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Facilities and equipment availability and their effects on skills acquisition of dressmaking and tailoring learners in Alicia Vocational School

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ABSTRACT

This study determined the facilities and equipment availability and their effects on the skills acquisition of learners in the Dressmaking and Tailoring specialization at Alicia Vocational School during the School Year 2025–2026. Specifically, it assessed the level of facilities availability, equipment availability, skills acquisition, challenges encountered by learners, and the significant relationships between facilities availability, equipment availability, and skills acquisition. A descriptive-correlational research design was employed involving 37 Dressmaking and Tailoring learners. Data were gathered using a validated researcher-made questionnaire and analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient. The findings revealed that respondents strongly agreed that school facilities and equipment were highly available, particularly in terms of sewing laboratory condition, storage areas, cutting and measuring tools, and equipment maintenance. Learners likewise demonstrated a high level of skills acquisition, with pattern drafting obtaining the highest rating, while garment construction received the lowest. Respondents agreed that limited machines and equipment maintenance concerns were the primary challenges encountered. Correlation analysis showed no significant relationship between facilities availability and skills acquisition and between equipment availability and skills acquisition, leading to the acceptance of both null hypotheses. The study recommends continuous improvement of facilities, acquisition and maintenance of equipment, enhanced practical instruction, and further research on other factors influencing learners' skills acquisition.

Keywords: Dressmaking and tailoring, facilities availability, equipment availability, skills acquisition, vocational education, technical-vocational education, sewing laboratory, garment construction, pattern drafting, Alicia Vocational School.

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INTRODUCTION

Dressmaking and Tailoring is one of the Technical-Vocational-Livelihood specializations that develops learners' knowledge, skills, and attitudes in garment construction, pattern drafting, sewing machine operation, body measurement, and finishing techniques. The

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effectiveness of skills training largely depends on the availability of appropriate facilities and equipment that provide learners with opportunities for meaningful hands-on experiences. Adequate learning resources create a safe and conducive environment where learners can develop technical competencies aligned with industry standards.

This study determined the level of facilities availability, equipment availability, and skills acquisition among learners enrolled in the Dressmaking and Tailoring specialization at Alicia Vocational School. It also identified the challenges encountered by learners and examined the significant relationships between facilities availability, equipment availability, and learners' skills acquisition.

Statement of the problem

This study aimed to determine the facilities and equipment availability and their effects on the skills acquisition of learners in the Dressmaking and Tailoring specialization at Alicia Vocational School during the School Year 2025 to 2026.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of sex, age, grade level, and number of years of experience in the Dressmaking and Tailoring specialization?
2. What is the level of facilities availability in Alicia Vocational School as perceived by the respondents in terms of sewing laboratory condition, storage areas, and safety of the learning environment?
3. What is the level of equipment availability as perceived by the respondents in terms of sewing machines, cutting and measuring tools, pressing equipment, and equipment maintenance?
4. What is the level of skills acquisition of Dressmaking and Tailoring learners in terms of pattern drafting, body measurement, sewing machine operation, garment construction, and finishing techniques?
5. What challenges are encountered by learners in relation to the availability and use of facilities and equipment?
6. Is there a significant relationship between facilities availability and skills acquisition of learners and between equipment availability and skills acquisition of learners?
7. Based on the findings of the study, what recommendations may be proposed to enhance the facilities, equipment, and skills acquisition of Dressmaking and Tailoring learners?

METHODOLOGY

The study employed a descriptive-correlational research design to determine the level of facilities availability, equipment availability, and skills acquisition of Dressmaking and Tailoring learners in Alicia Vocational School. The respondents consisted of 37 learners officially enrolled in the specialization during the School Year 2025–2026. A researcher-made questionnaire, validated by experts and pilot-tested for reliability, served as the primary data-gathering instrument. Data were analyzed using frequency, percentage, weighted mean, Pearson Product-Moment Correlation Coefficient, and corresponding significance tests to determine the relationships among the variables.

This study strictly observed the ethical principles governing educational research to protect the rights, welfare, and privacy of all participants. Prior to data collection, permission was secured from the appropriate school authorities, and informed consent was obtained from the respondents. Participation was entirely voluntary, and respondents were informed of the purpose of the study, the procedures involved, and their right to decline or withdraw at any stage without penalty. The study adhered to the ethical principles outlined in the National

Ethical Guidelines for Research Involving Human Participants issued by the Philippine Health Research Ethics Board (PHREB, 2022).

The confidentiality and anonymity of the respondents were safeguarded throughout the conduct of the study. No names or personally identifiable information were included in the questionnaire, data analysis, or research report. All information collected was treated with strict confidentiality and was used solely for academic and research purposes. The handling and protection of personal information complied with the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, ensuring that respondents' privacy rights were fully respected.

The researcher also ensured honesty, objectivity, and integrity throughout the research process. Data were presented truthfully without alteration, fabrication, or misrepresentation, and all sources of information were properly acknowledged following APA 7th edition guidelines. Furthermore, the study complied with the principles of academic integrity and the ethical standards prescribed in DepEd Order No. 16, s. 2017, also known as the Research Management Guidelines, which promote responsible conduct in educational research and the proper dissemination of research findings.

RESULTS AND DISCUSSION

The findings revealed that most respondents were female, 15 years old, enrolled in Grade 9, and had one to two years of experience in the Dressmaking and Tailoring specialization. Respondents strongly agreed that school facilities were highly available, particularly the sewing laboratory condition, storage areas, and safety of the learning environment. Equipment availability was likewise rated highly, with cutting and measuring tools, pressing equipment, and equipment maintenance receiving the highest ratings, while sewing machines obtained the lowest ratings.

Learners demonstrated a high level of skills acquisition in pattern drafting, body measurement, sewing machine operation, and finishing techniques, while garment construction received the lowest rating among the competency areas. Respondents also agreed that limited machines, equipment maintenance concerns, and insufficient tools were among the challenges encountered during practical activities.

Correlation analysis showed a Pearson r value of 0.476 with a significance value of 0.632 for facilities availability and skills acquisition, indicating no significant relationship. Similarly, equipment availability and skills acquisition yielded a Pearson r value of 0.206 with a significance value of 0.632, also indicating no significant relationship. Both null hypotheses were therefore accepted.

The findings indicate that Alicia Vocational School provides adequate facilities and equipment that support the implementation of the Dressmaking and Tailoring specialization. The positive ratings demonstrate that learners generally have access to appropriate learning spaces, instructional equipment, and practical resources necessary for developing technical competencies. These findings are consistent with Hallak (2018), who emphasized that quality educational facilities enhance learning environments, and Lucas, Spencer, and Claxton (2019), who highlighted the importance of practical experiences in vocational education.

Despite the favorable assessment of facilities and equipment, learners identified limitations in sewing machine availability and equipment maintenance. These concerns suggest opportunities for improving resource management to maximize learners' practical experiences.

The absence of significant relationships between facilities availability, equipment availability, and skills acquisition indicates that physical resources alone do not determine

learners' competency development. This supports Darling-Hammond et al. (2020), who argued that learner achievement is influenced by multiple factors, including instructional quality, learner motivation, engagement, and opportunities for meaningful practice. Thus, while adequate facilities and equipment remain essential, effective teaching strategies and continuous hands-on experiences are equally important in developing competent Dressmaking and Tailoring learners.

CONCLUSION

Based on the findings of the study, it is concluded that Alicia Vocational School provides generally adequate facilities and equipment that support the implementation of the Dressmaking and Tailoring specialization. Learners positively assessed the availability of the sewing laboratory, learning spaces, storage areas, safety provisions, and instructional equipment, indicating that the school provides a conducive environment for technical-vocational instruction. Likewise, learners demonstrated a high level of skills acquisition, particularly in pattern drafting, body measurement, sewing machine operation, and finishing techniques.

Although respondents reported favorable assessments, they also identified challenges related to limited sewing machines, equipment maintenance, and access to certain tools during practical activities. These findings indicate that continuous improvement in resource management and maintenance is necessary to further enhance learners' practical experiences and competency development.

Finally, the study concludes that neither facilities availability nor equipment availability has a statistically significant relationship with learners' skills acquisition. This suggests that while adequate resources are important in supporting vocational education, learners' competencies are also influenced by other factors such as instructional quality, learner motivation, teacher guidance, and continuous hands-on practice. Therefore, effective Dressmaking and Tailoring instruction requires a balanced integration of quality facilities, appropriate equipment, and effective teaching-learning strategies.

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