

# The Entrepreneurial Training of Dressmaking and Tailoring Students in Pampanga

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*Abstract*— The study dealt with the entrepreneurial skills training of the dressmaking and tailoring students of Bro. Andrew Gonzalez Technical High School and Senior High School in Apalit (Stand Alone I). The study displayed the student's great skills training strengthened by their determination to be engaged on entrepreneurial activities in Dressmaking and Tailoring. However, more training on persistence to work is indeed needed. The study explored the entrepreneurial skills training of dressmaking and tailoring students as basis for the improvement of entrepreneurial training as well as the TVE and TVL curriculum implementation.

The study adapted a mixed method of research design which utilized both quantitative and qualitative data collection, techniques, and analysis procedures. The students work on the construction of all types of apparel since they are competent in their skills in dressmaking and tailoring. The students possess a great attitude toward enterprise and virtuous enterprising behavior.

The findings of the study revealed that there is a significant relationship between the entrepreneurial skills training and the development of enterprising behavior of the students in dressmaking and tailoring. The study concluded that the students have great entrepreneurial skills training and virtuous enterprising behavior. It was recommended that Dressmaking and Tailoring teachers should require the students to be engaged on entrepreneurial activities to open their minds on entrepreneurial mind set and benefits.

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## I. Introduction

Educational training and institutions play a vital role in enhancing productivity and employability for a country's national development. It includes knowledge acquisition, skills enhancement and value formation needed to perform the entrepreneurial activities or hand in job opportunity. Academic programs and entrepreneurial-based training can upsurge the level of knowledge and skills among learners including their entrepreneurial intentions (Yusoff, Ibrahim, Mamun and Mahmood, 2017). However, the interrogation is "Does entrepreneurial training of the youth affect attributes associated with entrepreneurial potentials?" (Rasheed, 2011). Fewer studies were conducted regarding the relationship of entrepreneurial skills training and the enterprising behavior of the garment trades students.

Entrepreneurship education refers to programs that stimulate entrepreneurship awareness to career purposes and offer skills training for establishing a business (Rasheed, 2011). It is either the student create their own and new product for innovation that result in production of income.

Entrepreneurial potential should be enhanced and developed at the high school level where possibility of career self-employment is at hand (Rasheed, 2011).

At the 12<sup>th</sup> grade, Senior High School (SHS) students in particular to Technical Vocational Livelihood (TVL) Track are engaged with work immersion called On-the-Job Training (OJT) where they apply the skills they have acquired in their chosen field. Indeed, Industry immersion is a very effective way in enhancement of skills, as well as the work habits and values of trainees which sufficiently meet the industry needs (Nicdao, 2010). Nevertheless, further studies require findings that would highlight the value of entrepreneurial training in improving competencies of entrepreneurial efficacy. This will aid in promoting national competitiveness of learners and teachers as well.

The DepEd in cooperation with Technical Education and Skills Development Authority (TESDA) focuses on knowledge and skills development to meet the demands of quality middle-level manpower. These bring success in actualization of company goal and predicts business formation promoting the capacity to change (Yusoff and Lame, 2017). Furthermore, Entrepreneurship Training Program complements the demand side of job creation strategies (Ismail, 2018).

Bro. Andrew Gonzalez Technical High School (BAGTech HS) curriculum provides paramount development in equipping the learner with technical-vocational and academic competencies, appropriate work ethics and necessary attitudes toward productivity and competitiveness, (Trade Union Congress of the Philippines, 2012). These skills will prepare the learners as future skillful dressmakers or any other related job they can benefit with.

BAGTech HS engages their students on the Dressmaking field through an Income Generating Project (IGP). Selected students work on specific operations in Jogging Pants Construction for Physical Education Uniform where they apply the competency skills they have learned. IGP serves as the students' Entrepreneurial Skills Training. This project opens the young minds of Dressmaking students on entrepreneurial skills which they can use to support their studies and are very useful in daily living.

Alongside, Senior High School in Apalit (SHSA) Stand Alone I are also engaged on IGP where they construct made-to-order school uniforms and Physical Education uniforms.

This study focused on the Entrepreneurial Skills Training of the Dressmaking and Tailoring students of BAGTech HS and SHSA (Stand Alone I) as well as their enterprising behavior. This aids in acknowledging the skills competencies that are substantial for the awareness of entrepreneurial skills which may be valuable in the world of academe and the global community.

### **Research Questions:**

Specifically, the study sought answers to the following questions:

1. How may the entrepreneurial skills training of the students in Dressmaking and Tailoring be described based on:
  - 1.1 competency level, and
  - 1.2 training?
2. How may the entrepreneurial engagement in Dressmaking and Tailoring be described in terms of :
  - 2.1 status of work
  - 2.2 product output, and
  - 2.3 weekly income?
3. How may the enterprising behavior of the students in Dressmaking and Tailoring be assessed?
4. Is there a significant relationship between the entrepreneurial skills training and development of enterprising behavior of the students in Dressmaking and Tailoring?

### **Significance of the Study**

The study is deemed essential to the Department of Education, especially now that the said department is implementing the K-12 program. The study aids in guiding the secondary school teachers in improving their approaches on TVE or TLE in particular to Dressmaking and Tailoring upon entrepreneurial ventures subject to strengthen quality education.

The findings of the study aids in recognizing the skills competencies that are significant for the realization of entrepreneurial skills which may be useful in global community. Such consciousness is significant for improving curricula, developing appropriate assessments and providing the kind of motivations most likely to promote the skills acquisition and development of required competency standards.

This study is substantial to the students because it opens their young minds in equipping and valuing appropriate knowledge, skills and attitudes which are necessary to become functional and productive citizen of the society. Also, they serve as an inspiration to become active learners where they emphasize entrepreneurial skills acquisition to gain life-long learning.

### **Scope and Delimitations of the Study**

The researcher limited the study in entrepreneurial skills training of Grade 10 students at Brother Andrew Gonzalez Technical High School and Grade 12 students from Senior High School in Apalit (Stand Alone I) S.Y. 2019- 2020. Entrepreneur students from the school year 2014-2019

who graduated from the aforementioned institutions are also included as respondents in the study. Students involved in dressmaking and tailoring entrepreneurial skills training and entrepreneurial activities were focused on this study.

## II. Methodology

Accordingly, the study adopted a mixed model research which utilized both quantitative and qualitative data collection, techniques and analysis procedures. As a source of numeric information and secondary data collection tools such as interview, document review and visual data analysis, the study utilized descriptive-survey through questionnaire (Creswell, 2003) (Villarino, 2016) and unstructured interview.

Qualitative method involves primary data collection through the use of structured questionnaire (Ahmed et al., 2017). It captures in-depth information arising from the experience and behavior of the dressmaking and tailoring students regarding their entrepreneurial activity and enterprising behavior. Quantitative Method is used to quantify attitudes, opinions, behaviors, and other defined variables – and take a broad view of the results from a greater sample population (De Franzo, 2011).

### Sampling Procedures

The respondents of the study are purposively selected by the researcher from the Dressmaking and Tailoring students of BAGTech HS and SHSA (Stand Alone I) S.Y. 2019-2020. Entrepreneur respondents (S.Y. 2014- 2019) who are product of the aforementioned institutions also responded in the study. Since there are only limited number of respondents and data sources that contribute to the study, the researcher used a purposive sampling technique. Purposive sampling is utilized to gain access to a particular subset of people, as all participants of a study are selected because they fit a particular profile (Foley, 2018). Students who are engaged in Dressmaking and Tailoring entrepreneurial activity were given the opportunity to participate in the study. The population in the study who responded to the survey questionnaire and unstructured interview consists of twenty junior high school students from BAGTech HS and twenty senior high school students from SHSA (Stand Alone I). There are eleven dressmaking entrepreneurs who responded in the study to where the following criteria in selecting the respondents was used:

<b>CRITERIA</b>	<b>Junior High School</b>	<b>Senior High School</b>	<b>Entrepreneurs</b>
<b>Competency Level</b>	/	/	/
<b>Training</b>	/	/	/
Status of Work Full-Time Part-Time	/	/	/
Product Output Jogging Pants Polo Blouse	/	/	/
Weekly Income			

500-1000 1001-1500 1501-2000	/	/	/
Results of Enterprising Behavior	/	/	/

### Research Instruments

A survey questionnaire developed by the researcher was employed to collect data regarding the students' entrepreneurial skills training and entrepreneurial activities. It was verified and validated by the research coordinator of Cluster VI Division of Pampanga, Filipinas N. Pangilinan, D.Hum. and the Dean of the Graduate School (Bulacan State University). For the validity and reliability of the research-made questionnaire, further in-depth review on related literature and relevant studies was executed.

For the purpose of the study, the questions given in the questionnaire are directly related to the students' entrepreneurial activities in Dressmaking and Tailoring. The first part of the researcher-made questionnaire is based on the Common and Core Competencies of the Dressmaking and Tailoring in Training Regulations of TESDA, Garment Sector (2015). The second part of the questionnaire consists of Entrepreneurial skills training which is based on the Entrepreneurial Self-Assessment tool. The third part of the questionnaire utilized in the study is based on the questions from the study of Kopycinska, Bernat, and Korpysa (2009). It measures the enterprising behavior of the students comprising questions scaled as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Likert scale is a rating scale which aids in making difficult survey questions answerable and interpretations much easier since they are pre-arranged on scale (Liedke, 2018). Unstructured interview is used to gather defined data as regards the impression of the respondents in entrepreneurial activities to ensure that respondents may freely express their impression regarding the entrepreneurial activities in Dressmaking and Tailoring. Video recorder is used to gather particular data needed in the study.

### Data Gathering Procedure

The mode of data gathering is the survey instrument and survey analysis. The data is obtained through survey questionnaire and unstructured interview at the participants' most convenient time and place.

In gathering the data, the researcher submitted a letter of permission to conduct the study signed by the researcher and researcher's adviser from BulSU is secured. Letter of request to conduct the study was given to the School Principal of Brother Andrew Gonzalez Technical High School and Senior High School in Apalit (Stand Alone I). The researcher sought help from the Dressmaking teachers of the aforementioned schools in gathering relevant data from the students. Upon administering the survey questionnaire, the researcher explained each item as well as the process to assure the reliability of data to be collected.

### Data Processing and Statistical Treatment

The data collected through the survey questionnaire is organized, classified, tallied, tabulated, and processed using Statistical Packages for the Social Sciences (SPSS) Version 20.0. Education researchers use SPSS for the processing and analyzing of survey data and for more complex statistical data analysis (Foley, 2018).

Frequency, percentage and weighted mean are utilized as the statistical tool to quantities gathered data regarding the students' entrepreneurial skills training and entrepreneurial activities in dressmaking and tailoring. Since the researcher used video recorder, coding was implied to qualities the data gathered from unstructured interview. Weighted mean is used to describe the students' level of competency and training in dressmaking and tailoring. To test the significant relationship of entrepreneurial skills training and the development of enterprising behavior, the Pearson Correlation is used. Pearson Correlation is a parametric measure that evaluates the statistical evidence of linear relationship among pairs of variables in the population (Kent State University, 2019). It reveals the association among continuous variables.

To convert the quantified weighted mean of the level of competencies, the researcher used a close-ended questionnaire with five-point Likert Scale. Based on the study of Dy (2015), the scale consists of the rating scale of 5, 4, 3, 2, 1 with interpretations and verbal descriptions.

### III. Results and Discussion

The study sought to describe the students' entrepreneurial skills training in dressmaking and tailoring based on competency level as to their knowledge, skills and attitudes and the training. It also tried to find out the entrepreneurial engagement of the students in dressmaking and tailoring as well as their enterprising behavior. As a final point, this research presented suggestions based on findings of the study.

#### Summary of Findings

Based on the competency level of the students in dressmaking and tailoring, the knowledge was *Very Satisfactory* with a weighted mean of 4.31. The item that acquired the highest rating was the "consideration of occupational health and safety" which is useful in handling a job and described as *Outstanding*. Most countries and industries barely recognize occupational health and safety practices as an essential determinant of national development (Puplampu and Quartey, 2012). The least rating on knowledge competency is the "assessed the knowledge in troubleshooting and unexpected sewing difficulties" and is interpreted as *Very Satisfactory*.

The skills competency level of the students in dressmaking and tailoring was interpreted as *Competent* with a weighted mean of 4.26. The area in the skills that acquired the highest rating is "setting up and operating the sewing machine properly" and described as *Very Competent*. The

least rating on skills competency is recommending the “appropriate cloth for the style of dress” and is interpreted as *Competent*. Allsop and Cassidy, 2018 conferred that there is gap in the critical skill evidenced in the classroom while observing fashion students.

The attitude competency level of the students in dressmaking and tailoring is *Very Satisfactory* with an average weighted mean of 4.33. The area in the attitudes that acquired the highest rating is giving importance to setting up and operating of the sewing machine properly and has a mean of 4.57, interpreted as *Excellent*. The least rating on attitude competency states that the students work accurately and systematically in garment construction and interpreted as *Very Satisfactory*. The competency level on knowledge, skills and attitudes in dressmaking and tailoring is described as *Competent* with a mean of 4.30.

Based on the Entrepreneurial Skills Training, the training of the students was *Very Satisfactory* with an average weighted mean of 4.26. The highest rating is the training in determination of the students with a mean of 4.60 and interpreted as *Excellent*. The least rating in training is persistence with a mean of 3.89 and is described as *Very Satisfactory*.

The status of work of the respondents consisting part-timers gained 52.94 percent. They are engaged on entrepreneurial activities while they are still having their studies. The engagement on Income Generating Project opened their minds in entering into entrepreneurial activities where they can use their acquired knowledge and skills in dressmaking and tailoring. The regularly employed got 9.80 percent for they are working students and some have already stopped from schooling. These entrepreneurial activities aid in supporting the family on their expenses as stated by the entrepreneur respondents. The respondents who were totally not engaged on entrepreneurial activities in dressmaking and tailoring consisted 37.25 percent.

The students in dressmaking and tailoring are engaged in entrepreneurial activities such as construction of shorts, blouse, skirt, polo, pants and costumes. The respondents who construct all the above-mentioned output gained 43.75 percent. The respondents who are engaged in construction of shorts as their product output got a percentage of 34.38. The total respondents who are not totally engaged in the entrepreneurial activities is 37.25 percent.

Weekly income that ranges from 500 pesos or less had an average of 43.75 percent among students who are engaged in entrepreneurial activities. The respondents who earn 501-1000 pesos comprised 31.25 percent and 25 percent of the entrepreneur respondents earned 1001-2000 pesos a week.

The *attitude towards enterprise* had a weighted mean of 3.79 interpreted as *Very Satisfactory*. Entrepreneurial attitude acts as a fractional mediation of entrepreneurial characteristics prompting an entrepreneurial intention (Sambu and Kihara, 2015). The *enterprising behavior* of the students in dressmaking and tailoring had a mean of 3.86 and is interpreted as *Very Satisfactory*. The highest rating is the item referring to having entrepreneurial spirit had a weighted mean of 4.27 and is interpreted as *Very Satisfactory*. The item stating after graduation, planning to

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set up their own garment-business had a mean of 3.39 interpreted as *Satisfactory* resulted as the lowest in enterprising category.

The items stating that *the curriculum has positive effect on developing an enterprising student* had a mean of 4.29 and is interpreted as *Very Satisfactory*. The item that states *the acquired knowledge and skills in sewing help me in becoming productive* had a mean of 4.11 and interpreted as *Very Satisfactory*. The item *dressmaking and tailoring skills competency help me to have a job and support my studies* had a mean of 4.13 and interpreted as *Very Satisfactory*.

The study rejected the hypothesis because it proved that there is significant relationship between the entrepreneurial skills training and the enterprising behaviour of the students in dressmaking and tailoring.

#### IV. Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The students in dressmaking and tailoring are competent in terms of knowledge, skills and attitudes. More students are engaged in dressmaking and tailoring entrepreneurial activities though they have not yet obtained a National Certificate II. The students have great skills training strengthened by their determination to be engaged on entrepreneurial activities in Dressmaking and Tailoring. However, more training on persistence to work is indeed needed. According to Sousa (2014) persistence to face obstacles and reset strategies are entrepreneurial characteristics that can be acquired or learned throughout our life.
2. The students work as part-timers on the construction of all types of apparel, since they are competent in their skills in dressmaking and tailoring. They get an income that ranges from five hundred to two thousand pesos a week. Lin and Ching, (2014) hypothesized that properly managed part-time jobs would have a positive effect for the students in terms of job preparation and valuing experiences.
3. The students possess great *attitude toward enterprise* and virtuous *enterprising behavior*. They keep good entrepreneurial spirit in Dressmaking and Tailoring. The curriculum strongly influences the development of an enterprising student.
4. There is significant relationship between the entrepreneurial skills training and the enterprising behavior of the students in dressmaking and tailoring. The entrepreneurial skills training has positive effect in the development of enterprising behavior of the students.



## V. Recommendations

Based on the preceding conclusions of the study, the following recommendations are hereby made by the researcher:

1. Students should be required to obtain a National Certificate II in dressmaking and tailoring for the students' skills competitiveness.
2. The garment trades teachers and students may as well maintain the competency in dressmaking and tailoring through competency-based training and outcome-based approach.
3. Dressmaking and Tailoring teachers should require the students to be engaged on entrepreneurial activities after their class to open their minds on entrepreneurial mind set and benefits.
4. There is a need for entrepreneurial skills training in persistence for the students' improvement on employability and productivity.
5. Students should be practiced on goal setting skills for a life-long learning. Acquired skills should be applied on daily living for entrepreneurial benefits.
6. Further studies should be conducted in larger population where different schools on the said district with dressmaking subjects can respond to.
7. Result on evaluation of the competency level and training must be submitted in school administration. This will aid in improving the teaching-learning process and competency level of the students.

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