

PREDICTORS VARIABLES OF HOUSEKEEPING SKILLS AMONG TVL SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study investigated the influence of attitude towards housekeeping, self-efficacy, and parental support on the housekeeping skills of Technical-Vocational-Livelihood (TVL) Senior High School students. While existing literature has examined these factors individually, limited research has holistically explored their combined influence on housekeeping competency within the Philippine TVL context. Employing a descriptive-correlational research design, the study utilized a researcher-developed questionnaire validated by experts and pilot-tested for reliability. Total enumeration yielded 204 participants from TVL-Housekeeping programs in Initao, Misamis Oriental, during the second semester of School Year 2025–2026. Descriptive statistics and multiple regression analysis were employed to analyze the data. Findings revealed that participants demonstrated a high level of positive attitude towards housekeeping high self-efficacy in performing housekeeping tasks and a high extent of parental support. Participants also reported a high level of engagement in housekeeping activities. Multiple regression analysis yielded a significant model, with the three predictor variables collectively explaining of the variance in housekeeping activities. Attitude towards housekeeping emerged as the strongest unique predictor followed by parental support and self-efficacy. The study concludes that TVL Housekeeping students possess a strong, internalized professional orientation supported by high self-efficacy and substantial parental scaffolding, which collectively translate into frequent practice of housekeeping skills. It recommends the integration of explicit attitude-building modules, formalized school-home partnership programs, instructional strategies that simultaneously target all three predictor variables, and deliberate parental coaching. Future research should employ experimental designs to test interventions, mixed-methods approaches for deeper insights, and longitudinal studies to examine long-term career outcomes.

Keyword: Attitude, Housekeeping Skills, Parental Support, Philippines, Self- Efficacy, Senior High School, Technical-Vocational-Livelihood (TVL)

1. INTRODUCTION

Housekeeping skills—encompassing cleanliness and sanitation, health and safety practices, and time management—are fundamental competencies for maintaining organized, hygienic, and safe environments. These skills extend beyond domestic utility to constitute essential professional qualifications in hospitality, tourism, and healthcare industries (Smith & Peterson, 2021). In the Philippine educational system, the Technical-Vocational-Livelihood (TVL) track under the Senior High School curriculum emphasizes competency-based training that prepares students for immediate workforce participation through experiential learning and applied instruction (Bautista & Co, 2023).

Despite the recognized importance of housekeeping skills, their acquisition among students emerges from complex interactions between personal dispositions and environmental support systems. Skill development is shaped by learners' internal characteristics—including attitudes toward tasks and self-efficacy—as well as external factors such as parental involvement and opportunities for practical application (Agyemang & Agyei, 2023; Barrera et al., 2022). Understanding these antecedent factors is crucial for strengthening pedagogical practices and ensuring students acquire competencies that extend beyond classroom instruction.

Among internal predictor variables, attitude toward housekeeping plays a foundational role in shaping engagement with learning activities.

Positive perceptions toward domestic tasks encourage active participation and persistence (Agyemang & Agyei, 2023), with studies confirming that learning attitudes significantly predict both engagement and achievement in vocational education (Chen, 2020). Within the Philippine TVL setting, students' attitudes directly affect performance (Ojales, 2021), and attitudinal factors significantly predict preparedness for workplace application (Dela Peña & Virador, 2024).

Self-efficacy represents another critical internal antecedent. Bandura's (1997) conceptualization emphasizes that learners who believe in their capability are more likely to initiate actions, sustain effort, and demonstrate persistence. Students with stronger self-efficacy demonstrate greater confidence and resilience in performing responsibilities (Barrera et al., 2022), with mastery experiences strengthening confidence within vocational learning environments (Lopez, 2023).

External influences, particularly parental support, contribute substantially to skill development by providing guidance, encouragement, and resources that reinforce school-based learning. Consistent parental involvement predicts stronger performance in vocational training (Garcia et al., 2023), with emotional, informational, and instrumental support reinforcing application of school-learned practices at home (Robinson, 2023; Cortez, 2022).

While existing literature discusses individual predictor variables in isolation, limited research examines how these factors collectively influence housekeeping skills within the Philippine TVL context. Studies highlight the need for comprehensive investigations that consider multiple predictors simultaneously (Lopez, 2026; Maclean & Lai, 2021), recognizing that skill acquisition results from the interplay of various influences. Addressing this gap provides a holistic perspective on vocational skill development and offers empirical evidence to guide curriculum enhancement.

This study is anchored on four theoretical foundations: Social Cognitive Theory (Bandura, 1997), explaining how self-efficacy shapes learning behaviors; Sociocultural Theory (Vygotsky, 1978), highlighting the role of social interaction and parental support; Experiential

Learning Theory (Kolb, 1984), emphasizing direct engagement with practical tasks; and Theory of Planned Behavior (Ajzen, 1991), explaining how attitudes influence behavioral outcomes.

1.1. Statement of the problem

This study examined whether students' attitudes toward housekeeping, self-efficacy in housekeeping, and parental support significantly influence the development of housekeeping skills among Senior High School students enrolled in the Technical-Vocational-Livelihood (TVL) track in the Philippines. Specifically, it sought to answer:

1. What is the participants' attitude toward housekeeping?
2. What is the participants' level of self-efficacy in performing housekeeping activities?
3. What is the extent of parental support provided to participants regarding their housekeeping activities?
4. What is the participants' level of housekeeping skills?
5. Do attitude toward housekeeping, self-efficacy in housekeeping, and parental support significantly influence their housekeeping skills?

1.2. Objectives of the study

This research aimed to:

1. Describe the attitude toward housekeeping among TVL Senior High School students.
2. Determine the level of self-efficacy among TVL Senior High School students in performing housekeeping activities.
3. Assess the extent of parental support received by TVL Senior High School students in developing housekeeping skills.
4. Evaluate the level of housekeeping skills among TVL Senior High School students.
5. Examine the individual and combined influences of attitude toward housekeeping, self-efficacy in housekeeping, and parental support on housekeeping skills.

By addressing these objectives, the study contributes to strengthening vocational education practices aligned with Sustainable Development Goal 4 (Quality Education), promoting inclusive and effective learning for employment (United Nations, 2015).

1.3. Framework

This study investigates the predictor variables of housekeeping skills among Technical-Vocational-Livelihood (TVL) Senior High School students, anchored on four complementary theories that explain how personal beliefs, social interactions, experiential learning, and behavioral intentions shape skill development.

Social Cognitive Theory (Bandura, 1997) posits that behavior and skill development are influenced by self-efficacy—an individual's confidence in performing specific tasks successfully. Learners who believe in their capability are more likely to initiate actions, sustain effort, and demonstrate persistence when facing challenges. In this study, the theory explains how self-efficacy in housekeeping tasks influences skill development. When students believe they can effectively perform cleanliness, safety, and time management tasks, they engage actively and practice competencies consistently, making self-efficacy a key antecedent to skill acquisition.

Sociocultural Theory (Vygotsky, 1978) highlights the role of social interaction and environmental support in learning. Knowledge and skills are constructed through collaboration with others, particularly through guidance and shared experiences. This theory explains how parental support functions as a critical external factor. Guidance, encouragement, and resource provision by parents create a supportive environment that allows students to practice and refine housekeeping abilities, with social interaction strengthening vocational competencies.

Experiential Learning Theory (Kolb, 1984) explains that learning occurs through direct experience, reflection, and active engagement in practical tasks. Individuals learn more effectively when participating in hands-on activities that allow application of knowledge in real-life situations. This perspective supports the recognition that participation in hands-on housekeeping activities develops practical competencies, enabling students to internalize

procedures related to cleanliness, safety, and time management.

Theory of Planned Behavior (Ajzen, 1991) explains how attitudes, perceived control, and social influences shape intentions and behaviors. Individuals are more likely to perform a behavior when holding positive attitudes, believing they have capability, and perceiving support from others. This theory provides a framework for understanding how students' attitudes toward housekeeping influence engagement and proficiency, with positive perceptions strengthening intentions to participate and improve performance.

The integration of these theories creates a robust foundation capturing the multidimensional nature of skill development: Social Cognitive Theory addresses internal self-confidence; Sociocultural Theory explains external social support; Experiential Learning Theory emphasizes practical engagement; and Theory of Planned Behavior connects cognitive dispositions to behavioral outcomes.

The framework posits that housekeeping skills are influenced by the combined and individual effects of attitude, self-efficacy, and parental support. These variables interact in shaping students' engagement, confidence, and opportunities for practice. Positive attitudes encourage participation, strong self-efficacy strengthens persistence, and consistent parental support reinforces application of learned skills beyond the classroom. Skill acquisition results from the convergence of personal dispositions (attitude), cognitive beliefs (self-efficacy), and environmental support systems (parental involvement). By examining these relationships simultaneously, the study addresses the gap in literature that has typically investigated these variables in isolation.

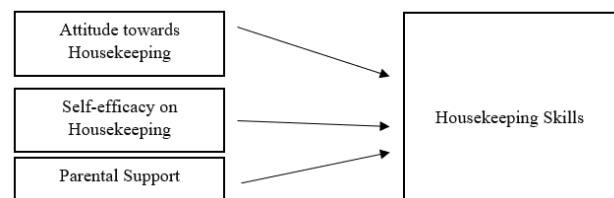


Figure 1. Schematic Presentation of the Study

1.4. Methods

This study employed a descriptive-correlational research design to examine

housekeeping skills among TVL Senior High School students by analyzing factors such as attitude, self-efficacy, and parental support. This quantitative approach sought to identify and examine relationships among variables without establishing causation (Creswell, 2014), allowing the study to describe current conditions while determining how the identified variables relate to one another within the TVL learning context.

The study employed total enumeration, involving 204 participants who met the inclusion criteria. Participants were Senior High School students enrolled in the TVL–Housekeeping strand during the academic year 2025–2026, with schools located in Initao, Misamis Oriental. Students were required to be physically and mentally capable of participating and to provide informed assent, including parental consent for minors.

Exclusion criteria included irregular enrollment status, non-attendance for two weeks or more immediately prior to data collection, declined participation, or lack of parental consent. Official school enrollment lists and attendance sheets provided by class advisers were used to verify enrollment status and attendance records.

The primary data collection instrument was a structured questionnaire designed to measure the identified variables. The first three sections—measuring attitude toward housekeeping, self-efficacy in housekeeping, and parental support—were researcher-made based on constructs from literature and aligned with theoretical perspectives. These sections underwent refinement and validation procedures to ensure clarity and appropriateness. The instrument was aligned with the TESDA Housekeeping NC II Training Regulations (TESDA, 2013) to maintain consistency with the vocational context.

Housekeeping skills were assessed using a rubric grounded in TESDA Housekeeping NC II performance standards. Both the researcher and another Housekeeping teacher served as inter-raters to enhance reliability and minimize individual bias.

Content validity was established through expert evaluation from specialists in educational research and TVL Housekeeping programs. A pilot study involving 30 Senior High School TVL-Housekeeping students from another institution assessed clarity and functionality.

Internal consistency reliability was evaluated using Cronbach's Alpha, with coefficients above 0.70 indicating acceptable reliability (Hair et al., 2010). Results showed high reliability: Attitude Toward Housekeeping ($\alpha = 0.958$), Self-Efficacy in Housekeeping ($\alpha = 0.955$), and Parental Support ($\alpha = 0.960$).

Inter-rater reliability was examined using Krippendorff's Alpha, yielding coefficients of 0.867 for cleanliness and sanitation, 0.780 for health and safety, and 0.895 for time management—all exceeding the acceptable threshold of 0.70.

Confirmatory Factor Analysis (CFA) was conducted to examine construct validity. Results indicated acceptable construct representation with statistically significant factor loadings ($p < .001$). Following refinement, ten indicators were retained for attitude, eight for self-efficacy, and ten for parental support from the original thirty items each, strengthening measurement model stability.

For the independent variables (attitude, self-efficacy, parental support), a 5-point Likert scale was used:

Range	Description	Interpretation
4.51-5.00	Strongly Agree	Very Highly Favorable
3.51-4.50	Agree	Highly Favorable
2.51-3.50	Neutral	Moderately Favorable
1.51-2.50	Disagree	Less Favorable
1.00-1.50	Strongly Disagree	Not Favorable

For housekeeping skills assessment using rubrics:

Range	Interpretation
10-12	Very Good
7-9	Good

4-6 Developing
 1-3 Beginning

Following ethical clearance from the Research Ethics Committee (REC), the researcher sent formal letters to school principals requesting permission to conduct the study. Self-administered questionnaires were distributed to participants, with detailed instructions provided to class advisers and students to ensure understanding and consistency.

Participation was voluntary, with informed consent and assent obtained during an initial briefing. Ethical principles from the Belmont Report were observed: Respect for Persons (autonomous participation, right to withdraw), Beneficence (minimizing harm, maximizing benefits), and Justice (fair participant selection).

Participant privacy and data confidentiality were strictly maintained. All personal data were anonymized, and results were reported in aggregate form to prevent identification.

For Problems 1, 2, 3, and 4 (attitude toward housekeeping, self-efficacy in housekeeping, parental support, and housekeeping skills), descriptive statistics (frequency, mean, percentage, and standard deviation) were employed.

For Problem 5 (determining the influence of attitude, self-efficacy, and parental support on housekeeping skills), multiple regression analysis was used after ensuring that the data set met the necessary assumptions.

2. RESULTS AND DISCUSSIONS

The findings on the predictor variables of housekeeping skills among TVL Senior High School students, including attitude toward housekeeping, self-efficacy, parental support, and level of housekeeping skills, as well as the influence of these predictors on skill performance.

Problem 1: What is the participants' attitude towards housekeeping?

Table 1
Frequency, Percentage and Mean Distribution of the Participants' Attitude Towards Housekeeping

Range	Description	Interpretation	Frequency	Percentage
4.51 - 5.00	Strongly Agree	Very Highly Favorable	102	50.0
3.51 - 4.50	Agree	Highly Favorable	86	42.2
2.51 - 3.50	Neutral	Moderately Favorable	13	6.4
1.51 - 2.50	Disagree	Less Favorable	1	0.5
1.00 - 1.50	Strongly Disagree	Not Favorable	2	1.0
Total			204	100.0
Overall Mean			4.38	
Interpretation			Highly Favorable	
SD			0.65	

The overall mean of 4.38 (SD = 0.65) indicates a **Highly Favorable** level of attitude toward housekeeping among participants. The majority were classified under Very Highly Favorable (50.0%) and Highly Favorable (42.2%) interpretations, suggesting that students hold favorable perceptions toward cleanliness, safety, and time management responsibilities. These findings align with the Theory of Planned Behavior (Ajzen, 1991), which emphasizes that positive attitudes strengthen behavioral intentions and contribute to consistent performance.

Problem 2: What is the participants' level of self-efficacy on housekeeping activities?

Table 2
 Frequency, Percentage and Mean Distribution of the Participants' Level of Self-Efficacy on Housekeeping Activities

Range	Description	Interpretation	Frequency	Percentage
4.51 - 5.00	Strongly Agree	Very Highly Favorable	83	40.7
3.51 - 4.50	Agree	Highly Favorable	97	47.5
2.51 - 3.50	Neutral	Moderately Favorable	20	9.8
1.51 - 2.50	Disagree	Less Favorable	4	2.0
1.00 - 1.50	Strongly Disagree	Not Favorable	0	0.0
Total			204	100.0
Overall Mean			4.34	
Interpretation			Highly Favorable	
SD			0.63	

The overall mean of 4.34 (SD = 0.63) reflects a **Highly Favorable** level of self-efficacy, indicating strong confidence in performing housekeeping tasks. Most participants were classified under Highly Favorable (47.5%) and Very Highly Favorable (40.7%) levels. These findings support Social Cognitive Theory (Bandura, 1997), which explains that individuals' beliefs in their capabilities influence motivation, persistence, and task performance.

Problem 3: What is the extent of parental support to the participants' housekeeping activities?

Table 3
 Frequency, Percentage and Mean Distribution of the Extent of Parental Support to the Participants' Housekeeping Activities

Range	Description	Interpretation	Frequency	Percentage
4.51 - 5.00	Strongly Agree	Very Highly Favorable	104	51.0
3.51 - 4.50	Agree	Highly Favorable	79	38.7
2.51 - 3.50	Neutral	Moderately Favorable	18	8.8
1.51 - 2.50	Disagree	Less Favorable	3	1.5
1.00 - 1.50	Strongly Disagree	Not Favorable	0	0.0
Total			204	100.0
Overall Mean			4.40	
Interpretation			Highly Favorable	
SD			0.61	

The overall mean of 4.40 (SD = 0.61) indicates a **Highly Favorable** level of parental support. The majority of participants reported Very Highly Favorable (51.0%) and High Favorable (38.7%) levels of parental involvement in guiding, supervising, and reinforcing housekeeping practices at home. These findings align with social learning perspectives emphasizing that parental

guidance influences the development of practical competencies and behavioral discipline (Hapsary, Rustan, & Mahmud, 2024).

Problem 4: What is the participants' level of housekeeping skills?

Table 4
 Frequency, Percentage and Mean Distribution of the Participants' Level of Housekeeping Skills

Rang e	Interpretati on	Frequenc y	Percentag e
10-12	Very Good	129	63.24
7-9	Good	56	27.45
4-6	Developing	19	9.31
1-3	Beginning	0	0.00
Total		204	100.0
Overall Mean		9.83	
Interpretati on		Good	
SD		1.86	

The overall mean of 9.83 (SD = 1.86) indicates a **Good** level of housekeeping skills. The majority of participants were classified under Very Good (63.24%) and Good (27.45%), with only 9.31% in Developing level and none in Beginning. This distribution suggests strong mastery of practical competencies in cleanliness, safety, and time management.

Problem 5: Do the participants' attitude towards housekeeping, self-efficacy on housekeeping, and parental support significantly influence their housekeeping skills?

Table 5
 Regression Analysis of the Influence of Attitude Towards Housekeeping, Self-Efficacy on Housekeeping, and Parental Support on Housekeeping Skills

	Unstandardize d Coefficients	Std. Error	Standardize d Coefficients	t	Sig.
(Constant)	1.781	.234		7.631	<.001
Attitude Towards Housekeepin g	.119	.063	.165	1.91	.058
Self-Efficacy on Housekeepin g	.175	.067	.233	2.64*	.009
Parental Support	.145	.062	.187	2.33*	.021

Model Summary

R = .509 R² = .259 Adjusted R² = .247
 F(3,200) = 23.3** p = <.001

Model Summary: R = .509, R² = .259, Adjusted R² = .247, F(3,200) = 23.3, p < .001

The regression model was statistically significant, F(3,200) = 23.3, p < .001, indicating that the three predictors collectively influence housekeeping skills. The Adjusted R² of .247 shows that 24.7% of the variance in housekeeping skills is explained by attitude, self-efficacy, and parental support, demonstrating moderate explanatory capacity.

Self-efficacy emerged as the strongest predictor ($\beta = .233$, $p = .009$), confirming that students' confidence in their capability significantly enhances skill performance. This finding supports Bandura's (1997) Social Cognitive Theory, which emphasizes that belief in personal capability influences motivation, persistence, and task

execution. For TVL instruction, this implies that mastery-based learning, demonstration, and structured feedback are essential for strengthening students' confidence and subsequent skill performance.

Parental support also demonstrated significant influence ($\beta = .187, p = .021$), indicating that guidance, supervision, and reinforcement from parents contribute to the development of practical competencies. This aligns with family involvement perspectives emphasizing that consistent parental encouragement strengthens adolescents' discipline, responsibility, and application of learned skills in real-life contexts (Firdausi, 2025; Pagan, 2025). The finding highlights the importance of home-school partnerships in sustaining skill development beyond the classroom.

Attitude toward housekeeping did not show significant influence ($\beta = .165, p = .058$). This may be attributed to limited variability in responses, as most participants exhibited uniformly high attitudes, reducing the variable's predictive strength. Attitude reflects affective orientation rather than direct behavioral execution, suggesting that favorable views may not automatically translate into technical proficiency without consistent practice and performance-based experiences (Garia et al., 2026).

The findings demonstrate that housekeeping skills are shaped by perceived capability and environmental support, while attitude alone does not directly translate into higher performance. Skill development in TVL contexts benefits from an integrated approach that builds learners' confidence, reinforces supportive environments, and provides continuous opportunities for guided practice, reflecting the interaction of cognitive, affective, and environmental influences on vocational learning.

3. CONCLUSION

This study investigated the predictor variables of housekeeping skills among TVL Senior High School students, specifically examining the influence of attitude toward housekeeping, self-efficacy, and parental support on students' competencies in cleanliness and sanitation, health and safety practices, and time management. Based on the findings, the following conclusions are drawn:

Students demonstrated a Highly Favorable level of positive attitude toward housekeeping ($M = 4.38$), reflecting strong orientation toward cleanliness, safety, and organized work practices. This favorable disposition provides a solid foundation for training efforts to focus on competency refinement rather than basic awareness building.

Students exhibited a Highly Favorable level of self-efficacy ($M = 4.34$), indicating strong confidence in their ability to perform housekeeping tasks effectively, maintain cleanliness standards, and manage work responsibilities independently.

Students reported a Highly Favorable level of parental support ($M = 4.40$), reflecting consistent guidance, supervision, encouragement, and reinforcement of housekeeping practices within the home environment.

Students demonstrated a Good level of housekeeping skills ($M = 9.83$), with the majority classified under Very Good (63.24%) and Good (27.45%) categories, indicating strong mastery of practical competencies.

The regression model was significant ($F(3,200) = 23.3, p < .001$), with self-efficacy ($\beta = .233, p = .009$) and parental support ($\beta = .187, p = .021$) emerging as significant predictors of housekeeping skills, explaining 24.7% of the variance. Attitude toward housekeeping ($\beta = .165, p = .058$) did not significantly influence skill performance, possibly due to limited variability in responses.

These findings support the integration of theoretical perspectives underpinning the study. The significant influence of self-efficacy aligns with Bandura's (1997) Social Cognitive Theory, confirming that learners' belief in their capabilities plays a crucial role in sustaining performance and skill development. The Good level of demonstrated housekeeping skills supports Kolb's (1984) Experiential Learning Theory, emphasizing the value of hands-on practice, reflection, and experiential engagement in vocational learning. The significant role of parental support reflects principles consistent with Vygotsky's (1978) Sociocultural Theory, where learning is enhanced through guidance from more knowledgeable others and supportive social environments.

The findings demonstrate that housekeeping skills are shaped by perceived capability and

environmental support, while attitude alone does not directly translate into higher performance. Skill development in TVL contexts benefits from an integrated approach that builds learners' confidence, reinforces supportive environments, and provides continuous opportunities for guided practice, reflecting the interaction of cognitive, affective, and environmental influences on vocational learning.

Based on the findings and conclusions, the following recommendations are offered:

1. For TVL Students

Continue strengthening housekeeping competencies by engaging in consistent hands-on practice, observing safety and sanitation standards, and applying proper work organization during assigned tasks.

Enhance self-efficacy by actively participating in demonstrations, simulations, and performance-based learning activities that build confidence and independence in task execution.

Maintain open communication with parents regarding housekeeping responsibilities to encourage continuous guidance, reinforcement of routines, and responsible work habits at home.

2. For TVL Teachers

Intensify the integration of mastery-based instructional strategies such as demonstrations, guided practice, and authentic workplace scenarios to strengthen students' confidence and technical proficiency.

Strengthen the incorporation of structured feedback, reflective activities, and performance-based assessments that support experiential learning and continuous skill improvement.

Strengthen home-school collaboration by informing parents about housekeeping standards, safety protocols, and practice activities that extend learning beyond the classroom.

Employ hands-on teaching strategies consistently, including simulation exercises, role-playing activities, and structured practice sessions that mirror actual workplace conditions, allowing students to develop procedural fluency and adaptive problem-solving skills in real-time.

3. For School Administrators

Continuously provide adequate facilities, updated housekeeping tools, and industry-aligned resources that enhance experiential learning opportunities for TVL students.

Intensify support for professional development programs that enhance teachers' capacity to implement competency-based instruction and experiential learning strategies.

Promote parent engagement initiatives that reinforce students' discipline, safety awareness, and application of housekeeping skills within home environments.

Strengthen the Work Immersion Program by establishing stronger partnerships with accredited hotels, resorts, and hospitality establishments, ensuring that students receive supervised, meaningful, and industry-aligned practice experiences that bridge classroom learning with real-world workplace demands.

4. For Future Researchers

Explore additional variables that may influence housekeeping skills, such as training exposure, availability of resources, workplace immersion experiences, and peer collaboration.

Conduct studies across different TVL specializations or school contexts to broaden the understanding of factors influencing vocational skill development.

Consider longitudinal or mixed-method research designs to examine how attitudes, self-efficacy, and parental involvement evolve over time and contribute to sustained professional competence among TVL learners.

5. For Parents that they

Reinforce housekeeping practices by allowing students to apply skills learned in school within the home environment, providing opportunities for consistent practice and independent task completion;

Provide constructive feedback and encouragement when students perform household chores, recognizing their efforts and supporting the development of confidence and responsibility;

Collaborate with teachers by attending orientations and maintaining open communication about housekeeping standards, safety protocols, and expectations, ensuring alignment between school instruction and home-based application; and

Model positive housekeeping behaviors by demonstrating proper cleaning techniques, safety practices, and time management routines, as parental example serves as a powerful influence on students' attitudes and habits.

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