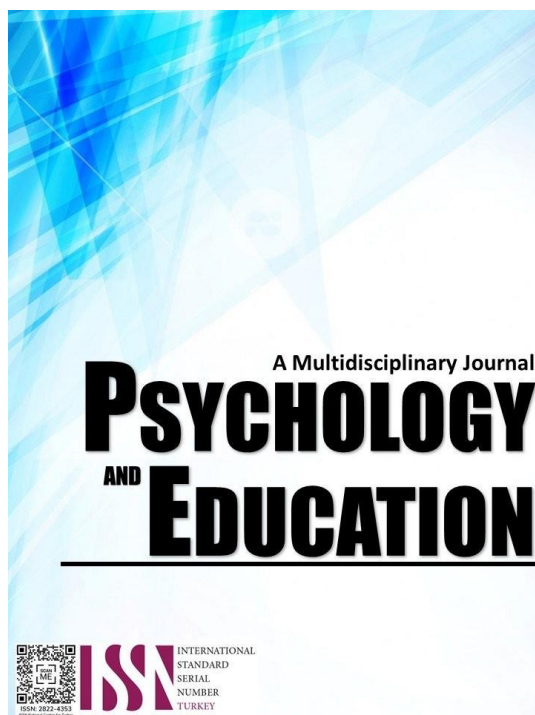


**BRIDGING THE GAP IN THE ACADEME-INDUSTRY ACQUIRED SKILLS:
BASIS FOR DEVELOPING SUPPLEMENTARY MATERIALS IN FOOD
AND BEVERAGES SERVICES NC II**



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Bridging the Gap in the Academe-Industry Acquired Skills: Basis for Developing Supplementary Materials in Food and Beverages Services NC II

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Abstract

Unemployment and the challenges of hiring processes are often attributed to a lack of skills, indicating the persistent mismatch between educational preparation and industry demands. The focus on Technical Vocational and Livelihood (TVL) programs, with an emphasis on practical skills and work readiness, serves as a potential bridge to this gap. The learning-by-doing approach, facilitated through both school-based workshops and on-the-job training, offers a promising avenue to equip students with practical skills relevant to their chosen industries. This study not only seeks to describe this prevalent issue but also aims to provide valuable insights for bridging the gap between the skills expected by employers and those acquired by students. Existing literature, including works by Leite et al. (2016) and Mahasneh and Thabet (2015), underscores the discrepancy between industry expectations and graduate preparedness, especially in non-technical skills like communication, teamwork, and adaptability to real-world changes. Adopting a descriptive and developmental research design, this study conducted a comprehensive survey among 130 Technical Vocational and Livelihood-Home Economics SY graduates from Malvar Senior High School in the Batangas province between 2016 and 2022. The findings highlight the significance of foundational skills in effectively managing the dining area, addressing customer inquiries, and maintaining a welcoming ambiance, all crucial elements for ensuring exceptional customer experiences within the food service industry. While the study indicates a strong alignment between the competencies taught in the Food and Beverage Services (FBS) program and the industry's requirements, it also recognizes a gap in the coverage of certain essential competencies needed in the Food and Beverage Services NC II. As a response, the study endeavors to develop supplementary materials aimed at enhancing the overall competency framework and ensuring a more comprehensive and relevant educational experience for future students in this sector. Through its findings, this research contributes to the ongoing dialogue surrounding the optimization of educational programs to meet industry demands, offering valuable insights for policymakers, educators, and stakeholders invested in the advancement of technical education and workforce preparedness.

Keywords: *mismatch, supplementary materials, bridging the gap*

Introduction

The increasing demands of the competitive global labor market necessitate individuals to possess not only formal education but also practical skills and a readiness to adapt to dynamic work environments. Lifelong learning has become imperative, with individuals expected to continually update their knowledge and skills to maintain employability (Brinkmann, 2008). This is especially crucial in sectors such as food and beverage manufacturing, where an aging workforce is paving the way for diverse career paths and promotional opportunities (Food & Beverage, 2021).

Additionally, the synergy between academia and industry is vital in preparing students for emerging interdisciplinary professions (Etzkowitz et al., 2012), fostering competitiveness through inputs like innovation, knowledge workers, labor employability, and entrepreneurial environments (Barkley and Dudensing, 2011). In the Philippines, the Republic Act (RA) No. 10533 has underscored the importance of a comprehensive and integrated education system that equips students with essential competencies and skills relevant to the ever-changing global landscape.

In line with this, the collaboration between the Technical Education and Skills Development Authority (TESDA) and the Department of Education (DepEd) aims to harmonize technical vocational education and skills training within the Philippine education system. This initiative, particularly within the Home Economics strand, provides specialized training in various areas, including Hospitality and Tourism Management, Nutrition, Food Technology, Culinary Arts, Business Education, and Interior Designing, facilitating career opportunities in a range of fields (DepEd, 2021).

However, despite these efforts, there remains a gap between the skills acquired in educational institutions and those required by industries, particularly in areas such as communication, teamwork, and adaptability (Leite et al., 2016; Mahasneh and Thabet, 2015). The ongoing COVID-19 pandemic has further highlighted the necessity for digital readiness and remote work skills (European Commission, 2020).

This paper seeks to bridge this gap by identifying disparities between educational and industry-required skills, with a focus on the food, beverages, and services sector. By developing supplementary materials, this study aims to enrich the curriculum and improve students' readiness for real-world demands, thereby benefiting the education system, stakeholders, and future research endeavors.

Research Questions

This study aimed to determine the skills acquired in schools and skills required in the industry in Food and Beverages Services specialization of the Home Economics strand under the TVL track among the Senior High School students in Area III for the basis of developing supplementary materials to bridge the academe-industry gap in the said learning area. Specifically, the study aims to:

1. To what extent thus the Core Competencies acquired in schools by the learners in terms of:
 - 1.1. preparing the dining room/restaurant area for service;
 - 1.2. welcoming guests and taking food and beverage orders;
 - 1.3. promoting food and beverage products;
 - 1.4. providing food and beverage services to guests;
 - 1.5. providing room service; and
 - 1.6. receiving and handling guest concerns.
2. To what extent are these core competencies applied in the industry?
3. Is there a significant difference between the assessment of the respondents on the acquisition of the core competencies in FBS and its application in industry practice?
4. What supplementary materials can be developed to bridge the academe-industry gap in Food and Beverages Service focusing on the least mastered competencies from the gathered data?

Literature Review

Some observers believe that the educational system is a successful means of generating the skills necessary to sustain economic development. In particular, for developing nations, education is a crucial topic for policy framework due to its broad influence on every element of human life. Most of the world's population lives in developing nations, which must make the most of their sophisticated human capital's productivity and potential.

There is an educational mismatch because of the decreasing returns to education and the widening gap between the necessary and available skills, knowledge, and talents. The general definition of an educational mismatch is when an employee's educational background does not align with the requirements of the position they hold (Stephane Mahuteau, Kostas Mavromaras, Peter Sloane, and Zhang Wei, 2017). One of the factors used to gauge the value of credentials is the frequency of educational mismatch.

Bridging the gap between industry and academia has emerged as a critical concern in contemporary education. Deepa Chakravarthi (2016) emphasizes the significance of supplementary teaching materials in this endeavor. Chakravarthi's framework for developing such materials underscores the need for an integrated approach that aligns educational content with the dynamic demands of the industry. This framework acts as a guide for educators and curriculum designers in creating effective supplementary materials to enhance the practical applicability of academic knowledge.

In their study published in the *Journal of Technology Management & Innovation* (2017), Mireia Valverde and Marta Peris-Ortiz present a compelling case study focused on a collaborative course design that aims to bridge the gap between industry and academia. The study underscores the pivotal role of experiential learning methodologies in this context. Notably, the authors highlight the significance of supplementary materials, including case studies, workshops, and field trips, in facilitating a comprehensive understanding of real-world industry practices and fostering a seamless transition from academic learning to practical application.

Anushree Priyadarshini and Asha Khare's research, featured in the *Journal of Engineering Education Transformations* (2017), delves into the development of collaborative learning activities designed to bridge the gap between academia and industry. The study accentuates the importance of integrating supplementary materials, such as problem-based learning modules, group projects, and industry visits, to facilitate a holistic learning experience. Priyadarshini and Khare's insights shed light on the effective implementation of these materials, emphasizing their role in cultivating a practical skill set and fostering a deeper understanding of the industry's intricacies among students.

Collectively, these studies underscore the instrumental role of supplementary materials in fostering a symbiotic relationship between academia and industry. They highlight the need for an innovative and experiential learning approach, which integrates case studies, workshops, field trips, problem-based learning modules, and group projects, to bridge the gap effectively. The findings emphasize the pivotal role of these materials in equipping students with the requisite practical skills and knowledge, enabling them to seamlessly transition into the dynamic landscape of the industry. As educational institutions continue to adapt to the evolving needs of the professional sphere, the development and integration of such supplementary materials remain pivotal in preparing future professionals for the challenges of the contemporary workforce.

Methodology

Participants

The study's participants are TVL coursed senior high school graduates and employed citizens in industries whom the researcher considered possessed the necessary data and were the finest critical informants for their investigations. The participants were selected



via non-probability sampling particularly quota sampling, which enables the researchers to choose respondents based on whom they feel to have the most critical information, as well as a selection of "information-rich" examples linked to the phenomena of interest. Palinkas and colleagues (2013)

The researchers confirmed that the following study conditions were met: a. The subjects must be TVL senior high school graduates and employed citizens in industries, b. Had taken classes for two years and have been working for one to two years, are at least 16 years old, and in an excellent mental state, well-being, health, and willing and able to explain their point of view and reasoning.

The researcher with the approval of the research adviser agreed to have at least 130 numbers of respondent for the study.

Instruments

This section of the study explains the instruments used by the researcher on the project, the cognitive process it went through before being used in the investigation, and the reason the analysts chose the instrument.

The online form questionnaires were distributed to the selected samples via messenger and other online communication platforms. The researcher personally administered the online questionnaires to the respondents. The study's goal was briefly explained, and the directions for answering the questionnaire will be discussed. The questionnaires were reviewed the same day as they were given to ensure a higher return percentage of questionnaires. Responses in the questionnaires were tallied, tabulated, statistically treated, analyzed, and interpreted.

Procedure

The data was gathered about bridging the academe-industry skills gap in Malvar Senior High School. It answered the questions presented under the Statement of the Problem. The following statistical tools were employed:

Mean and Standard Deviation. These were employed to describe the percentage of the respondents on the acquired skill in Food and Beverages in Schools and the Industry.

T-Test. Used to determine the significant difference between the assessment on acquiring the core competencies in Food and Beverages Services in school and the industry.

The descriptive-correlation method was employed in this study. This design was simply the way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).

Ethical Considerations

The process for gathering the needed data in the study is described in the following steps. The researcher patterned the competencies used to conduct the study from the Food and Beverages Services NC II Training Regulation handbook. The researcher secured the permission of the school to obtain a list of SHS students from which the samples were selected. Also, permission to collect data was required from the concerned officials of the school, And finally, a selected demographic of employed individuals was sought.

Results and Discussion

This section presents the collated data from the respondents adequately analyzed and carefully interpreted by the researcher to establish conclusions and recommendations that would help achieve the output of the present endeavor.

Part I. Perceived Extent of Students' Acquired Skills In Schools and Applied in the Industry In Preparing The Dining Room/Restaurant Area for Service

Table 1. *Take table reservations*

<i>Indicators</i>	<i>Acquisition of the Core Competencies</i>			<i>Application in Industry Practice</i>		
	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1.1 Answer inquiries promptly, clearly, and accurately	4.24	0.83	High Extent	4.44	0.79	High Practiced/ Often
1.2 Ask pertinent questions to complete the details of the reservations	4.33	0.82	High Extent	4.47	0.73	High Practiced/ Often
1.3 Record reservation data on forms accurately based on the establishment's standards	4.36	0.82	High Extent	4.47	0.75	High Practiced/ Often
1.4 Repeat and confirm details of the reservations with the customer	4.5	0.71	Extremely High Extent	4.5	0.82	Very Highly Practiced/ Always
1.5 Provide additional information about the food service establishments	4.44	0.71	High Extent	4.52	0.74	Very Highly Practiced/ Always

Legend:
 1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent
 3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

When manual and online systems for booking tables are compared for data indicators, it becomes clear that both methods exhibit high proficiency and experience. The signs include immediately returning calls, politely posing essential questions, accurately logging reservation information, verifying reservation specifics, and offering more details about food service locations. The average results suggest that both systems perform well overall, with the online method slightly outperforming the offline approach regarding timeliness, accuracy, and standardized procedures. According to the research, providing customers with accurate and timely information is essential. Supplemental materials must stress the value of prompt communication and include instructions on responding to client inquiries concisely and precisely.

Table 2. *Prepare Service Stations and Equipment*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
2.1 Stock supplies necessary for service	4.51	0.68	Extremely High Extent	4.5	0.71	Very Highly Practiced/ Always
2.2 Clean, wipe, and put tableware and dining room equipment in their proper places	4.62	0.64	Extremely High Extent	4.55	0.72	Very Highly Practiced/ Always
2.3 Check the cleanliness and condition of all tables, tableware, and dining room equipment	4.65	0.6	Extremely High Extent	4.55	0.68	Very Highly Practiced/ Always
2.4 Fill water pitchers and ice buckets	4.45	0.73	High Extent	4.44	0.77	High Practiced/ Often
2.5 Refill condiments and sauce bottles and wipe, clean and dry the necks and tops of the bottles	4.55	0.67	Extremely High Extent	4.5	0.78	Very Highly Practiced/ Always
2.6 Promote special tent cards and similar special displays	4.47	0.66	High Extent	4.46	0.79	High Practiced/ Often
2.7 Check equipment and prepare for service	4.6	0.61	Extremely High Extent	4.56	0.73	Very Highly Practiced/ Always
2.8 Apply food hygiene and Occupational Health & Safety measures	4.64	0.62	Extremely High Extent	4.54	0.75	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent

1.50 – 2.49 Acquired/applied to a Low Extent

2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent

4.50 – 5.00 Acquired/applied to an Extremely High Extent

The data shown in Table 2 illustrates high mean scores and low standard deviations across numerous variables related to setting up service stations and equipment in the context of taking table reservations. These indicators include stocking supplies required for service, cleaning and organizing tableware and dining room equipment, examining cleanliness and condition, restocking condiments and sauce bottles, promoting special displays, inspecting equipment, and implementing measures for food hygiene and occupational health and safety.

The high mean scores and low standard deviations indicate reliable and proficient performance in these areas. The interpretations of the data show that for most indicators, the participants demonstrated conduct to a very high extent or behavior that was very highly practiced or always practiced. This suggests a high level of proficiency and adherence to accepted practices when setting up service facilities and machinery.

In conclusion, the analysis of data indicators pertaining to setting up service stations and equipment reveals a high degree of proficiency and adherence to protocols. The creation of supplemental training materials should concentrate on careful supply management, order and organization, attention to detail, and equipment inspections focusing on safety precautions. By focusing on these areas, students may improve their ability to maintain equipment and service stations, ultimately improving the dining experience for consumers.

Table 3 provides information on metrics linked to placing tables in the dining area in relation to taking table bookings. These indicators include properly skirting buffet or display tables, wiping and polishing tableware and glassware, folding and laying cloth napkins appropriately, setting covers appropriately based on the predetermined menu, and setting tables in accordance with the standards of the food service establishment. The information also contains interpretations of the degree and frequency of practice, mean scores, and standard deviations. The average scores for each indicator show that participants consistently behaved skillfully when setting up tables to a high or extremely high degree. The low standard deviations indicate that the replies varied only slightly.

These results suggest that the participants can do these activities correctly and in accordance with predetermined norms. A high proficiency and adherence to standards may be seen in comparing data indicators connected to setting up tables in the eating area. Establishing thorough table-setting standards, menu-based cover setting, attention to detail in tableware preparation, accurate napkin folding and placement, and aesthetically pleasing table and buffet display settings should be the focus of creating supplemental materials. Students can improve their ability to design visually appealing tablescape and contribute to a satisfying dining experience by focusing on these areas.



Table 3. *Set-Up tables in the dining area*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
3.1 Set table according to the standards of the food service establishment	4.47	0.68	High Extent	4.59	0.67	Very Highly Practiced/ Always
3.2 Set covers correctly according to the predetermined menu	4.51	0.68	Extremely High Extent	4.52	0.68	Very Highly Practiced/ Always
3.3 Wipe and polish tableware and glassware before they are set up on the table	4.6	0.64	Extremely High Extent	4.59	0.69	Very Highly Practiced/ Always
3.4 Fold properly and lay cloth napkins on the table appropriately according to the folding napkin style	4.56	0.66	Extremely High Extent	4.5	0.73	Very Highly Practiced/ Always
3.5 Skirt properly buffet or display tables taking into account symmetry, balance, and harmony in size and design	4.48	0.71	High Extent	4.51	0.73	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent
 3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

Table 4. *Set the mood/ambiance of the dining area*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
4.1 Adjust light according to the time of the day	4.37	0.78	High Extent	4.45	0.74	High Practiced/ Often
4.2 Arrange tables, chairs, and other dining room furniture to ensure the comfort and convenience of the guest	4.45	0.71	High Extent	4.45	0.81	High Practiced/ Often
4.3 Play appropriate music when applicable	4.6	0.65	Extremely High Extent	4.55	0.74	Very Highly Practiced/ Always
4.4 Clean and dry floors/carpets	4.31	0.75	High Extent	4.39	0.81	High Practiced/ Often
4.5 Adjust air conditions or cooling units for the comfort of the guest	4.57	0.71	Extremely High Extent	4.52	0.71	Very Highly Practiced/ Always
4.6 Set up decorations according to the theme or concept of the dining room	4.45	0.8	High Extent	4.46	0.79	High Practiced/ Often

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent
 3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

According to the data in Table 4 on how to create the right mood and atmosphere in the dining area, participants perform to a high or extremely high extent across a range of indicators, including adjusting lighting, arranging furniture, playing appropriate music, keeping the area clean, adjusting the air conditioning, and putting up decorations (Department of Tourism [DOT], 2013).

These results imply that participants can produce a pleasant dining environment. Several conclusions might be reached for creating supplemental resources based on the data. These include offering advice on lighting modifications, making the most use of seating configurations, choosing the right music, focusing on cleanliness and floor maintenance, considering air conditioning and comfort, and implementing theme-based decorating strategies (DOT, 2013). Learners can improve their comprehension and skills in designing a warm and inviting dining environment by including these factors in the supplemental resources.

II. Perceived Extent of Students Acquired Skills in Schools and Applied in the Industry in Welcome guests and Taking food and beverage orders

The information in Table 5 on greeting and escorting guests shows that participants perform at a very high level across a range of indications, either to an exceptionally high extent or at a very well-practiced or always-high level. These include recognizing visitors as soon as they arrive, extending a suitable welcome, and verifying reservation information in accordance with established standard procedures.

The high ratings for these factors show that participants are excellent at creating a welcoming environment for visitors. Visitors are regularly acknowledged and given a proper greeting, and accurate reservation information is provided.

These results have significant repercussions for the creation of supplemental content. The importance of fast acknowledgment, skillful welcomes, and attention to reservation details must be emphasized in training materials. To improve learners' abilities to deliver great

guest experiences, supplemental materials may include role-playing scenarios, communication techniques, and rules for processing reservations.

Table 5. *Welcome and Greet Guests*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1.1 Acknowledge guests as soon as they arrive	4.68	0.58	Extremely High Extent	4.66	0.57	Very Highly Practiced/ Always
1.2 Greet guests with an appropriate welcome	4.74	0.54	Extremely High Extent	4.64	0.62	Very Highly Practiced/ Always
1.3 Check details of reservations based on established standard policy	4.66	0.67	Extremely High Extent	4.69	0.56	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent

1.50 – 2.49 Acquired/applied to a Low Extent

2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent

4.50 – 5.00 Acquired/applied to an Extremely High Extent

According to the data in Table 6 on seating the visitors, participants consistently perform at a very high level across a range of indications, either because they have rehearsed it a lot or because they do it constantly. These include serving water in accordance with the requirements of the food service facility and escorting and seating guests following table allocations. They also include using tables based on the number of parties and seating guests evenly among stations to manage traffic flow.

Table 6. *Seat the guests*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
2.1 Escort and seat guests according to table allocations	4.6	0.64	Extremely High Extent	4.54	0.73	Very Highly Practiced/ Always
2.2 Utilize tables according to the number of parties	4.54	0.71	Extremely High Extent	4.47	0.84	High Practiced/ Often
2.3 Seat guests evenly among stations to control the traffic flow of guests in the dining room	4.49	0.74	High Extent	4.5	0.79	Very Highly Practiced/ Always
2.4 Open cloth napkins for the guests when applicable	4.45	0.7	High Extent	4.47	0.8	High Practiced/ Often
2.5 Serve water when applicable according to the standards of the food service facility	4.51	0.7	Extremely High Extent	4.53	0.75	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent

1.50 – 2.49 Acquired/applied to a Low Extent

2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent

4.50 – 5.00 Acquired/applied to an Extremely High Extent

Based on the high scores in these categories, the participants appear to be able to seat customers and efficiently deliver a pleasant dining experience. They show skill in setting up tables, controlling seating arrangements, ensuring that guests are distributed evenly, and providing attentive services like serving water and opening napkins.

This research has significant ramifications for creating supplemental materials. The emphasis should be on instructing students in proper guest service manners, seating protocols, table allocation tactics, and traffic flow management. Additional materials may include visual aids, case studies, and interactive activities to improve trainees' capacity for courteous and effective guest sitting.

Table 7. *Take the Food and Beverages Orders*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
3.1 Present menu to customers, take orders completely and take note of the special requests	4.63	0.66	Extremely High Extent	4.60	0.69	Very Highly Practiced/ Always
3.2 Repeat back orders to the guests to confirm items	4.64	0.6	Extremely High Extent	4.60	0.67	Very Highly Practiced/ Always
3.3 Provide and adjust tableware and cutlery appropriate for the menu choices in accordance with established procedures	4.55	0.63	Extremely High Extent	4.49	0.75	High Practiced/ Often

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent

1.50 – 2.49 Acquired/applied to a Low Extent

2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent

4.50 – 5.00 Acquired/applied to an Extremely High Extent

The data in Table 7 on accepting food and drink orders shows that participants perform very highly. Customers must be given the menu, orders must be taken in full, and any special requests must be noted. Participants also execute to a high degree or on a highly repeated or frequent basis when repeating back orders to confirm products and setting out and changing tableware and cutlery according to menu options. High ratings in these indicators imply that participants are proficient at accepting orders for food and beverages. Customers are regularly given the menu, and they ensure that orders are processed completely and precisely while taking any special requests into account. Participants also pay attention by asking visitors to confirm their orders and offering the proper crockery and cutlery based on the menu options.

This research has significant ramifications for creating supplemental materials. Comprehensive training on menu presentation methods, order-taking procedures, and good customer interaction is vital for learners. Supplemental materials may include role-playing exercises, scenario-based training, and reference manuals to improve trainees' skills in accepting food and beverage orders accurately and professionally.

Table 8. *Liaise between kitchen and dining area*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
4.1 Place and send orders to the kitchen promptly	4.58	0.63	Extremely High Extent	4.47	0.80	High Practiced/ Often
4.2 Check the quality of food in accordance with the established standard	4.64	0.67	Extremely High Extent	4.53	0.75	Very Highly Practiced/ Always
4.3 Check tableware for chips, marks, cleanliness, spills, and drips	4.63	0.56	Extremely High Extent	4.6	0.69	Very Highly Practiced/ Always
4.4 Carry out plates and/or trays safely	4.63	0.65	Extremely High Extent	4.6	0.67	Very Highly Practiced/ Always
4.5 Advise colleagues promptly regarding the readiness of items for service	4.53	0.66	Extremely High Extent	4.49	0.75	High Practiced/ Often
4.6 Relay information about special requests and dietary or cultural requirements accurately to the kitchen where appropriate	4.59	0.63	Extremely High Extent	4.69	0.56	Very Highly Practiced/ Always
4.7 Observe work technology according to the establishment of standard policy and procedure	4.53	0.67	Extremely High Extent	4.54	0.73	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent

1.50 – 2.49 Acquired/applied to a Low Extent

2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent

4.50 – 5.00 Acquired/applied to an Extremely High Extent

The data collected in Table 8 about communication between the dining area and kitchen shows participants' high performance levels across various metrics. Indicators like promptly placing and sending orders to the kitchen, checking the quality of food in accordance with established standards, inspecting tableware for chips and cleanliness, carrying plates and/or trays safely, informing coworkers promptly when an item is ready for service, relaying accurate information about special requests to the kitchen, and observing work technology are all displayed to an extremely high extent or very highly practiced/always a level of performance by participants.

These excellent results show that participants successfully coordinate and communicate between the dining area and the kitchen, guaranteeing efficient operations and upholding quality standards. They ensure that food preparation can start immediately by sending orders to the kitchen immediately. Checking the quality of the food and the tableware, as well as the cleanliness and presentation standards, demonstrates participants' attention to detail. Additionally, they promptly and precisely relay to the kitchen any pertinent information, such as specific requests or dietary restrictions.

These results have important effects on the creation of supplemental resources. It is crucial to give students instruction that stresses collaboration, efficient communication, and obedience to rules. Case studies, communication drills, and recommendations for upholding quality and safety standards may all be found in the supplemental materials. These can be used to help with the liaison process between the kitchen and dining area.

III. Perceived Extent of Students Acquired Skills in Schools and Applied in the Industry to Promote food and beverage products

The data in Table 9 highlights the participants' product knowledge, focusing on their knowledge of past and present dish trends, various sauce and accompaniment types, common food allergens, special dietary needs, and cultural preferences for food and beverage products. Participants exhibit extraordinarily high levels of knowledge in these domains, either to a very high extent or via extensive practice.

Participants demonstrate a solid grasp of the names of previous and present trends in cuisine, demonstrating their capacity to give clients accurate and recent information. Additionally, they thoroughly understand the various sauces and toppings, enabling them to offer pertinent advice and respond to client questions.



Table 9. *Know the Product*

Indicators	Acquisition of the Core Competencies			Application in Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1.1 Master the names of past and current trends of dishes on the menu	4.55	0.66	Extremely High Extent	4.47	0.84	High Practiced/ Often
1.2 Know different types of sauces and accompaniments	4.51	0.72	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
1.3 Know common food allergens to prevent serious health consequences	4.58	0.66	Extremely High Extent	4.69	0.56	Very Highly Practiced/ Always
1.4 Study the special dietary requirements and cultural needs of food and beverage products	4.53	0.72	Extremely High Extent	4.54	0.73	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

Participants also exhibit a thorough grasp of typical dietary allergies, which is essential for avoiding negative health effects. Their dedication to providing inclusive and individualized service to consumers is highlighted by their awareness of particular dietary restrictions and cultural demands linked to food and beverage goods.

These results have significant repercussions for the creation of supplemental content. Supplemental resources concentrating on menu trends, sauces, allergens, and specific dietary requirements might improve participants' knowledge bases. In-depth manuals, reference graphs, and interactive exercises may all be found in these resources to help students learn the information effectively and apply it to practical situations.

The data provided in Table 10 focuses on participants' propensity for suggestive selling when accepting table reservations. The indicators assessed include offering guests clear explanations and descriptions of food items, specials, or promotions to help them make decisions; suggesting particular menu items; advising food and beverage pairings; giving customers options or choices; using enticing language to describe dishes; and discreetly engaging in suggestive selling.

Table 10. *Undertake Suggestive Selling*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
2.1 Provide information with clear explanations and descriptions of the food items	4.53	0.72	Extremely High Extent	4.47	0.84	High Practiced/ Often
2.2 Offer items on specials or promos to assist guests with food and beverage selections	4.51	0.73	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
2.3 Suggest the name of specific menu items to guests to help them make a choice and know what they want	4.49	0.73	High Extent	4.69	0.56	Very Highly Practiced/ Always
2.4 Recommend standard food and beverage pairings	4.55	0.71	Extremely High Extent	4.54	0.73	Very Highly Practiced/ Always
2.5 Provide several choices or options to guest	4.53	0.75	Extremely High Extent	4.47	0.84	High Practiced/ Often
2.6 Use descriptive words while explaining the dishes to make them more tempting and appetizing	4.53	0.76	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
2.7 Carry out suggestive selling discreetly so as not to be too pushy or too aggressive	4.49	0.74	High Extent	4.53	0.75	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

The findings show that participants consistently perform suggestive selling to a very high extent or at a very high level of proficiency. The ability of participants to clearly explain and describe culinary products allows guests to make educated decisions. The presentation of the dishes is made appealing and tasty by the participants' effective use of descriptive adjectives. This talent enhances the whole eating experience by encouraging patron interest and delight.

Participants also recognize the value of subtly suggesting selling without being overly forceful or aggressive. This strategy ensures a welcoming and delightful dining environment for visitors, increasing their happiness in general. These results suggest that the creation of additional materials should concentrate on improving participants' suggestive marketing abilities. These resources emphasize effective communication strategies, menu knowledge, and customer engagement tactics, which may include training modules, role-playing situations, and practical exercises.



Table 11. Carry out Upselling Strategies

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
3.1 Suggest slow-moving but highly profitable items to increase guest check	4.42	0.78	High Extent	4.6	0.69	Very Highly Practiced/ Always
3.2 Offer second servings of ordered items	4.43	0.68	High Extent	4.6	0.67	Very Highly Practiced/ Always
3.3 Mention food portion or size for possible adjustments with the orders	4.5	0.68	Extremely High Extent	4.49	0.75	High Practiced/ Often
3.4 Recommend new items to regular customers to encourage them to try other items on the menu	4.59	0.63	Extremely High Extent	4.47	0.84	High Practiced/ Often

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

The data shown in Table 11 focuses on how upselling tactics are used when taking reservations for tables. The indicators assessed include promoting items that move slowly but are very profitable, providing additional servings of purchased goods, bringing up food portions or sizes for potential modifications, and introducing new items to loyal consumers. The findings show that participants consistently perform at a high level or are highly practiced when executing upselling methods. Participants are excellent at recommending sluggish but extremely lucrative goods to raise the guest check. By giving customers more choices and maybe improving their dining experience, this method can help the restaurant generate more cash. The ability to upsell by persuading customers to eat more of their preferred foods is also demonstrated by the participants' skillfully offering second portions of ordered products. Participants can boost total sales and guest satisfaction by providing more servings.

Participants also indicate the meal portion or size for potential adjustments with the orders, showing that they know their customers' preferences and are ready to comply with specific demands. This strategy enables a more personalized dining experience, boosting guest satisfaction and encouraging repeat business. These results suggest that creating supplemental materials should concentrate on improving participants' upselling abilities. These resources may consist of training modules that offer tips on spotting slow-moving yet lucrative products, efficient communication methods for promoting second servings, direction on quantity changes, and approaches for introducing new products to loyal clients.

Implementing these supplemental materials can help participants upsell more effectively, generating more income and improving guest experiences.

IV. Perceived Extent of Students Acquired Skills in Schools and Applied in the Industry in Providing food and beverage services to guests

Table 12 presents the data comparing the core and the application in industry practice as perceived by the respondents on how the food orders are served.

Table 12. Serve Food Orders

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1.1 Serve food selections promptly from service areas	4.62	0.57	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
1.2 Check food orders for presentation and appropriate garnish and accompaniments	4.57	0.6	Extremely High Extent	4.54	0.73	Very Highly Practiced/ Always
1.3 Serve food orders to the guests	4.68	0.61	Extremely High Extent	4.47	0.84	High Practiced/ Often
1.4 Serve food orders and clear with minimal disturbance to other guests and in accordance with hygienic requirements	4.55	0.75	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
1.5 Serve food orders in accordance with the enterprise serving style standards	4.55	0.73	Extremely High Extent	4.53	0.75	Very Highly Practiced/ Always
1.6 Mention the name of the dish or order upon serving the guests	4.54	0.71	Extremely High Extent	4.55	0.72	Very Highly Practiced/ Always
1.7 Monitor the sequence of service and meal delivery in accordance with enterprise procedures	4.61	0.69	Extremely High Extent	4.54	0.74	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent



It can be shown that the student's high perceived skill levels in fulfilling food orders are reflected in the mean ratings for all metrics. With mean scores ranging from 4.54 to 4.68, the level of skill acquisition is very high. Students have faith in punctuality, presentation, respect for rules, dish naming, and service sequence observation. Both the classroom and the workplace place much emphasis on these talents.

Students report a high degree of ability in serving food orders learned in the classroom and used in the workplace. The results show that food and beverage service education and training are beneficial.

Table 13. Assist the Diners

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
2.1 Attend to anticipated additional requests or needs of the guest	4.56	0.67	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
2.2 Offer and serve additional food and beverage at the appropriate time	4.5	0.73	Extremely High Extent	4.54	0.73	Very Highly Practiced/ Always
2.3 Provide necessary condiments and appropriate tableware based on the food order	4.52	0.65	Extremely High Extent	4.49	0.83	High Practiced/ Often
2.4 Recognize and follow up delays or deficiencies in service promptly based on enterprise policy	4.53	0.66	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
2.5 Conduct "3-minute check" for guest's satisfaction	4.49	0.68	High Extent	4.53	0.75	Very Highly Practiced/ Always
2.6 Treat children and guests with special needs with extra attention and care	4.56	0.66	Extremely High Extent	4.57	0.71	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

According to the statistics in Table 13, study participants have a high level of competency in serving meals. They consistently attend to guests' anticipated requests and needs, offer and serve extra items at the proper times, provide necessary condiments and tableware, address delays or other service issues immediately, check on customer satisfaction, and pay extra attention to kids and guests with special needs. According to these results, participants are excellent at giving individualized, attentive service to improve the eating experience. The outcomes also show their capacity to quickly identify and resolve problems, resulting in complete guest satisfaction. Creating supplemental resources can concentrate on honing these abilities further, such as foreseeing guest wants, efficient communication for upselling, dealing with service delays, and accommodating special needs.

Restaurants may strive for consistently great service by using these supplemental resources, boosting customer loyalty, positive word-of-mouth referrals, and guest satisfaction.

Table 14. Perform Banquet or Catering Food Service

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
3.1 Prepare and check service ware for completeness ahead of time	4.61	0.64	Extremely High Extent	4.51	0.75	Very Highly Practiced/ Always
3.2 Set up tables and chairs in accordance with the event requirements	4.59	0.7	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
3.3 Serve food according to general service principles	4.57	0.66	Extremely High Extent	4.53	0.75	Very Highly Practiced/ Always
3.4 Handle food based on food safety procedures	4.57	0.69	Extremely High Extent	4.57	0.71	Very Highly Practiced/ Always
3.5 Ensure coordinated service of meal courses	4.63	0.62	Extremely High Extent	4.51	0.75	Very Highly Practiced/ Always
3.6 Keep assigned areas clean in accordance with enterprise procedure	4.6	0.64	Extremely High Extent	4.5	0.79	Very Highly Practiced/ Always
3.7 Clear tables and bring soiled dishes for dishwashing after the event or function	4.56	0.72	Extremely High Extent	4.58	0.7	Very Highly Practiced/ Always
3.8 List and monitor the number of guests being served	4.56	0.68	Extremely High Extent	4.54	0.73	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49. Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

Based on the information in Table 14, it can be concluded that research participants are highly skilled at providing banquet or catering meal service. They demonstrate excellence in several areas, such as preparing and inspecting service ware, arranging tables and chairs in accordance with event specifications, serving food in accordance with general service principles, adhering to food safety procedures, ensuring coordinated meal course service, maintaining cleanliness in designated areas, clearing tables and handling soiled dishes, and precisely tracking the number of guests being served.

These results imply that participants have the abilities and knowledge to provide outstanding banquet or catering meal service. They ensure everything is set up and presented properly, follow food safety procedures, and keep everything clean throughout the meal. The high mean scores and low standard deviations indicate a consistent and reliable performance in these areas.

Creating supplemental materials for the study should concentrate on improving participant performance in areas like effective table setup, efficient meal course coordination, improved guest number monitoring, and improved cleanliness measures. Organizations can improve the caliber of their banquet or catering food service by offering more training and resources in these areas.

The use of these supplemental resources can increase the success of banquet or catering events by increasing efficiency, guest happiness, and all-around success. Additionally, it can support glowing testimonials, recurring business, and an improved reputation for delivering first-rate dining services.

Table 15. *Serve Beverage Orders*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
4.1 Pick up beverage orders promptly from the bar	4.51	0.67	Extremely High Extent	4.51	0.67	Extremely High Extent
4.2 Check beverage orders for presentation and appropriate garnishes	4.58	0.66	Extremely High Extent	4.58	0.66	Extremely High Extent
4.3 Serve beverages at appropriate times during the meal	4.51	0.75	Extremely High Extent	4.51	0.75	Extremely High Extent
4.4 Serve beverages efficiently according to established standards of service	4.49	0.72	High Extent	4.49	0.72	High Extent
4.5 Serve beverages at the right temperature	4.53	0.73	Extremely High Extent	4.53	0.73	Extremely High Extent
4.6 Open full-bottle wine orders efficiently with minimal disturbance to other guests	4.45	0.72	High Extent	4.45	0.72	High Extent
4.7 Carry out coffee and/or tea service in accordance with established procedures	4.54	0.65	Extremely High Extent	4.54	0.65	Extremely High Extent

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent

1.50 – 2.49 Acquired/applied to a Low Extent

2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent

4.50 – 5.00 Acquired/applied to an Extremely High Extent

The statistics in Table 15 show that research participants had a high level of expertise in serving beverage orders. They consistently display excellence in several beverage service-related areas, such as picking up drink orders from the bar promptly, inspecting orders for presentation and garnishes, serving beverages at the proper times during meals, efficiently serving beverages in accordance with established standards, making sure beverages are served at the proper temperature, opening full bottle wine orders efficiently, and providing coffee and/or tea service in accordance with established procedures.

The participants appear to have a solid comprehension of beverage service protocols and regularly provide high-quality service, according to the high mean scores and low standard deviations across all metrics. Checking beverage orders and ensuring they are properly presented demonstrates their meticulous attention to detail. Additionally, participants demonstrate high professionalism and expertise by providing beverages quickly, effectively, and complying with established standards.

Based on these findings, additional study materials could be created to improve participants' abilities in areas like increasing beverage service efficiency, opening wine bottles without disturbing other guests, and improving coffee and/or tea service procedures. Giving employees extra resources and training in these areas can lead to exceptional and smooth beverage service experiences.

These supplemental materials can improve dining experiences, beverage service efficiency, and guest happiness. Additionally, it can support the establishment's image by providing exceptional beverage service, great ratings, and client loyalty.

The data leads to the conclusion that the personnel exhibits a high level of proficiency in the payments and receipts process. The high mean scores show that the procedures are regularly followed, and the standard deviations indicate the low levels of variance among the employees.

The findings in Table 16 shows a significance for creating additional training materials and enhancing the staff's existing knowledge and skills in managing payments and receipts. To ensure adherence to corporate policies, areas with somewhat lower mean scores, such as Indicator 5.5, may call for more attention in the supporting materials. The information demonstrates how well the staff manages the



payment process and ensures client happiness.

Table 16. *Process Payments and Receipts*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
5.1 Prepare and process bills accurately in coordination with the cashier	4.63	0.65	Extremely High Extent	4.46	0.72	High Practiced/ Often
5.2 Verify the amount due with the customer	4.62	0.66	Extremely High Extent	4.55	0.64	Very Highly Practiced/ Always
5.3 Accept cash and non-cash payments and issue receipts	4.55	0.63	Extremely High Extent	4.55	0.67	Very Highly Practiced/ Always
5.4 Give the required change	4.58	0.68	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
5.5 Complete required documents in accordance with enterprise policy	4.6	0.61	High Extent	4.55	0.66	Very Highly Practiced/ Always

Legend:
 1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent
 3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

Table 17. *Conclude Food Service and Close Down Dining Area*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
6.1 Remove soiled dishes when guest have finished their meal	4.54	0.66	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
6.2 Handle food scraps in accordance with hygiene regulations and enterprise procedures	4.53	0.71	Extremely High Extent	4.55	0.67	Very Highly Practiced/ Always
6.3 Clean and store equipment in accordance with hygiene regulations and enterprise procedures	4.55	0.67	Extremely High Extent	4.54	0.74	Very Highly Practiced/ Always
6.4 Clear and reset tables and make ready for the next set when	4.54	0.67	Extremely High Extent	4.55	0.67	Very Highly Practiced/ Always

Legend:
 1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent
 3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

According to the information in Table 17, the responders are excellent at ending meal service and shutting down the dining area. Extremely high mean scores were given to all the indications, which included clearing and resetting tables, handling food scraps, cleaning and storing equipment, and removing filthy dishes. This is a sign of consistency and competence in these procedures. These results imply that the staff keeps the dining space tidy and orderly, follows hygiene guidelines, and efficiently prepares for the following setting.

The creation of supplemental materials can concentrate on reinforcing sanitary standards, stressing the significance of prompt dish removal and table resetting, and offering instructions on handling food leftovers properly. The staff's competence in these areas helps clients have a good eating experience.

Table 18. *Manage Intoxicated Persons*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
7.1 Determine levels of intoxication of the customers	4.56	0.66	Extremely High Extent	4.46	0.74	High Practiced/ Often
7.2 Refer difficult situations to the appropriate person	4.52	0.68	Extremely High Extent	4.53	0.71	Very Highly Practiced/ Always
7.3 Apply an appropriate procedure to the situation and in accordance with enterprise policy	4.58	0.69	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
7.4 Apply legislative requirements	4.46	0.78	High Extent	4.49	0.7	High Practiced/ Often

Legend:
 1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent
 3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

Table 18 shows how skilled the personnel is at handling intoxicated people. The staff's proficiency in managing these tough situations is reflected by the indicators' high mean scores, which include evaluating intoxication levels, referring to problematic situations, using suitable procedures, and complying with legal requirements. The staff appears knowledgeable and skilled in dealing with drunk clients based on the extremely high and highly practiced (always vocal) interpretations.

These conclusions have effects on the creation of supplemental materials. To guarantee that the proper measures are taken, it is imperative to emphasize the significance of precisely determining intoxication levels. Further enhancing the staff's capacity to control intoxicated individuals is the provision of instruction on handling challenging circumstances while keeping to corporate rules and legal regulations.

Overall, the staff's proficiency in dealing with drunk people is commendable, and additional resources can concentrate on bolstering and improving their current abilities in this area. The personnel will be able to maintain a responsible and safe atmosphere for both the customers and the business.

V. Perceived Extent of Students Acquired Skills in Schools and Applied in the Industry in Providing Room Service

Table 19. *Take and Process Room Service Orders*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1.1 Attend to telephone calls promptly and courteously	4.64	0.58	Extremely High Extent	4.49	0.77	High Practiced/ Often
1.2 Check and use guests' names throughout the interaction	4.54	0.66	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
1.3 Clarify, repeat, and check details of orders with guests for accuracy	4.59	0.68	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
1.4 Use suggestive selling techniques when appropriate	4.5	0.74	Extremely High Extent	4.46	0.72	High Practiced/ Often
1.5 Advise guests of the approximate time of delivery	4.58	0.67	Extremely High Extent	4.55	0.64	Very Highly Practiced/ Always
1.6 Record room service orders and check relevant information in accordance with established policies and procedures	4.55	0.72	Extremely High Extent	4.55	0.67	Very Highly Practiced/ Always
1.7 Interpret room service orders received from doorknob docketts	4.51	0.73	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
1.8 Transfer orders promptly to the appropriate location for preparation	4.53	0.73	Extremely High Extent	4.55	0.66	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent

1.50 – 2.49 Acquired/applied to a Low Extent

2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent

4.50 – 5.00 Acquired/applied to an Extremely High Extent

The information in Table 19 focuses on how well the staff handles taking and processing orders for room service. The signs include using guests' names, clarifying order specifics, using suggestive marketing strategies, informing guests of delivery times, accurately entering orders, reading doorknob docket orders, and swiftly transferring orders. The workforce excels in these areas, as evidenced by the mean ratings for these indicators, which show an incredibly high level of practice.

This research has significant ramifications for creating supplemental materials. To ensure a great guest experience, it is essential to highlight the value of prompt and polite telephone etiquette. The second way to improve personalized service is by encouraging the use of visitors' names throughout the exchange. Thirdly, emphasizing effective communication strategies can reduce errors by emphasizing the importance of repeating and clarifying order information.

The indications show a high level of proficiency, and the staff's performance in accepting and processing room service orders is excellent. Creating additional training materials that cover telephone etiquette, individualized service, effective communication, suggestive selling, delivery time management, and adherence to policies and procedures can further the staff's abilities and help guests have an exceptional room service experience.

Data on the arrangement of trays and trolleys for room service is included in Table 20. The indicators include setting up trays and trolleys with balance, safety, and aesthetics in mind, aligning them with food and beverage orders, checking orders before delivery, and covering food items during transport. They also include preparing supplies and equipment in accordance with established procedures, inspecting their cleanliness, and using them. The average scores show that these duties are consistently performed to an extremely high level of proficiency by the workforce.

These conclusions have effects on the creation of supplemental materials. First and foremost, consistency and quality are ensured by stressing the significance of adhering to establish protocols when preparing equipment and supplies. Second, stressing the importance



of routinely checking and maintaining cleanliness and conditions aids in maintaining hygienic standards.

Table 20. *Set-Up Trays and Trolleys*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
2.1 Prepare room service equipment and supplies in accordance with established procedures	4.61	0.75	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
2.2 Select and check room service equipment and supplies for cleanliness and condition	4.5	0.75	Extremely High Extent	4.55	0.67	Very Highly Practiced/ Always
2.3 Set-Up trays and trolleys, keeping in mind balance, safety, and attractiveness	4.48	0.85	High Extent	4.64	0.58	Very Highly Practiced/ Always
2.4 Set up room service trays and trolleys according to the food and beverage orders	4.54	0.71	Extremely High Extent	4.55	0.67	Very Highly Practiced/ Always
2.5 Check orders before leaving the kitchen for delivery	4.53	0.7	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
2.6 Cover the food items in delivering to the room	4.65	0.56	Extremely High Extent	4.63	0.61	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

The visual presentation and overall visitor experience can be improved by offering training on putting up trays and trolleys emphasizing balance, safety, and attractiveness. Accuracy and efficiency are improved by emphasizing the alignment of trays and trolleys with specified food and beverage orders.

In conclusion, the indicators show that the personnel consistently perform exceptionally well when setting up trays and trolleys for room service. A seamless and pleasurable room service experience for customers can be achieved by creating supplemental materials highlighting adherence to protocols, cleanliness, visual presentation, order accuracy, double-checking, and food handling.

Table 21. *Present and Serve Food and Beverage Orders to Guests*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
3.1 Verify the guest’s name on the bill before announcing the staff’s presence outside the door	4.62	0.64	Extremely High Extent	4.64	0.61	Very Highly Practiced/ Always
3.2 Greet guests politely	4.59	0.73	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
3.3 Ask the guest where they want to place the tray or trolley	4.58	0.67	Extremely High Extent	4.5	0.66	Very Highly Practiced/ Always
3.4 Deliver food orders at the desired time of the guest	4.64	0.61	Extremely High Extent	4.64	0.58	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

Data on the indicators for presenting and servicing food and beverage orders to visitors are shown in Table 21. These signs include respectfully greeting customers, asking where they would like the tray or trolley placed, and delivering food orders at the guest's requested time. They also check the guest's name on the bill before declaring the staff's presence outside the door. The staff consistently performs well in these areas, according to the staff's mean scores for these indications, which point to an exceptionally high extent or a very highly practiced or always-high level.

The information has a few consequences for the creation of supplemental content. First, the staff's attention to detail and dedication to offering individualized service is highlighted by the high mean score for checking the guest's name on the bill. It is possible to highlight the significance of this practice and make sure that it becomes a normal routine for all staff members by creating supplemental materials that underline its importance.

Indicators such as courteous greetings and inquiries about tray or trolley placement preferences show the staff's commitment to providing a warm and pleasant dining experience. To further develop the staff's interpersonal skills, supplemental materials can offer instructions and training on effective communication strategies, customer service etiquette, and ways to anticipate and meet visitors' requirements.

Additionally, the high mean score for delivering meal orders at the guest-specified time demonstrates the staff's efficiency and



dedication to exceeding customers' expectations. A high degree of service consistency can be maintained by creating supplemental materials that address time management, cooperation with the kitchen crew, and tactics for ensuring prompt delivery.

In conclusion, Table 21's data demonstrates the staff's excellent performance in presenting and serving guests' food and beverage orders. Creating additional resources that emphasize the value of checking guests' names, giving courteous greetings, accommodating tray or trolley placement, and prompt delivery will improve the staff's abilities and result in a superior dining experience.

Table 22. Present Room Service Account

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
4.1 Check and present guests' accounts for accuracy in accordance with established procedures	4.59	0.69	Extremely High Extent	4.55	0.67	Very Highly Practiced/ Always
4.2 Present cash payments to the cashier for processing in accordance with established guidelines	4.53	0.72	Extremely High Extent	4.5	0.68	Very Highly Practiced/ Always
4.3 Present charge accounts to guests for signing based on established policies and procedures	4.66	0.6	Extremely High Extent	4.63	0.61	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

Data on the indicators connected to showing guests the room service account is shown in Table 22. These indications consist of verifying and displaying the accuracy of the visitors' accounts, handing over cash payments to the cashier for processing, and handing over charge accounts to the guests for signature. The staff consistently performs well in these areas, as seen by the extremely high extent or highly practiced/always level indicated by the mean scores for these indicators.

The information has several consequences for creating supplemental materials. First, the high mean score for checking and presenting visitors' accounts highlights the staff's attention to detail and dedication to guaranteeing accuracy. The staff's skill in this area can be further improved by creating supplemental documents detailing the steps for checking and verifying accounts, typical problems to watch out for, and ways to address any inconsistencies.

Second, the indicators relating to customers using charge cards and personnel delivering cash to the cashier emphasize the staff's compliance with the establishment's rules and standards. Training on the correct handling and processing of cash payments, including security precautions and reconciliation procedures, can be provided through supplemental materials. The supplemental materials can also include instructions for presenting charge accounts, ensuring correct authorization, and guest acknowledgment to maintain a uniform and effective process.

Additionally, the staff appears adept at connecting with and gaining customers' consent based on the high mean score for providing charge accounts to guests for signing. The staff's competence in this area can be further improved by creating supplemental materials emphasizing efficient communication methods, guest privacy and confidentiality, and legal considerations.

In conclusion, Table 22's data show that the staff consistently does a good job of giving visitors room service invoices. To maintain a high level of professionalism and client satisfaction in the presentation of room service accounts, supplemental materials should be created that emphasize the value of accuracy, offer instructions for managing cash payments and charge accounts, and improve communication abilities.

Table 23. Clear Away Room Service Equipment

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
5.1 Explain the procedures for taking away the tray and trolley after the guest have finished their meal	4.55	0.64	Extremely High Extent	4.51	0.7	Very Highly Practiced/ Always
5.2 Check and clean the floors in accordance with the establishment's procedure	4.59	0.65	Extremely High Extent	4.62	0.61	Very Highly Practiced/ Always
5.3 Clean and clear dirty trays in accordance with the establishment's procedure	4.6	0.68	Extremely High Extent	4.64	0.58	Very Highly Practiced/ Always
5.4 Clean and return trays and trolleys to the room service area	4.65	0.64	Extremely High Extent	4.59	0.65	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent



Data on the indicators for putting away room service equipment are shown in Table 23. The average ratings show a very high level of adherence to the prescribed processes. After customers have finished their meals, the room service staff always explains how to remove trays and trolleys. Additionally, they show devotion by checking, cleaning, and clearing the soiled trays off the tables and floors. Additionally, they ensure that trolleys and trays are washed and returned to the designated room service location.

These results suggest that the room service staff is quite knowledgeable about the required procedures for equipment disposal. Creating supplemental materials could emphasize the significance of clear communication when describing procedures to visitors. It would also be helpful to offer advice on effective floor cleaning methods and stress the importance of maintaining cleanliness and hygiene while handling soiled trays.

Furthermore, the extensive experience with cleaning and returning trays and trolleys indicates the efficacy of the current techniques. However, it is possible to guarantee that these procedures are constantly followed by offering ongoing training and reinforcement. Best practices for cleaning, storing, and transporting trays and trolleys can be included in the supplemental materials, along with reminders to keep the room service space tidy and orderly.

VI. Perceived Extent of Students Acquired Skills in Schools and Applied in the Industry in Receiving and handling guest concerns

Table 24. *Listen to the Customer's Complaint*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
1.1 Obtain the entire story or issue of concern from the guests without interruption	4.55	0.69	Extremely High Extent	4.6	0.6	Very Highly Practiced/ Always
1.2 Note the details of the guest's complaint or concern	4.53	0.63	Extremely High Extent	4.5	0.67	Very Highly Practiced/ Always
1.3 Give full attention to the complaining guest	4.63	0.59	Extremely High Extent	4.6	0.56	Very Highly Practiced/ Always
1.4 Paraphrase guest complaint to determine if the concern is correctly understood	4.46	0.8	High Extent	4.55	0.66	Very Highly Practiced/ Always

Legend: 1.00 – 1.49 Acquired/applied to an Extremely Low Extent 3.50 – 4.49 Acquired/applied to a High Extent
 1.50 – 2.49 Acquired/applied to a Low Extent 4.50 – 5.00 Acquired/applied to an Extremely High Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

Data on metrics evaluating the staff's propensity to hear customer complaints is shown in Table 24. The findings show that listening skills are performed at an incredibly high level, with consistently high scores and few standard deviations. The data shows that employees are excellent at gathering the full customer story (mean = 4.55) and documenting the specifics of complaints (mean = 4.53). Additionally, they pay close attention to guests who complain (mean = 4.63) and accurately summarize their issues (mean = 4.46).

In conclusion, the data emphasize how well-trained staff members are at listening to consumer problems. The implications for creating supplemental information based on these findings are notable. Future research might explore more customer service facets for future supplementary material development. The data shows that the study's service staff already performs high when paying attention to client complaints. Therefore, providing supplemental content to compensate for shortcomings in this area might not be essential. Instead, work can be done to uphold and reinforce the current high-performance standards.

Table 25. *Apologize to the Customer*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
2.1 Offer a sincere apology for the disservice	4.61	0.62	Extremely High Extent	4.58	0.67	Very Highly Practiced/ Always
2.2 Show empathy with genuine concern and consideration to the guests	4.52	0.75	Extremely High Extent	4.52	0.7	Very Highly Practiced/ Always
2.3 Avoid excuses or blaming others	4.53	0.79	Extremely High Extent	4.64	0.58	Very Highly Practiced/ Always
2.4 Express gratitude to the guest for bringing the matter up for attention	4.55	0.71	Extremely High Extent	4.68	0.59	Very Highly Practiced/ Always

Legend: 1.00 – 1.49 Acquired/applied to an Extremely Low Extent 3.50 – 4.49 Acquired/applied to a High Extent
 1.50 – 2.49 Acquired/applied to a Low Extent 4.50 – 5.00 Acquired/applied to an Extremely High Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

Data on the metrics used to assess the staff's capacity to offer consumers an apology are shown in Table 25. The results show consistently high mean scores and quite small standard deviations, which point to extremely high proficiency levels in apologetic skills.



The data shows that staff members excel at expressing genuine regret for the poor service (mean = 4.61) and empathetic concern (mean = 4.52). Additionally, they avoid making excuses or blaming others (mean = 4.53) and express appreciation to the visitors for bringing the subject up (mean = 4.55).

These results suggest that additional materials for honing apologizing abilities may not be required. The employees demonstrate great competency in this area by demonstrating honest apologies, empathy, avoiding blame, and expressing thanks.

An effective apology is essential to address consumer complaints and preserve good customer relations. The staff's capacity to honestly apologize and display empathy influences customer loyalty and satisfaction.

Continuous training and reinforcement can be used to maintain and improve these skills. Staff members can improve their apology skills and deal with customer problems using role-playing scenarios, case studies, and customer feedback analyses.

To sum up, the data emphasize the staff's strong apology skills in resolving client complaints. The high mean scores show they are skilled at apologizing sincerely, demonstrating empathy, assuming no responsibility, and expressing gratitude. Regularly applying these abilities and their contribution to satisfying client experiences can be ensured by emphasizing training and reinforcement.

Table 26. *Take Proper Action on the Complaint*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
3.1 Take appropriate action regarding guest's concerns	4.64	0.59	Extremely High Extent	4.65	0.59	Very Highly Practiced/ Always
3.2 Inform the right person or department of the proper action	4.61	0.68	Extremely High Extent	4.62	0.54	Very Highly Practiced/ Always
3.3 Elevate or refer difficult situations or serious concerns to a higher authority	4.6	0.65	Extremely High Extent	4.54	0.62	Very Highly Practiced/ Always
3.4 Follow up and check problem is solved or not	4.62	0.58	Extremely High Extent	4.71	0.51	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

The information in Table 26 reveals that the team consistently performs at an exceedingly high level when managing client complaints. They are excellent at taking the proper action, alerting the appropriate parties, raising serious concerns, and ensuring that issues are resolved. These results indicate that there is little need for further materials in this area because the staff's skills in handling complaints are already highly developed. However, ongoing instruction and affirmation might help to bolster their skills even more. Overall, their ability to resolve client issues increases client loyalty and happiness. Further aspects of complaint handling can be explored in future research to find potential areas for improvement and supplemental resources.

Table 27. *Record Complaint*

Indicators	Acquisition Of The Core Competencies			Application In Industry Practice		
	Mean	SD	Interpretation	Mean	SD	Interpretation
4.1 Document complaints according to established standard procedures	4.62	0.67	Extremely High Extent	4.68	0.52	Very Highly Practiced/ Always
4.2 Recognize personal concern and record actions taken	4.57	0.62	Extremely High Extent	4.62	0.52	Very Highly Practiced/ Always
4.3 Log and collate feedback received from the guests	4.55	0.74	Extremely High Extent	4.57	0.59	Very Highly Practiced/ Always

Legend:

1.00 – 1.49 Acquired/applied to an Extremely Low Extent
 1.50 – 2.49 Acquired/applied to a Low Extent
 2.50 – 3.49 Acquired/applied to a Moderate Extent

3.50 – 4.49 Acquired/applied to a High Extent
 4.50 – 5.00 Acquired/applied to an Extremely High Extent

The information in Table 27 illustrates that the staff routinely performs at an exceedingly high level when documenting client concerns. They follow the organization's established standards for complaint documentation, consider people's worries, and accurately document the steps performed. Additionally, they efficiently record and compile visitor feedback. These results suggest there is little need for supplemental materials because the personnel is skilled at complaint documentation and feedback management.

However, ongoing instruction and reinforcement can improve their capacity for compiling and arranging complaint data. Creating supplemental documents that offer advice on sophisticated recording methods or efficient feedback analysis could help make complaint management procedures even more effective.

Table 28. Significant difference between the assessment of the respondents on the acquisition of the core competencies in FBS and its application in industry practice

	<i>Core competencies</i>	<i>Acquisition of the core competencies</i>		<i>Application in industry practice</i>		<i>t</i>	<i>Sig. (2-tailed)</i>	<i>95% Confidence Interval of the Difference</i>	
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			<i>Lower</i>	<i>Upper</i>
1.	Preparing the dining room/restaurant area for service	4.49	0.51	4.5	0.61	-0.312	0.755	-0.083	0.06
2.	Welcoming guests and taking food and beverage orders	4.59	0.5	4.56	0.53	0.949	0.345	-0.031	0.088
3.	Promoting food and beverage products	4.52	0.56	4.54	0.6	-0.573	0.568	-0.091	0.05
4.	Providing food and beverage services to guests	4.56	0.52	4.52	0.43	1.285	0.201	-0.021	0.097
5.	Providing room service	4.57	0.54	4.55	0.43	0.432	0.666	-0.07	0.109
6.	Receiving and handling guest concerns	4.57	0.54	4.6	0.4	-0.703	0.484	-0.116	0.055

There is no significant difference between the assessment of the respondents on the acquisition of the core competencies in FBS and its application in industry practice in terms of Preparing the dining room/restaurant area for service, Welcoming guests, and taking food and beverage orders, Promoting food and beverage products, Providing food and beverage services to guests, Providing room service, and Receiving and handling guest concerns.

The study aimed to determine if there is a significant difference between the assessment of the respondents on the acquisition of core competencies in food and beverage services (FBS) and its application in industry practice. The results showed that there was no significant difference between the acquisition and application of the core competencies in all areas measured, namely: preparing the dining room/restaurant area for service, welcoming guests and taking food and beverage orders, promoting food and beverage products, providing food and beverage services to guests, providing room service, and receiving and handling guest concerns.

The mean scores for the acquisition of core competencies ranged from 4.49 to 4.59, while the mean scores for the application in industry practice ranged from 4.52 to 4.6. The standard deviations ranged from 0.4 to 0.61, indicating that the responses were clustered around the mean score for each item.

The results of the t-tests showed that the p-values for all six items were above the alpha level of 0.05, indicating no significant difference between the acquisition and application of the core competencies. The 95% confidence intervals for the difference in means also included zero for all six items, further supporting the finding of no significant difference.

Overall, the study's results suggest that the respondents' assessment of their acquisition of core competencies in FBS is consistent with their application of those competencies in industry practice. One possible limitation of this study is that the sample consisted of graduates of a single university program in the Philippines, which may limit the generalizability of the findings to other contexts. Further research with a more diverse sample would be needed to confirm these results.

Conclusions

Based on the findings revealed in the study by clearing the ideas, the following conclusions were made:

The null hypothesis is "There is no significant difference between the assessment of the respondents on the acquisition of the core competencies in FBS and its application in industry practice." Is directly sustained in this study.

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