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STUDENTS' INTEREST IN LEARNING DRESSMAKING IN TLE

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ABSTRACT

Technology and Livelihood Education (TLE) provide students with practical and vocational competencies that support lifelong learning and future employment opportunities. Among the different specializations offered in TLE, dressmaking allows students to develop essential sewing skills, creativity, and technical knowledge related to garment construction and textile handling. Through hands-on activities, students are introduced to basic clothing design, pattern making, and sewing techniques that may contribute to their personal development and potential entrepreneurial skills. However, students' interest in learning dressmaking may vary depending on several factors such as the availability of sewing equipment, classroom learning environment, and the instructional approaches used by teachers during practical lessons. This study examined the level of interest of Grade 9 students in learning dressmaking in TLE. A descriptive–correlational research design was employed to determine both the level of interest and the factors that may influence it. Data were collected through a validated survey questionnaire administered to 150 students. Descriptive statistics and regression analysis were utilized to analyze the collected data. Findings revealed that students demonstrated a moderate level of interest in dressmaking, particularly in creative design activities and hands-on sewing practice. Furthermore, the availability of dressmaking facilities significantly influenced students' interest. These findings highlight the importance of adequate equipment, supportive learning environments, and engaging teaching strategies in enhancing students' motivation in vocational education.

Keywords: *TLE dressmaking, vocational education, student interest, sewing skills, technical education*

INTRODUCTION

Dressmaking is a key component of Technology and Livelihood Education (TLE), as it equips students with practical skills in garment construction, pattern making, and textile handling, which are essential for both personal development and potential livelihood opportunities.

Despite its importance, limited research has been done on student interest in dressmaking within TLE programs. Further research is essential to understand the factors that impact students' motivation, engagement, and overall interest in dressmaking. Globally, vocational education, including dressmaking, plays a significant role in preparing students for the workforce and promoting entrepreneurial opportunities (UNESCO, 2021). In the Philippines, TLE aligns with national goals for technical education, helping to bridge the skills gap and provide students with valuable competencies for future employment (Department of Education, 2022). This study aims to address these gaps by exploring the factors that affect students' interest in learning dressmaking.

The growing global recognition of technical and vocational education and training (TVET) highlights its role in preparing learners with work-related competencies needed in modern societies. Organizations such as UNESCO emphasize that vocational education contributes to workforce readiness, entrepreneurship, and sustainable economic development (UNESCO, 2021). Within the Philippine education system, TLE serves as an avenue for introducing students to vocational pathways while still in secondary school. Dressmaking offers learners opportunities to explore clothing design and garment production, which may later translate into livelihood opportunities in the fashion and garment industry (UNESCO-UNEVOC, 2022).

Despite the recognized importance of dressmaking education, many schools encounter challenges in implementing effective dressmaking instruction. Limited availability of sewing machines, insufficient learning materials, and inadequate laboratory space may restrict students’ opportunities to practice sewing skills. These limitations may reduce students’ engagement and interest in dressmaking activities, ultimately affecting their learning experiences and skill development (World Bank, 2021).

Although several studies have examined learning environments in vocational education, there remains limited research focusing specifically on students’ interest in dressmaking within Technology and Livelihood Education programs in secondary schools. Understanding students’ level of interest is essential because motivation and engagement play important roles in skill acquisition and learning outcomes in practical subjects (Ryan & Deci, 2020; Schunk & DiBenedetto, 2021).

This study therefore aims to examine students’ interest in learning dressmaking in TLE. By analyzing factors related to dressmaking facilities and learning experiences, the study seeks to provide insights that may help teachers, school administrators, and curriculum planners strengthen dressmaking instruction and enhance students’ engagement in vocational education.

Research Questions

This study investigated the level of interest of Grade 9 students in learning dressmaking in Technology and Livelihood Education (TLE).

1. What is the participants' assessment of the dressmaking facilities in their school in terms of:
    1.1 Availability and functionality of sewing equipment; and
    1.2 Adequacy of tools and materials?
2. What is the participants' assessment of their learning experiences in dressmaking, considering:
    2.1 Teacher's guidance and supervision;
    2.2 Opportunities for hands-on activities; and
    2.3 Clarity of instructions and demonstrations?
3. What is the level of the participants' interest in learning dressmaking in terms of:
    3.1 Enjoyment of dressmaking activities;
    3.2 Motivation to learn dressmaking skills; and
    3.3 Willingness to engage in dressmaking tasks?
4. Do the participants' assessment of dressmaking facilities and learning experiences significantly influence their interest in learning dressmaking in TLE?

Ho_1. *The participants' assessment of dressmaking facilities and learning experiences do not significantly influence their interest in learning dressmaking in TLE.*

METHODOLOGY

This study employed a quantitative research approach using a descriptive-correlational research design to examine the level of interest of Grade 9 students in learning dressmaking in Technology and Livelihood Education (TLE). This design allowed the researcher to describe the existing conditions related to students' interest in dressmaking without manipulating the natural school setting.

The participants of the study were Grade 9 students enrolled in TLE dressmaking classes from selected public secondary schools. The two schools were chosen based on their similar enrollment size and the availability of a TLE dressmaking program. Students who were not enrolled in the dressmaking component or were absent during data collection were excluded from the study. A total of 150 students were selected to ensure adequate representation of the population.

Data were collected using a structured questionnaire designed to measure students' interest in learning dressmaking. The survey was validated through expert review by TLE educators and pilot testing with a different set of Grade 9 students to ensure the instrument's reliability and relevance to the local context. The questionnaire included items related to dressmaking learning activities (sewing activities, pattern

making, and garment construction) and the assessment of dressmaking facilities (availability of machines, materials, and laboratory space) in TLE classes.

Reliability analysis using Cronbach's alpha yielded a coefficient of 0.85, confirming the instrument's strong internal consistency, affirming its reliability in capturing the constructs it intends to measure.

Prior to data collection, approval was obtained from school administrators. Parental consent and student assent were secured to ensure voluntary participation. Confidentiality and anonymity of responses were maintained throughout.

Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to summarize the data, while Multiple Regression Analysis was employed to determine the significant influence of dressmaking facilities and learning activities on students' interest.

This research aims to explore the association between dressmaking facilities, dressmaking learning activities, and the interest of Grade 9 students in learning dressmaking in Technology and Livelihood Education (TLE), as shown in the schematic diagram.

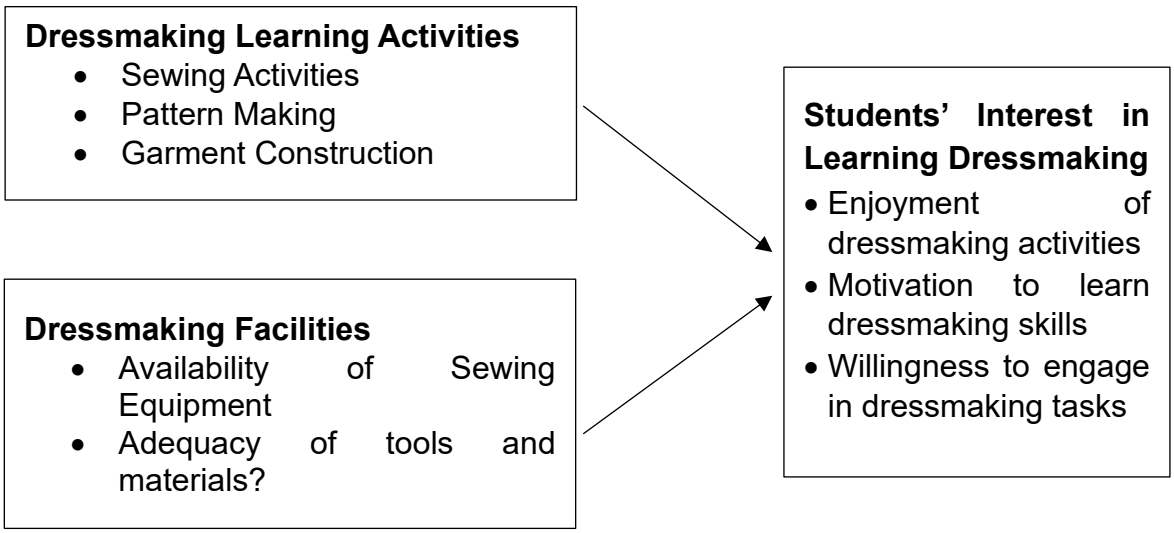

Figure 1: Schematic Presentation of the Variables in the Study

RESULTS AND DISCUSSION

1. What is the level of dressmaking learning activities experienced by the students in terms of:

1.1 Sewing activities;

1.2 Pattern making; and

1.3 Garment construction?

Table 1. ***Summary Table of Dressmaking Learning Activities***

Dimensions of Dressmaking Learning Activities	Mean	Interpretation	SD
Sewing activities	3.48	Moderate	0.20
Pattern making	3.42	Moderate	0.18
Garment construction	3.36	Moderate	0.21
Overall Dressmaking Learning Activities	3.42	Moderate	0.19

The moderate engagement in dressmaking activities suggests that students practice key tasks like sewing and garment construction but lack sufficient time to achieve full competency. Limited access to sewing machines and materials also hinders effective learning (World Bank, 2021; Schunk & DiBenedetto, 2021). According to the Department of Education (2022), inadequate hands-on time impacts skill mastery. Teacher guidance is also crucial, but its effect is limited by a lack of active engagement and feedback. As noted by Ryan and Deci (2020), consistent feedback fosters intrinsic motivation, which is vital for maintaining interest. Improving teacher engagement and resource availability is key to enhancing students' interest and skill development in dressmaking (Schunk & DiBenedetto, 2021; Futalan, 2025).

2. What is the students' assessment of dressmaking facilities in their school in terms of:

2.1 Availability of sewing equipment; and

2.2 Adequacy of tools and materials?

Table 2. ***Summary Table of Dressmaking Facilities***

Dimensions of Dressmaking Facilities	Mean	Interpretation	SD
Availability of sewing equipment	2.98	Moderate	0.17
Adequacy of tools and materials	3.10	Moderate	0.15
Overall Dressmaking Facilities	3.04	Moderate	0.16

The moderate assessment of dressmaking facilities suggests that schools provide basic equipment and materials necessary for dressmaking instruction. However, the availability of sewing equipment and sewing tools and materials may still be limited, particularly when many students share the same equipment during laboratory sessions. Inadequate access to tools may reduce students' opportunities to practice sewing techniques and garment construction tasks (World Bank, 2021). According to Zhang

(2020), the lack of sufficient resources directly impacts students' ability to master technical skills in vocational courses. Improving dressmaking facilities may therefore enhance the overall learning experience and encourage greater participation among students in dressmaking activities (UNESCO, 2021; Department of Education, 2022; Zhang, 2020).

3. What is the level of the participants' interest in learning dressmaking in terms of:
3.1 Enjoyment of dressmaking activities;
3.2 Motivation to learn dressmaking skills; and
3.3 Willingness to engage in dressmaking tasks?

Table 3. *Summary Table of Students' Interest in Dressmaking*

Dimensions	Mean	Interpretation	SD
Enjoyment of dressmaking activities	3.21	Moderate	0.18
Motivation to learn dressmaking skills	3.44	Moderate	0.16
Willingness to engage in dressmaking tasks	3.57	High	0.14
Overall Students' Interest in Dressmaking	3.41	Moderate	0.11

The moderate level of students' interest in learning dressmaking indicates basic engagement, motivation, and participation in activities such as sewing, pattern making, and garment construction. However, this interest has not yet developed into sustained involvement due to the moderate implementation of learning activities and limited access to necessary facilities and resources (World Bank, 2021; Department of Education, 2022). While students have exposure to key tasks, insufficient practice opportunities and a lack of adequate materials hinder skill mastery. Liem and Nie (2022) suggest that effective learning is closely linked to the availability of resources and hands-on engagement. To strengthen students' interest, more engaging, resource-supported experiences are needed (UNESCO, 2021; Schunk & DiBenedetto, 2021). Improving instructional strategies and facility provisions, alongside integrating continuous feedback and adaptive learning, as highlighted by Hattie (2021), is essential to enhancing motivation and long-term engagement in dressmaking.

4. Do the participants' assessment of dressmaking facilities and learning experiences significantly influence their interest in learning dressmaking in TLE?

Ho_1. *The participants' assessment of dressmaking facilities and learning experiences do not significantly influence their interest in learning dressmaking in TLE.*

Table 4. ***Regression Analysis of Dressmaking Facilities and Learning Experiences on Students' Interest***

Predictor	Unstandardized Coefficients		β	95% CI		t	P
	B	SE		Lower	Upper		
Constant	2.81	.680	—	1.47	4.15	4.13	.000
Dressmaking Learning Activities	.305	.092	.276	.124	.486	3.31*	.001
Dressmaking Facilities	.214	.101	.182	.015	.413	2.12*	.035
Model Summary							
$R = 0.358$	$R^2 = 0.128$		Adjusted $R^2 = 0.119$		$F(3,196) = 14.48$*		p=.000

Note. B = unstandardized beta coefficient, SE = standard error, β = standardized beta coefficient, 95% CI = 95% confidence interval, t = t statistic, p = probability value. *Significant at 0.05 two-tailed alpha level.

The regression analysis revealed that dressmaking facilities and learning experiences significantly influenced students' interest in learning dressmaking, with dressmaking learning experiences emerging as the stronger predictor. This finding highlights the central role of engaging, hands-on activities such as sewing, pattern making, and garment construction in enhancing students' interest. When students are actively involved in meaningful tasks, their engagement, motivation, and participation tend to increase (Schunk & DiBenedetto, 2021). In contrast, although dressmaking facilities also showed a significant influence, their effect is comparatively lower, suggesting that while the availability of sewing machines, materials, and workspace supports learning, these alone may not fully sustain students' interest without effective instructional activities and guided practice (UNESCO, 2021).

Despite the significance of facilities and learning activities, the model explained only a modest portion of the variance in students' interest. This indicates that additional factors not included in the model may also influence students' level of interest. These may include students' prior experience in dressmaking, levels of creativity, instructional strategies, teacher support, and the learning environment (Department of Education, 2022). The relatively low explanatory power reflects the multifaceted nature of student interest, where both instructional and personal factors interact. Thus, while enhancing learning experiences and improving facilities are essential, increasing students' interest in dressmaking requires a more comprehensive approach that considers multiple factors within the learning environment (World Bank, 2021).

Conclusions

This study examined the influence of dressmaking experiences and facilities on Grade 9 students' interest in TLE dressmaking. The findings revealed that students generally demonstrated a moderate level of interest in terms of engagement, motivation, and participation in dressmaking tasks. Among the variables examined, dressmaking learning experiences emerged as a stronger predictor of students' interest. This highlights the importance of engaging, hands-on activities such as sewing, pattern making, and garment construction, which are key to fostering meaningful learning experiences and increasing student involvement (Schunk & DiBenedetto, 2021; UNESCO, 2022).

While dressmaking facilities were also found to significantly influence students' interest, their effect was comparatively lower than that of learning activities. This suggests that although the availability of sewing machines, materials, and adequate workspace supports student participation, these resources alone are insufficient to sustain students' interest. Effective instructional strategies and guided practice play a critical role in ensuring students are fully engaged in dressmaking tasks (World Bank, 2021). The regression model explained only a modest portion of the variance in students' interest, suggesting that other factors, such as prior experience and personal creativity, may also contribute significantly.

From an experiential learning perspective, the findings emphasize that students' interest in dressmaking is strengthened when they are actively engaged in practical and meaningful activities. While adequate facilities provide necessary support for learning, their impact is maximized when combined with well-structured instructional activities. Overall, the study underscores the need for a balanced approach that integrates engaging learning experiences with sufficient resources, ensuring that students become more motivated, participative, and interested in developing their dressmaking skills (Kolb, 2021; Zimmerman, 2022; Liem & Nie, 2022).

Recommendations

On the basis of the findings, the recommendations are offered as follows:

1. For School Administrators

   Priority should be given to improving, maintaining, and ensuring the availability of dressmaking facilities. Since dressmaking facilities were found to significantly influence students' interest, providing sufficient sewing machines, complete materials, and adequate laboratory space is essential to support effective hands-on learning and increase student participation in dressmaking activities.

2. For Teachers

   Teachers should incorporate more project-based learning and real-world applications into the curriculum to foster deeper student engagement and motivation by increasing opportunities for hands-on dressmaking tasks such as sewing, pattern making, and garment construction. Emphasis should be placed on

guided practice, active supervision, and timely feedback to enhance students' engagement, motivation, and participation, which were found to be at a moderate level.

3. For Curriculum Planners and Program Implementers

Learning activities in dressmaking should be more deliberately designed to be interactive, practical, and student-centered rather than purely theoretical. Integrating creative projects, real-life applications, and performance-based tasks into the curriculum may help improve students' interest and encourage active involvement in dressmaking learning experiences.

4. For Future Researchers

Future studies may include additional variables such as students' prior experience, creativity, instructional strategies, and teacher support to better explain variations in students' interest in dressmaking. Considering these factors may provide a more comprehensive understanding of the determinants of student engagement and motivation, given the limited explanatory power of the current model.

Compliance with Ethical Standards

The authors declare that informed consent was obtained from all students, with the assurance that they could withdraw from the study at any point without any consequences. The anonymity of the students was preserved, and all data privacy regulations were adhered to. The well-being of the respondents was safeguarded throughout the research. There was no conflict of interest in the conduct of the study, and strict measures were taken to avoid plagiarism. The interpretation of the findings was unbiased, and the results were used exclusively for research purposes. If artificial intelligence was utilized in any part of the study, full disclosure has been provided.

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