



## Culinary Literacy and Self-Efficacy as Predictors of Pre-Service Teachers' Readiness in a Professional Teaching Program

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### ABSTRACT

This study aimed to examine the levels of culinary literacy, self-efficacy, and readiness of Culinary Education students in the Lantip Program, as well as to determine the partial and simultaneous relationships between culinary literacy, self-efficacy, and student readiness. The study employed a quantitative correlational design. The participants were 82 students from the 2022 cohort of the Culinary Education Study Program at Universitas Negeri Semarang who were preparing to undertake the Lantip Program. Data were collected through a closed-ended questionnaire based on a Likert scale that was developed from the indicators of each variable. The data were analyzed using descriptive percentage statistics, normality testing, linearity testing, simple correlation analysis, and multiple correlation analysis. The results showed that culinary literacy, self-efficacy, and student readiness were all categorized as high. The simple correlation analysis indicated a significant relationship between culinary literacy and readiness, as well as between self-efficacy and readiness. The multiple correlation analysis also showed a very strong relationship between culinary literacy and self-efficacy simultaneously with student readiness. These findings indicated that students with higher culinary literacy and stronger self-efficacy tended to demonstrate greater readiness to carry out teaching responsibilities in the Lantip Program.

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## 1. INTRODUCTION

Teacher education has become increasingly important because the quality of schooling depends not only on curriculum and facilities but also on how well future teachers are prepared to perform in real classrooms. Pre-service teacher preparation is therefore expected to develop not only pedagogical competence but also the confidence, adaptability, and professional judgment needed for effective teaching practice in diverse learning environments (Alhammadi, 2024; Song et al., 2019; Zee & Koomen, 2016).

This issue is particularly relevant in vocational education, where pre-service teachers are required to integrate disciplinary expertise with instructional competence. In vocational settings, readiness for teaching involves the ability to translate practical knowledge into teachable content, manage learning activities that combine theory and hands-on practice, and respond flexibly to classroom and workshop demands. Recent studies on vocational teacher development have shown that professional preparedness is shaped by both domain-specific competence and broader teaching-related capabilities, including digital, instructional, and reflective skills (Cattaneo et al., 2022; Roll & Ifenthaler, 2021; Susanti et al., 2020).

For students in culinary education programs, one important aspect of such preparedness is culinary literacy. In contemporary educational research, literacy is no longer restricted to basic reading and writing, but is understood as the capacity to access, interpret, apply, and communicate knowledge meaningfully in specific contexts. Within the food and culinary domain, literacy includes knowledge of ingredients, nutrition, food preparation, cooking techniques, hygiene, safety, and decision-making in practical settings (Coman & Cherecheș, 2024; Rees et al., 2022; Silva, 2023). Culinary literacy is therefore highly relevant for pre-service culinary teachers because it provides the knowledge base needed to explain concepts accurately, demonstrate procedures appropriately, and guide students through practice-oriented learning tasks in school settings (Policastro et al., 2023).

In addition to disciplinary literacy, self-efficacy is also a critical factor in teacher preparation. Self-efficacy refers to an individual's belief in their capability to perform tasks successfully and to manage the demands associated with those tasks. In teacher education, self-efficacy has consistently been associated with stronger instructional confidence, greater persistence, more adaptive teaching behavior, and better responses to professional challenges. Pre-service teachers with stronger self-efficacy tend to be more willing to try new strategies, engage with difficult situations, and maintain commitment during teaching practice (Ding & Hong, 2024; Fackler & Malmberg, 2016; Pfitzner-Eden, 2016). Recent evidence has also shown that self-efficacy is linked to observable teaching behavior and to how future teachers interpret feedback, classroom complexity, and professional expectations during their preparation process (Dixon et al., 2024; Hußner et al., 2024; Weiss et al., 2024).

Teaching readiness, however, should not be reduced to either content mastery or confidence alone. Pre-service teachers may possess adequate subject knowledge yet still feel unprepared to teach, just as they may feel motivated but lack sufficient mastery of the discipline they are expected to teach. In this sense, readiness is better understood as a multidimensional condition that reflects the interaction between what pre-service teachers know and how capable they believe themselves to be in applying that knowledge in instructional contexts. This multidimensional view is particularly relevant in culinary teacher education, where successful teaching depends on the ability to combine conceptual understanding, practical competence, communication skills, and classroom management (Finch et al., 2023; Song et al., 2019; Zee & Koomen, 2016).

The Indonesian context further highlights the importance of this issue. Studies in teacher education and vocational preparation in Indonesia have shown that pre-service teachers do not always enter practicum or school-based teaching programs with sufficient readiness. Difficulties are often found in lesson preparation, classroom delivery, instructional variation, and confidence in carrying out teaching tasks. These challenges indicate that readiness may be shaped by both academic preparation and psychological readiness, including self-belief and the ability to mobilize disciplinary knowledge in practice (Aayn & Listiadi, 2022; Mulyani et al., 2019; Susanti et al., 2020). In culinary education specifically, the development of higher-order soft skills and applied competence has also become an important concern, suggesting that professional readiness in this field cannot be separated from the quality of students' disciplinary understanding and personal agency (Komariah et al., 2023).

Although previous studies have examined self-efficacy, vocational teacher preparation, and domain-related literacy, fewer studies have investigated culinary literacy and self-efficacy together as predictors of readiness among pre-service teachers in culinary education. Existing studies tend to discuss food or culinary literacy in relation to health, practice, or general capability, while research on teacher self-efficacy often focuses on broader pedagogical contexts rather than subject-specific vocational preparation (Coman & Cherecheș, 2024; Roll & Ifenthaler, 2021). As a result, there remains a limited empirical understanding of how disciplinary literacy and self-efficacy jointly contribute to the readiness of pre-service culinary teachers entering a professional teaching program (Cattaneo et al., 2022; Komariah et al., 2023).

Accordingly, this study aimed to examine culinary literacy and self-efficacy as predictors of pre-service teachers' readiness in a professional teaching program. By focusing on students in culinary teacher education, the study was expected to contribute to vocational teacher education research by clarifying how subject-specific literacy and psychological readiness intersect in shaping preparedness for teaching practice. The findings are expected to provide an empirical basis for strengthening curriculum design, learning support, and practicum preparation in culinary education programs.

## 2. METHOD

### 2.1 Research Design

This study employed a quantitative approach using a correlational research design to examine the relationships among culinary literacy, self-efficacy, and pre-service teachers' readiness in the Lantip program. A correlational design was considered appropriate because the study aimed to determine the direction and strength of the relationships among variables without manipulating the research setting. In this study, culinary literacy and self-efficacy served as the independent variables, while readiness in the Lantip program functioned as the dependent variable.

Culinary literacy was conceptualized as students' ability to understand and apply culinary knowledge obtained from both academic and non-academic sources. The academic dimension included knowledge of food ingredients, cooking skills, nutrition, food hygiene and safety, and creativity in food presentation. The non-academic dimension included learning acquired through training programs, short courses, work experience, culinary books and magazines, and digital media or online platforms. Self-efficacy referred to students' beliefs in their own capability to perform teaching-related tasks and was measured through the dimensions of level, strength, and generality. Readiness in the Lantip program referred to students' preparedness to carry out teaching responsibilities in school settings and included

learning planning, instructional implementation, content mastery, and learning evaluation.

## 2.2 Data Collection Technique

Data were collected using a structured questionnaire administered to all participants. The questionnaire was designed to measure the three main variables of the study, namely culinary literacy, self-efficacy, and readiness in the Lantip program. Each construct was operationalized into several indicators derived from the conceptual framework of the study and then translated into questionnaire items. Responses were measured using a Likert scale to capture the degree of students' agreement with each statement. The use of a Likert scale was considered suitable because it allowed the researcher to quantify participants' perceptions, beliefs, and self-reported readiness in a systematic manner. The administration of the questionnaire was conducted in the academic environment of the study program, and all completed responses were checked before analysis to ensure completeness and consistency of the data.

## 2.3 Data Analysis Technique

The data were analyzed using both descriptive and inferential statistics. Descriptive percentage analysis was first used to describe the levels of culinary literacy, self-efficacy, and readiness among the students. This analysis provided an overview of the distribution of responses and the general tendency of each variable. Before testing the relationships among variables, the data were examined through assumption testing. A normality test was conducted to determine whether the data were normally distributed, while a linearity test was performed to confirm whether the relationships between the independent variables and the dependent variable followed a linear pattern. After these assumptions were satisfied, inferential analysis was carried out using simple correlation and multiple correlation techniques. Simple correlation analysis was used to examine the relationship between each independent variable and readiness separately, whereas multiple correlation analysis was used to assess the combined relationship of culinary literacy and self-efficacy with students' readiness in the Lantip program.

## 3. RESULT AND DISCUSSION

### 3.1 Result

As shown in Table 1, one item in the culinary literacy questionnaire was found to be invalid because its calculated correlation coefficient was lower than the critical value of  $r$  table. Therefore, the invalid item was excluded, and only the valid items were retained for further analysis.

**Table 1.** Validity Test of the Culinary Literacy Instrument

Description	Item Numbers	$r$ table
Valid items	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25	0.361
Invalid item	9	

As presented in Table 2, all items in the self-efficacy questionnaire had calculated correlation coefficients higher than the critical value of  $r$  table. Therefore, all items were considered valid and appropriate for use in the research questionnaire.

**Table 2.** Validity Test of the Self-Efficacy Instrument

Description	Item Numbers	r table
Valid items	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20	0.361
Invalid items	–	

As shown in Table 3, all statement items in the readiness questionnaire had calculated correlation coefficients greater than the critical value of *r* table. Therefore, all items were considered valid and suitable for use in the research instrument.

**Table 3.** Validity Test of Students' Readiness in the Lantip Program

Description	Item Numbers	r table
Valid items	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20	0.361
Invalid items	–	

A reliability test was conducted to measure the consistency of the research instrument in producing stable and consistent data. Good reliability indicates that the instrument can produce consistent results when used repeatedly. In this study, reliability was tested using SPSS with Cronbach's Alpha to determine whether the research instruments were reliable. The results are presented in Table 4.

**Table 4.** Reliability Test Results

Variable	Cronbach's Alpha	Description
Culinary Literacy	0.919	Reliable
Self-Efficacy	0.962	Reliable
Students' Readiness in the Lantip Program	0.953	Reliable

Based on the reliability test results in Table 4, all instruments had Cronbach's Alpha values greater than 0.60, indicating that the instruments used in this study were reliable. Therefore, all instruments were considered reliable and suitable for use in the study. Descriptive percentage statistics were used to provide a general overview of the research data in the form of frequency distributions and percentages for each variable examined. In this study, descriptive percentage statistics were used to describe in more detail the levels of culinary literacy, self-efficacy, and students' readiness in the *Lantip* program.

**Table 5.** Descriptive Percentage of Culinary Literacy

Score Interval	Category	Frequency	Percentage
104-120	Very High	15	18.29%
84-103	High	57	69.51%
64-83	Moderate	10	12.20%
44-63	Low	0	0.00%
24-43	Very Low	0	0.00%
<b>Total</b>		<b>82</b>	<b>100%</b>

Based on Table 5, most students had culinary literacy in the high category (69.51%), followed by the very high category (18.29%), while the remaining 12.20% were in the moderate category. This finding indicates that, in general, the 2022 cohort of Culinary Education students had a high level of culinary literacy, with a strong tendency toward the very high category.

**Table 6.** Descriptive Percentage of Self-Efficacy

Score Interval	Category	Frequency	Percentage
84-100	Very High	18	21.95%
68-83	High	47	57.32%
52-67	Moderate	16	19.51%
36-51	Low	1	1.22%
20-35	Very Low	0	0.00%
<b>Total</b>		<b>82</b>	<b>100%</b>

Based on Table 6, most students had self-efficacy in the high category (57.32%), followed by the very high category (21.95%), the moderate category (19.51%), and the low category (1.22%). This indicates that, in general, the 2022 cohort of Culinary Education students had a high level of self-efficacy in carrying out teaching tasks in the *Lantip* program.

**Table 7.** Descriptive Percentage of Students' Readiness in the *Lantip* Program

Score Interval	Category	Frequency	Percentage
84-100	Very High	20	24.39%
68-83	High	47	57.32%
52-67	Moderate	14	17.07%
36-51	Low	1	1.22%
20-35	Very Low	0	0.00%
<b>Total</b>		<b>82</b>	<b>100%</b>

Based on Table 7, most students were categorized as having high readiness (57.32%), followed by very high readiness (24.39%), moderate readiness (17.07%), and low readiness (1.22%). This indicates that, in general, the 2022 cohort of Culinary Education students had a high level of readiness to carry out teaching tasks in the *Lantip* program. Therefore, it can be stated that the students were generally ready to undertake teaching responsibilities in the *Lantip* program.

Based on the results of the Kolmogorov-Smirnov normality test conducted using SPSS, the significance value for culinary literacy (X1) was 0.938, for self-efficacy (X2) was 0.127, and for students' readiness in the *Lantip* program (Y) was 0.235. Since all significance values were greater than 0.05, it can be concluded that the data were normally distributed. The results are presented in Table 8.

**Table 8.** Normality Test Results

Variable	Test Method	Sig. (2-tailed)	Data Distribution
Culinary Literacy	Kolmogorov-Smirnov	0.938	Normal

Variable	Test Method	Sig. (2-tailed)	Data Distribution
Self-Efficacy	Kolmogorov-Smirnov	0.127	Normal
Students' Readiness in the Lantip Program	Kolmogorov-Smirnov	0.235	Normal

Based on the linearity test results, the significance value for linearity was 0.000 for the relationship between culinary literacy and students' readiness in the *Lantip* program, and 0.000 for the relationship between self-efficacy and students' readiness in the *Lantip* program. Both values were lower than 0.05, indicating a significant linear relationship between each independent variable and the dependent variable. Meanwhile, the significance value for deviation from linearity was 0.067 for culinary literacy and 0.243 for self-efficacy, both of which were greater than 0.05. This indicates that there was no significant deviation from linearity. Therefore, the relationships between culinary literacy and students' readiness in the *Lantip* program, as well as between self-efficacy and students' readiness in the *Lantip* program, were considered linear and met the assumption of linearity, allowing the analysis to proceed to correlation testing. The results are presented in Table 9.

**Table 9.** Linearity Test Results

Variable Relationship	Source	df	Mean Square	F	Sig.
Culinary Literacy - Students' Readiness in the Lantip Program	Linearity	1	4.025.849	66.252	0.000
	Deviation from Linearity	31	97.755	1.609	0.067
Self-Efficacy - Students' Readiness in the Lantip Program	Linearity	1	7.968.775	339.743	0.000
	Deviation from Linearity	33	29.169	1.244	0.243

The simple correlation test was used to examine the relationship between one independent variable and one dependent variable. In this study, Pearson's correlation test was applied because the data were normally distributed and met the parametric assumptions. The results of the simple correlation test are presented below.

**Table 10.** Correlation between Culinary Literacy and Students' Readiness in the Lantip Program

Variable	Pearson Correlation	Sig. (2-tailed)	N
Culinary Literacy - Students' Readiness in the Lantip Program	0.633	0.000	82

Based on Table 10, the correlation analysis showed a Pearson correlation coefficient of 0.633 with a significance value of 0.000. This indicates that there was a strong, positive, and significant relationship between culinary literacy and students' readiness in the *Lantip* program.

**Table 11.** Correlation between Self-Efficacy and Students' Readiness in the Lantip Program

Variable	Pearson Correlation	Sig. (2-tailed)	N
Self-Efficacy - Students' Readiness in the Lantip Program	0.891	0.000	82

The correlation analysis showed a Pearson correlation coefficient of 0.891 with a significance value of 0.000. This indicates that there was a very strong, positive, and significant relationship between self-efficacy and students' readiness in the *Lantip* program. The multiple correlation test was conducted to examine the combined relationship of two independent variables, namely culinary literacy (X1) and self-efficacy (X2), with the dependent variable, namely students' readiness in the *Lantip* program (Y). The results of the multiple correlation test are presented in Table 12.

**Table 12.** Multiple Correlation Test Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.904	0.817	0.813	4.818

Based on Table 12, the obtained R value was 0.904, indicating a very strong relationship between culinary literacy and self-efficacy simultaneously with students' readiness in the *Lantip* program. Since the R value falls within the range of 0.80-1.00, the correlation can be categorized as very strong.

### 3.2 Discussion

The discussion of culinary literacy should begin from the observation that the students generally demonstrated a strong foundation in culinary knowledge and practice. This pattern is understandable because students in Culinary Education are continuously exposed to both conceptual and practical learning experiences that shape their understanding of ingredients, nutrition, food safety, and food preparation. In food literacy research, culinary competence is commonly treated as a combination of knowledge, practical skill, confidence, and decision-making rather than as a purely theoretical construct (Perry et al., 2017). Educational exposure also matters because structured food literacy programs have been shown to strengthen students' knowledge and applied food skills when learning is connected to authentic practice (Bailey et al., 2019).

In the present context, the role of practical experience is especially relevant because vocational learning tends to develop most effectively when learners repeatedly connect classroom knowledge with real performance situations (Elsborg et al., 2022). This helps explain why culinary literacy in this study was not shaped only by formal coursework, but also by experience-based sources such as work exposure, culinary materials, and digital learning environments. Recent studies likewise suggest that contemporary food literacy is increasingly developed through mixed learning ecologies that include educational settings, informal learning, and media-supported access to culinary information (Kauppinen et al., 2024; Murphrey et al., 2024). In other words, the students' literacy profile reflects a learning process that is cumulative, contextual, and highly practice-oriented.

Although culinary literacy was generally strong, the pattern across subdimensions suggests that practical mastery still needs to be interpreted more carefully than conceptual

familiarity. In vocational education, students may show broad understanding of culinary content while still needing more repetition, guided performance, and reflective practice to stabilize procedural competence. This interpretation is consistent with work on cooking and food competence showing that practical performance grows through repeated enactment and confidence-building, not merely through exposure to information (Vaughan et al., 2024). Similar arguments have also been made in studies of food and nutrition literacy, which emphasize that knowing about food is not identical to being fully capable of applying that knowledge in real decision-making and preparation contexts (Addison-Akotoye et al., 2024; Alshahrani et al., 2024). Thus, the present finding may be read as evidence that the students already possessed a strong disciplinary base, while some performance-oriented aspects of literacy remained more dependent on continued practice and situated experience.

The finding that self-efficacy was generally strong is also significant in understanding the readiness of pre-service culinary teachers. In teacher education, self-efficacy functions as more than a personal attitude because it influences how future teachers approach challenges, regulate anxiety, and persist when they face demanding instructional tasks. A growing body of research has shown that self-efficacy becomes stronger when pre-service teachers are given opportunities to rehearse teaching, receive feedback, and interpret their experiences as evidence of capability (Yerdelen et al., 2024).

Student teaching and microteaching environments are particularly important in this process because they provide mastery experiences that help translate abstract pedagogical preparation into professional confidence (Wang et al., 2024). Recent evidence also indicates that structured training experiences can shape self-efficacy by reducing uncertainty and strengthening perceptions of instructional competence (DeFeo et al., 2024; Ramadhon et al., 2023; Susilana et al., 2022). This helps explain why the students in this study appeared to show a relatively positive efficacy profile: their preparation was not only academic, but also supported by repeated opportunities to imagine and perform the teacher role before entering the Lantip program.

The discussion of readiness should likewise move beyond the idea that it is simply a matter of willingness. Readiness in teacher education is better understood as a multidimensional condition involving preparedness to plan, deliver, manage, and evaluate learning in authentic settings. In this study, the generally strong readiness profile suggests that the students had already developed a reasonably mature sense of professional preparation before entering school practice. This interpretation aligns with research showing that readiness is influenced by the quality of teacher preparation, exposure to practice-based learning, and the extent to which students can connect theory with actual teaching demands (Baier-Mosch et al., 2024).

In the Indonesian context, microteaching and guided teaching practice have also been identified as important mechanisms for strengthening students' readiness to teach because they help prospective teachers organize pedagogical decisions before entering real classrooms (Setiawan & Mulyati, 2018). Readiness, therefore, should not be treated as a sudden condition that appears just before teaching practice, but as the outcome of accumulated preparation across content learning, skills rehearsal, and professional socialization.

The positive relationship between culinary literacy and readiness is theoretically meaningful because vocational teaching depends heavily on the quality of the teacher's disciplinary understanding. Pre-service teachers who possess stronger culinary literacy are more likely to feel prepared to explain concepts, demonstrate techniques, guide practice, and respond to students' questions in a credible way. In vocational programs, subject-matter

literacy is not merely background knowledge; it is part of the professional capital that supports teaching judgment and instructional authority. Research on food literacy has repeatedly shown that applied understanding of food, preparation, safety, and nutrition contributes to competence and confidence in performance-based settings (Kabasakal-Cetin et al., 2024; Krenek et al., 2024).

In teacher preparation, this becomes especially important because readiness to teach is strongly shaped by whether students can mobilize what they know into forms that are teachable and meaningful for learners. That interpretation is also compatible with Indonesian studies suggesting that readiness to teach becomes stronger when students feel they have sufficient academic and practical mastery of the material they will deliver (Mahmudah et al., 2024; Rasna et al., 2023). Accordingly, the present finding supports the view that culinary literacy functions as an important academic and professional basis for readiness in the Lantip program.

The relationship between self-efficacy and readiness was even more central in interpretive terms because self-efficacy affects not only what pre-service teachers believe about themselves, but also how they act in complex instructional situations. Students who believe they are capable of teaching tend to be more prepared to plan lessons, manage pressure, and engage actively in classroom interaction. In this sense, self-efficacy operates as a psychological resource that enables students to convert preparation into performance. International research has consistently shown that self-efficacy is associated with stronger persistence, higher instructional engagement, and greater confidence in carrying out teaching roles during practicum and related field experiences (Wang et al., 2024; Yerdelen et al., 2024). The same logic appears in Indonesian vocational and teacher-education contexts, where self-efficacy has been linked to performance readiness and to students' confidence in handling academic or task-based demands (Basito et al., 2018; Mahmudah et al., 2024). Therefore, the present result can be interpreted as evidence that readiness in the Lantip program is not solely determined by what students know, but also by how strongly they believe they can perform as teachers.

The combined relationship of culinary literacy and self-efficacy with readiness provides the most complete interpretation of the findings. Readiness appears to emerge not from a single source, but from the interaction between disciplinary literacy and personal efficacy. Culinary literacy gives pre-service teachers the content base needed to teach vocational material accurately, while self-efficacy provides the confidence needed to enact that knowledge under real teaching conditions. When these two resources develop together, readiness becomes more coherent because students are not only knowledgeable, but also psychologically prepared to perform.

This interpretation is in line with broader work in teacher education showing that professional preparedness grows when competence, practice exposure, and self-belief reinforce one another rather than developing in isolation (Baier-Mosch et al., 2024). Overall, the findings suggest that the readiness of pre-service culinary teachers in the Lantip program is best understood as the joint product of what they know about the culinary field and how confident they feel in translating that knowledge into teaching practice.

#### 4. CONCLUSION

Based on the findings, culinary literacy, self-efficacy, and the readiness of Culinary Education students for the Lantip Program were generally classified at a high level. These results indicate that the students had developed an adequate foundation, both in terms of

culinary knowledge and skills and in terms of confidence in their own abilities, to undertake teaching responsibilities in the Lantip Program. This condition suggests that the learning process within the study program had contributed positively to the development of students' professional readiness as prospective teachers. The study also revealed that culinary literacy had a strong, positive, and significant relationship with students' readiness for the Lantip Program, whereas self-efficacy demonstrated a very strong, positive, and significant relationship with such readiness. In addition, culinary literacy and self-efficacy jointly showed a very strong and significant relationship with students' readiness. These findings imply that higher levels of culinary literacy and self-efficacy were associated with greater readiness among students to carry out their teaching responsibilities effectively in the Lantip Program.

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