

Developing of Project Supplementary Materials in Enhancing the Performance of Senior High School Technical Vocational and Livelihood – Housekeeping

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Abstract: This study aimed to develop project supplementary materials which will enhance students' performance in learning Housekeeping. The descriptive method of research was used with the questionnaire as the main data gathering instrument. In addition, documentary analysis provided the data regarding the performance of the students. Respondents were 33 Grade 12 TVL students. Results of the study revealed that students had fairly satisfactory performance in Housekeeping. Results also showed that the learning competencies are very difficult for Grade 12 students agreed to the different attitudes toward Home Economics-Housekeeping that could affect their performance in the subject. In view of the findings, it was recommended that innovative and latest supplementary materials may be further explored and utilized in teaching to enhance students' performance in Home Economics-Housekeeping. Determining the attitude of students toward the subject should also take into consideration as a factor of students' performance.

Keywords: Home Economics-Housekeeping, TVL.

1. Context and Rationale

Education is acknowledged as one of the best means of developing the nation's human resources. People must be educated and trained in order to become effective, productive and skilled individual with desired values. Offering Technical and Vocational Livelihood Education is a response to the need of the community; this equips learners with knowledge and information, skills and process, right work values of vocational and technological efficiencies and life skills. San Nicolas Senior High schools offers Home Economics – Housekeeping education for TVL specialization. Its paramount role to everyone's life is inevitable. In order to educate the 21st century learners, Home Economics teachers need to innovate and cultivate the learners' interest in the material by showing how this knowledge applies in the real world. Their ultimate goal is to provide appropriate and effective instruction to students and in turn, promoting effective learning.

As postulated in the Dep. Ed. Order No. 39, s. 2012, Supplementary materials have to be made in order to address learning gaps. It is remediation aid for the students at the level

of their understanding and thereby increasing their academic achievement has for long received attention from scholars and educational agencies. For the intervention strategies for TLE Teachers, intervention has become an important way for teachers to ensure that all students succeed in today's high stakes testing environment. Helping students who are struggling with the subject requires teachers to teachers to choose an appropriate time and strategy for the intervention. Without systematic approach, this can be a challenge for teachers who have multiple students in need of help. (Flores, 2015).

Thus, teachers, themselves, become the agents in combating these predicaments to achieve successful education process by devising and providing necessary materials that are suitable to students' need. Intervention materials are used as teaching aid and introduced into teaching methods to stimulate the activity of the students and thereby increasing their level of understanding. The use of these materials is important towards achieving the needed competencies of the students which they failed to achieve in regular classroom instruction.

In Technical Vocational and Livelihood teaching, Project Supplementary Material (SM) is used as teaching aid and introduced into teaching methods to stimulate the activity of the students and thereby increasing their level of understanding. The use of these materials is important towards achieving the needed competencies of the students which they failed to achieve in regular classroom instruction. It also helps develop communicative/speaking skills. (Ford, 2012).

In technical vocational and livelihood teaching, the applied and visual natures helped students see the connections and importance of housekeeping to their lives and their communities. Supplementary materials in learning housekeeping reinforced the development of problem solving and critical thinking skills and highlight the knowledge skills and attitude/careers to society. However, teaching Technical Vocational and Livelihood lessons in San Nicolas National High School-Senior High School is a great challenge and needed lots of effort for the teachers. The access of student's

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Learning Module and Learning Guide was limited and there was no module available for the students to help them in teaching-learning process as prescribed by the curriculum. Hence the researchers deemed it significant to conduct a study on this concern along with the aim of formulation of Project Supplementary Material that would help students to think critically and developed their higher order thinking skills.

2. Innovation, Intervention, Strategy

The researchers proposed some supplementary materials which they believed will strengthen and contribute much in the performance of grade 12 Housekeeping TVL students. The researchers assessed the level of competencies of those students aside from determining performance based on the grades they obtained in TVL lasy school year 208-2019. The learners’ level of performance can be enhanced through the utilization of those prepared supplementary materials

These supplementary materials are conceptualized and designed to aid the teacher provide the students the needed support to make progress in the study. Different activities provided will deepen the skills, knowledge and understanding of the learners in the difficult competencies identified. Alignment of activities with the tasks/objectives, keep the activities short and simple, provide a variety of activities so that learners can have enough practice in developing the skills and focus on the least mastered skills.

3. Action Research Questions

This study aimed to develop Project Supplementary Materials which will enhance student’s performance in learning Housekeeping.

Specifically, it sought answers to the following questions:

1. What is the level performance of Grade 12 TVL students Housekeeping?
2. Which learning competencies in Housekeeping appear to be relatively more difficult to students?
3. What are attitudes of students towards Home Economics-Housekeeping.
4. What Project Supplementary Materials may be proposed to enhance students’ level of competency in Housekeeping?

4. Action Research Methods

A. Participants and/ or other Source of Data and Information

The participants of the study were composed of thirty-three (33) Grade 12 senior high school students under Technical Vocational Livelihood Track of San Nicolas -Senior High School during the school year 2019-2020. No sampling method was used in determining the respondents because all Grade 12 TVL students were involved as respondents of study. The main instruments of the study were researchers’ -made questionnaire and documentary analysis for the performance of Grade 12 TVL Housekeeping students for the first quarter of the stated school year.

Questionnaire. The survey questionnaire was the main instrument used in gathering the data and other necessary

information for the study. It covered the difficult topics in Housekeeping and attitudes of students toward Housekeeping. The responses of students were tallied, scored and tabulated for statistical treatment. The items in the questionnaire were rated with four options with 4 as highest score and 1 as the lowest score. These were provided with equivalent verbal interpretation.

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Very Difficult/ Strongly Agree
3	2.50 – 3.49	Difficult/ Agree
2	1.50 – 2.49	Moderately Difficult/ Disagree
1	1.00 – 1.49	Not Difficult/ Strongly Disagree

Documentary analysis: To determine the level of performance of senior high school students in Housekeeping, the researcher used documentary analysis of the student’s grades from Dep. Ed. Promotional Report Card for the first quarter.

B. Data Gathering Methods

For the purposes of this research, the writers decided to use descriptive method of research. The findings of the study will be used as the basis for developing supplementary materials for TVL –Housekeeping. To interpret data gathered from the respondents, the following tools were used; Frequency and Percentage to show the distribution of respondents as their level of performance; Mean to show the average performance of students in Housekeeping and Weighted Mean to determine the respondents’ level of difficulty on the different learning competencies in Technical Vocational.

C. Ethical Issues

There were several types of ethical issues, which the researchers have taken into consideration in conducting this study, the first one was to ask consent from the respondents where they were informed of the purpose of the research. Their identity and responses were treated with confidentiality.

5. Results and Recommendations

1) Performance Level of Grade12 Students in Home Economics-Housekeeping

The performance level of students in Home Economics-Housekeeping was determined in this part of the study. The data are presented in Table 1.

Table 1
Level of Performance of Senior High School Students in Home Economics-Housekeeping

Level of Performance	Frequency	Percentage	Rank
Outstanding (90-100)	3	9	4
Very Satisfactory (85-89)	7	21	3
Satisfactory (80-84)	10	30	2
Fairly Satisfactory (75-79)	13	40	1
Did Not Meet Expectations (Below 75)	0	0	5
Total	33	100	

As shown in the table, out of 33 students, majority of 13 students or 40 percent had fairly satisfactory performance in Home Economic-Housekeeping based on their grades grouped from 75-79. There were 10 or 30 percent of them had satisfactory performance with grades of 80-84. Moreover, 7 or 26 percent had very satisfactory performance with grades ranging from 85-89. Three students or 14 percent had outstanding performance whose grades were ranging from 90-95. The analysis of the Grade 12 students' grades showed that several students had fairly satisfactory performance in Home Economics-Housekeeping. The results infer that the students'

performance in Home Economics-Housekeeping must be enhanced and they be motivated by the teachers for them to perform well in the subject.

2) *Difficult Learning Competencies in Home Economics-Housekeeping*

The level of difficulty on the different learning competencies in Home Economics-Housekeeping is determined in this part of the study. The data are presented in Table 2.

It can be gleaned from the data that the student-respondents rated identify and explain the different types and uses of cleaning tools, materials and equipment for room servicing is a very difficult learning competency. It is justified by the

Table 2
Difficult Learning Competencies in Home Economics-Housekeeping

Learning Competencies in Home Economics-Housekeeping	Weighted Mean	Verbal Interpretation	Rank
1. Discuss implementing Hotel Codes, rules and regulations	2.49	Moderately Difficult	11.5
2. Explain different skills of good housekeeper needs such as inter and intrapersonal skills	2.49	Moderately Difficult	11.5
3. List down and describe the basic functions of each personnel in the housekeeping department	3.17	Difficult	10
4. Discuss nature and scope of guestroom cleaning, care and maintenance	2.48	Moderately Difficult	13
5. Enumerate bedroom and bathroom amenities offered in an institution	2.45	Moderately Difficult	14
6. List down procedures in conducting room check, turn down and make up beds	3.23	Difficult	9
7. Demonstrate proper handling of guests' requests in housekeeping following safety and security standards	3.67	Very Difficult	2
8. Describe and explain the use of different types of housekeeping and front office forms	3.42	Difficult	4
9. Provide guest orientation on house rules and use of hotel tools, materials, equipment, and other amenities	3.47	Difficult	3
10. Practice proper handling of clients' queries through telephone, fax machine, e-mail, etc.	2.46	Moderately Difficult	15
11. Identify common problems related to Housekeeping Services	2.38	Moderately Difficult	16
12. Observe proper handling of different problems in Housekeeping Services	2.35	Moderately Difficult	17
13. Identify and explain the different types and uses of cleaning tools, materials and equipment for room servicing	3.79	Very Difficult	1
14. Correctly select and demonstrate proper use of tools, materials, and equipment according to task requirement	3.36	Difficult	5
15. Properly set trolley/caddy with cleaning materials according to needs and with the institutional standards	2.28	Moderately Difficult	18
16. Observe safety measures and procedures in handling cleaning tools, equipment, and other supplies	2.26	Moderately Difficult	19
17. Identify important terminologies used in housekeeping such as room status, door signs, guest's type, and guest room classifications	3.28	Difficult	7
18. Observe guests' safety and security in hotel establishment	2.25	Moderately Difficult	20
19. Identify different types and sizes of linens, pillows, and bed sheets	3.34	Difficult	6
20. Correctly follow proper procedures in conducting room check, turn down and make up beds and cots	2.23	Moderately Difficult	21
21. Replace bed linen in accordance with establishment standards and procedures	2.20	Moderately Difficult	22
22. Identify tools, materials, supplies, and equipment needed in cleaning guest rooms	3.25	Difficult	8
23. Follow standard operating procedures in institutional cleaning	2.13	Moderately Difficult	25
24. Identify common insects and pests and their control measures	2.17	Moderately Difficult	24
25. Give minor and major hotel room defects and repair.	2.19	Moderately Difficult	23
Composite Mean	2.75	Difficult	

Table 3
Attitudes Toward Home Economics-Housekeeping

Attitudes Toward Home Economics-Housekeeping	Weighted Mean	Verbal Interpretation	Rank
1.consider the subject a very interesting one.	3.30	Agree	3
2.hardly appreciate and notice the practical use of Home Economics-Housekeeping in life.	2.06	Disagree	10
3.confused with the multiple representation of Hotel standard procedures, code,rules and regulations and relationships in the lessons.	3.18	Agree	5
4.consider the subject a very big challenge.	3.80	Strongly Agree	1
5.never like analyzing and interpreting safety measures and procedures in handling cleaning tools, equipment, and other supplies and different types and sizes of linens, pillows, and bed sheets.	3.38	Agree	4
6.enjoy doing different housekeeping activities and standard procedures in every lessons.	2.50	Agree	7
7.have little interest to learn more about the subject.	2.34	Disagree	8
8. follow standard operating procedures in institutional cleaning very hard one	3.72	Strongly Agree	2
9.never like minor and major hotel room defects and repair and memorizations	2.08	Disagree	9
10.excited with the activities and motivations to be presented in every lesson.	2.54	Agree	6
Composite Mean	2.89	Agree	

weighted mean of 3.79 and the highest among the 25 competencies in Home Economics-Housekeeping. This is not surprising because majority of the students are hard time in follow the standard instructions. Other competencies rated difficult by the student-respondents were demonstrate proper handling of guests' requests in housekeeping following safety and security standards, provide guest orientation on house rules and use of hotel tools, materials, equipment, and other amenities, describe and explain the use of different types of housekeeping and front office forms, correctly select and demonstrate proper use of tools, materials, and equipment according to task requirement, identify different types and sizes of linens, pillows, and bed sheets, identify tools, materials, supplies, and equipment needed in cleaning guest rooms, list down procedures in conducting room check, turn down and make up beds and list down and describe the basic functions of each personnel in the housekeeping department with a weighted mean of 3.17-3.67 respectively.

Other learning competencies were rated moderately difficult. A composite mean of 2.75 revealed that the learning competencies of Home Economics-Housekeeping are difficult for Grade 12 students. This means that the students' interest on the different competencies on Home Economics-Housekeeping must improve and elevate.

3) *Students attitudes toward home economics-housekeeping*

The attitude of the students toward Home Economics-Housekeeping is determined in this part of the study. The data are presented in Table 3.

It can be noted from the table that student consider the subject a very big challenge. It had a weighted mean of 3.80. This attitude toward subject could elevated the interest of the students in exploring different concepts in Home Economics-Housekeeping. Students also agreed to the different attitudes toward

Home economics- Housekeeping manifested in the composite mean of 2.89. This only implies that attitudes toward the subject greatly affects students' performance in the different lessons. Attitudes of the students toward the subject must be improved and strategic used of instructional materials and utilization of different strategies in teaching must be employed.

4) *Proposed project supplementary materials*

The researchers prepared Supplementary Materials for TVL Grade 12 students were composed of different activities that can be utilized during remedial and enrichment sessions. The supplementary Materials made came from the learning competencies that were rated very difficult by the students to improve their performance on Home Economics-Housekeeping.

6. Findings

Based from data obtained, the following were the findings of the study.

1) *Performance level of students in home economics-housekeeping*

Out of 33 students, 13 students had fairly satisfactory performance in Home Economic-Housekeeping based on their grades grouped from 75-79. There were 10 or 30 percent of

them had satisfactory performance with grades of 80-84. Moreover, 7 or 26 percent had very satisfactory performance with grades ranging from 85-89. Three students or 14 percent had outstanding performance whose grades were ranging from 90-95. The analysis of the Grade 12 students' grades showed that several students had fairly satisfactory performance in Home Economics-Housekeeping.

2) *Difficult learning competencies in home economics-housekeeping*

Student-respondents rated identify and explain the different types and uses of cleaning tools, materials and equipment for room servicing is a very difficult learning competency. It is justified by the weighted mean of 3.79 and the highest among the 25 competencies in Home Economics-Housekeeping. A composite mean of 2.75 revealed that the learning competencies of Home Economics-Housekeeping are difficult for Grade 12 students. This means that the students' interest on the different competencies on Home Economics-Housekeeping must improve and elevate.

3) *Students attitudes toward home economics-housekeeping*

The student considers the subject a very big challenge. It had a weighted mean of 3.80. This attitude toward subject could elevated the interest of the students in exploring different concepts in Home Economics-Housekeeping. Students also agreed to the different attitudes toward Home Economics-Housekeeping manifested in the composite mean of 2.89. This only implies that attitudes toward the subject greatly affects students' performance in the different lessons.

7. Conclusion

Based from the results of the study, the following conclusions are hereby made:

1. The Grade 12 students have fairly satisfactory performance in Home Economics-Housekeeping.
2. The learning competencies in Home Economics-Housekeeping are difficult for Grade 12 students.
3. The students agreed to the different attitudes toward Home Economics-Housekeeping that could affect their performance in the subject.

8. Recommendations

From the foregoing conclusions, the following are hereby recommended:

1. Innovative and latest supplementary materials may be further explored and utilized in teaching to enhance students' performance in Home Economics-Housekeeping.
2. Determining the attitude of students toward the subject should also take into consideration as a factor of students' performance.
3. Future researchers may conduct studies similar or related to this current study and they may use the findings of this study for reference.

Table 4
Action Plan

Research Output	Scheme Of Dissemination	Resources Needed	Time Frame
Project Supplementary Materials	School based orientation with the TVL/ TLE teachers and students	Laptop, slide deck MOOE	July 2019
	Integration of the prepared supplementary materials to the housekeeping lessons	Supplementary materials prepared, desktop, different instructional materials MOOE	July-October 2019
	Monitoring and evaluation of its integration	Result of the Post Test Improved Grades Obtained by the learners	October 2019

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QUESTIONNAIRE

Name:(Optional) _____

PART I. LEARNING COMPETENCIES IN HOUSEKEEPING

Direction: Listed below are the learning competencies in Housekeeping. Please check (/) the appropriate column that corresponds to your assessment using the following options:

- 4 – Very Difficult
- 3 – Difficult
- 2 - Moderately Difficult
- 1 - Not Difficult

LEARNING COMPETENCIES IN HOUSEKEEPING	4	3	2	1
1. Discuss implementing Hotel Codes, rules and regulations				
2. Explain different skills of good housekeeper needs such as inter and intrapersonal skills				
3. List down and describe the basic functions of each personnel in the housekeeping department				
4. Discuss nature and scope of guestroom cleaning, care and maintenance				
5. Enumerate bedroom and bathroom amenities offered in an institution				
6. List down procedures in conducting room check, turn down and make up beds				
7. Demonstrate proper handling of guests’ requests in housekeeping following safety and security standards				
8. Describe and explain the use of different types of housekeeping and front office forms				
9. Provide guest orientation on house rules and use of hotel tools, materials, equipment, and other amenities				
10. Practice proper handling of clients’ queries through telephone, fax machine, e-mail, etc.				
11. Identify common problems related to Housekeeping Services				
12. Observe proper handling of different problems in Housekeeping Services				
13. Identify and explain the different types and uses of cleaning tools, materials and equipment for room servicing				
14. Correctly select and demonstrate proper use of tools, materials, and equipment according to task requirement				
15. Properly set trolley/caddy with cleaning materials according to needs and with the institutional standards				
16. Observe safety measures and procedures in handling cleaning tools, equipment, and other supplies				
17. Identify important terminologies used in housekeeping such as room status, door signs, guest’s type, and guest room classifications				
18. Observe guests’ safety and security in hotel establishment				
19. Identify different types and sizes of linens, pillows, and bed sheets				
20. Correctly follow proper procedures in conducting room check, turn down and make up beds and cots				
21. Replace bed linen in accordance with establishment standards and procedures				
22. Identify tools, materials, supplies, and equipment needed in cleaning guest rooms				
23. Follow standard operating procedures in institutional cleaning				
24. Identify common insects and pests and their control measures				
25. Give minor and major hotel room defects and repair.				

Attitudes toward Housekeeping

Directions: The following items refer to the attitude of students towards Housekeeping. Please check (/) the appropriate column that corresponds to your assessment using the following options:

- 4 – Strongly Agree
- 3 – Agree
- 2 – Disagree
- 1 - Strongly Disagree

Items	4	3	2	1
1. consider the subject a very interesting one.				
2. hardly appreciate and notice the practical use of Home Economics-Housekeeping in life.				
3. confused with the multiple representation of Hotel standard procedures, code, rules and regulations and relationships in the lessons.				
4. consider the subject a very big challenge.				
5. never like analyzing and interpreting safety measures and procedures in handling cleaning tools, equipment, and other supplies and different types and sizes of linens, pillows, and bed sheets.				
6. enjoy doing different housekeeping activities and standard procedures in every lessons.				
7. have little interest to learn more about the subject.				
8. follow standard operating procedures in institutional cleaning very hard one				
9. never like minor and major hotel room defects and repair and memorizations				
10. excited with the activities and motivations to be presented in every lesson.				

SUBMITTED BY: <i>(Signature over printed name)</i>	DR. SIMEONA RECHIE CADIZ OJALES Contact No. 09171581933
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