

Appraising Instructional Materials and Evaluation Strategies in the Teaching of Clothing and Textiles

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ABSTRACT The purpose of the research was to find out the appraisal of students of the adequacy of instructional materials and evaluation strategies used in the teaching of Clothing and Textiles in tertiary institutions in Delta State, Nigeria. The sample consisted of 198 students from a target population of 660 students enrolled in Home Economics in four Tertiary Institutions during the 2004/2005 academic year. The analysis of the data was based on 157 usable questionnaires which were administered and returned by the respondents. The result revealed that students gave satisfactory appraisal to the adequacy of instructional materials and the evaluation strategies used by the lecturers. The differences in the means reported by the students in their appraisal were found not to be statistically significant for both adequacy of instructional materials and evaluation strategies adopted.

INTRODUCTION

The teaching of Clothing and Textiles as one of the three major areas of Home Economics has been concerned with the study of the origin of fibres, and how fibres are produced into fabrics for both personal and household uses (Arubayi 2002). The other two areas of Home Economics which appear to be more of interests to students are Food and Nutrition and Home Management (Arubayi 2003). Clothing along with food and shelter are some of the primary needs of mankind since the origin of man. The importance of Clothing and Textiles to the development of individuals and groups in our society is not in doubt.

Despite the importance of Clothing and Textiles in our society, the situation has not been so reflected in Nigeria's Tertiary Institutions. Of the three areas of Home Economics mentioned earlier, Clothing and Textiles as a course, appears to be the most unpopular to students (Maduaka 1997). The concerns of students have centred on the instructional and evaluation strategies adopted by lecturers, and the abstract nature of the course, which explains why students appraised clothing and Textiles as difficult. (Arubayi 2004). Other reasons adduced by students in Nigeria include lack of equipment and facilities and the time consuming nature of the course (Arubayi 2000, 2006).

Statement of Problem

Lack of interest by students in Clothing and Textiles have created a problem of decline in enrolment in the course in Nigeria's Tertiary Institutions. The identification of teaching strategies and lack of facilities as some of the problems militating against increased enrolment of students in the course have given impetus to this study. Specifically, how do students in Tertiary Institutions in Nigeria appraise instructional materials, and evaluation strategies utilized in the teaching of Clothing and Textiles?

Questions and Hypotheses

To carry out the thrust of this research to fruition, research questions and hypotheses have been raised. Answers were provided to the questions while the testing of the hypotheses was carried out.

Questions

1. Are there differences in students' appraisal as to the adequacy of instructional materials utilized in the teaching of Clothing and Textiles?
2. Are there differences in the appraisal of students in the evaluation strategies utilized in the teaching of Clothing and Textiles?

Hypotheses

1. There is no significant difference in the appraisal of students as to the adequacy of the instructional materials used in Clothing and Textiles.
2. There is no significant difference in the appraisal of students in the evaluation strategies used by lecturers in Clothing and Textiles.

Scope/Delimitations

This study is delimited to students enrolled in Tertiary institutions in Delta State, Nigeria during the 2004/2005 academic year. The use of students in appraising instruction is the most defensible, valid and reliable (Miller 1995). The validity of students' appraisal has been defended by Arubayi (1985, 1987a, 1987b) Greenwald (1997), Centra (1993) and Feldman (1989). The reliability on the other hand has been supported by evidence from the research works of Arubayi (2003, 1987c, 1986), Marsh and Roche (1997), March and Bailey. (1993) and Gordon (2002). It becomes obvious that the use of students in appraising instructions, programmes and courses are not in question. According to Seldin in 1996, "the opinions of those who eat the dinner should be considered, if we want to know how it tastes". It is for this reason amongst others that the students who are currently enrolled in Nigeria' Tertiary Institutions was used to appraise some aspects of the teaching of Clothing and Textiles.

METHODS AND MATERIALS

This research study adopted a survey descriptive design which is ex-post-facto in nature. As a result, no variables were manipulated and events were investigated to adduce reasons why they have occurred. The target population was all 660 Home Economics students enrolled in four Delta State Tertiary Institutions during the 2004/2005 academic session. The four tertiary institutions were College of Education Warri, College of Education Agbor, Federal College of Education Technical, Asaba, and Delta State University, Abraka (DELSU). Each of these institutions contributed 214, 185, 110 and 151 respectively to the target population.

A random sample of 30% of Home Economics students in each of the Tertiary Institution was

carried out. The sample of respondents gave a total of 198 with 64,56,33 and 45 students representing College of Education, Warri, Agbor, Asaba and Delta State University, Abraka respectively.

The instrument used for data collection was a questionnaire constructed by the researcher. The questionnaire titled Home Economics students Appraisal of Instruction Questionnaire (HESAIQ) had a reasonable face and content validities and a reliability coefficient of 0.78 utilising the test re-test method. The HESAIQ had a total of 128 items and 8 subscales, which included the subscales of instructional materials with 6 items, and evaluation strategies with 14 items. The 5-point likert scoring response scale of strongly agree (5-points), agree (4-points), undecided (3-points), disagree (2-points) and strongly disagree (1-point). The HESAIQ was therefore found to stable, consistent and firm of purpose.

RESULTS AND DISCUSSION

Analysis of data collected was based on 157 usable questionnaires and the application of simple means, standard deviations and one way analysis of variance (ANOVA). The results have been presented in Table 1, 2, 3 and 4.

Presented in Table 1 are the result of the appraisal of students as to the adequacy of instructional materials used in Clothing and Textiles. There were differences reported in the appraisal of the students from one institution to another. On the whole, the general mean was 2.99. Students of the College of Education, Warri, had the highest mean of 3.23 with those of the College of Education, Agbor with the lowest mean of 2.59. The College of Education technical, Asaba recorded a mean of 3.20 while their counterparts in Delta State University had a mean of 2.94. The corresponding standard of deviations have also been reported. On the whole, the students rated the use of instructional materials as average.

The simple one-way analysis of variance (ANOVA) test was utilised to test the differences

Table 1: Differences of the appraisal of students to the adequacy of instructional materials used in clothing and textiles

S. No.	Institutions	N	Mean	SD
1.	Warri	51	3.23	13.29
2.	Agbor	44	2.59	5.40
3.	Asaba	26	3.20	7.29
4.	Abraka (DELSU)	36	2.94	11.38

Table 2: Simple analysis of variance (ANOVA) test of significance in mean differences among the respondents

Sources	DF	SS	MS	F-ratio	Table-F
Between Groups	3	401.95	133.98	1.29	3.00
Within Groups	153	15944.97	104.22		
Total	150	16346.92	xxxx		

in the means reported in Table 2. The result of the analysis indicated a calculated F-ratio of 1.29 which was below the critical table F-value of 3.00 with 3.153 as degrees of freedom at the 0.05 level of probability. Consequently, the hypothesis of no significant differences in the means was therefore retained.

The data in table 3 are the means and standard deviations of the students' appraisal of the evaluation strategies adopted by lecturers in the teaching of clothing and Textiles. The result revealed an overall mean of 3.77 which was a clear indication that the students were satisfied with the evaluation strategies used by lecturers. There were however differences in their satisfaction from one institution to another. The students in the College of Education Technical, Asaba reported the highest mean of 3.90. This was followed by those in Warri, Agbor and DELSU with means of 3.76, 3.73 and 3.70 respectively. The corresponding standard deviations have also been reported in Table 3 in the appropriate column.

Table 4 gave the result of the one way analysis of variance (ANOVA) test of no significant difference between the mean scores as reported in Table 3. The result revealed a computed F-ratio of 0.31. This figure was below the critical table F-value of 3.00 with 3,153 as degree of freedom at the 0.05 level of probability. The hypothesis that there is no significant difference

Table 3: Differences of the appraisal of students in the evaluation strategies used by lecturers in clothing and textiles

S. No.	Institutions	N	Mean	SD
1.	Warri	51	3.76	10.79
2.	Agbor	44	3.73	11.40
3.	Asaba	26	3.90	16.23
4.	Abraka (DELSU)	36	3.70	9.38
	Total	157	X3.77	X11.66

Table 4: Simple analysis of variance (ANOVA) test of significance in mean differences among the respondents

Sources	DF	SS	MS	F-ratio	Table-F
Between Groups	3	128.26	42.75	0.31	3.00
Within Groups	153	21066.56	137.67		
Total	156	21199.88	xxxx		

in the appraisal of students in the evaluation strategies used by lecturers in teaching Clothing and Textiles was therefore accepted.

DISCUSSION

The findings from this study revealed that students in Tertiary Institution in Delta, Nigeria gave satisfactory pass mark to the adequacy of instructional materials used and the evaluations strategies adopted in the teaching of Clothing and Textiles. These findings were contrary to the findings of Arubayi (2004) that students appraised the instructional and evaluation strategies adopted in the teaching of Clothing and Textiles as a probable cause for the perceived difficulty. The overall means of 2.99 and 3.77 for adequacy of instructional materials and evaluation strategies adopted gave indication that the students were more satisfied with the evaluation strategies than the instructional materials used. Although no significant differences were reported by the students in their appraisal, it was however revealed that students in the State University were less satisfied with the evaluation strategies adopted by their lecturers than their counterparts in the College of Education. Even with the adequacy of instructional materials, the situation was not different. The findings of Arubayi (1995) support this position.

One finding which came as a surprise was the report of the adequacy of instructional materials used in teaching Clothing and Textiles by the students from the Colleges of Education. One was expecting students in the University to have adjudged the instructional materials available and used in their institution better than those used in the Colleges of Education. This is based on the assumption that universities being at a higher

academic ladder ought to provide better instructional and evaluation strategies, but the findings have revealed otherwise.

CONCLUSION

The study revealed that students in Tertiary Institutions in Delta State, Nigeria have appraised the quality of Instructional materials and Evaluations strategies adopted by Clothing and Textiles teachers satisfactorily. However, students from the University which is the highest cadre of learning were not as satisfied as the students from the Colleges of Education with the instructional materials and Evaluation Strategies adopted.

RECOMMENDATION

Based on the findings, Lecturers of Clothing and Textiles must consider carefully the best instructional strategies that will provide room for optimum learning, that will challenge, sustain and motivate students' to the learning of Clothing and Textiles.

Lecturers of Clothing and Textiles should adopt Evaluation strategies that will act as a motivator to the learning and Acquisition of skills needed for competence in the subject for self actualization and self-reliance.

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