

Written, Oral Communication and Practical Skills Assessments: A Test of Students' Performance in Fundamentals of Food Service Operations

¹Regie C. Gabunada , ²Rafael M. Bachanicha , ³Marifel Aiva Y. Ferraren 

¹gabunadaregiecogay@gmail.com, ²rbachanicha@uc.edu.ph, ³maferraren@uc.edu.ph

Article Details:

Received: 17 June 2026

Revised: 22 June 2026

Accepted: 30 June 2026

Published: 24 July 2026

Corresponding Email:

gabunadaregiecogay@gmail.com

Recommended Citation:

Gabunada, R. C., Bachanicha, R. M., Ferraren, M. A. Y. (2026). Written, Oral Communication and Practical Skills Assessments: A Test of Students' Performance in Fundamentals of Food Service Operations. *The International Review of Multidisciplinary Research*. 1 (9), 165-169.
<https://doi.org/10.67167/vertex.686>

Index Terms:

assessments, practical skills, written and oral, students' performance, food service, food operations

Abstract. Teachers can assess how effective their instruction is by linking students' achievement to specific learning objectives. Student learning assessment is critical because it informs instructors and students about how effectively students are meeting course learning objectives. Instructors can utilize assessment to develop criteria for assessing student understanding and competency in course learning objectives. Before creating individual units and lessons, instructors and curriculum planners are encouraged to "think like an assessor." A skills evaluation evaluates a person's ability to perform a specific skill or combination of talents. Skills evaluations can be conducted in person or online and might take the form of a simulation, test, questionnaire, or observation. The objective of this study was to construct a summary of students' written, oral, and practical performance in the Food and Beverage Operations subject. In this study, the correlations of these three skills of students were also tested. The descriptive-correlational research approach was utilized to evaluate the link between student performance assessment of written, oral, and laboratory skills. According to the findings, students have learned about the theories and methods of food service operations. Students' oral communication and practical abilities, on the other hand, indicate that they are functioning well in both areas. Students' performance in written communication is not related to their performance in oral communication, whereas oral communication is highly related to their performance in laboratory activities. The study's recommendations are strengthening students' oral communication skills through class recitations that integrate common phraseologies and conversations in foodservice operations and reinforcing laboratory activities through actual restaurant service operations.

Introduction

Assessment refers to the various methods and instruments educators use to test, measure, and document students' academic preparedness, learning progress, skill acquisition, and educational requirements (Goss, 2022). It is the systematic gathering and analysis of data to improve student learning. An assessment of learning is a summative measure of what a student has learned after instruction, such as a unit test, mid-year exam, or final exam (Mumford & Newcomer, 2019).

Students' performance is connected to specific learning objectives, allowing teachers to evaluate the effectiveness of their instruction (Goss, 2022). As a result, instructors can use their pedagogy to institutionalize excellent teaching choices while revising ineffective ones. Assessment of student learning is crucial because it gives instructors and students relevant information about how well students are meeting course learning objectives (Montebon and Bachanicha, 2018).

Instructors can use assessment to define the metrics for measuring student comprehension and competency in course learning objectives. It gives the proof needed to prove that significant learning has occurred in the classroom. Assessment encourages teachers and curriculum planners to think like an assessor' before planning specific units and lessons. Therefore, consider upfront how they will decide if students have gained the desired understanding (Deniega et al., 2026).

Two types of student evaluation are most frequently explored in teaching and learning scholarship (Divan et al., 2017). The first is a summative assessment, which occurs after a term of study. Its main goal is to develop a metric that "sums up" pupil learning. Summative assessment is all-encompassing and primarily concerned with learning outcomes (Sibanda & Mathwasa 2020). While summative assessment is frequently helpful in providing information about student achievement patterns, it does so without allowing students to reflect on and demonstrate growth in identified areas for improvement (Ortiz, 2020). It does not allow instructors to modify teaching strategies during the teaching and learning process. Comprehensive final exams and papers are examples of summative evaluation (Lee, 2019).

The second type of assessment, formative assessment, includes evaluating student learning over time. Its main goal is to measure students' levels of performance in order to help them learn more effectively during the learning process (Cagasan et al., 2020; Bachanicha et al., 2025). Instructors help students "understand their strengths and weaknesses and reflect on how they need to improve throughout their remaining studies" by interpreting their performance through formative assessment and sharing the results (Asamoah et al., 2022). This type of assessment refers to the assessment behind outcomes. "The objective of assessment—mandated or not—is greater student learning," it says, "and progress necessitates attention not only to results but also how they occur." Examining the process and conditions that lead to the learning we care about is called assessment behind outcomes. Course work—in which students receive feedback that identifies strengths, weaknesses, and other things to keep in mind for future assignments—discussions between instructors and students, and end-of-unit examinations provide students with an opportunity to identify critical areas for personal growth and development (Bucol et al., 2026).

On the other hand, a skills assessment assesses a person's ability to perform a specific skill or set. It is usually a test of skills particular to a job or role. In an ideal world, the evaluation records each participant's degree of proficiency for each skill, allowing one to see who is new and who has mastered it (Care et al., 2018). Skills evaluations can take the shape of a simulation, test, questionnaire, or observation and can be done in person or online (Faith Tricia et al., 2022; Sunshine et al., 2022).

A skills assessment in this study is a test that evaluates students' abilities concerning a particular skill or group of skills in the Fundamentals of Food Service Operations subject. A student is asked to demonstrate what they know concerning a given topic, subject, or issue during skills testing, and this is then compared to what they should know based on the appropriate guidelines. This study covered written, oral communication, and practical skills.

Methodology

This study, conducted during the academic year 2025–2026, employed a descriptive-correlational research design to examine the relationship between students' performance in written and oral communication and their laboratory skills in the subject Fundamentals of Food Service Operations. The study utilized secondary data derived from students' academic grades, which were voluntarily provided by instructors handling the subject. To ensure ethical compliance, only numerical grades were collected and analyzed, with no inclusion of students' names or personally identifiable information, thereby maintaining confidentiality and adherence to data privacy standards.

The research was carried out at the University of Cebu Lapu-Lapu and Mandaue Campus, specifically within the College of Hospitality and Tourism Management (CHTM). In terms of data procedures, instructors were first asked for their consent to use their students' grades as the primary source of data for the study. Upon obtaining their approval, they were requested to submit the grades solely for statistical analysis. The collected data were then encoded and analyzed. Descriptive statistics were generated to summarize the data, and the Pearson product-moment correlation coefficient (r) was employed to determine the strength and direction of the relationship between students' cognitive skills (written and oral communication) and their practical laboratory skills in the subject. This methodological approach allowed for an objective assessment of the association between academic and practical performance among the students.

Results and Discussion

The students' performance in written, oral communication, and practical skills are presented in table 1. The written part includes the students' grades in quizzes and major exams combined, while oral communication covers the students' performance in oral recitation and their participation in the class discussion. On the other hand, the practical skills cover the students' grades in laboratory activities, and the laboratory grade is the summary of all the students' performance in different laboratory activities.

Skills Evaluated	Mean $\pm$ Standard Deviation
Written	1.6 $\pm$ 0.77
Oral Communication	2.0 $\pm$ 0.30
Practical Skills	2.0 $\pm$ 0.30

Table I. Summary of Students' Performance in HM 114

As presented in table 1, the average written skills of the students ($M=1.6$, $STDEV=0.77$) are considered very good, considering that the highest rating in students' grades based on the standard of this university is 1.0, which is equivalent to 100 or perfect score/grade. This finding indicates that students have acquired knowledge of the theories and practices of foodservice operations. The grade in quizzes is composed of written assessments after each topic, and the major exam is the composition of students' written skills. The finding revealed that students excel in this type of assessment. On the other hand, both oral communication and the practical skills of students ($M=2.0$, $STDEV=0.30$) indicate that students are performing well in both skills.

Variable	B	SE	t	p	95% CI for B
Intercept	1.901	0.114	16.73	< .001	[1.671, 2.132]
Written (Quizzes and Major Exam)	0.079	0.063	1.26	.216	[-0.048, 0.207]

Table II. Summary of Regression Analysis for Written Scores (Quizzes and Major Exam)

As presented in table 2, A simple linear regression was conducted to examine whether written scores (quizzes and major examinations) significantly predict the dependent variable. The results indicated that the model was not statistically significant, $F(1, 36) = 1.59$, $p = .216$, explaining only 4.2% of the variance ($R^2 = .042$). Furthermore, written scores did not significantly predict the outcome variable ($\beta = .079$, $t = 1.26$, $p = .216$). The confidence interval for the unstandardized coefficient included zero [-0.048, 0.207], further indicating a lack of significant effect. Overall, these findings suggest that written scores (quizzes and major examinations) are not a significant predictor of the dependent variable in this study.

Overall, students preferred written examinations to oral tests and rated the former higher on some scales. Written tests were thought to be more enjoyable, valuable, fair, less anxiety-inducing, and more indicative of students' understanding of the English material than oral tests. On the other hand, oral tests were thought to be more engaging than written tests (Hazen, 2020).

Students were quizzed on various 'scientific' and 'personal development' themes using both written and oral questions. The mean scores gained by students indicated highly significant variations, with superior performance in the oral evaluation. There was no evidence that certain groups of students were disadvantaged in the oral tests. These students were polled on their feelings regarding the two alternative assessment methods. Many students considered oral exams more valuable than written assessments, despite being more frightened in front of the teacher (Fenton, 2025).

The difference in social-evaluative hazard between oral and written tests is most likely why oral examination results are more consistent than written presentation outcomes. Oral examinations always contain a social-evaluative threat because of the listening and evaluating audience, whereas written tests do not (Strickland et al., 2024).

Variables	r	R ²	SE	t	p	95% CI
Oral and Practical Skills	1.000	1.000	8.039E-17	—	—	[1.000, 1.000]

Table III. Summary of Correlation Analysis between Oral and Practical Skills

A correlation analysis was conducted to examine the relationship between oral skills and practical skills. The results revealed a perfect positive correlation between the two variables, $r = 1.00$, indicating a perfect linear relationship. This suggests that increases in oral skills are directly associated with proportional increases in practical skills. The coefficient of determination ($R^2 = 1.00$) indicates that 100% of the variance in one variable is explained by the other.

However, such a perfect correlation is highly unusual in real-world data and may indicate potential issues such as data duplication, measurement redundancy, or computational error. Therefore, the results should be interpreted with caution, and further verification of the dataset is recommended.

This finding implies that students' performance in oral communication is significantly related to their performance in laboratory activities. This finding further implies that communication is equally essential when performing a task. Demonstrating skills in food service operations requires good communication skills because, as a food service associate, constant communication with the guest is of paramount importance to achieving excellent service. Through communication, food service employees can provide and exceed guest expectations.

Conclusion and Recommendations

Conclusion

The findings revealed that students in the Fundamentals of Food Service Operations subject performed well in written communication, oral communication, and laboratory activities, indicating that they possess the essential knowledge and skills required for effective food service operations. This suggests that the course contributes to the development of students' communication and practical competencies necessary for hospitality-related tasks. The study further showed that students' performance in written communication was not significantly related to their performance in oral communication, indicating that proficiency in one area does not necessarily correspond to proficiency in the other. However, a significant relationship was found between oral communication and laboratory performance, suggesting that effective oral communication plays an important role in the successful execution of practical activities in food service operations.

Recommendations

To further enhance students' competencies in Fundamentals of Food Service Operations, instructors may strengthen oral communication skills by incorporating class recitations and interactive activities that utilize common phraseologies and conversations encountered in food service settings. Laboratory activities may also be reinforced through actual or simulated restaurant service operations where students assume the role of service providers to gain practical experience. Moreover, continuous monitoring of students' oral communication and practical performance is recommended to identify areas requiring improvement and to provide appropriate interventions. Such measures may help ensure the consistent development of competencies necessary for effective food service operations and future professional practice in the hospitality industry.

Acknowledgement

The authors sincerely express their gratitude to the administration of the University of Cebu Lapu-Lapu and Mandaue (UCLM) Campus for its unwavering support and commitment to fostering a culture of research and academic excellence. The authors also extend their appreciation to colleagues and mentors whose valuable guidance, constructive feedback, and encouragement significantly contributed to the successful conduct of this study and the preparation of this manuscript. Any remaining errors, omissions, or interpretations presented herein are solely the responsibility of the authors.

Funding

This research received financial support from the University of Cebu Lapu-Lapu and Mandaue (UCLM) Campus. The funding provided by the institution supported the conduct of the study and the preparation of this manuscript.

Competing Interests Statement

The authors declare that there are no competing financial interests, personal relationships, or other circumstances that could have influenced, or be perceived to have influenced, the work reported in this article. The authors affirm that the research was conducted objectively and with full academic integrity.

Data Availability Statement

The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request. Access to the data may be subject to ethical and institutional restrictions to protect the confidentiality and privacy of participants.

References

- Asamoah, D., Shahrill, M., & Abdul Latif, S. (2022). A Review of Formative Assessment Techniques in Higher Education During COVID-19. *The Qualitative Report*, 27(2), 475-487. DOI: <https://doi.org/10.46743/2160-3715/2022.5145>
- Bachanicha, R. M., Micabalo, K. G., & Lauron, R. P. (2025). Assessment of Student Satisfaction with the Institutional Services Offered by the University of Cebu Lapu-lapu and Mandaue S.Y. 2025-2026. *International Journal of Teaching, Learning and Education*, 4(6), 121-165. <https://doi.org/10.22161/ijtle.4.6.13>
- Measuring Customer Satisfaction of Students in the College of Computer Studies. (2026). *The International Review of Multidisciplinary Research*, 1(3). <https://doi.org/10.5281/zenodo.19104732>
- Cagasan, L., Care, E., Robertson, P., & Luo, R. (2020). Developing a Formative Assessment Protocol to Examine Formative Assessment Practices in the Philippines. *Educational Assessment*, 25(4), 259-275. <https://doi.org/10.1080/10627197.2020.1766960>
- Care, E. et al., 2019. Education System Alignment for 21st Century Skills: A Focus on Assessment, Brookings Institution. United States of America. Retrieved from https://coilink.org/20.500.12592/ggpg59_on_23_Jun_2026.COI:20.500.12592/ggpg59.
- Deniega, G., Bachanicha, R., Micabalo, K., & Endorte, K. (2026). Evaluating Customer Satisfaction of Junior High School Students at the University of Cebu Lapulapu and Mandaue Campus: A Quantitative Study. *UCLM Journal of Research and Innovation*, 1(1), 1-15. <https://doi.org/10.5281/zenodo.19175586>
- Divan, A., Ludwig, L. O., Matthews, K. E., Motley, P. M., & Tomljenovic-Berube, A. M. (2017). Survey of research approaches utilised in the scholarship of teaching and learning publications. *Teaching and Learning Inquiry*, 5(2), 16-29. <https://doi.org/10.20343/teachlearninqu.5.2.3>
- Faith Tricia D. Borres, Jesus I. Garcia III, Jim J. Hernandez, Catherine Kaye P. Mecaros, Cheska Therese B. Taron, Grayfield T. Bajao, Regie C. Gabunada, Rafael M. Bachanicha, (2022), "Foreign Language Preference of University of Cebu Hospitality Management Students", *International Journal of Science and Research (IJSR)*, 11(4), 269-272. <https://dx.doi.org/10.21275/SR22322111222>. <https://www.ijer.net/getabstract.php?paperid=SR22322111222>
- Fenton, A. (2025). Reconsidering the use of oral exams and assessments: An old way to move into a new future. *Educational Researcher*, 54(7), 430-436. <https://doi.org/10.3102/0013189X251333638>
- Goss, H. (2022). Student Learning Outcomes Assessment in Higher Education and in Academic Libraries: A Review of the Literature. *The Journal of Academic Librarianship*, 48(2), 102485. <https://doi.org/10.1016/j.acalib.2021.102485>
- Hazen, H. (2020). Use of oral examinations to assess student learning in the social sciences. *Journal of Geography in Higher Education*, 44(4), 592-607. <https://doi.org/10.1080/03098265.2020.1773418>
- Lee, J. I. (2019). International Race for "Quality" Education: Comparative Analysis of Exam-Based and Student-Centred Approaches to Education in South Korea and Colombia.
- Montebon, R. L., & Bachanicha, R. M. (2018). Assessment of the Student Satisfaction on the Consultation Program. *JPAIR Institutional Research*, 11(1), 65-73. <https://doi.org/10.7719/irj.v11i1.592>
- Mumford, Steven W. and Newcomer, Kathryn, "Promoting STEM Teacher Reflection through Self-Evaluation" (2019). Political Science Faculty Publications. Paper 8. https://scholarworks.uno.edu/ps_facpubs/8
- Ortiz, Y. J. M. (2020). Backtracking towards a transformative Rizal curriculum. *HSSE Online*, 9(1), 39-49. <https://hsseonline.nie.edu.sg/journal/volume-9-issue-1-2020/backtracking-towards-transformative-rizal-curriculum>
- Sibanda, L., Mathwasa, J. (2020). Promoting Inclusivity Through Quality Assessment in Rural Secondary Schools. In: Adeyemo, K.S. (eds) *The Education Systems of Africa*. Global Education Systems. Springer, Cham. https://doi.org/10.1007/978-3-030-43042-9_45-1
- Strickland, Megan G. MS; Myszkowski, Nils PhD; Hooker, Emily D. PhD; Zoccola, Peggy M. PhD; Dickerson, Sally S. PhD. Depressive and Anxious Symptoms, Experimentally Manipulated Acute Social-Evaluative Threat, and Cortisol Reactivity. *Psychosomatic Medicine* 86(8):p 710-719, October 2024. | DOI: 10.1097/PSY.0000000000001336
- Sunshine B. Bracero, Nino J. Libres, Christian Dave L. Medio, Richard C. Ravanta Jr., Jessica M. Redona, Policronio A. Dorio Jr., Rafael M. Bachanicha, (2022), "Skills Inventory of BSHM Practicum Trainees", *International Journal of Science and Research (IJSR)*, 11(4), 250-257. <https://dx.doi.org/10.21275/SR22327181759>. <https://www.ijer.net/getabstract.php?paperid=SR22327181759>

Appendices

No appendices are attached to this study.