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## The Impact of Housekeeping Employee Technical Skills on Job Performance in Hotels

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### Keywords

Housekeeping employee technical skills;  
Job performance;  
Hotels.

### Abstract

The research aims to evaluate the impact of housekeeping employee technical skills dimensions (organizational skills, cleaning skills, continuous training, and communication skills) on job performance in hotels. Consequently, the research methodology is analytical; the population consisted of housekeeping managers and supervisors in three-, four-, and five-star hotels in several cities in Egypt, which include the Red Sea (Hurghada and Marsa Alam), South Sinai (Sharm El Sheikh), Cairo, Aswan, Luxor, and Minia, and the sample is a stratified random. To achieve the research aim, questionnaires were distributed to housekeeping managers and supervisors. The researchers obtained data from 391 respondents, which included 183 managers and 208 supervisors. SPSS V. 25 was utilized to analyze the data and test the research hypotheses. The research declared that there is a significant and positive impact of housekeeping employee technical skills dimensions (organizational skills, cleaning skills, continuous training, and communication skills) on job performance. The research revealed the differences in housekeeping employee job performance based on demographic characteristics (gender, age, educational qualification, and years of work experience). The research recommended organizing ongoing training workshops focusing on professional room cleaning, using tools safely and effectively, developing a standardized cleaning manual, implementing a comprehensive periodic system for evaluating employee performance on a weekly or monthly basis, and developing employee skills to meet guest needs and expectations. The research covers a critical knowledge gap and provides valuable practical implications for improving housekeeping performance in the hotel sector.

### 1. Introduction

Housekeeping can be defined as the maintenance of a clean, comfortable, safe, and aesthetically pleasing environment (Suryawanshi et al., 2023). In a hotel, the housekeeping department is responsible for maintaining the hotel's cleanliness and beauty (Thoriq et al., 2024). The housekeeping staff takes care in keeping the hotel

clean and comfortable (Battan et al., 2023). Nevertheless, housekeeping department should be operated as efficiently and with as low an operating cost as possible (Hsieh et al., 2025). A housekeeper is defined as a person who has supervised and performed cleaning and arranging work for a hotel (Mayaswari et al., 2020). According to Nassir et al. (2015), the technical skill of housekeeping employees was a key factor that directly impacted the quality of employee performance and services provided. Furthermore, the need to evaluate employees' technical skills was heightened due to the growing challenges in achieving efficiency (Mayaswari et al., 2020). In some organizations, there is a discrepancy in the level of these skills, resulting in problems related to poor performance and delayed task completion (Wiadnyana et al., 2020; Ratnoday & Rana, 2021). On the one hand, the absence of a clear, effective process and approach for evaluating the technical skills of staff in the housekeeping department negatively affect level of employees' performance (Nassir et al., 2015; Mest, 2017). On the other hand, the organization's focus in increasing staff abilities helps to increase job performance, providing better service, and achieving organizational goals and profitability (Jubaedah et al., 2019; Wiadnyana et al., 2020; Owiti et al., 2024).

Prior studies have explored the relationship between housekeeping practices and several variables such as customer satisfaction (Bhatnagar, 2019); environmental stewardship and operational efficiency (Sharma et al., 2023); hotel performance (Tiwari et al., 2023). However, there are no previous studies that have explained the relationship between housekeeping employee technical skills and job performance in the Egyptian hospitality context. Thus, there is a necessity to uncover the relationship between housekeeping employee technical skills and job performance and fill the above-mentioned research gap. Therefore, the current research intends to assess the effect of housekeeping employee technical skills dimensions (organizational skills, cleaning skills, continuous training, and communication skills) on job performance in the Egyptian hotel industry. It also explores the role of respondents' demographic factors (gender, age, educational qualification, and years of work experience) concerning the influence of housekeeping employee technical skills on job performance in the Egyptian hotel industry.

## **2. Literature Review**

### **2.1. Housekeeping Management in Hotels**

Housekeeping is considered the central nerve of hotel companies, fostering connections with various departments (Hashim, 2020). Rooms and public areas must be cleaned and serviced each day (Senya et al., 2024). Hence, rooms and public areas should present a fresh, pleasing appearance and provide comfortable conditions for those using them (Senya et al., 2024). Likewise, daily maintenance has removed dirt, accumulation of which is dangerous for health as it has formed a breeding ground for germs (Hashim, 2020). Additionally, housekeeping extended to the cleaning and maintenance of guest rooms, public areas, lobbies, meeting rooms, restrooms, and other shared spaces (Widiastini et al., 2024). In this context, housekeeping employees have played a critical role in ensuring a positive guest experience by providing a clean and well-maintained environment (Anthonisz, 2014; Hsieh et al., 2025). The degree of general cleanliness of the hotel has affected its aesthetics and the general impression of the guests (Nasir et al., 2024). The hotel always has a clean and attractive appearance at all times (Widiastini et al., 2024).

## **2.2. Concept of Technical Skills**

Technical skills can be defined as the specific abilities, knowledge, and competencies that are required to perform tasks related to a particular job, profession, or field of expertise (Cimatti, 2016). These skills were practical and directly related to the application of specialized knowledge in specific areas (Olivar, 2025). Technical skills were necessary for certain hotel departments, while housekeeping employees must be skilled in cleaning techniques and operating cleaning equipment (Tra, 2020). Technical skills were acquired through education, training, and hands-on experience and are essential for individuals to excel in their chosen profession (Eisenberg & Levanon, 2013; Giovanni et al., 2022).

## **2.3. Dimensions of Housekeeping Employee Technical Skills**

Technical skill dimensions affect employee efficiency and performance and are expressed in the quality of service and commitment to job performance (Mulyati et al., 2024; Ramahdani et al., 2025).

### **2.3.1. Organizational skills**

Organizational skills are the ability to manage an employee's time, tasks, team, and available resources with high efficiency (Burguan Garcia & Choez Reinoso, 2025). Organizational skills include (Chatterjee, 2022):

- Planning daily tasks and ensuring the availability of tools and equipment, use of tools and equipment, maintenance of tools, and safe storage.
- Time management: when housekeeping managers have distributed tasks according to priorities, they ensure that each room has been cleaned.
- Managing Inventory: Housekeeping employees might be responsible for managing inventory, such as cleaning supplies and amenities. Proper inventory management has ensured that essential items are always available, preventing disruptions in service before starting work.
- Following up and recording any observations or malfunctions and following up on corrective measures.

### **2.3.2. Cleaning Skills**

Housekeeping employees have needed to be proficient in various cleaning techniques to maintain high cleanliness standards (Chatterjee, 2022). Proper knowledge of cleaning methods for different surfaces, materials, and areas (rooms, bathrooms, and public spaces) has ensured thorough and effective cleaning, reducing the risk of complaints or negative guest experiences (Rinekasari et al., 2019).

### **2.3.3. Continuous Training**

Training is an action plan for implementing the training program for new workers in the housekeeping department (Tra, 2020). On this basis, the new worker is estimated to be qualified in carrying out the housekeeping function within two weeks or more (Battan et al., 2023).

### **2.3.4. Communication Skills**

Housekeeping employees should interact with one another and with other divisions, such as the front desk, to satisfy the demands of visitors (Widiastini et al., 2024). Effective communication between housekeeping employees and other hotel departments is essential for work coordination and guest requests and has ensured smooth operations (Matusovich, 2012). Language proficiency is very important in popular tourist destinations. Being fluent in multiple languages has helped employees communicate with a diverse range of guests, enhancing the overall guest experience (Bardukova, 2022).

#### **2.4. Job Performance in Hotels**

Performance is one of the concepts that has received a great deal of attention and research in administrative studies in general and human resources in particular, due to the concept's importance at the individual and organizational levels, as well as the overlap of factors that affect performance and its diversity, and given its association with efficiency and effectiveness in organizations in achieving their goals (Ginthotavidana & Waidyasekara, 2022; Gencer et al., 2023). Furthermore, the performance also defined as a continuous process of improvements in production (the quality of outputs), through the efficiency and effectiveness of the use of inputs, with an emphasis on working within a collective team, which contributes to achieving organizational effectiveness (Deeb et al., 2020). Job performance refers to qualifications and skills necessary for a certain position (Bardukova, 2022). Job performances are usually written in the form of a list that contains the most important qualifications that a candidate must possess in order to be able to perform certain job duties (Bardukova, 2022). Employee's performance is a set of behavioral results for employee, which contributes to achieving organizational goals, taking into account the performance of the specific tasks using the available resources (Hewagama et al., 2019). Moreover, Gitongu (2021) stated that the employee's performance means the quantity and quality of work results achieved through the worker's fulfillment of his duties and responsibilities, in addition to the presence of three basic components of performance:

- Quantity: meaning the quantity to be completed.
- Quality: It means the quality of the outputs.
- Time period: meaning commitment to the pre-determined time.

#### **2.5. Dimensions of Employee Performance**

In any organization, employee performance holds a special place and is also seen as the foundation for accomplishing the organization's goals (Hassan et al., 2022). As such, it is important to monitor, analyze, and assess employee performance in order to keep control over it in ways that lead to the achievement of the goals (Pradhan & Jena, 2017; Choy et al., 2021). Employee performance is a major domain of human resource (HR) effectiveness; moreover, an effective adaptive performance necessitates employees' ability to efficiently deal with volatile work circumstances, for example, technological transformations, changes in one's core job assignment, restructuring of the organization, and so on (Kharub et al., 2025).

##### **A- Efficiency**

Efficiency is defined as the good use of available resources or the ability to use the inputs and the employee's ability to achieve the largest number of objectives required by using the least possible resources; in other words, doing business in the right way (Pradhan & Jena, 2017).

##### **B- Effectiveness**

Effectiveness is defined as the ability to achieve the expected activity and reach the expected results (Hassan et al., 2022).

##### **C- Productivity**

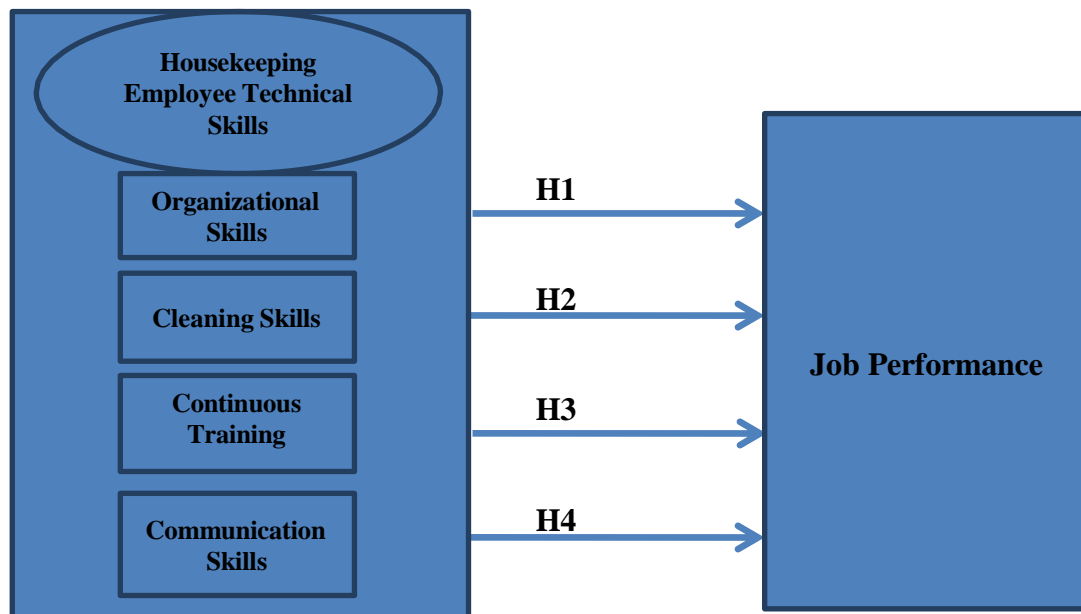
Productivity is the criterion by which it is possible to measure the good direction of resources to reach the targeted results; it is also the ratio of the final product to the elements included in its composition, or the ratio of inputs to outputs (Gitongu, 2021). When it is the ratio, quantity, or value of products to the resources used in them, whether they are manpower or equipment or raw materials (Hewagama et al., 2019).

## 2.6. Influence of Housekeeping Employee Technical Skills on Job Performance

Employees who have a varied range of skills, such as organizational, cleaning, and communication abilities, and who are routinely trained on all cleaning chores and obligations, are more likely to do their jobs efficiently (Meeks, 2017; Purba et al., 2020). According to Ramahdani et al. (2025), cleaning staff's technical proficiency has a direct impact on hotel cleanliness, order, and customer satisfaction. Furthermore, Mulyati et al. (2024) claimed that several aspects influence employee performance, including the relevance of skills and competences. This concept arose from the recognition that a job requires employees to use a wide range of skills, talents, and fields of knowledge (Farhan & Tiara, 2024). Moreover, employees who possess a wide skill set are more likely to be motivated and satisfied with their jobs since it helps break up the monotony of their jobs (Tiwari et al., 2023).

## 2.7. Research Theoretical Framework

Based on an analysis of the literature review, the researchers developed the research model as shown in Figure 1.



**Figure 1: Research Theoretical Model**

**Source:** Adopted from Kim et al. (2011); Saleh and Elsayed (2017); Ahmed et al. (2018); Kyalo (2023); Kesheck (2024); Widiastini et al. (2024)

## 2.8. Research Hypotheses

The research aims to examine the impact of housekeeping employee technical skills dimensions (organizational skills, cleaning skills, continuous training, communication skills) on job performance in hotels. Therefore, five hypotheses were developed.

**H1:** There is a significant positive impact of housekeeping employee organizational skills on job performance in hotels.

**H2:** There is a significant positive impact of housekeeping employee cleaning skills on job performance in hotels.

**H3:** There is a significant positive impact of housekeeping employee continuous training on job performance in hotels.

**H4:** There is a significant positive impact of housekeeping employee communication skills on job performance in hotels.

**H5:** There are no statistically significant differences in housekeeping employees' job performance according to the demographic characteristics (gender, age, educational qualification, and years of work experience).

### 3. Research Methodology

#### 3.1. Research Population and Sample

The research aims to examine the influence of housekeeping employees technical skills dimensions (organizational skills, cleaning skills, continuous training, communication skills) on job performance in hotels in Egypt. The population of this research is the staff (both managers and supervisors) of three, four and five-star hotels in several cities in Egypt which include Red Sea (Hurghada, and Marsa Alam), South Sinai (Sharm El Sheikh), Cairo, Aswan, Luxor, and Minia. Specifically, these areas were chosen for this research due to its popularity as a tourist destination in Egypt. Consequently, the stratified sampling served as the basis for this study. For enormous, infinite, or unknown population sizes, Cochran's formula is used to calculate the sample size (Uakarn et al., 2021; Rady et al., 2024). This formula gives a statistical basis for determining the number of respondents required to obtain credible results (Hasan & Kumar, 2024), as clarified in Figure 2:

$$n = \frac{Z^2 p(1 - p)}{e^2}$$

$$n = \frac{(1.96)^2 \times 0.5 \times (1 - 0.5)}{(0.05)^2}$$

$$n = \frac{3.8414 \times 0.5 \times 0.5}{0.0025} = 384.16$$

**Figure 2: Cochran's formula**

**Source: Uakarn et al. (2021); Rady et al. (2024)**

Where:

- **n** = required sample size
- **Z** = Z-score (based on the confidence level, e.g., 1.96 for 95% confidence)
- **p** = estimated proportion of the population (e.g., 0.5 if unknown)
- **e** = margin of error (e.g., 0.05 for  $\pm 5\%$ )

To achieve a 95% confidence level that the true value is within  $\pm 5\%$  of the measured/surveyed value, at least 384 questionnaires need to be completed. However, obtaining data from more respondents than the calculated sample size might strengthen the study and improve the accuracy of the estimations (Bryman, 2016; Saunders et al., 2019). As a result, the researchers were able to distribute and collect data from 391 more respondents than previously predicted.

#### 3.2. Data Collection Procedures

The questionnaires were sent across five months, from October 2024 to February 2025. An electronic version of the surveys was distributed to housekeeping managers and supervisors at the surveyed hotels. The researchers received 391 valid and full questionnaires. A questionnaire is a research tool used in research design. There are three sections to this questionnaire. The first section covers respondent demographics and hotel attributes (gender, age, educational qualification, job, hotel class, number of rooms, and years of work experience). The second section provides a technical skills



scale for housekeeping employees. This scale consists of four dimensions: organizational skills, cleaning skills, continuous training, and communication skills. The third section is job performance. Using a five-point Likert scale, managers and supervisors answer this questionnaire by indicating how much they agree or disagree with the topics covered. These answers range from 1 (very low) to 5 (very high).

### 3.3. Measurement Items

The research adopted measurement items from previous literature, which are explained as follows. A fifteen-item scale was used to measure organizational skills (Kyalo, 2023). A five-item scale was adapted from Saleh and Elsayed (2017) to evaluate cleaning skills. An eight-item scale was used to evaluate continuous training (Kesheck, 2024). A four-item scale was adapted from Kim et al. (2011) and Widiastini et al. (2024) to assess communication skills. Finally, a seven-item scale was adapted from Ahmed et al. (2018) to measure job performance.

### 3.4. Data Analysis

The data collected were analyzed using the statistical package for social science (SPSS) version 25. Both descriptive and inferential statistical methods were adopted. Descriptive statistics (frequency, percentages, mean, and standard deviations) were used to present a comprehensive description of the sample in terms of demographics. The Pearson correlation coefficient and Regression analysis tests were employed to measure the relationship between the research variables. Additionally, the ANOVA and Post Hoc were used to measure the differences according to age, educational qualification, and years of experience, and the T-test was utilized to evaluate the differences based on gender. Cronbach's alpha was employed to investigate the internal consistency between questionnaire statements and then to identify the degree of reliability of the tool.

### 3.5. Data Validity and Reliability

To verify the content validity and reliability of the questionnaire, the questionnaire questions were reviewed by four hospitality professors and five housekeeping managers to recognize questionnaire deficiencies, formatting, and design concerns.

**Table 1: Data Validity and Reliability**

Variables	N. of items	Cronbach's Alpha value	Validity Coefficient*
Organizational Skills	15	0.971	0.985
Cleaning Skills	5	0.935	0.967
Continuous Training	8	0.970	0.984
Communication Skills	4	0.946	0.973
Job performance	7	0.959	0.980
<b>Total</b>	<b>39</b>	<b>0.956</b>	<b>0.978</b>

Table 1 indicated that the total correlation coefficients reached 0.978, which is a high and significant value that demonstrates the questionnaire's validity. According to Hair et al. (2021), internal consistency is proven when the reliability coefficient exceeds 0.7. Table 1 displayed that the total Cronbach's alpha value reached 0.956. As a result, all coefficients are statistically significant, showing that the questionnaire's items are usually acceptable.

#### 4. Results and Discussion

##### 4.1. Respondents' Demographic Characteristics and Hotel Attributes

**Table 2: Respondents' Demographic Characteristics and Hotel Attributes**

Characteristics	Frequency	Percentage
<b>Gender</b>		
Male	295	75.4
Female	96	24.6
<b>Age</b>		
less than 25	26	6.6
from 25 to 35	170	43.5
from 36 to 45	140	35.8
more than 45	55	14.1
<b>Educational Qualification</b>		
Pre-university education	158	40.4
Bachelor's degree	193	49.4
Postgraduate studies	40	10.2
<b>Job</b>		
Supervisor	208	53.2
Manager	183	46.8
<b>Hotel Class</b>		
3 stars	56	14.3
4 stars	83	21.2
5 stars	252	64.5
<b>Number of rooms</b>		
less than 100 room	83	21.2
from 100 to 200 room	137	35.0
more than 200 room	171	43.7
<b>Years of Work Experience</b>		
less than 5 years	98	25.1
from 5 to 10 years	144	36.8
more than 10 years	149	38.1
<b>Total</b>	391	100

As declared in Table 2, the majority of respondents were male (75.4%), with most falling within the 25-35 age range (43.5%) and from 36 to 45 years (35.8%). Regarding educational qualification, nearly half (49.4%) held a bachelor's degree, while 40.4% had pre-university education, and 10.2% had pursued postgraduate studies. In terms of job, 53.2% of the sample were supervisors, while the remaining 46.8% were managers. Most of respondents (64.5%) were employed in 5- star hotels, with a great portion worked in hotels with more than 200 rooms (43.7%), followed by 35% of respondents worked in hotels from 100-200 rooms, then 21.2% of them worked in hotels less than 100 rooms. Regarding years of work experience, 38.1% of respondents had experience over 10 years, while 36.8% had experience between 5 to 10 years, and 25.1% had less than 5 years of work experience.



## 4.2 Descriptive Statistics for Research Variables

**Table 3: Organizational Skills of Housekeeping Employees**

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
Complaints about room deficiencies are addressed immediately.	22 (5.6)	22 (5.6)	29 (7.4)	141 (36.1)	177 (45.3)	4.1	1.12	1
Staff receives training in handling equipment properly.	16 (4.1)	34 (8.7)	37 (9.5)	130 (33.2)	174 (44.5)	4.05	1.12	2
Housekeeping staff are trained to handle raw materials and chemicals properly.	18 (4.6)	32 (8.2)	49 (12.5)	119 (30.4)	173 (44.2)	4.02	1.15	3
Housekeeping staff welcomed hotel guests.	12 (3.1)	27 (6.9)	50 (12.8)	156 (39.9)	146 (37.3)	4.02	1.03	3
Housekeeping staff fulfill guest needs promptly and without negligence.	18 (4.6)	27 (6.9)	44 (11.3)	152 (38.9)	150 (38.4)	3.99	1.09	5
Housekeeping staff follow up on guest requests.	15 (3.8)	24 (6.1)	49 (12.5)	170 (43.5)	133 (34)	3.98	1.03	6
Staff is motivated to achieve department goals.	14 (3.6)	30 (7.7)	54 (13.8)	147 (37.6)	146 (37.3)	3.97	1.07	7
Housekeeping staff perform their assigned tasks efficiently and effectively.	16(4.1)	24 (6.1)	47 (12)	181 (46.3)	123 (31.5)	3.95	1.02	8
Housekeeping staff possess the necessary skills to work in the housekeeping department.	9 (2.3)	34 (8.7)	62 (15.9)	153 (39.1)	133 (34)	3.94	1.03	9
Housekeeping staff show genuine concern for resolving guest issues.	18 (4.6)	26 (6.6)	53 (13.6)	157 (40.2)	137 (35)	3.94	1.08	9
Staff effectively manages their time cleaning rooms.	16 (4.1)	28 (7.2)	60 (15.3)	148 (37.9)	139 (35.5)	3.94	1.08	9
Necessary tools and equipment are available to staff.	13 (3.3)	34 (8.7)	47 (12)	166 (42.5)	131 (33.5)	3.94	1.05	9
Staff responsiveness to guests is appropriate.	16 (4.1)	26 (6.6)	58 (14.8)	182 (46.5)	109 (27.9)	3.87	1.02	13
Housekeeping staff play a crucial role in a guest's decision to stay at the hotel.	23 (5.9)	55 (14.1)	58 (14.8)	117 (29.9)	138 (35.3)	3.75	1.24	14
Staff responsiveness to guests is appropriate.	16 (4.1)	40 (10.2)	78 (19.9)	184 (47.1)	73 (18.7)	3.66	1.03	15

Min = 1, Max = 5,  
Mean = 3.94, SD= 0.91

Table 3 showed that the respondents had positively rated statements assessing the organizational skills of employees who work in housekeeping department with a mean score of 3.94 and standard deviation  $\pm 0.91$ . The results show that the highest-rated statement was "Complaints about room deficiencies are addressed immediately" (Mean = 4.10, SD = 1.12, Rank = 1), where the mean score of 4.10

indicates that most of respondents tended to “Agree” or “Strongly Agree” with the statement. This was followed by “Staff receives training in handling equipment properly” (Mean = 4.05, SD = 1.12, Rank = 2) and “Housekeeping staff are trained to handle raw materials and chemicals properly” (Mean = 4.02, SD = 1.15, Rank = 3). The lowest-rated statement was “Staff responsiveness to guests is appropriate” (Mean = 3.66, SD = 1.03, Rank = 15), where the score reflects a shift toward more neutral responses compared to other items, followed by “Housekeeping staff play a crucial role in a guest’s decision to stay at the hotel” (Mean = 3.75, SD = 1.24, Rank = 14) and another statement on “Staff responsiveness to guests is appropriate” (Mean = 3.87, SD = 1.02, Rank = 13). These results suggest that while organizational skills and complaint resolution are strong, there is an extent for improvement in guest interaction skills and in reinforcing the perceived importance of housekeeping in influencing guest loyalty.

**Table 4: Cleaning Skills of Housekeeping Employees**

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
Staff maintains the cleanliness of rooms and hallways.	15 (3.8)	30 (7.7)	36(9.2)	149(38.1)	161(41.2)	4.05	1.08	1
The appearance and hygiene of housekeeping staff are appropriate.	15 (3.8)	27 (6.9)	42(10.7)	149 (38.1)	158(40.4)	4.04	1.06	2
Housekeeping staff provide services to hotel guests promptly.	14 (3.6)	26 (6.6)	50(12.8)	156(39.9)	145(37.1)	4	1.04	3
In your opinion, do you find the rooms clean and free from issues?	16 (4.1)	26 (6.6)	52(13.3)	160(40.9)	137(35)	3.96	1.06	4
Service is improved based on guest feedback.	22 (5.6)	37 (9.5)	52(13.3)	147(37.6)	133(34.0)	3.85	1.16	5

Min = 1, Max = 5,  
Mean = 3.98, SD= 0.96

Table 4 presented the respondents' perceptions of housekeeping service quality in terms of cleaning skills. The overall mean score was 3.98, and SD=  $\pm$  0.96 which indicated a generally positive evaluation. The statement receiving the highest rating was “Staff maintains the cleanliness of rooms and hallways” (Mean = 4.05, SD = 1.08, Rank = 1). A mean of 4.05 suggests that most respondents indicated “Agree” or

“Strongly Agree,” highlighting cleanliness maintenance as a notable strength. Conversely, the lowest-rated statement was “Service is improved based on guest feedback” (Mean = 3.85, SD = 1.16, Rank = 5). This comparatively lower score points to a greater proportion of neutral or varied responses, implying that the incorporation of guest feedback into service enhancements may be less consistent than other evaluated aspects.

**Table 5: Continuous Training of Housekeeping Employees**

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
Room issues are handled immediately.	17 (4.3)	28 (7.2)	57 (14.6)	131 (33.5)	158 (40.4)	3.98	1.11	1
Staff are trained in proper cleaning techniques.	21(5.4)	20 (5.1)	53 (13.6)	150 (38.4)	147 (37.6)	3.98	1.10	1
Housekeeping staff are trained to handle guests requests appropriately.	20 (5.1)	28 (7.2)	49 (12.5)	144 (36.8)	150 (38.4)	3.96	1.12	3
There is readiness to improve and continue Learning.	18 (4.6)	20 (5.1)	62 (15.9)	159 (40.7)	132 (33.8)	3.94	1.06	4
There are continuous training programs to update staff skills and keep up with modern techniques.	13 (3.3)	39 (10)	55 (14.1)	143 (36.6)	141 (36.1)	3.92	1.09	5
Housekeeping staff are trained regularly.	19 (4.9)	27 (6.9)	64 (16.4)	140 (35.8)	141 (36.1)	3.91	1.11	6
There is adequate guidance and training for staff in the technical aspects of hotel work.	18 (4.6)	26 (6.6)	69 (17.6)	154 (39.4)	124 (31.7)	3.87	1.08	7
Staff feel there are promotion and career growth opportunities.	19 (4.9)	23 (5.9)	80 (20.5)	153 (39.1)	116 (29.7)	3.83	1.07	8

Min = 1, Max = 5,

Mean = 3.92, SD= 0.99

Table 5 presented the respondents' perceptions regarding the training and skill development of housekeeping staff. The overall mean score for the statements in this section was 3.92, and SD  $\pm$  0.99, indicating a generally positive perception. The highest mean score was shared by two statements: “Room issues are handled immediately” (Mean = 3.98, SD = 1.11, Rank = 1) and “Staff are trained in proper cleaning techniques” (Mean = 3.98, SD = 1.10, Rank = 1). These equal scores suggest that respondents place similar value on both prompt problem resolution and the provision of adequate technical training for housekeeping staff. The lowest mean score in this set was for “Staff feel there are promotion and career growth opportunities” (Mean = 3.83, SD = 1.07, Rank = 8). While still reflecting a generally positive perception, this result indicates relatively weaker agreement and highlights a potential area for improvement in career development and advanced pathways for staff.

**Table 6: Communication Skills of Housekeeping Employees**

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
Communication skills are an essential criterion for selecting housekeeping staff.	17(4.3)	26(6.6)	48 (12.3)	144(36.8)	156 (39.9)	4.01	1.09	1
Guest requests are addressed quickly.	19(4.9)	23(5.9)	49(12.5)	147 (37.6)	153(39.1)	4	1.09	2
Communication with staff is smooth.	12(3.1)	33(8.4)	54(13.8)	161(41.2)	131(33.5)	3.94	1.04	3
There is effective communication between technical teams and management to address issues.	16(4.1)	24(6.1)	73(18.7)	161 (41.2)	117(29.9)	3.87	1.04	4

Min = 1, Max = 5,

Mean = 3.95, SD= 0.99

Table 6 showed that respondents generally rated the communication skills of housekeeping staff positively across all measured statements, with mean scores of 3.95, and SD=  $\pm 0.99$ . Among the statements, the highest mean score was recorded for “Communication skills are an essential criterion for selecting housekeeping staff” (Mean = 4.01, SD = 1.09, Rank = 1). This score reflects a strong level of agreement among respondents, emphasizing the recognized importance of communication abilities in the recruitment process for housekeeping roles. In contrast, the lowest mean score was observed for “There is effective communication between technical teams and management to address issues” (Mean = 3.87, SD = 1.04, Rank = 4). While still positive, this score suggests that perceptions of communication effectiveness between these teams are somewhat less favorable compared to other evaluated aspects, indicating an area where coordination could be further strengthened.

**Table 7: Job Performance**

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
Having various skills enhances performance and effectiveness.	13(3.3)	24(6.1)	28 (7.2)	131 (33.5)	195(49.9)	4.2	1.04	1
Multilingual staff enhance service quality.	14(3.6)	24(6.1)	37 (9.5)	112(28.6)	204(52.2)	4.2	1.07	1
Improving working conditions is essential for performance Enhancement.	20(5.1)	17(4.3)	27(6.9)	149(38.1)	178(45.5)	4.15	1.07	3
There is a need for career development opportunities.	13(3.3)	20(5.1)	36(9.2)	155(39.6)	167(42.7)	4.13	1	4
Educational level boosts department efficiency.	14(3.6)	24(6.1)	46(11.8)	126(32.2)	181(46.3)	4.12	1.07	5
Work-life balance is key to improving job performance.	16(4.1)	23(5.9)	30(7.7)	160(40.9)	162(41.4)	4.1	1.04	6
Experience influences staff performance.	16(4.1)	31(7.9)	37(9.5)	144(36.8)	163(41.7)	4.04	1.09	7

Min = 1, Max = 5,

Mean = 4.20, SD= 0.94

Table 7 summarized views on factors influencing job performance. The overall mean score was  $4.13 \pm 0.94$ , reflecting strong agreement. The highest-rated statement was “Having various skills enhances performance and effectiveness” (Mean = 4.20, SD = 1.04, Rank = 1). This relatively high score indicates strong consensus among respondents that possessing a range of skills directly contributes to improved work quality and efficiency. The lowest-rated statement in this set was “Experience influences staff performance” (Mean = 4.04, SD = 1.09, Rank = 7). Although still rated positively, the slightly lower mean suggests that respondents may view experience as only one of several factors affecting performance, with less emphasis compared to the perceived importance of diverse skill sets.

#### 4.3. Correlation Analysis

**Table 8: Person Correlation Analysis**

Correlations	Correlation Coefficient	Significance P. Value
Technical skills and Job performance	0.799	< 0.001
Organizational skills and Job performance	0.979	< 0.001
Cleaning skills and Job performance	0.762	< 0.001
Continuous training and Job performance	0.769	< 0.001
Communication skills and Job performance	0.786	< 0.001

<sup>a</sup> *Pearson correlation test was used*

Table 8 presented the results of correlation analysis using Pearson correlation test. Firstly, the table showed a strong correlation between housekeeping employee technical skills and job performance at a correlation coefficient of 0.799 with a high

significance level ( $P$  value  $< 0.001$ ). The positive relationship indicated that technical skills of housekeeping employees improved job performance. Similarly, there is a significant correlation between the organizational skills of housekeeping employees and job performance at a correlation coefficient of 0.979 with a high significance level ( $P$  value  $< 0.001$ ). The positive relationship suggested that organizational skills of housekeeping employees enhanced the job performance. Furthermore, there is a strong correlation between the cleaning skills of housekeeping employees and job performance at a correlation coefficient of 0.762 with a high significance level ( $P$  value  $< 0.001$ ). The results suggested a considerable positive relationship between cleaning skills and job performance. Additionally, the table showed a strong correlation between continuous training of housekeeping employees and job performance at a correlation coefficient of 0.769 with a high significance level ( $P$  value  $< 0.001$ ). The positive relationship indicated that continuous training of housekeeping employees improved the job performance. Finally, the table showed a strong correlation between the communication skills of housekeeping employees and job performance at a correlation coefficient of 0.786 with a high significance level ( $P$  value  $< 0.001$ ). This positive association indicated that the communication skills of housekeeping employees improved the job performance.

### Hypotheses Testing

#### 4.4. Regression Analysis

**H1: There is a significant positive impact of housekeeping employee organizational skills on job performance in hotels.**

**Table 9: Linear Regression Coefficients for organizational skills and job performance**

Dependent Variable		Independent Variable
		Organizational Skills
Job Performance	R	0.779 <sup>a</sup>
	R <sup>2</sup>	0.607
	Sig.	<0.001
	Constant	0.936
	B	0.811

Table 9 indicated a strong positive and significant relationship between organizational skills and job performance among housekeeping employees. The correlation coefficient ( $R = 0.779$ ) suggests a high degree of association between the two variables, and the coefficient of determination ( $R^2 = 0.607$ ) shows that organizational skills explain approximately 60.7% of the variance in job performance. The relationship is statistically significant ( $p < 0.001$ ), indicating that the effect is unlikely to be due to chance. The standardized beta coefficient ( $\beta = 0.811$ ) confirms that organizational skills have a substantial impact on job performance, with higher organizational skills being associated with higher performance levels.



Regression Equation:

$$\text{Job Performance} = 0.936 + (0.811 \times \text{Organizational Skills})$$

This equation means that for every one-unit increase in organizational skills, job performance is expected to increase by 0.811 units, holding other factors constant.

**H2: There is a significant positive impact of housekeeping employee cleaning skills on job performance in hotels.**

**Table 10: Linear Regression Coefficients for cleaning skills and job performance**

Dependent Variable		Independent Variable
		Cleaning Skills
Job Performance	R	0.762 <sup>a</sup>
	R <sup>2</sup>	0.580
	Sig.	<0.001
	Constant	1.156
	B	0.748

Table 10 showed a strong positive and significant relationship between cleaning skills and job performance among housekeeping employees. The correlation coefficient ( $R = 0.762$ ) reflects a high degree of association, while the coefficient of determination ( $R^2 = 0.580$ ) indicates that cleaning skills account for 58% of the variation in job performance. The relationship is statistically significant ( $p < 0.001$ ), suggesting that the effect is not due to random chance. The standardized beta coefficient ( $\beta = 0.748$ ) demonstrates that cleaning skills have a substantial and meaningful influence on job performance, with higher cleaning proficiency leading to better performance outcomes.

Regression Equation:

$$\text{Job Performance} = 1.156 + (0.748 \times \text{Cleaning Skills})$$

This means that for every one-unit increase in cleaning skills, job performance is expected to rise by 0.748 units, assuming other factors remain constant.

**H3: There is a significant positive impact of housekeeping employee continuous training on job performance in hotels.**

**Table 11: Linear Regression Coefficients for continuous training and job performance**

Dependent Variable		Independent Variable
		Continuous Training
Job Performance	R	0.769 <sup>a</sup>
	R <sup>2</sup>	0.592
	Sig.	<0.001
	Constant	1.258
	B	0.733

Table 11 declared a strong and statistically significant positive relationship between continuous training and job performance among housekeeping staff ( $R = 0.769$ ,  $R^2 = 0.592$ ,  $p < 0.001$ ). This indicates that continuous training account for 59.2% of the variation in job performance. The regression coefficient ( $\beta = 0.733$ ) suggests that for every one-unit increase in continuous training, job performance is expected to rise by 0.733 units, assuming other variables remain constant.

Regression Equation:

$$\text{Job Performance} = 1.258 + (0.733 \times \text{Continuous Training})$$

This means that for every one-unit increase in continuous training, job performance is expected to rise by 0.733 units, assuming other factors remain constant.

**H4: There is a significant positive impact of housekeeping employee communication skills on job performance in hotels.**

**Table 12: Linear Regression Coefficients for communication skills and job performance**

Dependent Variable		Independent Variable
		Communication Skills
Job Performance	R	0.786 <sup>a</sup>
	R <sup>2</sup>	0.618
	Sig.	<0.001
	Constant	1.165
	B	0.751

Table 12 revealed a strong positive and statistically significant relationship between communication skills and job performance among housekeeping staff ( $R = 0.786$ ,  $R^2 = 0.618$ ,  $p < 0.001$ ). This means that communication skills explain 61.8% of the variance in job performance. The regression coefficient ( $\beta = 0.751$ ) indicates that for each one-unit increase in communication skills, job performance is expected to increase by 0.751 units, holding other factors constant.

Regression Equation:

$$\text{Job Performance} = 1.165 + (0.751 \times \text{Communication Skills})$$

This means that for every one-unit increase in communication skills, job performance is expected to rise by 0.751 units, assuming other factors remain constant.

**Table 13: Summary of Hypothesis Testing**

Hypothesis	B	P. Value	Hypothesis Test
H1: Organizational skills and Job performance	0.811	<0.001	Accepted
H2: Cleaning skills and Job performance	0.748	<0.001	Accepted
H3: Continuous training and Job performance	0.733	<0.001	Accepted
H4: Communication skills and Job performance	0.751	<0.001	Accepted

Table 13 revealed that all proposed relationships between the independent variables (organizational skills, cleaning skills, continuous training, and communication skills) and the dependent variable (job performance) were positive, statistically significant, and accepted. Specifically, organizational skills had the strongest effect on job performance ( $\beta = 0.811$ ,  $p < 0.001$ ), followed by communication skills ( $\beta = 0.751$ ,  $p < 0.001$ ), cleaning skills ( $\beta = 0.748$ ,  $p < 0.001$ ), and continuous training ( $\beta = 0.733$ ,  $p < 0.001$ ).

#### 4.5. Differences Analysis

**H5: There are no statistically significant differences in housekeeping employees' job performance according to the demographic characteristics (gender, age, educational qualification, and years of work experience).**

**H5a: There are no statistically significant differences in housekeeping employees' job performance according to gender.**

**Table 14: Differences in job performance according to gender**

Independent T test				
Independent Variable	Category	Mean	SD	p-value
Gender	Male	4.19	0.95	0.043
	Female	3.96	0.91	

Table 14 showed an independent-samples T test was performed to determine whether there is a difference in mean employees' performance of job performance score between males and females. The test revealed that males had a higher mean job needs score (4.19) than females (3.96), which was statistically significant ( $p\text{-value} = 0.043$ ).

**H5b: There are no statistically significant differences in housekeeping employees' job performance according to age, educational qualification and years of work experience.**

**Table 15: Differences in job performance according to age, educational qualification, and years of work experience**

One-Way ANOVA					
Independent Variable	Sum of Squares	Df	Mean Square	F-value	Sig.
Age	19.505	3	6.502	7.653	<0.001
Educational Qualification	20.966	2	10.483	12.426	<0.001
Years of Work Experience	26.675	2	13.337	16.09	<0.001

As shown in table 15, the one-way ANOVA test revealed statistically significant differences in job performance based on age, educational qualification, and work experience. For age, the results showed a significant variation in job performance among different age groups ( $F = 7.653$ ,  $p < 0.001$ , mean square = 6.502). Educational qualification also demonstrated a significant effect on job performance ( $F = 12.426$ ,

$p < 0.001$ , mean square = 10.483), indicating that higher education levels are associated with better performance. Similarly, years of work experience showed the strongest influence among the three factors ( $F = 16.090$ ,  $p < 0.001$ , mean square = 13.337), suggesting that increased years of work experience are linked to improved job performance. These results indicate the necessity of conducting a post hoc (LSD) test to determine which specific groups within each variable differ significantly from each other.

**Table 16: Post Hoc Analysis (LSD) for Differences in Job Performance**

Variable	(I)Group	(J)Group	Mean Difference	Sig.
Age	Less than 25 years	From 25 to 35	0.13471	0.488
	Less than 25 years	From 36 to 45	-0.2275	0.249
	Less than 25 years	More than 45	-.47293*	0.032
Educational Qualification	Pre-university	Bachelor's degree	.48271*	<0.001
	Pre-university	Postgraduate studies	0.12355	0.448
Years of Work Experience	Less than 5 years	From 5 to 10 years	0.02695	0.821
	Less than 5 years	More than 10 years	-.52136*	<0.001

\*Significant at  $<0.05$

As shown in table 16, Post hoc comparisons using the LSD test provided further insight into these differences. For age, employees younger than 25 years demonstrated significantly lower job performance compared to those aged over 45 years (Mean Difference =  $-0.47293$ ,  $p = 0.032$ ), suggesting that experience and maturity may contribute positively to performance levels. Regarding educational qualification, employees with a bachelor's degree had significantly higher performance scores than those with only pre-university education (Mean Difference =  $0.48271$ ,  $p < 0.001$ ), highlighting the potential impact of formal education on skill application and efficiency. In terms of work experience, those with more than 10 years of work experience significantly outperformed employees with less than 5 years of work experience (Mean Difference =  $-0.52136$ ,  $p < 0.001$ ), emphasizing the value of practical, on-the-job learning and accumulated expertise.

**Table 17: Means and SD of job performance by age, educational qualification, and years of work experience.**

Variable	Category	Mean	SD	P.value
Age	less than 25	4.04	0.98	<0.001
	from 25 to 35	3.91	1.1	
	from 36 to 45	4.27	0.8	
	more than 45	4.52	0.49	
Educational Qualification	Pre-university education	4.38	0.64	<0.001
	Bachelor's degree	3.9	1.12	
	Postgraduate studies	4.26	0.74	
Years of Work Experience	less than 5 years	3.94	0.97	<0.001
	from 5 to 10 years	3.92	1.11	
	more than 10 years	4.47	0.6	

Table 17 indicated statistically significant differences in job performance across age, educational qualification, and work experience ( $p < 0.001$  for all). Employees over 45 years had the highest mean score ( $M = 4.52$ ,  $SD = 0.49$ ), followed by those aged 36–45 years ( $M = 4.27$ ,  $SD = 0.80$ ). In terms of education, staff with pre-university qualifications recorded the highest performance ( $M = 4.38$ ,  $SD = 0.64$ ), while for work experience, employees with more than 10 years scored highest ( $M = 4.47$ ,  $SD = 0.60$ ).

## **5. Conclusion**

The research attempts to determine the effect of housekeeping employee technical skills on job performance in hotels. A conceptual model was developed that included organizational skills, cleaning skills, continuous training, and communication skills as the four drivers of job performance. To collect primary data, the researchers conducted a survey among 391 hotel housekeeping staff, including managers and supervisors, from October 2024 to February 2025. The data were analyzed using SPSS V. 25, ensuring a robust statistical approach. First, the research found that housekeeping employee technical skills dimensions (organizational skills, cleaning skills, continuous training, and communication skills) had a considerable favorable impact on job performance. Moreover, housekeeping employees complete their allocated responsibilities swiftly and successfully. Those employees respond to guests' requirements quickly and without disregard. Likewise, these personnel keep the rooms and halls tidy. Furthermore, communication between employees and management is necessary to resolve concerns. Additionally, there are continuous training programs to help personnel enhance their skills and stay current with modern approaches. Second, when comparing the influences of the fourth dimensions (organizational skills, cleaning skills, continuous training, and communication skills) in the proposed model, the results confirmed that organizational skills has the most significant and positive impact on job performance. Third, the results showed that there are statistically significant differences in housekeeping employees' job performance according to the demographic characteristics (gender, age, educational qualification, and years of work experience).

## **6. Theoretical Contributions**

This research makes significant theoretical contributions to the field of hospitality management by clarifying the impact of housekeeping employee technical skills on job performance. The results demonstrate that various dimensions of employee technical skills (organizational skills, cleaning skills, continuous training, and communication skills) positively and significantly affect job performance. This comprehensive examination expands the theoretical understanding of how housekeeping employee technical skills can enhance job performance in the hospitality context. The theoretical importance of this research is derived from bridging the knowledge gap, as it focused on the direct relationship between technical skills and job performance of housekeeping staff. The research also provides a model that enhances theoretical concepts about the housekeeping employee technical skills dimensions in the hospitality context.

## 7. Practical Implications

The current research provides practice with several implications and recommendations clarified as follows: Hotel managers should:

- Improve and develop employee skills to meet guest needs and expectations.
- Organize periodic training programs in guest service, guest relations, and time management.
- Hold training sessions on effective communication skills and emotional intelligence among employees.
- Develop problem-solving and decision-making skills among employees.
- Establish an incentive and reward system for outstanding employees.
- Open communication channels between management and employees to present their suggestions and complaints.
- Hold training on the use of modern cleaning and sterilization devices and equipment.
- Educate employees on room cleanliness tracking applications.
- Introduce digital tools to track daily tasks and monitor performance.
- Establish objective criteria for evaluating employee performance.
- Provide constructive feedback on a regular basis.
- Identify training needs based on assessment results.

## 8. Limitations and Suggestions for Future Research

This research targeted supervisors and managers in three-, four-, and five-star hotels, while future studies can focus on other hotel categories. This research relied on questionnaires as a data collection tool. Future studies should focus on other data collection tools, such as interviews. This research focused on examining the impact of housekeeping employee technical skills on job performance, but future studies should focus on examining the impact of housekeeping employee technical skills on other variables, such as job satisfaction and hotel performance.

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## تأثير المهارات الفنية للعاملين بالإشراف الداخلي على الأداء الوظيفي في الفنادق

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### المستخلص

يهدف البحث إلى تقييم تأثير أبعاد المهارات الفنية للعاملين بالإشراف الداخلي (المهارات التنظيمية، مهارات التنظيف، التدريب المستمر، مهارات الإتصال) على الأداء الوظيفي في الفنادق. لذا، اعتمد البحث على منهجية تحليلية، حيث تكوّن مجتمع البحث من مديري ومشرفي الإشراف الداخلي في فنادق الثلاث والأربع والخمس نجوم في عدة مدن مصرية، تشمل محافظات البحر الأحمر (الغردقة ومرسى علم)، وجنوب سيناء (شرم الشيخ)، والقاهرة، وأسوان، والأقصر، والمنيا، وعينة البحث عشوائية طبقية. ولتحقيق هدف البحث، تم توزيع استبيانات على مديري ومشرفي الإشراف الداخلي. وحصل الباحثون على بيانات من ٣٩١ مستجيباً، وتشمل ١٨٣ مديراً و ٢٠٨ مشرفاً. تم استخدام برنامج SPSS الإصدار ٢٥ لتحليل البيانات واختبار فرضيات البحث. وقد أوضح البحث وجود تأثير معنوي وإيجابي لأبعاد المهارات الفنية للعاملين بالإشراف الداخلي (المهارات التنظيمية، مهارات التنظيف، التدريب المستمر، مهارات الإتصال) على الأداء الوظيفي. وكشف البحث عن وجود فروق في الأداء الوظيفي للعاملين بالإشراف الداخلي بناءً على الخصائص الديموغرافية (الجنس، العمر، المؤهل التعليمي، سنوات الخبرة الوظيفية). وأوصى البحث بتنظيم ورش عمل تدريبية مستمرة تُركّز على تنظيف الغرف الإحتراقي، واستخدام الأدوات بأمان وفعالية، ووضع دليل تنظيف موحد، وتطبيق نظام دوري شامل لتقييم أداء العاملين أسبوعياً أو شهرياً، وتطوير مهارات العاملين لتلبية احتياجات وتوقعات النزلاء. يغطي البحث فجوة معرفية هامة ويقدم توصيات عملية قيّمة لتحسين أداء الإشراف الداخلي في قطاع الفنادق.

### الكلمات الدالة

المهارات الفنية للعاملين بالإشراف الداخلي؛ الأداء الوظيفي؛ الفنادق.