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Teaching Competence of Home Economics Teachers in Public Junior High Schools in San Carlos City Division

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Abstract

The competence of Home Economics (HE) teachers plays a vital role in ensuring effective skills-based instruction and in preparing learners for practical and livelihood-oriented competencies. This study was conducted to assess the level of teaching competence of Home Economics teachers in public junior high schools in District V-B, San Carlos City Division, for the School Year 2025–2026. Specifically, it sought to determine the level of competence in the areas of dressmaking, cookery, handicraft making, and food processing.

The study employed a descriptive research design with HE teachers and school heads as respondents. A researcher-adapted questionnaire served as the primary data-gathering instrument, while weighted mean and independent samples t-test were used to analyze the data.

Findings revealed that the teaching competence of HE teachers was generally rated high by both teachers and school heads across the four competency areas. Results further showed no significant difference between the perceptions of teachers and school heads, indicating a common assessment of teachers' competence. Moreover, the problems encountered that affect teaching competence were rated moderately serious, suggesting areas that require targeted support and professional development.

In conclusion, the competence of HE teachers in the district is evident but still requires continuous enhancement through sustained training, adequate resources, and strengthened instructional support. The findings of the study serve as a basis for the development of an action plan aimed at further improving the teaching competence of Home Economics teachers.

Keywords*: Home Economics, Teaching Competence, Junior High School Teachers, TLE, Skills-Based Instruction*

INTRODUCTION

Education in the 21st century demands teachers who possess strong content knowledge, pedagogical skills, and technical competence, particularly in skill-based subjects such as Home Economics (HE). As part of the Technology and Livelihood Education (TLE) curriculum, Home

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Economics equips learners with practical life skills, entrepreneurial abilities, and work readiness competencies essential for real-world application.

The Department of Education (DepEd) emphasizes the need for competent HE teachers who can effectively deliver hands-on instruction in areas such as dressmaking, cookery, handicraft making, and food processing. Effective HE teaching requires not only mastery of technical skills but also the ability to manage practical activities, integrate safety practices, utilize appropriate instructional strategies, and assess student performance authentically.

Despite curriculum support, challenges remain in ensuring consistently high teaching competence among HE teachers. Factors such as limited training opportunities, inadequate tools and materials, time constraints, and varying levels of teacher preparation may affect the quality of instruction. Moreover, differences in perceptions between teachers and school heads regarding competence levels may influence supervisory support and professional development planning.

Grounded in the need to strengthen HE instruction in public junior high schools, this study aimed to assess the level of teaching competence of Home Economics teachers in District V-B, San Carlos City Division. Specifically, it sought to determine competence across key specialization areas, examine differences in perceptions between teachers and school heads, and identify problems that affect teaching competence. The study hypothesized that there is no significant difference between the perceptions of teachers and school heads regarding the competence of HE teachers. The results of this study are expected to guide school leaders and policymakers in designing responsive capability-building programs and support mechanisms.

MATERIALS AND METHODS

Research Design

This study employed a descriptive research design to assess the teaching competence of Home Economics teachers in public junior high schools. The design was appropriate for describing existing competence levels, examining perceptions of teachers and school heads, and identifying problems encountered in HE instruction without manipulating variables.

Participants

The participants of the study consisted of a total enumeration of twenty-five (25) Home Economics teachers and ten (10) school heads from public junior high schools in District V-B, San Carlos City Division. The respondents were selected because of their direct involvement in the delivery and supervision of Home Economics instruction.

Instruments

A researcher-adapted questionnaire was used as the primary data-gathering instrument. The instrument was adapted from Santiago (2023) and modified to suit the context of the present study.

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The questionnaire consisted of two parts:

Part I measured the level of teaching competence of HE teachers across four domains: dressmaking, cookery, handicraft making, and food processing.

Part II assessed the degree of seriousness of the problems encountered by HE teachers that may affect their teaching competence.

A Likert-scale format was used to quantify the perceptions of the respondents.

Procedure

Approval to conduct the study was secured from the Schools Division Superintendent and the respective school heads. The researcher personally administered the questionnaires to the respondents in their respective schools.

Participants were informed of the purpose of the study and were assured of confidentiality and anonymity. The accomplished questionnaires were retrieved, checked for completeness, and prepared for data processing. Data collection was completed within the scheduled period with full retrieval of the instruments.

Data Analysis

Descriptive statistics, particularly the weighted mean, were used to determine the level of teaching competence of Home Economics teachers. The independent samples t-test was employed to determine whether a significant difference existed between the perceptions of teachers and school heads at the 0.05 level of significance.

The degree of seriousness of problems encountered by HE teachers was analyzed using a three-point Likert scale and interpreted as serious, moderately serious, or least serious.

RESULTS AND DISCUSSION

LEVEL OF COMPETENCE OF THE HOME ECONOMICS (HE) TEACHERS IN TERMS OF DRESSMAKING AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 2 shows that the overall competence of Home Economics teachers in dressmaking obtained a Total AWM mean of 3.87, described as High, as perceived by both teachers and school heads. This indicates that HE teachers generally demonstrate strong knowledge, skills, and instructional capability in delivering dressmaking lessons aligned with the K–12 curriculum. The close ratings of teachers and school heads further reflect a consistent and shared assessment of teacher competence in this area.

The findings imply that dressmaking instruction in the district is effectively implemented, particularly in promoting safe sewing practices, accurate measurement skills, and creative garment construction among learners. These strengths support the development of students' practical competencies and readiness for livelihood opportunities.

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Nevertheless, despite the high level of competence, continuous professional development, provision of updated tools and equipment, and enhancement of innovative teaching strategies are recommended to sustain and further improve the quality of dressmaking instruction in public junior high schools.

Table 2. Level of Competence of HE Teachers in Terms of Dressmaking as Perceived by Teachers and School Heads

Dressmaking	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Demonstrates mastery of dressmaking concepts aligned with the K–12 curriculum.	4.04	H	4.05	H	4.05	H
2. Applies appropriate instructional strategies in teaching dressmaking skills.	3.62	H	3.63	H	3.63	H
3. Utilizes suitable tools and equipment during dressmaking instruction.	3.78	H	3.79	H	3.79	H
4. Designs learning activities that develop accurate body measurement skills.	3.87	H	3.89	H	3.88	H
5. Integrates pattern drafting techniques in practical demonstrations.	3.78	H	3.77	H	3.78	H
6. Manages the learning environment to ensure safety during sewing activities.	3.99	H	4.01	H	4.00	H
7. Facilitates learners' engagement in garment construction tasks.	3.62	H	3.63	H	3.63	H
8. Provides constructive feedback to improve students' sewing performance.	3.98	H	3.98	H	3.98	H
9. Encourages creativity and craftsmanship in learners' outputs.	4.01	H	4.02	H	4.02	H
10. Evaluates dressmaking products using performance-based assessment tools.	3.89	H	3.91	H	3.90	H
Total	**3.86**	**H**	**3.87**	**H**	**3.87**	**H**

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LEVEL OF COMPETENCE OF THE HOME ECONOMICS (HE) TEACHERS IN TERMS OF COOKERY AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 3 indicates that the overall competence of Home Economics teachers in cookery obtained a Total AWM mean of 3.29, described as Moderate, as perceived by both teachers and school heads. This result suggests that HE teachers demonstrate an acceptable but not yet optimal level of competence in delivering cookery instruction. The identical ratings from both groups reflect a common and consistent perception regarding teachers' performance in this area.

The findings show that teachers exhibit strengths in demonstrating knowledge of cookery principles, facilitating hands-on cooking activities, and ensuring compliance with hygiene practices. However, several indicators remained at the moderate level, particularly in the utilization of kitchen tools and equipment, integration of food safety and sanitation standards, management of kitchen-based learning environments, and use of authentic assessment methods.

Overall, the results imply that while cookery competence among HE teachers is evident, further enhancement of specific instructional and technical practices is necessary to fully support effective skill development among learners.

Table 3. Level of Competence of HE Teachers in Terms of Cookery as Perceived by Teachers and School Heads

COOKERY	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Demonstrates sound knowledge of cookery principles and procedures.	3.98	H	3.98	H	3.98	H
2. Implements effective teaching strategies in food preparation lessons.	3.82	H	3.83	H	3.83	H
3. Utilizes appropriate kitchen tools and cooking equipment.	3.21	M	3.22	M	3.22	M
4. Integrates food safety and sanitation standards into instruction.	2.72	M	2.71	M	2.72	M
5. Manages learners' activities to maintain an orderly kitchen environment.	2.69	M	2.71	M	2.70	M
6. Applies nutritional concepts in planning cookery lessons.	2.89	M	2.87	M	2.88	M

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7. Facilitates hands-on learning during cooking demonstrations.	4.02	H	4.02	H	4.02	H
8. Provides guidance to learners in improving food presentation skills.	2.65	M	2.67	M	2.66	M
9. Ensures compliance with hygiene practices during cookery activities.	4.01	H	4.02	H	4.02	H
10. Assesses learners' culinary outputs using authentic assessment methods.	2.89	M	2.87	M	2.88	M
Total	**3.29**	**M**	**3.29**	**M**	**3.29**	**M**

LEVEL OF COMPETENCE OF THE HOME ECONOMICS (HE) TEACHERS IN TERMS OF HANDICRAFT MAKING AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 4 shows that the overall competence of Home Economics teachers in handicraft making obtained a Total AWM mean of 3.77, described as High, as perceived by both teachers and school heads. This indicates that HE teachers demonstrate a strong level of competence in delivering handicraft instruction in public junior high schools.

The consistently high ratings across all indicators suggest that teachers are effective in applying appropriate techniques, selecting suitable tools and materials, designing learner-centered activities, and promoting safety and cooperation during hands-on tasks. The close agreement between teachers' and school heads' ratings further reflects a shared and consistent perception of competence in this area.

Overall, the findings imply that HE teachers possess solid instructional capability in handicraft making, which supports the development of learners' creativity, craftsmanship, and resourcefulness in practical Home Economics education

Table 4. Level of Competence of HE Teachers in Terms of Handicraft Making as Perceived by Teachers and School Heads

Handicraft Making	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Demonstrates adequate knowledge of handicraft concepts and processes.	3.62	H	3.63	H	3.63	H

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2. Selects appropriate tools and materials for handicraft instruction.	3.66	H	3.67	H	3.67	H
3. Designs learner-centered handicraft activities.	3.87	H	3.89	H	3.88	H
4. Integrates indigenous and local materials into lessons.	3.78	H	3.77	H	3.78	H
5. Applies correct techniques in handicraft production.	3.62	H	3.63	H	3.63	H
6. Manages classroom activities to promote safety and cooperation.	3.78	H	3.79	H	3.79	H
7. Facilitates skill development during hands-on handicraft tasks.	3.87	H	3.89	H	3.88	H
8. Provides timely feedback to enhance learners' craftsmanship.	3.71	H	3.72	H	3.72	H
9. Encourages resourcefulness and sustainability in project creation.	3.88	H	3.89	H	3.89	H
10. Evaluates handicraft outputs based on established performance standards.	3.76	H	3.79	H	3.78	H
Total	3.76	H	3.77	H	3.77	H

LEVEL OF COMPETENCE OF THE HOME ECONOMICS (HE) TEACHERS IN TERMS OF FOOD PROCESSING AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 5 reveals that the overall competence of Home Economics teachers in food processing obtained a Total AWM mean of 3.43, described as High, as perceived by both teachers and school heads. This indicates that HE teachers generally demonstrate competent performance in delivering food processing instruction in public junior high schools.

The findings show that while several indicators were rated at the moderate level, key areas such as managing processing activities, applying entrepreneurial concepts, ensuring quality control, and assessing outputs received high ratings. This pattern suggests that teachers are particularly capable in the practical and supervisory aspects of food processing instruction.

The close similarity in the perceptions of teachers and school heads further indicates a consistent view regarding the level of competence in this domain. Overall, the results imply that

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HE teachers possess adequate to strong capability in food processing, supporting learners' development of technical skills, safety awareness, and entrepreneurial readiness in Home Economics education.

Table 5. Level of Competence of HE Teachers in Terms of Food Processing as Perceived by Teachers and School Heads

Food Processing	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Demonstrates understanding of food processing principles and methods.	3.01	M	3.02	M	3.02	M
2. Explains food preservation techniques aligned with learning competencies.	3.23	M	3.24	M	3.24	M
3. Utilizes appropriate equipment in food processing activities.	3.04	M	3.04	M	3.04	M
4. Integrates sanitation and hygiene protocols in instruction.	3.23	M	3.24	M	3.24	M
5. Manages processing activities to ensure efficiency and safety.	3.87	H	3.89	H	3.88	H
6. Applies entrepreneurial concepts in food processing lessons.	3.78	H	3.79	H	3.79	H
7. Facilitates learners' participation in processing and packaging tasks.	3.21	M	3.22	M	3.22	M
8. Ensures proper labeling and storage of processed food products.	3.22	M	3.24	M	3.23	M
9. Provides guidance on quality control measures.	3.89	H	3.91	H	3.90	H
10. Assesses processed food products using competency-based criteria.	3.71	H	3.72	H	3.72	H
Total	**3.42**	**H**	**3.43**	**H**	**3.43**	**H**

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SUMMARY OF THE LEVEL OF COMPETENCE OF THE HOME ECONOMICS (HE) TEACHERS AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 6 presents the summary of the level of competence of Home Economics teachers as perceived by teachers and school heads. The results show an overall AWM mean of 3.59, described as High, indicating that HE teachers generally demonstrate strong competence across the four specialization areas.

Among the areas, Dressmaking obtained a high rating, reflecting teachers' solid mastery of garment construction concepts and instructional delivery. Handicraft Making also registered a high level, suggesting effective facilitation of creative and skills-based activities. Food Processing likewise achieved a high rating, indicating satisfactory capability in delivering lessons related to processing and preservation. In contrast, Cookery was rated Moderate, implying that while competencies are evident, this area may require further strengthening compared to the other domains.

The very close mean ratings between teachers and school heads indicate a consistent perception regarding the competence of HE teachers. Overall, the findings imply that HE teachers in District V-B are generally competent in delivering Home Economics instruction, with some variability across specialization areas.

Table 6. Summary of the Level of Competence of HE Teachers as Perceived by Teachers and School Heads

Competence	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Dressmaking	3.86	H	3.87	H	3.87	H
2. Cookery	3.29	M	3.29	M	3.29	M
3. Handicraft Making	3.76	H	3.77	H	3.77	H
4. Food Processing	3.42	H	3.43	H	3.43	H
Total	**3.58**	**H**	**3.59**	**H**	**3.59**	**H**

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SIGNIFICANT DIFFERENCES IN THE LEVEL OF COMPETENCE OF HOME ECONOMICS (HE) TEACHERS AS PERCEIVED BY TEACHERS AND SCHOOL HEADS BETWEEN

Table 7 shows the significant differences in the level of competence of Home Economics teachers as perceived by teachers and school heads. The computed t-value of 0.058 is lower than the critical value of 3.182 at the 0.05 level of significance with 3 degrees of freedom. Based on this result, the null hypothesis is accepted.

This indicates that there is no significant difference between the perceptions of teachers and school heads regarding the competence of HE teachers across the areas of dressmaking, cookery, handicraft making, and food processing. The findings suggest a strong agreement between the two groups of respondents in assessing teacher competence.

Table 7. Significant Differences in the Level of Competence of HE Teachers as Perceived by Teachers and School Heads

	Teachers		School Heads	
	Mean	DE	Mean	DE
1. Dressmaking	3.86	H	3.87	H
2. Cookery	3.29	M	3.29	M
3. Handicraft Making	3.76	H	3.77	H
4. Food Processing	3.42	H	3.43	H
Total	3.58	H	3.59	H

Compute the following

Computed t-value: *0.058 @df 3*

Alpha: *@ 0.05 level of significance*

Critical Value: *3.182@df 3*

Decision: *accept the null hypothesis*

Interpretation: *No significant difference*

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DEGREE OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY HE TEACHERS IN PUBLIC JUNIOR HIGH SCHOOLS

Table 8 presents the degree of seriousness of problems encountered by Home Economics teachers. The overall average weighted mean (AWM) of 2.35 falls within the range interpreted as Serious (S), indicating that the issues identified significantly affect the effective delivery of HE instruction.

Among the problems, insufficient training and professional development for HE teachers received the highest mean (2.53), followed closely by limited access to modern technology and ICT tools (2.49) and lack of teaching resources and instructional materials (2.48). These findings highlight that teacher preparedness, availability of resources, and access to instructional technology are the most pressing challenges affecting HE teachers' competence.

Other issues, such as difficulty in managing diverse student abilities, heavy workload, and challenges in integrating practical and theoretical components, were also rated as serious. Problems related to limited preparation time, low student engagement, assessment difficulties, and inadequate support from supervisors were rated as moderately serious (MS), but they still contribute to the overall challenges in teaching HE.

The results underscore the need for addressing professional development, resource allocation, and instructional support to ensure HE teachers can deliver quality, competency-based instruction effectively.

Table 8. Degree of Seriousness of Problems Encountered

Indicators	Teachers		Rank
	Mean	DE	
1. Lack of teaching resources and instructional materials for HE subjects	2.48	S	3
2. Limited access to modern technology and ICT tools for instruction	2.49	S	2
3. Difficulty in managing diverse student abilities and learning needs	2.33	S	6
4. Heavy workload and multiple responsibilities affecting HE teaching	2.34	S	5
5. Insufficient training and professional development for HE	2.53	S	1

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teachers			
6. Limited time to prepare and deliver HE lessons effectively	2.04	MS	9
7. Low student engagement and interest in HE subjects	2.06	MS	8
8. Challenges in integrating practical and theoretical components of HE	2.36	S	4
9. Difficulty in assessing and evaluating student competence accurately	2.01	MS	10
10. Inadequate support and supervision of the School head and HE Supervisor	2.08	MS	7
Total	2.35	S	

Conclusion

Based on the findings of the study, it can be concluded that Home Economics teachers in public Junior High Schools of District V-B, San Carlos City Division, demonstrate a generally high level of competence in Dressmaking, Handicraft Making, and Food Processing, while their competence in Cookery is at a moderate level. The overall level of teaching competence of HE teachers is high, reflecting their ability to effectively deliver instruction, manage the learning environment, and facilitate student engagement in practical and theoretical activities.

The study also revealed that there is no significant difference between the perceptions of teachers and school heads regarding the competence of HE teachers, indicating a shared understanding of teachers' performance and instructional capabilities across the different HE domains.

Furthermore, HE teachers encounter several challenges that impact their competence, particularly in terms of insufficient professional development, limited teaching resources, and restricted access to modern technology and instructional tools. Other issues, such as workload, student engagement, and assessment difficulties, were also identified but were relatively less serious.

Overall, while HE teachers exhibit strong competence in most areas, the identified problems suggest the need for continuous support, resource provision, and professional development initiatives to further enhance instructional effectiveness and ensure the comprehensive development of learners' skills in Home Economics.

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