# STUDENTS' ATTITUDE, DRESSMAKING COMPETENCIES, LEARNING RESOURCES ADEQUACY, AND FUNCTIONALITY FOR ENTREPRENEURIAL PLAN

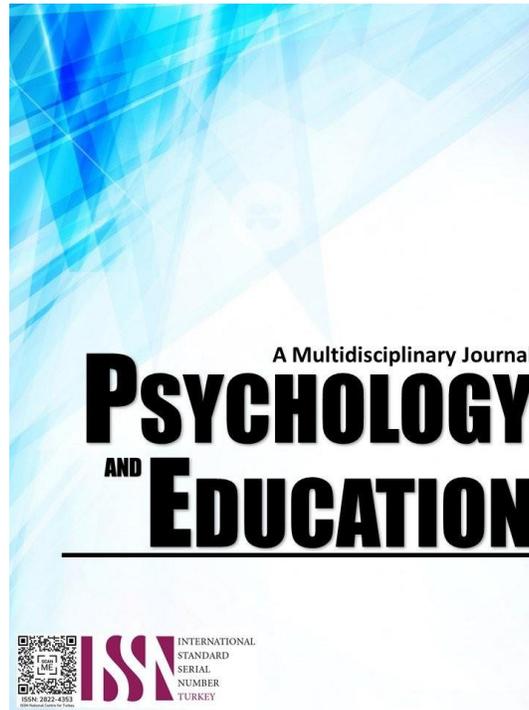# Students' Attitude, Dressmaking Competencies, Learning Resources Adequacy, and Functionality for Entrepreneurial Plan

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## Abstract

Dressmaking entices learners to think outside the box by showcasing creative skills in the clothing industry. This study assessed the attitude and competencies of Grades 9 and 10 students in the identified school during the school year 2023-2024 as a basis for crafting an entrepreneurial plan. This study determined the respondents' demographic profile, interest in sewing, and competency level in dressmaking. The significant relationships among the demographic profile of the student's attitude, with a p-value of 0.00, dressmaking competencies with a p-value of 0.00, and learning resources adequacy and functionality are also determined in this study. This study utilized a descriptive-correlational research design that captured a clear understanding that the competencies, the attitude of the students, with a p-value of 0.00, and the adequacy and functionality of the learning materials, with a p-value of 0.00, are related and can affect each other, which aligns with the theory used in this study. The result recommends a thorough orientation regarding the basic competencies in dressmaking as a means for making an entrepreneurial plan.

**Keywords:** *vocational education, dressmaking competencies, descriptive-correlation, entrepreneurial plan*

## Introduction

Dressmaking has been a tool to showcase traditions and culture, a decisive understanding of oneself, and showcase talents and arts through different patterns and designs. This is a tool used worldwide to manipulate the momentum of different understandings and create businesses such as the global conglomerates in fashion and design (Manlow, 2018: Grabska et al., 2022). Creating jobs for artists of all races and genders. From the classic designs of Chanel, Dior, and Cinco, and different types of world-renowned artists. One assessment brings forth all the talents and endeavors that have been identified in their younger years, in dressmaking classrooms in which talent and skills have merged (Tallungan et al., 2018).

Sewing produces artists and business owners (Seys, 2022). Castro et al. (2018) postulated that dressmaking entices the artistic capability of students. Physical improvement and hand-eye coordination, which is greatly emphasized with motor skill development (Camba et al., 2021). Lifetime learning through socialization and cooperative learning enhances the processes of learning within a group more than an individualized system. As someone with difficulty connecting with people, it forces the individual to communicate with the rest of the group, hence improving social skills and self-esteem (Karina et al., 2020). Furthermore, as a result of the new generation's approach to conserving the planet, recycling materials in fashion and dressmaking nowadays has led to new approaches to manipulating old materials into new ones (Madrideo, 2023).

Since the country is in the stages of revamping the senior high school programs, a vital role of the teachers is preparedness and skill set, which is essential in this endeavor (Setiawati & Shofwan, 2023). In the school setting, apparatus, equipment, materials, and training of the teachers have to be efficient and effective to achieve the targeted competencies of every program. Schools should make sure that the functionality and adequacy of the equipment in skilled programs such as dressmaking are constantly verified and checked (Reyes, 2022). According to Lagunero and Namoco (2020), teachers handling skilled programs should make sure to update themselves on the state-of-the-art training and facilities or equipment, and preparations in teaching students to learn the skills and competencies.

The country has a vast number of efficient teachers, to the extent that in dressmaking, equipment, tools, and materials are insufficient (Medina-Regencia, 2023). The government is doing the best it can to provide the necessary standard equipment, tools, materials, and teaching guides for dressmaking to provide the standard of education the learners deserve (Nafiah et al., 2020). The adequacy and functionality of the tools, materials, and equipment in dressmaking are pertinent in improving the motivation and attitude of the learners to master the basic, common, and core competencies. The attitude of the learners in dressmaking may be derived from their interest in sewing, the kind of financial support given by their family, their presence inside the school and in attending classes in dressmaking, their level of patience, and their knowledge in operating sewing machines and other equipment (Jack, 2023).

This study focused on assessing the Grades 9 and 10 learners' attitudes towards dressmaking, their competencies, and the adequacy and functionality of the tools, materials, and equipment to design an enhancement plan at Aurelia G. Merecido Memorial High School in Siaton District 4, Negros Oriental. The entrepreneurial plan can provide means as to how learners are not just learning how to do dressmaking, but also how they master the skills in dressmaking, which can lead to entrepreneurship. This intention becomes meaningful when learners can master the skills in dressmaking and start their own business by applying the right attitudes and competencies learned in the educational process.

## Research Questions

This research assessed the attitude and competencies of Grade 9 and Grade 10 students in dressmaking at Aurelia G. Merecido Memorial High School, Siaton District 4, during the school year 2023-2024 as a basis for crafting an entrepreneurial plan. Specifically, this study answered the following questions:

1. What is the profile of the respondents in terms of:
    1.1. age and gender; and
    1.2. exposure to dressmaking experiences?
2. What is the student's attitude in dressmaking skills in terms of interest in sewing activities?
3. What is the respondents' level of competencies in dressmaking?
    3.1. basic competencies:
        3.1.1. participating in workplace communication;
        3.1.2. working in a team environment;
        3.1.3. practicing career professionalism; and?
        3.1.4. practicing occupational health and safety procedures.
    3.2. Common Competencies:
        3.2.1. carrying out measurements and calculations;
        3.2.2. setting up and operating machine/s;
        3.2.3. performing basic maintenance; and
        3.2.4. applying quality standards?
    3.3. Core Competencies:
        3.3.1. drafting and cutting patterns of casual apparel;
        3.3.2. preparing and cutting materials for casual apparel;
        3.3.3. sewing casual apparel; and
        3.3.4. applying finishing touches on casual apparel?
4. What is the level of adequacy and functionality of dressmaking learning resources as to:
    4.1. tools and apparatus;
    4.2. laboratory equipment;
    4.3. dressmaking materials; and
    4.4. training materials?
5. Are there significant relationships among the demographic profile of the student's attitude, dressmaking competencies, and learning resources adequacy and functionality?
6. Based on the findings of the study, what entrepreneurial plan can be crafted?

## Methodology

### Research Design

This study utilized a descriptive-correlational research design. This design establishes the strength of the correlation between the variables on observational data. However, in this design, the cause-and-effect relationship will not be determined, although the patterns of behavior may be uncovered. This study used this design to identify if there exist significant relationships among the demographic profile of the students' attitude, dressmaking competencies, and learning resources adequacy and functionality.

### Respondents

The data below shows the distribution of the respondents. They are the chosen respondents because they undertaking dressmaking at Aurelia G. Merecido Memorial High School. The study utilized total enumeration of the data as its sampling procedure since there is a limited number of respondents taking dressmaking.

The researcher identified the Grade 9 and Grade 10 students of Aurelia G. Merecido Memorial High School as the respondents of this research. There were 40 Grade 9 students, or 47.12 percent, and 47 Grade 10 students, or 52.87 percent, who served as the respondents of this research study. All the respondents were requested to answer the questionnaires provided to them without any force or intimidation.

### Instrument

The research instrument used in this study was adapted from TESDA to get the respondents' level of competence, and a competency rubric was also adapted from TESDA NCII assessment tools for dressmaking. Significant modifications are made to make it fit the respondents and the study. Proper statistical tools are to be utilized to ascertain the extent of students' competency level, resources of the school, and significant relationships. The instrument for the respondent's attitude toward dressmaking is adapted from Tugade (2016). The instrument went through expert validation as there were items that were included and excluded from the original instrument to tailor the nature of the study.

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**Procedure**

Three permission letters were sent before the conduct of the survey – one for the superintendent, another for the district supervisor, and lastly, for the Head Teacher of Aurelia G. Merecido Memorial High School. After the approval of these offices, the researcher administered the tool to Grade 9 and Grade 10 students. The respondents of this study were requested to answer voluntarily, and in given uncontrollable situations where the respondent cannot continue answering the survey, the respondent is not forced, and their discontinuance had no bearing on their grade or any academic activities. Consent was acquired from the respondents because the participation of the respondents is purely voluntary and upholds the utmost confidentiality of information garnered from the respondents. During the administration of the instrument, the teacher-researcher explained the intent of the study and the instructions using English and translated them into the vernacular for better understanding. After having retrieved the answered questionnaires, the data gathered was carefully tabulated and analyzed.

**Data Analysis**

To obtain the profile of respondents, the frequency and simple percentage formula were utilized. Standard Deviation was used to measure spread and dispersion from the mean. To compute the significant relationship that existed between the perception of two groups of respondents, Pearson's correlation coefficient (r) was employed.

# Results and Discussion

*Respondents' Demographic Profile*

Table 1. *Age*

| Age | Frequency | Percentage |
|---|---|---|
| 14-16 | 83 | 95.4% |
| 17-19 | 4 | 4.6% |
| Total | 87 | 100% |

Table 1 shows the age of the respondents. It can be gleaned that most of the students are in the bracket of 14-16 with 83 counts (95.4%) while there are 4 who are in the bracket 17-19 with 4.6%. This means that the respondents are at the right age of being in Senior High School – Grade 11 based on the current education system of the Philippines which is the K-12 curriculum.

Age is a significant factor in honing a particular skill, especially in dressmaking. However, this is not the sole determining factor. In different age brackets or groups, one can identify the level of energy, time, and access to resources needed to master the skills and competencies in dressmaking. According to Benyah et al. (2024), age can influence and impact the learning process of a student. Different ages would have different levels of motivation, passion, dedication, and natural aptitude toward dressmaking skills (Madrideo, 2023; Manlow, 2018). With this, it is pertinent to delve further into how age significantly affects the performance of students in mastering their basic, common, and core skills in dressmaking.

Table 2. *Gender*

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 41 | 47.1% |
| Female | 46 | 52.9% |
| Total | 87 | 100% |

Table 2 presents the gender of the respondents. It can be gleaned that there is almost an equal distribution number of male and female. There are 41 male respondents which constitute 47.1% while the 46 female respondents constitute 52.9% of the total sample. This means that in terms of gender, the data can be represented well by both, and this can give a clear implication that mastering dressmaking, is not gender relative. Gender can be seen as one of the significant factors that teachers may consider in extending their patience in teaching the skills in dressmaking (Jack, 2023).

In mastering the skills in dressmaking, males and females can both excel (Ngyah-Etchutambe, 2022). In the historical perspective of this skill, dressmaking is usually associated with the work of women, not men. This is due to the societal norms and the gender roles established before in the community (Bakker-Edoh et al., 2021). However, in today's era, more skilled men in dressmaking are known and successful in producing intricate designs in the fashion industry worldwide (Birt, 2021; Smith, 2022). Some of these personalities are already gaining so much influence in the fashion industry, not just financially but also power and fame. The increasing number of men mastering dressmaking skills paves the way to prove that society is constantly changing, and the rise to have equal gender roles is being observed.

Table 3. *Exposure to Dressmaking*

| Exposure to Dressmaking | Frequency | Percentage |
|---|---|---|
| Weekly | 87 | 100% |
| Total | 87 | 100% |

Table 3 shows the respondents' exposure to dressmaking. It can be seen that all respondents are exposed every week. This means that respondents are having activities and performances in dressmaking regularly done on a weekly basis. This implies that students can master the basic competencies, common competencies, and core competencies of dressmaking especially if there is consistency in performing the skills (Chun, 2020; Karlina et al., 2020).

Exposure to dressmaking is necessary for improving one's craft in sewing and designing (Jack, 2023). Being exposed to dressmaking skills can incredibly increase the opportunity for the student to learn more about how to do it and what are the things to be considered (Al John et al., 2021). It fosters creativity and mastery on how to master the skills in dressmaking (Temple, 2022). Exposure to dressmaking can also promote networking among other students, which can establish a healthy ground for feedback and coaching that improves workplace communication (Mohan, 2020). This will lead to continuous learning, development, and motivation to do better in all the competencies in dressmaking.

### Students' Attitude in Dressmaking

Table 4. *The Students' Attitude in Dressmaking Skills*

| Statements | Mean | SD | Description |
|---|---|---|---|
| Lack of interest in sewing activities. | 2.26 | 1.02 | Not Observed |
| Lack of financial support by the parents or guardian. | 2.66 | 0.85 | Neutral |
| Tardiness and absenteeism. | 2.72 | 1.22 | Neutral |
| Can't operate the sewing machine without the supervision of the teacher. | 2.93 | 1.70 | Neutral |
| **AWM** | **2.64** | **0.73** | **Neutral** |

*Legend: 1.00-1.79-Strongly Not Observed; 1.80-2.59-Not Observed; 2.60-3.39-Neutral; 3.40-4.19-Observed; 4.20-5.00- Strongly Observed*

Table 4 shows the students' attitude in Dressmaking Skills. It can be gleaned that the average weighted mean is 2.64 with an SD of 0.73 and interpreted as Neutral. This means that the student's attitude toward dressmaking in terms of their interest, the financial support of their parents, their tardiness and absenteeism, and the need to have someone to supervise them have an average perception. The statement garnered the highest mean score of 2.96 is, "Can't operate the sewing machine without the supervision of the teacher.". This means that the attitude of the students in dressmaking can be affected most by the presence of their supervisor in doing dressmaking activities. The lowest mean score of 2.66 is the statement, "Lack of interest in sewing activities.". This implies that only a few of the students are distracted due to their interest in doing dressmaking activities (Hagbe, 2023).

According to Curan (2023), the attitude of senior high school students in dressmaking can significantly affect their performance or their way of honing their skills in making garments and designing fashionable apparel. Commonly, the attitude of the students to be positive in completing the tasks, curious about how to provide what's new in the industry, and determined to master the craft of dressmaking can lead them to become successful in the world of fashion and designing (Nafiah et al. 2020; Seys, 2021). However, students' attitudes may be affected by their learning environment, prior knowledge of dressmaking, and the supervision of the teacher in motivating and teaching the students how to master the skills and competencies in dressmaking (Castro et al., 2018).

### The Respondents' Level of Competencies in Dressmaking

### Basic Competencies in Dressmaking

Table 5 shows the respondents' basic competencies in dressmaking. It can be gleaned that the average weighted mean of all the indicators is 2.28, which is interpreted as less competent. This implies that students are not competent in the basic competencies in dressmaking (Camba et al., 2021). They need to help in improving the way they communicate with others and how they can work in a team environment. Under the basic competencies in dressmaking, there are four indicators. These are participating in workplace communication with a mean of 2.54 (less competent), working in a team environment with a mean of 2.15 (less competent), participating in career professionalism with a mean of 2.16 (less competent), and practicing occupational health and safety procedures with a mean of 2.27 (less competent).

Among these indicators, the highest mean provides an understanding of how the students establish healthy interactions and communication with other students doing dressmaking. The lowest mean shows how they can work in a team environment. Among all the statements in the four indicators, the statement, "The specific relevant information accessed from appropriate sources," got the highest mean score of 2.70, which is interpreted as competent. This means that the respondents are not having problems in terms of eliciting information online, which can be observed nowadays to most of the students (Potter, 2020). Further, the statements above imply that students nowadays need to collaborate with others in teams in a learning environment, especially in mastering a skill. It is imperative not just to how students interact with one another but to practice the right attitude and behavior as a professional individual (Waters, 2023).

The basic competencies in dressmaking provide the foundation for understanding the nature of the skills to be mastered, which empowers the students' creativity and individual style (Hagbe, 2023). The techniques and strategies for mastering the skills in dressmaking underscore the fact that it helps hone the fundamental skills and knowledge in sewing, how a garment can be tailored or constructed, and patternmaking in making apparel. In dressmaking, it is not just the skills that need to be honed but also securing a safe

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and healthy learning environment to grow, foster, and thrive (Bendall, 2023; Temple, 2022).

Table 5. *The Respondents' Basic Competencies in Dressmaking*

| Statements | Mean | SD | Description |
|---|---|---|---|
| Participating in workplace communication. | 2.54 | 0.94 | Less Competent |
| Personal interaction is carried out clearly | 2.47 | 0.96 | Less Competent |
| The workplace procedures for the location and storage of information are defined and used | 2.49 | 0.93 | Less Competent |
| Effective questioning, active listening, and speaking skills are used to gather and convey information. | 2.54 | 0.91 | Less Competent |
| The specific relevant information accessed from appropriate sources | 2.70 | 0.88 | Competent |
| Appropriate medium of instruction used to transfer information and ideas. | 2.48 | 1.02 | Less Competent |
| Working in a team environment. | 2.15 | 0.99 | Less Competent |
| The individual role and responsibilities within a team environment are identified. | 2.17 | 1.01 | Less Competent |
| The reporting relationships within a team and external are determined. | 2.16 | 0.99 | Less Competent |
| The development of a teamwork plans based on role team are contributed | 2.10 | 0.94 | Less Competent |
| The role and objective of the team are identified. | 2.08 | 0.92 | Less Competent |
| The report using standard operating procedures are followed | 2.24 | 1.11 | Less Competent |
| Practicing career professionalism. | 2.16 | 1.05 | Less Competent |
| The job targets within the key result areas are manifested | 2.17 | 1.10 | Less Competent |
| The intrapersonal and interpersonal relationship while managing oneself based on the performance evaluation are maintained | 2.24 | 1.09 | Less Competent |
| Practicing of the appropriate personal hygiene are observed | 2.08 | 1.04 | Less Competent |
| The resources utilized efficiently and effectively to manage work priorities and commitments. | 2.17 | 0.98 | Less Competent |
| The fundamental rights at work including gender sensitivity are manifested or observed. | 2.11 | 1.04 | Less Competent |
| Practicing occupational health and safety procedures. | 2.27 | 1.01 | Less Competent |
| The workplace hazards and risks are identified | 2.47 | 1.22 | Less Competent |
| The effects of hazards are determined. | 2.00 | 0.93 | Less Competent |
| The Personal Protective Equipment (PPE) correctly used | 2.28 | 0.89 | Less Competent |
| The PPE is maintained in line with organization guidelines and procedures. | 2.24 | 1.02 | Less Competent |
| OHS procedures for controlling hazards and risk are strictly followed. | 2.34 | 0.99 | Less Competent |
| AWM | 2.28 | 1.00 | Less Competent |

*Legend: 1.00-1.79-Least Competent; 1.80-2.59-Less Competent; 2.60-3.39-Competent; 3.40-4.19-Very Competent; 4.20-5.00- Very Much Competent*

### Common Competencies in Dressmaking

Table 6. *The Respondents' Common Competencies in Dressmaking*

| Statements | Mean | SD | Description |
|---|---|---|---|
| Carrying-out measurements and calculations. | 2.44 | 0.91 | Less Competent |
| The parts to be measured are identified and recognized. | 2.61 | 0.87 | Competent |
| Reading of measurements is practiced with accuracy. | 2.26 | 0.93 | Less Competent |
| Personal Protective Equipment (PPE) is correctly used under the organization's OHS procedures and practices. | 2.52 | 0.93 | Less Competent |
| The PPE is maintained in line with organization guidelines and procedures. | 2.46 | 0.96 | Less Competent |
| OHS procedures for controlling hazards and risk are strictly followed. | 2.34 | 0.85 | Less Competent |
| Setting-up and operating machine/s. | 3.09 | 1.14 | Competent |
| The machines needed for garment production operation are identified and recognized. | 3.89 | 1.10 | Very Competent |
| The machine oil levels are checked. | 2.57 | 1.23 | Less Competent |
| The machine threading, stitch lengths, and tensions are checked. | 2.97 | 1.08 | Competent |
| The sewing machine motors, stitches, and plugs function smoothly. | 2.90 | 1.09 | Competent |
| The proper handling of machines is observed. | 3.15 | 1.21 | Competent |
| Performing Basic Maintenance | 2.96 | 1.14 | Competent |
| The correct procedures in machine operation are identified. | 3.13 | 1.19 | Competent |
| The functional performance of machine is recognized. | 3.17 | 1.20 | Competent |
| Regular cleaning of machine is observed. | 2.94 | 0.97 | Competent |
| Safety procedures on machine operation is observed. | 2.68 | 1.24 | Competent |
| The correct procedures in checking of machine operations are followed. | 2.89 | 1.09 | Competent |
| Applying Quality Standards | 2.46 | 0.96 | Less Competent |
| The standard of good quality is observed. | 2.39 | 0.87 | Less Competent |
| The assessment procedures are established. | 2.45 | 0.94 | Less Competent |
| The criteria for comparisons between standards and financial work are | 2.68 | 1.04 | Competent |

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| | Mean | SD | Description |
|---|---|---|---|
| established and applied. | | | |
| The tolerance level for acceptable quality is applied. | 2.67 | 1.05 | Competent |
| The data are recorded accurately. | 2.12 | 0.89 | Less Competent |
| AWM | 2.74 | 1.04 | Competent |

*Legend: 1.00-1.79-Least Competent; 1.80-2.59-Less Competent; 2.60-3.39-Competent; 3.40-4.19-Very Competent; 4.20-5.00- Very Much Competent*

Table 6 presents the respondents' common competencies in dressmaking. It can be seen in the table that the average weighted mean is 2.74 with a standard deviation of 1.04 which is interpreted as competent. This means that the respondents can practice what are the common competencies at a competent level (Ismail & Mujuru, 2020). Moreover, most of the statements can be manifested in the respondents' skills in dressmaking. The common competencies are composed of four indicators. These are carrying our measurements and calculations with a mean score of 2.44 and a standard deviation of 0.91 (less competent), setting up and operating machines with a mean score of 3.09 and a standard deviation of 1.14 (competent), performing basic maintenance with a mean score of 2.96 and a standard deviation of 1.14 (competent), and applying quality standards with a mean score of 2.46 and a standard deviation of 0.96 (less competent).

Of the four indicators in the common competencies in dressmaking, it is the hands-on manipulation of the machines that garnered the highest mean. This means that the students are competent in terms of familiarity with the machines needed to sew and make garments (Camba et al., 2021). The students can also check the level of the machine oil, the length of the stitches to be used, the threading, and the tension. Further, the students can smoothly plug in the machine parts and motors (Osei et al., 2022). Students can be of great interest when they are given machines to manipulate. Hands-on experience will not just provide meaningful learning but can also improve motivation among students to be engaged in learning dressmaking skills (Temple, 2022). It can be seen as well that the way how the students carry out the measurements and calculations garnered the lowest mean. This means that the students are having a hard time identifying the parts to be measured and recognized. The students are also having difficulty reading the measurements in dressmaking with accuracy (Villacorta & Arnado, 2023). With this, it can be implied that students need more time to master the common skills of dressmaking.

The common competencies of dressmaking are vital in producing quality apparel. Training students to be familiar with how to make dresses or how to master the skills in dressmaking can be very essential in providing means for the students to earn and acquire financial stability (Setiawati & Shofman, 2023). When these skills and competencies in dressmaking are honed, it gives an assurance to meet the national and global requirements for current trends in acquiring aesthetic and functional garments. Honing the skills is not enough, it is also important to continuously practice the craft of making garments or have an ongoing exploration of how to enhance the competencies in dressmaking.

### Core Competencies in Dressmaking

Table 7 shows core competencies in dressmaking. It can be gleaned that the average weighted mean is 2.36, and this is interpreted as less competent. This means that in most of the statements in the four indicators, the students are not able to master well the dressmaking competencies (Agordah & Aidoo-Taylor, 2016). The indicators in the core competencies are the drafting and cutting of casual apparel with a mean of 2.37 (less competent), preparing and cutting the materials of casual apparel with a mean of 2.49 (less competent), sewing casual apparel with a mean of 2.29 (less competent), and applying finishing touches on causal apparel with the mean of 2.42 (less competent). The four indicators provide a clear message that the students need to master the core skills and competencies in dressmaking (Medina-Regencia, 2023). Of the four indicators, the students' competencies in preparing for the materials of casual apparel and how to cut it depending on the design of the garment garnered the highest mean.

Table 7. *The Respondents' Core Competencies in Dressmaking*

| Statements | Mean | SD | Description |
|---|---|---|---|
| Drafting and Cutting pattern of casual Apparel | 2.37 | 0.99 | Less Competent |
| The measuring tools were prepared following the job requirements. | 2.31 | 1.04 | Less Competent |
| The body measurements taken are based on procedures. | 2.29 | 1.03 | Less Competent |
| The body measurements recorded are in line with company requirements/practice. | 2.33 | 1.04 | Less Competent |
| The special needs of the client incorporated into the design are based on procedures. | 2.59 | 0.91 | Less Competent |
| The drafted basic/block pattern is checked for accuracy against the customer's specifications. | 2.31 | 0.94 | Less Competent |
| Preparing and Cutting materials of casual apparel. | 2.49 | 1.17 | Less Competent |
| The fabric is soaked/drip-dried and pressed by standard fabric care. | 2.63 | 1.19 | Competent |
| The cutting table is prepared and set up following the company's procedure. | 2.63 | 1.36 | Competent |
| The pattern is laid out and pinned on the fabric by the fabric grain line. | 2.28 | 0.97 | Less Competent |
| The fabric is cut to meet the design requirements and measurements of the pattern. | 2.72 | 1.19 | Competent |
| The seam allowances are marked on the fabric following job requirements. | 2.16 | 1.11 | Less Competent |
| Sewing Casual Apparel | 2.29 | 1.07 | Less Competent |

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| | | | |
|---|---|---|---|
| The cut parts are prepared in accordance with the specified garment design/style. | 2.71 | 1.22 | Competent |
| The machine operations are monitored. | 2.30 | 1.09 | Less Competent |
| The machines are threaded in accordance with company procedures. | 2.20 | 1.01 | Less Competent |
| The garment parts are assembled in accordance with garment assembly instructions and pattern specifications. | 2.17 | 1.03 | Less Competent |
| The seams edges are finished in accordance with job requirements. | 2.06 | 0.99 | Less Competent |
| Applying Finishing Touches on Casual Apparel | 2.42 | 1.06 | Less Competent |
| The finishing touches are checked in accordance with garments design/style specifications. | 2.45 | 1.03 | Less Competent |
| The garment is checked for loose threads, missing buttons, and attachments. | 2.40 | 0.97 | Less Competent |
| The trimming tools are prepared in accordance with company's procedures. | 2.33 | 1.15 | Less Competent |
| The garments are finished and met the specification and appropriate labels | 2.51 | 1.08 | Less Competent |
| Finished garments are packed in accordance with packaging standards and procedures. | 2.41 | 1.05 | Less Competent |
| AWM | 2.39 | 1.07 | Less Competent |

*Legend: 1.00-1.79-Least Competent; 1.80-2.59-Less Competent; 2.60-3.39-Competent; 3.40-4.19-Very Competent; 4.20-5.00- Very Much Competent*

The indicator that garnered the lowest mean is the way how the students are sewing the casual apparel. This means that although the students are competent in cutting the different parts of the garments to produce the expected design or style (Benyah et al., 2024). The students should monitor the machine's operations. The machines should be threaded in following the standard procedure of the company. Students should be able to finish the seams and edges following the design requirements (Ngyah-Etchutambe et al., 2022). When students can improve these competencies, it can provide a level of confidence among them in producing quality casual apparel.

### *The Level of Adequacy and Functionality of Dressmaking Learning Resources*

### *The Dressmaking Learning Resources' Adequacy and Functionality*

Table 8. *The Dressmaking Learning Resources' Adequacy and Functionality*

| Learning Resources | Adequacy | | Functionality | |
|---|---|---|---|---|
| | Mean | Description | Mean | Description |
| Tools and Apparatus | 4.19 | Frequently Sufficient | 3.75 | Always Functional |
| Tape Measure | 5 | Always Sufficient | 4 | Always Functional |
| Hip Curve | 4 | Frequently Sufficient | 3 | Functional |
| Meter Stick | 5 | Always Sufficient | 4 | Always Functional |
| French Curve | 3 | Sometimes Sufficient | 3 | Functional |
| Scissors | 3 | Sometimes Sufficient | 4 | Always Functional |
| Cutting Shears | 3 | Sometimes Sufficient | 4 | Always Functional |
| L-Square | 4 | Frequently Sufficient | 3 | Functional |
| Transparent Ruler (with grid 24") | 5 | Always Sufficient | 4 | Always Functional |
| Basin/ Pail | 5 | Always Sufficient | 4 | Always Functional |
| Sewing Box | 5 | Always Sufficient | 3 | Functional |
| Tracing Wheel | 4 | Frequently Sufficient | 4 | Always Functional |
| Hanger | 4 | Frequently Sufficient | 4 | Always Functional |
| Screwdriver Flat (medium) | 4 | Frequently Sufficient | 4 | Always Functional |
| Triangle 16" 45x90 | 5 | Always Sufficient | 4 | Always Functional |
| Seam Ripper | 4 | Frequently Sufficient | 4 | Always Functional |
| Pin Cushion | 4 | Frequently Sufficient | 4 | Always Functional |
| Laboratory Equipment | 3.63 | Frequently Sufficient | 3.86 | Always Functional |
| Single Needle Lockstitch Machine | 2 | Seldom Sufficient | 4 | Always Functional |
| 3 Thread Over Lock Stitch Machine | 2 | Seldom Sufficient | 4 | Always Functional |
| Flat Iron | 3 | Sometimes Sufficient | 4 | Always Functional |
| Ironing Board | 4 | Frequently Sufficient | 3 | Functional |
| Cutting Table | 5 | Always Sufficient | 4 | Always Functional |
| Bobbin Case | 4 | Frequently Sufficient | 4 | Always Functional |
| Bobbin Winder | 5 | Always Sufficient | 4 | Always Functional |
| Display Cabinet | 4 | Frequently Sufficient | 4 | Always Functional |
| Dressmaking Materials | 4.82 | Always Sufficient | 3.55 | Always Functional |
| Pencil | 5 | Always Sufficient | 4 | Always Functional |
| Pattern Paper | 5 | Always Sufficient | 3 | Functional |
| Tailor's Chalk | 5 | Always Sufficient | 3 | Functional |
| Thread (assorted colors) | 5 | Always Sufficient | 4 | Always Functional |
| Machine Needles | 5 | Always Sufficient | 3 | Functional |
| Hand Needles | 5 | Always Sufficient | 3 | Functional |

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| | | | | |
|---|---|---|---|---|
| Pins | 4 | Frequently Sufficient | 4 | Always Functional |
| Fabric | 4 | Frequently Sufficient | 3 | Functional |
| Zipper | 5 | Always Sufficient | 4 | Always Functional |
| Machine Oil | 5 | Always Sufficient | 4 | Always Functional |
| Buttons | 5 | Always Sufficient | 4 | Always Functional |
| Training Materials | 5.00 | Always Sufficient | 4.00 | Always Functional |
| Books | 5 | Always Sufficient | 4 | Always Functional |
| Catalog | 5 | Always Sufficient | 4 | Always Functional |
| AWM | 4.41 | Always Sufficient | 3.79 | Always Functional |

**Legend:** *Adequacy 4.20-5.00-Always Sufficient; 3.40-4.19-Frequently Sufficient; 2.60-3.39-Sometimes Sufficient; 1.80-2.59-Seldom Sufficient; 1.00-1.79-Not Sufficient*
*Functionality 3.26-4.00-Always Functional; 2.51-3.25-Functional; 1.76-2.50-Not Functional; 1.00-1.75-Needs Repair*

Table 8 shows the dressmaking learning resources' adequacy and functionality. It can be seen that in terms of the adequacy of the dressmaking learning resources, it has a mean of 4.41 which is interpreted as always sufficient while in terms of functionality, it has a mean of 3.79 which is interpreted as always functional. This means that students have adequate access to the functional tools and apparatus, laboratory equipment, dressmaking materials, and training materials. This implies that the school provides well with the necessary things and needs of the teacher and students in performing dressmaking (Nguyen, 2023).

With dressmaking learning resources such as the tools and apparatus with mean scores of 4.19 (Frequently Sufficient) and 3.75 (Always Functional), laboratory equipment with mean scores of 3.63 (Frequently Sufficient) and 3.86 (Always Functional), dressmaking materials with mean scores of 4.82 (Always Sufficient) and 3.55 (Always Functional), and training materials with mean scores of 5.00 (Always Sufficient) and 4.00 (Always Functional). The data provides a clear understanding that students were given enough tools and equipment for them to hone their skills and competencies in dressmaking. When students are given the learning resources they need, they are motivated to design and create apparel (Kezar et al., 2023; Potter, 2020). This can pave the way for them to think of how to make this an entrepreneurial endeavor. This can provide them a living which can elevate their economic status.

### Significant Relationships

Table 9. *The Significant Relationship Between the Demographic Profile of the Respondents and Attitude in Dressmaking*

| | Demographic profile | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Attitude in Dressmaking | Age | 0.03 | Significant | Reject the Null Hypothesis |
| | Gender | 0.00 | Significant | Reject the Null Hypothesis |
| | Exposure to Dressmaking | 0.00 | Significant | Reject the Null Hypothesis |

Table 10 presents the significant relationship between the Demographic Profile of the respondents and their attitude in Dressmaking. It can be seen that all the demographic profiles such as age with a p-value of 0.03, gender with a p-value of 0.00, and exposure to dressmaking with a p-value of 0.00 are significantly correlated to the respondents' attitude in dressmaking which rejects the null hypothesis of the study. With this, it can be implied that in doing the tasks in dressmaking such as making garments and designing apparel, age, gender, and exposure to dressmaking can impact how the student's attitude toward finishing the tasks creatively (Onorhiere & Bamson, 2020).

The desirable attitude in dressmaking comes with a variety of factors. Mastering the dressmaking skills can be influenced by the respondents' group age, gender, and exposure to dressmaking. Knowing and understanding the age, gender, and exposure to dressmaking of the respondents provides targeted design in making the apparel for marketing, the attitude, and values to make garments, and educational initiatives that create a better avenue for aspiring students to learn dressmaking (Heriyati & Abror, 2023). Optimizing the attitude of the respondents towards dressmaking will not just let them appreciate the importance of doing it but will help them start an entrepreneurial activity that elevates their financial status (Onyeche & Angelina, 2022).

Table 10. *The Significant Relationship Between the Demographic Profile of the Respondents and Basic Competencies in Dressmaking*

| Demographic profile | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Age | | 0.00 | Significant | Reject the Null Hypothesis |
| Gender | Basic Competencies | 0.00 | Significant | Reject the Null Hypothesis |
| Exposure to Dressmaking | | 0.00 | Significant | Reject the Null Hypothesis |

Table 10 presents the significant relationship between the Demographic Profile of the respondents and Basic Competencies in Dressmaking. It can be gleaned that the demographic profile of the respondents such as age with a p-value of 0.00, gender with a p-value of 0.00, and exposure to dressmaking with a p-value of 0.00 have a significant relationship with the basic competencies in dressmaking. The results provided a decision to reject the null hypothesis of the study. This means that age, gender, and exposure to dressmaking can improve and enhance the skills and competencies of the respondents in dressmaking (Ahmad et al., 2020).

The basic competencies in dressmaking would require the respondents to establish a healthy relationship with others in doing

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dressmaking activities. Knowing the age, gender, and exposure to dressmaking of other students in dressmaking classes can help the respondents build interactive communication, able to ask for help concerning appropriate resources necessary in carrying out the objective of the dressmaking class, and easily work and manage tasks and priorities (Murzyn-Kupisz & Holuj, 2021). Further, the correlation of the basic competencies in dressmaking and the demographic profile such as age, gender, and exposure to dressmaking gives a certain level of confidence that respondents can maximize learning while enhancing their skills in dressmaking such as making garments and apparel.

Table 11. *The Significant Relationship Between the Demographic Profile of the Respondents and Common Competencies in Dressmaking*

| Demographic profile | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Age | | 0.51 | Not Significant | Failed to Reject the Null Hypothesis |
| Gender | Common Competencies | 0.00 | Significant | Reject the Null Hypothesis |
| Exposure to Dressmaking | | 0.00 | Significant | Reject the Null Hypothesis |

Table 11 shows the Significant Relationship Between the Demographic Profile of the Respondents and Common Competencies in Dressmaking. It can be seen that gender with a p-value of 0.00 and exposure to dressmaking with a p-value of 0.00 established a significant relationship to the common competencies in dressmaking while age with a p-value of 0.51 did not. This means that age compared to gender and exposure to dressmaking is not a factor that would affect the way how the respondents carry out measurements and calculations in dressmaking, establishing the standards of good quality garments, and the right procedures in operating a sewing machine (Mohan, 2020; Osei et al., 2022).

The common competencies in dressmaking involve how to operate the sewing machine, how to read calculations and measurements, how to set up the needed tools and equipment for garment production, and how to make sure that everything runs smoothly such as the machine motors, stitches, and the functions of the plugs (Bakker-Edoh et al., 2021). It is imperative to look for the factors affecting how these tasks are being accomplished. Gender and exposure to dressmaking can be significant factors in mastering all these common competencies (Birt, 2021). When a student is exposed to dressmaking, these common competencies are observed and practiced. Thus, this will result in mastering the skills in dressmaking.

Table 12. *The Significant Relationship Between the Demographic Profile of the Respondents and Core Competencies in Dressmaking*

| Demographic profile | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Age | | 0.00 | Significant | Reject the Null Hypothesis |
| Gender | Core Competencies | 0.00 | Significant | Reject the Null Hypothesis |
| Exposure to Dressmaking | | 0.00 | Significant | Reject the Null Hypothesis |

Table 12 presents the significant relationship between the Demographic Profile of the respondents and Core Competencies in Dressmaking. It can be gleaned that all the indicators under the demographic profile such as the age with a p-value of 0.00, gender with a p-value of 0.00, and exposure to dressmaking with a p-value of 0.00 established a significant relationship to the core competencies in dressmaking. This means that the null hypothesis of this study will be rejected because age, gender, and exposure to dressmaking can impact or influence the core competencies (Ismail & Mujuru, 2020; Camba, 2020).

The core competencies in dressmaking highlight how the respondents draft and cut patterns of casual garments and apparel. It is in these competencies wherein the respondents are taught body measurements are taken like a real tailor. The respondents were able to also practice how to provide the needs of the clients in terms of design and comfortability of the garment. In mastering these competencies, some factors can affect how the respondents are performing these tasks. According to Curan (2023), age, gender, and exposure to dressmaking can greatly affect the mastered skills and core competencies of dressmaking which significantly corroborated the results of this study.

Table 13. *The Significant Relationship Between the Demographic Profile of the Respondents and the Adequacy of Learning Resources in Dressmaking*

| Demographic profile | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Age | | 0.00 | Significant | Reject the Null Hypothesis |
| Gender | Adequacy of Learning Resources in Dressmaking | 0.00 | Significant | Reject the Null Hypothesis |
| Exposure to Dressmaking | | 0.00 | Significant | Reject the Null Hypothesis |

Table 13 shows the significant relationship between the Demographic Profile of the Respondents and the adequacy of Learning Resources in Dressmaking. It can be gleaned that the demographic profile such as the age with a p-value of 0.00, gender with a p-value of 0.00, and exposure to dressmaking with a p-value of 0.00 established a significant relationship to the adequacy of Learning Resources in Dressmaking. It is important to note that age, gender, and exposure to research play a significant role in understanding the need to

have adequate tools and apparatus, laboratory equipment, dressmaking materials, and training materials to perform the different activities in dressmaking under its core competencies (Heriyati & Abror, 2023).

The adequacy of the learning resources in dressmaking can greatly affect the students' age, gender, and exposure to research through its influences on accessing learning experiences and engagement inside the classroom. When the tools and other learning resources in dressmaking are not sufficient, younger students will have a hard time maximizing learning and mastering the basic, common, and core competencies of the students (Ahmad et al., 2020).

Having sufficient learning and training materials in dressmaking can facilitate skill development and provide a welcoming atmosphere for learning the skills. Gender may play an important role in facing a scarcity of learning materials. Girls are more creative and resilient compared to boys however, this does not give the impression that dressmaking is for girls (Farecha et al., 2020). Some male tailors excel in the field of the garments industry.

Table 14. *The Significant Relationship between the Demographic Profile of the Respondents and the Functionality of Learning Resources in Dressmaking*

| Demographic profile | | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Age | | 0.00 | Significant | Reject the Null Hypothesis |
| Gender | Functionality of Learning | 0.00 | Significant | Reject the Null Hypothesis |
| Exposure to Dressmaking | Resources in Dressmaking | 0.00 | Significant | Reject the Null Hypothesis |

Table 14 shows the significant relationship between the Demographic Profile of the respondents and the functionality of Learning Resources in Dressmaking. It can be gleaned that the respondents' demographic profile such as the age with a p-value of 0.00, gender with a p-value of 0.00, and exposure to research with a p-value of 0.00 has established a significant relationship with the functionality of Learning Resources in Dressmaking. With this, it can be implied that the age, gender, and the exposure of the respondents to dressmaking are factors in knowing how important it is to have functional tools, laboratory equipment, training, and learning materials in dressmaking (Jin, 2020; Setiawati & Shofman, 2023).

The functionality of the tools, laboratory equipment, training, and learning materials in dressmaking support the development of the basic, common, and core competencies of the students. This can lead to building of confidence when making garments and apparel. When the tools, laboratory equipment, training, and learning materials in dressmaking are functional, students can produce quality outputs and results that enhance their interest in designing garments and making apparel (Mehdi & Kalim, 2023).

When students are engaged because all the tools, training, learning resources, and laboratory equipment they have are functional, they are motivated to work hard and master the competencies of dressmaking (Asemsro & Obinnim, 2020). With this, they will appreciate the need to have a good attitude in performing academic tasks in dressmaking.

Table 15. *The Significant Relationship Between the Competencies in Dressmaking of the Respondents and the Adequacy of Learning Resources in Dressmaking*

| | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| Adequacy of Learning | Basic | 0.95 | Not Significant | Failed to Reject the Null Hypothesis |
| Resources in | Common | 0.00 | Significant | Reject the Null Hypothesis |
| Dressmaking | Core | 0.02 | Significant | Failed to Reject the Null Hypothesis |

Table 15 presents the significant relationship between the competencies in Dressmaking of the respondents and the adequacy of Learning Resources in Dressmaking. It can be seen that the competencies such as the basic competencies with a p-value of 0.95, common competencies with a p-value of 0.00, and the core competencies with a p-value of 0.02 established a significant relationship to the adequacy of Learning Resources in Dressmaking.

This implies that only the basic competencies are not necessary in need of adequate learning resources in dressmaking. However, the common and core competencies are significantly correlated with the adequacy of the learning resources because these competencies would need machines and equipment in dressmaking (Bakker-Edoh et al., 2021).

The adequacy of learning resources in dressmaking is significantly related to the common and core competencies in dressmaking which provide an understanding that as the students perform different tasks and competencies in dressmaking, they also need sufficient support of learning and training materials (Akomaning, 2020).

With this, the skill acquisition in dressmaking will be possible. It is also important to note that the more the competencies are getting complex, the need to have more learning and training materials also increases (Quarcoo et al., 2022). This means that students' competencies especially the common and core competencies require attention to have a wider range of materials and training resources.

Table 16. *The Significant Relationship between the Competencies in Dressmaking of the Respondents and the Functionality of Learning Resources in Dressmaking*

| Functionality of Learning Resources in Dressmaking | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| | Basic | 0.00 | Significant | Reject the Null Hypothesis |
| | Common | 0.00 | Significant | Reject the Null Hypothesis |
| | Core | 0.00 | Significant | Reject the Null Hypothesis |

Table 16 presents the significant relationship between the Competencies in Dressmaking of the respondents and the functionality of Learning Resources in Dressmaking. It can be gleaned that the competencies such as the basic competencies with a p-value of 0.00, common competencies with a p-value of 0.00, and the core competencies with a p-value of 0.00 established a significant relationship to the functionality of Learning Resources in Dressmaking. It can be implied that all the competencies necessitate all the training and learning resources to be available, accessible, and functional. When these tools, equipment, training, and learning resources in dressmaking are functional, the competencies of the students towards dressmaking also are sharpened and heightened (Agordah et al., 2023).

The functionality of the learning resources in dressmaking promotes students to experiment and innovate more with the designs at hand. When all the resources are functional, it gives students an avenue to grow and foster their creativity. This can make them challenge the traditional way of producing quality in dressmaking (Mehdi & Kalim, 2023). All the basic, common, and core competencies in dressmaking require all the training and learning materials to be functional to boost the skills of the students and become proficient. Quality materials produce quality output. When the materials are not functional, it compromises the quality of the apparel.

Table 17. *The Significant Relationship between the Students' Attitude and the Competencies in Dressmaking*

| Attitude in Dressmaking | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| | Basic | 0.00 | Significant | Reject the Null Hypothesis |
| | Common | 0.00 | Significant | Reject the Null Hypothesis |
| | Core | 0.00 | Significant | Reject the Null Hypothesis |

Table 17 shows that significant relationship between the students' attitude and the competencies in Dressmaking. It can be gleaned that the competencies in dressmaking such as the basic competencies with a p-value of 0.00, common competencies with a p-value of 0.00, and the core competencies with a p-value of 0.00 established a significant relationship to the attitude of the respondents in dressmaking. This means that the basic, common, and core competencies can be influenced and impacted by the attitude of the respondents in dressmaking. With this, students should have a desirable attitude in dressmaking so that they can enhance and improve their basic, common, and core competencies.

Having positive behavior and attitude towards dressmaking can increase the student's motivation in honing the skills and competencies in dressmaking (Madrideo, 2023; Curan, 2023). Students can demonstrate and showcase a higher level of competence when one has a desirable attitude (Chun, 2020). It builds a strong interest and drive to design garments and apparel with high quality. This will result in a higher engagement and willingness to accomplish the dressmaking tasks. Attitude is pivotal in surmounting the students' challenges to any tasks they are having. In dressmaking, the right attitude can help the students to become successful in making and designing garments making them assets in the garment industry (Asemsro & Obinnim, 2020; Onyeche & Angelina, 2022).

Table 18. *The Significant Relationship between the Students' Attitude and the Adequacy and Functionality of Learning Resources in Dressmaking*

| Attitude in Dressmaking | Competencies in Dressmaking | p-value | Interpretation | Decision |
|---|---|---|---|---|
| | Adequacy of Learning Resources in Dressmaking | 0.05 | Significant | Reject the Null Hypothesis |
| | Functionality of Learning Resources in Dressmaking | 0.05 | Significant | Reject the Null Hypothesis |

Table 18 presents the significant relationship between the student's attitude and the adequacy and functionality of Learning Resources in Dressmaking. It can be gleaned that the adequacy with a p-value of 0.05 and functionality with a p-value of 0.05 of the learning resources established a significant relationship towards the attitude of the respondents in dressmaking. This implies that the respondents' attitude to perform dressmaking activities can be affected by the adequacy or sufficiency and functionality of the learning resources. Students tend to lose motivation, interest, and enthusiasm when there are some lacking requirements (Setiawati & Shofman, 2023). This will lead to the output of the students whose products have low quality or mediocrity (Ngyah-Etchutambe et al., 2022).

When the students notice that there are adequate and functional tools, laboratory equipment, training, and learning materials in dressmaking, they are motivated to participate and engage in dressmaking activities (Akomaning, 2020). They exhibit a level of participation which can provide them a positive learning environment. Having complete and available tools in dressmaking increases gives those students the impression that they can practice and manipulate machines which increases their confidence in doing the dressmaking tasks (Quarcoo et al., 2022). Making sure that the tools and materials are functional and adequate to the students' activities increases the level of their value and importance. This means that the school is investing in them. With this, they exert their fullest effort to make good in their performance and thus, produce quality output in dressmaking.

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## Conclusions

Dressmaking is one of the necessary and practical skills to be taught to senior high school students to foster creativity, attention to detail, and the spirit of entrepreneurship. Mastering the basic, common, and core competencies in dressmaking paves the way to help students put up small businesses in the fashion industry. This study captured a clear understanding that the competencies, the attitude of the students, and the adequacy and functionality of the learning materials are related and can affect each other which aligns with the theory used in this study. The more the learners are exposed to what they are doing, the more the get to master the skills. This is being indicated in the theory of constructivism. Supporting the learners in dressmaking by encouraging them to have business in dressmaking can help them develop the basic, common, core competencies that the theory of John Dewey on Learning by doing suggested. The school administration's support in providing learning resources to the dressmaking class can boost the confidence of the students. With this, they can feel that they are valued and important in the educational process. When they can sense that they are valued and essentially invested, they are motivated to be more creative and produce significant output such as entrepreneurship that can benefit them and their family. This can impact not just the learners and their families but also the community that they are part of where community members can anytime call them to alter or fix their clothes in exchange for money. This is a simple example of how they can be of significance in society.

This study highly recommends having a thorough orientation regarding the basic competencies in dressmaking such as establishing a healthy environment that sustains good workplace communication and relationships. The full support from the administration to provide the learning resources such as the training materials and other tools will be continued. This study recommends a dressing shop inside the school to showcase the different unique styles and garment designs of the students. This will also give them employment opportunities helping them to attain financial freedom. This dressing shop can be of great start for them to continue doing creative outputs in dressmaking. The skills in dressmaking should be practiced so that it will not be forgotten. This in line with the theory of constructivism and the theory on learning by doing.

This study also recommends future related research that can be initiated regarding the impact of dressmaking too small to medium enterprise and what are the factors affecting in putting up a business like this. The different behavior and attitude of the learners in practicing the basic, common, and core competencies can also be studied to see the other pressing factors affecting their skills in dressmaking.

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