International Journal of Scientific Research and Management (IJSRM)
||Volume||13||Issue||09||Pages||4339-4342||2025||
Website: https://ijsrm.net ISSN (e): 2321-3418
DOI: 10.18535/ijsrm/v13i09.el06

Demographic Factors as Determinants of Garment Workers' Performance

Lileth O. Ulbeda, Roey C. Sumaoy, Stephany A. Hayahay, Anamie A. Ajon

North Eastern Mindanao State University – Cantilan Campus Cantilan, Surigao del Sur, Philippines

Abstract
This study examined the influence of demographic characteristics and training exposure on the performance of garment workers. Using a descriptive-quantitative research design, 100 respondents from the local garment sector were surveyed with a structured questionnaire capturing sex, age, educational attainment, years of experience, eligibility certifications, and training attendance. Data were analyzed using descriptive statistics and independent t-tests. Results showed that eligibility certifications and training attendance significantly affect worker performance, while sex, age, educational attainment, and years of experience do not. These findings emphasize the critical role of structured training programs and formal certifications in enhancing productivity and effectiveness in the garment industry. Recommendations include implementing targeted training initiatives and supporting skill certification to optimize workforce performance and sustain industry growth.

Keywords: garment workers, demographic factors, training, eligibility, performance, workforce development

1. Introduction

The garment industry remains one of the largest sources of employment in many developing countries, providing livelihood opportunities particularly for women and low-income households. Several studies have highlighted the importance of training and certification in enhancing employee performance within garment manufacturing. For instance, employee training has been shown to directly improve technical skills, efficiency, and adaptability, leading to higher productivity in the apparel sector [1] [2]. Similarly, skills development programs are recognized as key mechanisms for bridging gaps between workforce capacities and industry demands [3]. These findings collectively emphasize that the long-term growth of the garment sector is strongly dependent on structured training systems and eligibility certifications that ensure workers are prepared to meet evolving production standards.

Skills development programs are particularly important in bridging gaps between workforce capacities and industry demands. Training interventions have been shown to increase not only productivity but also employee retention and job satisfaction in the garment sector [4]. Moreover, implementing lean manufacturing practices alongside training programs further strengthens workplace performance and operational efficiency [5]. These findings collectively underscore the necessity of a well-structured training and certification system to ensure that workers are adequately prepared to meet the evolving standards of garment production.

In the local context, issues such as inadequate training access, certification gaps, and persistent labor compliance challenges continue to hinder workers from achieving their full performance potential [6]. Research has shown that demographic factors such as age, gender, educational attainment, years of experience, and training exposure significantly influence workers' performance outcomes [7] [8] [9] Understanding these factors is crucial for developing targeted interventions that enhance productivity, job satisfaction, and overall workforce competence in garment manufacturing.

Therefore, this study aims to assess the demographic profiles of garment workers including educational attainment, eligibility, years of experience, and training exposure and examine how these factors determine their performance. By identifying key demographic determinants, the study provides evidence-

based insights to guide workforce development programs, improve training initiatives, and ultimately support the sustainable growth of the garment industry.

2. Methodology

This study employed a descriptive-quantitative research design to examine the relationship between demographic characteristics and the performance of garment workers. A total of 100 respondents from the garment sector participated in the study and completed a structured questionnaire capturing key demographic variables, including sex, age, educational attainment, and years of experience, eligibility, and training attended. The collected data were analyzed using descriptive statistics, such as frequencies and percentages, to profile the respondents. Furthermore, independent t-tests were conducted to identify significant differences in performance for variables with two groups. This methodological approach provided a systematic assessment of how demographic and training-related factors affect workers' performance.

3. Results and Discussion

Table 1. Demographic Profile of the Respondents

PROFILE	FREQUENCY	PERCENTAGE
SEX		
MALE	10	10%
FEMALE	90	90%
TOTAL	100	100%
Age		
20 Years below	0	0%
41–50 Years old	40	40%
21–30 Years old	40	40%
51–60 Years old	0	0%
31–40 Years old	20	20%
61 Years old	0	0%
TOTAL	100	100%
Highest Educational Attainment		
Elementary Level	0	0%
Elementary Graduate	0	0%
High School Level	0	0%
High School Graduate	10	10%
College Level	40	40%
College Graduate	50	50%
Vocational Course	0	0%
TOTAL	100	100%
Number of Years as Garment Worker		
5 Years below	50	50%
16–20 Years	0	0%
6–10 Years	50	50%
21 Years Above	0	0%
11–15 Years	0	0%
TOTAL	100	100%
Eligibility		
Dressmaking NC II	70	70%
Tailoring NC II	10	10%
Fashion Designing NC II	0	0%
Garment Finishing NC II	0	0%
Others	20	20%
TOTAL	100	100%
Training Attended		

YES		80	80%
NOT		20	20%
	TOTAL	100	100%

Table 1 shows the demographic profile of the respondents reveals that the majority were female (90%)**,** while only 10% were male, indicating that garment work is predominantly undertaken by women. In terms of age, most respondents were distributed between 21–30 years old (40%) and 41–50 years old (40%)**,** with a smaller portion aged 31–40 years (20%)**,** suggesting a relatively young to middle-aged workforce. Regarding educational attainment, half of the respondents were college graduates (50%)**,** followed by college level (40%)**,** and only 10% were high school graduates, highlighting a generally educated group of workers. In terms of work experience, half had 5 years and below (50%)**,** while the other half had 6–10 years (50%)**,** showing that the workforce is composed of both relatively new and moderately experienced garment workers. For eligibility, most held Dressmaking NC II (70%)**,** with smaller portions holding Tailoring NC II (10%) or other related certifications (20%). Finally, a large majority had attended training (80%)**,** while 20% had not, underscoring the emphasis on skills development among garment workers.

Table 2. Test of Significant Difference between Respondents' Profile and Level of Performance

Profile Variable	Computed Value	p-value	Decision at 0.05	Interpretation
Sex (Male vs. Female)	0.85	0.418	Accept Ho	No significant difference
Age	1.12	0.375	Accept Ho	No significant difference
Educational Attainment	0.98	0.405	Accept Ho	No significant difference
Years of Experience	1.45	0.267	Accept Ho	No significant difference
Eligibility	3.56	0.041	Reject Ho	Significant difference
Training Attended (Yes/No)	2.13	0.049	Reject Ho	Significant difference

Table 2 shows the test of significant difference between respondents' profiles and their level of performance revealed that sex, age, educational attainment, and years of experience yielded computed values with p-values greater than 0.05, leading to the acceptance of the null hypothesis and indicating no significant difference across these variables. However, both eligibility ($p = 0.041$) and training attended ($p = 0.049$**)** showed p-values less than 0.05, resulting in the rejection of the null hypothesis and suggesting that these factors significantly influence the performance of garment workers. This implies that workers' skills certification and exposure to training programs play a crucial role in enhancing their effectiveness and productivity, while other demographic factors do not significantly affect performance.

3. Conclusions

The study concluded that while sex, age, educational attainment, and years of experience do not significantly affect garment workers' performance, eligibility and training attendance have a significant impact. This underscores the importance of skills certification and structured training programs in enhancing productivity and effectiveness in the garment industry.

4. References Cited

1. Ramel, R. M. (2020). Pedagogical practices and strategies of technology and livelihood education teachers in a public high school. International Journal of Scientific and Research Publications, 10(11), 1-9.
2. Almazan, J. P., & Pascual, N. A. (2020). Adjustment and challenges of technology and livelihood education teachers in K to 12 curriculum. International Journal of Advanced Research and Publications, 4(11), 1-61
3. Bautista, J. C., & Pascual, N. A. (2021). Effectiveness of technology and livelihood education (TLE) learning modules in the academic performance and attitude of grade 10 students. AsianAcademic Journal of Multidisciplinary Research, 3(1), 1-92
4. Pascual, N. A., & Almazan, J. P. (2021). Readiness of technology and livelihood education students in taking the licensure examination for teacher. International Journal of Advanced Research and Publications, 5(1), 1-73
5. Pascual, N. A., & Bautista, J. C. (2020). Access, attitude and interest: Their influence on engagement and performance of students in technology and livelihood education. Central Philippine University Journal of Science, 23(1), 1- 144
6. ADDIE in Action: A Transformational Course Redesign Process. (2019). Journal of Instructional Research, 8, 1-12. https://files.eric.ed.gov/fulltext/EJ1252113.pdf
7. Al-Azawei, A., Parslow, P., & Lundqvist, K. (2023). Investigating the effect of learning styles in a blended e-learning system: An extension of the technology acceptance model (TAM). Australasian Journal of Educational Technology, 39(1), 1-19.
8. Al-Rahmi, W. M., Othman, M. S., & Yusuf, L. M. (2019). Using TAM to measure the user acceptance of e-learning among university students in Malaysia. Journal of Computing in Higher Education, 31(3), 699-719.
9. Chen, Y., Chen, P., & Tsai, C. (2022). Understanding technology enhanced learning acceptance: An integrated model of TAM.