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School Industry Collaborative Plan: Bridging Students' Cookery Skills and Industry Demands

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Abstract:

This research assessed the actual skills of cookery students and their relationship to industry demands at Subangdaku Technical Vocational School, Division of Mandaue City, during the School Year 2024 – 2025, as a basis for developing a School–Industry Collaborative Training Plan. It aimed to determine the level of students' actual skills in food preparation, food safety and sanitation, and professional attributes and work values, as well as the level of industry demands in technical skills, workplace efficiency, and professional work ethics. The study also examined the profile of the respondents, including the students' age, gender, and length of immersion, and the industry partners' type of establishment, position, and years of professional experience. A descriptive– correlational research design was utilized using adapted and validated survey instruments. The respondents consisted of Grade 12 cookery students and industry partners from restaurants, catering companies, and hotel establishments within Mandaue City. Findings revealed that most students were female, aged 19 to 20 years old, and had completed the required 320-hour work immersion. Industry partners were mainly kitchen supervisors, cooks, and operations managers with three to six years of professional experience in various food service sectors. Both students' actual skills and industry demands were rated high, indicating strong alignment between training and workplace expectations. However, limited immersion exposure, outdated facilities, and weak school– industry coordination remained key issues. The study confirmed a significant relationship between students' skills and industry demands, forming the basis for the School–Industry Collaborative Training Plan to strengthen curriculum alignment, upgrade facilities, and enhance employability.

Keywords: Administration and Supervision, Descriptive – Correlational Design, Cookery, Technical Vocational Education, Industry Demands, Actual Skills, School – Industry Collaborative Training Plan, Content Analysis, City of Mandaue, Cebu.

Chapter 1

THE PROBLEM AND ITS SCOPE INTRODUCTION

Rationale of the Study

Bridging Students' Cookery Skills and Industry Demands had been a global educational priority as the culinary, hospitality, and tourism sectors continued to evolve due to technological innovations, sustainability practices, and changing consumer preferences. The World Tourism Organization (UNWTO, 2023) reported that the post-pandemic recovery of tourism accelerated the demand for skilled culinary professionals capable of integrating efficiency, creativity, and food sustainability in professional kitchens. Furthermore, Martins et al. (2023) emphasized that the hospitality industry increasingly required professionals who not only mastered traditional cooking techniques but also adapted to "green" and "digital" innovations in food production. Likewise, Hospitality Insights (2023) found that many culinary graduates possessed foundational cooking skills but often lacked the precision, time management, and professionalism necessary for complex kitchen operations—underscoring the need for education that mirrored authentic workplace standards and expectations. Strengthening the connection between cookery education and industry requirements had also been a national concern in the Philippines. The Technical Education and Skills Development Authority (TESDA, 2022) implemented the Cookery NC II program, which defined standardized performance criteria for food preparation, sanitation, and presentation to ensure graduates' job readiness. However, despite these competency-based frameworks, various studies revealed that graduates still needed improvement in technical mastery and workplace conduct. For example, Lumbo (2025) found that while cookery students showed competence in basic culinary operations, many struggled with advanced preparation sequencing, food safety protocols, and the professional attributes expected in fast-paced work environments. The Philippine Development Plan 2023–2028 further emphasized that enhancing Technical-Vocational Education and Training (TVET) was crucial in improving job readiness and workforce efficiency (National Economic and Development Authority [NEDA], 2023). These national initiatives highlighted that beyond technical proficiency, cookery graduates also needed to exhibit discipline, teamwork, and adaptability—attributes essential to professionalism in the culinary field.

Focusing on key technical cooking skills—particularly food preparation, food safety, and professional attributes—had been recognized as vital to bridging education and industry expectations. Food preparation encompassed the foundational aspects of culinary competency, including knife handling, portioning, ingredient selection, and timing, all of which contributed to consistency and efficiency in kitchen production. As Sumaya and Dela Cruz (2024) pointed out, the hospitality industry increasingly valued cooks who could maintain precision and presentation under time pressure. Equally important was food safety, which represented both a technical and ethical responsibility in culinary practice. Global standards such as HACCP and ServSafe required strict adherence to hygiene, sanitation, and hazard prevention measures to protect public health (UNWTO, 2023). Finally, professional attributes—including punctuality, communication, and teamwork—had been essential soft skills that complemented technical expertise. In professional kitchens, these qualities determined how effectively culinary workers collaborated, adapted, and maintained service excellence.

Addressing these competencies at the local level, particularly within Cebu and Mandaue City, had been crucial to supporting the region's growing hospitality industry. Local hotels, restaurants, and catering businesses demanded graduates who could perform under pressure while upholding food

safety and quality standards. However, local employers observed that while graduates understood culinary theories, many still needed further enhancement in areas such as kitchen discipline, time management, and communication (International Journal of Future Multidisciplinary Research [IJFMR], 2025). Such findings reinforced the importance of strengthening partnerships between technical-vocational schools and local industry partners to ensure that training remained relevant and responsive to workplace expectations. By aligning instruction and assessment with real operational standards, institutions could better prepare students for employability and career growth in the food service sector.

Enhancing cookery education at Subangdaku Technical Vocational School (STVS) had reflected these international, national, and local imperatives. Anchored on the TESDA Cookery NC II Training Regulations and the K to 12 TLE– Cookery Curriculum, the school's program aimed to develop comprehensive competencies that combined technical skills with safety compliance and professional conduct. STVS had implemented hands-on activities such as simulated kitchen operations, performance-based assessments, and industry immersions to expose students to authentic culinary experiences. However, as culinary standards continued to evolve, it became essential to evaluate how effectively the school's instruction addressed the current demands of employers— particularly in the areas of food preparation accuracy, hygiene practices, and professionalism. Through this study on "SCHOOL INDUSTRY COLLABORATIVE PLAN: BRIDGING STUDENTS' COOKERY SKILLS AND INDUSTRY

DEMANDS," STVS sought to assess the extent to which its training outcomes matched industry expectations. The results were intended to serve as the basis for curriculum enhancement, stronger industry linkages, and continuous improvement of technical-vocational education aimed at producing competent, disciplined, and industry-ready cookery graduates.

Theoretical Background

Bridging Students' Cookery skills and Industry Demands requires a strong theoretical foundation that connects learning, skill development, and workforce readiness. The theories that anchor this study emphasize how education and training contribute to human capital formation, how competencies are structured and measured, how learning occurs through social and experiential processes, and how training programs align with industry expectations to prepare students for employment. These frameworks collectively support the need to synchronize technical-vocational education with the current requirements of the hospitality and

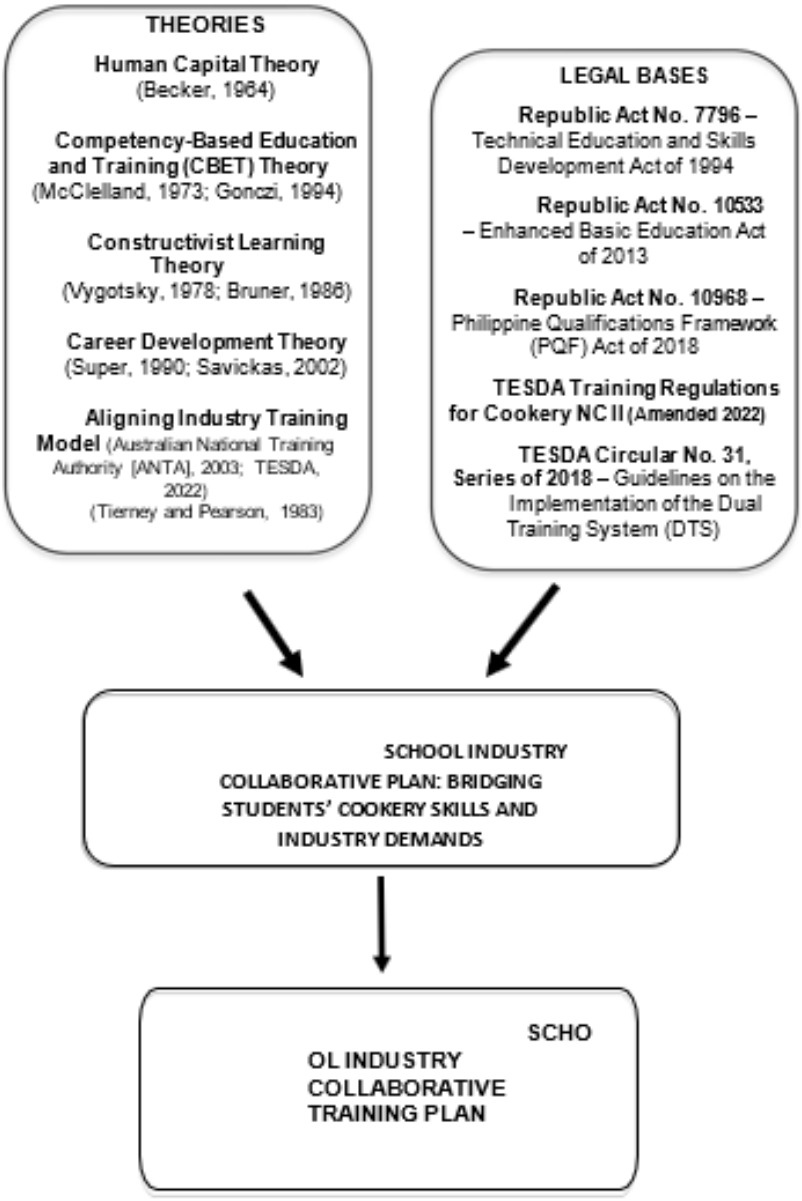

Figure 1

The Theoretical Framework food service sectors. The Human Capital Theory of Becker (1964) provides the economic and educational foundation of this study. It posits that education and skills training are investments that enhance individuals' productivity and employability. In cookery education, the time and effort students dedicate to learning technical culinary skills—such as preparation, cooking, and presentation—constitute an investment in their human capital. The higher the quality of training received, the greater their capacity to perform effectively in professional kitchens. This theory supports the study's premise that welldeveloped competencies result in higher employability and greater contributions to the food service industry. The quality of cookery instruction, therefore, directly influences workforce productivity and national economic progress.

Complementing this is the Competency-Based Education and Training (CBET) Theory introduced by McClelland (1973) and elaborated by Gonczi (1994), which emphasizes the measurement of learning outcomes in terms of observable competencies rather than time-based instruction. CBET advocates that learning should be structured around specific, demonstrable skills aligned with occupational standards. This is evident in the *TESDA Cookery NC II* curriculum, which outlines the necessary competencies for food preparation, sanitation, and presentation based on national industry

standards. In the context of this study, CBET Theory explains the importance of aligning the competencies developed in cookery students with the skills explicitly required by employers, ensuring that training programs produce graduates who meet actual workplace expectations.

The Constructivist Learning Theory, advanced by Vygotsky (1978) and Bruner (1986), provides the pedagogical dimension of this study. Constructivism asserts that learners actively build knowledge through interaction, reflection, and collaboration with others. Vygotsky's concept of the "zone of proximal development" emphasizes that students achieve higher levels of competence when supported by mentors or peers. In cookery instruction, this process occurs when students work together in culinary laboratories, receive guidance from instructors, and learn through feedback and practical experience. Constructivist learning environments mirror real-world kitchen dynamics—where teamwork, communication, and critical thinking are essential—thus reinforcing the importance of contextual and collaborative learning in developing industry-ready competencies.

The Career Development Theory, originally advanced by Super (1990) and later expanded by Savickas (2002), also underpins this study. This theory explains that career growth is a lifelong process shaped by personal experiences, education, and environmental influences. It emphasizes that individuals develop self-concept and vocational identity through exposure to real-world work settings and skill- building experiences. Applied to cookery education, this theory highlights the role of technical-vocational programs in shaping students' career readiness and adaptability. By providing opportunities for skill mastery and workplace immersion, schools contribute to the students' professional identity as competent culinary practitioners who can meet the evolving demands of the hospitality industry.

Finally, the Aligning Industry Training Model (Australian National Training Authority, 2003; also adopted by TESDA, 2022) strengthens the connection between educational institutions and the labor market. This model emphasizes the importance of developing training programs in partnership with industry stakeholders to ensure relevance and alignment. It advocates for continuous consultation, curriculum co-development, and feedback mechanisms that reflect real workplace standards. In the context of this study, the model underscores that bridging students' cookery skills and industry demands requires constant coordination between schools and employers. This ensures that training content, assessment methods, and work immersion programs correspond directly to the needs of the culinary sector. The alignment process enhances employability, reduces skill mismatches, and fosters innovation in training design.

In synthesis, these five theories collectively form the theoretical foundation of this study. The Human Capital Theory provides the economic rationale for investing in skill development, while the CBET Theory ensures that competencies are measurable and aligned with industry standards.

The Constructivist Learning Theory explains how students construct knowledge and skills through social interaction and guided practice. The Career Development Theory situates learning within the broader context of lifelong career growth, emphasizing readiness for employment. Finally, the Aligning Industry Training Model operationalizes these theories by providing a mechanism for sustained collaboration between schools and industry stakeholders. Together, these frameworks establish the importance of developing a curriculum that not only cultivates technical proficiency but also ensures that graduates are fully prepared to meet the demands of the culinary workforce.

The conduct of this study had been anchored on various national laws and institutional issuances that provided the legal foundation for technical vocational education and training in the Philippines. These legal frameworks ensured that programs such as Cookery NC II were aligned with industry standards, competency requirements, and workforce development goals. Each law underscored the country's commitment to strengthening technical-vocational education and improving the employability of graduates in the hospitality and food service sectors.

Foremost among these was Republic Act No. 7796, known as the Technical Education and Skills Development Act of 1994, which created the Technical Education and Skills Development Authority (TESDA). This law mandated TESDA to promote, coordinate, and implement competency-based training programs that addressed the manpower and skill requirements of industries. Through this act, technical-vocational education was institutionalized as a vital component of national development. It served as the foundation for the creation of specialized programs like Cookery NC II, which aimed to produce highly skilled, industry-ready graduates capable of meeting the demands of the food service sector.

The study was also supported by Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013. This act introduced the K to 12 Basic Education Program, which included the Technical–Vocational–Livelihood (TVL) track under senior high school. It ensured that learners were equipped with employable skills and technical competencies aligned with industry needs through Technology and Livelihood Education (TLE) and specialized training such as cookery. This law reinforced the integration of practical learning, food preparation, and safety principles into the basic education curriculum, ensuring that students developed both theoretical understanding and hands-on experience before entering the workforce.

Furthermore, Republic Act No. 10968, or the Philippine Qualifications Framework (PQF) Act of 2018, institutionalized a unified national qualifications framework that defined the levels of educational and occupational competencies required for employment. It standardized qualifications based on industry recognized competencies, enabling cookery graduates to obtain certifications that were both nationally and internationally comparable. This law provided the mechanism for ensuring that skills in food preparation, sanitation, and professional work values were recognized across industries, thereby improving job mobility and global competitiveness among technical-vocational graduates.

Another important legal foundation had been the TESDA Training Regulations for Cookery NC II (Amended 2022), which defined the national standards for cookery training and assessment. These regulations outlined the core competencies necessary for certification, including food preparation, food safety and sanitation, workplace communication, and professionalism. The Training Regulations served as the benchmark for assessing whether cookery students possessed the technical skills and work values required by the culinary industry. These standards directly guided this study's assessment of student competencies and their alignment with actual industry expectations.

In addition, the TESDA Circular No. 31, Series of 2018, or the Guidelines on the Implementation of the Dual Training System (DTS), had been an important policy supporting the integration of school-based and industry-based learning. This system combined theoretical instruction with practical experience through on-the- job training in real workplace settings. It ensured that learners developed practical competencies and professional attitudes that could only be gained through actual industry exposure. By promoting school–industry partnerships, the DTS policy embodied the essence of bridging academic preparation with the operational realities of culinary workplaces.

Lastly, the Philippine Development Plan (PDP) 2023–2028, formulated by the National Economic and Development Authority (NEDA), emphasized skills development, employability, and industry linkages as strategic pillars of national progress. It called for the modernization of training facilities, continuous curriculum alignment, and active collaboration between the education and labor sectors. The PDP supported the goal of producing graduates who were work-ready, globally competitive, and equipped with competencies that matched labor market demands—particularly in key growth industries such as tourism, hospitality, and culinary arts.

In essence, these six legal bases collectively established the framework that governed technical-vocational education and training in the Philippines. They ensured that cookery programs were

competency-based, industry-aligned, and quality-assured. Together, these policies supported the objectives of this study— to evaluate how well the competencies of cookery students in food preparation, food safety, and professional attributes met the skill standards and expectations of the culinary industry.

THE PROBLEM

Statement of the Problem

This research assessed the actual skills of students in TVL – Cookery and their relationship to industry demands in Subangdaku Technical Vocational School Division of Mandaue City during the School Year 2024–2025, as basis for School Industry Collaborative Training Plan.

Specifically, it sought to answer the following inquiries:

1. What is the relevant information as to:

1.1. Grade 12 students'

1.1.1. age and gender;

1.1.2. length of immersion;

1.2. Industry Partners'

1.2.1. type of food service establishment;

1.2.2. position or role in the organization, and

1.2.3. years of professional experience in the culinary industry?

2. As demonstrated by the Grade 12 students, what is the level of their actual cookery skills in terms of the following:

2.1. Food preparation;

2.2. Food safety and sanitation, and

2.3. Professional attributes and work values?

3. What is the level of industry demands in terms of the following skills:

3.1. Technical skills;

3.2. Workplace efficiency, and

3.3. Professional work ethics?

4. Is there a significant relationship between the level of cookery students' actual skills and the level of industry demands?
5. What issues and concerns are encountered in bridging cookery students' actual skills and industry demands?
6. What School Industry Collaborative Training Plan can be developed based on the findings of this study?

Statement of Null Hypothesis

1. There is no significant relationship between level of cookery students' actual skills and level of industry demands.

Significance of the Study

The importance of this study stemmed from the growing concern about the misalignment between the actual skills of cookery students and the demands of the culinary industry. As the food service

and hospitality sectors continued to expand, the need for skilled, adaptable, and safety-conscious workers became increasingly evident. Despite the implementation of TESDA-accredited programs such as Cookery NC II, many employers had observed that graduates often lacked mastery of essential kitchen operations, food safety practices, and professional work ethics. These observations revealed a pressing need to evaluate whether existing technical-vocational programs truly prepared students for the realities of the workplace. The findings of this research were significant for various education and industry stakeholders, as they offered insights that could strengthen the connection between school-based training and workplace readiness.

Education Policymakers. The results of this study provided valuable input to education policymakers in designing and refining technical-vocational education policies and programs that are responsive to labor market trends. By identifying existing skill gaps, policymakers could align national standards, assessment frameworks, and certification processes with the evolving needs of the culinary industry, ensuring a consistent and competency-based education system.

Department of Education Officials. The study contributed to the efforts of the Department of Education (DepEd) in improving the implementation of the Technical-Vocational-Livelihood (TVL) track under the K to 12 Curriculum. The findings offered data that could be used to strengthen partnerships with TESDA, enhance curriculum content, and ensure that cookery courses remained relevant and effective in producing employable graduates.

School Heads. For school heads, particularly in Subangdaku Technical Vocational School and similar institutions, this study provided an empirical basis for curriculum evaluation and improvement. It guided them in formulating policies and initiatives that would enhance laboratory facilities, teacher competencies, and industry collaborations. The results also helped in strengthening work immersion programs that prepared students for real-world culinary practices.

Teachers. For cookery teachers and trainers, this study served as an important reference in assessing instructional effectiveness. It helped them identify specific areas in which students needed reinforcement—whether in technical execution, food safety, or professional discipline. Through the study's results, teachers could refine their teaching methodologies, integrate industry-based training simulations, and adopt assessment practices aligned with TESDA standards.

Students. For cookery students, the findings provided self-awareness regarding their actual skill levels and readiness for employment. Understanding the expectations of the industry encouraged them to develop not only their technical proficiency but also their work ethics, adaptability, and commitment to quality service—qualities essential for career success in the hospitality field.

Industry Demands. For industry partners and employers, this study offered insight into the current skill preparedness of graduates, helping them identify which technical abilities and professional behaviors were most critical for employment. The results could guide their participation in developing curriculum enhancement programs, internship partnerships, and on-the-job training frameworks that ensure a better match between education and workplace requirements.

Future Researchers. Lastly, this study could serve as a useful reference for future researchers interested in conducting studies related to skills gap analysis, technical-vocational education, and employability. It could serve as a model for similar research endeavors aimed at evaluating other TVL specializations or assessing workforce readiness in different technical fields.

RESEARCH METHODOLOGY

This section presented the research methodology that was employed in the study. It described the overall design, flow, and procedures that were undertaken in the conduct of the investigation, including the steps followed to ensure accuracy and reliability of the findings. It included the method that was used, the research locale, the respondents of the study, the research instruments

that were utilized, and the procedures that were followed in gathering and analyzing the data. Furthermore, it explained the statistical tools and scoring procedures that were applied in interpreting the results, as well as the operational definitions of key terms that were used throughout the research.

Research Design

This study employed a descriptive–correlational research design to assess the relationship between the actual skills of cookery students and the demands of the culinary industry. The descriptive aspect aimed to present the current status of the students' actual skills in terms of food preparation, food safety and sanitation, and kitchen operations management, as well as the prevailing level of industry demands in the domains of technical skills, workplace efficiency, and professional work ethics. Meanwhile, the correlational component sought to determine the degree of association between the two variables and to identify whether the students' actual skills were aligned with the expectations of the industry.

This design was deemed appropriate because it enabled the researcher to gather quantitative data describing existing conditions without manipulating variables. It also allowed for the analysis of patterns and relationships between school-based training outcomes and workplace standards. The findings derived from this design served as the basis for developing an enhanced skills training and development program intended to strengthen the alignment between cookery education and industry requirements, thereby improving the employability and work readiness of graduates.

Flow of the Study

The flow of the study followed the Input–Process–Output (IPO) framework, which guided the conduct of the research from data collection to the development of the School–Industry Collaborative Training Plan. The input of the study consisted of the relevant demographic and professional information of the respondents. For the Grade 12 cookery students, the data gathered included their age, gender, and length of immersion. For the industry partners, the information covered the type of food service establishment, their position or role in the organization, and years of professional experience in the culinary industry. The study also collected quantitative data on two major variables: the actual skills of cookery students, measured in terms of food preparation, food safety and sanitation, and professional attributes and work values; and the industry demands, determined in terms of technical skills, workplace efficiency, and professional work ethics. These inputs provided the contextual and analytical foundation for describing the current conditions of both the academic and industrial sectors and

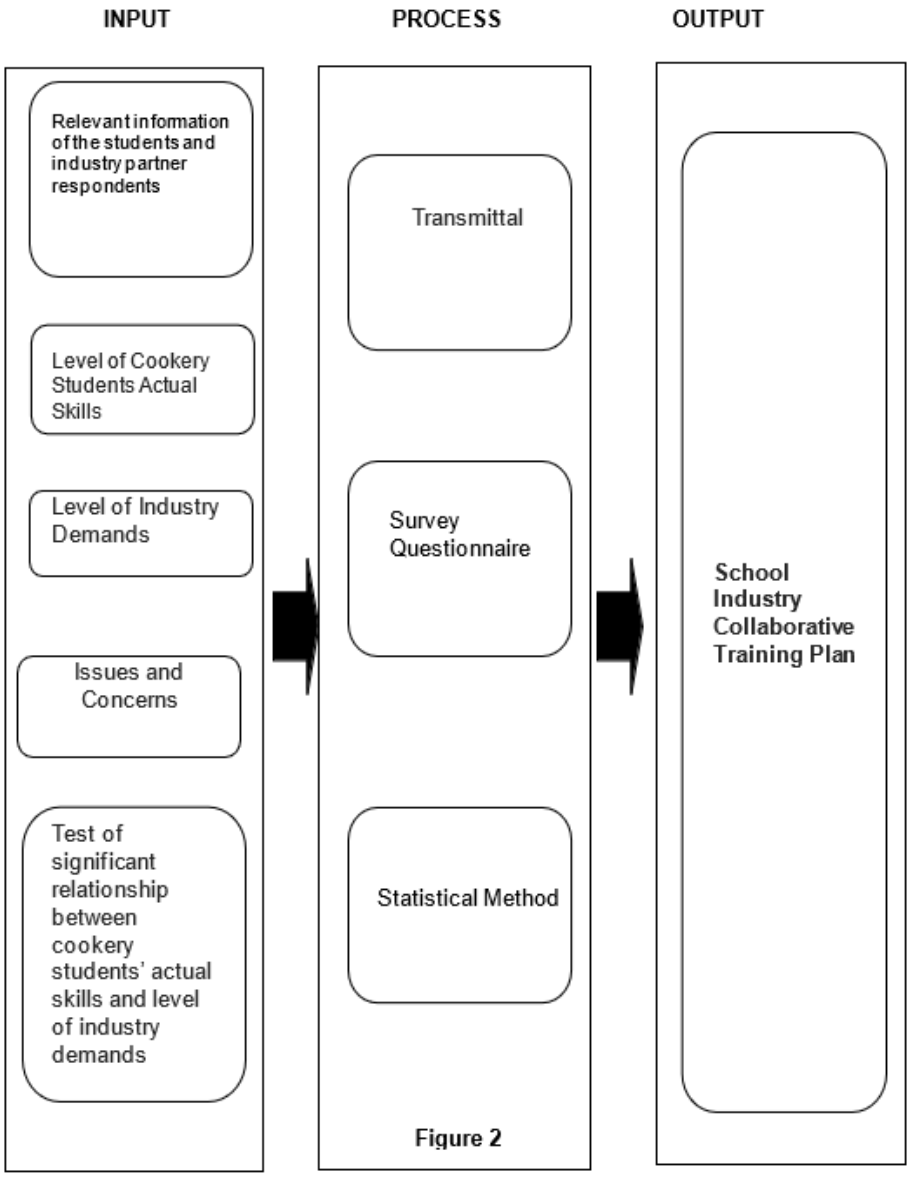

Figure 2

The Flow of the Study for identifying possible areas of misalignment between training outcomes and workplace expectations.

The process of the study was anchored on a descriptive–correlational research design, which involved several systematic stages. The first stage focused on the preparation and validation of the research instruments adapted from the

TESDA (2022) Training Regulations for Cookery NC II and the Philippine TVET Competency and Certification Framework (TESDA, 2020) to ensure their appropriateness and content validity. The second stage covered the administration of the validated instruments to the respondents, which included Grade 12 cookery students and selected industry partners within the Division of Mandaue City. Data gathering was carried out with proper coordination with the school administration and participating establishments, ensuring voluntary participation and confidentiality. The third stage involved the tabulation and analysis of data using statistical tools such as the weighted mean to describe the level of students' actual skills and industry demands, and the Pearson Product–Moment Correlation Coefficient (r) to determine the degree of relationship between the two variables. The study also examined the issues and concerns encountered in bridging the identified skill areas between students and employers, which provided valuable insights into training and assessment gaps. Based on the findings, the researcher developed an evidence-based School–Industry

Collaborative Training Plan that integrated best practices, feedback from stakeholders, and strategies to enhance skill alignment and employability.

The output of the study was the School–Industry Collaborative Training Plan designed to bridge the gap between academic preparation and industry requirements. This plan served as a framework for improving instructional delivery, curriculum implementation, and partnership programs between Subangdaku Technical Vocational School and its industry collaborators. It outlined strategies to enhance the cookery students' mastery of technical cooking skills, adherence to food safety standards, and demonstration of professional work ethics, while ensuring that teachers and industry trainers worked collaboratively in providing authentic and performance-based learning experiences. Ultimately, the study's flow illustrated how the systematic analysis of students' actual skills and industry demands led to the formulation of a practical, research-based intervention aimed at strengthening technical-vocational training and fostering a more responsive, work-ready, and competent workforce for the culinary industry.

Environment

The study was conducted at Subangdaku Technical Vocational School (STVS), located in Subangdaku, Mandaue City, Philippines. The institution is one of the city's foremost providers of technical and vocational education under the Department of Education (DepEd). It offers various Technical–Vocational– Livelihood (TVL) programs aimed at equipping learners with practical competencies that prepare them for employment and entrepreneurship. Originally known as Subangdaku National High School, the institution was officially renamed Subangdaku Technical Vocational School on August 16, 2007, as approved by the regional office of DepEd Region VII. Since School Year 2006–2007, the school

Figure 3. Research Environment of The Study

has implemented a strengthened technical–vocational curriculum beginning with first-year entrants, reflecting the government's commitment to aligning education with labor market needs. Over the years, the school has acquired specialized tools, equipment, and consumable materials from the city government, DepEd, nongovernment organizations (NGOs), and private donors to support various specialization areas such as Baking, Food Trades, Beauty Care, Auto Mechanics, Electrical Installation and Maintenance, Metal Works, and Garments Technology. Classrooms were converted into functional shops and laboratories where students engaged in hands-on training activities designed to simulate real industry practices. Notably, the Metal Works shop was adopted by the Aboitiz Construction Group, Inc. under its "Kauban Ta Bai" project, which provided additional support through consumable supplies, teacher and student training, and tool donations. This partnership strengthened the school's capacity to provide authentic technical training and industry linkages for employment opportunities among graduates.

As a recognized pilot school for the implementation of the Senior High School Program under the K to 12 Curriculum, STVS has continued to uphold the mission of producing work-ready, globally competitive, and competent graduates. The school maintains a ten-hour weekly session for each specialization, offering free consumables and training support to help students qualify for TESDA National Certificates (NC I and NC II). With a student population of over 700 learners, the school fosters a child-friendly, inclusive, and skill-oriented learning environment. Its dedicated teachers remain committed to delivering high-quality instruction that caters to the diverse learning needs of students, integrating 21st-century skills such as critical thinking, innovation, collaboration, and communication into classroom and shop activities. Beyond equipping students with technical competencies, STVS emphasizes the development of values such as discipline, productivity, and lifelong learning—qualities that make its graduates more employable and adaptive to the demands of the modern workforce. The school's strong partnership with industry stakeholders ensures that its programs remain relevant and aligned with the Technical Education and Skills Development Authority (TESDA) standards. These institutional features made Subangdaku Technical Vocational School an ideal locale for the present study, as it embodies the ongoing efforts of education and industry collaboration in bridging the gap between actual student skills and industry expectations in the field of cookery and other technical specializations.

Respondents

The respondents of the study consisted of Grade 12 cookery students and industry partners affiliated with Subangdaku Technical Vocational School in the Division of Mandaue City. A total of 50 Grade 12 students enrolled in the Cookery strand under the Technical–Vocational–Livelihood (TVL) track were selected as the primary respondents. These students had completed their required work immersion in food service establishments during the School Year 2024–2025, making them qualified to provide accurate assessments of their actual skill performance in the areas of food preparation, food safety and sanitation, and professional attributes. The inclusion of these students allowed the study to determine their current level of practical competence and readiness for employment in the culinary industry.

In addition, 10 industry partners from various food service establishments within Mandaue City were selected as secondary respondents. These included restaurant supervisors, head chefs, kitchen managers, and other professionals

Table 1. Distribution of Respondents

School	Respondents	Distribution	
		F	%
Subangdaku Technical Vocational School	Students	50	83.33

	Industry Partners	10	16.67
	TOTAL	**60**	**100**

Table 1 presents the distribution of the respondents of the study.

directly involved in overseeing food production and service operations. Their years of professional experience and direct interaction with student-trainees qualified them to evaluate the level of industry demands in terms of technical skills, workplace efficiency, and professional work ethics. The participation of industry partners provided valuable insight into real-world expectations and workplace standards, enabling the researcher to compare school-based skill outcomes with industry-based requirements.

The selection of both student and industry respondents ensured that the data collected reflected a balanced perspective—from the learners' demonstration of actual skills to the employers' evaluation of job readiness and performance standards. The data gathered from these two groups served as the foundation for assessing the relationship between the students' actual skills and the industry's expectations, which in turn guided the development of the School–Industry Collaborative Training Plan.

Instrument

The study utilized adapted research instruments to gather quantitative data on the actual skills of cookery students and the demands of the culinary industry.

These instruments were adapted from the Technical Education and Skills Development Authority (TESDA) competency frameworks and related validated tools in technical-vocational education. Specifically, the indicators and domains were drawn from the TESDA (2022) Training Regulations for Cookery NC II, the TESDA (2020) Philippine TVET Competency Assessment and Certification

System, and other competency-based education models (McClelland, 1973;

Gonczi, 1994). The adapted instruments were modified to suit the local context of Subangdaku Technical Vocational School and the nature of its cookery program.

The first instrument, entitled Cookery Students' Actual Skills Assessment Checklist, was adapted from TESDA's Cookery NC II Training Regulations (2022) and Competency-Based Assessment Tools. It aimed to measure the students' demonstrated actual skills based on three domains: Food Preparation, Food Safety and Sanitation, and Professional Attributes and Work Values. Each domain consisted of five indicators describing observable behaviors and practical tasks that reflected mastery of cookery skills. Respondents rated each indicator using a four-point Likert scale The adaptation ensured that the indicators remained consistent with TESDA's performance standards but were simplified and contextualized for classroom and school-based assessment. The instrument provided an objective basis for determining the extent to which students demonstrated mastery of culinary skills relevant to employment.

The second instrument, entitled Industry Demands Assessment Checklist, was adapted from the TESDA (2020) TVET Competency Framework, the Aligning Industry Training Model (Australian National Training Authority [ANTA], 2003), and the International Labour Organization (ILO, 2021) standards for hospitality and tourism skills. It measured the degree to which certain skills were required by industry partners and was composed of three domains: Technical Skills, Workplace Efficiency, and Professional Work Ethics. Each domain included five indicators describing industry expectations for performance, productivity, and professionalism among entry-level employees. Industry respondents rated each item using a four- point Likert scale. The

adaptation process ensured that the tool aligned with local food service practices while maintaining the core elements of global competency standards.

The adapted instruments provided the necessary data for determining both the level of cookery students' actual skills and the level of industry demands. The results derived from their administration served as the empirical basis for developing the School Industry Collaborative Training Plan, which aimed to enhance the alignment between technical-vocational education and the requirements of the culinary workforce.

Data Gathering Procedure

The data gathering procedure began with the approval of the research proposal by the Thesis Advisory Committee. After the proposal had been approved, the researcher sought permission to conduct the study from the Office of the School Head of Subangdaku Technical Vocational School in the Division of Mandaue City. A formal request letter was submitted to the School Head, stating the purpose of the study, the target respondents, and the intended schedule for the data collection. Upon approval, the researcher coordinated with the Grade 12 Cookery teachers to identify the list of student-respondents and to set the most convenient time for administering the questionnaires, ensuring that regular class schedules and shop activities were not disrupted.

To facilitate collaboration with industry partners, the researcher also sent a formal communication to food service establishments affiliated with the school's work immersion program. The letter, duly endorsed by the School Head, requested the participation of selected industry representatives, including supervisors, chefs, and managers, who had direct experience in assessing cookery trainees. The researcher personally visited these partner establishments to explain the nature, objectives, and importance of the study, and to deliver the questionnaires either in printed form or electronically, depending on the respondent's preference.

Before the administration of the instruments, the researcher conducted an orientation session with both student and industry respondents. During this orientation, the researcher explained the purpose of the study, the contents of the questionnaire, and the significance of their participation. The researcher emphasized that participation was voluntary, and that respondents had the right to withdraw at any time without any penalty or negative consequence. The confidentiality of all gathered information was strictly assured in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173) and ethical research standards.

For the student respondents, informed consent forms were distributed to parents or guardians, and assent forms were signed by the students prior to data collection. For the industry partners, written consent was obtained before the completion of the survey to ensure that their participation was voluntary and informed. After collecting the signed consent and assent forms, the researcher distributed the validated and pretested questionnaires to both groups of respondents.

The respondents were given sufficient time to accomplish the questionnaires carefully and independently. For students, the questionnaires were accomplished within the school premises under the supervision of the researcher and the assigned cookery teacher. For industry partners, questionnaires were retrieved at an agreed schedule or through secured electronic submission. Once all responses had been collected, the researcher organized, coded, and tabulated the data for statistical analysis. The gathered information served as the empirical basis for identifying skill gaps, determining the relationship between students' actual skills and industry demands, and developing the School–Industry

Collaborative Training Plan.

Statistical Treatment of Data

The statistical treatment of data presented the methods used to analyze and interpret the quantitative information gathered from the respondents. Appropriate statistical tools were applied to ensure that the results accurately reflected the relationship between the cookery students' actual skills and the demands of the industry. Descriptive statistics, such as the weighted mean and standard deviation, were employed to determine the level of students' performance and the degree of industry expectations in each skill domain. Inferential statistics, specifically the Pearson Product–Moment Correlation Coefficient (r), were utilized to examine the significance of the relationship between the two variables. These statistical techniques provided an objective basis for drawing conclusions and developing the School–Industry Collaborative Training Plan based on the study's findings. **Simple Percentage Analysis**. It was employed to describe and summarize the demographic and professional profiles of both cookery student and industry partner respondents. This basic statistical technique expressed the proportion of a subset relative to the total number of respondents in percentage form. It allowed the researcher to clearly present categorical data such as the students' age, gender, and length of immersion, and the industry partners' type of food service establishment, position or role, and years of professional experience. The use of simple percentage analysis facilitated comparisons across respondent groups, highlighted relevant patterns and distributions, and provided a concise overview of the participants' characteristics. This method was particularly valuable for establishing the contextual background of the study, which supported the interpretation of subsequent analyses regarding the relationship between the students' actual skills and the industry's expectations.

Weighted Mean. It was utilized to determine the average level of responses in data sets where each item carried a relative weight based on the scale used in the instruments. It was computed by multiplying each response by its corresponding weight, summing all the products, and dividing the total by the sum of the weights. This statistical measure provided a precise representation of the overall tendency of the respondents' answers, particularly in the evaluation of students' actual skills and industry demands using Likert-scale indicators. For cookery students, the weighted mean was applied to assess their level of competence across the domains of food preparation, food safety and sanitation, and professional attributes and work values. For industry partners, it measured the degree of demand across technical skills, workplace efficiency, and professional work ethics. By considering the varying intensities of responses—from the weighted mean yielded an accurate summary of the respondents' perceptions and evaluations. It served as an essential tool in identifying which skill areas required enhancement to improve alignment between school training and industry standards.

T- Test. To determine whether a significant relationship existed between the students' actual skills and the industry demands, the study employed the

Paired Samples T-Test. This statistical tool was used to compare the means of two related data sets, enabling the researcher to examine whether variations in one variable corresponded to changes in the other. Specifically, it tested the alignment between the students demonstrated skill levels and the degree of importance placed by industry partners on those same skills. The test was appropriate for this study because it considered the dependency between paired observations—each skill domain assessed from both the students' and industry perspectives. By analyzing the differences between the paired means, the Paired Samples T-Test determined whether observed discrepancies were statistically significant or due to chance variation. This procedure allowed the researcher to draw valid and meaningful conclusions regarding the degree of alignment between academic training outcomes and industry competency requirements.

The combined use of these statistical techniques ensured a comprehensive and methodologically sound analysis. The Simple Percentage Analysis established the demographic and professional context of the respondents; the Weighted Mean quantified the central tendencies of perceived skill levels and industry expectations; and the Paired Samples T-Test determined whether the relationship between students' actual skills and industry demands was statistically significant. Together, these analyses provided a multidimensional understanding of the data, allowing the researcher to accurately interpret the existing conditions and to formulate an evidence-based School–Industry Collaborative Training Plan that addressed the identified gaps between technical-vocational education and workplace standards.

Scoring Procedure Actual Skills

The following are the scoring procedures:

Weight	Range	Category Response	Verbal Description
4	3.26 – 4.00	Highly Skilled	Strongly Demonstrated
3	2.51 – 3.25	Moderately Skilled	Moderately Demonstrated
2	1.76 – 2.50	Fairly Skilled	Satisfactorily Demonstrated
1	1.00 – 1.75	Least Skilled	Poorly Demonstrated

Industry Demands

Weight	Range	Category Response	Verbal Description
4	3.26 – 4.00	Highly Demanded	Skill is essential
3	2.51 – 3.25	Moderately Demanded	Skill is often required
2	1.76 – 2.50	Fairly Demanded	Skill is sometimes required
1	1.00 – 1.75	Least Demanded Skill	Is rarely required

DEFINITION OF TERMS

This section presented the operational definitions of key terms used in the study. These definitions were provided to ensure clarity, consistency, and shared understanding of how each concept was applied within the context of the research. **Actual Skills.** It refers to the demonstrable and measurable abilities that cookery students performed in specific areas of training, particularly in food preparation, food safety and sanitation, and professional attributes.

Food Preparation. It refers to the process by which cookery students organized, combined, and cooked food ingredients following appropriate procedures to produce dishes that met industry standards for quality, taste, and presentation.

Food Safety and Sanitation. It refers to the students' adherence to proper hygiene, cleanliness, and workplace safety practices to prevent contamination and ensure the safe handling and preparation of food.

Industry Demands. It refers to the set of competencies, work standards, and professional behaviors required by the culinary industry to maintain productivity, efficiency, and customer satisfaction.

Professional Attributes and Work Values. It refers to the personal and interpersonal qualities that reflect professionalism, responsibility, teamwork, and a positive attitude toward work and continuous improvement.

Professional Work Ethics. It refers to the moral principles, values, and behavioral standards expected from workers, such as honesty, reliability, and dedication to performing quality work in the culinary field.

School–Industry Collaborative Training Plan. It refers to the framework developed from the study's findings, designed to align school-based training with the skill requirements and expectations of the food service industry.

Technical Skills. It refer to the specialized abilities required to perform specific culinary tasks such as ingredient preparation, operation of kitchen tools and equipment, and application of various cooking techniques.

TESDA (Technical Education and Skills Development Authority). It refers to the national government agency responsible for overseeing and implementing technical-vocational education and skills development programs in the Philippines.

Weighted Mean. It refers to the statistical method used to determine the average level of responses by assigning specific weights to each rating, providing an accurate measure of the overall skill level and industry demand.

Work Immersion. It refers to the experiential learning activity in which senior high school students were exposed to actual industry settings to apply their acquired knowledge and develop workplace readiness.

Workplace Efficiency. It refers to the ability to perform culinary tasks effectively and productively by managing time, resources, and effort to achieve quality outcomes in a kitchen or food service environment.

Chapter 2

PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

This chapter presents, analyzes, and interprets the data gathered from the respondents to determine the relationship between the actual skills of cookery students and the demands of the culinary industry. The data were systematically organized, analyzed, and presented in tabular form to provide a clear, logical, and comprehensive understanding of the findings. The results of the study served as the empirical basis for developing a School–Industry Collaborative Training Plan that seeks to strengthen the alignment between technical-vocational education and industry requirements.

The first part of this section presented the relevant demographic and professional information of the respondents. For the Grade 12 cookery students, the profile included their age, gender, and length of immersion, while for the industry partners, it covered the type of food service establishment, position or role in the organization, and years of professional experience in the culinary field. These variables established the contextual background necessary for understanding the characteristics of both groups and their possible influence on the evaluation of actual skills and industry demands.

The second part discussed the level of cookery students' actual skills as demonstrated across three core domains, namely: food preparation, food safety and sanitation, and professional attributes and work values. These domains represented the essential competencies required under the TESDA Cookery NC II qualification and provided insight into the students' level of proficiency and readiness for employment in the food service industry. The analysis in this section identified the specific strengths and areas for improvement in the students' performance, forming the foundation for targeted training enhancement.

The third part focused on the level of industry demands, which was assessed in terms of technical skills, workplace efficiency, and professional work ethics. These domains reflected the expectations of employers and industry practitioners regarding the competencies needed by workers in the culinary field. This section aimed to describe the degree of importance placed by industry partners

on each skill area and to determine how closely these expectations aligned with the actual capabilities demonstrated by the students.

The fourth part examined the issues and concerns encountered in bridging the gap between the students' actual skills and the industry demands. It discussed the common challenges observed in the development of technical skills, adherence to food safety standards, and the demonstration of professional work habits. These insights helped identify areas where collaboration between the school and industry partners could be strengthened to ensure more effective training outcomes.

The fifth part determined whether a significant relationship existed between the level of cookery students' actual skills and the level of industry demands using the appropriate statistical tests. This analysis established the degree of alignment between academic preparation and industry expectations and served as the basis for assessing the effectiveness of the current technical-vocational curriculum and immersion program.

Finally, based on the results and interpretation of the findings, a School– Industry Collaborative Training Plan was proposed. This plan was designed to enhance the delivery of cookery instruction, improve student performance in skillbased training, and strengthen partnerships with industry stakeholders. It outlined strategies to bridge identified skill gaps, promote work readiness among graduates, and ensure that the cookery program at Subangdaku Technical Vocational School continued to produce competent, industry-aligned, and employable individuals.

Students

The cookery students who participated in this study played an essential role in determining the extent of skill alignment between school-based training and industry expectations. As the primary beneficiaries of technical-vocational education, their personal and educational characteristics provided critical context for understanding the factors that may have influenced their actual skill development. To gain a comprehensive perspective, the study gathered data on the students' age, gender, and length of immersion, which served as indicators of their background, exposure, and learning experiences in the cookery program.

These demographic variables were vital in analyzing variations in the students' actual skills, as they reflected differences in maturity, practical experience, and engagement during training. For instance, the students' age may have been associated with their level of physical ability, cognitive readiness, and adaptability to hands-on learning tasks, while gender may have influenced participation patterns, learning interests, or preferred roles in food preparation activities. Likewise, the length of immersion represented the extent of real-world experience gained by the students, indicating how much time they had spent applying their classroom-acquired skills in an authentic workplace setting.

By examining these characteristics, the study aimed to establish a contextual understanding of the student-respondents' profiles, which served as a foundation for interpreting their level of actual skills in relation to the demands of the culinary industry. This understanding was necessary to evaluate how well the training program at Subangdaku Technical Vocational School prepared students for future employment and to identify areas that required enhancement through the School–Industry Collaborative Training Plan.

Age and Gender. Age and gender were fundamental demographic variables that could have influenced the students' development of actual skills and their performance in technical-vocational training. Understanding the age distribution of the cookery students provided insight into their level of physical ability, cognitive maturity, and readiness to perform practical kitchen tasks. Younger students may have shown greater energy, enthusiasm, and adaptability in learning new techniques, while older students may have exhibited higher levels of responsibility, discipline, and focus acquired through experience and maturity.

Gender, on the other hand, offered valuable information regarding participation and role distribution in skill-based activities. In the context of cookery training, gender differences might have influenced task preferences, confidence in performing certain culinary operations, or the development of specific competencies such as food preparation and kitchen organization. Examining the students' age and gender helped the researcher establish a demographic profile that contextualized their actual performance levels and provided a foundation for analyzing the relationship between individual characteristics and the demands of the culinary industry.

Table 2. Age and Gender Profile of the Students

Variable	Frequency n = 50	Percentage	Mean	SD
Age				
19 to 20 years old	26	52	19.4	0.21
17 to 18 years old	24	48	17.6	0.28
TOTAL	50	100	18.5	0.25
Gender				
Male	12	24	0	0
Female	38	76	0	0
TOTAL	50	100	0	0

The results presented in Table 2 revealed that among the 50 Grade 12 cookery students, 26 or 52 percent were aged 19–20 years old, while 24 or 48 percent were aged 17–18 years old. This distribution indicated that a majority of the respondents belonged to the late adolescent to early adulthood stage, which is typically characterized by increased self-regulation, independence, and readiness for practical work-based learning. The findings implied that most of the participants had already achieved an appropriate level of cognitive and emotional maturity to perform skill-based tasks required in technical-vocational programs. According to Edralin and Pastrana (2023), learners within this age range demonstrate higher engagement and motivation in Technical and Vocational Education and Training (TVET) programs due to their growing sense of career purpose and identity.

The presence of both younger and older students in the group also reflected a diverse learning population, which could foster collaboration and peer-assisted learning in laboratory and immersion activities. Such diversity may enhance group dynamics and the exchange of varied perspectives and experiences in practical kitchen operations.

In terms of gender distribution, the data showed that 12 (24%) of the respondents were male, while 38 (76%) were female, indicating that the cookery strand remained predominantly female. This pattern is consistent with national trends in the Philippines, where female students continue to comprise a higher proportion of enrollees in hospitality and culinary-related programs (Dumadag, Rosales, & Requino, 2024). The dominance of female participants could be attributed to prevailing cultural and social perceptions that associate cookery and food preparation with traditionally feminine roles, although the increasing participation of males in recent years signals a gradual shift toward gender diversification in technical education. Talento et al. (2022) emphasized that gender inclusivity in TVET should be actively promoted to ensure equal access to learning opportunities and equitable skill development across all learners, regardless of gender.

The demographic composition observed in this study carried significant implications for instructional planning and skill development. The relatively balanced age groups suggested that training modules should be differentiated to accommodate both younger learners who may require additional supervision and older learners who exhibit greater independence and confidence in performing complex culinary tasks.

Meanwhile, the gender imbalance highlighted the need for gender- responsive teaching strategies that promote equal participation, encourage leadership among male students, and challenge gender stereotypes in the culinary field. As supported by UNESCO (2021), fostering gender inclusivity in TVET not only enhances learners' self-efficacy but also contributes to a more equitable and competent workforce.

Overall, the age and gender profiles of the respondents provided critical context for understanding their learning behaviors, levels of skill acquisition, and readiness to meet the evolving demands of the culinary industry.

Length of Immersion. The length of immersion referred to the total number of hours or days the Grade 12 cookery students spent in their assigned partner establishments as part of the Work Immersion Program under the Technical Vocational-Livelihood (TVL) track. This variable was considered a crucial factor influencing the students' actual skills development and readiness for employment in the culinary industry. The immersion period provided students with opportunities to apply theoretical knowledge, perform authentic kitchen tasks, and experience real-world work conditions. It also exposed them to workplace routines, professional expectations, and industry standards, thereby strengthening their technical and interpersonal competencies.

The data presented in Table 3 summarized the distribution of students according to their length of immersion in food service establishments. Understanding this distribution was essential for determining how the duration of practical training affected the enhancement of their cookery skills. Longer immersion periods were expected to yield higher levels of mastery and confidence, while shorter immersion durations might have limited students' opportunities for hands-on practice and skills application. As noted in recent studies on Technical and Vocational Education and Training (TVET), the amount of practical exposure significantly contributes to learners' acquisition of competencies and employability (Edralin & Pastrana, 2023; Salazar & De Guzman, 2022). Hence, analyzing the students' immersion length provided valuable insight into the effectiveness of the school's implementation of work-based learning and its alignment with the demands of the culinary industry.

Variable	Frequency	Percentage
Length of Immersion		
320 Hours	50	100
Total	**50**	**100**

Table 3. Length of Immersion

The results presented in Table 3 revealed that all cookery students (100%) completed a total of 320 hours of work immersion in various food service establishments. This finding indicated full compliance with the Department of Education's prescribed minimum immersion hours for Technical- Vocational Livelihood (TVL) track students under the K to 12 curriculum. The uniform completion of the required immersion period reflected the school's commitment to implementing an effective work-based learning program that ensured students were adequately exposed to real industry practices. According to DepEd (2023), work immersion serves as a critical component of senior high school education, providing learners with hands-on experience, industry awareness, and enhanced employability skills.

The completion of 320 hours by all respondents implied that each student had sufficient time to apply classroom-acquired knowledge in actual kitchen environments, perform industry-standard tasks, and develop competencies aligned with TESDA's Cookery NC II qualification. This extended exposure likely contributed to the improvement of students' technical and interpersonal skills, particularly in areas such as food preparation, safety and sanitation, and professional work ethics. As emphasized by Edralin and Pastrana (2023), consistent and structured practical training enhances

learners' job readiness and bridges the gap between academic learning and workplace expectations. The standardized immersion duration also ensured equity among learners, allowing each student to experience similar learning opportunities and assessment conditions regardless of their placement site.

Furthermore, the 320-hour immersion program demonstrated the effective collaboration between Subangdaku Technical Vocational School and its partner industry establishments. This partnership model reflected the principles of school industry cooperation, which, according to Dumadag, Rosales, and Requino (2024), strengthens students' transition from school to work by aligning curriculum content with real industry demands. The successful completion of immersion hours by all students also indicated strong institutional monitoring and supervision during the implementation process. This consistency provided an excellent foundation for developing the School–Industry Collaborative Training Plan, as it highlighted the value of structured, hands-on engagement in enhancing the employability and practical competence of technical-vocational students.

Industry Partners

The industry partners who participated in this study played a crucial role in validating the alignment between the cookery students' actual skills and the current demands of the culinary industry. Their professional experiences and organizational affiliations provided valuable insights into the standards and expectations required in real workplace environments. Data on their type of food service establishment, position or role in the organization, and years of professional experience were gathered to establish their professional profile and credibility as evaluators. Understanding these characteristics was essential for interpreting the feedback and assessments they provided regarding student competencies. Through their participation, the study ensured that the analysis of skill alignment was grounded in authentic industry perspectives, thereby strengthening the reliability and practical relevance of the research findings.

Food Service Establishment. The type of food service establishment referred to the nature of the business or organization where the industry partners were currently employed or affiliated. This variable was essential in determining the range of operational settings that provided training environments for the Grade 12 cookery students during their work immersion. The establishments included restaurants, hotels and resorts, bakeries or pastry shops, catering services, and institutional food providers such as school or corporate cafeterias. Each type of establishment offered distinct learning experiences that contributed to the development of specific culinary and professional skills among the students.

Table 4. Food Service Establishment

Variable	Frequency	Percentage
Food Service Establishment		
Catering Companies	3	30
Hotels and Resorts	2	20
Restaurants	5	50
Total	**10**	**100**

Understanding the distribution of industry partners by establishment type provided important contextual information about the nature of the workplaces where students were exposed during immersion. Different establishments demanded varying levels of technical competence, speed, and creativity. For instance, restaurants and catering companies typically emphasized high-volume meal production and customer service efficiency, while hotels and bakeries focused more on specialized culinary techniques and presentation standards. According to Edralin and Pastrana (2023), the

diversity of industry settings in Technical and Vocational Education and Training (TVET) enhances learners' adaptability, broadens their practical experience, and prepares them for a wider range of employment opportunities. Thus, the analysis of food service establishment types was vital in evaluating the extent to which students' immersion experiences aligned with the competencies required by the culinary industry.

The results presented in Table 4 showed that among the ten participating industry partners, five or 50 percent were employed in restaurants, three or 30 percent in catering companies, and two or 20 percent in hotels and resorts. This distribution indicated that the majority of the respondents were working in restaurant settings, which reflected the dominant nature of food service operations in the local hospitality and tourism sector. Restaurants provided the most direct and intensive environment for cookery students' immersion, as they required daily meal preparation, consistent customer service, and adherence to time-sensitive production standards. This finding implied that most students were exposed to fastpaced, high-demand work conditions that tested their technical proficiency, multitasking ability, and capacity to perform under pressure—skills that are critical in professional culinary employment.

The presence of respondents from catering companies (30%) suggested that students were also exposed to large-scale food production and off-premise service operations. Such experiences likely enhanced their understanding of menu planning, logistics, and teamwork—competencies that are essential in eventbased food service. Catering operations require flexibility and coordination, aligning with industry expectations for efficient communication, adaptability, and problem- solving among kitchen staff (Salazar & De Guzman, 2022). The inclusion of hotel and resort establishments (20%) further expanded students' learning experiences to a more formal and service-oriented culinary environment. Hotels, being high- standard establishments, typically emphasize food quality, presentation, and safety compliance, thereby strengthening students' awareness of fine dining protocols and international service standards.

The distribution of industry partners across these establishment types demonstrated a diverse range of learning environments that benefited the cookery students' holistic skills development. Exposure to multiple operational contexts helped learners build professional versatility, an important factor in employability and career readiness. As highlighted by Edralin and Pastrana (2023), diversified industry engagement in technical-vocational training equips learners with broader perspectives, enhances adaptability, and promotes mastery of transferable skills. Moreover, Dumadag, Rosales, and Requino (2024) emphasized that schoolindustry collaboration involving varied business types fosters more inclusive and realistic learning experiences aligned with actual labor market demands.

Overall, the findings underscored the importance of maintaining and expanding partnerships with different types of food service establishments. Doing so ensures that students of Subangdaku Technical Vocational School continue to acquire comprehensive industry exposure, develop relevant competencies, and strengthen their readiness to meet the evolving standards of the culinary profession. This diversity of immersion sites will also serve as a critical foundation in formulating the School–Industry Collaborative Training Plan, ensuring that training objectives remain aligned with real-world practices across multiple sectors of the food service industry.

Position or Role in the Organization. The number of years teachers have been in service is a crucial indicator of professional experience, instructional expertise, and familiarity with pedagogical practices. It reflects the extent of teachers' exposure to various teaching situations, curriculum reforms, and learner diversity (Reyes & Castillo, 2024). Length of service is often associated with accumulated teaching skills, classroom management strategies, and adaptability to educational innovations. Teachers with longer service years generally possess well-developed instructional competencies and are more adept at addressing the complex learning needs of students (Domingo & Alvarez, 2022).

Table 5. Position or Role in the Organization

Variable	Frequency	Percentage
Position or Role in the Organization		
Head Chef	1	10
Cook	2	20
Kitchen Supervisor	3	30
Operations Manager	4	40
Total	**10**	**100**

Conversely, teachers who have served for a shorter period may exhibit strong motivation and openness to new teaching methodologies, particularly in the integration of technology and modern literacy approaches (Lopez & Dela Cruz, 2022). Both experienced and early-career teachers bring distinct strengths to the teaching–learning process—veteran educators contribute wisdom and refined classroom techniques, while newer teachers often introduce innovative and research-based practices (Santos & Ramos, 2023).

The results presented in Table 5 revealed that among the ten participating industry partners, four or 40 percent were Operations Managers, three or 30 percent were Kitchen Supervisors, two or 20 percent were Cooks, and one or 10 percent was a Head Chef. This distribution indicated that the majority of respondents held supervisory and managerial positions, reflecting a workforce with extensive leadership experience and a strong background in food service operations. The predominance of Operations Managers and Kitchen Supervisors suggested that most of the industry partners were directly involved in overseeing culinary processes, ensuring quality control, managing staff performance, and maintaining food safety compliance—all of which are essential in evaluating workplace standards and student readiness.

The presence of Head Chefs and Cooks, who together represented 30 percent of the respondents, ensured that the perspective of hands-on practitioners was adequately represented in the study. These professionals contributed critical insights into the practical aspects of culinary operations, including food preparation, production efficiency, and sanitation practices. Their involvement strengthened the validity of the data by providing grounded assessments of students' technical competencies based on real-world kitchen performance. Dumadag, Rosales, and Requino (2024) noted that incorporating both managerial and operational viewpoints in technical-vocational research enhances the accuracy and relevance of findings, as it captures both administrative expectations and actual skill requirements.

The strong representation of supervisory and management roles also underscored the mentorship capacity of the partner establishments. Industry leaders, such as Kitchen Supervisors and Operations Managers, often play a vital role in guiding students during their immersion, fostering a structured learning environment that supports professional growth. As Edralin and Pastrana (2023) emphasized, effective mentorship within Technical and Vocational Education and Training (TVET) programs contributes to improved work readiness, professional discipline, and long-term employability among trainees. This implied that the cookery students from Subangdaku Technical Vocational School were provided with ample supervision and mentorship throughout their immersion experience, allowing them to refine their technical skills while internalizing professional work ethics.

Moreover, the inclusion of respondents from diverse roles across kitchen operations—ranging from cooks to operations managers—demonstrated that the students were exposed to a complete organizational hierarchy that mirrored real workplace structures. This provided learners with a holistic understanding of job functions and interdependence within a food service establishment.

According to Salazar and De Guzman (2022), immersion experiences that involve multiple tiers of leadership strengthen students' understanding of teamwork, accountability, and workflow coordination. Hence, the varied professional composition of industry partners not only enriched the quality of feedback on student performance but also ensured that the findings of this study were grounded in authentic culinary practices and operational realities.

Overall, these results implied that the participating industry partners possessed both the expertise and authority necessary to provide valid and meaningful assessments of students' actual skills. Their combined perspectives from leadership and operational levels offered a comprehensive basis for developing the School–Industry Collaborative Training Plan, ensuring that the framework was responsive to the multifaceted needs of the culinary industry and consistent with real workplace standards.

Years of Professional Experience. The years of professional experience of the industry partners referred to the length of time they had been employed in the culinary or food service industry, whether in restaurants, catering services, or hotel establishments. This variable was examined to provide insight into the level of mastery, exposure, and understanding that the respondents had developed through years of actual practice in the field. Industry professionals with longer experience were expected to demonstrate advanced technical proficiency, effective leadership in kitchen operations, and a well-grounded understanding of workplace standards, food safety regulations, and customer service protocols. Conversely, those with fewer years of experience were likely to provide perspectives grounded in recent culinary trends and evolving industry practices.

Assessing the number of years in professional service allowed the study to determine the depth and breadth of the respondents' knowledge of current culinary operations, equipment use, and production management systems. It also provided a basis for evaluating how experience shaped their expectations regarding the competencies of entry-level workers and student trainees. The findings from this profile variable were instrumental in contextualizing the industry partners' assessment of the students' actual skills and the overall level of industry demands. By identifying the dominant range of professional experience, the study gained a clearer understanding of how seasoned practitioners and emerging professionals collectively influenced the standards and expectations applied to cookery students during their immersion and evaluation.

Table 6. Years of Professional Experience

Variable	Frequency	Percentage	Mean	SD
7 – 9 years	2	20	7.23	0.13
4 – 6 years	5	50	5.16	0.17
1 – 3 years	3	30	2.34	0.21
TOTAL	**10**	**100**	4.91	0.17

The results presented in Table 6 revealed that among the ten industry partners, five or 50 percent had four to six years of professional experience, three or 30 percent had one to three years, and two or 20 percent had seven to nine years of experience in the culinary industry. This distribution indicated that the majority of the respondents were mid-career professionals who possessed substantial experience and practical knowledge in culinary operations. The inclusion of respondents with varying lengths of service reflected a balanced mix of early-career, moderately experienced, and senior professionals, offering diverse perspectives on workplace standards, training expectations, and student performance evaluation.

The predominance of industry partners with four to six years of experience suggested that most of them had reached a level of professional maturity characterized by refined technical competencies, operational familiarity, and consistent exposure to kitchen management systems. These individuals

likely possessed the capability to evaluate student performance accurately and objectively, given their active participation in food service operations. According to Edralin and Pastrana (2023), industry professionals with moderate to extensive experience are vital contributors to Technical and Vocational Education and Training (TVET) programs, as they bridge the gap between institutional instruction and actual workplace practices through expert mentorship and performance assessment.

Meanwhile, the three or 30 percent of respondents with one to three years of experience represented early-career professionals who could offer more contemporary insights into emerging culinary trends, technological innovations, and modern food service operations. Their recent training and active involvement in the evolving culinary landscape provided valuable feedback on current industry expectations that schools must address in their technical-vocational curricula. Conversely, the two or 20 percent of respondents with seven to nine years of experience reflected a more advanced level of professional expertise, contributing in-depth knowledge of kitchen leadership, food quality assurance, and adherence to food safety regulations. The combination of these varying experience levels enriched the reliability and comprehensiveness of the study's findings, ensuring that both current and seasoned perspectives informed the assessment of students' actual skills.

The distribution of years of experience among the industry partners also had strong implications for the effectiveness of school-industry collaboration. The mix of early-career and experienced professionals fostered a balanced evaluation of students' performance, combining innovative approaches with tested industry standards. Dumadag, Rosales, and Requino (2024) emphasized that collaboration between professionals of diverse experience levels enhances the sustainability and responsiveness of TVET partnerships. Similarly, Salazar and De Guzman (2022) found that mentors with at least four years of consistent industry experience tend to demonstrate greater capacity to train, evaluate, and model professional standards for student interns.

Level of Cookery Students' Actual Skills and Level of Industry Demands

The level of cookery students' actual skills was assessed to determine their proficiency and readiness for employment in the culinary industry. This section presented the results of the students' self-assessment and performance evaluations as measured across three core domains, namely food preparation, food safety and sanitation, and professional attributes and work values. These domains represented the essential competencies prescribed under the TESDA Cookery NC II qualification, which served as the framework for evaluating the students' technical and behavioral skills. The data were gathered to identify both the strengths and areas for improvement in the students' practical performance, which were critical in enhancing the effectiveness of the school's technicalvocational training program.

In parallel, the level of industry demands was examined to determine the degree of importance employers placed on specific skills and competencies within the culinary field. Industry partners evaluated their expectations across three key domains: technical skills, workplace efficiency, and professional work ethics. These domains reflected the professional standards, productivity requirements, and behavioral attributes sought by employers in food service operations.

Understanding these industry expectations was essential in identifying potential gaps between the students' demonstrated competencies and the actual requirements of the workplace. The findings from both assessments provided valuable insights that guided the formulation of the School–Industry Collaborative Training Plan, which aimed to strengthen alignment between academic instruction and the real-world demands of the culinary industry.

Level of Cookery Students' Actual Skills

The level of cookery students' actual skills was assessed to determine their proficiency and preparedness for employment in the culinary industry. It focused on three core domains—food preparation, food safety and sanitation, and professional attributes and work values—which

represented the essential competencies required under the TESDA Cookery NC II qualification. The results served as a basis for identifying the students' strengths and areas for improvement, providing insights into how effectively the technical-vocational training program developed industry-relevant skills.

Food Preparation. Food preparation was one of the primary domains used to assess the actual skills of the cookery students. It measured the students' ability to plan, organize, and execute cooking tasks according to standard recipes and culinary procedures. This domain evaluated essential competencies such as ingredient selection, portioning, cooking techniques, and food presentation, which reflected their mastery of fundamental kitchen operations required in the culinary industry.

Table 7. Food Preparation

Food Preparation	Students		
	Weighted Mean	**SD**	**Interpretation**
1. Selected, measured, and prepared ingredients accurately according to recipe specifications.	3.21	0.22	Moderately Evident
2. Applied appropriate cooking methods and techniques for different types of food.	3.14	0.31	Moderately Skilled
3. Operated kitchen tools, utensils, and equipment safely and efficiently.	3.67	0.26	Highly Skilled
4. Ensured proper portioning, plating, and presentation of dishes.	3.38	0.24	Highly Skilled
5. Maintained organization and cleanliness in the work area during food preparation.	3.78	0.17	Highly Skilled
Average Weighted Mean	**3.44**	**0.24**	**Highly Skilled**

Legend			
3.26 – 4.00	Highly Skilled	1.76 – 2.50	Fairly Skilled
2.51 – 3.25	Moderately Skilled	1.00 – 1.75	Least Skilled

The results presented in Table 7 revealed that the cookery students demonstrated an overall high level of skill in food preparation, with an overall weighted mean of 3.44 and a standard deviation of 0.24, interpreted as Highly Skilled. The highest-rated indicator was "Maintained organization and cleanliness in the work area during food preparation", which obtained a mean of 3.78 and a standard deviation of 0.17, indicating that the students consistently upheld sanitation and workplace organization. This finding suggested that they had internalized essential practices of discipline and hygiene, contributing to their ability to perform safely and efficiently in professional kitchen environments. According to Salazar and De Guzman (2022), maintaining organization and cleanliness is a vital competency that promotes productivity, food safety, and customer satisfaction in the culinary field.

Similarly, the indicator "Operated kitchen tools, utensils, and equipment safely and efficiently" achieved a mean of 3.67 and a standard deviation of 0.26, interpreted as Highly Skilled. This implied that the students possessed the technical confidence to handle kitchen tools and equipment effectively, meeting the standards set by the TESDA Cookery NC II qualification. This result aligned with Edralin and Pastrana (2023), who emphasized that mastery of technical equipment operation enhances employability and adaptability in the food service industry.

Meanwhile, moderate ratings were observed in "Ensured proper portioning, plating, and presentation of dishes" with a mean of 3.38 and a standard deviation of 0.24, and "Selected,

measured, and prepared ingredients accurately according to recipe specifications" with a mean of 3.21 and a standard deviation of 0.22.

These findings indicated that while students performed adequately in these areas, there remained room for improvement in recipe standardization and food presentation skills. The lowest-rated indicator, "Applied appropriate cooking methods and techniques for different types of food," obtained a mean of 3.14 and a standard deviation of 0.31, signifying that students had moderate proficiency and required additional training to strengthen versatility in cooking methods. Dumadag, Rosales, and Requino (2024) pointed out that consistent practice and real-time industry exposure are crucial in developing procedural accuracy and adaptive cooking abilities among TVET learners.

Overall, the findings implied that the cookery students of Subangdaku Technical Vocational School were highly skilled in core aspects of food preparation, particularly in workplace cleanliness and safe equipment handling. However, moderate ratings in certain indicators suggested a need for instructional reinforcement in precision, creativity, and technical versatility

Food Safety and Sanitation. Food safety and sanitation were vital domains used to assess the cookery students' adherence to hygiene, cleanliness, and safety standards in food handling and preparation. This area evaluated how well students applied proper procedures in personal hygiene, equipment

sanitization, food storage, and contamination prevention. The results in this section reflected the students' awareness and compliance with industry sanitation protocols, which are essential competencies required for certification under the TESDA Cookery NC II qualification and employment in professional culinary settings. Mastery in this domain ensured that students could maintain the quality and safety of food products, protecting consumers from health risks associated with improper handling. Furthermore, consistent practice of sanitation standards demonstrated the students' discipline, accountability, and professionalism— qualities that are highly valued in the food service industry.

Table 8. Food Safety and Sanitation

Food Safety and Sanitation	Students		
	Weighted Mean	SD	Interpretation
Observed proper handwashing, grooming, and personal hygiene practices at all times.	3.45	0.16	Highly Skilled
Used clean and sanitized tools, utensils, and equipment before and after use.	3.39	0.35	Highly Skilled
Followed appropriate procedures for handling, storing, and disposing of food products.	3.89	0.31	Highly Skilled
Identified and prevented potential sources of food contamination.	3.61	0.33	Highly Skilled
Complied with occupational health and safety guidelines in the kitchen.	3.64	0.12	Highly Skilled
Average Weighted Mean	**3.60**	**0.25**	**Highly Skilled**

The results presented in Table 8 revealed that the cookery students exhibited a high level of skill in food safety and sanitation, with an average weighted mean of 3.60 and a standard deviation of 0.25, interpreted as Highly Skilled. The indicator "Followed appropriate procedures for handling, storing, and disposing of food products" obtained a mean of 3.89 and a standard deviation of 0.31, the

highest among all indicators. This implied that students effectively practiced proper food handling and waste management procedures, ensuring that food quality and safety were maintained throughout preparation. Such results demonstrated their awareness of the importance of temperature control, proper labeling, and waste segregation—skills aligned with the TESDA Cookery NC II competency standards and Department of Health (DOH) food safety regulations.

As Edralin and Pastrana (2023) noted, proficiency in food handling and storage directly contributes to minimizing contamination and maintaining product integrity in professional kitchens.

The indicator "Complied with occupational health and safety guidelines in the kitchen" achieved a mean of 3.64 and a standard deviation of 0.12, while "Identified and prevented potential sources of food contamination" recorded a mean of 3.61 and a standard deviation of 0.33, both interpreted as Highly Skilled.

These findings indicated that the students were well-informed about kitchen hazards and demonstrated responsible behavior toward ensuring safety in the workplace. They showed competence in identifying biological, chemical, and physical risks that could compromise food quality, suggesting that they had internalized essential safety practices during their training. According to Dumadag, Rosales, and Requino (2024), adherence to workplace safety procedures is a defining indicator of readiness for employment in the technical-vocational sector.

Likewise, "Observed proper handwashing, grooming, and personal hygiene practices at all times" obtained a mean of 3.45 and a standard deviation of 0.16, and "Used clean and sanitized tools, utensils, and equipment before and after use" earned a mean of 3.39 and a standard deviation of 0.35, both interpreted as Highly Skilled. These results reflected students' consistent practice of cleanliness and sanitation in food handling. The findings implied that the students understood the crucial role of personal hygiene and equipment cleanliness in preventing crosscontamination and ensuring food safety. Salazar and De Guzman (2022) emphasized that these competencies are vital for establishing customer trust and maintaining health standards in any food service establishment.

Overall, the findings suggested that the cookery students of Subangdaku Technical Vocational School demonstrated a strong foundation in food safety and sanitation practices, showing consistent adherence to professional standards. Their performance reflected a high level of competence in personal hygiene, food handling, and kitchen safety, confirming that the school's training effectively instilled essential sanitation principles.

Professional Attributes and Work Values. Professional attributes and work values referred to the personal qualities, attitudes, and ethical behaviors demonstrated by cookery students in performing their culinary tasks. This domain assessed how well students exhibited professionalism, responsibility, teamwork, and respect toward their peers, supervisors, and customers during food preparation and service. It also evaluated their punctuality, reliability, communication skills, and ability to respond positively to feedback—traits that reflect readiness for employment in the food service industry. Assessing this domain was essential, as the culinary profession required not only technical competence but also a strong sense of discipline and integrity to maintain service quality and workplace harmony. The results in this section reflected the students' adherence to professional standards and ethical practices expected in the culinary field, as well as their preparedness to uphold the core values prescribed by TESDA under the Cookery NC II qualification.

Furthermore, this domain emphasized the importance of interpersonal relationships and emotional intelligence in the kitchen environment, where collaboration and coordination were vital for efficient operations. Students were expected to demonstrate patience, adaptability, and a positive attitude even under pressure, especially during high-demand service hours. The assessment of this domain also provided insights into how students internalized work ethics such as honesty, accountability, and diligence, which are integral to sustaining trust in professional culinary

establishments. Developing strong work values was viewed as a crucial component in transforming students into responsible employees capable of maintaining organizational reputation and customer satisfaction.

In addition, this domain underscored the role of the school in shaping students' attitudes and behaviors toward work through modeling, consistent reinforcement, and experiential learning. Teachers, mentors, and industry supervisors played key roles in fostering these attributes by creating authentic work situations that required discipline, teamwork, and decision-making.

Professional Attributes and Work Values	**Students**		
	Weighted Mean	**SD**	**Interpretation**
Demonstrated punctuality, attendance, and commitment to assigned tasks.	3.89	0.29	Highly Skilled
Displayed teamwork, cooperation, and respect in dealing with peers and superiors.	3.61	0.33	Highly Skilled
Communicated effectively and courteously with colleagues and customers.	3.72	0.24	Highly Skilled
3Accepted constructive feedback and showed willingness to improve work performance.	3.68	0.15	Highly Skilled
3.5 Exhibited honesty, responsibility, and professionalism in completing assigned duties.	3.57	0.19	Highly Skilled
Average Weighted Mean	**3.69**	**0.24**	**Highly Skilled**

Table 9. Professional Attributes and Work Values

The results presented in Table 9 revealed that the cookery students demonstrated a high level of skill in professional attributes and work values, with consistently high ratings across all indicators. The highest-rated indicator was "Demonstrated punctuality, attendance, and commitment to assigned tasks," which obtained a mean of 3.89 and a standard deviation of 0.29, interpreted as *Highly Skilled*. This finding indicated that the students consistently showed reliability, time management, and dedication in fulfilling their responsibilities— attributes that are essential in the hospitality and culinary industries, where timeliness directly affects service quality. As noted by Edralin and Pastrana (2023), punctuality and accountability are critical components of professional competence and contribute to overall operational efficiency in technical-vocational settings.

The indicator "Communicated effectively and courteously with colleagues and customers" obtained a mean of 3.72 and a standard deviation of 0.24, also interpreted as *Highly Skilled*. This suggested that the students demonstrated confidence and professionalism in their interpersonal communication, allowing them to interact respectfully with both co-workers and clients. Effective communication is a vital employability skill, as it fosters teamwork, reduces workplace conflict, and enhances customer satisfaction. According to Salazar and De Guzman (2022), communication and social interaction skills are among the strongest predictors of successful transition from school to work in TVL programs. Likewise, "Accepted constructive feedback and showed willingness to improve work performance" had a mean of 3.68 and a standard deviation of 0.15, while "Displayed teamwork, cooperation, and respect in dealing with peers and superiors" recorded a mean of 3.61 and a standard deviation of 0.33, both interpreted as *Highly Skilled*. These results implied that students exhibited positive work attitudes and openness to continuous learning—qualities that are highly valued in professional kitchens. Their responsiveness to feedback reflected emotional maturity and adaptability, which are essential traits for growth in the culinary field. Dumadag, Rosales, and Requino (2024) emphasized that technical vocational learners who possess strong interpersonal skills and adaptability tend to integrate more effectively into workplace environments.

Finally, "Exhibited honesty, responsibility, and professionalism in completing assigned duties" achieved a mean of 3.57 and a standard deviation of 0.19, interpreted as *Highly Skilled*. This finding highlighted the students' ethical conduct and integrity in fulfilling tasks, signifying that they understood the importance of trustworthiness and accountability in food service operations. Professional integrity is a cornerstone of culinary employment, as it builds customer confidence and ensures adherence to safety and quality standards.

Overall, the results implied that the cookery students of Subangdaku Technical Vocational School possessed strong professional attributes and work ethics, making them well-prepared for industry immersion and future employment. Their consistency in demonstrating teamwork, responsibility, communication, and commitment reflected the school's success in instilling positive work habits. However, to sustain these behaviors, it was recommended that the institution continue integrating values-based education, customer service simulations, and peer collaboration activities into the cookery curriculum.

Summary on the Level of Actual Skills

This section summarized the overall results of the cookery students' actual skills based on the three assessed domains—food preparation, food safety and sanitation, and professional attributes and work values. The summary provided a comprehensive overview of the students' level of competence, highlighting both their technical proficiency and professional conduct as observed during schoolbased training and work immersion. The results reflected how effectively the students demonstrated industry-relevant competencies prescribed under the TESDA Cookery NC II qualification, serving as the foundation for enhancing instructional strategies and strengthening the school's alignment with industry standards.

Table 10. Summary on the Level of Actual Skills

Domains	Students		
	Weighted Mean	**SD**	**Interpretation**
Food Preparation	3.44	0.24	Highly Skilled
Food Safety and Sanitation	3.60	0.25	Highly Skilled
Professional Attributes and Work Values	3.69	0.24	Highly Skilled
Average Weighted Mean	**3.58**	**0.24**	**Highly Skilled**

The results of the study revealed that the cookery students of Subangdaku Technical Vocational School demonstrated an overall high level of actual skills across the three core domains assessed. In terms of food preparation, the students obtained an overall weighted mean of 3.44 and a standard deviation of 0.24, interpreted as Highly Skilled. This indicated that they were proficient in performing essential kitchen operations, particularly in maintaining cleanliness, organization, and safe equipment handling. However, moderate proficiency in recipe measurement and variation of cooking techniques suggested the need for continuous enhancement in precision and adaptability.

For food safety and sanitation, the students achieved an average weighted mean of 3.60 and a standard deviation of 0.25, also interpreted as Highly Skilled. This reflected strong adherence to hygiene, cleanliness, and safety protocols during food handling and preparation. The high scores across indicators such as proper handwashing, food handling, and compliance with occupational safety standards implied that the students had internalized sanitation practices aligned with TESDA Cookery NC II and Department of Health (DOH) guidelines. This finding suggested that the school's training effectively instilled food safety awareness as a core value in culinary work.

In the domain of professional attributes and work values, the students obtained consistently high ratings, with weighted means ranging from 3.57 to 3.89, indicating that they were Highly Skilled in

demonstrating punctuality, teamwork, communication, and professionalism. These results implied that the students exhibited desirable work habits, respect for authority, and accountability—traits essential in sustaining productivity and harmony in the workplace. Their openness to feedback and willingness to improve performance further reflected readiness for professional growth and employment.

Overall, the findings confirmed that the cookery students possessed the technical competence and professional disposition expected of future culinary practitioners. The consistently Highly Skilled interpretations across all domains showed that the school's technical-vocational training program was successful in developing industry-relevant skills. Nonetheless, the results also underscored the importance of strengthening industry-based simulations, advanced culinary workshops, and collaborative training activities to sustain skill mastery and ensure closer alignment with evolving culinary industry demands.

Level of Industry Demands

The level of industry demands was assessed to determine the expectations of culinary employers and practitioners regarding the essential skills and work values required in food service operations. It focused on three major domains— technical skills, workplace efficiency, and professional work ethics—which represent the core competencies sought by the culinary industry. The results in this section provided valuable insights into the degree of importance placed by industry partners on each skill area, serving as a basis for aligning the school's cookery curriculum with current industry standards and workforce requirements. **Technical Skills.** Technical skills referred to the fundamental culinary abilities required to perform food preparation and production tasks efficiently in professional kitchen settings. This domain evaluated the importance that industry partners placed on competencies such as ingredient preparation, cooking techniques, equipment operation, and food presentation. The results in this section reflected the level of industry expectation for graduates' technical proficiency, which served as a benchmark for aligning the school's cookery training program with the practical demands of the food service industry.

Table 11. Technical Skills

Technical Skills Indicators	Students		
	Weighted Mean	SD	Interpretation
Demonstrated mastery of basic cooking methods such as boiling, sautéing, grilling, baking, and frying.	3.89	0.29	Highly Demanded
Accurately measured, prepared, and combined ingredients following standardized recipes.	3.56	0.15	Highly Demanded
Operated kitchen tools, utensils, and equipment safely and correctly.	3.67	0.13	Highly Demanded
Applied proper plating, portioning, and presentation techniques for menu items.	3.62	0.21	Highly Demanded
Adapted to diverse cooking styles and production requirements with minimal supervision.	3.71	0.22	Highly Demanded
Average Weighted Mean	**3.69**	**0.20**	**Highly Demanded**
Legend			
3.26 – 4.00	Highly Demanded	1.76 – 2.50	Fairly Demanded
2.51 –	Moderately Demanded	1.00 – 1.75	Least

3.25			Demanded

The results presented in Table 11 revealed that industry partners placed a high level of demand on technical skills, with an average weighted mean of 3.69 and a standard deviation of 0.20, interpreted as Highly Demanded. The highestrated indicator was "Demonstrated mastery of basic cooking methods such as boiling, sautéing, grilling, baking, and frying", which obtained a mean of 3.89 and a standard deviation of 0.29, suggesting that employers highly valued graduates who possessed mastery of essential cooking techniques. This finding indicated that the ability to apply a wide range of fundamental methods remained a top priority in the culinary industry, as it forms the foundation for efficient kitchen operations and food quality. As emphasized by Edralin and Pastrana (2023), technical proficiency in core cooking methods is a key determinant of employability and professional readiness among TVL graduates.

The indicator "Adapted to diverse cooking styles and production requirements with minimal supervision" achieved a mean of 3.71 and a standard deviation of 0.22, interpreted as Highly Demanded. This implied that adaptability and independence in the workplace were essential skills sought by employers, reflecting the fast-paced and dynamic nature of the culinary industry. Industry partners preferred workers capable of handling various cuisines, techniques, and customer preferences without requiring constant oversight. Similarly, "Operated kitchen tools, utensils, and equipment safely and correctly", with a mean of 3.67 and a standard deviation of 0.13, indicated that safe and efficient equipment operation was another high-demand skill. This result aligned with Dumadag, Rosales, and Requino (2024), who noted that safety awareness and equipment competency are non-negotiable skills in professional kitchens due to the potential hazards of daily operations.

Furthermore, "Applied proper plating, portioning, and presentation techniques for menu items" received a mean of 3.62 and a standard deviation of 0.21, while "Accurately measured, prepared, and combined ingredients following standardized recipes" obtained a mean of 3.56 and a standard deviation of 0.15, both interpreted as Highly Demanded. These findings highlighted that aesthetic quality and precision in food production remained central expectations in the culinary workforce. Employers emphasized not only technical execution but also creativity, consistency, and visual appeal as part of professional culinary standards. Salazar and De Guzman (2022) asserted that accuracy and presentation in food preparation are critical indicators of service quality and customer satisfaction, particularly in competitive hospitality settings.

Overall, the results implied that the culinary industry placed consistently high demands on technical competencies, underscoring the importance of continuous mastery of fundamental cooking techniques, adaptability, and precision. The findings also reflected a strong alignment between the TESDA Cookery NC II competencies and current industry expectations, validating the school's training approach. However, the industry's emphasis on multi-method adaptability and minimal supervision suggested the need for greater emphasis on independent task performance, recipe innovation, and production speed in the curriculum.

Workplace Efficiency. Workplace efficiency referred to the ability of individuals to manage time, organize tasks, and maintain productivity in a fastpaced culinary environment. This domain emphasized how effectively industry partners expected workers to balance quality, speed, and accuracy while adhering to kitchen standards and operational procedures. The assessment of this domain reflected the level of importance placed by employers on time management, multitasking, organization, and workflow consistency as essential attributes of competent culinary professionals. It also encompassed the capacity of workers to perform under pressure while maintaining coordination and attention to detail during peak service hours. Overall, this domain highlighted the industry's expectation for graduates to demonstrate self-discipline, initiative, and adaptability—traits that ensure efficient kitchen operations and contribute to overall business success.

Workplace Efficiency Indicators	Teachers		
	Weighted Mean	SD	Interpretation
Managed time effectively to complete assigned tasks within established schedules.	3.92	0.16	Highly Demanded

Table 12 Workplace Efficiency

Maintained cleanliness and organization in the workstation throughout food preparation.	3.56	0.25	Highly Demanded
Multitasked efficiently while ensuring quality and consistency in output.	3.62	0.19	Highly Demanded
Followed standard operating procedures (SOPs) and kitchen protocols without constant supervision.	3.78	0.23	Highly Demanded
Responded promptly and effectively to kitchen challenges or production demand.	3.69	0.24	Highly Demanded
Average Weighted Mean	**3.71**	**0.21**	**Highly Demanded**

The results presented in Table 12 revealed that workplace efficiency was highly demanded by industry partners, with all indicators rated within the Highly Demanded range. The highest-rated indicator was "Managed time effectively to complete assigned tasks within established schedules," which obtained a mean of 3.92 and a standard deviation of 0.16, interpreted as Highly Demanded. This finding indicated that punctuality, time management, and task prioritization were viewed by employers as critical competencies for success in the culinary industry. It reflected the fast-paced nature of food service operations, where timely preparation and delivery directly affect customer satisfaction and business performance. As Edralin and Pastrana (2023) highlighted, efficiency in time management enhances overall productivity and reflects a worker's professionalism and ability to meet organizational goals.

The indicator "Followed standard operating procedures (SOPs) and kitchen protocols without constant supervision" achieved a mean of 3.78 and a standard deviation of 0.23, also interpreted as Highly Demanded. This suggested that employers expected employees to demonstrate self-discipline, independence, and accountability when performing kitchen tasks. Industry partners valued individuals capable of complying with established guidelines without frequent oversight, as this ensured operational consistency and safety. Similarly, "Responded promptly and effectively to kitchen challenges or production demand", with a mean of 3.69 and a standard deviation of 0.24, indicated that adaptability and problem-solving under pressure were vital attributes expected by the industry. Dumadag, Rosales, and Requino (2024) observed that workers who can think critically and adapt quickly to production challenges significantly contribute to workflow efficiency and team cohesion.

Meanwhile, "Multitasked efficiently while ensuring quality and consistency in output" recorded a mean of 3.62 and a standard deviation of 0.19, and "Maintained cleanliness and organization in the workstation throughout food preparation" obtained a mean of 3.56 and a standard deviation of 0.25, both interpreted as Highly Demanded. These results reflected the employers' preference for workers who could perform multiple tasks simultaneously while upholding cleanliness and quality standards. The ability to multitask without compromising food safety or output consistency was identified as a hallmark of a skilled culinary worker. As Salazar and De Guzman (2022) emphasized, efficiency in multitasking and maintaining workplace organization enhances productivity and ensures smooth coordination within a kitchen team.

Professional Work Ethics. Professional work ethics referred to the behavioral standards, moral values, and interpersonal skills expected of culinary workers in maintaining integrity and professionalism in the workplace. This domain emphasized the importance of reliability, respect, and responsibility as essential components of a productive and harmonious kitchen environment. It also reflected the employers' expectations for employees to demonstrate honesty, accountability, and commitment to excellence while dealing with colleagues, supervisors, and customers. The results in this section showed how industry partners valued ethical conduct and positive work habits as indicators of employability and long-term success in the culinary field. Ultimately, this domain underscored the need for graduates to embody professionalism, discipline, and a strong sense of responsibility as integral aspects of their technical competence.

The results presented in Table 13 revealed that professional work ethics was highly demanded by industry partners, with an average weighted mean of 3.55 and a standard deviation of 0.23, interpreted as Highly Demanded. The highestrated indicator, "Displayed professionalism, courtesy, and respect in interactions with supervisors, colleagues, and customers," obtained a mean of 3.89 and a **Table 13**

Professional Work Ethics

Professional Work Ethics Indicators	Teachers		
	Weighted Mean	SD	Interpretation
Displayed professionalism, courtesy, and respect in interactions with supervisors, colleagues, and customers.	3.89	0.22	Highly Demanded
Demonstrated reliability, accountability, and responsibility in carrying out assigned duties.	3.47	0.34	Highly Demanded
Showed initiative and willingness to learn and adapt to new culinary techniques.	3.62	0.15	Highly Demanded
Observed honesty, integrity, and confidentiality in workplace practices.	3.35	0.21	Highly Demanded
Complied with company rules, policies, and safety regulations at all times.	3.43	0.23	Highly Demanded
Average Weighted Mean	**3.55**	**0.23**	**Highly Demanded**

standard deviation of 0.22, showing that employers placed strong emphasis on maintaining respectful and professional relationships in the workplace. This finding reflected the importance of interpersonal behavior and communication skills in ensuring effective teamwork, customer satisfaction, and overall operational harmony. As Salazar and De Guzman (2022) noted, professionalism and courtesy in interpersonal relations are essential soft skills that directly influence service quality and employee retention in the hospitality and culinary sectors.

The indicator "Showed initiative and willingness to learn and adapt to new culinary techniques" recorded a mean of 3.62 and a standard deviation of 0.15, interpreted as Highly Demanded. This suggested that industry partners valued adaptability, creativity, and openness to innovation as key traits for career advancement. The finding aligned with the continuously evolving trends in the culinary industry, where workers are expected to update their skills and embrace new technologies and global cuisines. Similarly, "Demonstrated reliability, accountability, and responsibility in carrying out assigned duties" obtained a mean of 3.47 and a standard deviation of 0.34, also interpreted as Highly Demanded. This implied that employers expected consistent dependability

and conscientiousness in task completion—qualities that ensure kitchen efficiency and minimize operational risks.

Meanwhile, "Complied with company rules, policies, and safety regulations at all times" achieved a mean of 3.43 and a standard deviation of 0.23, and "Observed honesty, integrity, and confidentiality in workplace practices" garnered a mean of 3.35 and a standard deviation of 0.21, both interpreted as Highly Demanded. These results indicated that industry partners considered ethical conduct and adherence to workplace standards as essential indicators of professional readiness. Dumadag, Rosales, and Requino (2024) stressed that honesty, discipline, and compliance with organizational policies are among the most critical employability traits sought by employers, particularly in service oriented industries such as culinary and hospitality.

Overall, the findings implied that professional work ethics remained a fundamental expectation in the culinary workforce, complementing technical skills and workplace efficiency. The consistent Highly Demanded ratings across all indicators underscored the industry's prioritization of values such as respect, accountability, and adaptability. For Subangdaku Technical Vocational School, these results highlighted the importance of integrating values formation, customer service excellence, and ethics-based instruction into its technical-vocational curriculum.

Summary on the Level of Industry Demands

This section summarized the results of the level of industry demands as assessed by culinary employers and practitioners. It presented the overall ratings of the three domains—technical skills, workplace efficiency, and professional work ethics—which represented the key competencies expected of graduates entering the food service industry. The summary provided a comprehensive view of the industry's expectations, serving as a benchmark for aligning the school's cookery curriculum and training programs with actual workforce standards and performance requirements.

Table 14. Summary on the Level of Industry Demands

Domain	Teachers		
	Weighted Mean	SD	Interpretation
Technical Skills	3.69	0.20	Highly Demanded
Working Efficiency	3.71	0.21	Highly Demanded
Professional Work Ethics	3.55	0.23	Highly Demanded
Average Weighted Mean	**3.65**	**0.21**	**Highly Demanded**

The results summarized in Table revealed that the overall level of industry demands was highly rated, indicating that employers placed consistently high expectations across all three domains: technical skills, workplace efficiency, and professional work ethics. Among these, technical skills obtained the highest overall rating with a mean of 3.69 and a standard deviation of 0.20, interpreted as Highly Demanded. This finding suggested that mastery of basic cooking methods, accurate ingredient preparation, and proper equipment handling were top priorities for culinary employers. It emphasized that industry partners valued graduates who could perform fundamental kitchen operations with efficiency and precision— qualities that ensure food quality, safety, and production consistency. As Edralin and Pastrana (2023) highlighted, employers in the technical-vocational sector prioritize hands-on proficiency and adaptability to various production settings as the foundation for workforce readiness.

The second highest domain was workplace efficiency, which achieved a mean of 3.71 and a standard deviation of 0.21, also interpreted as Highly Demanded. This indicated that employers placed great importance on productivity, organization, and independence in the workplace. The findings reflected that effective time management, adherence to standard operating procedures, and

the ability to multitask while maintaining quality were viewed as essential competencies in fast-paced culinary environments. These results aligned with the observations of Dumadag, Rosales, and Requino (2024), who emphasized that the ability to work efficiently under pressure is a critical employability trait for technical- vocational graduates entering service-oriented industries.

Lastly, professional work ethics obtained a mean of 3.55 and a standard deviation of 0.23, interpreted as Highly Demanded. This result underscored that ethical conduct, respect, reliability, and adaptability were fundamental expectations in the culinary workplace. Employers valued employees who demonstrated professionalism, accountability, and integrity as these behaviors fostered trust, teamwork, and customer satisfaction. Salazar and De Guzman (2022) supported this by stating that soft skills and ethical discipline complement technical competencies, forming the holistic profile of a competent and employable worker.

Overall, the findings implied that the culinary industry demanded graduates who possess not only technical mastery but also operational efficiency and strong moral character. The uniformly Highly Demanded ratings across domains demonstrated the need for a well-balanced curriculum that integrates both skill development and value formation. For Subangdaku Technical Vocational School, this highlighted the importance of reinforcing practical training, industry exposure, and ethics-based education to fully prepare students for real-world employment.

ISSUES AND CONCERNS

Despite the high overall ratings of both students' actual skills and industry demands, several issues and concerns emerged in bridging the gap between school-based training and workplace expectations. These challenges reflected differences in training exposure, resource availability, and performance standards between academic and industry settings. The following issues were identified and analyzed based on the assessed domains. Furthermore, variations in the application of technical and soft skills were observed, particularly when students transitioned from simulated classroom environments to actual industry placements. These discrepancies underscored the need for continuous collaboration between educators and industry practitioners to ensure consistent skill development and competency assessment. Overall, the findings emphasized that while students were well-equipped in foundational competencies, further enhancement was required to fully meet the dynamic and demanding standards of the culinary profession.

TABLE 15 ISSUES AND CONCERNS

RANK	ISSUES AND CONCERNS
1	Limited real-world industry exposure among students.
2	Inadequate access to updated kitchen tools and equipment.
3	Weak integration of industry standards and practices in the school curriculum.
4	Limited development of professional work ethics, initiative, and independence.
5	Insufficient collaboration and communication between the school and industry partners

The results implied that while Subangdaku Technical Vocational School successfully developed students' foundational competencies in cookery, significant areas required enhancement to achieve full alignment with industry expectations. The presence of these issues highlighted the need for stronger linkages between school-based instruction and workplace practices, ensuring that the skills developed during training translate effectively into real-world culinary performance. The gaps in exposure, equipment, and ethical professionalism suggested that training effectiveness was

influenced not only by curriculum content but also by the authenticity of the learning environment and the extent of industry engagement in the educational process.

Moreover, the findings indicated that limited immersion duration and outdated training resources reduced students' readiness to perform in highpressure and technology-driven kitchens. Industry partners consistently emphasized that exposure to modern culinary tools, adherence to safety protocols, and the ability to multitask were vital to workforce preparedness. These implications underscored the necessity for investment in facility improvement, integration of modern equipment, and continuous professional development for instructors to maintain industry relevance.

The study also revealed that the development of professional work ethics and initiative played a critical role in bridging the school–industry gap. While students exhibited positive attitudes, the need for greater independence, accountability, and decision-making remained evident. These findings suggested that values formation, workplace simulation, and mentorship programs should be strengthened to cultivate responsibility, teamwork, and self-reliance among learners.

Overall, the implications of these issues reinforced the importance of implementing a comprehensive School–Industry Collaborative Training Plan. Such a plan would ensure regular communication and feedback between educators and industry practitioners, alignment of curriculum objectives with TESDA and culinary standards, and the enhancement of work immersion programs. Through this approach, Subangdaku Technical Vocational School could sustain its commitment to producing graduates who are not only technically competent but also professionally adaptable, ethically grounded, and fully equipped to meet the ever evolving demands of the culinary industry.

SIGNIFICANT RELATIONSHIP

This section presented the results of the statistical analysis that determined whether a significant relationship existed between the level of cookery students' actual skills and the level of industry demands. Using the Paired Samples T-Test, the study examined the degree of correspondence between the competencies demonstrated by students in the domains of food preparation, food safety and sanitation, and professional attributes and work values, and the expectations of industry partners in the areas of technical skills, workplace efficiency, and professional work ethics. The analysis sought to determine whether the skills developed through school-based training aligned with the competencies valued by employers in real culinary settings. The results of this test provided empirical evidence on how effectively the school's technical-vocational curriculum prepared students for the workforce and whether adjustments in instructional strategies and industry collaboration were necessary to strengthen employability outcomes.

The statistical analysis revealed a strong positive and significant relationship between the cookery students' actual skills and the industry demands.

The computed r-value of 0.812 and p-value of 0.003, which was lower than the set

Table 20. Level of Actual Skills and Level of Industry Demands

	Computed r-value	Critical p- value	Decision on Ho	Interpretation
Actual Skills and Industry Demands	0.812	0.003	Reject Ho	Significant

@ 0.05 level of significance

level of significance at 0.05, led to the rejection of the null hypothesis (Ho). This result indicated that there was a statistically significant relationship between the two variables, suggesting that as the level of students' actual skills increased, so did the degree of alignment with industry expectations. The findings confirmed that the technical-vocational training provided by Subangdaku

Technical Vocational School, particularly under the TESDA Cookery NC II qualification, effectively prepared students to meet the competencies required by the culinary sector.

The positive correlation implied that the competencies developed in food preparation, food safety and sanitation, and professional attributes and work values were relevant to industry demands for technical skills, workplace efficiency, and professional work ethics. This finding reinforced that the students' performance reflected real-world standards and that the school's curriculum succeeded in equipping them with essential industry-based skills. However, it also indicated that further enhancement was needed in fostering independence, adaptability, and time management—skills that employers highly value in high-pressure kitchen environments. These findings were consistent with those of Salazar and De Guzman (2022), who highlighted that employability is strengthened when both technical proficiency and soft skills are integrated in vocational education.

Moreover, the significant correlation demonstrated that school–industry collaboration played a crucial role in sustaining this alignment. Regular feedback, competency benchmarking, and practical immersion experiences were essential to ensure that instructional methods and assessment tools remained responsive to current industry practices. Therefore, the findings supported the need to implement a School–Industry Collaborative Training Plan that promotes shared responsibility between educators and culinary employers. This plan would ensure the continuous alignment of curriculum content, skill evaluation, and industry standards—thereby enhancing the employability, confidence, and professionalism of cookery graduates.

Chapter 3

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented an integrated synthesis of the study, encompassing the summary, major findings, conclusions, and recommendations derived from the results of the research. The summary restated the central research problem, its related variables, and the study's objectives, providing a concise overview of the methods, scope, and significant outcomes. The major findings, drawn from the comprehensive analysis and interpretation of quantitative data, served as the empirical foundation for formulating relevant and evidence-based conclusions. These conclusions guided the development of strategic recommendations intended to strengthen the alignment between school-based training and industry expectations. Ultimately, this section bridged the analytical results with their practical implications, emphasizing how the study contributed to enhancing the cookery program of Subangdaku Technical Vocational School and improving the employability and industry readiness of its students.

SUMMARY

The study assessed the actual skills of cookery students and their relationship to industry demands at Subangdaku Technical Vocational School, Division of Mandaue City, during the School Year 2024–2025, as a basis for developing a School–Industry Collaborative Training Plan. It specifically examined the students' level of actual skills in three core domains: food preparation, food safety and sanitation, and professional attributes and work values.

Correspondingly, it evaluated the level of industry demands as perceived by culinary employers and practitioners in terms of technical skills, workplace efficiency, and professional work ethics. Furthermore, the study identified the issues and concerns encountered in bridging the gap between the students' actual skills and the expectations of the culinary industry and determined whether a significant relationship existed between these two key variables.

The study employed a descriptive–correlational research design, using adapted and validated survey questionnaires as the primary instruments for data collection. The respondents consisted of 50 Grade 12 cookery students and 10 industry partners representing various food service

establishments within Mandaue City. Statistical tools such as frequency, percentage, weighted mean, and t – test were utilized to analyze the data. These statistical techniques allowed the researcher to describe, interpret, and determine the degree of relationship between the students' actual skill performance and the corresponding industry standards. The results served as the empirical foundation for the formulation of a School– Industry Collaborative Training Plan, aimed at enhancing the employability, technical competence, and professional readiness of cookery graduates.

FINDINGS

The findings revealed that most of the student-respondents belonged to the 19– 20 age group, were predominantly female, and had completed 320 hours of work immersion in various food service establishments. On the other hand, the industry partners were primarily from restaurant establishments, serving as kitchen supervisors, cooks, or operations managers, and had between four to six years of professional culinary experience. These profiles indicated that both groups had sufficient background and familiarity with actual culinary operations, making their assessments of skills and demands credible and representative of real workplace conditions.

In terms of the cookery students' level of actual skills, the results showed that students demonstrated a high level of proficiency across all three domains. Among these, Food Safety and Sanitation obtained the highest overall mean, indicating that students were highly skilled in maintaining hygiene, sanitation, and safety practices during food handling and preparation. Professional Attributes and Work Values followed closely, suggesting that students exhibited strong professionalism, teamwork, and sense of responsibility. Meanwhile, Food Preparation obtained the lowest mean among the three domains, implying that while students were competent in performing basic cooking methods, they still required enhancement in efficiency, creativity, and adaptability in diverse kitchen situations.

Regarding the level of industry demands, results revealed that industry partners rated all domains as highly demanded. Technical Skills received the highest overall mean, showing that employers placed great importance on mastery of cooking techniques, recipe accuracy, and safe equipment operation. Workplace Efficiency ranked second, highlighting the industry's expectation for time management, organization, and multitasking skills in a fast-paced environment. Lastly, Professional Work Ethics obtained the lowest but still high mean rating, reflecting that while professionalism and ethical behavior were highly valued, employers desired stronger initiative, accountability, and decision-making among entry-level workers.

The study also identified several issues and concerns affecting the alignment between students' actual skills and industry expectations. These included limited exposure to real-world kitchen operations, inadequate access to modern culinary tools and facilities, weak integration of industry standards in the curriculum, and insufficient collaboration between the school and its industry partners. Such findings suggested the need for greater emphasis on practical application, modernized equipment, and continuous feedback between educators and industry practitioners.

Finally, the correlation analysis revealed a strong positive and significant relationship between the cookery students' actual skills and the level of industry demands. This led to the rejection of the null hypothesis, confirming that students' skill proficiency significantly influenced their alignment with industry requirements. The finding validated the effectiveness of the TESDA-aligned cookery curriculum implemented by Subangdaku Technical Vocational School and underscored the importance of continuous school–industry collaboration in enhancing the employability and workforce readiness of graduates.

CONCLUSION

Based on the findings of the study, there was a significant relationship between the level of cookery students' actual skills, and the level of industry demands.

RECOMMENDATION

Based on the conclusion derived from the findings of the study, it is recommended to implement the School–Industry Collaborative Training Plan

Chapter 4

OUTPUT OF THE STUDY

SCHOOL INDUSTRY COLLABORATIVE TRAINING PLAN RATIONALE

The formulation of the School – Industry Collaborative Training Plan was anchored on the findings of this study, which revealed a significant relationship between the level of cookery students' actual skills and the level of industry demands. Although the results showed that students demonstrated a high level of competence in all assessed domains, several issues and concerns were identified that hindered the complete alignment between school-based training and real workplace expectations. These included limited exposure to authentic culinary operations, inadequate access to modern equipment, weak integration of industry standards in the curriculum, and insufficient coordination between the school and its partner establishments. Addressing these challenges required a structured and collaborative framework that would link the efforts of both the academic institution and the industry to ensure a more relevant, responsive, and competency-based training program.

The School – Industry Collaborative Training Plan was therefore designed to strengthen partnerships between Subangdaku Technical Vocational School and its industry partners through shared planning, implementation, and evaluation of technical–vocational training. The plan aimed to bridge the gap between academic instruction and actual workplace practices by providing students with enhanced opportunities for hands-on learning, industry immersion, and exposure to current culinary technologies and standards. It also sought to empower teachers by providing updated professional development aligned with TESDA guidelines and industry innovations, ensuring that instructional delivery remained dynamic, contextualized, and outcome – oriented.

Furthermore, the plan emphasized the importance of mutual collaboration and accountability among all stakeholders — school administrators, teachers, students, and industry partners — in maintaining high-quality training and assessment standards. It aimed to develop students who are not only technically proficient but also workplace-efficient and ethically grounded, capable of meeting both national qualifications and global culinary benchmarks. By implementing this collaborative approach, Subangdaku Technical Vocational School could sustain its commitment to producing graduates who are skilled, adaptable, and employable in the competitive hospitality and food service industries.

Ultimately, the School – Industry Collaborative Training Plan served as a strategic response to the study's findings, translating research evidence into practical interventions. It operationalized the goal of bridging educational preparation and employment readiness, thereby ensuring that the cookery program continuously evolves with the changing needs of the culinary sector. Through this initiative, the school reaffirmed its role as a vital partner in workforce development — one that equips learners with the competencies, values, and confidence required to thrive in a rapidly transforming world of work.

OBJECTIVES

The School – Industry Collaborative Training Plan was developed to serve as a comprehensive framework designed to strengthen the partnership between Subangdaku Technical Vocational

School and its industry partners in the field of cookery. Based on the findings of the study, the plan aimed to bridge the gap between the actual skills of cookery students and the demands of the culinary industry by providing structured, research-based, and industry-aligned interventions. It sought to ensure that students acquire the necessary technical competencies, workplace efficiency, and professional ethics essential for success in real-world culinary operations. Specifically, the plan aimed to achieve the following objectives:

1. To align the cookery curriculum with current industry standards and practices by integrating updated technical competencies, workplace procedures, and professional work ethics required under the TESDA Cookery NC II qualification.
2. To enhance students' practical training and immersion experiences through strengthened partnerships with industry establishments that provide authentic, hands-on learning in food preparation, food safety, and kitchen management.
3. To improve teachers' instructional competence and industry awareness by providing continuous professional development programs, workshops, and exposure to emerging trends and technologies in the culinary sector.

SCHOOL – INDUSTRY COLLABORATIVE TRAINING PLAN

Learning and Development Program Design

The Learning and Development Program was designed to operationalize the School – Industry Collaborative Training Plan developed from the findings of this study. Its primary purpose was to bridge the gap between cookery students' actual skills and industry demands by promoting curriculum alignment, strengthening partnerships, enhancing teacher competence, and upgrading training resources. The program sought to create a continuous cycle of learning and improvement for both students and teachers while ensuring that the technicalvocational curriculum remains relevant, responsive, and competency- based.

Program Background and Rationale

The School – Industry Collaborative Training Plan was developed in response to the findings of the study. The results revealed that while cookery students of Subangdaku Technical Vocational School demonstrated a high level of competence in food preparation, food safety and sanitation, and professional attributes and work values, certain gaps still emerged when compared to the expectations of industry partners. These gaps included limited exposure to authentic kitchen operations, outdated laboratory equipment, and insufficient integration of industry standards in school-based instruction. Such challenges highlighted the essential need for a structured program that strengthens the connection between the school's technical-vocational curriculum and real-world culinary practices.

As a DepEd-recognized TVL institution and a pilot school for Senior High School implementation, Subangdaku Technical Vocational School bears the responsibility of ensuring that its learners meet the competencies required by TESDA and by the fast-evolving food service industry. The increasing demand for skilled culinary workers in restaurants, hotels, and catering establishments underscores the need for training programs that provide students with hands-on experience, updated tools, and industry-informed learning environments. Strengthening school–industry collaboration addresses both the employability needs of the learners and the workforce requirements of local employers.

This training plan was designed to create sustained partnerships with industry establishments, ensure curriculum relevance, enhance teacher capability, and upgrade facilities to meet industry standards. It also aims to develop graduates who are not only technically proficient but also exhibit strong work ethics, professionalism, and adaptability—qualities essential for success in the culinary

field. By implementing this program, the school positions itself as an active partner in workforce development, contributing to community growth, economic advancement, and the long-term improvement of technical-vocational education in the Division of Mandaue City.

Program Goal

The overarching goal of the School–Industry Collaborative Training Plan is to strengthen the alignment between the cookery curriculum of Subangdaku Technical Vocational School and the actual standards, competencies, and expectations of the culinary industry. This program aims to ensure that learners acquire industry-relevant knowledge, practical skills, and professional values essential for successful employment and lifelong learning.

Specific Objectives

1. **To enhance curriculum relevance** by integrating updated TESDA Cookery NC II competencies, industry trends, and emerging technologies into instruction.
2. **To strengthen students' practical training** through expanded, wellsupervised, and diversified industry immersion opportunities.
3. **To improve teacher capability** by providing targeted professional development, industry immersion, and skills upgrading aligned with culinary standards.
4. **To upgrade facilities and equipment** to reflect current workplace tools, appliances, and safety requirements used in professional food service operations.
5. **To cultivate professional work ethics and values** among students through structured seminars, mentoring programs, and workplace- simulated activities.
6. To institutionalize regular monitoring and evaluation mechanisms **that** ensure continuous improvement in instruction, immersion, and school– industry collaboration.

Program Description

The School–Industry Collaborative Training Plan is a comprehensive intervention designed to bridge the gap between cookery students' actual skills and the level of competencies demanded by the culinary sector. Grounded in the results of the study, the program integrates curriculum enhancement, expanded immersion, teacher upskilling, facility upgrading, and values formation into a unified plan for improving the quality of technical-vocational instruction.

The program fosters active partnerships between Subangdaku Technical Vocational School and industry establishments—such as restaurants, hotels, and catering companies—to provide learners with authentic learning environments. Through collaborative curriculum reviews, teacher immersion, and joint evaluation, the program ensures that the Cookery NC II curriculum remains updated and reflective of industry needs. Additionally, the program includes structured learning and development activities that strengthen students' workplace readiness, professionalism, and technical proficiency. With sustained monitoring and evaluation, this program supports continuous improvement and ensures that the school's cookery graduates remain competitive and industry – ready.

Program Beneficiaries

1. **Cookery Students (Primary Beneficiaries)** o Benefit through enhanced practical training, improved facilities, updated curriculum, and strengthened work ethics. o Gain increased employability, workplace readiness, and confidence during immersion and future employment.
2. **Cookery Teachers (Secondary Beneficiaries)** o Receive opportunities for industry immersion, capacity-building, skills upgrading, and professional development. o Enhance their instructional competence and alignment with TESDA and industry standards.

3. Industry Partners

- Gain access to better-prepared trainees and potential future employees who meet workplace expectations. o Engage in collaborative workforce development and strengthen community partnership initiatives.

4. School Administration

- Benefits from improved program implementation, stronger industry linkages, and elevated performance indicators.
- Ensures compliance with TESDA standards and DepEd TVL requirements.

5. Community and Local Industry

- Gain a pool of skilled, ethical, and competent workers who contribute to local economic development. o Strengthen the synergy between education and labor sectors in the Division of Mandaue City.

The following table presents the detailed design of the program, including the areas of concern, objectives, strategies, descriptions, budget allocation, funding sources, time frame, implementors, evaluative measures, and remarks.

SCHEME OF IMPLEMENTATION

Area of Concern	Objectives	Strategies	Description	Budget	Budget Source	Time Frame	Implementors	Evaluative Measures	Remarks
Curriculum and Industry Alignment	To align the cookery curriculum with updated industry standards and TESDA competency requirements.	Conduct curriculum review workshops with TESDA assessors and industry partners.	Collaborative review of Cookery NC II competencies to ensure integration of real-world practices, updated kitchen technologies, and current food service trends.	₱45,000	School MOOE / TESDA Support Fund	1st Quarter, SY 2025–2026	TVL Coordinator, Cookery Teachers, TESDA Representatives, Industry Partners	Updated curriculum document; integration of revised learning competencies validated by industry experts.	Continuous review every school year.
Industry Exposure and Immersion Enhancement	To strengthen students' practical training through extended and diversified industry immersion.	Establish MOAs with additional restaurants, hotels, and catering companies.	Expand industry linkages to provide students with more authentic, supervised kitchen experiences	₱40,000	PTA Fund / LGU Partnership	2nd–3rd Quarter, SY 2025–2026	School Head, Work Immersion Focal Person, Industry Supervisors	Increased number of partner establishments; student immersion evaluation reports.	Maintain partnerships through annual renewal.
			using commercial tools and systems.						
Teacher	To enhance	Conduct	Teachers	₱30,000	DepEd	Every	School Head,	Post-training	Encourage
Professional	teachers'	industry	undergo		Training	Semester	HRD Focal	evaluation,	certification
Development	technical	immersion and	short-term		Fund /		Person, Industry	teacher	upgrades (NC
	expertise and industry	capacity building seminars for	training and on-site observation		Partner Industry		Trainers	reflection reports, and	III/Trainer's Methodology).
	awareness	cookery	in partner		Sponsorship			updated	
	through	teachers.	establishments					teaching	
	training and		to learn					strategies.	
	exposure.		advanced						
			culinary						
			techniques and						
			management						
			systems.						
4. Facility	To ensure that	Procure and	Replace	₱50,000	School	2nd	School Property	Equipment	Solicit
and	training	upgrade kitchen	outdated		MOOE /	Quarter,	Custodian, TVL	inventory	additional
Equipment	facilities and	tools, utensils,	equipment and		LGU	SY 2025–	Coordinator,	reports,	sponsorship
Upgrading	tools reflect	and cooking	add		Assistance /	2026	School Head	student	from private
	industry	appliances.	industry grade		Industry			utilization	sectors.
	standards and		appliances for		Donation			feedback,	
	workplace		laboratory based					TESDA lab	
	requirements.		instruction and					accreditation.	
			skills						
			demonstration.						

5. Student Values and Work Ethics Formation	To cultivate professional work ethics, teamwork, and responsibility among cookery students.	Conduct values integration and work ethics seminars in collaboration with HR and industry experts.	Facilitate workshops focused on punctuality, honesty, teamwork, and accountability through lectures and role-play simulations.	₱30,000	School MOOE / Industry Partner Sponsorship	3rd Quarter, SY 2025–2026	Guidance Counselor, TVL Teachers, Industry Resource Speakers	Pre- and post-evaluation on work attitude and behavior; feedback from industry supervisors.	Conduct twice a year for sustainability.
6. Monitoring and Evaluation of School–Industry Collaboration	To assess the effectiveness of the collaborative plan and ensure continuous improvement.	Establish monitoring, evaluation, and feedback mechanisms.	Regular meetings with partner establishments to discuss student performance, training outcomes, and program adjustments.	₱30,000	School MOOE	Quarterly	School Head, TVL Coordinator, Industry Representatives	Feedback reports, tracer study results, and improvement plan documentation.	Strengthen documentation and benchmarking.

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