

The Complementation of Garments and Fashion Design (GFD) Courses and Industry Standards

Jenalyn C. Andres
Isabela State University

Abstract - The aim of the study was to assess the complementation of the GFD courses of Isabela State University (ISU) and the industry standards. Descriptive research design and survey methods were utilized in the study. The survey is composed of 3 major parts. The first part described the respondents' profile; the second part characterized the acquisition of competencies of the OJT students; the third part assesses the institution's compliance with training facility and laboratory, and tools, materials, and equipment required by TESDA be described. The respondents were 24 students, 5 industry partners, and 2 faculty members. The findings revealed that the majority of the students have gained the necessary competencies in Dressmaking, Tailoring, and Fashion Design (Apparel). Also, it was deduced that there are areas of improvement with the training facility and laboratory, tools, materials, and equipment to fully comply with the standards of TESDA. Likewise, it was noted that there was a complementation between the GFD courses and the industry standards. It was, however, recommended that continuous improvement of the curriculum and the OJT program to remain relevant to the needs of the community.

INTRODUCTION

On-the-job training (OJT), internship, or practicum is a component of the curriculum in all Technical Vocational Institution (TVI) and Higher Education Institutions (HEI). OJT programs were designed to provide students with the opportunity to supplement their formal education with applied knowledge, desired work values, and gain practical experience in recognized industries (Dulnuan & Saulog, 2017). The OJT program aimed to also address the skill deficiencies and work readiness of the students (On-the-Job Training Guidance Manual, 2016) and to help students gain hands-on knowledge in the workplace (Wormley, 2019). While these educational institutions provide the fundamental knowledge and skill for a given course, curriculum designers find it necessary for the students to learn job skills in a company or workshop through practical exercises. Aside from technical skills, the students will also learn good work habits and how to get along well with others (Tec-Bok BUZZ, 2010). The OJT program ensures the readiness of technical vocational (TECH-VOC) graduates for job opportunities after graduation and provides a solution to the job-skill mismatch since the companies are the ones training the students with the skills they need for a particular job (TESDA, 2014). Also, companies can use OJTs to hire and train promising job candidates who have the potential and some skills essential for the job (WORKSYSTEMS.org)

The importance of the industry training has driven TVIs and HEIs have to established strong linkage with the industry to guarantee the success of their OJT program. Aligned with this concern, the Commission on Higher Education (CHED) that regulates HEIs has set policies for all involved in the OJT or internship program. In CHED Memorandum No. 104, Series 2017 entitled "Revised Guidelines for Student Internship Program in the Philippines (SIPP) for all programs" specific guidelines in the conduct of internship program are directed to the higher education institution (HEI), student intern, the host training establishment or company/industry, parent or guardian and the CHED Regional Office (CHEDRO) where the institution is located. The obligations/responsibilities were enumerated in this memorandum for the guidance and compliance of all concerns.

On the side of the HEI, the management has to ensure that the internship curriculum has the necessary statutory and legal requirements, a pool of reputable industry linkages, an internship Coordinator, and an internship plan with specific goals and objectives. Furthermore, the HEI is obliged to perform planning, engaging, and orientation for the internship program. Likewise, the HEI is directed to conduct monitoring and evaluation to safeguard the student trainees and also ensure that the agreement between and among the student trainees, the school, and the company is being strictly complied with. Also, the HEI is required to submit to the CHEDRO an annual report on the implementation of the SIPP, and the agreement forged during the academic year.

As specified in the above memorandum, the HEI must appoint an internship coordinator tasked to provide pre-internship orientation, inspect internship sites and venues, monitor and assess interns occasionally, provide guidance to student interns, assist student interns in resolving problems/issues encountered, and validate the result of the internship at the end of the training period.

For the host training establishment (HTE) or company/industry, it has to comply with the SIPP requirements – it has to prove that it has been duly authorized by the appropriate government agencies to operate; capable of providing appropriate OJT programs; it can mentor, provide the facility for training; and willing to follow the evaluation system of student performance provided by the HEI. Moreover, the HTE or company/industry is obliged to assign a focal person for the OJT program; design and implement an OJT plan with the HEI; orient student trainees on the standards, rules, and regulations of the company and protect them from harm and danger; encourage student trainees to develop their personality and work values, and facilitate the processing of the documents of student trainees per the HEI.

Regarding the guideline for the OJT student, the CHED Memorandum has set legal requirements in terms of enrolment, parent consent, and age. Also, the student trainee is obliged to adhere to existing rules and regulations of the HEI and HTE; undergo required orientation conducted by the HEI and HTE; perform tasks and activities indicated in the training program; compete for the agreed duration of the training; undergo company evaluation for the accomplishment, and report to the OJT Coordinator for an exit assessment after the completion of the training program.

Like any other educational program, the internship or OJT program needs undergo evaluation or assessment. According to Metz (2007), “program evaluation is a valuable tool to strengthen the quality of the program and improve outcomes” Besides, program evaluation provides an answer to basic questions about the program’s effectiveness and relevance and critical to determining the progress and alignment with institutional goals.

Based on what was presented above, the researchers attempted to assess the complementation of the Garments and Fashion Design (GFD) Courses and its alignment with industry standards.

Specifically, this study aimed to answer the following questions:

1. What are the profiles of the student respondents, faculty respondents, and the industry partner respondents?
2. How may the acquired competencies during OJT be characterized by the OJT students and the industry partners?
3. How may the compliance with training facility and laboratory, and tools, materials, and equipment required by TESDA be described?

METHOD AND MATERIALS

A descriptive research design was used in the study. The study focused on the perceptions of the students and industry partners on the acquisition of competencies during the OJT and the compliance of the campus with the training facility and laboratory, training materials, equipment, and tool required by TESDA for GFD-related national certifications. The study was conducted at Isabela State University, San Mateo Campus in which the researchers are regular faculty of the Department of Teacher Education. Simple random sampling was used to select the student and industry partner respondents. A total of 24 students and 5 industry linkages were able to respond to the survey. On the other hand, the faculty respondent was selected using convenience sampling owing to the availability of faculty who have first-hand knowledge about the GFD courses including the OJT program. In this case, the Campus CBAO Director and the Program Chair/Campus Extension Director were tapped for the survey. The study used an online survey questionnaire for the student respondents while a print copy was used for the industry and faculty respondent

RESULTS AND DISCUSSIONS

I. Respondents Demographics

TABLE 1
DESCRIPTIVE STATISTICS OF THE STUDENT RESPONDENTS

Demographics		Frequency	Percentage
Sex	Male	22	91.7
	Female	2	8.3
Age	20 years old & below	23	95.8
	21 – 25 years old	1	4.2
Type of school attended before enrolling in ISU	Academic	5	20.8
	Technical-Vocational	16	66.7
	others	3	12.5
Type of training attended	Tailoring	5	20.8
	Dressmaking	12	50
	Fashion Design (Apparel)	7	29.2
National Certification/ Competency Assessment passed	Trainers Methodology	5	20.8
	Dressmaking NCII	14	58.3
	Tailoring NCII	3	12.5
	Fashion and Design (apparel) NCII	2	8.3

Classification of business where OJT took place	Local	23	95.8
	National	1	4.2

It is shown in Table 1 the student respondents are mostly female (22 or 91.7%); aged 20 years old & below (23 or 95.8%); who has attended a technical-vocational school before enrolling in ISU (16 or 66.7%). It can also be seen in the table that the majority of the respondents attended training in dressmaking (12 or 50%) and holders of Dressmaking NCII certification and had their OJT's in local shops.

TABLE 2
DESCRIPTIVE STATISTICS OF THE FACULTY RESPONDENTS

Demographics	Respondent 1	Respondent 2
Sex	Male	Female
Age	34	45
Faculty Rank	Instructor I	Associate Professor III
Length of Service	6 years	20 years
Educational Attainment	Doctoral Units	Doctoral Degree
Designation	Campus CBAO Director	Program Chair/Campus Extension Director
National Certification	Dressmaking NC II	Dressmaking NC II

As presented in Table 2, there are two (male and female) faculty respondents of the study. The two faculty members are assigned to teach GFD major subjects and are in-charge 10

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these faculty members have first-hand information ,./ about the requirements of TESDA regarding the GFD-related National Certifications. It is likewise reflected in table x that the respondents have advance education, designated to administrative positions, and are Dressmaking NCII holders in Dressmaking NC II.

TABLE 3
DESCRIPTIVE STATISTICS OF INDUSTRY PARTNER RESPONDENTS

Demographics		Frequency	Percentage
Sex	Male	0	0
	Female	5	100
Educational Attainment	High School Level	1	20
	College Level	3	60
	College Graduate	1	20
Position in the Business	Proprietor	4	80
	Shop Manager	1	20
Type of training attended	Tailoring	5	20.8
	Dressmaking	12	50
	Fashion Design (Apparel)	7	29.2
National Certification/ Competency Assessment passed	Trainers Methodology	3	60
	Dressmaking NCII	3	60
	Tailoring NCII	3	60
	Fashion and Design (apparel) NCII	0	0
Business engage in..	Servicing	4	80
	Manufacturing	2	40
	Distribution	3	60
	Marketing	3	60
	Others	1	20
Specific Services Provided	Assemble blouse	5	100
	Assemble pants	5	100
	Assemble long gown	3	60
	Assemble Lingerie	5	50
	Assemble party dress	3	60
	Assemble school uniform	5	100
	Assemble office uniform	5	100

	Assemble short pants	5	100
	Repair	5	100
	Other service	2	40
Classification of Business	local	5	100

As presented in Table 3, all the respondents are female, mostly college level (60%), and are proprietors of the business. The respondents also have attended different types of training such as tailoring, dressmaking, and fashion design (Apparel), and holder of Trainers Methodology Certificate, Dressmaking NCII, Tailoring NCII, and Fashion and Design (apparel) NCII. Likewise, it can be seen that the respondents are manufacturing, distribution, and marketing and are capable of providing specific services such as assemble blouse, assemble pants, assemble long gown, assemble lingerie, assemble party dress, assemble school uniform, assemble office uniform, assemble short pants, and repair.

OJT COMPETENCIES

I Competencies (Soft Skills)

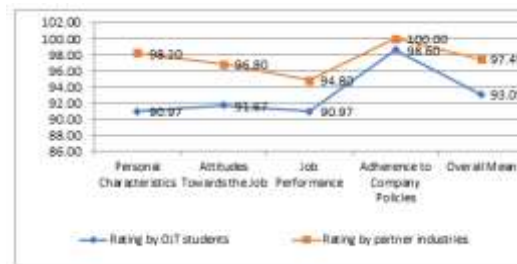


FIGURE 1
PERCENTAGE DISTRIBUTION OJT STUDENTS' COMPETENCE IN SOFT SKILLS

Figure 1 illustrates the comparative rating of the OJT students and the industry partner respondents on the number of students who have soft skill competencies during OJT. It appears that 90.97% of the OJT students perceived that they have gained competence in terms of personal character, the industry has seen 98.20% of the OJT's have displayed this competence; 91.67%, of the OJT students, admitted to having gained competence in attitude towards the job, the industry has given 96.80 mean rating for this competency; 90.97% of OJT students perceived to have exhibited competence in job performance, the industry have witnessed 94.90 of OJT to have this competence; 98.60 of the OJT students felt they have competence in adhering to company policies but the industry has experienced 100% adherence of OJT with company policies.

The overall mean the rating of OJT students of 93.05 and industry partner respondents of 100% implies that almost all of the OJT students have acquired soft skills competencies during their industry training.

II Competencies (Hard Skills)

Dressmaking

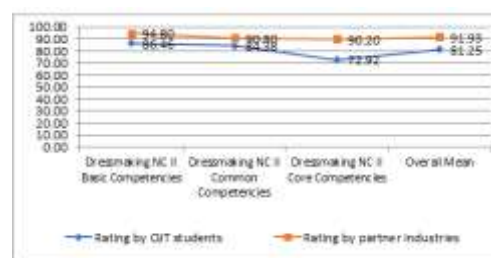


FIGURE 2

Percentage Distribution OJT students' competence in Dressmaking

Figure 2 presents the comparative rating of the OJT students and the industry partner respondents on the number of students who have acquired competencies in Dressmaking NCII during OJT. It can be gleaned that 86.46% of the OJT students perceived that they have acquired Basic Competencies in Dressmaking NCII, the industry believed 94.80% of the OJT's have acquired this competency; 84.38%, of the OJT students, disclosed to have gained Common Competencies in Dressmaking NCII, the industry believed more (90.80%) have gained this competency; 72.91%, of the OJT students, revealed to have learned Core Competencies in Dressmaking NCII, the industry thought more (90.20%) OJT's have gained this competency.

The overall mean the rating of OJT students of 81.25 and industry partner respondents of 91.93% Suggest that majority of the students who underwent the OJT program have gained the competencies for Dressmaking NCII.

Tailoring

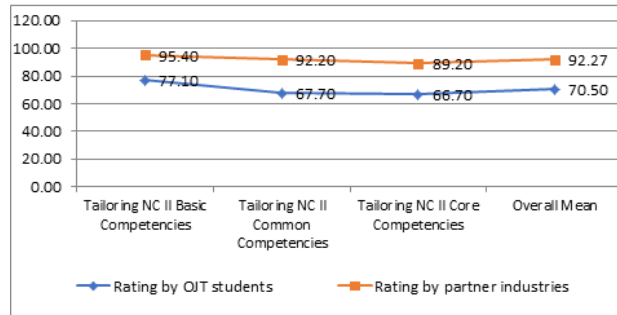


FIGURE 3.
Percentage Distribution OJT students' competence in Tailoring

Figure 3 shows the comparative rating of the OJT students and the industry partner respondents in the acquisition of competencies in Tailoring NCII by the OJT students. It can be seen that 77.10% of the OJT students perceived that they have acquired Basic Competencies in Tailoring NCII, the industry believed 95.40% of the OJT's have acquired this competency; 67.70%, of the OJT students, disclosed to have gained Common Competencies in Tailoring NCII, the industry believed more (92.20%) have gained this competency; 66.70%, of the OJT students, revealed to have learned Core Competencies in Tailoring NCII, the industry thought more (89.20%) OJT's have gained this competency.

The overall mean the rating of OJT students of 70.5 and industry partner respondents of 92.27% Suggest that majority of the students who underwent the OJT program have gained the competencies for Tailoring NC II.

Fashion Design and Apparel

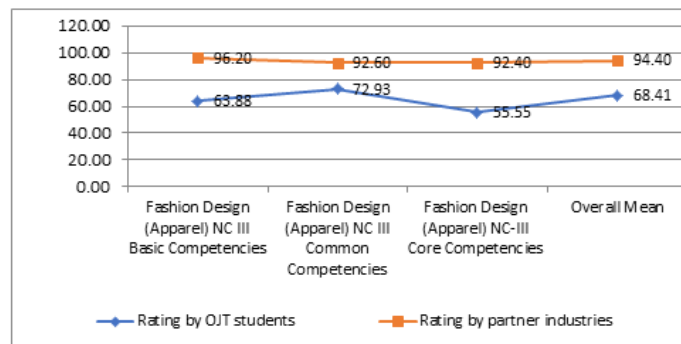


FIGURE 4.
Percentage Distribution OJT students' competence in Fashion Design and Apparel

Figure 4 displays the comparative rating of the OJT students and the industry partner respondents in the acquisition of competencies in Fashion Design and Apparel NC III. It is shown that 63.88% of the OJT students have agreed that they have acquired Basic Competencies in Fashion Design and Apparel, the industry observed 92.20% of the OJT's have acquired this competency; 72.93%, of the OJT students, disclosed to have gained Common Competencies in Fashion Design and Apparel, the industry believed more (92.60%) have gained this competency; 55.55%, of the OJT students, revealed to have learned Core Competencies in Fashion Design and Apparel, the industry thought more (92.40%) OJT's have acquired this competency.

The overall mean the rating of OJT students of 68.41 and industry partner respondents of 94.40% connotes that the majority of the students who underwent the OJT program have gained the competencies in Fashion Design and Apparel NCIII.

Summary Ratings of OJT Competencies

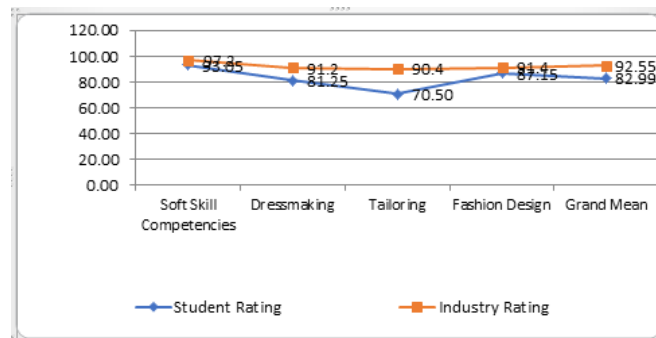


Figure 5
Summary Ratings of OJT students' Competencies

Figure 4 exhibits the summary of ratings of the OJT students and the industry partner respondents regarding the acquisition of competencies both in soft skills and hard skills. It was clear that 93.05% of the OJT students believed they have acquired Soft Skill Competencies while the industry believed 97.20% of the OJT's have these competencies; 81.25%, of the OJT students, admitted to having gained Dressmaking competencies the but the industry has seen more (91.20%) OJT's have acquired this competency; 70.5%, of the OJT students, disclosed to have gained Tailoring competencies, the industry believed that 90.40% of the OJT's have gained this competency; 87.15%, of the OJT students, revealed to have learned Fashion Design (Apparel) competencies and the industry thought more (91.40%) have learned these competencies.

The grand mean of 82.99 for the student ratings and 92.55 for the industry partners denotes that the OJT students have acquired the needed competencies in the field of GFD. The lower rating provided by the students reflects their humble opinion of what they have accomplished during the OJT. However, the higher rating given by the industry partners is an indication that they believe in the capabilities of the students and have seen potentials in them.

COMPLIANCE WITH THE TESDA TRAINING REGULATIONS

Compliance with Training Facility and Laboratory Required by TESDA

TABLE 4.

DISTRIBUTION OF COMPLIANCE WITH THE TRAINING FACILITY AND LABORATORY REQUIRED FOR DRESSMAKING NCII AND NCIII.

Space Requirement for NCII	Mean	Description
Building (permanent)	2.00	Do not meet what is required
Student/Trainee Working space	3.00	Available but do not meet the required space
Lecture/ Demo Room	3.00	Available but do not meet the required space
Learning Resource Center	2.00	Do not meet what is required
Facilities/Equipment /Circulation Area	4.00	Meet what is required
Overall Mean	2.80	Available but do not meet the required space

(a)

Space Requirement for NCIII	Mean	Description
Building (permanent)	3.00	Available but do not meet the required space
Student/Trainee Working space	2.00	Do not meet what is required
Lecture/ Demo Room	2.00	Do not meet what is required
Learning Resource Center	2.00	Do not meet what is required
Facilities/Equipment /Circulation Area	2.00	Do not meet what is required
Overall Mean	2.20	Do not meet what is required

(b)

It can be gleaned in Table 4 (a) that the building requirement has a mean rating of 2.00 described as "Do not meet what is required."; The Student/Trainee Working space was rated a mean rating of 3.00 described as "Available but do not meet the required space."; the Lecture/ Demo Room was also rated a mean rating of 3.00 described as "Available but do not meet the required space."; the Learning Resource Center was rated a mean rating of 2.00 described as "Do not meet what is required."; Facilities/Equipment /Circulation Area was rated high with a mean rating of 4.00 described as "Meet what is required." The overall mean rating of 2.80 manifests that the training facility and laboratory for Dressmaking NC-II and Tailoring NC- II are "Available but do not meet the required space". Also, It can be seen in Table 4 (b) that the building requirement has a mean rating of 3.00 described as "Available but does not meet the required space."; The Student/Trainee Working space, the Lecture/ Demo Room, the Learning Resource Center, and the Facilities/Equipment /Circulation Area were all rated a mean rating of 2.00 described as "Do not meet what is required" standards. The overall mean rating of 2.20 implies that the training facility and

laboratory for Fashion Design (Apparel) NC III are “Available but do not meet the required” space required by the Training Regulation of TESDA.

The overall mean rating of 2.80 for the Space Requirement for NCII and the mean rating of 2.20 for the Space Requirement for NCIII suggests that there is room for enhancement to comply with the standards of TESDA for the materials, equipment, and tools.

Compliance with Tools, Materials and Equipment Required by TESDA

TABLE 5.

DISTRIBUTION OF COMPLIANCE WITH THE TRAINING MATERIALS, EQUIPMENT, AND TOOL REQUIRED FOR TAILORING NCII AND NCIII.

Dressmaking and Tailoring NCII	Mean	Description
Materials	4.00	Available
Equipment	2.33	Available but not meet the number of set/units
Tools	3.00	Available but with another alternative
Overall Mean	3.11	Available but with another alternative

(a)

Dressmaking and Tailoring NCIII	Mean	Description
Materials	2.33	Available but not meet the number of set/units
Equipment	2.33	Available but not meet the number of set/units
Tools	2.33	Available but not meet the number of set/units
Overall Mean	2.33	Available but not meet the number of set/units

(b)

It is shown in Table 5 (a) that the materials needed was rated a high rating of 4.00 described as “Available”; the equipment was rated a mean rating of 2.33 described as “Available but not meet the number of set/units”; the tools were rated a mean rating of 3.00 described as “Available but with another alternative.” The overall mean was 3.11 described as “Available but with another alternative.” Likewise, it is indicated in Table 5 (b), that the materials, equipment, and tools were all rated 2.33 described as “Available but not meet the number of set/units.” The overall mean rating of 3.11 for the Dressmaking and Tailoring NCII and the mean rating of 2.33 for Dressmaking and Tailoring NCIII imply that there is room for improvement to comply with the standards of TESDA for the materials, equipment, and tools.

CONCLUSION

Based on the findings of the study, it can be concluded that: (1) The majority of the student has gained the necessary competencies in Dressmaking, Tailoring, and Fashion Design (Apparel) and during OJT; (2) There are areas of improvement with the training facility and laboratory, and tools, materials, and equipment to fully comply with the standards of TESDA; (3) There is complementation between the GFD courses and the industry standards. However, this can be enhanced with continuous improvement of the curriculum and the OJT program to make it relevant to the needs of the community.

RECOMMENDATION

Based on the findings of the study, it is highly recommended that mechanisms are in place to sustain the complementation between the GFD courses and industry standards through the continuous improvement of the curriculum and the facilities and attune these to the existing standards and the evolving needs of the time.

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