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Development and Validation of Performance Task Sheets in Food and Beverage Services

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ABSTRACT : This study aimed to develop, validate, and determine the effectiveness of a performance task designed to assess Food and Beverage Services (FBS) NC II competencies among Senior High School students under the Technical Vocational Livelihood (TVL) track. It used a quasi-experimental, sequential explanatory mixed methods design using a control group and an experimental group, Gallanosa National High School, Irosin, Sorsogon. An institutional competency assessment tool was used to collect quantitative data in accordance with TESDA Training Regulations, and guided reflection journals were used to collect qualitative data. Five external FBS teachers were involved to validate the task in terms of clarity, alignment, rigor, fairness, engagement, and feasibility. The findings indicated that the performance task developed was rated Highly Valid on all the evaluation criteria. Quantitative results indicated that the experimental group had substantially high levels of competency compared to the control group on all nine FBS competencies with all null hypotheses rejected at the 0.05 level of significance. These results were further elaborated by qualitative results, which indicated enhancements in the Cognitive and emotional readiness, Adaptive coping and resilience, Competency and skill acquisition, Industry alignment and realism and Reflective growth and confidence. The research concludes that performance-based assessment is an effective instructional and assessing method of improving competency development and assessment practices in Food and Beverage Services NC II.

Keywords - Competency based education, food and beverage services NC II, institutional assessment, performance task, simulation-based learning

INTRODUCTION

Education has always been a backbone in the national development processes, which can influence the skills, values, and competency of future generations. In the 21st century "education institutions" is the need for the balance between theoretical pedagogy and realistic knowledge application. To address these demands, new pedagogical models, such as creation of Performance Task Sheets through Institutional Work immersion and competency-based evaluation, have emerged as key processes in preparing students with the skills necessary to compete with others across the world and gain certification as industry experts.

I. BACKGROUND OF THE STUDY

The power of education is central to the United Nations 2030 Agenda for Sustainable Development, as well as the promotion of inclusive and equitable learning opportunities. SDG 4 (Quality Education) calls for access to lifelong learning, and SDG 8 (Decent Work and Economic Growth) for preparing people for productive employment. These goals are addressed through the inclusion of the Technical-Vocational-Livelihood (TVL) program on SHS curriculum that aimed to help build industry-relevant skills and competencies and boost graduates' employability and achieve economic independence.

Moreover, TVL helps to achieve SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) by providing equal opportunities for training, Also, SDG 12 (Responsible Consumption and Production) aid in fostering sustainable consumption and production in food service delivery. In this context, institutional competency assessment has become an innovative approach to bridge the gap between theory and practice as it allowis the students to be involved in more realistic activities.

This is well exemplified globally by education systems like the Irish and Finnish education systems which value inclusion, flexibility and competency-based learning. These models have been used around the

world to drive educational reform, with the Philippine K–12 curriculum being one of them that needs to be aligned with international standards to meet the global needs for competitiveness.

1.2 Food and Beverage Services (FBS) NC II and TVL Education

The Food and Beverage Services (FBS) NC II qualification is a specialized course in the Technical-Vocational-Livelihood track which aims to develop the skills of learners for employment in the hospitality industry. It emphasizes the development of basic skills like dining room preparation, handling of guests, service delivery and billing procedures as outlined in the TESDA Training Regulations.

The general objective of the TVL track is to provide the students with skills that are practical, industry recognized, and that improve employability. There is, however, a disconnect between the curriculum and expectations in the workplace, even though its goals are quite clear. Research has indicated that the opportunities for students to perform real-life service tasks are often inadequate, and that students can perform satisfactorily in mock service situations but not in actual ones. This serves as an example of the importance of having competency-based performance tasks in a structured manner that are realistic.

1.3 Challenges in Technical-Vocational Education

There are some issues concerning the effective implementation of FBS NC II training. The short duration of work immersion is one concern, as it limits learners' exposure to industry practices. Moreover, several schools have barriers including narrow availability of industry partners, scarce resources and restricted access to specialized equipment for food and beverage service training.

One issue is that the traditional paper-based evaluation system continues to be used and focuses mainly on theoretical knowledge rather than practical skills. These methods do not reflect the level of understanding that students gain in their ability to perform real-life tasks and hence there is a disconnect between the classroom and industry. There is also limited opportunity for authentic as

1.4 Rationale of the Study

To overcome these problems, this study aims to develop and validate the performance task sheets based on simulation-based learning. The tasks are intended to be structured and represent real-life situations that enable the learner to demonstrate TESDA competencies. The study will try to improve the accuracy, reliability, and authenticity of competency assessment by incorporating the use of performance assessment in institutional practice. Additionally, simulation-based performance tasks provide a workable solution to insufficient industry exposure, in which the learners can learn and develop important skills in a safe school setting. It not only helps to develop students' self-confidence, flexibility, and employability but also helps to reinforce what they learn technically.

The study contributes to the improvement of Technical-Vocational Education as a whole, because it is an innovative model of assessment. It can also support the achievement of sustainable development goals and prepare students for national and international job market demands.

Objectives if the Study

This research sought to strengthen competency development and validation of performance task sheets in Food and Beverages Services. The findings were intended to yield improvement recommendations for further refinement of the performance tasks and to provide evidence-based insights for enhancing FBS NC II instruction and assessment. Specifically, the study aimed to: 1) Develop a set of Performance Task Sheets in Food and Beverages Services along Prepare the Dining Room/Restaurant Area for Service, Welcome Guests and Take Food and Beverage Orders, Promote Food and Beverage Services, Provide Room Service and Receiving and Handling Guest Concerns; 2) Validate the developed Performance Task Sheets in Food and Beverages Services in terms of Purpose and Population, Identification of Standards, Validity, Clarity, Validity, Fairness and Equity, Student Engagement Ideas and Preparation and Administration Considerations; 3) Test the effects of the developed Performance Task Sheets on the Food and Beverages Services students; and 4) Enhance the developed Performance Task Sheets in Food and Beverages Services.

II. METHODOLOGY

This study used descriptive developmental mixed methods design to examine the development, validation, and effectiveness of performance task sheets in Food and Beverage Services (FBS) NC II.

2.1 Research Design

The performance task sheets were developed and validated systematically using a descriptive-developmental research design based on the 4D Model (Define, Design, Develop, Disseminate). The study employed pre- and post-assessment by using TESDA aligned rubrics to compare the performance of the control group and the experimental group, and the qualitative data obtained from the reflection journals were used to supplement the analysis of the results and to provide insights into the experiences of the learners and their skill development.

2.2 Source of Data

The respondents were 80 Grade 11 participants of the TVL–FBS NC II program divided into two groups, control and experimental, through lottery method and 5 expert validators who validated the developed instruments. The results of the institutional competency assessment were also quantitatively analyzed and compared learners' performance between the two groups.

2.3 Research Ethics

The study was conducted with strict adherence to the ethical norms. Permission was granted by the school authorities and participants were given information about the purpose, procedures and voluntary nature of the study. Confidentiality and anonymity were assured and the research was conducted following the Data Privacy Act of 2012 and the DepEd Code of Ethics to ensure responsible and ethical handling of data.

2.4 Research Instruments

Three main instruments were used in the study: the Institutional Competency Assessment Tool (ICAT) which is composed of rubrics and using a four point scale to assess the performance of the learners; the Expert Validation Tool (EVT) which is composed of a five point scale of the Likert scale to determine the quality and validity of the tasks; and the Performance Task Sheets (PTS) with Guided Reflection Journal (GRJ) which is composed of rubrics using a four point scale to measure the competencies of the learners and to capture what they experienced, what challenges they faced, and what they learned from the process.

2.5 Data Collection

Data collection was systematic, starting with the permission, orientation of participants, pre-assessment, conducting a simulation-based performance tasks to the experimental group, and post-assessment to both groups. Reflection journals and feedback sessions were used to collect qualitative data to complement and clarify the quantitative data.

2.6 Data Analysis

The quantitative data were analyzed using descriptive statistics including mean, frequency, and standard deviation, and Cohen's d and Mann-Whitney U test were used to assess the effect size and statistical significance, respectively. Themes were then analyzed from qualitative data to determine the patterns in learners' experiences, thereby making an in-depth assessment of the effectiveness of the created performance task sheets.

III. RESULT AND DISCUSSION

The results show the findings of the quantitative and qualitative data which present the development, validation, and effectiveness of the performance task sheets in Food and Beverage Services (FBS) NC II. It was influenced the learners' competency and learning experiences in the process.

3.1 Development of Performance Task Sheets

Performance task sheets were systematically developed by using the 4Ds Model and assembled into an “Institutional Restaurant Service Simulation” booklet which is based on the TESDA standards. The tasks included competent skills—table setup, handling of guests, service delivery, and billing—and were provided with clear instructions and rubric based criteria for evaluation, making it structured, realistic, and competency-based, appropriate for school-based simulation.

In the structured development of the performance task sheets, competency-based education is supported by making the theory put into practice. The use of realistic procedures and industry standards provides authenticity, vital for vocational learning. This method overcomes the drawbacks of conventional assessments, which focus on demonstration of measurable skills. This helps overcome the drawbacks of conventional assessments, which focus on the demonstration of measurable skills.

3.2 Validation of Performance Task Sheets

Table 1 presents the summary of the validation results of the developed performance task sheets in Food and Beverage Services (FBS) NC II based on expert evaluation. The validation covered key themes in assessment quality, including purpose and population, identification of standards, validity and alignment, clarity, scoring and rigor, fairness and equity, student engagement, and preparation and administration considerations.

The expert validation results showed very high validity on all criteria, purpose (4.60), standards alignment (4.60), clarity (4.69), scoring (4.88), fairness (4.78), engagement (4.88), and feasibility (4.78) (Strongly Agree). These results validate that the performance tasks developed are clear, relevant, rigorous, fair, and suitable to learners and comply with the institution and TESDA competency standards.

Table 1. *Summary of Validation Results of Performance Task Sheets in FBS*

Validation Area	Weighted Mean	Interpretation
Purpose and Population	4.80	Strongly Agree
Identification of Standards	4.60	Strongly Agree
Validity and Alignment with	4.70	Strongly

Standards		Agree
Clarity	4.76	Strongly Agree
Scoring/Evaluation Criteria and Rigor	4.88	Strongly Agree
Fairness and Equity	4.72	Strongly Agree
Student Engagement	4.64	Strongly Agree
Preparation and Administration Considerations	4.80	Strongly Agree
Overall Mean	4.74	Strongly Agree

The high validation scores show that the assessment tool is in line with the criteria of effective performance-based assessment criteria. Accurate and fair measurement of student performance is aided by clear instructions, aligned competencies, and reliable scoring rubrics. The results reflect the value of expertise in the validation of assessment tools to be both educationally relevant and practically useful.

3.3 Performance of Control and Experimental Groups

Table 2 shows the comparative performance of the control and experimental groups in selected competencies in Food and Beverage Services (FBS) after implementation of developed performance task sheets.

Table 2. Performance of the Control and Experimental Groups

Competencies	Control		Experimental		Mean Gain
	Mean Score	Interpretation	Mean Score	Interpretation	
Table Service setup	2.42	Needs Improvement	3.69	Competent	1.27
Table napkin folding	2.48	Needs Improvement	3.67	Competent	1.19
Welcoming the guest	2.72	Approaching	3.71	Competent	0.99
Assisting seating guest	2.11	Needs Improvement	3.62	Competent	1.51
Promote F&B product	2.31	Needs Improvement	3.68	Competent	1.37
Provide F&B service	2.11	Needs Improvement	3.59	Competent	1.48
Provide Room service	2.11	Needs Improvement	3.62	Competent	1.51
Guest concerns	2.24	Needs Improvement	3.66	Competent	1.42
Billing and payment	2.10	Needs Improvement	3.64	Competent	1.54
Overall Mean Score	2.29	Needs Improvement	3.65	Competent	1.36

The experimental group demonstrated significantly higher competency levels (mean = 3.65, Competent) compared to the control group (mean = 2.29, Needs Improvement) across all FBS competencies, with a mean The mean difference between the experimental and control groups was 1.36, showing that the mean competency level for the experimental group (mean = 3.65, Competent) was significantly higher than that of the control group (mean = 2.29, Needs Improvement) for all FBS competencies. This means that those who were able to use the performance tasks have greater competence in terms of practical skills like service delivery, guest interaction, and billing procedures.

The significant improvement in the experimental group indicates that the performance tasks through simulation can indeed improve the practical competencies of the learners. The identified assessment tasks include hands-on activities, enabling students to apply their knowledge and the use of practice skills in a more effective way rather than passive classroom traditional learning. This method emphasizes the importance of experiential learning especially in technical vocational education where students can gain practical skills and knowledge through these activities.

3.4 Significant Difference Between Groups

Table 3 presents the results of the statistical test used to determine the significant difference between the performance of the control and experimental groups across the nine Food and Beverage Services (FBS) competencies. The Mann–Whitney U test was used at the level of significance 0.05 to check the statistical significance of the differences in performance between the two groups. The computed values for all competencies were compared with the critical value and decisions about the null hypothesis were given. The findings provide statistical proof of the effectiveness of the performance task sheets created to improve the level of learners' competence.

Table 3. *Difference between the performance of the control and experimental groups*

Statistical Bases	Statistical Analyses								
	C1	C2	C3	C4	C5	C6	C7	C8	C9
Computed value	6.50	8.50	12.50	1.00	8.00	1.00	13.50	1.00	0.00
Effect size	0.99	0.99	0.98	1.00	0.99	1.00	0.98	1.00	1.00
Decision on H_0	Reject	Reject	Reject	Reject	Reject	Reject	Reject	Reject	Reject
Conclusion	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.

Legend: C1-Table service setup; C2-Table napkin folding; C3-Welcoming the guest; C4-Assisting seating guest; C5-Promote F&B product; C6-Provide F&B service; C7-Provide room service; C8-Guest concerns; C9-Billing and payment; n1=40; n2=40; α=0.05; Critical value=596; Significant if U(computed)<U(critical); Effect size: >0.50 (large)

The Mann-Whitney U test was used to compute the value and determine its significance. All computed values were found to be lower than the critical value and the null hypothesis was rejected for all competencies. This confirms a significant difference between the control and experimental groups, with results suggesting a large effect size and strong impact of the developed performance task sheets on learners' competency.

The results of the statistical analysis support the finding that the improvement of the experimental group was not random but a direct consequence of the used performance tasks. This shows the effectiveness of competency based and simulation-based assessment in enhancing measurable learning outcomes and facilitates the implementation of competency based and simulation-based assessment in TVET.

3.5 Qualitative Findings (Student Reflections)

The qualitative findings from the guided reflection journals on the effects of the developed performance task sheets on the competency of the students in the Food and Beverage Services (FBS) NC II are presented in Table 4. The data is then grouped around key themes that reflect students experiences, perceptions and learning outcomes throughout the implementation of the simulation-based tasks. These themes encompass cognitive and emotional preparedness, adapting to and bouncing back from challenges, competency and skill development, industry connection and realism, and reflective development and confidence.

Table 4. *Effects of the Developed Performance Task Sheets on the Food and Beverage Services Students Competency*

Themes	Description	Responses
Cognitive vs. Emotional Readiness	Refers to the balance between students' knowledge/skills (cognitive preparation) and their emotional state (confidence, anxiety) when performing a task.	*"Medyo confident ako kasi napag-aralan na namin ang procedures, pero kinakabahan pa rin kasi gusto kong masiguradong tama ang gagawin ko."* "I previously learned basic procedures for the task from class lectures and a short demo video last week. I feel moderately prepared." "I know that the performance task requires me to apply the skills and knowledge I learned in class. However, I am a little nervous."
Adaptive Coping and Resilience	Focuses on how students manage challenges, pressure, and stress while completing tasks, including strategies they use to stay calm and perform effectively.	*"Ang pinakamahirap ay ang pag-manage ng oras at pag-alala sa tamang procedures, lalo na kapag may customer."* "I expect that time management and remembering all the correct procedures might be challenging." "The most challenging part is my kaba. I overcome it by practice, staying calm, and encouraging myself."

Competency and Skill Acquisition	Highlights the development of practical skills, knowledge application, and personal growth gained through completing the activity.	*"Natutunan ko kung paano i-apply ang mga natutunan ko sa aktwal na sitwasyon, lalo na sa customer service."* "After the activity, I realized the importance of clear communication, especially under pressure." "I learned how to become more confident in every challenge we take."
Industry Alignment and Realism	Describes how closely the task mirrors real-world industry standards, procedures, and expectations, preparing students for actual workplace scenarios.	*"Ang gawain ay parang totoong trabaho sa FBS dahil sinusunod nito ang tamang procedures at standards."* "The task felt realistic because it followed the proper procedures similar to FBS or TESDA assessment."
Reflective Growth and Confidence	Emphasizes the improvement in students' confidence and ability to perform tasks effectively after completing the activity	*"Mas naging kampante ako sa sarili ko dahil nakita ko na kaya ko palang gawin ang mga tamang FBS procedures."* "I become more confident to do every task and I don't need to be shy." "My ability to plan and execute multi-step processes improved the most."

Reflection journals guided by questions were analyzed thematically, uncovering five key themes including cognitive and emotional preparedness, adaptive coping, competency building, industry match and confidence building. The levels of initial nervousness felt by the students and subsequent improvement in skills, resilience and confidence in students completing the tasks speaks to the effectiveness of simulation-based learning in bridging theory to practice.

The findings of the qualitative results revealed the effects of the set of performance tasks not just on technical skills but on students' emotional and behavioral development as well. This increase in confidence and adaptability illustrates how simulation learning equipped students with the ability to navigate real-world scenarios, instilling not just competence but also resilience.

3.6 Enhancements of Performance Task Sheets

This section discusses the comparison of the results of the scores of both groups using the developed performance task. The enhancements were made by learning competency based on the outcome of the expert validation. Table 5 lists the areas for refinement of each of the task's components in order to improve the quality of the task and to ensure that it meets the Food and Beverage Services (FBS) NC II standards.

Table 5. *Enhancements of the Performance Task Sheets*

Competency	Initial Features	Enhancement
Table Service Setup	Basic procedures for preparing table setup and arranging utensils based on standard sequence	Procedures refined for clarity and proper sequencing, ensuring accurate performance, alignment with TESDA standards, and ease of implementation (feasibility)
Table Napkin Folding	Inclusion of standard napkin folding techniques	Instructions enhanced with clearer demonstrations and expected outputs
Welcoming the Guest	General guidelines for greeting and receiving guests	Communication improved to emphasize professional language and standard greeting protocol
Assisting Seating Guest	Basic instruction on assisting and seating guests	Procedures clarified to ensure proper etiquette and guest handling techniques
Provide F&B Service	Standard serving procedures	Improved for clarity, consistency, and feasibility, ensuring efficient implementation and objective evaluation using refined rubrics
Provide F&B Service	General room service procedures included	Improved for clarity, consistency, and feasibility, ensuring efficient implementation and objective evaluation using refined rubrics
Provide Room Service	Task includes handling guest concerns	Refined for realistic application and alignment with hospitality standards
Guest Concerns	Task includes handling guest concerns	Enhanced to emphasize problem-solving and customer satisfaction techniques
Billing and Payment	Basic procedures for billing and payment	Clarified to ensure accuracy and proper handling of transactions

The performance task sheets were revised and enhanced based on the experts' validation feedback to make them clearer, more aligned, feasible, and accurate for scoring using the rubrics. The following improvements were noted: 1) improvement of instructions; 2) improvement of procedures' sequencing; 3) improvement of rubrics; and 4) improvement of alignment to the standards of the TESDA which resulted to a more practical and reliable assessment tool.

The enhancements are an example that instructional design is still a process that is continuously improving. The new tasks will help to enhance implementation and to make assessment results more reliable and clear (feasible). All of this helps to make the performance-based assessment quality and sustainable.

IV. CONCLUSIONS AND RECOMMENDATIONS

This study aimed to develop, test and validate the usefulness of a performance task for assessing the Food and Beverage Services (FBS) NC II training program students' skills. With respect to Objective 1, it is concluded that the performance task has been successfully developed in relation to the training regulations of TESDA as well as the principles of competency-based assessment and it includes the essential service skills like table set-up, guest handling, service delivery and billing. To address Objective 2, expert validation findings showed that the created performance task is very valid regarding its alignment with standards, the clarity of instructions, scoring and rigor, fairness and equity, student engagement, and implementation feasibility. For Objective 3, quantitative results showed that students who took the developed performance task exhibited significantly higher competency levels than those who were assessed using traditional methods, suggesting that performance-based assessment positively impacted on FBS competencies. Relative to Objective 4, qualitative findings revealed that students gained cognitive and emotional readiness, adaptive coping and resilience, competency and skill acquisition, industry alignment and realism and reflective growth and confidence. In general, the research finds that the created performance activity is a highly effective and authentic assessment tool that improves technical skills, confidence, and workplace preparedness of FBS students, thus leading to better competency-based instruction and assessment of technical-vocational education.

Based on the conclusions drawn from the study, several recommendations are proposed. In line with Objective 1 and Objective 2, teachers and FBS instructors are encouraged to adopt the developed and validated performance task to ensure authentic and standards-aligned assessment of students' competencies. In line with the results concerning the Objective 3, it is advisable that the instructors combine scaffolded practice tasks, explicit rubrics, and timed simulations to further promote mastery of the skills and performance as the student service providers. In line with Objective 4, structured pre-task orientations and guided reflection journals that are enriched with in-text should be adopted to enhance the readiness, confidence, and self-regulated learning of students. The school administrators are also encouraged to facilitate the continued use of performance-based assessment by offering sufficient resources, instructional time, and professional growth of teachers. Curriculum developers can consider similar authentic performance tasks in technical-vocational subjects to enhance industry relevance and competency-based learning. Lastly, future researchers are encouraged to perform similar studies on other technical-vocational strands, bigger sample groups, or longitudinal studies in order to have a deeper analysis of the long-term impact of performance-based assessment on the competences and employability of students.

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