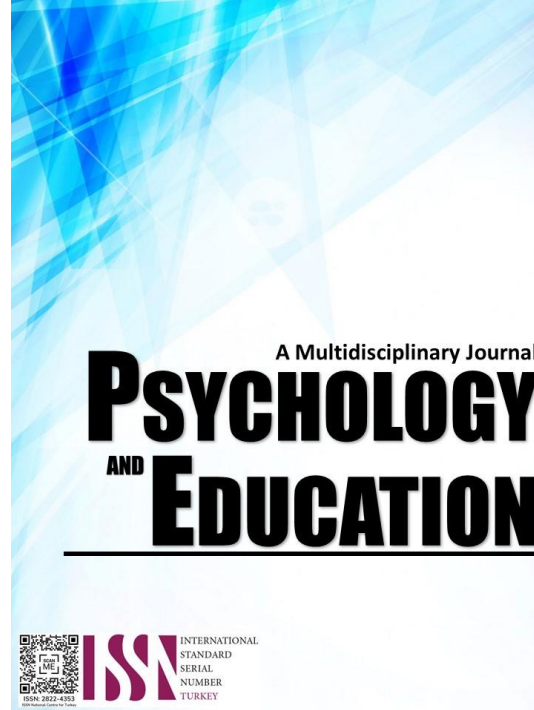


DEVELOPMENT AND EVALUATION OF MODULE IN BASIC DRESSMAKING



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Development and Evaluation of Module in Basic Dressmaking

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Abstract

This study focused on the development and evaluation of Module in Basic Dressmaking for Grades 7 and 8 at the Rizal Technological University during the S.Y. 2022-2023. It used the descriptive method of research. It was evaluated by the DepEd teachers in Marikina and Mandaluyong City, and the Garment experts both from Marikina Polytechnic College and Ilagan State University, Ilagan Isabela using the five (5) point Likert Scale. The research instrument used is the survey questionnaire which was personally administered by the researcher. The data gathered was tallied and statistically treated using a t-test. The findings revealed that the Garment experts and DepEd teachers' evaluations were all verbally interpreted as Strongly Agree in terms of its format, objectives, content, organization, and assessment. Likewise, there was no significant difference on their mean scores in terms of format and objects, while there was significant difference on their evaluations in terms of content, organization, and assessment. The two groups of respondents had offered comments and suggestions that were incorporated by the researcher to improve the developed module.

Keywords: *module, dressmaking, development*

Introduction

In the educational process, students and teachers play a crucial role. They provide education in the educational environment and help in the pupils' learning. Following a set curriculum and making sure that the pupils understand the material are typical requirements on teaching. The journey of a teacher through the teaching-learning process includes developing modules as well. Encourage instructors to create more learning resources and materials to engage students in class and at home in the public-school system of today. One of these is a module, which is helpful for facilitating the sharing of knowledge amongst students. This seeks to personalize instruction as well. Students grow as independent thinkers. They acquire the flexibility to learn without restrictions and advance their education in parallel with sessions.

As cited by (Okwelle & Deebom 2017), the K-12 Basic Education Program in the Philippines was established by the Enhanced Basic Education Act of 2013, also known as Republic Act 10533, which was signed into law on May 15, 2013. A legislative act creating the K-12 Curriculum has been made in order to guarantee that Philippine Basic Education complies with international standards and that graduates are globally competitive. On their chosen track, students from the TVL strand are putting diverse talents to use. Everyone on the TVL track should interact with one another while working on a task. Interaction with one another is the first step in communication. Students at TVL interact with each other, talk about what they've learned, and then apply it to a particular circumstance.

Technical vocational education and training (TVET) is recognized on a global scale as a way to empower people, especially young people, for sustainable livelihood and socioeconomic growth. TVET, in its broadest sense, refers to deliberate initiatives to support learning that would raise people's productivity (or merely their level of productivity) in particular economic activity sectors (e.g., economic sectors, occupations, particular work tasks). Technical and vocational education and training are essential for promoting the well-being of youth and communities, increasing productivity, empowering individuals to achieve self-sufficiency, and fostering entrepreneurship. As a result, it's important to promote TVET as a possible course of study for students who want to guarantee work following graduation.

Training in competence or skills genuinely guarantees employability. The National Statistical Office (NSO) estimates that the employment rate is 94.2% based on the findings of the January 2016 Labor Force Survey. Given the significant demand for physical labor, technical and vocational education and training may be able to provide this demand. Despite technical and vocational education's attractive employment rate, more emphasis needs to be placed on providing proof and effectively marketing the curriculum.

It is likewise necessary to ensure that there are modules available for teaching the required courses. Utilizing the most appropriate modules, particularly the one with a profound intuitive point, would amazingly get the learners' consideration and make them want to learn as opposed to being put a course book to their appearances. Furthermore, these

teaching materials shall drive them to understand concepts better that will assist them in practical application of those concepts. Since working as a teacher in the Junior High School for a while, the researcher has noticed that there is no suitable module for dressmaking. This is why the researcher aims to create and assess a Basic Dressmaking module for Grades 7 and 8 at Rizal Technological University, which is supposed to help students improve their performance and better prepare them for the workplace in the future. This is the gap that the current research project is trying to fill.

Research Questions

The Development and Evaluation of Modules in Basic Dressmaking for grade 7 and 8 at Rizal Technological University were the main subject of the study. The study specifically aimed to address the following questions:

1. How is the module in basic dressmaking developed based on the syllabus?
2. What is the evaluation of the DepEd teachers and Garments expert-respondents on developed module in basic dressmaking in terms of the following variables:
 - 2.1 Format;
 - 2.2 Objective;
 - 2.3 Content;
 - 2.4 Organization; and
 - 2.5 Assessment?
3. Is there a significant difference between the two groups of respondents on the above-mentioned criteria?
4. What are the comments and suggestions of the respondents on the developed and evaluated module in basic dressmaking?

Literature Review

Educators are aware of the purpose of learning modules, which act as a roadmap for classroom instruction. The learning module's concept is highly varied because each expert has their own definition. For classroom activities, instructors have access to a variety of teaching materials. This medium can be used by teachers as a tool for accurate and efficient information transfer. Specifically, coherent, comprehensible, and well-communicated modules are developed through individual or group learning and are then orderly arranged in a systematic way. After the printing the students and faculty will use the same as a reference (Chua et, al., 2021).

The Philippines' leading proponent of learning modules, Torralba (2017), emphasized that modules should be self-contained, self-pacing, concise and well-defined, sufficiently motivating, properly sequenced, providing opportunities for learner interaction, clearly written with proper language, accurate, not in conflict with other subject matter and values, and utilizing every opportunity to achieve learning outcomes. A self-learning module is a structured set of guidelines intended to encourage students' mastery of a body of information or a technique. When paired with other modules, students can become experts in a broad field of knowledge or a challenging procedure.

Self-learning modules are described as what their name suggests: modules that students can utilize on their own to learn without the assistance of an instructor. As they are self-learning materials, students can learn and complete them at their own pace and according to their interests because using them is entirely up to them (Tohidi et, al., 2019).

Consequently, students are encouraged to engage on a variety of fascinating and challenging projects, which encourages independent study, in order to maintain their interest and focus. The study focuses on the benefits of using modules for instruction, such as enhancing students' capacity for independent learning. The concepts taught in the program were actively studied by the students. They developed a sense of responsibility as they carried out the tasks listed in the module (Nardo, 2017). Self-learning can be quite beneficial for individuals who don't have the time to spend on traditional education or who are unable to go to a particular location. So long as you have access to a computer and a reliable internet connection, self-learning may be done at any time and from any location. Self-learning is undoubtedly advantageous for people who are restricted by time or space because it can be completed conveniently from any location at any time (Managementstudyguide.com, 2022).

The study by Dator (2018) entitled "Development and Evaluation of Supplementary Instructional Learning Materials for Grade 8 Students" aimed to create and assess additional educational resources for teaching handicrafts to 8th-grade students at Bagong Nayon II National High School. The study outlined the specific subjects and teaching that will be produced to align with the handicraft learning standards for Grade 8 students.

The purpose of the study by Calipayan & Buniel, (2021) entitled "Effectiveness of Enhanced Module in



Teaching Electrical Installation and Maintenance Concepts of National Competency II” was to determine whether the upgraded module was a useful instructional tool for teaching concepts to Grade 10-TLE Electrical Installation and Maintenance students (EIM). Its specific objectives are the analysis of the upgraded module's assessment ratings, the impact of its deployment, and the respondents' perceptions of the enhanced module. Additionally, it looks at the substantial variation in respondents' academic results after being reinforced by the improved module. A standardized assessment tool for printed materials from the Department of Education's Learning Resources Management and Development System (LRMDS) Office is the main tool utilized in the evaluation of the improved module.

Relatively, the study of Vidal (2019), entitled “Development and Evaluation of the Technology and Livelihood Education-Computer System Servicing (TLE-CSS) Learning Module for Grade 9” used the descriptive type of research. A validated survey questionnaire was used to gather the evaluation of the teachers and assessors. The grade 9 teachers and assessors have evaluated the offline Learning Module in TLE-CSS and concluded that it has acceptable content validity and high acceptability.

Methodology

This study focused on the developed and evaluated module in basic dressmaking for Grades 7 and 8 at the Rizal Technological University. This likewise utilized the descriptive research design and also presents a quantitative nature of study, “an approach for testing objective theories by examining the relationship among variables” (Creswell and Poth, 2016). The variables can be measured typically on instruments so that numbered data can be analyzed using statistical procedures. The researcher can compile numerical data and empirical evidence to assess the design and efficacy of the dressmaking module by using a quantitative nature study approach. The application of statistical analysis tools offers a methodical and impartial way to evaluate the module's impact and adds to the body of knowledge in dressmaking education.

Participants of the Study

The data gathered in this study were the twenty (20) teachers from the Department of Education of Marikina City and Mandaluyong City, and the ten (10) teachers from the chosen State Universities and

Colleges (SUC) namely, Marikina Polytechnic College, Rizal Technological University, and Isabela State University.

Instruments of the Study

In the current study, the researcher created a questionnaire that was later validated by the selected professors and research experts. Based on the responses received, the survey questionnaire was revised. These revised questionnaires were then used for pilot testing on 10 respondents (garment instructors) from Marikina Polytechnic College. The result was eventually tallied using Cronbach's alpha and thereafter, the researcher arrived with a coefficient of 0.803. The Cronbach's alpha coefficient is a group of survey items internal consistency or reliability measure. If a group of items regularly assesses the same attribute, on a uniform 0–1 scale, Cronbach's alpha assesses the degree of agreement.

Procedure

The researcher first asked permissions from the division office in Marikina and Mandaluyong for the DepEd teachers to be the respondents of the study and requested the Marikina Polytechnic College, Isabela State University, and Rizal Technological University for the same purpose. Upon approval of the letter, the researcher personally distributed and collected all the questionnaires.

Ethical Considerations

The researcher herself explained and gave the informed consent to each participant before the conduct of the study. She ensured them that the information would be used with utmost confidentiality and within the purpose of the study only.

Results and Discussion

The Developed Module in Basic Dressmaking based on the syllabus

The developed and evaluated Module in Basic Dressmaking was conceptualized, created, and intended for Junior High School at Rizal Technological University curriculum because of the absence of instructional materials for the said program. The researcher decided to develop a module which can be made accessible to all garment teachers. Anent to this, it is an essential reference to be used in preparation for the Technical Education Skills and



Development Authority (TESDA) for National Certificate II (Dressmaking) in the 10th grade. The study was divided into five components namely; format, objectives, contents, organization, and assessment. In terms of format, it is important to ensure that the size of the letters is appropriate to the intended users, considering the age and visual impairment factors. Additionally, the illustrations included are simple and easily recognizable. The objectives for each topic are specific, measurable, and achievable, and are aligned with the overall learning goals of the course or curriculum. They are written clearly, concisely with a language that is appropriately intended for the target audience. On the other hand, the contents of the module are well-fitted for the students' level of development. Factors such as age, cognitive ability, and prior knowledge and experience are extremely considered to maximize learning. Accordingly, the information is organized and arranged for effective presentation to ensure that the contents are easily understood and remembered. Furthermore, the module was tailored to direct and project a structured sequence of material, and presentations logically and coherently and creating a smooth flow of ideas that connects one concept to the next. Lastly, the module included assessment as a tool to evaluate the teaching and learning process.

Table 1. Topics for Grades 7 and 8 Module in Basic Dressmaking at Rizal Technological University Based on Syllabus

Module number	Topics
1	An Ancient Craft
2	Tools Used in Dressmaking
3	Common Hand Stitches
4	History of the Sewing Machine
5	Types and Parts of Sewing Machine
6	Sewing Machine Exercises

Presented in the table are the topics per module. Module 1 discussed the Ancient Craft of Dressmaking. While Module 2 describes the tools used in dressmaking. Module 3 on the other hand illustrates the common hand stitches particularly the basic, permanent, and decorative hand stitches. Module 4 discussed the history of the sewing machine while module 5 displays the different types of sewing machines. And lastly, module 6 demonstrates the different sewing machine exercises.

This implies that the module in basic dressmaking provides a thorough understanding of dressmaking,

encompassing both traditional handicraft and contemporary sewing machine skills. It enables students to concentrate on certain elements while appreciating the historical background. Effective skill-building occurs as one moves from tools and hand stitches to sewing machine activities. While the hand stitching module gives students access to a variety of techniques, practical tasks give students opportunities for hands-on learning. By introducing beautiful stitches and various sewing machines for individual expression, the program encourages creativity. Moreover, the module in basic dressmaking seems to offer a planned and progressive learning experience that fosters skill development and creativity while addressing both traditional and modern components of the trade.

Evaluation of the DepEd Teachers and Garments Expert-Respondents on the Developed Module in Basic Dressmaking

Table 2. Evaluation of the DepEd Teacher and Garment Expert Respondents on the Developed Module in Basic Dressmaking in Terms of Format

Criteria	Garments Experts		DepEd Teachers	
	M	VI	M	VI
The size of the letters is appropriate for the intended users.	4.94	SA	4.90	SA
The illustrations are simple and easy to recognize.	4.86	SA	4.60	SA
The design and layout are simple, attractive, and easy to follow.	4.69	SA	4.70	SA
The module's sequence is simple to understand.	4.86	SA	4.70	SA
The format is student-friendly.	4.86	SA	4.55	SA
The texts are presented clearly and easy to understand.	4.94	SA	4.90	SA
Average Mean	4.86	SA	4.73	SA
Overall Average Mean	4.80 – Strongly Agree			

Legend: M – Mean, VI – Verbal Interpretation, Strong Agree (SA) – 4.20 to 5.00, Moderately Agree (MA) – 3.40 to 4.19, Neither Agree or Disagree (NAD) - 2.60 to 3.39, Moderately Disagree (MD) – 1.80 to 2.59, Strongly Disagree (SD) – 1.00 to 1.79

Based on the given table, the average mean for the evaluation of the developed module in basic dressmaking in terms of format is 4.86 for Garments experts and 4.73 for DepEd teachers, both indicating a strong agreement with the criteria evaluated. The criteria with the strongly agree for both Garments experts and DepEd teachers are "The texts are



presented clearly and easy to understand," with a weighted mean of 4.94 for Garments experts and 4.90 for DepEd teachers.

This indicates that the respondents found the text in the module to be effectively presented, which is essential in ensuring that the students will understand the content. On the other hand, the criteria with the lowest rating for both Garments experts and DepEd teachers is "The illustrations are simple and easy to recognize," with a weighted mean of 4.86 for Garments experts and 4.60 for DepEd teachers. This still indicates a strong agreement with the criteria but is comparatively lower than the other criteria evaluated. This implies that there is room for improvement in the illustrations used in the module.

This implies that the Garment Experts gave the designed module in basic dressmaking a higher category mean grade implies that this format has been well-received and positively rated. This demonstrates that the module structure is in line with the demands and preferences of the apparel sector. Furthermore, the modest discrepancy in how Garments experts and DepEd teachers rated the format of the module may be seen in their somewhat higher ratings. This implies that Garments experts might see the module's format differently or with a little more positivity than DepEd professors do.

Table 3. Evaluation of the DepEd Teacher and Garment Expert Respondents on the Developed Module in Basic Dressmaking in Terms of Objectives

Criteria	Garments Experts		DepEd Teachers	
	M	VI	M	VI
The objectives for each topic are easy to understand.	4.86	SA	4.70	SA
The objectives are presented before the lesson proper.	4.69	SA	4.75	SA
The objective reinforces, enriches, and leads to the mastery of the targeted learning competency.	4.73	SA	4.45	SA
The sequence of contents and activities within each lesson facilitates the achievement of the objectives.	4.73	SA	4.35	SA
The learning objectives are presented in a manner that could be easily grasped by the students.	4.79	SA	4.50	SA
The objectives are attainable by the students.	4.80	SA	4.55	SA
Average Mean	4.77	SA	4.55	SA
Overall Average Mean	4.66 – Strongly Agree			

For the evaluation of the developed module in basic dressmaking in terms of objective, both the Garments experts and DepEd teachers gave a strongly agree rating, with an average mean of 4.77 and 4.55 and with an overall mean of 4.66, respectively, indicating strong agreement that the objectives of each topic were easy to understand and presented before the lesson proper. The Garments experts gave higher scores which strongly agree on all criteria except for criterion 2, which had a slightly lower score compared to the DepEd teachers. The highest criterion for the SUC experts was criterion 1, which received a mean score of 4.86 and a verbal interpretation of Strongly Agree, indicating that the objectives for each topic were easy to understand. The lowest criterion for the Garments experts was criterion 4, which received a mean score of 4.73 and a verbal interpretation of Strongly Agree, indicating that the sequence of contents and activities within each lesson facilitates the achievement of the objectives.

For the DepEd teachers, the highest criterion was criterion 2, which received a mean score of 4.75 and a verbal interpretation of Strongly Agree, indicating that the objectives were presented clearly before the lesson proper. The lowest criterion for the DepEd teachers was criterion 4, which received a mean score of 4.35 and a verbal interpretation of Strongly Agree, indicating that the sequence of contents and activities within each lesson facilitates the achievement of the objectives. In comparing the ratings given by the Garments experts and DepEd teachers, it can be seen that both groups generally gave strongly agree on the developed module. in terms of objective. However, the Garments experts gave slightly higher scores on all criteria, except for criterion 2 where the teachers gave a higher score. This could indicate that the Garments experts may have higher expectations for the module compared to the DepEd teachers.

This implies that the developed and evaluated module on basic dressmaking had well-designed and clearly articulated objectives, as evidenced by the high ratings given by both Garments experts and DepEd teachers. This shows that the module effectively conveys the desired learning outcomes and provides the students with a clear direction. Moreover, it seems that Garments experts scored the module marginally higher than DepEd teachers may indicate that the experts held the module's presentation and content to a higher standard. This suggests that the module was evaluated favorably by experts in the field of clothing after being compared to industry standards. Overall, implications indicate the necessity of properly planning and structuring the module in order to successfully

accomplish the goals of the fundamental dressmaking curriculum.

Table 4. *Evaluation of the DepEd Teacher and Garment Expert Respondents on the Developed Module in Basic Dressmaking in Terms of Content*

Criteria	Garments Experts		DepEd Teachers	
	M	VI	M	VI
The contents are suitable to the student's level of development.	4.78	SA	4.30	SA
The material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving, etc.	4.79	SA	4.40	SA
Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	4.85	SA	4.50	SA
The materials contribute to the achievement of specific objectives of the subject area and grade level for which it is intended.	4.74	SA	4.55	SA
The contents are presented in a simple language.	4.85	SA	4.40	SA
The directions of the activities are presented in a clear instruction.	4.67	SA	4.40	SA
Average Mean	4.78	SA	4.43	SA
Overall Average Mean	4.61 – Strongly Agree			

Based on the table provided, the developed module in Basic Dressmaking generally received high ratings which are strongly agreed by both the Garments experts and DepEd teachers in terms of content. The average mean for content was 4.78 for Garments experts and 4.43 for teachers, which indicates a strongly agree that the content is suitable for the student's level of development, free of biases, and contributes to the achievement of specific objectives. However, it is worth noting that the teachers rated the content slightly lower compared to the Garments experts, particularly in terms of suitability to the student's level of development and presentation of content in a simple language. The criteria with the highest ratings from both Garments experts and DepEd teachers are the texts are presented clearly and easy to understand (criteria 6 for format), the objectives are presented before the lesson proper (criteria 2 for objective), and the materials are free of ideological, cultural, religious, racial, gender biases and prejudices (criteria 3 for content). On the other hand, the criteria with the lowest rating from both Garments experts and DepEd teachers are the contents are presented in simple language (criteria 5 for content) and the contents are suitable to the student's level of

development (criteria 1 for content), which received a slightly lower rating from teachers compared to Garments experts.

Comparing the ratings given by SUC experts and DepEd teachers, there were generally high ratings that strongly agree between the two groups in terms of format, objective, and content. However, teachers tended to rate the module slightly lower compared to Garments experts although it still falls under strongly agree, particularly in terms of content suitability and language simplicity. This may suggest that teachers may have higher standards or expectations compared to the Garments experts, who may have a broader perspective and may have been more focused on the technical aspects of the module. Generally, the high ratings and strong agreement from both Garments experts and DepEd teachers suggest that the developed module in Basic Dressmaking is effective and suitable for the target audience. However, there may be some room for improvement in terms of content suitability and language simplicity to further enhance the module's effectiveness.

This implies that the demand for well-designed self-learning modules in the flexible teaching approach implies that it gives priority to students' ongoing learning. Students have the option to pursue autonomous learning regardless of the circumstances or place in which they are learning thanks to the availability of self-learning modules. With this flexibility, students can advance in their studies at their rate, taking into account different learning preferences and styles. Well-designed self-learning modules make sure the information is set up and arranged in a way that encourages independent study. Students can move through the modules with ease and comprehend the learning expectations because of the clear objectives, thorough content, and easily accessible resources. As a result, they will feel more in control of and autonomous in their learning.

The result suggests that the developed and evaluated module in Basic Dressmaking received a high rating in terms of organization, with an average mean of 4.75, which falls under the Strongly Agree category. This indicates that both the Garments experts and DepEd teachers agreed that the module is well-organized and presented in a captivating and simple-to-follow manner. Looking at the specific criteria, the highest rating was given to criteria 3 (The learning vocabulary level is adapted to the target readers' level of understanding and experience) with an average mean of 4.80, falling under the Strongly Agree category. This implies that the module adheres to



sound principles of instructional design, such as using simple, straightforward language that facilitates students' understanding of the material. The program can encourage greater understanding and engagement among learners by using accessible language. The suggestion that the directions and material presented in the module are written in straightforward and understandable language is important. Furthermore, the conclusion that the module's straightforward and basic language makes it simpler for students suggests that the module has taken the needs and aptitudes of the target learners into consideration.

Table 5. Evaluation of the DepEd Teacher and Garment Expert Respondents on the Developed Module in Basic Dressmaking in Terms of Organization

Criteria	Garment Experts		DepEd Teachers	
	M	VI	M	VI
The presentation is captivating, fascinating, and simple to follow.	4.67	SA	4.40	SA
The contents are logical and have a smooth flow of ideas.	4.72	SA	4.30	SA
The learning vocabulary level is adapted to the target readers' level of understanding and experience.	4.80	SA	4.60	SA
The length of sentences is suited to the comprehension level of the target reader.	4.73	SA	4.45	SA
The lessons are well organized to introduce the content of the instructional material.	4.80	SA	4.65	SA
The objectives expressed the complete knowledge and skills to be developed.	4.80	SA	4.55	SA
Average Mean	4.75	SA	4.49	SA
Overall Average Mean	4.62 – Strongly Agree			

As shown in the table, the average mean for the evaluation of the developed module in Basic Dressmaking in terms of assessment is 4.76, which indicates a strongly agree from both Garments experts and DepEd teachers. The highest criterion rated by both Garments experts and DepEd teachers is Criterion 6, which states that "The lessons and activities are significant to the students," with an average mean of 4.91 from Garments experts and 4.45 from DepEd teachers. This indicates that both groups agree that the module can provide significant learning experiences for the students.

Table 6. Evaluation of the DepEd Teacher and Garment Expert Respondents on the Developed Module in Basic Dressmaking in Terms of Assessment

Criteria	Garments Experts		DepEd Teachers	
	M	VI	M	VI
The module provides useful measures and information that help the teacher evaluate the learner's progress in mastering the target competencies.	4.74	SA	4.60	SA
The assessments are aligned with the specific objectives and content.	4.75	SA	4.70	SA
The module provides "self-checks", ready-made achievement tests, and review activities.	4.61	SA	4.35	SA
A variety of activities within the module are utilized to ensure active engagement of the learner.	4.79	SA	4.40	SA
The feedbacks are useful in helping the students do their tasks.	4.78	SA	4.25	SA
The lessons and activities are significant to the students.	4.91	SA	4.45	SA
Average Mean	4.76	SA	4.46	SA
Overall Average Mean	4.61 – Strongly Agree			

On the other hand, the lowest criteria rated by both Garments experts and DepEd teachers is Criterion 3, which states that "The module provides 'self-checks,' ready-made achievement tests, and review activities," with an average mean of 4.61 from Garments experts and 4.35 from DepEd teachers. This implies that both groups find the module to have less comprehensive review activities and self-checks. When comparing the ratings given by Garments experts and DepEd teachers, it can be observed that Garments experts gave higher ratings in all criteria compared to teachers. This could suggest that Garments experts have a more comprehensive and critical perspective in evaluating the developed module compared to DepEd teachers who may have a more practical approach.

Generally, the high overall average mean suggests that the developed module in Basic Dressmaking is well-received by both Garments experts and DepEd teachers in terms of assessment. However, the lower rating for Criterion 3 implies that there is room for improvement in terms of providing more comprehensive review activities and self-checks. Additionally, the difference in ratings between Garment experts and DepEd teachers highlights the importance of having a more diverse group of evaluators to obtain a more comprehensive and varied evaluation of instructional materials. It implies that the developed module in basic dressmaking has received a



strongly agree criteria from both Garments experts and DepEd teachers. However, there is still room for improvement, particularly in criterion 3.

Table 7. Summary of Evaluation of the DepEd Teachers and Garments Expert-Respondents on the Developed Module in Basic Dressmaking

Criteria	Garments Experts		DepEd Teachers	
	Average Mean	Verbal Interpretation	Average Mean	Verbal Interpretation
Format	4.86	Strongly Agree	4.73	Strongly Agree
Objective	4.77	Strongly Agree	4.55	Strongly Agree
Content	4.78	Strongly Agree	4.43	Strongly Agree
Organization	4.75	Strongly Agree	4.49	Strongly Agree
Assessment	4.76	Strongly Agree	4.46	Strongly Agree
General Average Mean	4.78	Strongly Agree	4.53	Strongly Agree
Overall Average Mean	4.66 – Strongly Agree			

The Grand average Mean for both Garments experts and DepEd teachers is in the Strongly Agree category with 4.784 and 4.532, respectively. The result asserts that both respondents strongly agree that the developed module in basic dressmaking is effective in terms of format, objective, content, organization, and assessment. The highest-rated criteria by both Garments experts and DepEd teachers are the format with an average mean of 4.86 and 4.73, respectively. This indicates that both groups found the format of the developed module to be excellent and effective.

Comparing the ratings given by Garments experts and DepEd teachers, it is observed that Garments experts gave a higher rating for all criteria compared to DepEd teachers. This suggested that Garments experts have higher expectations and standards for the module compared to the DepEd teachers. The implication of the high ratings given by both Garments experts and DepEd teachers is that the developed module in basic dressmaking is effective in enhancing the competencies of learners. It also shows that the module is well-designed, well-organized, and well-implemented. The results of the evaluation can be used to further improve and enhance the module to better meet the needs and expectations of the learners and the teachers. This implies that both Garments experts and DepEd teachers gave the basic dressmaking module strongly agree marks suggests that it is successful in raising students' competency levels.

The significant difference between the two groups of respondents in their evaluation of the developed module in basic dressmaking

Table 8. Test of Significant Difference in Terms of Format

Respondent	n	Mean	Computed p-value	Decision	Remarks
DepEd Teachers	20	4.73	0.064	Failed to Reject Ho	Not Significant
Garments Experts	10	4.92			

As indicated in the table, since the computed p-value of 0.064 is greater than the 5% level of significance, the null hypothesis is confirmed. Therefore, there is no significant difference between the two groups of respondents in terms of format. It implies that if the null hypothesis is supported, any observed differences in format ratings between the two groups are likely the result of chance or random variation rather than a significant difference. Thus, it may be inferred that both garment experts and DepEd teachers gave the module's format a generally positive evaluation. It appears from the statement that the null hypothesis is supported that there is no statistical support for the notion that the Garments specialists and DepEd teachers had significantly different opinions on the module's format. Therefore, it can be concluded that both groups generally had favorable opinions on the module's format.

Table 9. Test of Significant Difference in Terms of Objectives

Respondents	Mean	p-value	Decision	Remarks
DepEd Teachers	4.55	.093	Failed to Reject Ho	Not Significant
Garments Experts	4.83			

As shown in the table, since the computed p-value of 0.093 is greater than the 5% level of significance, the null hypothesis is confirmed. Therefore, there is no significant difference between the two groups of respondents in terms of objective. This result implies that the objective component of the module was evaluated identically by both groups, and any discrepancies found can be attributed to chance or random variation.

Table 10. Test of Significant Difference in Terms of Content

Respondents	Mean	P-value	Decision	Remarks
DepEd Teachers	4.43	.002	Reject Ho	Significant
Garments Experts	4.92			

As indicated in the table, since the computed p-value



of 0.002 is lower than the 5% level of significance, the null hypothesis is not confirmed. Therefore, there is significant difference between the two groups of respondents in terms of content. This implies that the substance of the module was rated differently by the Garments specialists and DepEd teachers. The considerable disparity suggests that there are significant differences in how they perceive and assess the module's content. This disparity in judgment may have been caused by elements including the content's appropriateness, correctness, depth, and relevancy. Furthermore, the observed difference in content ratings between the two groups is unlikely to be the result of chance or random variation, which is what it means to reject the null hypothesis. The difference is shown to be statistically significant and to have real-world repercussions. In addition, the significant difference between content evaluation stresses the significance of a thorough and inclusive approach to module development, embracing various viewpoints to guarantee that the material satisfies the expectations and requirements of all engaged stakeholders.

Table 11. *Test of Significant Difference in Terms of Organization*

Respondents	Mean	P-value	Decision	Remarks
DepEd Teachers	4.49	.027	Reject Ho	Significant
Garments Experts	4.87			

As illustrated in the table, since the computed p-value of 0.027 is lower than the 5% level of significance, the null hypothesis is not confirmed. Therefore, there is significant difference between the two groups of respondents in terms of content. This implies that the result of a significant difference in content evaluation points to the necessity for additional research and comprehension of the precise areas in which the two groups differed. This can offer information for improving the module's content while considering the special needs and viewpoints of the two groups. The usefulness, relevance, and alignment of the program with the demands of both Garments experts and DepEd teachers can be improved by addressing these disparities.

Table 12. *Test of Significant Difference in Terms of Assessment*

Respondents	Mean	P-value	Decision	Remarks
DepEd Teachers	4.46	.026	Reject Ho	Significant
Garments Experts	4.90			

As illustrated in the table, since the computed p-value of 0.026 is lower than the 5% level of significance, the null hypothesis is not confirmed. Therefore, there is significant difference between the two groups of respondents in terms of assessment. This implies that the assessment portion of the curriculum was rated differently by the Garments experts and DepEd teachers. The significant discrepancy means that there are appreciable differences in their perceptions and assessments of the assessment techniques, instruments, or strategies used in the module. Moreover, variance in evaluations is probably caused by actual variations in skill or performance between the two groups. Strong support for the idea that the observed differences are meaningful and not just the consequence of random fluctuations is provided by statistical analysis.

Comments and Suggestions in the Developed and Evaluated Module in Basic Dressmaking

The followings are the comments and suggestions of respondents regarding the Development and Evaluation of the module in Basic Dressmaking: (a)The module should have a pretest and post-test to determine their prior learnings, as well as an answer key, and each module should have a separate page to identify the end of each lesson (b) the criteria checklist is difficult to read because the font is so small. Hence, the table content in the module is organized in an orderly manner, and trainers' or students' requirements must be indicated in the module matrix (c) shorten some of the explanations, and review some activities not suitable to grade 7 students (d) very nice and very well said about the difficult terms, have a preview about the history and nice crafting of illustrations (e) module is well organized and easy to understand, only the last part of the module is not suitable for one quarter only especially to exploratory learners (f) the operation and running of the machine take time. This is more applicable to grade 9 and 10 students.

Conclusion

The study's discoveries lead to the following conclusion:

- (1)The developed module in basic dressmaking received positive feedback from both the DepEd teachers and Garment expert respondents.
- (2) The developed module in basic dressmaking is a well-designed and self-learning module that complies with



the standards for effective teaching and learning. (3) The developed module in basic dressmaking is effective in enhancing the competencies of learners.

Given the conclusion formulated in the study, the following are hereby recommended:

(1) Integrate the newly developed module on basic dressmaking into the DepEd Home Economics curriculum. (2) Give students a full range of learning tools, develop a similar module for other related disciplines. (3) Further studies maybe conducted by the future researchers in order to validate the effectiveness of the developed module and to continuously improve its design and delivery.

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