
**ACADEMIC
SCHOLARSHIP
JOURNAL**



Volume 1 No. 1, April, 2010

ISSN 2101-8428

**ANALYSIS OF ISSUES FOR THE ENHANCING OF CLOTHING
CONSTRUCTION IN DELTA STATE SECONDARY SCHOOLS
IN DELTA STATE**

F. Emelue
Dept. of Fashion Design and Clothing Technology,
Delta State Polytechnic,
Ogwashi-Uku

And

Tessy Apaokyeze
Dept. of Home Economics,
College of Education,
Agbor

Abstract

The study was designed to identify problems and solutions on how to enhance the teaching and learning of clothing and textiles in schools. The areas of the study were the Delta State of Nigeria, and the population was made up of five hundred and twenty-five (525) Home Economics teachers. The sample consisted of 185 teachers drawn from the population through random sampling. Questionnaires were used for data collection. The study identified some solutions that can improve the teaching of clothing construction, difficulties in drafting patterns, and measures to be adopted to improve the interest of the government, teachers, and students in clothing and textiles. Recommendations for effective teaching and learning of clothing and textiles include the following: the curriculum should be modified so that at an earlier stage, children can be taught to be productive and creative; the government should provide materials, tools, equipment, and qualified manpower; teachers should encourage students to always complete a project started; and the government should always encourage teachers to participate in in-service training, workshops, and study leave with pay.

Introduction

Clothing and textiles education is a branch of home economics education that is concerned with the acquisition and development of practical skills by the student (Ezema, 2002, and Lemchi, 2001). Home Economics is a field of study primarily concerned with the family and preparing individuals with skills to live a useful and satisfying life. It is a branch of vocational education. Vocational education involves activities that aim at acquiring the skills, knowledge, and attitudes that are required for employment in a particular occupation and a cluster of related occupations such as clothing and textile (Tobi, 1997). In effect, vocational education is focused on building a self-reliant society as well as a self-reliant nation. Vocational education nurtures skills that are necessary for clothing and textile, agricultural, and industrial development. It can prepare individuals for enormous employment opportunities in occupations relating to clothing and textiles, such as clothing construction, clothing repair, and pattern drafting, among others.

Today, most of the vocational education programmes in the world are computer-oriented, such as those in clothing, construction, pattern drafting, fashion illustration, etc. It is, therefore, important that computer education components be introduced into the teaching of clothing and textiles as a vocational subject in secondary schools in Nigeria.

To be able to achieve vocational education skills, one must know the goals and objectives of vocational education as contained in the National Policy on Education (2004), which are:

1. to provide trained manpower in applied science, technology, and commerce, particularly at sub professional levels.
2. to provide the technical knowledge and vocational skills necessary for agriculture, industrial, commercial, and economic development;
3. to provide people who can supply scientific knowledge for the improvement and solution of environmental problems;
4. to give training and impart the necessary skills, leading to the production of efficient technicians and other skilled personnel who will be enterprising and self-reliant.

Academic Scholarship

5. to give an introduction to professional studies in engineering and other technologies; and
6. to enable our young men and women to have an intelligent understanding of the increasing complexity of technology (Federal Ministry of Education, 2004).

The realisation of the laudable objectives of clothing and textile education in secondary schools depends to a large extent on the human and material resources available and the implementation strategies employed (Adeyemi, 1997). In Nigeria, many secondary school teachers teaching Home Economics are not experts in clothing, so the subject is taught peripherally without any serious effort (Iyere and Orumwense, 2007). According to Lyere and Anerua (2004), this is due to a lack of teachers or the presence of unqualified teachers teaching the subject.

In order to ensure high quality in the teaching and improved learning in clothing and textiles, it is essential that good quality teaching be provided. With the introduction of the new national policy on education, namely the 6-3-3-4 system, teachers, students, and even the general public have become aware of the need to develop the necessary usable skills required to operate our various industries. Osuji (2004) highlighted that the government strongly believes that the objectives of job creation and poverty reduction can only be realised through appropriate education, which equips the products of the educational system with the skills and competencies to become self-employed. This hope of the government can only be true and realised if vocational subjects like clothing and textiles are well taught in our secondary schools. This can be achieved through quality teaching and instruction.

Quality teaching and instruction can be regarded as the goodness or effectiveness of teaching, which can result in student learning and satisfaction. Quality teaching ensures that candidates and teachers possess the knowledge, skills, and competences that are appropriate for the area of responsibility. It is very clear that the overall goal of earning quality is to improve opportunities for high-quality learning. Quality teaching of clothing and textiles in our schools must be paramount, but unfortunately, the teaching of vocational and technical subjects in schools is faced with numerous problems. Some of these problems are poor organization, slow pace of implementation, shortage of qualified teachers, lack of equipment

Academic Scholarship

and infrastructural facilities, low level of funding, and a poor societal attitude.

According to Philip (2005), most secondary school principals are products of general education, which brings about problems in the implementation of vocational education policies. The general education principals will definitely give priority to their own type of education before considering vocational education, and this action will, to a great extent, reflect in the quality of teaching clothing and textiles as a vocational course.

The shortage of qualified personnel is a very serious problem in vocational and technical education in Nigeria. The need for skilled manpower in the present stage of development is very important as one strives towards being a self-reliant nation. No meaningful development can take place without a conscious effort to develop manpower. The effect is that some vocational subjects like clothing and textiles are not offered in many schools, while others are offered and taught by unqualified teachers.

Lack of equipment and infrastructural facilities for teaching and learning clothing and textiles as a vocational subject This can affect the quality of teaching, and quality diminishes when the facilities required for imparting and learning are inadequate or not available. Olaitan (1997) remarked that the conditions under which vocational education is imparted are poor.

The low level of funding for vocational education has been a problem in the implementation of quality teaching of clothing and textiles as a vocational course. Ebenebe (1991) in Quality Assurance (2009) called on the government to increase the funding of Vocational Technical Education by stating that "for technical institutions to perform their educational and training assignments properly and produce the calibre of people that can win the respect of industry and the public, they need to be adequately equipped for Vocational Technical Education." Clothing and textiles are practical industries, so the absence of equipment, facilities, and funding is bound to affect the competence of the products. According to Thompson (2005), a clothing construction room and pattern drafting studio should be properly equipped with industrial sewing machines, computer-aided design equipment, and other modern accessories.

Purpose of the Study

The main purpose of the study was to find out strategies or plans for enhancing the teaching of clothing and textiles as a vocational course in Delta State secondary schools. Specifically, the study was designed to:

1. Determine solutions to be provided for improvement in clothing construction instructions.
2. Identify difficulties in the drafting pattern of various articles.
3. Determine measures to be adopted to enhance the interest of the government, teachers, and students in clothing construction.

Research Questions

The following research questions guided the study:

1. What solutions can be provided to improve the teaching of clothing construction?
2. What are the difficulties encountered in drafting patterns for various articles?
3. What are the measures to be adopted to enhance the interest of the government, teachers, and students in clothing construction?

Method

Area of the Study

The study was carried out in Delta State, Nigeria. The state is made up of twenty-five (25) local government areas and five educational zones.

Population of the study

The population of the study was made up of five hundred and twenty-eight (528) Home Economics teachers in secondary schools in Delta State.

A Sample of the Study

The multistage sampling techniques were adopted in the selection of the sample for the study. Two education zones, namely Agbor and Kwale, were randomly selected out of the five educational zones in Delta State. Five

Academic Scholarship

educational zones have a population of five hundred and twenty-eight (528) Home Economics teachers. The selected two educational zones' population was 182. All Home Economics teachers in the two zones were used due to the non-enrolment of clothing and textiles in their final examination.

Instrument for Data Collection

A five-point structural questionnaire was developed based on the literature review and the purpose of the study. The instrument has a scale of 1–5. The instrument was subjected to face validation by two home economics experts from the College of Education, Agbor.

Data Collection and Analysis Techniques

One hundred and eighty-five copies of the questionnaire were administered and collected by hand by the researcher. The collected data was analysed using frequency. Any item that obtained a mean of 3.5 and above was considered a problem, and ways of solving the problem that militates against the teaching and learning of clothing and textiles in Delta State secondary schools were discussed.

Findings

The following findings were made:

1. All the solutions listed that can improve the teaching of clothing constructions were agreed to and identified in Table I.
2. Ten (10) out of twenty (20) were agreed upon as difficulties in the darling pattern of various articles in Table 2.
3. Sixteen (16) out of eighteen measures to be adopted for enhancing the interest of government, teachers, and students in clothing and textiles are listed in Table 3.

Table 1: Mean Responses on Solutions that Can Be Provided to Improve the Teaching of Clothing Construction

S/No	Items	Mean
1	Provision of infrastructure for clothing construction	4.0
2	Providing tools and equipment for clothing construction	3.8
3	Improved interest of teachers	4.2

Academic Scholarship

4	Improved method of teaching	4.0
5	Knowledge ability about current methods of teaching clothing construction	3.6
6	Improved attitudes on clothing construction	3.6
7	Skilled manpower to teach clothing construction	4.0
8	Allocating sufficient time for teaching clothing construction	4.2
9	Proving materials for teaching	3.8
10	Ability to produce new design en-vogue	3.8
11	Competency and skill in sewing and construction of good quality garment	4.1
12	Creative and innovating ability in clothing construction	4.0
13	Finishing/neatness of the constructed garment	3.6
14	Know texture of fabrics	3.6
15	Motivation and encouragement	3.8

Table 1 indicates that teachers agreed with all the items as solution that can be provided to improve the teaching of clothing construction in Delta State secondary schools. All items have mean above 3.5, showing the rate of agreement.

Table 2: Mean Responses on Difficulties Encountered in Drafting pattern of various Articles

S/No	Items	Mean
1	Taking accurate measurement	3.8
2	Lack of flat working surface	4.2
3	Lack of tools and equipment for drafting pattern	4.0
4	Lack of basic pattern	2.8
5	Lack of computer in school for pattern drafting	3.7
6	Lack of knowledge in pattern marking	4.5
7	Lack of interest in pattern drafting	4.0
8	Large number of student	3.8
9	Lack of motivation	3.5
10	Poor students teacher relationship	3.2
11	Scarcity of comprehensive book in pattern drafting	4.3
12	Charge in clothing need	3.6

Table 2 reveals that teachers agreed with items numbers 1 , 2, 3, 5, 6, 7, 8, 9, 11 and 12 (mean 3, 8, 4.2, 4.0, 3.7, 4.5, 4.0, 3.0, 3.5, 4.3 and 3.6)

Academic Scholarship

as difficulties in pattern drafting different articles, while they disagreed with items 4 and 10 (mean 2.8 and 3.2).

Table 3: mean responses on measures to be adopted to enhance interest of Government, Teachers and Students in Clothing Construction.

S/No	Items	Mean
1	Provision of infrastructure and equipment by government	4.0
2	Teaching clothing and textile as a separate course	3.6
3	Allocating sufficient time for teaching clothing and textile	3.7
4	Organizing in-service training for teachers	4.2
5	Providing comprehensive clothing books to schools	3.8
6	Organizing yearly workshop in clothing and textile	3.6
7	Government should replan curriculum to vocational education objectives	3.6
8	Government should provide instructional materials for teaching clothing and textile	4.2
9	Government should give incentives to clothing and textile teachers to arouse their interest	4.0
10	Assigning students to learn it by themselves	2.9
11	Loan should be made available to students on graduation	4.2
12	Teachers should improve their methods of teaching	3.6
13	Qualified teachers should teach clothing and textile	3.8
14	Students should be motivated	3.6
15	Atmosphere for teaching clothing and textile should be conducive	3.8
16	Good students teacher relationship	4.0
17	Clothing curriculum should meet emerging need of the people	3.6
18	Student should finance themselves	3.0

Table 3 reveals that teachers agreed with measures 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, and 17 (all having means above 3.5) as the measures to be adopted in improving the interest of the government, teachers, and students in clothing and textiles while they disagreed with items 10 and 18 (which means 2.9 and 3.0).

Discussion

The results of the data in Table 1 clearly show that all the items listed should be considered as part of a solution that can be provided to improve the teaching of clothing construction. The finding in this table is in line with Iyere and Anerua (2004), who recommended that infrastructure, tools, and

Academic Scholarship

equipment should be provided for teaching clothing construction in secondary schools. Teachers agreed that they should be encouraged to improve that method of teaching from time to time. According to Iyere (2000), the emphasis should be on the training and retraining of teachers to teach clothing in schools.

The data from Table 2 revealed the difficulties in the drafting patterns of various articles. Ten items were agreed upon, while two items were disagreed upon. The respondents accepted that taking accurate measurements, a lack of tools and equipment, motivation, knowledge of pattern markings, interest, and a large number of students in schools were some of the difficulties. According to Lemchi (2002), pattern marking is an important aspect of pattern drafting, which should be done correctly. Tools and equipment should be provided to make teaching and learning pattern drafting easy. This is in line with Anyakoha (1992) and Onwunedo (1998), who noted that teachers cannot teach this course effectively without the use of these facilities and equipment.

The findings, as summarised in Table 3, indicate that sixteen (16) out of eighteen of the items were agreed upon as measures to be adopted in improving the interest of the government, teachers, and students in clothing and textiles. This showed that the government should provide infrastructure, tools, equipment, books, loans to students after graduation, in-service training for teachers, organise workshops, employ qualified teachers, and create a conducive atmosphere for teaching clothing and textiles. Ndebbio (1994) opined that the government should encourage the teachers by providing the necessary infrastructure and equipment for the teaching and learning of clothing and textiles. It is also in line with Thompson (2005), who opined the loans should be made available for graduates to enable them to set up their own business for the production of clothes or further their education in line with their course of study.

As Nigeria focuses on economic empowerment and development, we have a strong faith in clothing and textiles as tools for economic progress, stability, and the sustainability of the family. Nwankwo (2007) agreed that sewing, textile crafts, weaving, and pattern drafting play an essential part in industries today. This is in support of the finding that curriculum should be re-planned and modified always to move with changing time. Turning out individuals who can be self-employed was also agreed upon as a solution for improvement in teaching and learning clothing and textiles. Jubrin (2003) opined that Nigeria should be encouraged to develop the culture of using made-in-Nigeria clothing and textiles.

Academic Scholarship

Clothing and textiles is a skill-oriented area of Home Economics noted for its capability of equipping learners with selectable skills that make for self-reliance, self-employment, and paid employment. Onyebueke and Ochonogor (2002) opined they can also establish tie-dye and batik (that is, clothing and textile design) institutions where they can train people; an example of this is the Skill Acquisition Center of Abeokuta in Ogun State.

Conclusion

The world is dynamic; hence, curriculum experts must take note of the change in order to replan the curriculum to meet the needs of the people. Clothing and textiles is a skill-oriented course that can lead to several opportunities for small-scale businesses. Clothing and textiles as a vocational subject hold the key to our future technological development and are capable of sustaining family perspectives in an evolving global knowledge economy.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The curriculum should be modified so that at an earlier stage, children can be taught to be productive and creative.
2. Teachers should encourage students to always complete a project they start.
3. The government should always encourage teachers to participate in in-service training, workshops, study leaves with pay, etc.
4. The government should provide all materials, tools, equipment, and qualified manpower needed for the teaching and learning of clothing and textiles in primary, secondary, and tertiary schools in Nigeria.
5. Government and management should equip and fund schools with sincerity to achieve the objective of vocational education as contained in the National Policy on Education (2004).
6. Clothing and textiles should be taught by specialists who are encouraged to upgrade their knowledge and skills from time to time.

References

Academic Scholarship

- Adeyemi, B.A. (1997). Evaluation of the implementation of vocational technical education programme in the colleges of education. Unpublished Ph.D. Thesis, department of vocational teacher education, University of Nigeria, Nsukka.
- Anyakoha, E.U. (1992). Development and utilization of facilities for home economics education Programmes in Nigeria schools and colleges for manpower development. Nsukka Nigeria vocational association.
- Ebenebe, (1991). In quality assurance in teaching and examination of vocational and technical education (2009), p.4 of 5. http://goliath.ecnext.com/com52/gi_0199-7014308/quality-assurance-in-the-teaching-html.
- Ezema, P. (2002). Clothing practices and health problems of rural families. Journal of Home economics research association (HERAN), Vol.I (1) Pg.13-19.
- Federal Republic of Nigeria (2004). National policy on education. (4th edition). Lagos: NERDC Press.
- Iyera, F.O. & Anerua, F.A. (2004). Home economics Education: Vocation for self- reliance. Journal of knowledge review, 8:(1): 104-106.
- Iyere, F.O. (2000). Teaching home economics in contemporary Time: A practical perspective. Journal of education systems research and Dev. 4:(2):35-36.
- Iyere, F.O. & Orumwense, F.E. (2007).Towards the enhancement of clothing and textile education in schools. Journal of home economics research association of Nigeria (HERAN), Vol.8, pp.74-79.
- Jubrin, W. (2003). Depression <http://www.bharatextile.com/newitems>. in the textile industry. Bharatextile.com/newitems. Nigeria.
- Lemchi, S. (2001). Strategies for Reducing stress from clothing construction/Practical in secondary school research association (JHHERA) 3:2:97-102.
- Lemechi, S. (2002). Home economics entrepreneurial development and poverty alleviation in Nigeria. In E.U. Anyakoha (ed) (2002). Research issue in home economics, Nigeria. Home economics, research association of Nigeria (HERAN) Vol. 4, pp.257-264.
- Ndebbio, J.E.U. (1994). The private sector business. Lagos: Gubumo Publishing company.
- Nwankwo, J.O. (2007). The quality of life and home economics. Illinois Teacher X; (1) 1-5.
- Olaitan, S.O. (1997). Issues in vocational and technical education for self-reliant nation. NVA Monograph 5 (1-7).

Academic Scholarship

- Onwunedo, GO. (1998). Improving infrastructural facilities for the preparation and better performance of home economics teachers in the 21st Century. *The Asaba educator*, Vol. I (1).
- Onyebueke, D.O. & Ochonogor, E.O. (2002). Appropriate technologies for improving Woman Entrepreneurship for Rural Development in Nigeria. *Journal of Home economics research* 3:19:153.
- Osuji, F. (2004) In *Quality Assurance* (2009). [Http://goliath.ecnext.com](http://goliath.ecnext.com) p.4 of 5.
- Philip, J.S. (2005). Textile in Nigeria. [Hto://www..AfricaHistory, net/she.htm](http://www.AfricaHistory.net/she.htm). Vol.6, No.I 1.
- Thompson, D. (2005). The contemporary Nigeria Woman's dress: From Aesthetics to function and its implication for family survival. *Journal of home economics research association (JHERA)* 6:1:35-39.
- Tibi, E.U. (1997). *Essentials of management and leadership in vocational and technical education*, Agbor: Central books limited.