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MULTIDIMENSIONAL APPROACH ON THE HOUSEKEEPING SKILLS OF GRADE 5 PUPILS

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ABSTRACT

This study sought to determine the extent of multidimensional approach and level of Housekeeping Skills of Grade Five Learners. This study will make use of a descriptive-co-relation non-experimental qualitative research method. It is descriptive because the data are presented in quantitative descriptions on the "Housekeeping Skills of Grade Five Learners". According to Gay (2022) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.The study was conducted in Maibo Elementary School, Division of Davao del Sur. The respondents of this study will be the 132 grade five learners of the research locale to answer the questionnaires. Universal sampling procedure will be utilized in this study in determining the respondents considering the manageable number of grade five learners of Maibo Elementary School.This study revealed that the grade five learners in Maibo Elementary School have proficient level in housekeeping. The school needs to initiate more housekeeping activities to develop further the housekeeping skills of the learners.

KEYWORDS: *multidimensional approach, level of Housekeeping Skills, Grade Five Learners*

INTRODUCTION

For many years, ecological or ecosystemic theories informed much of the theoretical basis of social work. They gave the biopsychosocial dimensions prominence in proposing that individual and environmental influences were inseparable from each other, forming a system of interaction. More recently, a multidimensional approach has emerged as an overarching perspective of human behavior and development, which offers a holistic approach to understanding well-being. The multidimensional approach in education involves integrating cognitive, emotional and social perspectives as analytical lenses to examine pupils' learning journeys in and understanding of ones experience.

Within a multidimensional approach, each person is recognized as having unique biopsychosocial and spiritual dimensions, as well as structural and cultural dimensions. The term biopsychosocial spiritual dimensions is used to reflect the idea that an individual occupies more than any one dimension at any time experience is continuously and simultaneously influenced by individual (biological, psychological, and spiritual) and environmental (social, including structural and cultural) factors. The interdependence of these dimensions is considered so fundamental in determining our lived experience that ecological theorists, such as Germain (2022), use the term, person: environment configuration or person: situation configuration (Germain and Bloom, 2021).

Another way of thinking about these dimensions is to think of the inner world we occupy. This typically refers to our biological, psychological and spiritual experiences—which both influence and are influenced by the outer world we occupy—the relational, social, structural and cultural contexts. By referring to them as inner and outer worlds, the intention is not to see them as two different dimensions. Rather, they are interrelated and fluid in their reciprocal interactions, as this chapter will describe. Dividing aspects into inner and outer dimensions, or into personal and environmental dimensions, can therefore be inherently problematic, as any dimensions is necessarily both an inner and an outer world dimension. However, for the purposes of discussion, the contrived separation of these dimensions

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needs to be maintained at first to enable the exploration of the significance and interrelationship of each to the other, before bringing them together to fully understand a multidimensional approach (Hudson, 2022).

Globalization is a huge challenge to the education world, specifically to the increase of home economics. To anticipate the global challenge, the education scope has to be able giving the learning experience to their students in the formative process of high-level skills. Also provide them the competencies that would be linked and matched with the industry world as stakeholders. Education is an important element in increasing the quality of human resource. However, the situation that happen now has not yet become linear between the educational background and the labor market. In other words, there has not been synchronization between the facilitator of education and the facilitator of working field (Rofaida, 2021).

Student's experience is acquired from the housekeeping courses. The students would work more active, collaborative, and cooperative, also able to participate in evaluating their development. In accordance with Palm (2020), he said that performance assessment has the edge of measuring the skill comprehensively by considering the competence and knowledge that is needed today. Performance assessment demands the students to realize the real duty that represents the whole performance that will be assessed, like preparing the tools, using or crafting the tools, writing data, analyzing and concluding data, designing report and so forth. As a part of learning, assessment is a periodic check on learning will provide the feedback for the student of their strength and weaknesses occur within their learning progress. Cumulative assessments for learning will show progress – or lack thereof – over time (Ross, et.al, 2021).

Performance Assessment with the proper indicator from standard operating procedure will ease the examiner for acquiring more valid and objective data form the test taker. The evaluation instruments are needed in every learning process to acquire the information of achieved purpose target (Miller, 2021). Jubaedah (2021) in her research stated that instrument of evaluation in practice using test in the form of working covers preparing, working process, and result stage that has been appropriated with the National Standard Competency).

In the Division of Davao del Sur, Magsaysay South District, Maibo Elementary School where the researcher is affiliated, the majority of the grade five learners have a lack of knowledge when it comes to housekeeping skills.

This study seeks to determine the extent of multidimensional approach and level of Housekeeping Skills of Grade Five Learners. Moreover, it seeks to answer the following sub-problems:

1. What is the extent of multidimensional approach in terms of:
    1. Cognitive Perspective
    2. Emotional Perspective
    3. Social Perspective
0. What is the level of Housekeeping Skills of Grade Five Learners in terms of:
1. Cleaning Efficiency
2. Quality Control
3. Staff Performance

3. Base on the findings drawn out from the study, what Multidimensional Approach can be proposed and designed?

METHODOLOGY

Research Design

This study will make use of a descriptive-co-relation non-experimental qualitative research method. It is descriptive because the data are presented in quantitative descriptions on the "Housekeeping Skills of Grade Five Learners". According to Gay (2022) descriptive-correlation design determines and supports the way things are. Using a questionnaire in conducting a survey, interview or observations usually collects the data.

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Respondents and Sampling

The study will be conducted in Maibo Elementary School, Division of Davao del Sur. The respondents of this study will be the 132 grade five learners of the research locale to answer the questionnaires. Random sampling procedure will be utilized in this study in determining the respondents considering the large number of grade five learners of Maibo Elementary School.

Table 1. Distribution of Respondents

Grade V Sections	Number of Learners
1. Sayote	43
0.Kalabasa	45
0.Talong	44
Total:	132

Research Instruments

In this study, two (2) set of questionnaires will be used. It is a researcher-made questionnaire which will be validated by experts of the study and will be subjected later to a reliability test using cron bach alpha. It will be pilot tested to a school that is not a part of the research locale. The questionnaires focuses on the items of housekeeping skills of grade five learners through checklist.

To determine the level multidimensional approach, the following continuum will be used:

Range of Means	Level	Description
4.30 – 5.00	Very High	When the multidimensional approach is manifested all the time.
3.30 – 4.29	High	When the multidimensional approach is frequently manifested.
2.30 - 3.29	Fair	When the multidimensional approach is sometimes manifested.
1.30 – 2.29	Low	When the multidimensional approach is rarely manifested.
0 – 1.29	Very Low	When the multidimensional approach is never manifested.

Data Gathering Procedure

The steps involved in this investigation are as follows:

A letter seeking for permission that this research study be conducted will be sent to the DepED superintendent of Davao del Sur, SDS Lorenzo E. Mendoza, CESO V and to the School Principals concerned.

While letters seeking for permission were delivered to the school's division superintendent and principals concerned, the researcher constructed a questionnaire and have it validated by the experts and eventually subjected it to reliability test using cron bach alpha.

After permission has been granted that this study be conducted in Maibo Elementary School, Division of Davao del Sur and after the research questionnaire has been thoroughly examined by the expert validators, the researchers will launch the questionnaire into the field and retrieve them from the respondents personally after few days.

The data generated from the survey will be collated and tallied personally by the researcher.The raw scores will be submitted to the statistician for statistical computation after which the researcher subjected it to analysis and interpretation.

Data Analysis

The following statistical tools will used:

Average Weighted Mean will be used to determine the level of housekeeping skills of grade five learners.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

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This study revealed that the grade five learners in Maibo Elementary School have proficient level in housekeeping. The school needs to initiate more housekeeping activities to develop further the housekeeping skills of the learners.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn: the level of Multidimensional Approach in terms of cognitive perspective is high, this indicates that students exhibit a strong understanding and application of cognitive processes related to housekeeping tasks. The cognitive perspective of the multidimensional approach focuses on how learners process information, solve problems, and apply critical thinking skills in the context of housekeeping.

Level of Multidimensional Approach in terms of emotional perspective the result is very high, this implies that learners exhibit a deep emotional connection and engagement with housekeeping tasks, reflecting a strong sense of responsibility, motivation and empathy in this approach. The emotional perspective of the multidimensional framework delves into learners' emotional intelligence, self-awareness and emotional regulation in the context of housekeeping.

Level of Multidimensional Approach in terms of social perspective is very high, this signifies that learners excel in social interactions, teamwork, and collaboration when it comes to housekeeping responsibilities.

The level of housekeeping skills of grade five pupils is proficient, this profiency level suggests that pupils in grade five developed the necessary knowledge, abilities, and practical skills to effectively engage in maintaining cleanliness and organization in their environonment, and significant relationship between multidimensional approach and housekeeping skills of grade five learners is high in the degree of correlation.

The significance of cleanliness as underscored by the author Haggard (2022), is of utmost importance and holds a profound impact on various aspects of our lives. It is not merely a superficial concept but a fundamental value that influences our health, well-being, and over all quality of life. Haggard emphasizes that the practice of cleanliness should be ingrained from a young age, highlighting the critical role of early education and upbringing in fostering a culture of hygiene and sanitation.

By teaching children the importance of cleanliness from childhood, we lay the foundation for lifelong habits that promote health, safety, and social responsibility.

In essence, the importance of cleanliness as a learned and taught behavior from childhood is not just about maintaining a tidy space, it is about nurturing a mindset of care, respect, and mindfulness towards oneself and others. By imparting the value of cleanliness early on, we sow the seeds for a healthier, more conscientious society where individuals appreciate the significance of cleanliness in promoting well-being, fostering positive relationships, and creating a more sustainable and harmonious world for generations to co

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Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:
It is recommended that teachers should use effective strategies in teaching housekeeping especially in the elementary so that their skills in housekeeping will be developed further. This is in preparation for junior high school where housekeeping is one of the electives.

The school heads should have developed and implement a policy that encouraged teachers to use multidimensional approach in teaching housekeeping as proven to be effective as it touches the different aspect of the learners as they perform housekeeping.

It is also recommended to all barangay officials, their participation in the study highlights the importance of muti-sectoral collaboration and partnership in addressing complex social issues such as cleanliness and hygiene. Through their engagement, they contribute to a holistic understanding of housekeeping practices, community dynamics, and the interplay between individual skills development and community well-being in fostering a culture of cleanliness and responsibility youth.

The parents are integral participants in the exploration of multidimensional approach to grade five pupils' housekeeping skills, offering invaluable support and making meaningful contributions to both the broader of society and their homes, they serves as key stakeholders who not only influence the development of their children's housekeeping abilities but also play a significant role in shaping their attitudes, behaviors, and values towards cleanliness and organization.

For the learners it is shown in the study the impact of multidimensional approach as it touches the different perspectives of the learners in terms of their cognitive, emotional and social that molds them to become better in the field of housekeeping skills and in preparation for junior high as one of the electives.

For future researchers, it is strongly recommended that a relative study on housekeeping skills of learners with other variables will be conducted.

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