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## **ACCEPTABILITY OF EMBEDDING THE FILIPINO BRAND OF SERVICE EXCELLENCE AS ELECTIVE COMPETENCY INTO THE FOOD AND BEVERAGE SERVICES NC II CURRICULUM**

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### **ABSTRACT**

This study evaluated the acceptability of embedding the Filipino Brand of Service Excellence as elective competency in the Food and Beverage Services NC II curriculum. The researcher utilized a mixed methods design to gather data from thirty-seven stakeholders. These participants included learners, trainers, assessors, and industry partners. The study used structured survey questionnaires to measure the dimensions of innovation and open-ended questions to explore stakeholder perspectives. The quantitative results indicate that the integration of the FBSE competencies is highly acceptable to all stakeholder groups. The stakeholders identified the relative advantage of the program as the highest driver for acceptance. This suggests that the FBSE competencies significantly improves the employability and industry readiness of the graduates. However, the evaluation also revealed a lower rating for curriculum complexity. The participants expressed concerns regarding the difficulty of fitting new behavioral modules into the existing technical training schedule. The qualitative narratives reveal that the FBSE competencies provides the heart and attitude of service alongside technical skills. The stakeholders perceive a holistic service advantage that benefits the trainees and the hospitality establishments. Nevertheless, the findings highlight operational friction regarding the subjective assessment of cultural values and the need for trainer upskilling. These themes indicate that while the program is necessary, its success relies on clear instructional strategies. The study concludes that the Filipino Brand of Service Excellence is an essential cultural component for modern hospitality training. It bridges the gap between mechanical service and genuine guest interaction. To address the identified challenges, the researcher proposes a structured curriculum enhancement framework. This intervention focuses on contextualized role-playing and standardized assessment rubrics. These strategies ensure that graduates are technically

proficient and culturally responsive. The study recommends that training institutions adopt this framework to align their programs with actual industry expectations and national service standards.

**KEYWORDS:** Acceptability, Filipino Brand of Service Excellence, Food and Beverage Services NC II, Curriculum Integration, Mixed-methods Research, Technical Vocational Education and Training

## 1. INTRODUCTION

The Tourism and hospitality education in the Philippines, particularly programs guided by TESDA standards such as Food and Beverage Services NC II, has traditionally emphasized Western service styles, focusing on formal dining etiquette and international service standards. While this approach develops technical competencies, it often gives limited attention to Filipino cultural values that characterize local hospitality.

Many graduates begin their careers in local establishments where guests value pagiging magiliw (warmth), malasakit (empathy), and personalized service. This highlights a gap between Western-oriented training and culturally responsive service delivery. As noted by Braganza (2025), Philippine hospitality is increasingly shaped by a combination of global standards and indigenous values, emphasizing the need for a balanced training approach. This concern is reinforced by the National Technical Education and Skills Development Plan (NTESDP) 2023–2028, which identifies curriculum and workforce alignment gaps in tourism-related training (TESDA, 2023).

To address these challenges, the Department of Tourism introduced the Filipino Brand of Service Excellence (FBSE), a national initiative that promotes service quality anchored in Filipino values. National reports indicate that more than 100,000 tourism frontliners have been trained under the program (PNA, 2023), while TESDA has initiated trainer development efforts to support its integration into TVET and enterprise settings (TESDA Region III, 2023). The TESDA Skills Need Anticipation–Workplace Skills and Satisfaction Survey further reported a 52.38% increase in workforce demand and sustained importance at 42.86% (TESDA SNA-WSS Tourism Report, 2024).

Despite these developments, FBSE competencies have not yet been formally integrated into the Food and Beverage Services NC II curriculum. Assessing their acceptability among trainers, trainees, assessors, and industry stakeholders is therefore essential to ensure that curriculum enhancements are evidence-based, culturally aligned, and responsive to industry needs. The findings will serve as the basis for proposing a curriculum enhancement framework that embeds FBSE as an elective competency within the Food and Beverage Services NC II curriculum.

## 2. LITERATURE REVIEW

### **Cultural Responsiveness and Service Excellence in Hospitality Education**

Contemporary hospitality education increasingly recognizes that service excellence extends beyond technical competence and encompasses interpersonal, emotional, and culturally responsive dimensions of service delivery. Studies have demonstrated that customer satisfaction and perceived service quality are significantly influenced by employees' service behaviors, emotional engagement, and ability to establish meaningful interactions with customers. Vargas-Calderón et al. (2021) emphasized that service quality is strongly associated with customer perceptions and relational aspects of service, while Guan and Choi (2020) found that service attitude and interpersonal competencies significantly contribute to customer loyalty within hospitality settings.

Similarly, Santos and Marques (2023) argued that hospitality curricula should integrate soft skills and cultural responsiveness to better prepare graduates for increasingly diverse service environments. Supporting this perspective, Lee et al. (2026) reported that experiential competencies embedded in hospitality programs enhance communication skills, practical abilities, and professional preparedness among learners. Chen (2024) further noted that culturally responsive service frameworks improve both employee performance and customer satisfaction, suggesting that service excellence is strengthened when training programs incorporate cultural values and context-specific service behaviors.

Within the Philippine context, culturally grounded hospitality practices are regarded as a distinctive component of service excellence. Bersalona (2026) emphasized that the Filipino Brand of Service Excellence (FBSE) promotes service quality through values such as *malasakit*, *makatao*, and genuine concern for customers. Likewise, Braganza (2025) described Filipino hospitality as characterized by warmth, courtesy, and personal connection, distinguishing it from more formal and transactional service models. These findings suggest that hospitality education should integrate cultural values alongside technical competencies to preserve and strengthen the unique identity of Filipino service.

### **The Importance of Soft Skills and Interpersonal Competencies**

The hospitality industry consistently identifies interpersonal and behavioral competencies as essential determinants of service effectiveness. Research indicates that communication skills, empathy, responsiveness, and customer-centered attitudes significantly contribute to customer satisfaction and service performance. Studies conducted in Philippine hospitality establishments found that customers place considerable value on personalized interactions and positive communication, often viewing these competencies as equally important as technical proficiency (Baluyot & Pampolina, 2022; Nueva et al., 2022; Basilisco & Jesus, 2024).

Similarly, Coronel (2024) reported that empathy, responsiveness, and customer-oriented service behaviors enhance customer loyalty, organizational reputation, and long-term competitiveness within hospitality organizations. Reyes and Jayme (2025) further demonstrated that cultural competency and structured service training improve communication effectiveness, guest interaction skills, and overall employee performance.

International studies likewise support the growing importance of interpersonal competencies in hospitality education and employment. Pantaruk et al. (2025) found that employers consistently value soft skills and relational service competencies more highly than procedural skills because they directly influence employability and service quality. These findings collectively suggest that hospitality curricula must intentionally cultivate behavioral and interpersonal competencies to meet industry expectations and improve service outcomes.

### **Experiential Learning and Stakeholder-Informed Curriculum Development**

Hospitality education research highlights the effectiveness of experiential learning approaches in developing both technical and non-technical competencies. Rosenkranz (2021) observed that real-world and problem-based learning experiences strengthen learners' professional preparedness by promoting the application of knowledge and interpersonal skills in authentic service situations. Similarly, Lee et al. (2026) reported that experiential learning activities improve communication competence and practical readiness among hospitality students.

Curriculum responsiveness is further enhanced through stakeholder engagement. Marinakou and Giousmpasoglou (2020–2022) emphasized the importance of involving educators, employers, industry practitioners, and learners in curriculum evaluation and redesign processes. Their findings suggest that stakeholder-informed curriculum development enables training institutions to better align educational outcomes with industry requirements.

Liu et al. (2022) also highlighted the importance of intercultural competence, reporting that both educators and industry partners consider culture-based service behaviors essential for preparing learners for diverse work environments. Together, these studies indicate that hospitality curricula should be continuously refined through experiential learning approaches and stakeholder participation to ensure relevance and effectiveness.

### **Industry Expectations and Curriculum Gaps in Hospitality and TVET Programs**

Despite advancements in hospitality education, several studies identify persistent gaps between training outcomes and workplace expectations. Suastini et al. (2022) found that industry requirements frequently

differ from formal training standards, underscoring the need for context-responsive curriculum adjustments. Similar concerns have been reported in the Philippine setting, where hospitality and TVET programs have been observed to adequately develop technical competencies but often provide limited emphasis on soft skills and culturally grounded service behaviors (Tabunda, 2025; Baluyut, 2025).

Employers consistently express the need for graduates who possess strong communication abilities, positive work attitudes, and interpersonal competencies in addition to technical expertise. Melchor et al. (2025) reported that these attributes significantly influence employability and workplace performance among hospitality graduates. Furthermore, Apostol et al. (2023) found that empathy, assurance, responsiveness, and customer-centered behaviors positively affect service performance and customer satisfaction, reinforcing the value of integrating service-oriented competencies into hospitality instruction.

The cultural dimension of hospitality further strengthens the case for curriculum enhancement. Villena and Magno (2022) identified Filipino hospitality as a defining aspect of national identity, characterized by generosity, warmth, and relational engagement. Vicente (2025) similarly demonstrated that educational programs incorporating empathy, communication, and cultural awareness improve learners' interpersonal competence and customer interaction skills. Collectively, these findings reveal a need to bridge the gap between technical training and culturally grounded service expectations through curriculum innovation.

### **Synthesis**

The literature reveals four major themes relevant to hospitality education and training: cultural responsiveness in service excellence, the importance of soft skills and interpersonal competencies, the value of experiential and stakeholder-informed curriculum development, and the need to address industry-driven curriculum gaps. Across both international and Philippine contexts, evidence consistently indicates that effective hospitality service depends not only on technical proficiency but also on empathy, communication, cultural awareness, and customer-centered behaviors.

The reviewed studies collectively suggest that integrating culturally grounded frameworks such as the Filipino Brand of Service Excellence (FBSE) can strengthen hospitality curricula by aligning training with both global service standards and uniquely Filipino values. Consequently, incorporating FBSE into the Food and Beverage Services NC II curriculum represents a strategic approach to developing graduates who are technically competent, culturally responsive, employable, and capable of delivering authentic service excellence within diverse hospitality environments.

## **3. METHODS**

### **3.1 Research Design**

This study utilized a mixed-methods research design, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the acceptability of embedding the Filipino Brand of Service Excellence (FBSE) as an elective competency in the Food and Beverage Services (FBS) NC II curriculum. The quantitative component was conducted through a structured survey to measure stakeholder perceptions based on the core dimensions of the Diffusion of Innovation Theory: relative advantage, compatibility, complexity, trialability, and observability. Meanwhile, the qualitative component—gathered through open-ended questions—offered deeper explanations and contextual insights that complemented the statistical results. This approach captured not only numerical trends but also the nuances of culturally informed service perspectives and experiences, providing a more holistic and grounded understanding of the findings.

### **3.2 Research Setting and Participants**

The study was conducted at the Agusan del Sur School of Arts and Trades (ASSAT), one of the primary TESDA-accredited training institutions in the province offering the Food and Beverage Services (FBS) NC II qualification as part of its resultant program in Diploma in Hotel and Restaurant Service Technology. The institution was purposively selected because it will have the only group of currently enrolled FBS learners were available during the conduct of the study, ensuring accessibility and relevance of the participant pool. ASSAT served a diverse population of trainees preparing for employment in local restaurants, cafés, hotels, and catering establishments, reflecting the typical entry-level pathways of hospitality graduates in the province.

The school's strong and sustained partnerships with hospitality establishments across Agusan del Sur further strengthened its suitability as the research setting, as these connections provide authentic industry perspectives and workplace expectations that are vital for evaluating curriculum enhancements. This alignment made ASSAT an ideal locale for examining the relevance, acceptability, and perceived value of embedding the Filipino Brand of Service Excellence (FBSE) as elective competency into the FBS NC II curriculum.

The table below presented the distribution of respondents in this study. The population was composed of four primary stakeholder groups directly involved in the implementation and application of Food and Beverage Services (FBS) NC II competencies, including TESDA trainers, TESDA assessors, Trainees, and industry partners. This distribution ensured that feedback and data collected reflect the perspectives of all key stakeholders in the program.

To ensure that the data will be reflected informed and experience-based perspectives, the study was employed a purposive sampling, a non-probability technique that deliberately selects participants who

possess the specific characteristics, roles, and expertise relevant to the research. All available trainers and assessors were included due to their small number and their critical involvement in curriculum delivery, competency evaluation, and training standards implementation.

**Table 1. Distribution of Respondents**

Stakeholder Group	Description	Number of Respondents
TESDA Trainers	Responsible for delivering FBS NC II instruction	5
TESDA Assessors	Evaluate Trainees' competencies under FBS NC II	2
Trainees	Current learners of Diploma in Hotel and Restaurant Technology	25
Industry Partners	Supervisors, managers, and employers from local restaurants, cafés, hotels, and catering establishments	5
<b>TOTAL</b>		<b>37 Respondents</b>

Trainees who have completed at least 50% of the FBS NC II training hours was purposively chosen to ensure they will have sufficient exposure to the existing curriculum and can meaningfully evaluate the relevance and potential integration of FBSE. Meanwhile, industry partners were selected to provide workplace-based insights into service expectations and competency needs. This sampling approach ensured that the participants represent a well-rounded and credible set of stakeholders whose firsthand experiences will be essential for assessing the acceptability of embedding the Filipino Brand of Service Excellence into the FBS NC II curriculum.

### 3.3 Research Instruments

Data for the study was collected through two complementary research instruments designed to generate both quantitative and qualitative insights essential for evaluating the acceptability of embedding the Filipino Brand of Service Excellence (FBSE) into the FBS NC II curriculum.

The first instrument was a researcher-developed survey questionnaire composed of structured items measured using a five-point Likert scale. This tool assessed respondents' acceptability of FBSE separately across key dimensions such as relative advantage, compatibility with existing FBS NC II competencies, perceived complexity of integration, trialability during training, observability of outcomes, and overall acceptability. To ensure its appropriateness for the technical-vocational context, the questionnaire underwent rigorous content validation by experts, in Technical-Vocational Education and Training (TVET) curriculum development and hospitality management.

The second instrument consists of open-ended questions designed to elicit in-depth explanations, contextual insights, and clarifications from participants. These questions allowed respondents to express, in their own words, how FBSE aligns with current training practices. It further explored perceived benefits for trainees, training institutions, and hospitality establishments, as well as potential challenges or concerns related to its implementation. In addition, it specifically examined the potential impact on the service performance of FBS NC II graduates and stakeholder's recommendation.

Prior to full implementation, both instruments were subjected to pilot testing to determine clarity, sequencing, and comprehension of items. Feedback from the pilot phase informed necessary revisions, ensuring that the instruments were valid, reliable, and capable of capturing the range and depth of data required for the study.

### **3.4 Data Collection Procedure**

The study employed a systematic and ethically grounded data gathering procedure to ensure the credibility and integrity of the information collected. Initially, the researcher secured the necessary permissions from the institutions where the questionnaires and interviews were conducted, including partner hospitality establishments, to formalize support for the conduct of the study.

Once approval is granted, all prospective respondents were oriented regarding the purpose of the research, the voluntary nature of their participation, and the measures were in place to safeguard confidentiality and anonymity. Informed consent was obtained prior to the administration of any data-gathering instrument. Completed questionnaires were retrieved immediately to guarantee completeness and accuracy of responses.

Following the survey phase, the same participants were asked to answer open-ended questions in an essay form at their convenience within the institution or partner establishments. Their written responses served as the primary source of qualitative data, capturing detailed and nuanced perspectives on the topic.

To enhance the reliability of the findings, data validation and triangulation was conducted by comparing patterns from the quantitative surveys with themes emerging from the qualitative essay-type responses. All data securely stored, systematically organized, and properly coded for analysis, ensuring confidentiality were maintained at every stage. This comprehensive procedure ensured that data collection was methodical, ethically compliant, and aligned with the mixed-methods approach of the study.

### **3.5 Statistical Treatment**

To ensure that the gathered data were analyzed effectively, this study utilized appropriate statistical tools that align with the research objectives. Adopting a mixed-methods approach, both numerical data from the surveys and narrative data from the open-ended essay-type questions will be analyzed side by side.

For the quantitative component, the responses from the survey questionnaires were organized and summarized. Frequency and percentage distributions were used to describe the basic profile of the respondents, such as their role in the FBS NC II program and their years of experience. To determine the acceptability of integrating the Filipino Brand of Service Excellence (FBSE) within the program, the study computed the mean and standard deviation across the five dimensions of the Diffusion of Innovation Theory: relative advantage, compatibility, complexity, trialability, and observability. These values indicated whether respondents generally agree, are neutral, or have varying perceptions regarding FBSE integration.

For the qualitative component, the essay-type responses were analyzed using thematic analysis. This involved reading all responses multiple times, identifying meaningful statements, assigning codes, and grouping these into broader themes. Through this process, the study captured deeper insights, such as relevance and alignment, perceived benefits, and impact, implementation challenges and strategic recommendations related to adopting FBSE, adding context that quantitative data alone cannot fully explain.

By combining these quantitative and qualitative approaches, the study arrived at a richer and more comprehensive understanding of the acceptability of Filipino Brand of Service Excellence embedment from the perspective of those directly involved in the FBS NC II curriculum.

## **4. RESULTS**

### **Demographic Profile of the Respondents**

The demographic profile of the respondents provides context for understanding their perceptions of the proposed curriculum enhancement. Their backgrounds, experiences, and familiarity with the Filipino Brand of Service Excellence may influence their assessment of the acceptability of embedding FBSE

competencies into the Food and Beverage Services NC II curriculum.

The study collected data from various stakeholders to ensure a balanced perspective on curriculum enhancement. Table 2 presents the distribution of these participants based on their stakeholder group, age, sex, education, experience, and familiarity with the service framework.

The vast majority of the respondents are learners currently enrolled in the Food and Beverage Services program, while technical assessors represent the smallest group. Most respondents belong to the youngest age bracket, are female, are currently at the college level, and possess limited experience in the hospitality industry. Regarding the service framework, the largest portion of the group expresses a moderate level of familiarity.

The dominance of young learners suggests that the data reflects the perspectives of the emerging hospitality workforce. As a TESDA-administered institution offering scholarship programs, it naturally attracts individuals seeking entry-level qualifications. The limited industry experience among most respondents highlights a critical stage for competency development, where learners are highly receptive to new service standards while benefiting from the guidance of trainers and industry practitioners.

**Table 2. Demographic Profile of the Respondents**

<b>PROFILE VARIABLES</b>	<b>FREQUENCY (F)</b>	<b>PERCENTAGE (%)</b>
<b>1.1 Stakeholder Group</b>		
FBS NC II Learner	25	67.57%
Trainer	5	13.51%
Assessor	2	5.41%
Industry Partner/Employer/Supervisor	5	13.51%
<b>Total</b>	<b>37</b>	<b>100.00%</b>

### 1.2 Age

18–25	25	67.57%
26–35	5	13.51%
36–45	5	13.51%
46–55	1	2.70%
56 and above	1	2.70%
<b>Total</b>	<b>37</b>	<b>100.00%</b>

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### 1.3 Sex

Female	31	83.78%
Male	6	16.22%
<b>Total</b>	<b>37</b>	<b>100.00%</b>

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### 1.4 Highest Educational Attainment

College Level	25	67.57%
College Graduate	10	27.03%
Postgraduate	2	5.40%
<b>Total</b>	<b>37</b>	<b>100.00%</b>

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**1.5 Years of Experience in F&B / Hospitality**

Less than 1 year ( <i>includes "None"</i> )	24	64.86%
1–3 years	4	10.81%
4–6 years	4	10.81%
7–10 years	1	2.70%
More than 10 years	4	10.81%
<b>Total</b>	<b>37</b>	<b>100.00%</b>

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**1.6 Familiarity with FBSE**

Highly Familiar	9	24.32%
Moderately Familiar	15	40.54%
Slightly Familiar	11	29.73%
Not Familiar	2	5.41%
<b>Total</b>	<b>37</b>	<b>100.00%</b>

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This profile aligns with the observations of Reyes and Jayme (2025), who noted that incorporating cultural competency and structured training enhances service performance, communication effectiveness, and guest interaction skills. The focus on a young and relatively inexperienced group also supports the workforce readiness emphasis of Santos and Marques (2023), who argued that embedding cultural responsiveness in the curriculum improves the adaptability of new workers. Moreover, the respondents'

moderate familiarity with the framework indicates an opportunity for formal instruction, consistent with Vicente's (2025) findings that empathy, cultural awareness, and communication training strengthen interpersonal competence and customer interaction skills in hospitality settings.

The demographic profile indicates that the study captures the views of a young and emerging workforce that stands to benefit from the integration of culturally grounded service standards.

### **Evaluation of the Acceptability of Embedding the Filipino Brand of Service Excellence**

The study assessed the acceptability of integrating the service framework based on the dimensions of the Diffusion of Innovation theory. Table 3 presents the mean scores and standard deviations as evaluated by the learners, trainers, assessors, and industry partners.

The stakeholders generally provide a highly acceptable evaluation for the integration of the service framework. The highest evaluation appears in the dimension of relative advantage, particularly in the aspect of improving employability and industry readiness. In contrast, complexity received the lowest overall rating among the dimensions. This is specifically evident in the perceived difficulty of integrating the competencies into existing modules and practical scenarios. The standard deviations across all groups are low. This indicates a strong consensus and high level of agreement among the participants regarding the value of the framework.

The high acceptability of relative advantage suggests that stakeholders recognize the direct career benefits of the program. In a highly competitive hospitality industry, stakeholders believe that mastery of cultural service values enhances employability in both local and international settings. This finding reflects the need for training programs to align with workplace expectations and is consistent with Guan and Choi (2020), who found that service attitude, interpersonal competence, and emotional skills influence service outcomes and customer loyalty. It also aligns with Vicente (2025), who noted that empathy, cultural awareness, and communication training strengthen students' communication confidence and customer interaction skills.

The lower evaluation in complexity indicates a potential challenge in curriculum implementation. While stakeholders support the program, learners and trainers anticipate difficulties in accommodating additional activities within the existing training schedule. This suggests the need for a seamless integration strategy rather than the addition of separate subjects. The finding supports Tabunda (2025) and Baluyut (2025), who identified soft skills gaps resulting from curricula that prioritize technical competencies, and Suastini et al. (2022), who emphasized the importance of context-responsive curriculum adjustments.

**Table 3. Evaluation of the Acceptability of Embedding FBSE as an Elective Competency**

Indicators	LEARNERS (n=25)		TRAINERS (n=5)		ASSESSORS (n=2)		INDUSTRY (n=5)		TOTAL (N=37)	
	M	SD	M	SD	M	SD	M	SD	M	SD
<b>1. RELATIVE ADVANTAGE</b>										
1.1 Enhances training quality and graduate value.	4.60 (HA)	0.50	5.00 (HA)	0.00	5.00 (HA)	0.00	4.80 (HA)	0.45	4.70 (HA)	0.46
1.2 Strengthens service attitudes and interpersonal skills.	4.72 (HA)	0.46	5.00 (HA)	0.00	5.00 (HA)	0.00	4.80 (HA)	0.45	4.78 (HA)	0.42
1.3 Improves employability and industry readiness.	4.84 (HA)	0.37	5.00 (HA)	0.00	5.00 (HA)	0.00	4.80 (HA)	0.45	4.86 (HA)	0.35
<b>Overall Relative Advantage</b>	<b>4.72 (HA)</b>	<b>0.44</b>	<b>5.00 (HA)</b>	<b>0.00</b>	<b>5.00 (HA)</b>	<b>0.00</b>	<b>4.80 (HA)</b>	<b>0.45</b>	<b>4.78 (HA)</b>	<b>0.41</b>
<b>2. COMPATIBILITY</b>										
2.1 Aligns with existing training and industry standards.	4.64 (HA)	0.49	4.80 (HA)	0.45	5.00 (HA)	0.00	4.80 (HA)	0.45	4.70 (HA)	0.46
2.2 Conforms to expected service behaviors in the workplace.	4.24 (A)	0.60	5.00 (HA)	0.00	5.00 (HA)	0.00	4.80 (HA)	0.45	4.46 (A)	0.51
2.3 Reflects and strengthens Filipino cultural service identity.	4.80 (HA)	0.41	5.00 (HA)	0.00	4.50 (HA)	0.71	5.00 (HA)	0.00	4.84 (HA)	0.37
<b>Overall Compatibility</b>	<b>4.56 (HA)</b>	<b>0.50</b>	<b>4.93 (HA)</b>	<b>0.15</b>	<b>4.83 (HA)</b>	<b>0.24</b>	<b>4.87 (HA)</b>	<b>0.30</b>	<b>4.67 (HA)</b>	<b>0.48</b>
<b>3. COMPLEXITY</b>										
3.1 Easily integrated into modules and practical scenarios.	4.28 (A)	0.74	4.80 (HA)	0.45	5.00 (HA)	0.00	4.80 (HA)	0.45	4.46 (A)	0.69
3.2 Simple to adopt and manage without major difficulty.	4.52 (HA)	0.59	4.40 (A)	0.89	4.50 (HA)	0.71	4.80 (HA)	0.45	4.54 (HA)	0.61
3.3 Naturally practiced in day-to-day service interactions.	4.32 (A)	0.63	5.00 (HA)	0.00	4.50 (HA)	0.71	5.00 (HA)	0.00	4.51 (HA)	0.61
<b>Overall Complexity</b>	<b>4.37 (A)</b>	<b>0.65</b>	<b>4.73 (HA)</b>	<b>0.45</b>	<b>4.67 (HA)</b>	<b>0.47</b>	<b>4.87 (HA)</b>	<b>0.30</b>	<b>4.50 (HA)</b>	<b>0.64</b>
<b>4. TRIALABILITY</b>										
4.1 Can be piloted through selected modules, SIL, or QJT.	4.56 (HA)	0.58	4.60 (HA)	0.55	4.50 (HA)	0.71	4.80 (HA)	0.45	4.59 (HA)	0.55
4.2 Can be tested via simulations before full embedment.	4.68 (HA)	0.48	4.80 (HA)	0.45	4.50 (HA)	0.71	4.80 (HA)	0.45	4.70 (HA)	0.46
4.3 Pilot testing helps evaluate efficacy and integration.	4.72 (HA)	0.46	5.00 (HA)	0.00	4.50 (HA)	0.71	4.80 (HA)	0.45	4.76 (HA)	0.44
<b>Overall Trialability</b>	<b>4.65 (HA)</b>	<b>0.51</b>	<b>4.80 (HA)</b>	<b>0.33</b>	<b>4.50 (HA)</b>	<b>0.71</b>	<b>4.80 (HA)</b>	<b>0.45</b>	<b>4.68 (HA)</b>	<b>0.48</b>
<b>5. OBSERVABILITY</b>										
5.1 Improvements in service behavior will be noticeable.	4.84 (HA)	0.37	4.80 (HA)	0.45	4.50 (HA)	0.71	4.80 (HA)	0.45	4.81 (HA)	0.40
5.2 Impact is easily evaluated during practical assessments.	4.48 (A)	0.51	4.80 (HA)	0.45	4.50 (HA)	0.71	4.80 (HA)	0.45	4.57 (HA)	0.50
5.3 Produces visible improvements in guest satisfaction.	4.60 (HA)	0.50	5.00 (HA)	0.00	4.50 (HA)	0.71	4.80 (HA)	0.45	4.68 (HA)	0.48
<b>Overall Observability</b>	<b>4.64 (HA)</b>	<b>0.46</b>	<b>4.87 (HA)</b>	<b>0.30</b>	<b>4.50 (HA)</b>	<b>0.71</b>	<b>4.80 (HA)</b>	<b>0.45</b>	<b>4.69 (HA)</b>	<b>0.46</b>
<b>GRAND OVERALL MEAN</b>	<b>4.59 (HA)</b>	<b>0.51</b>	<b>4.87 (HA)</b>	<b>0.25</b>	<b>4.70 (HA)</b>	<b>0.43</b>	<b>4.83 (HA)</b>	<b>0.39</b>	<b>4.66 (HA)</b>	<b>0.49</b>

Legend: HA = Highly Acceptable (4.50–5.00); A = Acceptable (3.50–4.49); MA = Moderately Acceptable (2.50–3.49); SA = Slightly Acceptable (1.50–2.49); NA = Not Acceptable (1.00–1.49).

The high ratings for compatibility and observability indicate that stakeholders believe the framework aligns with existing hospitality values and can produce visible improvements in guest satisfaction. Trainers and industry partners, in particular, view the framework as a means of preserving the country's unique service identity. This finding is consistent with Bersalona (2026), who highlighted the role of FBSE in strengthening hospitality service through values such as malasakit, and with studies by Baluyot and Pampolina (2022), Nueva et al. (2022), and Basilisco and Jesus (2024), which emphasized the importance of empathy, personalized interaction, and positive communication in achieving customer satisfaction.

Overall, the results indicate that the integration of the service framework is highly acceptable to stakeholders. While employability and service quality drive this acceptance, the findings also highlight the need to simplify the integration process to address curriculum complexity and support effective implementation.

### **Perspectives and Experiences on FBSE Integration**

This section presents the qualitative results derived from the verbatim survey responses of the stakeholders. The categories and themes capture the exact experiences and suggestions of the learners, trainers, assessors, and industry partners. This ensures that the grounded realities of the training program are accurately reflected. Table 4 summarizes these qualitative insights. The data is organized into relevance, benefits, challenges, and recommendations.

**Table 4. Summary of Themes regarding the Integration of FBSE Competencies**

<b>Category</b>	<b>Themes</b>	<b>Sub-Themes</b>
<b>Relevance and Alignment</b>	The Complementary Alignment	<ul style="list-style-type: none"><li>• Technical skills versus behavioral values</li><li>• Bridging the mechanical service gap</li><li>• Authentic Filipino hospitality</li></ul>
<b>Perceived Benefits and Impact</b>	The Holistic Service Advantage	<ul style="list-style-type: none"><li>• Increased trainee confidence and employability</li><li>• Institutional reputation and standard alignment</li><li>• Enhanced guest satisfaction and loyalty</li></ul>
<b>Implementation Challenges</b>	The Operational and Assessment Friction	<ul style="list-style-type: none"><li>• Curriculum time constraints and overload</li></ul>

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<b>Strategic Recommendations</b>	Practical Integration and Standardization	<ul style="list-style-type: none"><li>• Subjective assessment of cultural values</li><li>• Trainer upskilling and resource gaps</li><li>• Contextualized role-playing and immersion</li><li>• Unified assessment criteria and tools</li><li>• Continuous industry collaboration</li></ul>
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### Theme 1. The Complementary Alignment

The most prominent insight from the respondents is the clear boundary between technical skills and cultural values. The narratives indicate that the Food and Beverage Services curriculum is mechanically sound but lacks emotional engagement. The stakeholders view the Filipino Brand of Service Excellence as the missing behavioral component.

Learner Key Informant – 12 explained this specific relationship clearly.

*"The Filipino Brand of Service Excellence is still highly relevant to FBS NC II training and today's hospitality standards because it gives the technical skills real heart. FBS NC II teaches the how of serving, clearing, handling guest. But FBSE teaches the why and with what attitude embedding values."*

The implication of this narrative reveals why the quantitative data showed a "Highly Acceptable" rating for Compatibility. The core factor driving this acceptance is the natural fit between the two frameworks. Because the existing curriculum focuses on the physical mechanics of table service, students often lack the interpersonal warmth required in actual hospitality settings. The integration does not replace existing modules. Instead, it adds a layer of cultural identity to the procedural tasks. This supports the findings of Bersalona (2026). The author highlighted that embedding Filipino values such as malasakit and makatao enhances the authenticity of the customer experience.

### Theme 2. The Holistic Service Advantage

Another significant finding in the verbatim data is the shared benefit across all groups. Participants highlighted that embedding the competencies creates a positive ripple effect. It starts with the student and ends with the hospitality establishment.

Trainer Key Informant – 4 detailed this chain of benefits directly.

*"For trainees, it increases employability and build confidence by providing global recognize service standard. For training institutions, it enhances the reputation of the school and ensures their curriculum align to industry standards. For hospitality establishments, it ensures higher level of customer satisfaction."*

This narrative explains the high scores found in the quantitative results regarding Relative Advantage. The primary mechanism here is workforce readiness. Because the graduates possess both technical mastery and culturally rooted soft skills, employers spend less time retraining them. Furthermore, training institutions gain credibility when their graduates perform exceptionally well during industry immersions. This confirms the arguments of Apostol et al. (2023). Their study proved that learners exposed to value-driven instruction demonstrate significantly higher service quality and customer interaction skills.

### **Theme 3. The Operational and Assessment Friction**

Despite the high acceptability of the program, the respondents identified specific logistical hurdles. The verbatim data reveals that trainers and assessors worry about the practical execution of the integration. They pointed out issues regarding time constraints and grading methods.

Assessor Key Informant – 1 was very specific about this barrier.

*"Challenges may include the difficulty in assessing values-based competencies, the need for recalibration of the assessment tools, and ensuring assessors are properly trained to evaluate both performance and behavior consistently across candidates."*

This narrative explains why the quantitative data for Complexity received the lowest overall mean score among the dimensions. The core problem is the subjective nature of evaluating human behavior. Trainers can easily measure if a student sets a table correctly. However, grading a student on the authenticity of their smile or their level of empathy is highly subjective. Because of this, instructors feel anxious about adding these modules without clear grading rubrics. This friction aligns directly with the observations of Tabunda (2025) and Baluyut (2025). The researchers noted that TVET-related curricula sufficiently develop technical competencies, integrating soft skills requires careful curriculum enhancement to avoid confusing the evaluators.

### **Theme 4. Practical Integration and Standardization**

To solve the operational friction, the stakeholders provided clear and actionable solutions. The participants strongly advised against treating the new competencies as a separate classroom lecture. They also demanded unified tools to prevent unfair grading.

Assessor Key Informant – 2 provided a highly structural recommendation.

*"Create a uniform assessor's guide, rating sheet or performance criteria. Calibrate the assessors together with the industry partners."*

This statement provides the exact blueprint for institutional policy. The data suggests that the success of the integration relies heavily on instructional design. Because values cannot be taught purely through lectures, schools must use role-playing and guest service simulations. In addition, TESDA must develop standard behavioral indicators, so every assessor grades the students using the exact same criteria. This stakeholder-driven approach mirrors the recommendations of Marinakou and Giousmpasoglou (2020). The authors argued that consulting employers and trainers is a mandatory step when redesigning hospitality programs to ensure workplace relevance.

The qualitative narratives provide a deeper context to the high acceptability of the FBSE competencies. Stakeholders do not view these competencies as an isolated academic requirement. Instead, they perceive it as an essential cultural identity that gives meaning to technical skills. Although logistical concerns regarding time and resources exist, the perceived impact on graduate confidence and employability remains the primary motivator for integration. This qualitative evidence reinforces the necessity of a balanced curriculum that values both performance and attitude. Consequently, the feedback from the stakeholders confirms that culturally grounded service excellence is a critical priority for the provincial hospitality sector.

## 6. CONCLUSION

The study concludes that the Filipino Brand of Service Excellence is an essential requirement for modern hospitality training. Because the industry values both technical mastery and cultural warmth, the integration of these competencies is a national priority. The high acceptance among stakeholders proves that the framework is timely and responsive to the needs of the local hospitality sector.

Furthermore, the research concludes that curriculum complexity is a significant barrier to implementation. Although stakeholders support the program, the current heavy load of technical modules makes integration difficult. A successful implementation requires a shift from separate subjects to a more embedded instructional design. This ensures that behavioral values are taught alongside technical tasks without overwhelming the learners.

Additionally, standardized assessment is the key to institutionalizing the embedment of FBSE competencies. Because cultural values are subjective, trainers and assessors need objective tools to measure student performance. Without clear behavioral indicators, the evaluation of service excellence

will remain inconsistent. Therefore, a unified assessment rubric is necessary to maintain the quality and validity of the training program.

Overall, the study concludes that the proposed curriculum enhancement framework provides a practical and stakeholder-supported approach to embedding the Filipino Brand of Service Excellence (FBSE) as an elective competency within the Food and Beverage Services NC II curriculum. By integrating culturally grounded service excellence competencies into hospitality training, the framework strengthens industry relevance, promotes quality service delivery, and supports the development of globally competitive yet distinctly Filipino hospitality professionals.

## **7. RECOMMENDATIONS**

The researcher proposed that the TESDA Agusan del Sur Provincial Office formally review and endorse the study on the embedment of FBSE as an elective competency into the Food and Beverage Services NC II curriculum for further evaluation, validation, and appropriate action. It is encouraged that Technology Institutions (TTIs) and private technical-vocational institutions may adopt and pilot-test the integration of FBSE competencies as an elective component, generating further evidence on its effectiveness and applicability in different training contexts.

It is suggested that TESDA accredited trainers should be provided with capability-building programs, workshops, and learning resources to effectively deliver FBSE competencies, particularly in integrating Filipino values and use immersive role-playing and simulations during daily instruction. This method allows students to practice cultural values in a safe environment before they enter the actual workplace. The researcher suggested that industry partners are encouraged to collaborate with TESDA in validating the relevance of FBSE competencies and providing real-world training exposure to learners. Their participation ensures that training remains responsive to industry expectations.

For future researchers, it is recommended to explore the long-term impact of the framework on the actual job performance of the graduates. A follow-up study can measure if the integration truly leads to higher customer satisfaction ratings in the workplace. Research could also examine the applicability of this service brand in other technical-vocational qualifications. It is further recommended that the proposed curriculum enhancement framework be considered for adoption and pilot implementation within the Food and Beverage Services NC II program. The framework may serve as a guide for systematically embedding Filipino Brand of Service Excellence (FBSE) as an elective competency, ensuring that hospitality training remains culturally relevant, industry-responsive, and aligned with contemporary service excellence standards.

To ensure the effective dissemination of the findings and recommendations of the study, a dissemination forum shall be conducted involving TESDA Agusan del Sur officials, trainers, assessors, and relevant stakeholders. This activity aims to present the significant results of the study, encourage stakeholder engagement, and gather recommendations that may support the possible integration of the Filipino Brand of Service Excellence (FBSE) into the FBS NC II curriculum.

### Conflict of Interest Statement

The authors declare no commercial or financial conflicts of interest. No external funding agency influenced the design or reporting of this study. The researchers conducted the analysis and interpretation of results independently.

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