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SELF-REGULATION AND SELF-DISCIPLINE: IMPLICATION ON TVL STUDENTS' FOOD AND BEVERAGE SERVICE SKILLS

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ABSTRACT

The food and beverage service industry requires workers to demonstrate technical competence, professionalism, and consistent performance under pressure. Thus, technical-vocational education must prepare students with industry-relevant skills and behavioral competencies such as self-discipline and self-regulation. However, few studies have examined how self-regulation and self-discipline jointly predict students' food and beverage service skills, particularly in technical-vocational education. This study examined these behavioral factors as predictors of the food and beverage service skills of Senior High School Technical-Vocational-Livelihood (TVL) students. A descriptive-correlational design was employed, involving the total enumeration of 150 Grade 12 students. Data were analyzed using descriptive statistics and multiple regression analysis. Findings revealed that students demonstrated exceptionally strong self-discipline and high technical proficiency, with order-taking emerging as their most mastered competency. Multiple regression analysis further established that self-regulation and self-discipline were significant positive predictors of technical competence, jointly explaining nearly one-quarter of the variance in service skills. These findings suggest that strong behavioral control contributes to students' readiness to meet professional service standards. Nevertheless, difficulties in complex order-taking indicate the need to strengthen students' ability to regulate their responses during demanding service situations. The study recommends integrating metacognitive strategies into technical training to enhance self-monitoring, behavioral control, and performance consistency. Furthermore, collaboration between schools and industry partners is encouraged to align students' behavioral competencies, practical training, and career preparation with workplace expectations.

Keywords: *Food and Beverage Service Skills, Self-Discipline, Self-Regulation*

INTRODUCTION

In the hospitality industry, the food and beverage service industry is a critical component, with the competence, efficiency, and professionalism of its employees being a key factor in the quality of service provided. While service standards are continually changing, the hospitality worker must now possess not only the technical skills, but also be able to perform correctly, react to the demands of the job and be consistent when put under pressure. These expectations underscore the need to ensure that students who are trained in technical-vocational education have industry-relevant skills. According to Marwanto (2025), the demand for skilled human resources who can meet the requirements for the operation of the food and beverage service industry continues to increase. Therefore, school readiness for work needs to be approached from an educational perspective which will provide the skills and personal qualities that are needed for successful work performance. Technical-Vocational-Livelihood (TVL) track in the Philippines offers students chances to develop practical skills and knowledge for the labor market, self-employment, and higher technical education. Some of the basic skills needed to serve food and beverages are table napkin folding, table setting and taking orders, skills that need to be accurate, sequenced properly, and carried out with attention to detail and according to service standards. Although there has been increasing awareness of self-regulation and self-discipline in the field of education, there is still a lack of understanding of how these skills are linked to the actual performance of TVL students in food and beverage service tasks. Previous studies have focused on technical guidance, practical training, and competency-based training methods, while the role of intrapersonal attributes in the process of service delivery is still not clear (Lee, 2024; Marwanto, 2025). This research gap is even more relevant in the field of TVL education, where students are expected to be able to apply the skills, they have to work situations that are acceptable to the workplace.

Furthermore, the results from this study can be applied to instructional planning, student assessment and to develop vocational skills. The study also contributes to the United Nations Sustainable Development Goals, specifically SDG 4 (Quality Education), Target 4.4, to 'Enhance the quality of education and access to education for all by improving all aspects of quality, especially in technical and vocational education and training. It is also pertinent to SDG 8 (Decent Work and Economic Growth), Target 8.5, which is: Promote productive employment and decent work for all, especially for young people.

Theoretical and Conceptual Framework

The present study is anchored on the premise that the development of food and beverage service skills among Technical-Vocational-Livelihood (TVL) students depends not only on technical instruction and practical training but also on their psychological and behavioral attributes. Specifically, the study posits that self-regulation, and self-discipline

may contribute significantly to explaining students' proficiency in essential food and beverage service competencies. Students who can monitor their performance, regulate their behavior, manage their learning activities, establish clear goals, and sustain their efforts may be better equipped to demonstrate practical competence. The study's theoretical basis is mostly taken from Self-regulated Learning Theory (SRLT) by Barry J Zimmerman (1989/2002) and the Theory of Planned Behavior (TPB) by Icek Ajzen (1991). Zimmerman's theory describes the cognitive, motivational and behavioral mechanisms of self-directed learning, and Ajzen's theory describes the mechanisms of attitudes, perceived social expectations and perceived behavioral control in the formation of behavioral intentions and behavior. These theoretical perspectives combined offer a foundation for analyzing the nature of the connection between self-regulation and self-discipline with the practical skills of the TVL students. Because the competencies in the food and beverage service include procedures that demand accuracy, organization and continual improvement, the application of Zimmerman's theory is especially relevant to the current study.

The first dimension of self-regulation is self-monitoring, that is, consciously monitoring, evaluating actions, progress, and performance against goals or standards. The second dimension is self-instruction, which is any effort to intentionally guide or direct oneself in learning or doing through the use of internal cues or verbal self-talk. The third dimension of self-regulation is goal-setting, which is the process of creating clear, measurable goals that focus learning and set an agenda for assessing performance. The second theory on which the study is based is the Theory of Planned Behavior (TPB) of Icek Ajzen (1991). This theory states that a person's intention to engage in a specific behavior depends on three factors: attitude towards the behavior, subjective norms, and perceived behavioral control. The second independent variable, self-discipline, is the ability to control impulses, resist distractions, maintain focus, and persist in completing tasks in the presence of obstacles or distractions. Food and beverage service skills is the dependent variable of the study which is the practical competency required to perform essential skills in hospitality and food service operations. These skills include technical knowledge, procedural accuracy, coordination and communication skills, and meeting service standards. Marwanto (2025) and Devy et al. (2025) mentioned that competencies that are related to the industry are very important for students to be prepared for their future careers in the hospitality industry. Zimmerman's Self-Regulated Learning Theory (1989, 2002) is the main theory supporting the hypothesized relationship between self-regulation and the skills of a food and beverage server.

Taken together, the theoretical and conceptual foundations of the study provide an integrated framework for examining the relationship between self-regulation, self-discipline, and the food and beverage service skills of Technical-Vocational-Livelihood (TVL) students. Zimmerman's Self-Regulated Learning Theory (1989, 2002) explains how students plan, monitor, and evaluate their learning processes, while Ajzen's (1991) Theory of Planned Behavior offers a complementary perspective on behavioral intentions and perceived behavioral control in performing specific tasks.

Research Questions

This study aimed to investigate the participants' levels of self-regulation, particularly in self-monitoring, self-instruction, and goal-setting, as well as their self-discipline. Additionally, the study sought to understand the impact of these factors on the development of essential food and beverage service skills, such as table napkin folding, table setting, and order taking. Specifically, this study addressed the following questions:

1. What is the participant's level of self-regulation in terms of:
   1.1 Self-monitoring;
   1.2 Self-instruction; and
   1.3 Goal-setting?
2. What is the participants' level of self-discipline?
3. What is the participants' level of Food and Beverage Service Skills in terms of:
   3.1. Table napkin folding;
   3.2. Table Setting; and
   3.3. Order taking?
4. Do the participants' self-regulation and self-discipline significantly predict their Food and Beverage Service Skills?

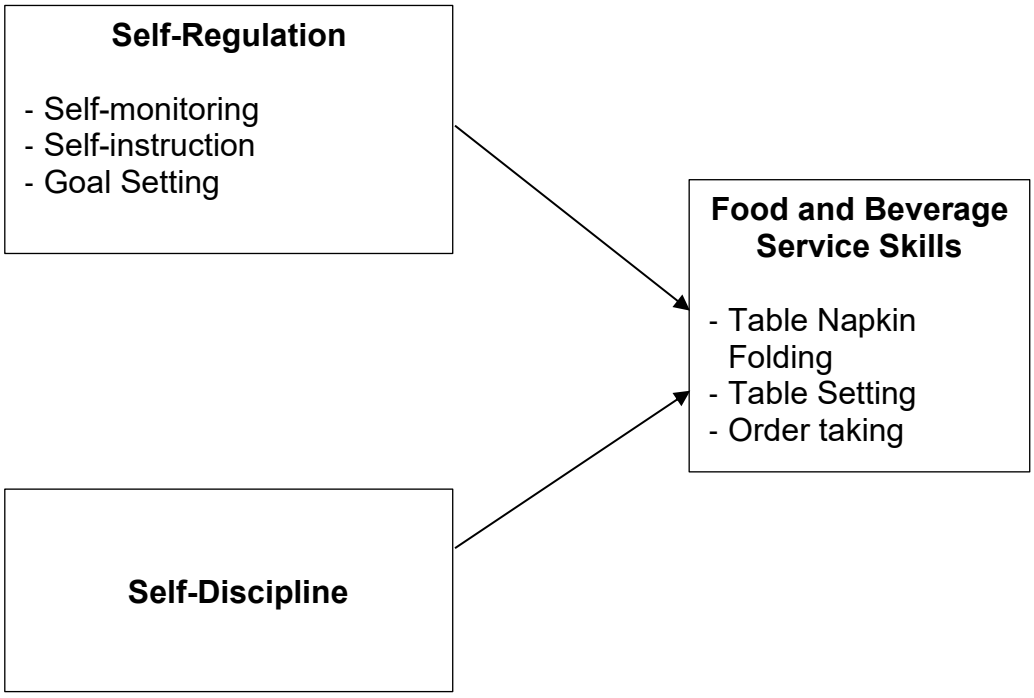


Figure 1. Schematic Diagram of the Study

Objectives of the Study

This study was aimed at providing insights and practical recommendations for students enrolled in Senior High School on how these factors influence the food and

beverage service skills of Technical-Vocational-Livelihood (TVL) students in Misamis Oriental. Its findings were intended to help educators and school officials develop techniques that improve students' personal capabilities, consequently increasing their readiness for real-world food and beverage service contexts. The study used questionnaires and tests in data gathering to examine the impact of self-regulation and self-discipline on food and beverage service skills among Senior High School TVL students.

METHODOLOGY

This study made use of a descriptive-correlational research design in investigating the association between self-regulation, self-discipline, and the food and beverage service skills of 150 grade 12 TVL students, which was chosen by means of a total enumeration sampling technique. The data collection procedure for this study strictly adheres to the ethical considerations of a research study, which include obtaining informed consent, anonymity, and approval from the Research Ethics Committee. The following tools and techniques were utilized in the data collection procedure of the study: a five-point Likert scale and its descriptive interpretation, which are used in categorizing the level of the students, and descriptive statistics and multiple regression analysis, which are applied in the statistical analysis of the data, in determining the significant association of the behavioral variables on the technical skills of the students in the service industry. The following scoring procedures was employed to organize the data collected in the study. In terms of self-regulation and self-discipline, the scoring procedure was used and Scoring Procedure for TVL Students' Level of Food and Beverage Service Skills:

RESULTS AND DISCUSSION

Table 1 reflects the summary of the participants' level of self-regulation across its three dimensions: self-monitoring, self-instruction, and goal setting, resulted in an overall mean of 4.33, which means High. This indicates that TVL students are consistent in their practice of activities that allow them to regulate and manage their own learning, which is critical in mastering food and beverage service skills.

Table 1. Summary Table of the Participants' Self-Regulation

Dimensions	Mean	Interpretation	SD
Self-monitoring	4.36	High	0.46
Self-Instruction	4.24	High	0.52
Goal Setting	4.38	High	0.46
Self-Regulation	4.33	**High**	0.43

Legend: *4.51- 5.00 Very High; 3.51 – 4.50 High; 2.51 – 3.50 Moderate; 1.51 – 2.50 Low; 1.00 – 1.50 Very Low*

Having high levels of self - regulation indicates that TVL students can manage their own learning, adjust strategies as needed, and maintain motivation, which can lead to improved performance in skill-based activities. This result is backed by the work of

Mascardo et al. (2020), which reveals that high level of self-regulation in vocational learners can lead to better skill acquisition and increased autonomy in practical learning. Overall, the participants showed a high level of self-regulation in terms of self-monitoring, self-instruction, and goal monitoring implying that TVL students have the ability to observe, evaluate, and keep track of their own performance and behaviors in real-time. Generally, the participants have demonstrated a high level of self-discipline, reflecting a strong commitment and perseverance in the mastery of the skills in the service of food and beverages, even in the pursuit of long-term goals. Though the students have shown a peak level in the drive to continually seek improvements in performance, the lower level in sticking to difficult tasks, reveals that the students would need further support in dealing with highly complex service situations.

Table 2 shows the summary table for Food and beverage skills. Among the specific dimensions, order taking (M=4.12, High) was the dimension with the highest weighted mean, suggesting that learners excel in interacting with guests, coordinating orders, and communicating in service. This indicates that learners are good at interacting with guests in the context of order taking which is critical in efficient service delivery. Unlike certain technical service processes that need an exact physical placement, order-taking is a process that is continuously interactive, communicative, involves listening skills, and practical application of the skills acquired. The low SD (0.70), in this regard could also suggest that there was consistency in the ratings of the participants in this case.

Table 2. Summary Table of Food and Beverage Skills

Dimensions	Mean	Interpretation	SD
Table Napkin	4.11	Very Good	0.77
Table Setting	4.08	Very Good	0.85
Order Taking	4.12	Very Good	0.70
Food and Beverage Skills	4.10	**Very Good**	0.68

Legend: *4.51- 5.00 Very Good; 3.51 – 4.50 Good; 2.51 – 3.50 Fair;1.51 – 2.50 Poor; 1.00 – 1.50 Very Poor*

This could mean that the students had become proficient in communication and order handling skills through the interactive learning process in classrooms, role-play, laboratory simulations, among others. Among these aspects, the lowest weighted mean in table setting (M = 4.08, High), although it remained as very good. However, this does not mean that it shows any lack of competence, but that there is room for improvement. The high standard deviation of table setting (SD=0.85) compared to order taking and folding of table napkins proves this point since it suggests that there is more variability among the responses of the learners, which means that even though most of them have shown good skills, others might need some more practice. As noted by Wang (2024), good order-taking skills are important in hospitality businesses as they aid efficient service delivery. The participants have a Very Good proficiency in all Food and Beverage Service Skills, which implies that they have mastered all the practical and social skills needed to work successfully in a professional food and beverage environment. According to Anderson (2025), repetitive practice of practical skills in the field of hospitality, including table setting,

increases accuracy. For TVL education, constant practice and feedback in the field of table setting could improve the skills of the learners.

Table 2 illustrates the overall weighted mean for the level of self-discipline of the participants, which is 4.36 and interpreted as High. This implies that learners, on average, have shown high levels of self-discipline in their studies of food and beverage services, as evidenced by consistency, persistence, and hard work in mastering the necessary skills. The high level of self-discipline implies that learners are willing to continue working hard and staying focused on long-term goals despite challenges, and this is a very important quality for learners, especially in a vocational setting.

Table 2. ***Frequency, Percentage, and Mean Distribution of the Participants' Level of Self-Discipline***

Range	Description	Interpretation	Frequency	Percentage
4.51-5.00	Strongly Agree	Very High	61	42.07
3.51-4.50	Agree	High	68	46.90
2.51-3.50	Neutral	Moderate	15	10.34
1.51-2.50	Disagree	Low	1	0.69
1.00-1.50	Strongly Disagree	Very Low	0	0.00
	Total		**145**	**100.0**
	Overall Mean		**4.36**	
	Interpretation		**High**	
	SD		**0.59**	

	Specific Indicators	M	Description	SD
1	I keep trying to improve my performance in food and beverage service.	4.50	Agree	0.69
2	I stick to my tasks in food and beverage even when they are difficult.	4.22	Agree	0.71
3	I work hard to achieve my long-term goals in food and beverage service.	4.39	Agree	0.71
4	I think of ways to do better and improve my performance in food and beverage service.	4.41	Agree	0.75

Self-discipline in TVL Education encourages the dedication of students in practicing and enhancing their competencies in particular regarding service procedures and professionalism. This conclusion is proven by Mustika & Netrawati (2025) who noted that self-discipline plays a role in encouraging learners' educational engagement and preparing them for the challenges of the workforce. In the hospitality industry, self-discipline helps employees to perform consistently, adhere to service protocols and be professionals in difficult conditions.

Moreover, the figures also reveal that among the self-discipline performance indicators, the question "I keep trying to improve my performance in food and beverage

service" elicited the highest weighted mean of 4.50. This reveals the high level of commitment of the students. It shows that learners are not easily discouraged from performing the tasks, even when they are hard. It reveals that the learners are inclined to persevere. The findings indicate that learners' perseverance is a desirable quality because it helps learners refine and strengthen their competency. In the performance of food and beverage service skills like table setting. Such persistence among the learners helps the students continue putting in their best during the execution of skills-based tasks that may be monotonous and difficult. This can be evidenced through the research by Moneva et al., (2020) where it was established that students with good self-discipline are highly likely to persevere in task completion and will not procrastinate. In TVL learning, this persistence will help the learners gain mastery of skills, and in the hospitality industry, it will ensure that future food and beverage personnel maintain consistency and dedication amidst difficult working conditions.

Among the individual items, "I stick to my tasks in food and beverage even when they are difficult" recorded the least weighted mean, though still indicating an "Agree" interpretation. This indicates that, overall, students were able to maintain their effort, though some students might experience difficulties in perseverance, especially in more demanding aspects of service tasks. This variation indicates that some students might need special attention in maintaining their effort in dealing with more complex and demanding service tasks. This indicates that more emphasis on how students might better cope with more demanding tasks might further improve students' performance and perseverance. Research evidence has shown that by helping students develop self-discipline through various self-management and motivation skills, students might improve their engagement and reduce avoidance behaviors (Pujianto et al., 2024).

Table 3 presents the regression analysis of the influence of self-regulation and self-discipline on their food and beverage service skills. The regression analysis examined the influence of self-regulation and self-discipline on Food and Beverage Service Skills. The overall regression model was statistically significant, with a moderate F value ($F = 20.835$, $p < .001$) and a correlation coefficient of $R = 0.476$. This result leads to the rejection of the Ho1, confirming that the two predictors, when taken together, significantly influence Food and Beverage Service Skills. The coefficient of determination ($R^2 = 0.227$) indicates that 22.7% of the variation in Food and Beverage Service Skills can be explained collectively by the participants' level of self-regulation and self-discipline. The remaining 77.3% may be attributed to other factors not covered in this study, such as practical training experience, quality of instructional facilities, and prior industry exposure (Marwanto, 2025). Collectively, self-regulation and self-discipline are significant predictors of the Food and Beverage Service Skills, which means that the participants who are better able to monitor their behavior and discipline themselves achieve significantly high technical competence. In this study, self-regulation emerged as the better predictor of the participants' food and beverage skills, which implies that students who can monitor their performance, guide their actions, and set goals for improvement may be better equipped to perform food and beverage service tasks accurately and efficiently.

Table 3. Regression Analysis of the Influence of self-regulation and self-discipline on their Food and Beverage Service Skills

	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	.961	.514		1.869	.064
Self-Regulation	.449	.164	.281	2.743*	.007
Self-Discipline	.275	.119	.237	2.313*	.022
Model Summary					
R =0.476	R2 = 0.227	Adj. R2 = 0.216	F=20.835**	p = .000	

***significant at 0.01 level*
**significant at 0.05 level*

The findings further imply that the acquisition of practical skills by the TVL students does not depend only on the technical skills training but is related to the ability of the students to regulate their learning, exert effort, control their performance, and be focused on the completion of the service-related tasks. The result validates the Self-Regulation Theory proposed by Zimmerman (2019) where the theory highlights the need for active regulation of the learners' thoughts, behaviors, and performance towards learners' active regulation of their thoughts, behaviors, and performance towards achieving goals. The result also validates the Theory of Planned Behavior proposed by Ajzen (2011) in particular the idea that the behavioral control and self-regulatory ability can be instrumental in the performance of the intended behavior.

The results reveal that those students who are able to regulate themselves and show discipline may have a better chance to use available opportunities for skills practice as well as to respond positively to challenges and mistakes. At the same time, there are still other variables that are responsible for food and beverage service skills, and they are not included in the set of predictors mentioned above. The rest of the variance may be associated with other factors like technical skills, communication skills, experience, customer handling skills, and learning support provided by an institution.

Therefore, the development of food service competence can be regarded as a multifactor process combining personal factors and learning environment. It fits well into the hospitality education literature where it is noted that practical training experience, instructors' help, and simulation activities positively affect the development of food and beverage service competencies (Honra et al., 2025; Sirk, 2025). When examined individually, self-regulation significantly predicted Food and Beverage Service Skills (β = .281, t = 2.743, p = .007), leading to the rejection of the HO2, which states that the participants' level of self-regulation does not significantly influence their Food and Beverage Service Skills. The unstandardized coefficient (B = 0.449) indicates that for every one-unit increase in self-regulation, Food and Beverage Service Skills increase by 0.449 units, holding other variables constant. This finding suggests that students who effectively regulate their behavior, monitor their performance, and adjust their actions during service activities tend to demonstrate higher levels of food and beverage service competence. This is consistent with vocational studies that show self-regulated learners in skill-based

programs are highly motivated and engaged in the learning process (Lee, 2024; Nur'ainy, 2025).

Similarly, self-discipline significantly predicted Food and Beverage Service Skills (β = .237, t = 2.313, p = .022), resulting in the rejection of HO3, which states that the participants' level of self-discipline does not significantly influence their Food and Beverage Service Skills. The unstandardized coefficient (B = 0.275) indicates that for every one-unit increase in self-discipline, Food and Beverage Service Skills increase by 0.275 units, assuming other factors remain constant. This result implies that students who demonstrate discipline in following service procedures, maintaining professionalism, and completing tasks accurately are more likely to perform better in food and beverage service activities. Self-discipline strengthens responsibility, consistency, and adherence to service standards, which are essential competencies in hospitality operations. Indeed, research proves that TVL learners with self-regulated learning skills that are well-balanced do not encounter any challenges when it comes to learning and show persistence in task performance (Sirk, 2025; Honra et al., 2025).

Conclusions

The assumption of the study was supported, as the findings established that self-regulation and self-discipline significantly predicted the Food and Beverage Service Skills of Technical-Vocational-Livelihood (TVL) students. This suggests that the development of technical competence is associated not only with practical instruction and skills training but also with students' capacity to manage their learning and regulate their behavior. Among the two predictors, self-regulation demonstrated greater predictive strength, highlighting the importance of students' active involvement in monitoring their performance, directing their actions, and identifying opportunities for improvement. These findings provide empirical support for Zimmerman's Self-Regulated Learning Theory (1989, 2002), which emphasizes learners' active participation in planning, monitoring, and evaluating their learning processes. They also support Ajzen's Theory of Planned Behavior (1991) by underscoring the relevance of behavioral regulation and perceived control in performing tasks.

Furthermore, the predictive contribution of self-discipline is consistent with Baumeister et al.'s (2007) self-control perspective, which explains the importance of behavioral restraint and sustained effort in goal-directed activities. The study concludes that effective preparation for the hospitality industry requires an integrated approach that develops both technical proficiency and personal competencies. While practical training provides students with opportunities to acquire and demonstrate essential service skills, self-regulation and self-discipline may help them apply these skills consistently and respond appropriately to workplace demands. These approaches reflect the theoretical emphasis on self-directed learning, behavioral control, and purposeful action, providing a basis for integrating psychological and behavioral development into technical-vocational instruction.

Ultimately, the study contributes to a better understanding of the behavioral factors associated with vocational skills development by demonstrating the distinct and complementary predictive contributions of self-regulation and self-discipline. The findings reinforce the relevance of the three theoretical perspectives in explaining how learners' management of their learning processes and behavior relates to their practical competence. However, the results establish predictive relationships rather than definitive causal effects; thus, the theories are empirically supported within the context of the study rather than conclusively proven. The implications extend beyond classroom-based competency development to preparing graduates who can meet the expectations of the hospitality workplace. These insights support Sustainable Development Goal 4 (Quality Education) through the promotion of relevant technical and behavioral competencies and Sustainable Development Goal 8 (Decent Work and Economic Growth) through the preparation of students for productive employment. The study therefore emphasizes that quality technical-vocational education should cultivate not only what students can do but also how effectively they manage themselves while performing their tasks.

Recommendations

Based on the results, the researchers would like to make the following recommendations:

1. **That TVL Students** may actively participate in advanced, high-stress simulation exercises, such as handling difficult guests or managing sudden peak-hour rushes, to build psychological stamina and problem-solving endurance. Furthermore, students may consciously practice structured self-talk and stress-coping strategies during their laboratory classes, enabling them to maintain their high levels of self-discipline even when confronted with highly complex and unpredictable service situations.

2. **That Instructors/Advisers** may incorporate self-regulation modules and stress exposure exercises in their teaching sessions. Instructors may design practical exercises that would help enhance the ability of students to regulate themselves while handling complex situations in services under pressure and complex service scenarios.

3. **School or Institutional Administration and Staff.** More advanced and realistic laboratory settings may be established to mimic industry conditions, giving students a feel of the standard table arrangements used in the industry. Furthermore, targeted interventions targeting emotional control and stress management can also be incorporated in the TVL course program. This will assist in enhancing the students' skills in serving food and beverages through developing the ability to exercise self-control and self-regulation.

4. **Partner Industries.** Industry partners may provide immersion activities and internship opportunities specifically designed to address the challenge of fulfilling numerous, simultaneous orders to assist students in managing their apprehension

in serving large groups. They can also provide specific professional benchmarks to the school to ensure the students' goal setting is perfectly aligned with the current market needs.

5. **Local and Provincial Tourism Agencies.** They may sponsor skills competitions where technical accuracy and professionalism are emphasized to motivate students to achieve high standards of self-discipline. They can also arrange seminars on the latest trends in service to ensure the students' training needs are relevant to the local tourism market.

6. **Future Researchers.** Future researchers may examine other psychological and contextual factors that may influence the development of food and beverage service skills among TVL students, such as practical training experience, quality and adequacy of instructional facilities, teaching strategies, prior industry exposure, and Work Immersion experience. Examining these factors may provide a broader understanding of the conditions that contribute to students' proficiency in food and beverage service.

Compliance with Ethical Standards

This research project has complied with all required ethical practices in all its research processes. Prior to collecting data, informed consent and assent was obtained from all the participants, ensuring that their participation was completely voluntary and they had the full liberty to drop out of the research process at any point of time without any penalty whatsoever. Complete anonymity and confidentiality of all respondents were ensured by maintaining data anonymity and proper handling of data in accordance with the required Data Privacy rules. The well-being of all the participants was protected during all phases of this research process. The authors have declared that there is no conflict of interest in this research process. No plagiarism has been committed in any form during the research and writing process. All sources have been appropriately acknowledged. There has been no bias of any kind in the data collection process and in its interpretation and analysis. The results have been used only for research purposes. AI tools have been used only for editing and improving grammar.

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