

OCCUPATIONAL REQUIREMENTS OF GARMENT ESTABLISHMENTS  
IN WESTERN SAMAR: THEIR IMPLICATIONS TO THE  
GARMENT COURSE OFFERINGS IN SAMAR  
STATE POLYTECHNIC COLLEGE

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Master of Technician Education

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A P P R O V A L   S H E E T

In partial fulfillment of the requirements for the degree MASTER OF TECHNICIAN EDUCATION, this thesis entitled "OCCUPATIONAL REQUIREMENTS OF GARMENT ESTABLISHMENTS IN SAMAR: THEIR IMPLICATIONS TO THE GARMENT COURSE OFFERING IN SAMAR STATE POLYTECHNIC COLLEGE" was prepared and submitted by LEAH F. LONGASA, who having passed the comprehensive examination with a rating of \_\_\_\_\_, is hereby recommended for oral examination.

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L. F. L.

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*
*      D E D I C A T I O N
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*      To my beloved Parents . . .
*
*      BASILIO S. FRINCILLO
*
*      & PACITA CORRECHE FRINCILLO
*
*
*      My husband
*
*      ERNESTO LONGASA
*
*
*      My children
*
*      LEANIE and LHERNA
*
*
*      for their growing love, understanding
*
*      inspiration and encouragement and
*
*      full cooperation, this humble fruit
*
*      of my labor sincerely and lovingly
*
*      dedicated.
*
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*      LEAH
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## **ABSTRACT**

This study attempted to analyse the occupational requirements of garment establishments in Samar: their implications to the garment course offering in Samar State Polytechnic College. The researcher design employed in the endeavour was the descriptive survey method. Forty six workers, 15 shop instructors and 16 garment establishment owners were made respondents of this study. The two groups of respondents, the owners and workers showed they have no preference when it comes to age. They are after the output. Therefore the college should see to it that our high school graduates should possess and even in the skills possessed by ordinary workers in establishments. The difference in perceptions in technical knowledge shows the difference between the college graduate in garments workers need to be upgraded and they should be exposed to modern equipment and machines. The two groups of respondents, the establishment owners and the workers, were different from the teachers in treating educational qualification, age preference and technical knowledge as requirements. The two groups showed lower standards than the teachers group. Shorter training period is recommended. The two year Technical Curriculum should be enriched to meet the needs of the establishments in Samar. Expose our students to modern equipment and machines simulating the industry's atmosphere.

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## Chapter 1

### THE PROBLEM

#### INTRODUCTION

The skills needed in today's world of work are undergoing such rapid changes and have become so complex that it is unreasonable for an employer to expect any individual to be sufficiently prepared to adjust to all changes in his field of specialization. Efficiency in industry, as well as in business, will depend in a large measure on the kind and effectiveness of in-service training to upgrade skills in certain occupations. This does not reduce the importance, however, of the necessity for new employees to possess some of the skills required to gain job entry. The responsibility for preparing individuals to at least meet the minimum requirements for certain occupations rests with the educational institutions given that charge.

It is significant to note that many individuals in the world of work are unhappy with their present occupation for which they are not adequately prepared. There is a feeling of dissatisfaction due to lack of challenge in the job performed.

In order for a person to exist successfully, he must have the capacity by instinct or otherwise to adjust to a changing condition, to take advantage of the favorable

change and to protect and defend himself against these changes that are unfavorable.

The development of work competencies is supposedly the work of vocational schools as mandated by the constitution and further amplified by Batas Pambansa 232 otherwise known as "Educational Act of 1982", which stresses, among other things, the promotion of scientific, technological and vocational efficiency. Section 4 of the Educational Act of 1982 provides that educational system should:

1. Train the nation's manpower in the middle level skills required for national development;
2. Develop the professions that will provide leadership for the nation in the advancement of knowledge for improving the quality of human life; and
3. Respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

These provisions of the act focus on the skills requirements of the manpower training to ensure national development; yet in the past, garment industries had to hire unskilled and untrained rural folks who eventually learned and mastered the trade after long long years of on-the-job training. In view of the rapid pace of development due to government encouragement for investments and industrial development, industry cannot, however, afford anymore the long incubation period it is used to take for an individual

worker to learn the skills and take more responsible assignment. Industry now needs professionals, technicians, and skilled manpower who can readily take the reins of operations and get the company moving; if the company or the industry itself is to take advantage of the favorable developments.

Along this line, Mercado (1980:32) commented that a serious problem that plagues the country's economy is the inadequate supply of skilled manpower necessary to keep the industry running and growing to meet production targets. The tremendous supply to meet industrial needs is due to excess labor supply in areas where there is no great demand for certain skills. One manifestation of the system has been the turning out of an overall surplus of college educated people who find difficulty in seeking employment while manpower shortage exists in the technical and skilled level.

This idea implies that the probable future employment outlook in an occupation has become of great importance to those who seek jobs. In some occupations, the need for workers is so acute that some industry owners do not consider their qualifications. This is the very reason that some garments establishments in Samar have to be closed due to the deficiencies of workers with regards to their

qualifications. The seeming decline in some garment establishments has also adversely affected other businesses in this town. For most of the garment establishments owners, the future of their establishment remains uncertain.

It is for this reason and situation that a study of garment establishments in Samar was conducted to analyze the occupational requirements against the requirements in garment course offering in the Samar State Polytechnic College, and also direct ways and means towards the survival of the garment establishments in Samar and preferably, towards a much greater promotion and development.

Longasa (1985) comments that the program of trade industrial education in the country is primarily concerned with the development of certain skills, technical knowledge, and related information for specific trade and crafts that suit to the entry in industry. He added that to the competent citizen-worker in an industry, one must know his obligations, duties and responsibilities in the society in which he lives and works.

### Theoretical/Conceptual Framework

The theoretical framework of this study is anchored on the theory cited by Richard (1969) when he claims that job efficiency varies or depends upon the performers' possession of the manipulative skills, the functioning

technical knowledge and the job intelligence to the problem at hand.

It is believed that the success of the worker in any occupation, particularly garment establishments cannot be realized without technical knowledge, job intelligence and manipulative skills.

Thus, in the teaching of a vocation, it is convenient to consider each aspect separately to ensure effective instruction. Conde (1971:8) moreover, avers that in the acquisition of the skills from the training school there is a need for actual participation of the students in the real work condition of the occupation. The condition of the occupational life is best conceived through proper induction of related technical knowledge and imparting of facts which enables the worker to better apply the skills. To be successful in an occupational life, a person must know when and where to use his skills or to decide what skills to use in a given situation.

The success of industrial garment worker, is conditioned by the ability to choose proper understanding of the technical information and adjust to several methods best for a particular job. In addition to possession of skills, the worker in particular, must know his obligation, duties and responsibilities in the society in which

he lives and works for job efficiency.

Finally, the theory pursued by the cited authorities is further bolstered with the existing provision in the 1987 Philippine Constitution. Article XIV Sec. 3 provides:

"All educational institution shall . . . teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency."

This constitutional mandate has been the foundation of all our educational pursuits and in curriculum planning, producing efficient citizen - workers is one of its goals. This can be made effective when there is a consultation with the industry world. After all, the industries are the end users of our graduates. They are in the best position to tell educational institutions what they need from our graduates.

The schematic diagram showing the qualifications and relationships required of the Garments establishments in Samar and their implications to the garments course offering of the Samar State Polytechnic College, is shown in Figure I.

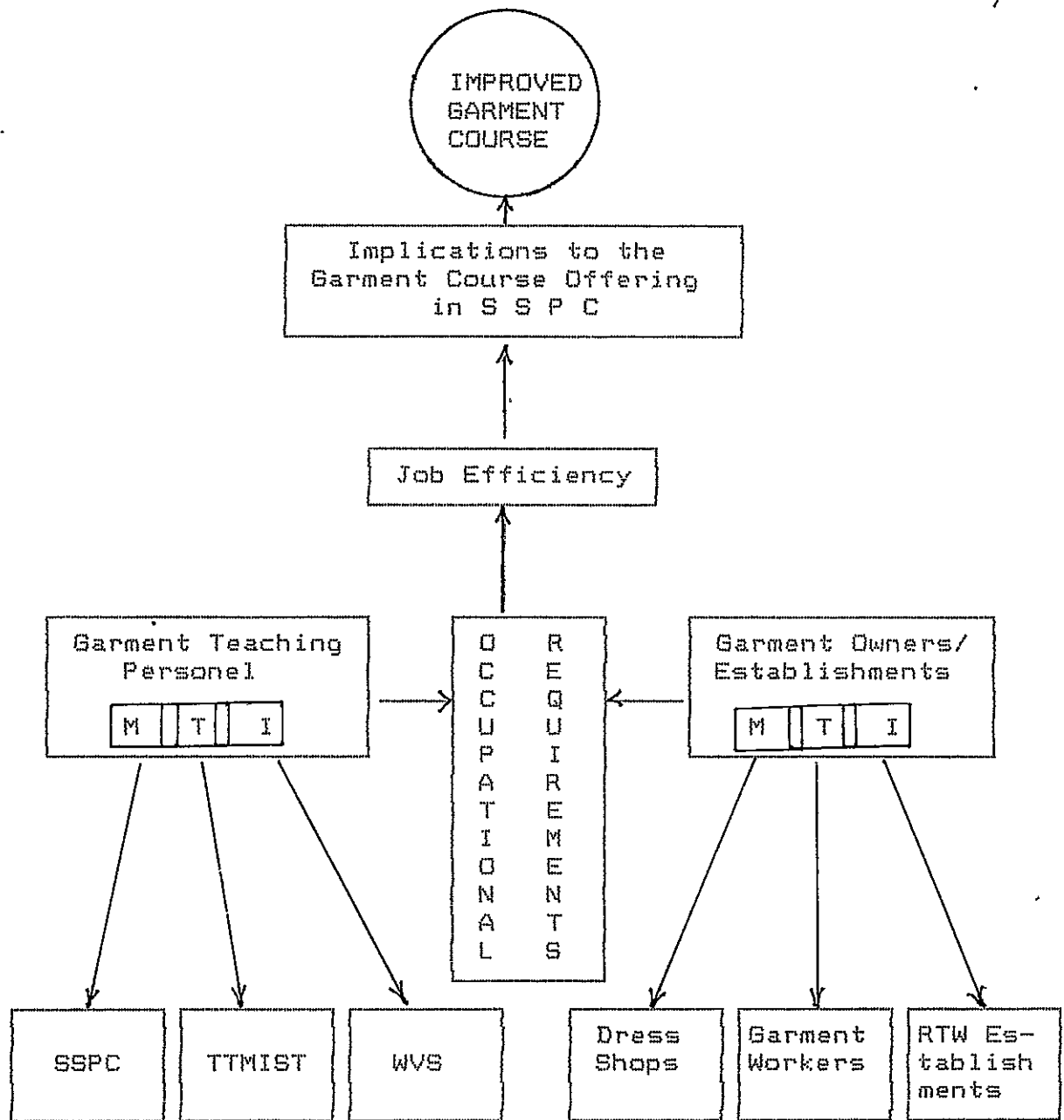


Figure 1. Schematic Diagram Showing the Qualifications and Required of the Garment Establishments Workers in Samar and Their Implications to the Garment Course Offering of the Samar State Polytechnic College



The schema illustrates the qualifications required of the garment industry workers in Samar in relation to the requirements in the garment course of the Samar State Polytechnic College as inputs to an improved garment course offering. The model shows the determination of what constitutes job efficiency by the two groups of respondents composed of shop instructors teaching in Samar State Polytechnic College, Catbalogan Samar, Tiburcio Tancinco Memorial Institute of Science and Technology, Calbayog City, and Wright Vocational School, Paranas, Samar on one hand and the dress shop owners, Garment Workers and RTW establishments found in Samar on the other hand by identifying the occupational requirements. The following job entry requirements deemed as contributory factors to job efficiency are as follows: 1. age 2. sex 3. civil status 4. educational qualification 5. number of years experience 6. manipulative skills 7. technical knowledge.

The extent of the perceptions of these two groups regarding job efficiency constituted the criterion variables in this study. The results of the differences and similarities of the respondents' responses were the basis for drawing up implications based on occupational requirements vis - a - vis the existing garment course offering of the Samar State Polytechnic College.

The ultimate objective based on implications is

the improved garment course which at this time will be more relevant to the needs of industry. The improved garment course will not only redound to effective shop instruction but also to the socio-economic development and progress of the province of Samar.

### Statement of the Problem

This study attempted to analyze the occupational requirements of the garments establishments in Samar. Specifically it sought answers to the following questions:

1. What are the garment establishments in Samar?
2. What are the preferences of these garment establishments and shop instructors and workers with respect to the following job requirements.
  - 2.1 Age?
  - 2.2 Sex?
  - 2.3 Civil Status?
  - 2.4 Educational qualification?
  - 2.5 Number of years of experience?
3. What are the perceptions of the garment establishments, home owners and the garment instructors and workers on the extent to which the following factors are required for the occupational requirements in garment establishments in Samar relative to:

### 3.1 Manipulative Skills

### 3.2 Technical Knowledge

4. Is there a significant difference in the perceptions among the garment homeowners and those of the garment teacher/instructors on the following requirements:

a. Manipulative skills?

b. Technical knowledge?

5. What measures are suggested by the shop owners, workers, and shop teachers in order to meet the occupational requirements of the garment establishments in Samar?

6. What are the implications of the occupational requirements of the garment establishments to the garment course offerings of the Samar State Polytechnic College?

### Null Hypothesis

The following hypothesis were framed in an attempt to answer the problems posed in this study.

1. There is no significant difference in the perceptions among the garment homeowners, establishment workers and those of the garment teachers and instructors on the extent to which the following factors are required for the occupational requirements in garment establishments in Samar relative to:

1.1 manipulative skills

## 1.2 technical knowledge

### Significance of the Study

This study was conceived with the hope that it would help in analyzing the occupational requirements of the garment establishments in Samar. It is of primary importance for the garment establishments owners in order to iron out the deficiencies of their workers and help find ways to promote and develop the garment establishment. The shop owners together with vocational shop teachers can work together in planning and designing a manpower development program to meet immediate and future needs.

To the vocational shop teachers and instructors in garments technology this study would provide the necessary skills and information with which the program of training can be made more relevant and more responsive to the requirements of the garment establishments.

To the vocational school administrators, this study would help supply useful information and data on various occupational requirements of the garment establishments. Hence, school administrators will be guided in planning and determining the needed funds for the garments training course.

### Scope and Delimitation of the Study

This study was confined to the analysis of the

occupational requirements of the garment establishments in Samar and their implications to the garment course offerings in Samar State Polytechnic College. These occupational requirements were determined through a survey of the garment establishments in the service area and they identified what particular skills needed more emphasis in the training school in order to meet the demands of garment establishment.

As a measure, the study considered those garment establishments with three employed workers and above and teachers and instructors who were handling dressmaking and tailoring classes in the Samar State Polytechnic College, Catbalogan, Samar, Wright Vocational School, Paranas, Samar, and Tiburcio Tancinco Memorial Institute of Science and Technology, Calbayog City. There were 15 shop teachers, 16 garment establishment owners and 46 garment establishment workers who were made respondents of this study:

This study covers school year 1992-1993.

### Definition of Terms

To enable the readers to fully understand the discussions, the following terms are defined as used in this study:

Garment Establishments. As used in this study, it is an establishment engaged in the manufacture of men and women's clothing.

Job Efficiency. It refers to a quality of degree performance made by a worker who possesses technical knowledge, manipulative skills and job intelligence utilized in his daily activity in producing best quality output or product.

Job Intelligence. This applies to the ability of worker to form his own judgment in altering his methods if necessary to meet the requirements of the job.

Manipulative Skills. As applied in this study, it refers to the facility of the hands in applying correct procedures in the performance of a job without the assistance of an expert.

Occupation. The economic activity that is the life work of an individual. (Good:216)

Occupational Skills Requirements. As operationally used in this study, it refers to the skills required in the performance of various jobs in the garment industry.

Technical Knowledge. It refers about the technical information on the nature of the work, such as job procedures, job functions, management and job safety.

Training Program. As used in this study, it refers to the entire curriculum of the garment course which trains students along their line of specialization.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

To enrich this study on the occupational requirements of the garment establishments in Samar, the researcher obtained relevant ideas by reviewing books, magazines, unpublished theses, and other reading materials to give more substance and meat to this study.

#### RELATED LITERATURE

Burt (1967) explains that the participation and involvement of the people from industry, business, labor, fishery, agriculture and the professionals are very significant in vocational and technical programs. There is a general unanimity among educators and industrial leaders regarding the desirability and mutual benefits to be derived through cooperative effort in the development and conduct of the vocational and technical education program offerings of the schools, colleges and universities. In this aspect employees can in many ways gain the desired training facilities, reduce their own training costs and participate in the development of the present and future employees. He also pointed out that when industry and education ignore each other or fail to actively participate, the inevitable

result is school turning out unqualified workers and industry suffering from skilled manpower shortage. The students and the community are cheated. Industry is forced to engage in-plant training or be satisfied with untrained workers giving low grade performance. The cost is passed on to the public who pays twice.

To meet the demands and necessities of the people several industries were opened. Among these were the garment industries which until now have not shown much development and have not contributed much to the community. Some job seekers are able to land a job in these garment industries but after a short time they leave their work for one reason or another.

Some garment industry owners aver that one of the reasons for the failure of the garment industries is the deficiencies of workers with regards to their qualifications to suit the needs of garment industry. Roberts (1968:15) stresses that vocational and technical course are designed to provide the youth with knowledge, skills and attitudes that will enable them to enter an occupation, because there is a need for instruction and training for more skilled trades and technical positions. The need for this kind of training is due to the technological changes or new discoveries and inventions in various field of industry. With



these changes, it is necessary for vocational teachers to determine the subject matter that can be taught in the scientific manner. It is necessary to find out what is to be taught before formulating courses of instruction and the methods of presentation.

According to Strokes (1979:50) the skill of craftsmanship, dependability and regularity of a worker will determine the selection of the worker. He further claims that the worker's desire for self-improvement, ambition for promotion and identification with the firms are all important in the selection of manpower tomorrow.

Baird (1972:73) adds that the industry is the total framework from which the subject matter is obtained, and it is where the students are headed to. The course content is obtained from the world of industry setting.

Wilbur (1975:121) believes that the skills are in demand in modern industry. They are not needed as means of production but they are important factor in the education of an individual. It is more than mere habit of action. It involves the ability to modify habitual action to meet the varying situations. He adheres to the notion that all jobs require the exercise of some human intelligence or skill.

Philip T. Torres in "Manppower Supply and Demand for Vocational High School Graduates" The Proponent, Vol. 1,

1986 has this to say: The idea of Torres is about a manpower supply and demands of vocational high school graduates which requires a dialogue between vocational school and industry.

"There is a need to foster cooperation, complementation and dialogu between the schools and industry as they are the supply and demand dimensions of the human capital. Nowhere is this cooperation and complementation more urgently and hence more productively needed than in the area of resource complementation."

#### RELATED STUDIES

Several studies have pointed out the necessity for vocational-technical schools and colleges to fit their curricular offerings to the demands of industries.

A study which has a direct relevance to the present investigation is the research made by Oliva (1976) which claims that some of the courses offered by schools need restructuring by providing students more practical experience, and more exposure to the industries in order to obtain the necessary skills training needed by the establishments. It was likewise noted that teachers teaching the subject needed upgrading of their previous training so that they could meet the new challenges of the time. It was also

found out that the industries of Samar were not in full working capacity due to lack of manpower or skilled workers.

The study of Arellano (1977) claimed that the educational and experimental requirements of the automotive industry prefer trade school graduates of special vocational courses who should have work experience particularly for craftsman and technicians.

The investigator recommended that since the automotive industry prefers trade school graduates to fill their needs, all schools of arts and trades should offer and enrich the automotive course and offer not only a broad form of training but also training for automotive specialists.

The investigator claimed that trainees in the field of automotive industry should be given ample opportunity to under go on-the-job training which should be made as a requirement of the course.

The same findings are expressed in the study of Ato (1977) on the skills requirements in machine shop and its implications to the particular offerings of the Pablo Borbon Memorial Institute of Technology that the industrial requirements imply that the school should approximate the equipment, tools, materials and supplies used in the industry. Regular in-plant training for vocational instructors is very necessary to keep abreast of the latest industrial

practices thus making the machine shop source responsive to the needs of the industry in the region.

In the study conducted by Cabanganan (1977) on the "Feasibility of Establishing an In-Plant Training Program between the Samar School of Arts and Trades and the Industrialized Establishments in Samar", he pointed out that the purposes of establishing such in-plant program were: (1) to provide an opportunity for students to learn new operations, processes and skills in industry; (2) to enable the students to gain actual experiences in the occupation itself, and (3) to supplement the training in school with those that are found in the actual industrial set-up.

Furthermore, the study of Mendiola (1978) stressed that the courses in the technical curriculum should be geared towards the occupational needs prevailing in the community, and should provide necessary knowledge and skills required of the occupation.

The same study of Cairo (1979) on "The Manpower Requirements of Six Major Industrial in Samar: Their Implications to the Trade-Technical Education Program in the Samar School of Arts and Trades" recommended the following:

1. An in-depth study on the materials, services rendered, and products made by the industries in Samar be conducted in order to correlate the curricular offerings of

the Samar School of Arts and Trades to the manpower and industrial needs of the province.

2. There should be a tie-up between the training program of the industries and the Samar School of Arts and Trades. This can be done through a periodic survey of the different levels of workers to determine the participation rates of employment which will serve as a guide in revising or enriching the curricular offerings of the trade-technical education of SSAT.

3. The SSAT should enrich its trade-technical offerings to cope with the trends of the manpower needs of the firms to include marine engineering, automotive diesel technology, and light and heavy equipment maintenance and repair. Furthermore, the school should consider the services of a full time placement coordinator who will organize, coordinate and supervise the cooperative training program of the school.

4. Set a program for career orientation and invite resource persons from the six major industries in Samar to speak on career opportunities, recruitment procedures and practices, and other needs of the industries.

In the dissertation of Cabanganan (1982) he recommended a periodic dialogue between the vocational-technical schools and cooperating agencies to improve the

training program and the curricular offering of the college, he stated further that the success of the cooperative training programs depends so much on close cooperation, coordination and good relationship between the college and cooperating agencies.

The study of Llego (1983) on "Occupational Skills Requirements in the Automotive Industry and the Trade Skills Acquired by Automotive Technology Students in Samar State Polytechnic College: Their Implications to Curricular Redirections" pointed out that the establishments where more graduating automotive technology students expect employment after graduation was automotive repair shop, and the trade skills required of mechanics for employment in the industry were those included in the three major components or blocks, namely: I. Automotive Underchassis, II. Automotive Electricity and III. Engine Servicing and Overhauling. These blocks should be taught in order to prepare them to meet those required for employment in the industrial establishments. Likewise, he recommended that the automotive students should be oriented to the industries employing more mechanics in order to prepare themselves to meet real occupational life.

The same findings were expressed in the study of Matic (1983) which pointed out that among the requirements

of the industrial establishments from applicants were: performance tests, personal interview, pertinent documents, recommendations, school credentials, certificates and clearances.

The study of Tating, (1983) indicated that majority of the vocational schools have turned out graduates who could hardly meet the demands of the industry. The graduates were mostly semi-skilled who still needed much in-service training.

Considering that there are changes to meet the modernization of technology and industry, vocational education should look into the possibility of upgrading the facilities and equipment of the school, the quality of instruction and training and the curriculum should be revised to suit the needs of the time.

He further stated that only when the graduates of said schools meet the manpower needs of the place can they be employed and only then can vocational school become relevant and useful.

Maramara (1984) looked into the job performance of the graduates to determine their employability and offered solutions to improved qualified graduates whose skills are marketable in the industries.

These studies show relationship with the present

research since it deals on entrance requirements in industry, which are the schemes/areas evaluated in this study.

The above mentioned studies have given emphasis on the relationship between vocational training and job industry requirements which are also given emphasis in this study.

Ariola (1985) found out that the trade-technical education program did not match sufficiently with the needs and requirements of the industry. Majority of industrial operations were not performed by the trade students. Materials and supplies, tools and equipment were not available in the shop. Trade instructors possessed the minimum educational qualification but lacked industrial experience. He further recommended that a unit should be created to ensure closer cooperation and consideration between school and employment sector. One of the functions is to implement the on-the-job training programs of the school.

Another study, that of Salinas (1985), disclosed that the most important factors that contributed to the attainment of the objectives of vocational schools were the job training, and the efficient instruction of the faculty which were all attributed to how the school implemented the



program.

One of the findings of the study showed that there was adequate vocational competence exhibited by the different instructors in the vocational courses. In her study, too, were cited some problems affecting the implementation of the program.

In Bardelas's (1988) study on "Curricular Offerings of Trade-Technical Education" recommended the following:

1. There should be selective admission to the courses offered by these schools. In this manner, it is hoped that the graduates are really capable and the actually skilled workers.

2. There should be pruning and limiting of the courses offered to suit the schools equipment and facilities which help channel students to courses with adequate equipment and machineries.

3. Vocational-technical schools should limit enrolment, and the course offerings to the demands of the community.

4. Schools should specialize in specific courses to meet the manpower demands.

Melegrito's (1989), information of the economic growth of Cagayan Valley, its natural resources, labor force, types of occupation and employment opportunities

recommended the following:

1. The curriculum of the vocational schools should be revised in order that the training program will jibe with the manpower requirements of industry.

2. Vocational schools should train high level manpower.

Santos (1989) conducted a survey regarding entrance requirements in industry. Some of his significant findings were as follows:

1. The entrance age requirement for most establishments, was 21 years old, however, those below this age could be admitted provided they possess special technical skills and attitudes.

2. Some of the practices of the establishments were: requiring applicants to pass interviews, performance tests and physical medical examination.

Similarly, the studies conducted by other researchers here in review underscore some manpower needs of industry, especially those in garment trades that need further training in school to produce enough manpower that can satisfy the demands of industry. The present study also aimed to assess the occupational requirements of garment course offerings in the Samar State Polytechnic College. It intended to find out if students were sufficiently prepared

to match their skills with those required in the garment industry in Samar.

The valuable ideas derived from the foregoing related literature and studies have lent support to the nature, background and the direction of the on-going study.

#### Relationship with the Present Study

The related studies presented in this chapter show some degree of relevance to the present study, particularly the Trade Skills requirements of different establishments and manpower needs in Samar. The study aimed to establish not only the skills requirements but also other qualifications that have direct influence and effects on job efficiency. The results would have a large impact on curriculum planning.

Significantly, the present study moved further to the identification of the occupational requirements of Garment Establishments in Samar as basis for the effective garment shop training and instruction in Samar State Polytechnic College in order to ascertain the future employment of graduates of garments course.

## Chapter 3

### METHODS AND PROCEDURES

This chapter presents the methods and procedures on how the study progressed, the instruments used in gathering data, the description of the respondents, and the statistical tools employed in the treatment of the data gathered.

#### The Research Design

The normative type of descriptive survey method was employed in this research work. This was used to ascertain facts about the existing conditions in both schools and industry which were used in analyzing the occupational requirements of the garments establishments in Samar.

This particular method used the questionnaire-checklist as its main instrument in gathering data. Aside from the questionnaire the researcher also used informal interviews and documentary analysis as supplementary data gathering instruments to verify items of information that were doubtful to the researcher.

#### Instrumentation

The questionnaire, informal interviews and documentary analysis were utilized to obtain pertinent information and

data regarding the study being pursued. The tabulation of frequency and weighted mean out of the collected data from the questionnaire were used as the statistical presentation to give more meaning and substance to the findings of this investigation.

#### The Questionnaire

The chief instrument that was used for data gathering on the occupational requirements of garments establishments in Samar, as perceived by the teacher/instructor of garment technology courses was the questionnaire. It was the most appropriate device because of the nature of the study and the information that were needed. It was designed and structured to facilitate the gathering of the required data and information.

Following the criteria for questionnaire design, the researcher prepared two sets of questionnaire for the respondents; one for the RTW establishment owners and dress shop owners and another set was for the teachers/instructors teaching dressmaking classes. The questionnaire contained items on manipulative skills, technical knowledge and other qualifications such as age, civil status, educational qualifications and experience.

#### Validation of Questionnaire

First, a draft of each set of the questionnaire was

made. The draft was be presented to the adviser for criticism and improvement. Following his advice, items which were found weak were improved and the unnecessary ones were eliminated. After improving the draft, the questionnaire was tried out with the group of garments establishments owners and garment shop workers and some teachers/instructors at the Leyte Institute of Technology to check the facility of expression and ease of administration. Further improvement of the questionnaire was made after which the approval of the adviser was sought. When this was done, the questionnaire was printed and fielded to the respondents.

Permission was sought from the president of the college. Referral letters to the garment establishment owners was framed and duly approved by the Dean of Graduate School in Samar State Polytechnic College for the researcher to distribute her questionnaires to the different garment establishments in Samar.

The researcher personally distributed the questionnaires. In two weeks' time the questionnaires were be retrieved. The data collected were then be tallied, grouped and presented in tables or figures for clearer interpretation.

### Documentary Analysis

Course outlines and course syllabi were reviewed in this study to look into the course offerings and content that may gave idea into the required knowledge, skills and attitudes desired for effective training of the students, more specifically those that determined the skills requirements for employment of garment technology graduates.

### Interview

In order to verify/crosscheck data provided by the garment establishments owners and the teachers/instructors an informal/unstructured interview was conducted. The interview was resorted to supplement and validate information given by respondents through the questionnaire.

### Sources of Data

The sources of data in this study, were all dress shops owners of RTW establishments and owners of dress shops with at least three workers. All of them are located in Samar. To find out the perceptions of shop instructors on garments, teachers teaching in Wright Vocational and TTMIST were asked to be respondents in addition to the teachers/instructors teaching dressmaking classes in the Samar State Polytechnic College.

### Sampling Procedure

In the selection of the Garment Establishments purposive sampling was employed where all the garment establishments in Samar with at least three workers were considered as respondents of this study. Random sampling on the other hand, was employed in the selection of the garment establishment workers. Where there were four or more workers in a garment establishment, the researcher resorted to lottery technique. Small sheets of paper were rolled corresponding to the no. of workers in the establishment, three of which were numbered 1, 2 and 3. The workers were made to draw these sheets and those workers having the numbers 1, 2, and 3 were made respondents of the study. Parametric sampling was utilized in the selection of the garment instructors where all garment instructors in the three schools were taken as respondents of this study.

### Gathering of Data

The main instrument for gathering data was the questionnaire. Only one set of questionnaire was fielded to the three groups of respondents. The questionnaire proper had three distinct parts framed A: Technical Knowledge on drafting, garment layout, cutting and marking, equipment and assembling garment. B. Manipulative skills on the four similar items appearing under Technical Knowledge C. Other



Qualifications: a. age b. sex c. civil status d. educational qualification e. experience.

After the respondents returned the questionnaire the data were tabulated and analyzed.

The researcher consulted course syllabus and outlines in drawing up the different technical skills and knowledge taught in school against those being used in the garment establishments. The skills and knowledge were listed down in the preparation of the questionnaire. Finally, the researcher interviewed the different owners, shop instructors and workers to verify information that was not explicitly stated in the questionnaire.

#### Statistical Treatment

The Likert 5-point scale was used in assigning values to the responses made by the respondents. The responses were evaluated as follows:

Very necessary	4.51 - 5.00
Necessary	3.51 - 4.50
Undecided	2.51 - 3.50
Unnecessary	1.51 - 2.50
Very unnecessary	1.00 - 1.50

Afterwards the weighted mean was computed using the following formula:

$$W. M. = \frac{\sum fx}{\sum f}$$

Where; f is the frequency count for the corresponding 5-point scale

x is the Likert 5-point scale

$\sum f$  is the sum of all the frequency

To find the preferences of the respondents as to age, sex, educational qualification, experience and marital status the percentage was used. The formula is:

$$P = \frac{X}{N} \times 100\%$$

where      x = the observed frequency  
                  N = the total no. of cases  
                  P = the Percentage equivalent

In order to find out whether the null hypotheses of the study would be accepted or rejected, the one-way Analysis of Variance was used. The formula is as follows:

## Working Formula for the ANOVA Table

Sources of Variation (SV)	Degrees of Freedom (df)	Sum of Squares (SS)	Mean Squares (MS)	Computed F
Between	k-1	$\frac{\Sigma(\text{group totals})^2}{r_i} - C$	$\frac{SS_{\text{Between}}}{k-1}$	$\frac{MS_{\text{Between}}}{MS_{\text{Within}}}$
Within	N-k	SS <sub>Total</sub> - SS <sub>Between</sub>	$\frac{SS_{\text{Within}}}{N-k}$	
Total	N-1	$\Sigma x^2 - C$		

Where: k = no. of groups

N = total no. of cases

$r_i$  = the no. of cases per group

C = the correction factor =  $\frac{(\Sigma x)^2}{N}$

$\Sigma x^2$  = the sum of the squared values

$\Sigma x$  = the sum of the values

The researcher also employed Schaffe's Test in finding out where the differences lay in the perceptions between teachers and garment owners/teachers and worker/workers and owners. The formula for this test is:

$$F_{\text{Scheffe}} = \frac{\frac{\bar{X}_1 - \bar{X}_2}{\text{MSE} (N_1 + N_2)}}{N_1 N_2}$$

where  $\bar{X}_1$  = the mean of the first group  
 $\bar{X}_2$  = the mean of the second group which is  
 being compared with the first group  
 $N_1$  = the no. of cases in the 1st group  
 $N_2$  = the no. of cases in the second group  
 MSE = the Mean Squares Within Value

The level of significance is pinned at .05.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses in length the findings of the study. Data are presented and the subsequent analysis and interpretation are written down in order to draw implications from them. As can be shown the statistical treatment for preferred age, sex, education and marital status and experience is in terms of percentage. The respondent's perceptions on the different aspects of technical knowledge and manipulative skills are interpreted in terms of the weighted means and then testing the weighted means with the use of Analysis of Variance (ANOVA).

#### Garment Establishments in Samar

There are various garment establishments in the Province of Samar. For the purpose of this particular study. The researcher through random sampling have involved the following establishments:

<u>Establishment</u>	<u>Address</u>
1. Unisex Tailoring	Calbayog City
2. New York Dress Shop	Calbayog City
3. Twins Dress Shop	Calbayog City

4. Saenz Boutique	Calbayog City
5. Liliias Dress Shop	Calbayog City
6. Dona's Creation	Calbayog City
7. Ronald Original	Paranas, Samar
8. Jaja's Clothing & Boutique	Paranas, Samar
9. Linda's Dress Shop	Paranas, Samar
10. Butch Men's Apparel	Catbalogan, Samar
11. RM Commerical	Catbalogan, Samar
12. Burak Mini Garments	Catbalogan, Samar
13. CCS Textiles & Garment Multi-Purpose Cooperative Incorporated	Catbalogan, Samar
14. Ebay's Dress Shop	Catbalogan, Samar
15. Feling's Dress Shop	Catbalogan, Samar
16. RJ Commercial	Catbalogan, Samar

#### Occupational Requirements

In any endeavor, there are always some requirement to be considered. In getting on employment be it in the professional field or otherwise, employers would come-up with their specific occupational requirements. In the field of garment occupation, the different occupational requirements as age, sex, civil status, educational qualification and experience were identified by the respondents.

### Age as An Occupational Requirement

Table 1 reflects the respondents' opinions as to the age they prefer from entering worker. Of the total number of respondents (this includes the three groups: the teachers, workers, and shop owners) 13 or 16.9% preferred workers to 18-20 years of age; 16 or 20.8% preferred workers having ages between 21-25; 6 or 7.8% would like to have workers who have ages 25 and above; while 42 or 54.5% have no preference. This simply means that age as an occupational requirement has no direct bearing on the output of the worker. As long as the worker does the job well establishments do not require that they be young or old.

Table 1

Preferred Age of the Three Groups of Respondents as Occupational Requirements				
Age	Teachers	Garment Estab- listment Owners	Garment Estab- listment workers	Total %
18-20	5	2	6	13 (16.9)
21-25	6	5	5	16 (20.8)
25 & above	2	0	4	6 (7.8)
No pre- ference	2	9	31	42 (54.5)
Total	15	16	46	77 (100%)

Apparently, to the establishment workers and to the establishment owners age is not of prime consideration in the industry as long as the worker possesses the necessary skills and meets the required output.

#### Sex as an Occupational Requirement

Table 2 shows that out of the total number of respondents 9 or 11.7% preferred males as workers; 46 or 59.7% preferred females and 22 or 28.6% had no preference.

Table 2  
Preferred Sex of the Three Groups  
of Respondents as Occupational

Requirements				
Preferred Sex of Workers	Teachers	Garment Establishment Owners	Garment Establishment Workers	Total %
Male	1	2	6	9 (11.7)
Female	9	11	26	46 (59.7)
No Preference	5	3	14	22 (28.6)
Total	15	16	46	77 (100%)

The overall choice of the respondents is female workers. This is due to the perception that sewing as a trade is largely identified with women and that women have more patience than men when it comes to the intricacies of



sewing an apparel.

### Preferred Civil Status

As can be gleaned from Table 3 the preferred civil status is single. The three groups preferred as the workers to be single as shown in the results of percentage. 56 or 72.72% respondents were single, 6 or 7.79% preferred married; and 15 or 19.48% had no preference.

Table 3

Preferred Civil Status of the Three Groups  
of Respondents as Occupational  
Requirements

Civil Status	Teachers	Garment Establishment Owners	Garment Establishment Workers	Total %
Single	10	11	35	56 (72.72)
Married	2	0	4	6 (7.79)
No Preference	3	5	7	15 (19.48)
Total	15	16	46	77 (100%)

The reason of their choice is very obvious. There are several advantages in hiring workers who are single.

### Preferred Educational Qualification

Table 4 reveals the educational preference of the respondents. Of the total number of respondents 60 or 80.52% chose high school graduate as the preferred qualification while 15 or 19.48 % chose BSIE garment major and not one of them indicated elementary training as a minimum requirement. This means that our graduates are over qualified.

Table 4

#### Preferred Educational Qualification of the Three Groups of Respondents as Occupational Requirements

=====				
Educa- tional Quali- fication	Teachers	Garment Estab- lishment Ownres	Garment Estab- lishment Worker	Total %
<hr/>				
BSIE Garment major	9	1	5	15 (19.48)
High School grad.	6	15	41	62 (80.52)
Elem.	0	0	0	0
<hr/>				
Total	15	16	46	77 (100%)
=====				

The respondents varied responses are understandable.  
The teachers who are after quality and efficiency chose

college course as the ideal qualifications while the establishment owners who are after profit considered high school diploma as sufficient. To the workers, a worker who possess higher qualifications than they have is a threat to their job. The respondents however are of one accord: Elementary education is in sufficient for the trade.

#### Whether Experience is Requirement or Not

Table 5 shows the responses of the three groups of respondents regarding experience as a job requirement. Seventy three or 94.81 gave yes as answer while 4 or 5.19 indicated no.

Table 5

Responses of the Three Groups of Respondents  
on Whether Experience is Required or Not

Respon- ses	Teachers	Garment Estab- lishment Owners	Garment Estab- lishment Workers	Total %
Yes	14	15	44	73(94.81)
No	1	1	2	4(5.19)
Total	15	16	46	77(100%)
<u>Preferred No. of Years of Experience</u>				

As reflected in Table 6 the respondents gave a unanimous choice of 1-3 years of experience as a job requirement for entering worker as 54 or 72.97% of them indicated this choice. The next choice was 4-6 years above with 19 or

25.68% giving this response; and only one or 1.35% indicated below one year as acceptable. Not one chose 6 and above as experienced.

Table 6

Number of Years Preferred by the Three Groups  
of Respondents Who Answered Yes to  
Experience As a Requirement

No. of Yrs. of Exp.	Teachers	Garment Estab- lishment Owners	Garment Estab- lishment Workers	Total %
Below 1 yr.	1	0	0	1 (1.35)
1 - 3 yrs.	10	8	36	54 (72.97)
4 - 6 yrs.	3	8	8	19 (25.68)
6 & above	0	0	0	0
Total	14	16	44	74 (100%)

The Extent Technical Knowledge on Drafting Pattern is  
Required.

The data found in Table 7 reveal that knowledge in drafting pattern is an important requirement. The three groups perceived the items under drafting pattern from Very Necessary to Necessary. The perceptions of the teachers reflect their high requirement as these items are necessary in the basic lessons in the Garments Technology. On the other hand the perceptions of the garment establishment workers show knowledge on drafting pattern is only necessary

since many of them are not directly involved in cutting. The weighted mean for the teachers is 4.62 (Very Necessary) for the establishment owners 4.50 (Necessary) and for the workers 4.38 (Necessary). It appears that owners and the workers are of the same opinion by noting the slight difference in their perceptions.

Table 7

Extent to which Technical Knowledge (Drafting Patterns) is Required for Occupational Requirements of Garment Establishments in Samar as Perceived by the Three Groups of Respondents

	Teachers		Garment Establishment Owners		Garment Establishment Workers	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
A. DRAFTING PATTERNS						
1. Different body measurement	4.73	Very Necessary	4.62	Very Necessary	4.33	Necessary
2. Kinds of drafting tools	4.60	Very Necessary	4.50	Necessary	4.41	Necessary
3. Functions of different tools	4.53	Very Necessary	4.38	Necessary	4.39	Necessary
4. Others						
Totals	4.62		4.50	Necessary	4.386	Necessary

Technical Knowledge In Pattern Layout, Cutting & Marking as an Occupational Requirement

The findings from Table 8 reveal that the technical

knowledge in pattern layout cutting and marking is very necessary. There are nine items of information listed under this consideration (pattern layouting). They are: 1. techniques in pattern layout 2. kinds of cutting tools 3.

Table 8

Extent to Which Technical Knowledge (Pattern Layout, Cutting and Marking) is Required for Occupational Requirements of Garment Establishments in Samar As Perceived by the Three Groups of Respondents

	Teachers		Garment Establishment		Garment Establishment	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
<b>B. PATTERN LAYOUT CUTTING AND MARKING</b>						
1. Technique in pattern layout	4.77	Very Necessary	4.56	Very Necessary	4.63	Very Necessary
2. Kinds of cutting tools	4.73	Very Necessary	4.56	Very Necessary	4.41	Very Necessary
3. Techniques in cutting patterns & fabrics	5.0	Very Necessary	4.56	Very Necessary	4.57	Very Necessary
4. Kinds of marking tools	4.53	Very Necessary	4.62	Very Necessary	4.54	Very Necessary
5. Techniques in marking patterns and fabric	4.67	Very Necessary	4.56	Very Necessary	4.57	Very Necessary
6. Kinds of measuring tools	4.47	Necessary	4.62	Very Necessary	4.50	Necessary
7. Functions of different measuring tools	4.53	Very Necessary	4.44	Necessary	4.41	Necessary
8. Kinds of sewing tools	4.77	Very Necessary	4.50	Necessary	4.50	Necessary
9. Functions of different sewing tools	4.53	Very Necessary	4.47	Necessary	4.50	Necessary
<b>T o t a l</b>	<b>4.66</b>		<b>4.54</b>		<b>4.53</b>	

techniques in cutting patterns and fabrics 4. kinds of marking tools 5. techniques in marking patterns and fabrics 6. kinds of measuring tools 7. functions of the different measuring tools 8. kinds of sewing tools 9. functions of the different sewing tools. All items were considered as Very Necessary by the teachers group and the garment establishment owners evaluated majority of the items as Very Necessary. This is also true to the workers group. The teachers obtained a weighted mean of 4.66; the owners obtained 4.54 and the workers, 4.53. The overall description of their responses is Very Necessary in the Likert five point scale.

Technical Knowledge in Sewing Machine as an Occupational Requirement.

There are four items under Equipment which were rated by the respondents. Table 9 show their responses. The teachers group gave a weighted mean of 4.85, the garment owners 4.53 and the workers 4.56. All ratings appear Very Necessary in the Likert 5-point Scale. However their marginal differences in points in this aspect as well as in all other aspects under technical knowledge influenced the computation of the ANOVA as discussed later.

Table 9

Extent to Which Technical Knowledge (Equipment)  
is Required for Occupational Requirements  
of Garment Establishments in Samar as  
Perceived by the Three  
Groups of Respondents

	Teachers		Garment Establishment Owners		Garment Establishment Workers	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
C. 1 EQUIPMENT						
1. Parts & functions of sewing machines	4.93	Very Necessary	4.44	Necessary	4.52	Very Necessary
2. Correct operations of sewing machines	5.0	Very Necessary	4.50	Necessary	4.54	Very Necessary
3. Troubleshooting the sewing machine	4.53	Very Necessary	4.44	Necessary	4.59	Very Necessary
4. Care and maintenance of sewing machine	4.93	Very Necessary	4.75	Very Necessary	4.59	Very Necessary
Totals	4.85		4.53		4.56	

Technical Knowledge in Garment Construction as a  
Requirement.

Table 10 gives us clear idea how the respondents responded to the 23 items of technical knowledge under Garment Construction. The teachers group evaluated all the items Very Necessary with a weighted mean of 4.77. For the owners evaluation the overall description is Very Necessary with a



Table 10

Extent to Which Technical Knowledge (Garment  
Construction) is Required for Occupational  
Requirements of Garment Establishments  
in Samar as Perceived by the Three  
Groups of Respondents

	Teachers		Garment Establishment Owners		Garment Establishment Workers	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
<b>C.2 GARMENT CONSTRUCTION</b>						
1. Kinds of necklines	4.77	Very Necessary	4.56	Very Necessary	4.37	Necessary
2. Kinds of commonly used collars	4.67	Very Necessary	4.56	Very Necessary	4.39	Necessary
3. Kinds of facing	4.67	Very Necessary	4.56	Very Necessary	4.43	Necessary
4. Kinds of seams	4.67	Very Necessary	4.64	Very Necessary	4.43	Necessary
5. Kinds of seam finishes	4.67	Very Necessary	4.60	Very Necessary	4.37	Necessary
6. Kinds of commonly used sleeves	4.77	Very Necessary	4.31	Necessary	4.41	Necessary
7. Kinds of fasteners	4.67	Very Necessary	4.47	Necessary	4.37	Necessary
8. Kinds of plackets	4.73	Very Necessary	4.44	Necessary	4.37	Necessary
9. Kinds of trimmings	4.67	Very Necessary	4.44	Necessary	4.30	Necessary
10. Techniques in attaching collars without facing	4.93	Very Necessary	4.56	Very Necessary	4.41	Necessary
11. Techniques in attaching collars with facing	5.0	Very Necessary	4.44	Necessary	4.50	Necessary
12. Techniques in attaching facing on necklines, armhole and decorative openings.	5.0	Very Necessary	4.62	Very Necessary	4.41	Necessary

table cont'd.

13. Techniques in attaching different kinds of seam	4.86	Very Necessary	4.62	Very Necessary	4.59	Very Necessary
14. Techniques in attaching different kinds of sleeves	4.93	Very Necessary	4.69	Very Necessary	4.59	Very Necessary
15. Techniques in attaching different kinds of fastenes	4.73	Very Necessary	4.62	Very Necessary	4.54	Very Necessary
16. Techniques in sewing different kinds of plackets	4.77	Very Necessary	4.60	Very Necessary	4.57	Very Necessary
17. Techniques in attaching different kinds of trimming	4.73	Very Necessary	4.69	Very Necessary	4.54	Very Necessary
18. Techniques in attaching waist- band on skirts, culottes and pants	4.73	Very Necessary	4.62	Very Necessary	4.57	Very Necessary
19. Techniques in attaching pockets	4.86	Very Necessary	4.75	Very Necessary	4.50	Necessary
20. Techniques in making shiring on skirts	4.67	Very Necessary	4.62	Very Necessary	4.48	Necessary
21. Techniques in making shrring on sleeves	4.67	Very Necessary	4.56	Very Necessary	4.54	Very Necessary
22. Technqiues in sewing pleated skirt	4.67	Very Necessary	4.56	Very Necessary	4.50	Necessary
23. Important information about fitting garments	4.86	Very Necessary	4.62	Very Necessary	4.50	Necessary
Totals	4.77		4.57		4.46	

weighted mean average of 4.57. The workers group rated all the items with the overall description of only Necessary with the weighted mean of 4.46.

Again in this table is reflected the high standard that the teachers require from the students, On the side of the

establishment owners and the workers technical knowledge involving garment construction is of secondary importance over the practical side of constructing a garment.

#### Testing Hypothesis No. 1.1

Table 11 gives the general weighted for all the three groups of respondents. The general weighted mean is 4.58 or Very Necessary.

As has been said earlier the marginal differences in points in the computation of the means even though the general description of all aspects is Very Necessary, influenced the computation of the ANOVA. Hence, in testing Hypothesis No. 1 stating that there is no significant difference in the perceptions among garment teachers on the extent technical knowledge is required is rejected.

Table 11

#### Summary of Weighted Means for Technical Knowledge

=====					
Technical Knowledge	Teachers	Owners	Workers	Total	Mean
Drafting Patterns	4.62	4.50	4.38	13.50	4.50
Pattern Layout					
Cutting & Marking	4.66	4.54	4.53	13.73	4.50
Equipment	4.85	4.53	4.56	13.94	4.65
Garment Construction	4.77	4.57	4.46	13.80	4.60
<hr/>					
Total	18.90	18.14	17.93	54.97	
<hr/>					
Mean	4.73	4.54	4.48		4.58

Table 12  
ANOVA Table for Technical Knowledge

Source of Variation	df	SS	MS	Computed F	Tabular F
Between	2	0.13022	0.06511	11.405198	4.26
Within	9	0.05138	.005088		
Total	11	0.1816			

$\alpha = .05$        $df = 2,9$       Decision: Reject  $H_0$

The computed F value of 11.405198 at .05 level of significance and degree of freedom at 2,9 is greater than the tabular F of 4.26. Hence the decision is to reject  $H_0$ .

This simply means that there are differences in the perceptions among the three groups of respondents.

Since the three groups of respondents differed in their perceptions the researcher further tested the means by using the Schaffes Test. The findings are reflected in Table 13.

Table 13

## Comparison of Means Using Schaffe's Test

Means Compared	Difference Between Means	Computed Scheffe's F-Value	Comparison Between Computed & Critical F-Value	Evaluation
$\bar{X}_1$ (teachers) vs. $\bar{X}_2$ (Owners)	0.19	12.65	$12.65 > 3.57$	Significant
$\bar{X}_1$ (teachers) vs. $\bar{X}_3$ (workers)	0.25	21.90	$21.90 > 3.57$	Significant
$\bar{X}_2$ (owners) vs. $\bar{X}_3$ (workers)	0.06	1.26	$1.26 < 3.57$	Not Signi- ficant

Where: Computed Schaffe's F-value = 
$$\frac{(\bar{X}_i - \bar{X}_j)^2}{\frac{MSW (n_i + n_j)}{n_i n_j}}$$

Critical Scheffe's F-value =  $\sqrt{(K-1) F_L, df_1, df_2}$

Interpretation: 1. The evaluation of "Significant" for teachers and owners means that Teachers and Establishments Owners differed in their perception.

2. The evaluation of "Significant" for teachers and workers means that Teachers and Establishments Workers differed in their perception.

3. The evaluation "Not Significant" for owners and workers means that Establishment Workers and Establishment Owners do not have a significant difference in their perception, meaning that they more or less agree.

#### Required Manipulative Skills in Drafting Patterns

As shown in Table 14 the different skills involved in drafting patterns such as measuring body measurement correctly, creating different designs of garment and

Table 14

Extent to Which Manipulative Skills (Drafting Patterns) is Required for Occupational Requirements for Garment Establishment in Samar as Perceived by the Three Groups of Respondents

	Teachers		Garment Establishment Owners		Garment Establishment Workers	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
A. DRAFTING PATTERNS						
1. Measuring body measurement correctly	4.73	Very Necessary	4.75	Very Necessary	4.63	Very Necessary
2. Cutting different designs of garment	4.33	Necessary	4.56	Very Necessary	4.72	Very Necessary
3. Drafting different designs of garment	4.73	Very Necessary	4.62	Very Necessary	4.70	Very Necessary
Totals	4.60		4.64		4.68	

drafting different designs of garment are very necessary in the trade.

All items except one in the teachers weighted mean is 4.60, the owners group is 4.64 and the garment establishment workers 4.68.

Required Manipulative Skills in Garment Layout, Cutting and Marking

The same evaluation was made by the three groups concerning the different manipulative skills under garment layout, cutting and marking. As rated unanimously by the three groups of respondents the following skills are:

- a. Laying and pinning of patterns on fabric correctly  
- Very Necessary
- b. Marking the fabric following the patterns - Very Necessary
- c. Indicating seam allowances on fabrics - Very Necessary
- d. Cutting the fabric using a long marking tools - Very Necessary
- e. Transferring markings without marking tools - Very Necessary

Glancing at Table 15 one can see the weighted means for the three groups as follows: Teachers - 4.60; Establishment owners 4.72; Establishment workers - 4.61.

Table 15

Extent to which Manipulative Skills (Garment  
Layout Cutting & Marking) is Required for  
Occupational Requirements for Garment  
Establishments in Samar as Perceived  
by the Three Groups of Respondents

	Teachers		Garment Establishment Owners		Garment Establishment Workers	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
<b>B. GARMENT LAYOUT CUTTING AND MARKING</b>						
1. Laying & pinning of patterns on fabric correctly	4.93	Very Necessary	4.81	Very Necessary	4.61	Very Necessary
2. Marking the fabric follow- ing the pattern	4.73	Very Necessary	4.69	Very Necessary	4.61	Very Necessary
3. Indicating seam allowances on fabrics	4.60	Very Necessary	4.62	Very Necessary	4.63	Very Necessary
4. Cutting the fabric using a long cutting stroke	4.27	Necessary	4.75	Very Necessary	4.61	Very Necessary
5. Transferring markings with correct marking tools	4.47	Necessary	4.75	Very Necessary	4.61	Very Necessary
Totals	4.60		4.72		4.61	

Required Manipulative Skills in Handling Equipment  
(Sewing Machine)

The skills involving operating the machine correctly, cleaning and oiling sewing machine, and troubleshooting the sewing machine are very important in the job. Table 16 gives this finding. The teachers group had a weighted mean



Table 16

Extent to which Manipulative Skills (Equipment)  
is Required for Occupational Requirements for  
Garment Establishments in Samar as Perceived  
by the Three Groups of Respondents

	Teachers		Garment Establishment Owners		Garment Establishment Workers	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
C. 1 EQUIPMENT						
1. Operating the sewing machine correctly	5.0	Very Necessary	4.69	Very Necessary	4.52	Very Necessary
2. Cleaning & oil sewing machine if used often	4.73	Very Necessary	4.69	Very Necessary	4.50	Necessary
3. Troubleshooting the machine troubles correctly	4.53	Very Necessary	4.50	Very Necessary	4.43	Necessary
Totals	4.75		4.62		4.48	

4.75 or Very Necessary and the establishment workers rated the skills involved to be only Necessary with a weighted mean of 4.48. The workers' response show that items 2 and 3 with the ratings of necessary are skills which have not been emphasized in their training. Otherwise they know the great importance of these skills on their job.

#### Required Manipulative Skills in Assembling Garments

Table 17 reveals the respondents' evaluation on the different manipulative skills in assembling garments. There are 23 manipulative skills under evaluation and almost all

Table 17

Extent to which Manipulative Skills (Assembling Garments) is Required for Occupational Requirements of Garment Establishments in Samar as Perceived by the Three Groups of Respondents

	Teachers		Garment Establishment Owners		Garment Establishment Workers	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
<b>C. 2 ASSEMBLING GARMENTS</b>						
1. Attaching facing on different shapes of necklines	4.93	Very Necessary	4.50	Necessary	4.59	Very Necessary
2. Attaching collars on different shapes of necklines	4.93	Very Necessary	4.50	Necessary	4.57	Very Necessary
3. Attaching collars with facing	4.53	Very Necessary	4.50	Necessary	4.57	Very Necessary
4. Sewing the different kinds of seams on blouse & skirts	4.60	Very Necessary	4.69	Very Necessary	4.59	Very Necessary
5. Sewing appropriate seam finishes suited to fabric	4.77	Very Necessary	4.62	Very Necessary	4.57	Very Necessary
6. Attaching kinds of fasteners on garments	4.67	Very Necessary	4.56	Very Necessary	4.59	Very Necessary
7. Sewing & attaching plackets on blouses, skirts & pants	4.77	Very Necessary	4.44	Necessary	4.52	Very Necessary
8. Attaching different kinds of trimmings on garments	4.73	Very Necessary	4.62	Very Necessary	4.50	Necessary
9. Attaching kinds of sleeves	4.93	Very Necessary	4.62	Very Necessary	4.54	Very Necessary
10. Attaching kinds of pockets on garments	4.87	Very Necessary	4.62	Very Necessary	4.61	Very Necessary

table 17 cont'.

	Teachers		Garment Establishment		Garment Establishment	
	Weighted Mean	Evaluation	Weighted Mean	Evaluation	Weighted Mean	Evaluation
11. Making shirring on sleeves, skirts and blouse	4.67	Very Necessary	4.69	Very Necessary	4.59	Very Necessary
12. Sewing pleats on sleeves blouse and skirts	4.60	Very Necessary	4.69	Very Necessary	4.61	Very Necessary
13. Attaching different kinds of trimmings on garments	4.73	Very Necessary	4.81	Very Necessary	4.58	Very Necessary
14. Attaching lining on blouse	4.47	Necessary	4.62	Very Necessary	4.54	Very Necessary
15. Attaching lining on skirt	4.33	Necessary	4.69	Very Necessary	4.57	Very Necessary
16. Fitting garments	4.4	Necessary	4.75	Very Necessary	4.52	Very Necessary
Totals	4.68		4.62		4.57	

of them were rated Very Necessary by the three groups of respondents. Only three skills were rated by the teachers necessary. These are attaching lining on blouse, attaching lining on skirt and fitting garments. For the establishment owners, they rated the skills of attaching facing, attaching collars, attaching collars with facing and sewing and attaching plackets on blouses, skirts and pants only Necessary. The workers considered the skill on attaching different kinds of trimmings on garments as only Necessary. The registered weighted means are; teacher group - 4.68 (Very Necessary) garment establishment owners - 4.62 (Very

Necessary); and garment establishment workers - 4.57 (Very Necessary).

The three groups evaluation on skills that were rated as Necessary is explainable. To the teachers the three mentioned skills are just secondary to the basic skills. They know that knowledge on the basic skills will ultimately transfer to the secondary skills. The garment establishment owners perceived that skills on attaching collars and facing are only Necessary because of the division of labor which results in specialization in the garment industry. If one is assigned to sewing sleeves then one becomes an expert in sewing sleeves, because that is his only work. For the workers attaching trimmings is a job that comes with experience. Hence they rated it as only Necessary.

#### Testing Hypothesis No. 1.2

The weighted means under the manipulative skills obtained from the responses of the respondents were tested by the test of Analysis of Variance (ANOVA). The results are reflected in Table 19.

Table 18

## Summary of Weighted Means for Manipulative Skills

Manipulative Skills	Teachers	Owners	Workers	Total	Mean
Drafting Patterns	4.60	4.64	4.68	13.92	4.64
Garment Layout					
Cutting & Marking	4.60	4.72	4.61	13.93	4.64
Equipment	4.75	4.62	4.48	13.85	4.62
Assembling Garments	4.68	4.62	4.57	13.87	4.62
Total	18.63	18.60	18.34	55.57	
Mean	4.66	4.65	4.59		4.63

Table 19

## ANOVA TABLE for Manipulative Skills

Sources of Variation	df	SS	MS	Computed F	Tabular F
Between	2	0.01272	.00636	1.3668	4.26
Within	9	0.04188	.0046533		$\alpha = .05$ df = 2,9
Total	11	0.0546			

Decision: Accept  $H_0$

The results show that the Computed F is smaller than the tabular F. The Computed F value is 1.3668 and the Tabular F is 4.26 at .05 level of significance and degree of

freedom at 2.9. The second Null Hypothesis which states that there is no significant difference in the perceptions among the garment establishment owners, shop instructors and garment establishment workers on the extent to which manipulative skills are required is accepted. This means that the three groups are in agreement as to what manipulative skills should a worker possess.

#### HGeneral Implications of Findings:

After analyzing and interpreting the results of the study, implications were then drawn up by the researcher. They are as follows:

1. The garment owners and garment workers were in closer agreement as to educational qualification than the teachers' group. This simply means that our BSIE graduates are over qualified as far as educational qualification of a worker is concerned. Therefore if the college will cater to the needs of the industry, there is a need to intensify, realign and enrich the garment curriculum in the high school as the findings show that high school graduation is the minimum educational requirement for owners and workers. It is expected that upon graduation the graduates can be readily employed in these establishments. This situation is only true in Western Samar, because survey shows that our BSIE and BSIT graduate are easily absorbed in industries

found in Manila and Cebu. The findings show that the needs of the industry here in Samar are only sewers.

2. Since our BSIE and BSIT graduate are overqualified they should be encouraged to venture into business themselves as entrepreneurs. Hence, rudiments in management and feasibility studies should be taught to them.

3. The two groups of respondents, the owners and workers showed they have no preference when it comes to age. They are after the output. Therefore, the college should see to it that our high school graduates should possess and even excel in the skills possessed by ordinary workers in establishments.

4. The difference in perceptions in technical knowledge shows the difference between a college graduate and the ordinary high school graduate. Definitely the garment workers need to be upgraded and they should be exposed to modern equipment and machines.

## Chapter 5

### SUMMARY, FINDINGS, CONCLUSION, RECOMMENDATIONS

This chapter gives the summary of the whole study, the logical conclusions arrived at from the data previously presented and the accompanying recommendations.

#### SUMMARY OF FINDINGS:

Based on the analysis and interpretation of the data gathered the following were the summary of findings concerning age, sex, civil status, educational qualification and experience:

1. The preferred ages of employment is from 21-23 years.
2. The preferred sex is female.- 21-25 years
3. Single is the preferred status for a worker.
4. The educational qualification required is high school graduate.
5. The choice for number of years of experience is from 1-3 years.

In summary, there were two occupational requirements wherein the three groups of respondents did not agree. They were: preferred age and educational qualification. In these preferences, one can gather the high standard set by the



teachers. While the garment owners and workers indicated they had no preference as to age of an entry worker the teachers preferred 21-25 years as the minimum with the knowledge that the worker is at this period, biologically and mentally matured to tackle the job. More so, it is significant that at this age, he or she is just a fresh graduate from college. The preferred educational qualification also registered the high standard of the teachers' group vis-a-vis the standard of the establishment owners and the workers.

The following were the results of the respondents' evaluation regarding technical knowledge and manipulative skills.

A. As to technical knowledge on the results of weighted means and ANOVA.

The general weighted means, derived from the weighted means of the three groups concerning technical knowledge on the following are:

- a. Drafting pattern - 4.50
- b. Garment Layout Cutting & Marking - 4.58
- c. Equipment - 4.65
- d. Garment Construction - 4.58

## ANOVA Results:

$$\alpha = .05$$

$$df = 2,9$$

$$\text{Computed } F = 11.405198$$

$$\text{Tabular } F = 4.26$$

The hypothesis stating that there is no significant difference in the perceptions among the teachers, garment establishment owners and garment establishment workers on the extent technical knowledge is required is rejected. The respondents differed in their perceptions on this particular requirement.

B. As to manipulative skills based on the results of the weighted means and ANOVA.

The following manipulative skills were deemed Very Necessary by the three groups of respondents as registered by their general weighted means.

- a. Drafting Patterns - 4.64
- b. Garment Layout Cutting & Marking - 4.64
- c. Equipment - 4.62
- d. Assembling Garments - 4.62

The ANOVA result had led to the acceptance of Hypothesis No. 1.2. The computed F was much lower than the Tabular F of 4.20.

## ANOVA Result

$$\alpha = .05$$

$$df = 2.9$$

$$\text{Computed } F = 1.3668$$

$$\text{Tabular } F = 4.26$$

Decision: Accept  $H_0$

Implications:

Based from the findings of this study the following implications can be drawn in the light of the Garment Course Offering in Samar State Polytechnic College.

1. The garment owners and garment workers were in closer agreement as to educational qualification than the teachers group. This simply means that our BSIE graduates are over qualified as far as educational qualification of a worker is concerned. Therefore if the college will cater to the needs of the industry, there is a need to intensify, realign and enrich the garment curriculum in the high school as the findings show that high school education is the minimum educational requirement for owners and workers. It is expected that upon graduation the graduate can be readily employed in these establishments. This situation is only true in Western Samar, because survey shows that our BSIE & BSIT graduate are easily absorbed in industries found in industry here in Samar are only sewers.

2. Since our BSIE & BSIT graduate are overqualified they should be encouraged to venture into business themselves as entrepreneurs. Hence, rudiments in management and feasibility studies should be taught to them.

3. The two groups of respondents, the owners and workers showed they have no preference when it comes to age. They are after the output. Therefore, the college should see to it that our high school graduates should possess and even excel in the skills possessed by ordinary workers in establishment.

4. The difference in perceptions in technical knowledge shows the difference between a college graduate in garments and the ordinary high school graduate. Definitely the garment workers need to be upgraded and they should be exposed to modern equipment and machines.

#### CONCLUSIONS:

Based from the foregoing results the following conclusions are hereby drawn.

1. Occupational requirements such as sex, age, educational qualification, technical knowledge and manipulative skills are very important in the trade.

2. The two groups of respondents, the establishment owners and the workers were different from the teachers in treating educational qualification age preference and tech-

nical knowledge as requirements. The two groups showed lower standard than the teachers group.

3. Our garments majors are overqualified for the job.

#### RECOMMENDATIONS:

The following recommendations are hereby formulated in connection with the curricular offering of the Garment Trades in Samar State Polytechnic College.

1. Shorter training period is recommended. The two-year Technical Curriculum should be enriched to meet the needs of the establishments in Samar.

2. Expose our students especially the high school students to modern equipment and machine simulating industry's atmosphere.

3. We should encourage our BSIE and BSIT graduates in Garments Trade to put up their own shops since they are over qualified to be ordinary workers.

4. Putting up shops needs capital.

The government should come into help build small scale industries in terms of loans. President Ramos's priority is economic growth especially in Western Samar and this could be hastened only by using our manpower resources by engaging in livelihood projects.

5. Emphasis should be given by the shop instructor to the following manipulative skills which were considered by

both owners as workers Very Necessary and were rated by the teachers as Necessary.

- a. cutting the fabric using a long cutting stroke
- b. transferring markings with correct marking tools
- c. attaching lining on blouse
- d. attaching lining on skirt
- e. fitting garments

6. Shop teachers should undergo further training to upgrade their competencies and to update with the modern trends happening in the industry.

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## A P P E N D I C E S

## APPENDIX A

## Computation of the ANOVA for Technical Knowledge

$$Ex = 54.97 \quad r = 4$$

$$Ex^2 = 251.99$$

$$N = 12$$

$$C = \frac{(Ex)^2}{N} = \frac{54.97^2}{12} = \frac{3021.7009}{12} = 251.8084$$

$$\begin{aligned} SS \text{ Total} &= Ex^2 - C \\ &= 251.99 - 251.8084 \end{aligned}$$

$$SS \text{ Total} = 0.1816$$

$$\begin{aligned} SS \text{ Between} &= \frac{E (\text{group Total})^2}{r} - C \\ &= \frac{(18.90)^2 + (18.14)^2 + (17.93)^2}{4} - 251.8084 \\ &= \frac{357.21 + 329.06 + 321.4849}{4} - 251.8084 \\ &= \frac{1007.7545}{4} - 251.8084 \\ &= 251.93862 - 251.8084 \end{aligned}$$

$$SS \text{ Between} = 0.13022$$

$$SS \text{ Within} = SS \text{ Total} - SS \text{ Between}$$

$$= 0.1816 - 0.13022$$

$$SS \text{ Within} = 0.05138$$

## APPENDIX B

## Computation of the ANOVA for Manipulative Skills

$$Ex = 55.57 \quad r = 4$$

$$Ex^2 = 257.39$$

$$N = 12$$

$$C = \frac{(Ex)^2}{N} = \frac{(55.57)^2}{12} = \frac{3088.0249}{12} = 257.3354$$

$$\begin{aligned} SS \text{ Total} &= Ex^2 - C \\ &= 257.39 - 257.3354 \end{aligned}$$

$$SS \text{ Total} = 0.546$$

$$\begin{aligned} SS \text{ Between} &= \frac{E^2 (\text{group Total})}{r} - C \\ &= \frac{(18.63)^2 + (18.60)^2 + (18.34)^2}{4} - 257.3354 \end{aligned}$$

$$= \frac{1029.3925}{4} - 257.3354$$

$$= 257.34812 - 257.3354$$

$$SS \text{ Between} = .01272$$

$$SS \text{ Within} = SS \text{ Total} - SS \text{ Between}$$

$$= 0.0546 - 0.01272$$

$$SS \text{ Within} = 0.04188$$

## APPENDIX C

Republic of the Philippines  
 SAMAR STATE POLYTECHNIC COLLEGE  
 Catbalogan, Samar

May 18, 1992

The Dean of Graduate School  
 Samar State Polytechnic College  
 Catbalogan, Samar  
 (Through Channels)

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problem, preferably problem No. 1.

1. Occupational Requirements of Garment Establishments in Samar: Their Implications to the Garment Course Offerings in SSPC.
2. Development and Validation of Module in Garment Technology 210.
3. The Garment Technology Offering of SSPC. Its Effectiveness to the Community.

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) LEAH F. LONGASA  
 Researcher

Recommending Approval:

(SGD.) TERSITO A. ALIPOSA, Ed.D./Ph.D.  
 Head, Research, Extension & Publication  
 Services

APPROVED:

(SGD.) SENEID D. AYONG, DPA/Ed.D.  
 Dean, Graduate Studies

## APPENDIX D

March 30, 1992

The President  
Samar State Polytechnic College  
Catbalogan, Samar

S i r :

In my desire to write my thesis and finish my masters degree, may I hereby respectfully apply for study leave with pay good for one year starting first semester and 2nd semester SY, 1992-1993.

I hope for your kind and favorable action on this matter.

Very truly yours,

(SGD.) LEAH F. LONGASA  
Garment Instructor

Recommending Approval:

(SGD.) BERNARDO S. OLIVA, Ph.D.  
Vice President for Academic Affairs

APPROVED: ,

(SGD.) BASILIO S. FRINCILLO  
President



## . APPENDIX E

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

## SCHOOL OF GRADUATE STUDIES

## APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: LONGASA LEAH FRINCILLO  
Surname First Name Middle Name

CANDIDATE FOR DEGREE: Master in Technician Education

AREA OF SPECIALIZATION: Garment Trades

TITLE OF PROPOSED THESIS/DISSERTATION: Occupational

Requirements of Garment Establishments in Samar: Their

Implications to the Garment Course Offering in SSPC.

(SGD.) LEAH F. LONGASA  
Applicant

DOMINADOR G. CABANGANAN, Ed.D.  
Name of Designated Adviser

APPROVED:

CONFORME: (SGD.) SENEID D. AYONG, Ed.D./DPA  
Dean

(SGD.) DOMINADOR G. CABANGANAN, Ed.D.  
Adviser

In 3 copies: 1st copy - for the Dean  
2nd copy - for the Adviser  
3rd copy - for Applicant

## APPENDIX F

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

September 17, 1992

The Dean of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar  
(Through Channels)

S i r :

I have the honor to request that I be scheduled for a pre-oral defense of my thesis proposal entitled "Occupational Requirements of Garment Establishments in Samar: Their Implications to the Garment Course Offerings in Samar State Polytechnic College" on the 26th day of September, 1992.

I hope for your immediate and favorable action on this matter.

Very truly yours,

(SGD.) LEAH F. LONGASA  
Researcher

Noted:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.  
Adviser

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed.D.  
Dean of Graduate School

## APPENDIX G

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

November 3, 1992

The President  
Samar State Polytechnic College  
Catbalogan, Samar

S i r :

I have the honor to request permission to conduct a survey among our College Instructors teaching tailoring and garment classes in connection with the masteral thesis I am working now entitled "Occupational Requirements of Garment Establishments in Samar: Their Implications to the Garment Course Offering in Samar State Polytechnic College."

May I further request from your office to allow the undersigned to field the questionnaires using the name of the College to the different Schools, Garment Establishments and Dress Shops in our service area of which the owner of the establishments, workers and teachers are among my respondents.

I am anticipating for your kind support to this study, the result of which may help provide a guide and criteria to be used for improving the training program of the Garment Technology Course in our College.

Very truly yours,

(SGD.) LEAH F. LONGASA  
Graduate Student

APPROVED:

(SGD.) BASILIO S. FRINCILLO  
President

## APPENDIX H

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

November 12, 1992

The President  
Tiburcio Tancinco Memorial Institute  
of Science and Technology  
Calbayog City

Dear Sir:

Please allow the bearer Mrs. Leah F. Longasa, Instructor II of Samar State Polytechnic College, Catbalogan, Samar to field her questionnaire to the teachers/instructors of your college. This is in connection with her thesis she is working on entitled: "Occupational Requirements of Garment Establishments in Samar: Their Implications to the Garment Course Offering in Samar State Polytechnic College."

The teacher's/instructor's sincere and honest responses to the questionnaires will certainly help our College identify the trade skills most needed by the students that we can put emphasis on these skills in our shop instructions.

Your cooperation extended on this matter will be highly appreciated.

Very truly yours,

(SGD.) BASILIO S. FRINCILLO  
President

## APPENDIX I

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

November 12, 1992

The School Administrator  
Wright Vocational School  
Paranas, Samar

Dear Sir:

Please allow the bearer Mrs. Leah F. Longasa, Instructor II of Samar State Polytechnic College, catbalogan, Samar to field her questionnaire to the teachers/instructors of your college. This is in connection with her thesis she is working on entitled: "Occupational Requirements of Garment Establishments in Samar: Their Implications to the Garment Course Offering In Samar State Polytechnic College.".

The teacher's/instructor's sincere and honest responses to the questionnaires will certainly help our College identify the trade skills most needed by the students that we can put emphasis on these skills in our shop instructions.

Your cooperation extended on this matter will be highly appreciated.

Very truly yours,

(SGD.) BASILIO S. FRINCILLO  
President

## APPENDIX J

## QUESTIONNAIRE

For Garment Establishment Owners  
and Instructors/Teachers Teaching  
Garments & Tailoring Classes

Dear Respondent:

You have been selected as a respondent to the study on "Occupational Requirements of Garment Establishments in Samar: Their Implications to the Garment Course Offerings in Samar State Polytechnic College". The data that you can provide will greatly help make this study possible. As such, the researcher would like to appeal to you to please answer the questionnaire truthfully and honestly.

Please write the information asked of you in the space provided for and a check mark (/) where it is necessary. Your answers will be kept confidential.

Thank you,

J. LEAH F. LONGASA  
Researcher

## I. PERSONAL INFORMATION:

Name: \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
Civil Status: \_\_\_\_\_ Present Position \_\_\_\_\_  
Name of School or Garment Establishment: \_\_\_\_\_  
Address of School or Garment Establishment: \_\_\_\_\_

## II. TECHNICAL KNOWLEDGE:

Direction: Listed below are the technical information that a garment worker should possess. Please check the column according to its necessity in the field of garment industry.

And rating of its as follows:

Very necessary	-	5
Necessary	-	4
Undecided	-	3
Unnecessary	-	2
Very unnecessary	-	1

	5	4	3	2	1
A. DRAFTING PATTERNS:	Very necessary	Necessary	Undecided	Unnecessary	Very Unnecessary
Different Body Measurement	"	"	"	"	"
1. Kinds of drafting tools	"	"	"	"	"
2. Functions of different drafting tools	"	"	"	"	"
3. Others	"	"	"	"	"
B. PATTERN LAYOUT, CUTTING & MARKING:	"	"	"	"	"
1. Techniques in pattern layout	"	"	"	"	"
2. Kinds of cutting tools	"	"	"	"	"
3. Techniques in cutting patterns & fabrics	"	"	"	"	"
4. Kinds of marking tools	"	"	"	"	"
5. Techniques in marking patterns & fabrics	"	"	"	"	"
6. Kinds of measuring tools:	"	"	"	"	"
7. Function of different measuring tools	"	"	"	"	"
8. Kinds of sewing tools	"	"	"	"	"

9. Functions of different sewing tools	"	"	"	"	"
	"	"	"	"	"
10. Others	"	"	"	"	"
C.1 EQUIPMENT:	"	"	"	"	"
	"	"	"	"	"
1. Parts & functions of sewing machine	"	"	"	"	"
	"	"	"	"	"
2. Correct operations of sewing machine	"	"	"	"	"
	"	"	"	"	"
3. Troubleshooting the sewing machine	"	"	"	"	"
	"	"	"	"	"
4. Care & maintenance of sewing machine	"	"	"	"	"
	"	"	"	"	"
5. Others	"	"	"	"	"
	"	"	"	"	"
C.2 GARMENT CONSTRUCTION:	"	"	"	"	"
	"	"	"	"	"
1. Kinds of necklines	"	"	"	"	"
	"	"	"	"	"
2. Kinds of commonly used collars	"	"	"	"	"
	"	"	"	"	"
3. Kinds of facing	"	"	"	"	"
	"	"	"	"	"
4. Kinds of seams	"	"	"	"	"
	"	"	"	"	"
5. Kinds of seam finishes	"	"	"	"	"
	"	"	"	"	"
6. Kinds of commonly used sleeves	"	"	"	"	"
	"	"	"	"	"
7. Kinds of fasteners	"	"	"	"	"
	"	"	"	"	"
8. Kinds of plackets	"	"	"	"	"
	"	"	"	"	"
9. Kinds of trimmings	"	"	"	"	"
	"	"	"	"	"
10. Techniques in attaching collars without facing	"	"	"	"	"
	"	"	"	"	"



11. Techniques in attaching collars with facing	:	:	:	:	:
	:	:	:	:	:
12. Techniques in attaching facing on necklines, armhole & decorative openings	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
13. Techniques in attaching different kinds of seams:	:	:	:	:	:
	:	:	:	:	:
14. Techniques in attaching different kinds of sleeves	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
15. Techniques in attaching different kinds of fasteners	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
16. Techniques in sewing different kinds of plackets	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
17. Techniques in attaching different kinds of trimmings	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
18. Techniques in attaching waistband on skirts, cullottes and pants	:	:	:	:	:
	:	:	:	:	:
	:	:	:	:	:
19. Techniques in attaching pockets	:	:	:	:	:
	:	:	:	:	:
20. Techniques in making shirring on skirts	:	:	:	:	:
	:	:	:	:	:
21. Techniques in making shirring on sleeves	:	:	:	:	:
	:	:	:	:	:
22. Techniques in sewing pleated skirt	:	:	:	:	:
	:	:	:	:	:
23. Important information about fitting garments	:	:	:	:	:
	:	:	:	:	:

24. Other technical information that were missed. Please indicate below.

-----  
 -----  
 -----

### III. MANIPULATIVE SKILLS:

Direction: Listed below are the manipulative skills that a garment worker should possess. Please check the column according to its necessity in the field of garment industry.

	5	4	3	2	1
A. DRAFTING PATTERNS:	Very neces- sary	Neces- sary	Unde- cided	Unne- ces- sary	Very Unne- ces- sary
1. Measuring body measure- ment correctly	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
2. Creating different designs of garment	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
3. Drafting different designs of garment	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
4. Others	☐	☐	☐	☐	☐
B. GARMENT LAYOUT CUTTING & MARKING	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
1. Laying & pinning of patterns on fabric correctly	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
2. Marking the fabric following the patterns	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
3. Indicating seam allow- ances on fabrics	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐

4.	Cutting the fabric using: a long cutting stroke	:	:	:	:	:
5.	Transferring markings w/ correct marking tools	:	:	:	:	:
6.	Others	:	:	:	:	:

	C.1 EQUIPMENT	:	:	:	:	:
1.	Operating the sewing machine correctly	:	:	:	:	:
2.	Cleaning and oil sewing machine if used often	:	:	:	:	:
3.	Troubleshooting the machine troubles correctly	:	:	:	:	:

	C.2 ASSEMBLING GARMENTS	:	:	:	:	:
1.	Attaching facing on different shape of necklines	:	:	:	:	:
2.	Attaching collars on different shape of necklines	:	:	:	:	:
3.	Attaching collars with facing	:	:	:	:	:
4.	Sewing the different kinds of seams on blouse: and skirts	:	:	:	:	:
5.	Sewing appropriate seam finishes suited to fabric	:	:	:	:	:
6.	Attaching kinds of fas- teners on garments	:	:	:	:	:

7. Sewing & attaching plackets on blouses, skirts and pants	✓	✓	✓	✓	✓
8. Attaching different kinds of trimmings on garments	✓	✓	✓	✓	✓
9. Attaching kinds of sleeves	✓	✓	✓	✓	✓
10. Attaching kinds of pockets on garments	✓	✓	✓	✓	✓
11. Making shirring on sleeves, skirts & blouse:	✓	✓	✓	✓	✓
12. Sewing pleats on sleeves: blouse and skirts	✓	✓	✓	✓	✓
13. Attaching different kinds of trimmings on garments	✓	✓	✓	✓	✓
14. Attaching lining on blouse	✓	✓	✓	✓	✓
15. Attaching lining on skirt	✓	✓	✓	✓	✓
16. Fitting garments	✓	✓	✓	✓	✓
17. Other manipulative skills that were missed. Please indicate below .					

.....

.....

.....

.....

.....

## IV. OTHER QUALIFICATIONS:

The list below contains other job qualifications. Please indicate your preference by checking the box with the answer that suits you best.

1. Age: What is your preferred age for an applicant in entering the garment industry?

16 - 20                      21 - 25

/ / 25 and above    / / no preference

2. Sex: What kind of workers do you prefer as to sex?

   male         female         no preference

3. Civil Status: Would you like your workers to be

/ / single? / / married / / no preference

4. Educational Qualifications: What educational qualification do you require of your workers?

BSIE Garment major

High School Graduate

Elementary

5. No. of years of Experience: Do you require experience as a qualifications from your workers?

☐ Yes      ☐ No

If your answer is yes check your preferred number of years of experience.

/// below 1 year      /// 1 to 3 years

<u>/</u>	<u>/</u>	4 to 6 years	<u>/</u>	<u>/</u>	6 and above
----------	----------	--------------	----------	----------	-------------

V. What suggestions can you give in order for the entrants to meet the occupational requirements in garment industry?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## APPENDIX K

QUESTIONNAIRE  
For Garment Establishment Workers

Dear Respondent:

You have been selected as a respondent to the study on "Occupational Requirements of Garment Establishments in Samar: Their Implications to the Garment Course Offerings in Samar State Polytechnic College". The data that you can provide will greatly help make this study possible. As such, the researcher would like to appeal to you to please answer the questionnaire truthfully and honestly.

Please write the information asked of you in the space provided for and a check mark (/) where it is necessary. Your answers will be kept confidential.

Thank you,

LEAH F. LONGASA  
Researcher

## I. PERSONAL INFORMATION:

Name: \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
Civil Status: \_\_\_\_\_ No. of yrs. in the present work \_\_\_\_\_  
Name of establishment you are working: \_\_\_\_\_  
Address of Establishment: \_\_\_\_\_  
Present Position in the Establishment: \_\_\_\_\_

## II. TECHNICAL KNOWLEDGE:

Directions: Below are the different information related to the line of work you are working. Please answer them accordingly to its necessity in your field of work. Please indicate your answer with a check mark (/) or provide data as the case may be.

And rating of its as follows:

Very necessary	-	5
Necessary	-	4
Undecided	-	3
Unnecessary	-	2
Very unnecessary	-	1

5                      4                      3                      2                      1

A. DRAFTING PATTERNS:	Very neces- sary	Neces- sary	Unde- cided	Unne- ces- sary	Very Unne- ces- sary
Different Body Measurement	"	"	"	"	"
1. Kinds of drafting tools	"	"	"	"	"
2. Functions of different drafting tools	"	"	"	"	"
3. Others	"	"	"	"	"
B. PATTERN LAYOUT, CUTTING & MARKING:	"	"	"	"	"
1. Techniques in pattern layout	"	"	"	"	"
2. Kinds of cutting tools	"	"	"	"	"
3. Techniques in cutting patterns & fabrics	"	"	"	"	"
4. Kinds of marking tools	"	"	"	"	"
5. Techniques in marking patterns & fabrics	"	"	"	"	"
6. Kinds of measuring tools:	"	"	"	"	"
7. Functions of different measuring tools	"	"	"	"	"
8. Kinds of sewing tools	"	"	"	"	"



9. Functions of different sewing tools	"	"	"	"	"
10. Others	"	"	"	"	"
C.1 EQUIPMENT:	"	"	"	"	"
1. Parts & functions of sewing machine	"	"	"	"	"
2. Correct operations of sewing machine	"	"	"	"	"
3. Troubleshooting the sewing machine	"	"	"	"	"
4. Care & maintenance of sewing machine	"	"	"	"	"
5. Others	"	"	"	"	"
C.2 GARMENT CONSTRUCTION:	"	"	"	"	"
1. Kinds of necklines	"	"	"	"	"
2. Kinds of commonly used collars	"	"	"	"	"
3. Kinds of facing	"	"	"	"	"
4. Kinds of seams	"	"	"	"	"
5. Kinds of seam finishes	"	"	"	"	"
6. Kinds of commonly used sleeves	"	"	"	"	"
7. Kinds of fasteners	"	"	"	"	"
8. Kinds of plackets	"	"	"	"	"
9. Kinds of trimmings	"	"	"	"	"
10. Techniques in attaching collars without facing	"	"	"	"	"

11. Techniques in attaching collars with facing	"	"	"	"	"
	"	"	"	"	"
12. Techniques in attaching facing on necklines, armhole & decorative openings	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
13. Techniques in attaching different kinds of seams:	"	"	"	"	"
	"	"	"	"	"
14. Techniques in attaching different kinds of sleeves	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
15. Techniques in attaching different kinds of fasteners	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
16. Techniques in sewing different kinds of plackets	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
17. Techniques in attaching different kinds of trimmings	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
18. Techniques in attaching waistband on skirts, culottes & pants	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
19. Techniques in attaching pockets	"	"	"	"	"
	"	"	"	"	"
20. Techniques in making shirring on skirts	"	"	"	"	"
	"	"	"	"	"
21. Techniques in making shirring on sleeves	"	"	"	"	"
	"	"	"	"	"
22. Techniques in sewing pleated skirt	"	"	"	"	"
	"	"	"	"	"
23. Important information about fitting garments	"	"	"	"	"
	"	"	"	"	"

24. Other technical information that were missed. Please indicate below.

### III. MANIPULATIVE SKILLS:

Direction: Below are the different manipulative skills that are related to the line of work you are working. Please evaluate them according to its necessity in your field of work. Please indicate your answer with a check mark (/) or provide data as the case may be.

	5	4	3	2	1
A. DRAFTING PATTERNS:	Very neces- sary	Neces- sary	Unde- cided	Unne- ces- sary	Very Unne- ces- sary
1. Measuring body measure- ment correctly	✓	✓	✓	✓	✓
2. Creating different designs of garment	✓	✓	✓	✓	✓
3. Drafting different designs of garment	✓	✓	✓	✓	✓
4. Others	✓	✓	✓	✓	✓
B. PATTERN LAYOUT CUTTING & MARKING	✓	✓	✓	✓	✓
1. Laying & pinning patterns on fabric correctly	✓	✓	✓	✓	✓
2. Marking the fabric following the patterns	✓	✓	✓	✓	✓

3.	Indicating seam allowances on fabrics	✓	✓	✓	✓
4.	Cutting the fabric using a long cutting stroke	✓	✓	✓	✓
5.	Transferring markings w/ correct marking tools	✓	✓	✓	✓
6.	Others	✓	✓	✓	✓
C.1 EQUIPMENT		✓	✓	✓	✓
1.	Operating the sewing machine correctly	✓	✓	✓	✓
2.	Cleaning and oil sewing machine if used often	✓	✓	✓	✓
3.	Troubleshooting the machine troubles correctly	✓	✓	✓	✓
4.	Others	✓	✓	✓	✓
C.2 ASSEMBLING GARMENTS		✓	✓	✓	✓
1.	Attaching facing on different shape of necklines	✓	✓	✓	✓
2.	Attaching collars on different shape of necklines	✓	✓	✓	✓
3.	Attaching collars with facing	✓	✓	✓	✓
4.	Sewing the different kinds of seams on blouse and skirts	✓	✓	✓	✓
5.	Sewing appropriate seam finishes suited to fabric	✓	✓	✓	✓

6. Attaching kinds of fasteners on garments	"	"	"	"	"
	"	"	"	"	"
7. Sewing & attaching plackets on blouses, skirts and pants	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
8. Attaching different kinds of trimmings on garments	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
9. Attaching kinds of sleeves	"	"	"	"	"
	"	"	"	"	"
10. Attaching kinds of pockets on garments	"	"	"	"	"
	"	"	"	"	"
11. Making shirring on sleeves, skirts & blouse	"	"	"	"	"
	"	"	"	"	"
12. Sewing pleats on sleeves, blouse and skirts	"	"	"	"	"
	"	"	"	"	"
13. Attaching different kinds of trimmings on garments	"	"	"	"	"
	"	"	"	"	"
	"	"	"	"	"
14. Attaching lining on blouse	"	"	"	"	"
	"	"	"	"	"
15. Attaching lining on skirt	"	"	"	"	"
	"	"	"	"	"
16. Fitting garments	"	"	"	"	"
17. Other manipulative skills that were missed. Please indicate below .					

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.....

.....

IV. OTHER QUALIFICATIONS:

The list below contains other job qualifications. Please indicate your preference by checking the box with the answer that suits you best.

1. Age: What is your preferred age for an applicant in entering the garment industry?

18 - 20                      21 - 25

/ / 25 and above / / no preference

2. Sex: What kind of workers do you prefer as to sex?

$\overline{1/1}$  male       $\overline{1/1}$  female       $\overline{1/1}$  no preference

3. Civil Status: Would you like your workers to be

/ / single? / / married / / no preference

4. Educational Qualification: What educational qualification do you require of your workers?

/ / ESIE Garment major

/ / High School Graduate

/ / Elementary

5. No. of years of Experience: Do you require experience as to qualifications from your workers?

☐ Yes      ☐ No

If your answer is yes check your preferred number of years of experience.

$\overline{//}$  below 1 year       $\overline{//}$  1 to 3 years

/ / 4 to 6 years		/ / 6 and above	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
54	54	54	54
55	55	55	55
56	56	56	56
57	57	57	57
58	58	58	58
59	59	59	59
60	60	60	60
61	61	61	61
62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
70	70	70	70
71	71	71	71
72	72	72	72
73	73	73	73
74	74	74	74
75	75	75	75
76	76	76	76
77	77	77	77
78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

V. What suggestions can you give in order for the entrants to meet the occupational requirements in garment industry?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## CURRICULUM VITAE

Name : Leah F. Longasa  
Address : SSPC Compound, Catbalogan, Samar  
Date of Birth : June 1, 1959  
Place of Birth : Catbalogan, Samar  
Civil Status : Married  
Present Position : Instructor II  
Station : Samar State Polytechnic College

## EDUCATIONAL BACKGROUND

Elementary . . . . . Bulao Elementary School  
Gandara, Samar  
1966-1972  
Secondary . . . . . Tiburcio Tancinco Memorial  
Vocational School  
Calbayog City  
1972-1976  
College . . . . . Samar School of Arts & Trades  
Catbalogan, Samar  
1976-1980  
Graduate Studies . . . . . Samar School of Arts and Trades  
Catbalogan, Samar  
1982-1983  
MATVE 24 units  
Curriculum Pursued . . . . . Master Technician in Education  
Samar State Polytechnic College  
Catbalogan, Samar  
Major . . . . . Garments Technology



## CIVIL SERVICE ELIGIBILITY

Professional Board Exam  
for Teachers . . . . . 70.00% Tacloban City  
November 24, 1985

## TRAINING AND SEMINAR WORKSHOP ATTENDED

Seminar on the Techniques of Developing Reading Skills Among  
Students, Samar State Polytechnic College, Catbalogan,  
Samar, October 12-19, 1981

Dressmaking and Tailoring Teachers Skills Development  
Training, Manpower Training Center, Taguig Metro  
Manila, April 7- May 30, 1986

S E D P Training for First Year Teachers, TSCHI, Tanauan,  
Leyte, April 7 - May 4, 1989

## CO-CURRICULAR ACTIVITIES

Secondary Homeroom Adviser . . . . . June 1981 - March 1988  
SSPC, Catbalogan, Samar

Cooperating Teacher . . . . . June 1982 - March 1988  
SSPC, Catbalogan, Samar

FAHP Sub-Chapter Adviser . . . . . June 1982 - March 1988  
SSPC, Catbalogan, Samar

Junior Class Adviser . . . . . June 1987 - March 1988  
SSPC, Catbalogan, Samar

Chairman United Nation Program . . . November 23-27, 1987  
SSPC, Catbalogan, Samar

## POSITION HELD

Instructor II . . . . . Samar State Polytechnic College  
Catbalogan, Samar  
April 1987 to date

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