plan. Please put a check (√) mark on the appropriate item that corresponds to your answer using the given scale below:

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

ACCEPTABILITY						
	Indicators	**5**	**4**	**3**	**2**	**1**
1	Stakeholder: Gauge willingness to participate via multi-stakeholder surveys. Teacher Acceptance Rate, Admin Approval Rate, Industry Partner Commitment, Student/Parent Buy-In					
2	Implementation: Assess practical barriers using CFIR constructs. Resource Availability Score, Leadership Engagement, Timeline Adherence, Budget Variance					
3	Evidence & Perceived Value: Validate perceived effectiveness per ORCA Evidence scale. Perceived ROI Confidence, Evidence Package Completeness, Competitor Benchmark, Risk Tolerance					
4	Facilitation & Support: Measure enabling structures per ORCA Facilitation.Training Completion Rate, Technical Support Availability, Communication Reach, Feedback Loop Closure					

C. Intervention program

Direction: This part indicates the list of items that illustrates the Feasibility of the Proposed Sustainability Plan. Please put a check (√) mark on the appropriate item that corresponds to your answer using the given scale below:

Scale	**Range**	**Verbal Interpretation**	**Symbol**
5	4.20-5.00	Highly Feasible	HF
4	3.40-4.19	Feasible	F
3	2.60-3.39	Moderately Feasible	MF
2	1.80-2.59	Least Feasible	LF
1	1.00-1.79	Very Least Feasible	VLF

INTERVENTION PROGRAM						
	Indicators	**5**	**4**	**3**	**2**	**1**
1	The objectives of the Sustainability Model are structured to be achievable within a reasonable timeframe, ensuring timely and practical execution of the Livelihood Extension Program.					
2	The proposed Sustainability Model includes clear, actionable guidelines, processes, and procedures that are implementable within the Livelihood Extension Program framework.					
3	It considers the availability of key resources—financial, human, and material—necessary for the effective and efficient implementation of					

	the Livelihood Extension Program.					
4	It contains actionable and workable strategies aimed at enhancing the performance and implementation of the Livelihood Extension Program.					
5	It integrates features such as monitoring tools and feedback mechanisms to ensure the smooth and effective implementation of the Livelihood Extension Program.					