

## Development and validation of contextualized scripts for food and beverage services

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**Abstract:** There is a lack of standard and common scripts for Food and Beverage Services, and this has led to gaps in students' practical learning experiences, particularly in developing effective communication and customer service skills. This study, therefore, aimed to develop and validate contextualized scripts for Food and Beverage Services (FBS) to enhance the communicative competencies of Senior High School students undergoing National Certificate II (NC II) Training. Specifically, it identified the least developed communicative sub-competencies among students, determined the level of acceptability of the developed scripts in terms of content, format, presentation and organization, and accuracy and up-to-datedness, and created an output to address the least developed sub-competencies of the students. A developmental research design was utilized, involving 30 senior high school (SHS) students and 6 expert validators from the Technical Education and Skills Development Authority (TESDA) and the Department of Education (DepEd). Data analysis using frequency count, percentage, and mean revealed that students struggled with menu knowledge, guest interaction, and descriptive language. The developed contextualized scripts were rated in general and in terms of content, format, presentation and organization, and accuracy and up-to-datedness were all described as "Very Acceptable" by validators. These findings suggest that the contextualized scripts effectively address skill gaps and enhance industry readiness. With this, it is recommended that students and teachers integrate these scripts into practical learning experiences, school heads include them in TVL curricula, and DepEd consider expanding their use across technical-vocational programs. Future research may explore their long-term impact on employability and workforce integration.

**Keywords:** Communicative sub-competencies, Contextualized scripts, Development, Food and Beverage Services, Validation

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## INTRODUCTION

The Food and Beverage Services (FBS) sector plays a significant role in the hospitality industry, offering a wide range of services that require specific communication skills, particularly in customer interaction and service delivery. In educational institutions like the Department of Education (DepEd), the lack of standard and common scripts for FBS has been a persistent issue. This has led to gaps in students' practical learning experiences, particularly in developing effective communication and customer service skills, which are essential for their future careers in the industry.

As observed by the researcher, teachers and trainers are often forced to improvise and adapt materials, resulting in inconsistencies in the teaching process and leaving students without a structured framework to follow. As a result, students may struggle to communicate confidently, potentially affecting their overall performance and preparedness for real-world job demands. Furthermore, the scarcity of localized and contextualized instructional materials makes it difficult

to address the diverse needs of students from varying backgrounds, preventing them from fully engaging with the subject matter.

A huge amount of research shows that customizing training improves service quality. Contextual training has improved employees' skills, knowledge, and confidence, which correlates with better customer service results (Chao & Shih, 2018; Shen & Tang, 2018). Contextualized script writing ensures task consistency and treatment quality that meet the different expectations of customers while at the same time reducing errors in service delivery (Arasanmi & Ojo, 2019). Contextualized scripts also ensure structured dialogues and responses, which assist the staff in communicating their message clearly and confidently. Clear communication in service encounters has been shown to engender trust and increase customer satisfaction, especially when the scripts have been developed in such a way as to address the most common queries or complaints (Nguyen et al., 2022).

However, the use of scripts is not without criticism. According to Scerri et al. (2017), stringent scripts invoke a psychological perception that communication is not genuine or is termed 'surface acting,' which customers are conditioned to detect and associate negatively with the overall experience. It is important to balance the task's consistency and real personal relationships. Flexible scripting techniques can be used together with employee training in authentic delivery to solve these problems. Research by Philemon (2023) has also shown that utilizing contextualized scripts during menu presentations, greetings, or guest engagement positively enhances customer experience. In addition, competent scripting covers personalization and professional standards. However, while overly rigid scripts seem impersonal, flexible ones promote natural interaction and make customers feel valued.

The validation processes of such scripts focus on real-world applications and test them in different kinds of food and beverage operations. The assessment criteria include customer satisfaction surveys and performance measures aligned to benchmark industry practices. When employees perceive training as relevant and useful, their motivation and commitment levels improve, leading to increased performance that ultimately benefits organizational results. The focus on contextualization also ensures that scripts are being developed to meet specific challenges in local service environments, which matter for global industries like hospitality (Ocen et al., 2017).

The present study sought to address the current gaps in Food and Beverage Services training by developing and validating contextualized scripts tailored to the needs of students in the Department of Education (DepEd). This study assessed the students' competencies from the Training Regulations of the Food and Beverage Services National Certificate II from the Technical Education and Skills Development Authority (TESDA). Since the lack of standardized scripts in the FBS context has resulted in varied teaching practices, which can hinder the development of essential communication skills necessary for students' success in the hospitality industry, this study aimed to remedy this gap. These newly developed contextualized scripts will serve as standardized, culturally relevant instructional tools aligned with the educational goals of the Food and Beverage Services programs while reflecting the regional and cultural concerns of the students. By ensuring

a structured approach to training, these scripts will better prepare students to communicate effectively and confidently, improving their overall learning experience.

Therefore, this study is aligned with the Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes the importance of quality education (Barbier & Burgess, 2017). By providing a more consistent and contextually appropriate learning framework, the study contributes to improving the quality of education in the FBS field, ensuring that students are well-equipped with technical skills and the communication skills necessary for their future careers. Additionally, based on Vinuesa et al. (2020), the research may also be supported by Sustainable Development Goals Goal Number 8, which focuses on promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. The developed contextualized scripts will help foster job readiness in students, improving their chances of securing employment in the hospitality sector.

In line with Capiz State University's (CAPSU) research goals, this study also promotes innovation and localized solutions in education. By developing a context-sensitive approach to Food and Beverage Services training, the research aims to contribute to CAPSU's mission of advancing knowledge that supports regional development and empowers students to achieve their professional goals (CAPSU.edu.ph, 2025).

By realizing the development and validation of contextualized scripts for Food and Beverage Services, this study will enhance the quality of Food and Beverage Services education and support the professional growth of future workers in the hospitality industry.

### *Research Objectives*

This study was conducted to develop and validate contextualized scripts for Food and Beverage Services. Specifically, it sought to answer the following questions:

1. What are the least developed communicative sub-competencies in Food and Beverage Services National Certificate II Training Regulations of Senior High School students?;
2. What is the level of acceptability of the developed contextualized scripts for Food and Beverage Services in general and in terms of content, format, presentation and organization, and accuracy and up-to-datedness?; and
3. What output can be developed to address the least communicative sub-competencies in Food and Beverage Services National Certificate II of Senior High School?

## METHODOLOGY

### *Research Design*

This study employed developmental research design, a structured and methodical approach aimed at designing, refining, and validating innovative products or processes to address specific educational needs. Developmental research is particularly valuable in fields where practical application and continuous improvement are essential, as it involves iterative testing, evaluation, and revision to ensure the effectiveness and relevance of the developed product (Edmonds &

Kennedy, 2016). In this study, this research design played a crucial role in the systematic creation and validation of contextualized scripts for food and beverage services, ensuring that they are theoretically grounded and practically applicable. By employing this approach, the study not only produced learning materials that align with real-world industry standards but also contributed to the broader field of education by developing a resource that enhances teaching and learning in the hospitality sector.

### *Respondents and Locale of the Study*

The study was conducted in the Schools Division of Capiz, Tapaz West District, for the School Year 2024-2025.

Tapaz is a landlocked municipality in the coastal province of Capiz, Philippines. It is composed of 58 barangays, each with unique cultural and economic contributions. The municipality thrives on agriculture, trade, and local traditions (PhilAtlas, 2024). The municipality has nine secondary schools, five of which belong to the Tapaz West District. The researcher chose two of those schools as the locale for the study—San Nicolas National High School at Barangay San Nicolas, Tapaz, Capiz, and Tapaz National High School at Poblacion, Tapaz, Capiz.

The evaluators of the study were the six (6) experts who are 1 National Certificate II Holder and Assessors from the Technical Education and Skills Development Authority (TESDA) as a content specialist; 2 TVL-FBS teachers who are also NC II holders; 2 English Teachers as Language Critic; and 1 Education Program Supervisor in EPP/TLE/TVL from the Schools Division of Capiz, Capiz, Philippines, for School Year 2024-2025.

Further, the 30 students, with 15 from San Nicolas National High School and another 15 from Tapaz National High School, who assessed their confidence in the delivery of communicative dialogues in Food and Beverage Services based on the Training Regulations Manual of the Food and Beverage Services National Certificate II from the Technical Education and Skills Development Authority (TESDA) also became validators of the developed contextualized scripts in Food and Beverage Services.

### *Research Instrument*

The researcher used a researcher-made assessment to identify the competencies needed to develop the script for Food and Beverage Services. The researcher surveyed 30 Senior High School students to assess their confidence in possessing the skills to deliver communicative dialogues based on the Training Regulations Manual of the Food and Beverage Services National Certificate II from the Technical Education and Skills Development Authority (TESDA). It was composed of 99 items of statements, and the respondents were to respond whether they were confident or not confident in possessing those competencies. The elements included in the assessment were Taking table reservations (items 1-5), Welcoming and greeting guests (items 6-8), Seating guests (items 9-13), Taking food and beverage orders (items 14-18), Knowing the product (19-23), Undertaking suggestive selling (items 24-30), Carrying out upselling strategies (items 31-34), Serving food orders (items 35-40), Assisting diners (items 41-46), Serving beverage orders (items 47-54), Processing payments and receipts (items 55-59), Concluding food service and closing down dining

area (items 60-65), Taking and processing room service orders (items 66-73), Presenting and serving food and beverage orders to guests (items 74-77), Presenting room service account (items 78-80), Clearing away room service equipment (items 81-84), Listening to the complaint (items 85-88), Apologizing to the guest (items 89-92), Taking proper action on the complaint (items 93-96), and Recording complaint (items 97-99).

On the other hand, the developed contextualized scripts were rated according to the Evaluation Rating Sheet for PRINT Resources adopted from the Department of Education (DepEd) Learning Resource Management and Development System (LRMDS). The sheet includes items on content, format, presentation and organization, and accuracy and up-to-datedness. The rating sheet indicates the specified scores needed for the scripts to pass or fail the validation process. The evaluation tool, adopted from the DepEd LRMDS, comprises four factors answerable in a 4-point Likert Scale: content, format, presentation and organization, and accuracy and up-to-datedness. For Factor 1: Content, the resource must score at least 21 points out of a maximum 28 points to pass this criterion. For Factor 2: Format, the resource must score at least 54 points out of a maximum 72 points to pass this criterion. For Factor 3: Presentation and Organization, the resource must score at least 15 points out of a maximum of 20 points to pass this criterion. Lastly, Factor 4: Accuracy and Up-to-datedness, the resource must score at least 24 points out of a maximum of 24 points to pass this criterion.

### *Data Analysis*

The statistical tools for interpreting the data were frequency count, percentage, and mean.

Frequency Count was used to determine the number of respondents who selected each response in the competency assessment questionnaire. It counted how many evaluators marked “Not Confident” in the specific Food and Beverage Services National Certificate II Training Regulations sub-competencies. The frequency distribution helped identify which areas required improvement.

Percentage was calculated to compare the proportion of responses per item in the researcher-made questionnaire. It allowed for an easier understanding of how many respondents demonstrated confidence or a lack thereof in each competency, providing insight into the most and least developed skills.

Mean was used to measure the acceptability of the contextualized scripts developed for Food and Beverage Services. Evaluators rated the scripts, and their scores were averaged to determine how well the scripts met the standards of clarity, relevance, and applicability in real-world service settings.

Fry Readability Test is a widely used method for determining the reading level of a text based on sentence length and syllable count. In this study, the test was used to assess the language, structure, and content of the contextualized scripts, verifying that they aligned with the comprehension abilities of students in Food and Beverage Services. Through this process, the scripts were refined to ensure they were easy to understand, educationally appropriate, and effective for vocational learning.

## FINDINGS AND DISCUSSION

### *Communicative sub-competencies in food and beverage services*

#### *Communicative sub-competencies in taking table reservations*

Data shows the results that the SHS students are most confident in asking pertinent questions to complete reservation details (6.67%), followed by repeating and confirming reservation details (13.33%). This suggests that they are relatively comfortable with engaging in verbal communication to clarify reservations. On the other hand, students exhibit less confidence in answering phone inquiries promptly and accurately (23.33%) and providing additional information about the food service establishment (26.67%). The least confidence is shown in recording reservation data accurately (30.00%), which indicates that students struggle the most with this competency. This means they may find it challenging to document reservation details according to the establishment's standards, which is crucial to ensuring accurate bookings. The results imply that while students are relatively comfortable with verbal interactions, they lack confidence in administrative tasks such as documentation and accurately recording reservation data. This could lead to problems such as keeping records organized and maintaining smooth customer communication. The results of the study were supported by the study of Capua (2021), which highlighted the importance of strong documentation skills in the food service industry. According to Capua (2021), proper record-keeping ensures smooth operations and minimizes errors in reservations. When employees struggle with recording details accurately, it can lead to miscommunications, customer dissatisfaction, and inefficiencies in service delivery.

#### *Communicative sub-competencies in welcoming and greeting guests*

Data shows the statements in the element of Welcoming and Greeting Guests. The results revealed that students are most confident in greeting guests with an appropriate welcome (10.00%), showing they feel comfortable and happy engaging with customers warmly and professionally. They are less confident in checking reservation details based on standard policies (16.67%), meaning they may struggle with verifying and handling reservations correctly. The least confidence is shown in acknowledging guests as soon as they arrive (33.33%), which indicates that students find it most difficult to immediately recognize and attend to guests upon arrival. The results imply that while students are comfortable greeting guests, they must develop their ability to manage reservations and promptly acknowledge arrivals. A lack of confidence in these areas may result in delays or inefficiencies in customer service. This was supported by the study of Peñas (2020), which emphasized that effective customer service begins with immediate guest recognition and proper reservation handling. The study highlighted that delays in acknowledging guests and verifying reservations can lead to customer dissatisfaction and inefficiencies in service.

#### *Communicative sub-competencies in seating guests*

The results showed that students were most confident in escorting and seating guests according to table allocations (16.67%) and serving water properly (16.67%), indicating that they find these tasks easy to perform. They are less confident in seating guests evenly among stations (33.33%) and knowing the proper dialogue before opening table napkins (33.33%),

suggesting that they need improvement in these finer service details. The least confidence is observed in utilizing tables according to the number of parties (36.67%), meaning that students struggle the most with efficiently assigning tables based on guest group sizes. The results imply that while students are comfortable with basic guest seating and service tasks, they need more table management and guest flow control training. Difficulty in properly utilizing tables may lead to inefficiencies in seating arrangements, affecting customer experience and service efficiency. This was supported by the study of Tayco et al. (2020), which highlighted the importance of proper table management in providing efficient service and maintaining customer satisfaction. Their study found that poor seating arrangements could lead to overcrowding, slow service, and customer discomfort.

#### *Communicative sub-competencies in taking food and beverage orders*

The results show that students were most confident in presenting the menu (16.67%) and providing appropriate tableware and cutlery (16.67%), meaning they can comfortably perform these basic service tasks. They are less confident in noting special requests (33.33%) and repeating orders to confirm items (33.33%), indicating they need more practice accurately handling customer preferences. The least confidence is observed in taking orders completely following establishment standards (36.67%), suggesting that students struggle with ensuring that all details of an order are properly recorded. The results imply that while students are comfortable with standard presentation and table setting, they need improvement in accurately taking and confirming customer orders. Mistakes in this area can lead to errors in food preparation and service delays, affecting customer satisfaction. The study results were supported by Orbeta and Corpus (2021), who emphasized that effective communication and accuracy in order-taking are essential for quality food service. Their study found that miscommunication and errors in recording customer requests often result in service delays and customer dissatisfaction.

#### *Communicative sub-competencies in knowing the product*

The results indicated that students were least confident in mastering dish names and pronunciations (46.67%) and memorizing ingredients (46.67%). This suggests they struggle with recalling food names accurately, which may affect their ability to communicate menu options. Similarly, they have difficulty identifying sauces and accompaniments (40.00%) and studying menu descriptions (33.33%), indicating a gap in their ability to provide detailed menu information. However, they feel more confident in recognizing common food allergens (26.67%), meaning they better understand health-related concerns. These findings imply that students need more practice remembering and describing menu items to enhance their ability to assist customers effectively. Without strong knowledge of dish names, ingredients, and accompaniments, they may struggle to make accurate recommendations and provide quality service. This was supported by the study of Balco and Uy (2023), who emphasized that strong product knowledge is essential in customer service, as it builds trust and improves guest satisfaction.

#### *Communicative sub-competencies in undertaking suggestive selling*

The results showed that students feel the least confident in using descriptive words to make dishes more appealing (40.00%) and in recommending standard food and beverage pairings (33.33%).

They also struggle with carrying out suggestive selling discreetly (33.33%). However, they are more confident in providing multiple options to guests techniques to enhance customer dining experiences. This is aligned and supported by the study of Cousins and Weekes (2020), highlighting the importance of effective communication in hospitality. Their research emphasizes that well-trained staff can enhance customer experience through confident and engaging recommendations.

*Communicative sub-competencies in carrying out upselling strategies*

The results showed that students are least confident in mentioning food portion sizes for adjustments (36.67%), indicating uncertainty in guiding guests on order modifications. They also lack confidence in recommending new items to regular guests (20.00%), which may limit their ability to encourage variety in customer choices. However, they are most confident in suggesting slow-moving but highly profitable items (16.67%) and offering second servings (16.67%). This suggests that while students are aware of upselling opportunities, they may struggle with personalization and flexibility in customer interactions. Strengthening their ability to confidently adjust portion sizes and recommend new items could improve guest experience and increase sales effectiveness. The results were supported by Abdullah et al. (2023), who emphasized the importance of training in personalized selling strategies. Improving students' skills in tailoring recommendations can enhance customer satisfaction and increase sales opportunities in food service.

*Communicative sub-competencies in serving food orders*

The results indicate that students struggle the most with monitoring the sequence of service and meal delivery (36.67%), as well as checking food orders for proper presentation and garnish (20.00%). Their confidence is also lower when mentioning the name of the dish while serving (20.00%). However, they feel more capable of picking up food orders promptly (13.33%) and accurately serving food to the correct guests (3.33%). These findings imply that while students can efficiently execute basic serving tasks, they require further training in service coordination and food presentation, which are crucial in providing high-quality dining experiences. Addressing these gaps can improve their readiness for professional food service roles. Supporting this study, Marneros et al. (2022) emphasized the importance of structured training to enhance service efficiency. This suggests that reinforcing procedural skills and attention to presentation can better prepare students for professional food service settings.

*Communicative sub-competencies in assisting diners*

The results showed that students are the least confident in conducting the 3-Minute Check for guest satisfaction (46.67%) and recognizing service deficiencies (26.67%). On the other hand, they feel more confident in anticipating guest needs (13.33%) and offering additional food and beverages at the right time (13.33%). This implies that students are proactive in assisting diners but struggle with structured service follow-ups. Training in systematic guest satisfaction checks and problem resolution is necessary. This was supported by Shum et al. (2018), who emphasized that anticipating guest needs enhances overall dining experiences and customer loyalty.

*Communicative sub-competencies in serving beverage orders*

The students are most confident in carrying out coffee and tea service (20.00%) and checking beverage presentation and garnishes (20.00%), showing their ability to follow standard procedures. They also demonstrated confidence in serving beverages at the right temperature (26.67%). However, they struggle with picking up beverage orders (30.00%) and serving drinks efficiently (30.00%), which suggests a need for better time management, coordination, and speed in beverage service to enhance their overall performance. Supporting this study, Yulius (2024) emphasized that speed and coordination in beverage service are crucial for customer satisfaction. This suggests that students need more hands-on practice in timely service to improve efficiency, ensuring a smooth and professional dining experience for guests.

*Communicative sub-competencies in processing payments and receipts*

Students show higher confidence in handling payments, giving change, and completing documentation (16.67%), but they are less confident in preparing bills (30.00%) and verifying amounts with customers (30.00%). This suggests they are more comfortable with routine payment tasks but struggle with accuracy and communication when processing transactions. Strengthening their skills in verifying charges and handling billing discussions can improve their confidence, ensuring smooth transactions and reducing errors that could impact customer trust and service efficiency. The results were supported by the study of Peñas (2020), who emphasized that proper training in handling financial transactions improves service efficiency. Weaknesses in billing accuracy may lead to customer dissatisfaction. Enhancing their skills through hands-on practice and real-world simulations can help them build confidence and provide better service.

*Communicative sub-competencies in concluding food service and closing down dining area*

The assessment results showed that SHS students were more confident in removing soiled dishes (10.00%) and clearing and resetting tables (10.00%), indicating they are comfortable handling table turnover. Similarly, their confidence in turning off electrical equipment (13.33%) suggests they are generally aware of proper closing procedures. However, they feel less confident in cleaning and storing equipment (30.00%), thanking guests and giving a warm farewell (26.67%), and handling food scraps properly (23.33%). These results imply that students may need more practice in maintaining hygiene standards, ensuring proper food waste disposal, and improving their customer service skills. Providing additional training in these areas can help them become more well-rounded and professional in food service operations. The assessment results were supported by the findings of Tayco et al. (2020), which emphasized the importance of proper training in food service skills. Their study highlighted that while students may feel confident in certain tasks, they often need more guidance in hygiene, customer interaction, and waste management.

*Communicative sub-competencies in taking and processing room service orders*

The results showed that SHS students were least confident in advising guests of the approximate time of delivery, with 33.33%. They also feel less confident in using suggestive selling techniques and transferring orders promptly, both with 26.67%. Additionally, checking and using guests'

names and interpreting room service orders from doorknob docket, both at 23.33%, indicate a need for improvement in personalized service and order handling. On the other hand, students were most confident in answering telephone calls promptly and courteously, clarifying and repeating orders for accuracy, and recording room food orders, all at 13.33%. These results suggest that they have strong communication skills and can handle orders accurately. Since these skills are essential in ensuring smooth service, they can further enhance their expertise by refining their ability to personalize interactions, upsell effectively, and manage delivery expectations for a more professional food service approach. The results of the assessment were similar to the findings of Capua (2021), which highlighted the importance of communication and customer interaction in food service. The study emphasized that confidence in answering calls, clarifying orders, and handling requests accurately improves overall service quality.

*Communicative sub-competencies in presenting and serving food and beverage orders to guests*

The results showed that SHS students were most confident in delivering food orders on time, with 10.00%. They feel less confident verifying the guest's name on the bill before announcing their presence, with 13.33%. These suggest that students may need more training in ensuring timely service and handling guest verification accurately. Meanwhile, students are least confident in greeting guests politely and asking where they want the tray or trolley positioned, both with 16.67%. This indicates that they may need to improve to have a good understanding of basic customer service and guest interaction. Since all these tasks were essential in food service, additional training in time management, order verification, and professional communication will help students provide a more seamless and efficient dining experience. The results of the assessment were supported by the study of Rodriguez and Darroca (2019), which emphasized the importance of efficiency and accuracy in food service. Their study found that timely order delivery and proper guest verification are key to customer satisfaction. Similarly, this assessment shows that students need improvement in these areas, particularly in verifying guest names and ensuring prompt service. However, their confidence in greeting guests and positioning trays suggests good interpersonal skills. More practice can help them develop a well-rounded food service approach.

*Communicative sub-competencies in presenting room service account*

The results showed that SHS students are least confident in checking guests' accounts for accuracy and presenting them properly, with 30.00%. This suggests that they need more training in handling billing details and ensuring correct charges. They are also less confident in acknowledging and presenting cash payments for processing, with 16.67%, indicating the need for more practice in handling financial transactions. On the other hand, students are most confident in asking guests to sign charge accounts, with 13.33%. This suggests that they feel more at ease when requesting guest authorization for payments. Since accuracy in financial transactions is essential in food service, improving their skills in account verification and cash handling will help them become more efficient and confident in professional hospitality settings. The results were congruent with the study of Peñas (2020), which highlighted the importance of financial transaction skills in the hospitality industry. The study emphasized that accurate billing, proper handling of cash payments, and guest interaction during transactions are essential for quality service.

*Communicative sub-competencies in clearing away room service equipment*

The results showed that SHS students are most confident in cleaning trays and trolleys and returning them to the room service area, with 10.00%. This suggests they are comfortable handling and organizing room service equipment. They are also confident in clearing dirty trays following establishment procedures, with 13.33%, indicating familiarity with proper waste management. On the other hand, students are less confident in explaining the procedure for taking away trays or trolleys and checking and clearing floors, both with 16.67% and a rank of 66. This suggests a need for better communication skills and attention to detail when maintaining cleanliness. Since these tasks are important in ensuring efficient room service, providing additional training in customer interaction and proper cleaning procedures will help them improve their overall performance in food service operations. The findings were supported by the study of Orbeta and Corpus (2021), which emphasized the importance of proper housekeeping and communication skills in food service. Their study highlighted that effective clearing and cleaning procedures improve service efficiency and customer satisfaction.

*Communicative sub-competencies in listening to the complaint*

The results showed that students are least confident in obtaining the full story from a guest without interruption and noting the details of a complaint, both with 30.00%. This suggests they may struggle with gathering complete information and properly documenting concerns. On the other hand, they were more confident in giving full attention to a complaining guest and paraphrasing complaints, both with 16.67%, indicating their ability to stay engaged and clarify issues effectively. Since understanding and addressing guest complaints are crucial in food service, students may benefit from additional training in active listening and detailed notetaking. Strengthening these skills will help them handle complaints more efficiently, leading to better guest satisfaction and professional service delivery. The findings align with the study of Balco and Uy (2023), which emphasized the importance of active listening and proper documentation in handling guest complaints. Their research highlighted that effective communication helps resolve issues quickly and improves customer satisfaction.

*Communicative sub-competencies in apologizing to the guest*

The results showed that students are most confident in offering a sincere apology (10.00%) and expressing gratitude to guests for raising concerns (10.00%). This suggests they are comfortable acknowledging mistakes and maintaining professionalism. However, they are less confident in showing empathy (23.33%) and avoiding excuses or blaming others (30.00%). This indicates a need for improvement in handling guest concerns with genuine understanding and accountability, which are essential for effective customer service. The findings was supported by the study of Cousins and Weekes (2020), which emphasized that sincere apologies and gratitude help maintain guest trust and satisfaction. Their research highlighted that while acknowledging mistakes is important, true service recovery requires empathy and accountability.

*Communicative sub-competencies in taking proper action on the complaint*

The results indicated that students are highly confident in taking appropriate action regarding guests' concerns (10.00%). This suggests that they can handle customer issues effectively. Similarly, they feel capable of referring difficult situations to higher authorities (23.33%), showing their awareness of escalation procedures. However, their confidence is lower in informing the right department for proper action (20.00%) and following up on problems (20.00%). This implies a need for further training in communication and problem resolution. This was supported by the study of Abdullah et al. (2023), who found that effective problem-solving in hospitality requires both immediate action and proper communication. Strengthening students' follow-up skills will help ensure better guest satisfaction and service efficiency.

*Communicative sub-competencies in recording complaint*

The results showed that students feel the least confident in recognizing persons involved and recording actions taken (30.00%). Meanwhile, they were more confident in documenting complaints following standard procedures (20.00%) and organizing guest feedback (20.00%). This suggests that students are more skilled in logging complaints properly but may struggle with identifying key people and actions taken. Providing more practice in handling and recording specific details of complaints can help improve their ability to manage service concerns effectively. These results were supported by Marneros et al. (2022), who emphasized the importance of accurate complaint documentation in improving service quality.

*Summary of the least developed communicative sub-competencies in food and beverage services*

Among the communicative sub-competencies, students were least confident in remembering and describing menu items. They struggled

with mastering dish names and pronunciations (46.67%, rank 2), memorizing ingredients (46.67%, rank 2), and conducting the 3-Minute Check for guest satisfaction (46.67%, rank 2). They also have lower confidence in recalling sauces and accompaniments (40.00%, rank 4.5) and using descriptive words to make dishes more appealing (40.00%, rank 4.5).

These findings suggest that students need more training in food knowledge and presentation. Strengthening their familiarity with menu items through interactive learning and hands-on experience can enhance their overall competence in food and beverage services.

The findings on the assessment of the communicative sub-competencies of Senior High School students in Food and Beverage Services (FBS) National Certificate II training are supported by several studies included in the review of the related literature. Hiim (2023) emphasized the importance of English proficiency in the food and beverage industry, stating that strong communication skills enhance customer experiences and professional growth. The students' struggles in mastering menu names, pronunciations, and memorizing ingredients highlight a need for targeted language training that strengthens their ability to effectively convey menu details and engage with guests. Meanwhile, Bouchrika (2024) explored the cognitive foundations of communicative competencies, suggesting that difficulties in recalling information and using descriptive language may be attributed to weak cognitive-communicative interactions. This implies that training programs should incorporate cognitive-based approaches, such as memory

enhancement techniques and practical exercises, to help students internalize essential FBS knowledge. Additionally, Vocal and Borong (2022) examined competency requirements in the food and beverage service industry and reveal gaps between industry expectations and students' skill sets. The students' struggles with conducting guest satisfaction checks and using persuasive language indicate a misalignment between their training and industry demands. This underscores the need for training programs to integrate real-world industry practices, ensuring students develop the necessary communication skills to meet workplace expectations.

*Acceptability of the contextualized scripts for food and beverage services*

*Acceptability of the contextualized scripts for food and beverage services in terms of content*

Data results showed that content was described as “Very Acceptable” and has a mean of 3.81. All items are described as “Very Acceptable” with item 1 having a mean of 3.86, item 2 having a mean of 3.83, item 3 having a mean of 3.78, item 4 having a mean of 3.69, item 5 having a mean of 3.81, item 6 having a mean of 3.83, and item 7 having a mean of 3.83. This implies that evaluators found the content relevant, useful, and of good quality, meeting expectations effectively. This is supported by the study by Kovalchuk et al. (2022), who emphasized the importance of well-structured and relevant content in enhancing user engagement and satisfaction.

*Acceptability of the contextualized scripts for food and beverage services in terms of format*

The overall description is "Very Acceptable" with the mean score of 3.79. Each item in the table also received a rating of "Very Acceptable," with mean scores ranging from 3.64 to 3.94. Among the items, the highest-rated aspect is Format Item 4.1, with a mean of 3.94, while Format Item 4.2 followed closely with a mean of 3.92, suggesting that it also met the respondents' expectations at a high level. Several items had mean scores between 3.81 and 3.86, including Format Items 1.1, 1.2, 1.4, 3.2, 3.3, 5.1, and 5.2, showing strong approval from respondents. Items 1.3, 2.4, 3.1, and 3.4 had slightly lower mean scores of 3.78, still within the "Very Acceptable" range. Meanwhile, Format Items 2.2 and 2.5 received scores of 3.75 and 3.72, respectively, indicating that they were well-received but rated slightly lower than other aspects. Format Items 2.1 and 2.6 had mean scores of 3.67 and 3.69, respectively, showing that while they were still rated "Very Acceptable," they were perceived as slightly less strong compared to other items. The lowest-rated aspect, Format Item 2.3, had a mean of 3.64, indicating that respondents found this aspect to be the least strong in terms of format, though still within the acceptable range.

These results indicated that the format of the scripts was well-structured and meets the expectations of the respondents. The results imply that the contextualized scripts are designed in a way that is easy to follow, visually appealing, and organized effectively for their intended purpose. Since all aspects of the format received high ratings, it suggests that the layout, structure, and presentation of information contribute positively to the usability of the scripts. The findings also highlight that while the format is well-received, there may still be minor areas for improvement to further enhance clarity and user experience. The results of Table 22, which show that the format of the contextualized scripts is "Very Acceptable," are supported by the findings of Barkley and Major (2020). Their study emphasized that well-structured instructional materials enhance learner engagement, comprehension, and ease of use. The consistently high ratings across all format items

suggest that the scripts are designed in a way that supports these principles, making them effective for educational use. However, the slightly lower scores in some aspects indicate areas for refinement, which aligns with Barkley and Major's (2020) recommendation that continuous improvement in instructional design can further enhance learning effectiveness.

*Acceptability of the contextualized scripts for food and beverage services in terms of presentation and organization*

Shown in the data is the presentation and organization of the developed contextualized scripts for Food and Beverage Services, as evaluated by the students and experts, is described as "Very Acceptable" and has a mean of 3.82. Among the individual items, PO Items 1 and 5 received the highest mean scores of 3.89, showing that these aspects were the most well-received by respondents. PO Items 2 and 4 both had a mean score of 3.81, indicating that these aspects were also considered highly acceptable. PO Item 3 had the lowest rating, with a mean of 3.69, but it still fell within the "Very Acceptable" category, suggesting that while it is effective, there may be room for slight improvements. These results imply that the contextualized scripts were well-structured and easy to follow, making them useful for learners and practitioners in the food and beverage industry. The high ratings across all items suggest that the scripts are logically arranged and presented in a way that enhances understanding. However, the slightly lower rating for PO Item 3 indicates that minor adjustments in this aspect may further improve the overall clarity and organization of the material. The results are supported by the findings of Herliand (2019), who emphasized the importance of clear presentation and logical organization in instructional materials to enhance comprehension and engagement. The high acceptability ratings indicate that the contextualized scripts effectively follow these principles, making the content easy to understand and apply.

The accuracy and up-to-datedness are also described as "Very Acceptable" and got a mean of 4.00. These were evaluated by the six (6) experts alone as they were the only ones qualified to identify errors in the text. All items of Factor 4 are described as "Very Acceptable" and have a mean score of 4.00. The results imply that the contextualized scripts are highly accurate and up-to-date, meeting the standards expected by experts. The perfect mean score suggests that the content were well-researched, free from significant errors, and relevant to current industry practices. Since only experts evaluated this factor, their validation confirms the credibility and reliability of the scripts, making them a strong and trustworthy resource for learners and professionals in the food and beverage industry. The results are supported by the study of Mikkonen et al. (2017), which highlighted the importance of accuracy and up-to-datedness in educational materials to ensure their reliability and effectiveness. The high-quality instructional content enhances learning by providing correct and relevant information.

Data revealed that, in general, the level of acceptability of the output as evaluated by the validators is "Very Acceptable" with a mean of 3.87. Further, data results showed that content has a mean of 3.81 and is also described as "Very Acceptable". Format is likewise described as "Very Acceptable" and has a mean of 3.79. The presentation and organization of the developed contextualized scripts for food and beverage services, as evaluated by the students and experts, has

a mean of 3.82 and is described as “Very Acceptable”. Lastly, the accuracy and up-to-datedness got a mean of 4.00 and is also described as “Very Acceptable”.

These results imply that the developed contextualized scripts for Food and Beverage Services (FBS) were highly acceptable to the validators in all evaluated aspects—content, format, presentation and organization, as well as accuracy and up-to-datedness. The overall mean suggests that the scripts meet the expectations and standards of both students and experts, indicating their relevance and effectiveness in supporting FBS training. The evaluation of the developed contextualized scripts for Food and Beverage Services (FBS) covered several important aspects. The high acceptance in all these aspects confirms that the scripts are effective in supporting FBS training and meet the expectations of both students and experts. The high acceptability of the developed contextualized scripts for Food and Beverage Services (FBS) is supported by findings from several studies included in the review of related literature. Cano (2022) demonstrated that contextualized learning materials enhance student engagement and comprehension by connecting content to real-life situations, thereby improving learning outcomes. Similarly, the positive reception of the FBS scripts suggests they effectively relate to students' practical experiences, facilitating better understanding and skill acquisition. Aithal and Aithal (2020) emphasized the importance of systematic instructional design in creating effective educational materials. The high ratings across content, format, presentation, and organization in the FBS scripts indicate adherence to rich instructional design principles, contributing to their overall effectiveness and acceptability.

#### *Developed contextualized scripts in food and beverage services*

The output that was developed to address the least communicative sub-competencies in Food and Beverage Services National Certificate II Senior High School is the researcher-made contextualized scripts.

These contextualized scripts have three (3) settings with corresponding scenarios in each setting. These settings are: 1) Performing Proper Conduct Behavior in a Food and Beverage Service Establishment, particularly in a Restaurant with thirteen (13) scenarios such as Taking Table Reservations, Welcoming and Greeting Guests, Seating Guests, Taking Food and Beverage Orders, Undertaking Suggestive Selling, Carrying Out Upselling Strategies, Wine Service, Serving Food Orders, Assisting Diners, Crumpling/Brushing Table, Serving Beverage Orders (Emphasis on Coffee or Tea Service), Processing Payments and Receipts, and Concluding Food Service and Closing Down Dining Area; 2) Performing Proper Conduct Behavior in a Food and Beverage Service Establishment, particularly in a Guest Room of a Commercial Accommodation Establishment with four (4) scenarios such as Taking and Processing Room Service Orders, Presenting and Serving Food and Beverage Orders in a Guest Room, Presenting Room Service Account, and Clearing Away Room Service Equipment; and 3) Performing Proper Conduct Behavior in Receiving and Handling Guest Complaints with one (1) scenario of Handling Guest Complaints.

The contextualized scripts for Food and Beverage Services were developed to provide learners with real-world, industry-relevant communication tools that reflect authentic service

interactions. These scripts focus on enhancing students' communication skills, confidence, and understanding of customer service etiquette in professional settings.

This was further laid out to be made a guidebook with the following parts: Title Page, Preface, Letter to the Validators, Instruction to the Users, Acknowledgment, Table of Contents, and the Contents, which are the scripts of the communicative dialogues in Food and Beverage Services.

The development and validation of these contextualized scripts highlight their effectiveness as a training tool in Food and Beverage Services education. By integrating real-world industry scenarios and practical learning experiences, the study successfully produced a resource that will equip students with essential communication skills, enhance their workplace readiness in the hospitality industry, and support interactive learning through role-playing and real-life simulations. These scripts will serve as a practical bridge between theoretical learning and actual service interactions, ensuring that students enter the industry well-prepared and confident in their communication abilities.

## CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

The least developed communicative sub-competencies in food and beverage services national certificate II training regulations of senior high school students are knowledge in the following critical aspects of the training regulation of FBS, namely, menu items, dish names, ingredients of dishes, sauces and accompaniments. In addition, students are also least developed in the pronunciation and description of the dishes. Therefore, knowledge and pronunciation of the aforementioned critical aspects are to be given due attention.

In general and in terms of content, format, presentation and organization, and accuracy and up-to-datedness the developed scripts were "Very Acceptable". High acceptability confirms their effectiveness in enhancing Food and Beverage Services training. These scripts can be integrated into instructional materials, with periodic updates to ensure accuracy and relevance.

The researcher-made contextualized scripts developed as output of the study are structured training tools in Food and Beverage Services education. Furthermore, these scripts could be integrated into Senior High School curriculum and TESDA training programs to specifically address the least communicative sub-competencies identified in the Food and Beverage Services National Certificate II.

## RECOMMENDATIONS

The following recommendations were made in light of the findings and conclusions.

The DepED may organize a language enhancement program aimed at addressing the least developed sub-communicative competencies specifically in the knowledge and pronunciation of dish names in the critical aspects of training regulations of FBS NC II of SHS students. They may also consider adopting and expanding contextualized learning materials across other TVL

specializations. Moreover, regular policy reviews and curriculum enhancements may be conducted to ensure alignment with industry standards and local contexts.

Teachers may integrate the contextualized scripts into their instructional strategies to ensure industry-aligned, practical learning. In addition, teachers of FBS NC II of SHS are encouraged to adapt and modify these materials based on the students' needs and evolving industry trends.

Furthermore, school heads may incorporate the contextualized scripts into the TVL curriculum to strengthen industry readiness among students. Moreover, they may also establish partnerships with local food and beverage enterprises to provide real-world learning experiences.

Students may adopt and utilize these contextualized scripts to enhance their preparedness for the industry. These can develop their communication ability, critical thinking, and problem-solving skills adapted to real-life situations in food and beverage service.

In addition, future researchers may build upon this study by conducting longitudinal research on the effectiveness of contextualized scripts in various TVL programs. Additionally, interdisciplinary studies may be pursued to explore the intersection of education, culture, and workforce development.

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