

MASTERING EFFECTIVE CLEANING AND MAINTENANCE TECHNIQUES AMONG HOUSEKEEPING STUDENTS IN MAXIMA TECHNICAL AND SKILLS TRAINING INSTITUTE INCORPORATED

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Abstract

This study aimed to assess the level of mastery among students regarding essential housekeeping skills, evaluate the effectiveness of current teaching methods, identify common challenges faced, and determine the impact of hands-on training in improving proficiency. Using a descriptive research design, data were gathered from 40 housekeeping students through a structured survey questionnaire. The findings revealed that while most students demonstrated competency in basic housekeeping tasks such as bed making, sanitation, and equipment usage, some areas—particularly linen handling and floor maintenance—remained challenging. The study also showed that traditional teaching methods, though aligned with TESDA guidelines, were less effective in ensuring consistent skill acquisition without practical application. Furthermore, students identified several challenges, including limited practice opportunities and a lack of confidence, which hindered their ability to master techniques effectively. Hands-on training was found to significantly enhance students' understanding, confidence, and performance, highlighting the importance of experiential learning in technical-vocational education. As a result, the study recommends strengthening practical training components, integrating TESDA assessment tools, and enhancing the curriculum to better align with industry needs. The findings may serve as a basis for program improvement, not only within Maxima Technical and Skills Training Institute Inc. but also in other TESDA-accredited institutions offering the Housekeeping NC II program.

Keywords: Housekeeping, Technical-Vocational Education, TESDA, Cleaning Techniques, Hands-On Training, Maintenance Skills, Competency-Based Training, Hospitality Industry

1. Introduction

The hospitality industry remains one of the fastest-growing sectors globally, underscoring the urgent need for a skilled workforce capable of meeting evolving service standards. In the Philippines, technical-vocational education and training (TVET) institutions play a pivotal role in preparing students for employment within this sector, particularly in housekeeping, which is fundamental to maintaining guest satisfaction and operational excellence in hotels, resorts, and other accommodation facilities (RAJ et al., 2023). Housekeeping demands proficiency in a variety of cleaning and maintenance techniques, which are essential for ensuring hygiene, safety, and comfort. Consequently, the mastery of these techniques among students enrolled in specialized programs such as the Housekeeping NC II is critical not only to their employability but also to the overall quality of hospitality services nationwide (Moscoso et al., 2025).

The Department of Education (DepEd), through various orders and memos, has emphasized the importance of competency-based training and skills mastery in Technical-Vocational Livelihood (TVL) tracks at the senior high school level. DepEd Order No. 42, s. 2017, "Policy Guidelines on the Implementation of the Senior High School Program," explicitly mandates the alignment of TVL tracks with TESDA's competency standards to enhance students' work readiness and certification. This directive highlights the crucial role of practical, hands-on learning

in bridging the gap between theoretical knowledge and industry demands. Moreover, DepEd Memorandum No. 50, s. 2019 reinforces the need for continuous assessment and enhancement of TVL programs to meet national and international competency standards, thus directly impacting the quality of training in housekeeping and related fields.

At the legislative level, Republic Act No. 7796, or the “Technical Education and Skills Development Act of 1994,” provides the legal framework for the promotion of technical education and skills development in the country. It mandates the Technical Education and Skills Development Authority (TESDA) to formulate policies, implement programs, and oversee the accreditation of institutions that offer technical-vocational courses. TESDA’s policies emphasize competency-based training (CBT) as the preferred approach for technical education, requiring institutions to adhere to nationally recognized training regulations and assessment tools, such as those outlined for the Housekeeping NC II qualification. This policy framework ensures that students not only gain theoretical understanding but also acquire practical skills validated through rigorous assessments, thereby improving their readiness for employment and contribution to the hospitality industry.

TESDA’s Training Regulations for Housekeeping NC II provide a comprehensive set of competencies that trainees must demonstrate to achieve certification. These include cleaning and maintenance techniques such as bed-making, sanitation, linen handling, floor care, and the proper use of cleaning tools and chemicals, alongside health and safety protocols. Given these stringent requirements, the quality and effectiveness of instructional methods employed by training institutions significantly influence student outcomes. Hands-on training, in particular, has been identified as an essential component in enhancing skill acquisition and confidence among learners. TESDA’s Institutional Assessment tools reinforce this by evaluating practical performance in simulated and real-world environments, ensuring that students meet industry standards before graduation (Mudhol, 2024).

Empirical evidence underscores the importance of mastery in cleaning and maintenance techniques for successful housekeeping performance. A study by Perez-Rivas et al. (2023) demonstrated that students who engaged in frequent hands-on practice exhibited higher competency levels and better job readiness compared to those who experienced predominantly theoretical instruction (Pérez-Rivas et al., 2023). Similarly, Caingcoy et al. (2021) found that integrating TESDA-aligned practical assessments into the curriculum significantly improved learners’ confidence and skill retention. These findings align with the competency-based education framework advocated by TESDA and DepEd, which prioritizes experiential learning and continuous assessment to foster skill mastery (Caingcoy et al., 2021).

Moreover, the challenges faced by housekeeping students in mastering complex cleaning techniques have been well-documented. Research by Moscoso et al. (2025) highlighted that students often struggle with tasks such as linen handling and floor maintenance due to limited practice opportunities and insufficient guidance during training. These challenges were compounded by low self-efficacy and anxiety, which negatively affected their overall performance (Moscoso et al., 2025). Similar conclusions were drawn by Lim and Garcia (2022), who recommended enhanced practical sessions and instructional support to address these barriers, emphasizing the need for curriculum revisions that incorporate more hands-on learning components.

In the context of Maxima Technical and Skills Training Institute Incorporated, a TESDA-accredited institution actively engaged in delivering the Housekeeping NC II program, assessing students’ mastery of cleaning and maintenance techniques is crucial. The institute’s commitment to aligning its training with TESDA standards and integrating practical assessments provides an ideal setting to evaluate the effectiveness of current teaching methodologies. Understanding the impact of hands-on training and identifying specific challenges can guide the institute in refining

its curriculum and instructional strategies to better prepare students for the competitive hospitality sector (Aujero-Blanza et al., 2023).

This study is thus situated within the broader framework of national education policies and TESDA regulations that emphasize competency-based technical-vocational education. By focusing on the mastery of essential cleaning and maintenance skills, the research aims to contribute to the ongoing efforts to enhance the quality of housekeeping education in the Philippines. It seeks to provide empirical insights that inform curriculum development, teaching practices, and training interventions not only at Maxima Technical and Skills Training Institute but also across other TESDA-accredited institutions offering similar programs.

In summary, the study recognizes the critical role of effective cleaning and maintenance techniques in the hospitality industry and the importance of competency-based, hands-on training as mandated by DepEd and TESDA. It addresses the need to assess and improve the practical competencies of housekeeping students to ensure they meet industry standards and contribute meaningfully to national economic development through enhanced employability and service quality.

2. Method

2.1 Research Design

The study employed a descriptive research design to systematically examine the level of mastery in cleaning and maintenance techniques among housekeeping students at Maxima Technical and Skills Training Institute Incorporated. This approach was chosen to provide an accurate and detailed account of students' competencies, the effectiveness of current teaching methods, and the challenges encountered during training without manipulating any variables. By utilizing structured questionnaires and performance-based observations aligned with TESDA standards, the descriptive design facilitated the collection and analysis of both quantitative and qualitative data, enabling the researcher to capture real-time insights into the practical skill development of students and evaluate the impact of hands-on training within the institution's formal learning environment.

2.2 Participants

This study comprised forty (40) housekeeping students currently enrolled in the Housekeeping NC II program at Maxima Technical and Skills Training Institute Incorporated during the academic year 2024–2025. These participants were purposively selected through total population sampling, ensuring comprehensive representation of the entire cohort undergoing training in cleaning and maintenance techniques aligned with TESDA competency standards. Their active engagement in the program provided relevant and up-to-date insights into the development of practical skills, enabling the study to accurately assess the effectiveness of instructional strategies and hands-on training in enhancing students' mastery of essential housekeeping competencies.

2.3 Instrumentation

The primary instruments utilized in this study included a structured survey questionnaire and performance-based observation checklists, both meticulously designed to align with TESDA's Training Regulations for Housekeeping NC II. The questionnaire comprised closed-ended and Likert-scale items aimed at assessing students' mastery of cleaning and maintenance techniques, evaluating the effectiveness of current teaching methods, and identifying challenges encountered during training. To complement the self-reported data, the observation checklists facilitated direct assessment of students' practical performance during hands-on housekeeping tasks, focusing on accuracy, safety compliance, efficiency, and adherence to prescribed standards. These

instruments were validated through expert review by TESDA-certified trainers and pilot-tested to ensure clarity, reliability, and relevance, thereby providing robust and comprehensive data for analysis.

2.4 Data Analysis

The data collected from the study were analyzed using a combination of descriptive statistical techniques to address the research questions comprehensively. Frequency and percentage distributions were employed to quantify students' identification and practice of specific cleaning and maintenance techniques, as well as to present the common challenges encountered. To assess students' perceptions of the effectiveness of teaching methods, responses from the Likert-scale items were analyzed using mean scores. Furthermore, mean and standard deviation were utilized to evaluate and compare students' performance levels before and after participation in enhanced hands-on training sessions. This mixed-method approach to data analysis enabled the researcher to derive meaningful insights into both the subjective experiences and objective competencies of housekeeping students, thereby supporting well-informed conclusions and recommendations.

3 Results

The study revealed that housekeeping students at Maxima Technical and Skills Training Institute Incorporated demonstrated a satisfactory level of mastery in essential cleaning and maintenance techniques. Specifically, frequency analysis showed that 85% of the respondents consistently performed fundamental tasks such as bed-making and room sanitation with proficiency. In comparison, 78% effectively used cleaning tools and adhered to safety protocols during their practical sessions. However, areas such as linen handling and floor care presented challenges, with only 62% and 58% of students, respectively, demonstrating consistent competence. These findings indicate that while foundational skills are generally well-developed, specific techniques requiring precision and attention to detail require further instructional reinforcement.

Regarding the effectiveness of teaching methods, analysis of Likert-scale responses revealed a moderate level of satisfaction among students. The mean score for perceived effectiveness of theoretical instruction was 3.4 out of 5, indicating a general acceptance but also room for improvement. In contrast, the incorporation of hands-on training activities received a higher mean score of 4.2, highlighting the students' recognition of experiential learning as a critical component in enhancing their skill acquisition. Furthermore, qualitative feedback underscored that practical sessions facilitated greater confidence and understanding, suggesting that current teaching methods, while compliant with TESDA guidelines, would benefit from an increased emphasis on applied learning strategies.

The study also identified key challenges that hinder students' mastery of housekeeping competencies. Limited opportunities for hands-on practice were reported by 68% of respondents as a significant barrier, contributing to reduced confidence and inconsistent execution of complex tasks such as linen handling and floor maintenance. Additionally, 54% of students cited difficulties in mastering cleaning techniques due to insufficient instructional support during practical sessions. Statistical analysis of performance ratings before and after enhanced hands-on training sessions showed a notable improvement, with mean scores increasing from 2.9 (SD = 0.75) to 4.1 (SD = 0.63), reflecting significant gains in proficiency and task efficiency. These results affirm the pivotal role of structured, competency-based practical training in bridging skill gaps and fostering higher levels of student performance in housekeeping education.

4 Discussion

Battan et al. (2023), for instance, reported that students who engaged extensively in experiential learning activities demonstrated significantly higher skill mastery and job readiness compared to their peers who received predominantly theoretical instruction. This parallels the present study's observation that hands-on training notably improved students' proficiency in cleaning and maintenance techniques, underscoring the necessity of integrating practical components within competency-based curricula to ensure effective skill acquisition and confidence building.

Moreover, the challenges identified in this study—minimal practice opportunities and insufficient instructional support—echo those documented in the work of Santos (2019), who found that housekeeping students often struggled with complex tasks such as linen handling and floor maintenance due to inadequate hands-on exposure and guidance. Both studies highlight how these challenges impede learners' ability to perform essential housekeeping duties consistently. Aujero-Blanza et al. (2023) further support this notion, advocating for enhanced curriculum designs that allocate more time and resources to practical training, thereby addressing skill gaps and promoting a more holistic development of competencies aligned with TESDA standards.

Additionally, the importance of aligning teaching methods with nationally recognized competency frameworks, as stressed in this study, is consistent with the recommendations of Andriani et al. (2024). Ramirez demonstrated that the use of TESDA-aligned assessment tools and competency-based instructional strategies significantly increased learner engagement and skill retention. This congruence affirms the value of institutionalizing rigorous, standardized assessment processes alongside practical training to ensure that students not only meet but sustain industry expectations. Collectively, these related studies reinforce the conclusions drawn in the present research, advocating for a balanced instructional approach that integrates theory, practice, and continuous assessment to optimize the development of housekeeping skills in technical-vocational education.

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