



## **Analysis of Competencies Possessed by Foods and Nutrition Teachers for the Implementation of the Catering Craft Practice Curriculum in Secondary Schools in Delta State**

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### **Abstract**

The successful implementation of Catering Craft Practice (CCP) curriculum in the secondary schools is heavily reliant on the competencies held by Foods and Nutrition instructors, but there are still the underlying fears that the instructors are not ready to provide practicality and industry relevant skills that the students need to be employable. This paper examined the skills that the Foods and Nutrition teachers have in order to implement the Catering Craft Practice curriculum in the secondary school in Delta State. The research design taken was a descriptive survey study. The sample was made up of all the Foods and Nutrition teachers in the public secondary schools and a sample of 298 teachers was selected. The structured questionnaire with 24 competency items was used to gather the data and the score of the mean and standard deviation was used to answer the research question, whereas the t-test was applied to test the hypothesis at 0.05 level of significance. The results showed that the teachers had the majority of the needed competencies especially in meal preparation, menu planning, equipment usage, and simple food service methods. Yet, some of the special competencies were found to be deficient, such as preparation of therapeutic meals, and preparation of special drinks. The hypothesis tested did not find any significant difference in competencies of rural and urban teachers. The research findings were that despite the fact that the Foods and Nutrition teachers already had a number of core competencies, there were still gaps in areas of advanced competences, and the required in-service training and professional development would help in ensuring a successful implementation of the curriculum.

**Keywords:** Competencies, Foods and nutrition teachers, catering craft practice, curriculum implementation, secondary schools



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### **Introduction**

Proficiency of Foods and Nutrition teachers in the competencies is important in the implementation of the Catering Craft Practice (CCP) curriculum. In modern education, the competencies refer to a set of knowledge, technical skills, pedagogical skills, and professional attitudes that help teachers to be effective in presenting the content of the curriculum. Since CCP is a practical and vocational course, educators have to exhibit a multidimensional framework of competencies to enable successful learning processes and equip students with the catering and hospitality sector (Jevšnik-Podlesnik and Raspor, 2026). Technical or subject-matter competence is one of the most important competencies. The teachers in the field of food and nutrition should have updated knowledge on the methods of food preparation, menu planning, nutrition principles and food safety standards. This is especially significant due to the fact that CCP is a skill-based one and is

highly in line with the industry practice. According to recent studies by Koerich et al. (2024), the key to successful culinary education, however, lies in the ability of the instructor to master the practical skills of cooking and be able to transfer them into the elements that can be taught.

The teachers who are technically incompetent might not be able to show the procedures accurately hence restricting students to attain the necessary skills in catering. Also, technical competence will guarantee the teachers the ability to incorporate nutrition education in culinary education that is essential in enhancing healthy food habits. Pedagogical competence, which is closely related to technical competence, is the competence to provide instruction in an efficient manner (Okeowe et al, 2026). The craft practice of catering needs to be taught in an experiential and practical manner since students can learn best by participating and being active. The instructors should be capable of the demonstration technique, guided practice, and constant supervision of the practicals. Ngugi and Thinguri (2014) cite the fact that the success of teaching in practical subjects is based on the capacity of the teacher to employ interactive and learner-centered methods that promote engagement and comprehension of the students. Pedagogical competence helps the teacher in CCP classrooms to make the learning activities dynamic to allow the students to acquire cognitive knowledge and psychomotor skills.

Curriculum and assessment competence is another important competency. The teachers should be well acquainted with the CCP curriculum, its objectives, content structure and expected outcomes of learning. They should be in a position to develop lesson plans that are in accordance to the standards of the curriculum and come up with assessment plans that can effectively measure the performance of the students. Competency-based education asks the teacher to evaluate not only theoretical knowledge but also practical skills and attitudes. According to a study by Gallardo (2020), successful assessment in vocational education should include performance-based evaluation techniques, which represent real life assignments. This will make sure that the students obtain the competencies needed to work in the catering industry. Besides, the managerial and organizational competence is critical in implementing CCP successfully. Catering lessons or training to work in the kitchen often occur in kitchen laboratories where the teacher should control equipment, material, time and the learners. Safety, efficiency, and productivity are guaranteed when issues are handled well in the practical sessions. Educators have to apply hygiene principles, watch the students and organize activities to avoid accidents.

According to Koerich et al. (2024), the structuring of the learning environment plays a crucial role that affects the success of the practical teaching in the field of culinary education. Thus, educators with good management capabilities are in a position to establish well-organized and secure learning environments. Interpersonal and communication skills are also critical towards CCP implementation. The work of catering is usually teamwork and cooperation, which means that teachers should communicate instructions and develop positive relationships between students. Communication is an effective way of bringing about understanding and participation. According to Saad (2023), the interaction between a teacher and students is essential to enhancing the results of the learning process, especially in practical and professional courses. The teachers with good interpersonal skills are able to make constructive feedback, inspire the students and foster team work, and these are all necessary in developing skills in catering.

Moreover, the changing aspect of the catering business requires digital and innovative skills. Technology is becoming a significant part of modern catering activities, including digital system of managing recipes, online food ordering, and smart kitchen appliances. Teachers should thus be computer savvy and should be able to incorporate technology in their instruction. Oliveira and De-Souza (2022) state that the recently introduced digital transformation of the catering industry demands educators to embrace new teaching methods that are in line with the current trends in the industry. Using digital methods, which include the use of instructional videos, simulations, and online resources, teachers can improve the learning of the students and equip them with the requirements of the modern world of work. Although these competencies are essential, there are some challenges that do not allow their successful implementation. The teachers may be constrained by the lack of

professional development opportunities, insufficient facilities, and lack of exposure to the industry, which would impact their ability to deliver the CCP curriculum effectively.

This research is inspired by the fact that there has been an increased need to acquire effective skills and employability in secondary school graduates, especially in vocational courses such as Catering Craft Practice (CCP). Entrepreneurship education has been cited as a major cause of employability and global competitiveness but the gaps remain in the way that the skills are being taught in school (Oguejiofor et al., 2022). It has been demonstrated that inefficient and obsolete approaches to teaching still restrict the development of practical skills in students (Onyiorah, 2021), which implies that educators might not have the necessary skills to introduce CCP. Furthermore, the growing applicability of digital and self-employment skills indicates gaps in the readiness of teachers who need to integrate modern practice into teaching (Okoro et al., 2025). Professional development has also been found to be a decisive factor in the quality of instruction, although most educators do not have the necessary training to improve their teaching efficiency (Onyiorah, 2023). In a bigger sense, the capacity building and effective management systems are closely connected with the human capital development and productivity, which seem to be lacking in numerous educational settings (Mbuba, 2022; Mbuba, 2014). Moreover, the institutional and policy-related factors in Nigeria, such as governance and regulatory problems, also indicate systemic gaps that can influence the implementation of the curriculum (Okosa, 2022; Udensi and Okosa, 2025). It is these gaps, which explain why there is a need to explore the competencies held by Foods and Nutrition teachers in order to implement CCP curriculum effectively in Delta state.

### **Research Question**

What are the competencies possessed by Foods and Nutrition teachers for implementing the Catering Craft Practice Curriculum?

### **Hypothesis**

There is no significant difference between the mean ( $\bar{x}$ ) ratings of rural and urban teachers on the competencies possessed for implementing the Catering Craft Practice Curriculum.

### **Method**

The research design was the descriptive survey research design. This design was deemed as suitable since it allowed the researcher to gather data on a fairly substantial number of respondents and describe the existing conditions without distorting any variables. The research problem was aimed at identifying the level to which educators had certain competencies that they needed to implement CCP. The study population included the entire population of Foods and Nutrition teachers in the secondary school of Delta State. Out of this population a sample of 298 teachers was chosen with the help of the relevant sampling techniques, which may be stratified sampling, simple random sampling and so on, to give a sample that represents both rural and urban schools. This enabled comparison on the basis of location.

A structured instrument, i.e., a questionnaire or competency rating scale developed according to the requirements of CCP curriculum was used to collect data. The instrument had 24 questions that reflected various competencies including preparation of meals, menu planning, food service and demonstration skills. The four-point Likert scale was used to measure the responses, with the Highly Possessed to Not Possessed. Experts in Foods and Nutrition and measurement and evaluation validated the instrument, which would assure its content validity, whereas reliability was determined through such methods as Cronbach's alpha. To answer the research question, the mean and the standard deviation were used to analyse the data. The criteria mean of 2.50 was established as the reference point in making decisions. The scores under 2.50 were considered not possessed and those with a mean score of 2.50 or higher were taken to be possessed. In this way, certain competency gaps could be identified. In order to test the hypothesis, independent samples t-test was used to compare the mean rating of teachers in rural and urban settings. The analysis has been done at the level of significance of 0.05.

## Results

**Research Question:** What are the competencies possessed by Foods and Nutrition teachers for implementing the Catering Craft Practice Curriculum?

**Table 1:** Mean ( $\bar{x}$ ) Standard Deviation and Scores of the Competencies Possessed by Foods and Nutrition Teachers (n=298)

S/N	Competencies Possessed	$\bar{x}$	SD	Decision
1.	Meal preparation for different occasions	3.01	0.80	Possessed
2.	Meal planning	2.97	0.84	Possessed
3.	Cooking of jawa (sorghum) using various methods	3.00	0.83	Possessed
4.	Using standard scale in measurement	3.11	0.83	Possessed
5.	Serving in public/private bar	3.03	0.83	Possessed
6.	Preparing milk shake for an invalid patient	2.44	1.14	Not Possessed
7.	Handling large equipment like gas cooker, washing machine, and so on	3.48	0.50	Possessed
8.	Demonstrating buffee services	2.56	1.12	Possessed
9.	Demonstrating ala carte menu	2.46	1.13	Not Possessed
10.	Demonstrating fondant icing	2.50	1.08	Possessed
11.	Demonstrating table d'hote menu	2.45	1.07	Not Possessed
12.	Demonstrating different folding of serviette	2.58	1.14	Possessed
13.	Demonstrating different styles of folding flower in table laying	2.48	1.12	Not Possessed
14.	Demonstrating grilled herring fish	3.48	0.50	Possessed
15.	Preparing roasted chicken with tomato sauce	3.52	0.50	Possessed
16.	Demonstrating the use of potato peelers	3.51	0.50	Possessed
17.	Preparing vegetable salad	3.53	0.50	Possessed
18.	Preparing strict vegetarian menu	2.38	1.14	Not Possessed
19.	Demonstrating portion control	2.61	1.12	Possessed
20.	Using correct covers like table cloths, mats, flower vase, among others, to lay tables	2.51	1.13	Possessed
21.	Preparing refreshing drinks	2.48	1.11	Not Possessed
22.	Preparing nourishing/stimulating drinks	2.46	1.10	Not Possessed
23.	Discussing the function of nutrients	3.51	0.50	Possessed
24.	Discussing the stage of event preparation	2.47	1.13	Not Possessed
<b>Grand Mean (<math>\bar{x}</math>)</b>		<b>2.86</b>	<b>0.90</b>	Possessed

The result on Table 1 showed that all the items 1-24 (except item 6,9,11,13,18,21,22,24) each had a mean ( $\bar{x}$ ) score above the criterion mean ( $\bar{x}$ ) of 2.50. This indicated that all the items except items (6, 9, 11, 13, 18, 21, 22, and 24) were competencies possessed by the Food and Nutrition teachers for implementing the Catering and Craft Practice Curriculum in Secondary Schools in Delta State. Items 6, 9, 11, 13, 18, 21, 22 and 24 were rated as competences not being possessed by some of the teachers.

**Hypothesis:** There is no significant difference between the mean ( $\bar{x}$ ) ratings of rural and urban teachers on the competencies possessed for implementing the Catering Craft Practice Curriculum.

**Table 2:** Summary of t-test Analysis on the Competencies Possessed by Teachers in Rural and Urban Areas for Implementing Catering Craft Practice

Location	N	Mean ( $\bar{x}$ )	SD	df	T	P	Decision
Rural	140	3.51	0.50	296	-0.41	0.68	Not Significant
Urban	158	3.54	0.50				

$P > 0.05$

Key: N = Number of respondents; SD = Standard Deviation; df = degree of freedom, t = calculated value of t; p = critical value of t

The t-test analysis in Table 2 showed a t-value of -0.41 and a p-value of 0.68 at 0.05 alpha level. Since the p-value of 0.68 was greater than the 0.05 alpha level, the null hypothesis was therefore accepted, signifying that there was no significant difference between the mean ( $\bar{x}$ ) ratings of rural and urban teachers on the competencies possessed by the Food and Nutrition teachers for implementing the Catering Craft Practice Curriculum.

## Discussion

The Table 1 results indicated that Foods and Nutrition teachers had sixteen (16) competencies in the implementation of Catering Craft Practice (CCP) curriculum in secondary schools in Delta State. These competencies were the preparation of vegetable salad, the preparation of roasted chicken with tomato sauce, demonstration of how potato peelers worked, and the functions of nutrients. These results indicate that educators showed sufficient background and practical skills, which are required to deliver CCP effectively. This is in line with the perspective that mastering the subject matter improves the quality of teaching and learning as the teacher with good content mastery can help the students to have meaningful learning experiences (Ngugi and Thinguri, 2014). Likewise, Koerich et al. (2024) stressed that successful culinary education is based on the fact that instructors should be able to showcase practical skills and direct students to go through practical learning experiences. In addition, the competencies found in the present study are also in line with the previous findings that Foods and Nutrition teachers must possess a wide set of practical and entrepreneurial skills in the fields of food preparation, catering services and developing food products in order to train students (Ochogor and Onyebueke, 2003). Moreover, the focus on food preparation and safety-related skills is in line with the modern issues of food systems and safety culture, which mandate educators to be well-provided with technical and safety expertise (Jevšnik-Podlesnik & Raspor, 2026).

Nonetheless, the research also found out that the teachers lacked eight (8) competencies, including preparation of therapeutic meals, demonstration of a la carte and table d hote menu, and preparation of special drinks. Such gaps denote the shortage of higher and industry-related skills, which are the key to a full implementation of CCP. This observation confirms Gallardo (2020), who observed that competency-based education can tend to reveal the rift between target and actual performance particularly in the application of skills. It is also the depiction of the necessity to constantly upgrade the skills of teachers to address the changes in the industry, including the appearance of new innovations in technical education (Okeowo et al., 2026). In addition, it is not observed that there is a strong discrepancy between rural and urban teachers, which implies that competency discrepancy is not place-specific. This also supports the necessity of standardized professional development programs. The competencies of teachers are essential in teacher-student interaction and delivery of instructions, and lack of these competencies can influence the outcome of learning (Saad, 2023).

## Conclusion

The research concludes that Foods and Nutrition teachers in secondary schools in Delta State had a substantial number of competencies as needed by the implementation of the Catering Craft Practice (CCP) curriculum. The results showed that the teachers were qualified in various

fundamental aspects like, meal preparation, meal planning, use of kitchen equipment, preparation of common dishes, and simple food service methods. These are the competencies that are needed in the successful implementation of the CCP curriculum and in the provision of the students with the appropriate practical skills. Nevertheless, the research also revealed the significant deficiencies in some of the specialized skills, such as preparation of therapeutic meals, demonstration of certain types of menu, including a la carte and table d hote, high-level food presentation, and the preparation of specialized beverages. Such gaps imply that teachers are likely to have basic skills, but they might not have been exposed to more sophisticated or industry type of practices that would enable them to implement CCP holistically. Additionally, the study proved that there was no significant distinction between rural and urban teachers regarding the competencies that they had and, therefore, the level of competence was rather similar across the places. This suggests that the gaps that have been identified are systemic and not location-specific.

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