

Teaching of Clothing and Textiles in Tertiary Institutions: An Appraisal of Course Objectives and Contents

D.O. Arubayi

Vocational Education Department, Delta State University, Abraka, Nigeria
P.O. Box 192, Abraka, Delta State, Nigeria
Mobile: +234-8035748839, +234-8025606477, E-mail: darubayig@yahoo.com

KEYWORDS Appraisal. Teaching. Clothing Textiles. Course Objectives. Contents. Tertiary Institutions.

ABSTRACT The primary purpose of the study was the appraisal of students of the course objectives and contents in the teaching of Clothing and Textiles in Tertiary Institutions in Delta State, Nigeria during the 2004/2005 academic year. To carry out this research study two research questions and two hypotheses were raised to give direction to the study. From a target population of 660 enrolled students in four Tertiary Institutions, 198 students were randomly selected to constitute the sample used for the study. An ex-post facto research design was used. The instrument for the collection of Data was a Structured Questionnaire titled (HESAIQ). The data collected were analysed using simple means, standard deviations and one way analysis of variance. The result revealed that the students appraised the course objectives and contents as very satisfactory irrespective of institution of enrolment. The differences between the means of the students in the different Tertiary Institutions were found not to be significant.

INTRODUCTION

Clothing and Textiles is a subset in the teaching of Home Economics as a subject in Tertiary Institutions in Nigeria and indeed many other Countries in the World over. Even at the Secondary School level in Nigeria, Clothing and Textiles has been included in the curriculum with a view of developing competencies amongst the students towards national development and self-employment Anyakoha (1988). As a course, Clothing and Textiles is developed around six central themes. They include the study of fabrics, garment construction, Clothing maintenance, Consumer Education, decorative process and wardrobe planning. Arubayi (2004) suggests the aforementioned themes when she stated that Clothing and Textiles is an aspect of Home Economics which deals with the origin of clothes, their importance, choice, construction, and maintenance.

Many teachers of Home Economics prefer to teach the 'soft' areas of the subjects such as Foods and Nutrition instead of Clothing and Textiles. According to Maduka (1997), many lecturers and students perceive Clothing and Textiles as a very difficult aspect of Home Economics. In the same vein, Obrifor (1993), and Aiyede (1995), revealed that 55% and 70% of Home Economics teachers preferred to teach Food and Nutrition to Clothing and Textiles. One wonders therefore how students can learn from teachers who appear

not to be too enthusiastic about teaching a course. Farrant (1976) stated that an ignorant teacher cannot enlighten his student higher than himself. The apparent difficulty of Clothing and Textiles may well explain the decline in student enrolment at the secondary school level in Nigeria over the past 8 years (Olubayo and Olaiya 1988). Whereas enrolment in Foods and Nutrition was on the increase that of Clothing and Textiles was on the decrease.

Problem Statement

It is clear that there is a problem both in the teaching of Clothing and Textiles and in what students are able to learn. Some of the problems have been traced to many factors including the scheme of work, content of the course and the basic objectives in the teaching of Clothing and Textiles Arubayi (1995). This study specifically attempted to appraise the course Objectives and Contents in the teaching of Clothing and Textiles in Tertiary Institutions in Delta State, Nigeria during the 2004/2005 academic year.

Research Questions/Hypotheses

The following research questions and hypotheses were formulated to provide a lead to this study. Attempts were made to provide answers to the questions raised while the hypotheses were statistical tested.

Questions

1. Are there differences in students' appraisal of course objectives of Clothing and Textiles? Are they satisfied with the objectives?
2. Are there differences in students' appraisal of the adequacy of the course contents of Clothing and Textiles?

Hypotheses

1. There is no significant difference between the appraisal of respondents with the stated objectives of Clothing and Textiles when institution attended is taken as an independent variable.
2. There is no significant difference between the appraisal of respondents as to the adequacy of course contents of Clothing and Textiles when institution attended is taken as an independent variable.

Delimitation/Scope

In this study, students in Tertiary Institutions in Delta State, Nigeria, have been used as respondents to appraise the adequacy of the objectives and course contents of Clothing and Textiles. The study is delimited to students from the four Tertiary Institutions in Delta State, in the 2004/2005 academic session. The use of students are strongly supported by researchers such as Abrami et al. (1990), Arubayi (1986a, 1986b, 1987a, 1987b, 2003), Adams (1997). Students evaluation is the most reliable, valid and defensible instrument for faculty appraisal Miller (1975) If it is our desire to improve on teaching in our Tertiary Institutions, students who are the consumers of our education process need not be silent partners Gordon (2002). According to Seldin (1976), "the opinions of those who eat the dinner should be considered, if we want to know how it tastes". The implication here is that students are better positioned to appraise the objectives and contents of what is taught and learned in Clothing and Textiles. Their responses are not only reliable (Feldman 1989; Marsh and Roche 1997) but also valid (Greenwald 1997; Harrison et al. 1996).

METHOD AND MATERIALS

An ex-post facto design which was descriptive in nature was adopted and found appropriate

to execute this study. There was no manipulation of dependent variables. The researcher only studied events after they have occurred and offered plausible explanations in descriptive terms as to why certain event(s) happened the way they did.

The target population consisted of 660 Home Economics students registered in four Tertiary Institution in Delta State, Nigeria during the 2004/2005 academic year. The breakdown of the target population by the institution included 214, 185, 110 from Colleges of Education located in Warri, Agbor and Asaba respectively. Also represented in the target population were 151 students enrolled in 200, 300 and 400 levels of the Delta State University (DELSU), Abraka.

From the target population as mentioned above, a sample of 198 students was randomly selected. This represented 30% of the target population. The samples from each institution were selected proportionately such that 64, 56, 33 and 45 students were randomly selected from College of Education, Warri, Agbor, Asaba and DELSU respectively.

To generate the type of data required for this study, a questionnaire titled Home Economics Students Appraisal of Instruction Questionnaire (HESAIQ) was developed by the researcher after a thorough search of the literature for similar instrument. The developed HESAIQ was in two parts. Part A, solicited demographic information such as institution, academic level, school background and number of lecturers from respondents. Part B of the HESAIQ consisted of 128 question subdivided into 8 subscales. The subscales covered such information as general perception of Clothing and Textiles, quality of teaching, objective of course, and course contents. Other areas include learning Experiences, Teachings Strategies. Instructional materials and Evaluation strategies. It is the subscales of course objectives and contents that is of concern in this paper. The HESAIQ adopted a 5-point likert response scale. The response categories were strongly agree (5-points) agree (4-points), undecided (3-points), disagree (2-points), disagree (2-points) and strongly disagree 91-point).

In attempting to ensure that HESAIQ measured what it is supposed to measure, experts in Clothing and Textiles at the only State University (DELSU) were given the opportunity to examine the appropriateness of the 128 items. Their comments and observations assisted in improving upon the face and content validity of the HESAIQ.

Based on these exercises, the HESAIQ therefore assumed a reasonable face and content validity. On the aspects of stability and internal consistency of the questionnaire, test retest reliability was carried out. There was a two weeks interval between the two reliability tests. The Pearson Product moment correlation statistics was computed to yield a reliability coefficient of 0.78. This index was high enough to justify the use of the HESAIQ for this study. In all, 198 questionnaires were administered to the respondents. One hundred and fifty-seven (157) of the administered questionnaires were returned in usable form. This number accounted for about 80% of the questionnaires administered.

Presented in tables 1, 2, 3 and 4 are the results from the data analysed from the 157 usable questionnaires.

The data in table 1 showed the means and standard deviations of the responses students gave to their satisfaction to the course objectives in Clothing and Textiles. The results revealed differences in the appraisal of the students as to their satisfaction to the course objectives. This provided answer to the first questions raised in the aforementioned section of this paper. The details revealed that students in Delsu – Abraka had the highest mean of 4.91 closely followed by their counterparts from College of Education Agbor with a mean of 4.74. The students of the College of Education Technical, Asaba reported the lowest mean of 4.10 while their colleagues in College of Education Warri had mean of 4.36. In all, with an overall mean of 4.54 in a 5 point rating scale, the students in the four tertiary institutions in Delta State, Nigeria were very satisfied with course objectives used in the teaching of Clothing and Textiles.

Table 1: Means of students' responses to appraising course objectives in clothing and textiles

S. No.	Institutions	N	Mean	SD
1.	Warri	51	4.36	2.08
2.	Agbor	44	4.74	1.05
3.	Asaba	26	4.10	1.98
4.	Abraka	36	4.91	3.31
Total		157	X4.54	XXXXX

Table 2: Analysis of variance (ANOVA) test significance in the mean on appraisal of course objectives

Sources	DF	SS	MS	F-ratio	Table-F-Value
Between Groups	3	127.90	42.63	0.99	3.00
Within Groups	153	6566.70	42.92		
Total	156	6694.57	XXXXX		

*Not Significant at 0.05 level probability

Shown in table 2 is the test of significance between and within the means of students in their appraisal of the course objectives in the teaching of Clothing and Textiles. The simple one way analysis of variance (ANOVA) was utilized to test this significant difference. The result revealed a calculated F-ratio of 0.99. This was found to be non-significant when tested against the table F-value of 3.00 at the 0.05 level of probability with 3,153 as degrees of freedom. The hypothesis of no significant difference between the appraisal of respondents with course objectives in Clothing and Textiles was therefore retained.

Reported in table 3 are the means and standard deviations of students' appraisal of the course contents in the teaching of Clothing and Textiles. The means showed differences between students of the various Tertiary Institutions investigated. Students of the College of Education Agbor reported the highest mean of 4.36. This was closely followed by students of Delsu, Abraka with a mean of 4.00 and means of 3.99 and 3.90 were reported for Colleges of Education in Warri and Asaba respectively. An overall mean of 4.10 for all the three colleges and the only university showed that the students were very satisfied with the adequacy of the course contents of Clothing and Textiles in their various institutions.

Presented in table 4 is the result of one way analysis of variance (ANOVA) test of significance in the means reported in table 3. The result showed a calculated F-Ratio of 2.56. This was found to be non-significant when compared with the table F-value of 3.00. The non-significance was determined at the 0.05. level of probability at 3 and 153 degrees of freedom. The null hypothesis of no

Table 3: Means of students' responses to their appraisal of course contents in clothing and textiles

S. No.	Institutions	N	Mean	SD
1	Warri	50	3.99	7.4
2.	Agbor	44	4.36	6.84
3.	Asaba	26	3.90	4.85
4.	Abraka	36	4.00	5.82
Total		156	X4.10	XXXXX

Table 4: Analysis of variance (ANOVA) test of significance in the means on appraisal of course content

Sources	DF	SS	MS	F-ratio	Table-F-Value
Between Groups	3	318.30	106.10	2.56*	3.00
Within Groups	153	6284.30	41.34		
Total	156	6602.60	XXX		

*Not Significant at 0.05 level of probability.

significant difference between the means was therefore retained.

DISCUSSION

The results showed that the students in the four tertiary institutions used in this study were very satisfied about the objectives and the contents in the teaching of Clothing and Textiles in their respective institutions. This revelation was supported by overall means of 4.54 and 4.10 reported by the students for course objectives and contents respectively. The implication of this finding is that the lecturers and indeed the institutions are doing a good job in the teaching of Clothing and Textiles to students. This finding on the part of the lecturer is in support of the position maintained by Cooper et al. (1973) on the competencies of the teacher in achieving course objectives. Even Toby (1988), further supports this finding when she stated that the Home Economics teachers must take into consideration in planning her lectures the objectives, contents and methodology of the subject.

On the statistical significance of the findings, the observed differences between the means for both the appraisal of the course objectives and course contents were found to be non significant. This is an indication that no matter the institution, the course objectives and contents were adjudged to be very adequate irrespective of the mean differences from one Tertiary Institution to another.

CONCLUSION

Arising from the findings of this study, it is concluded that the four Tertiary Institutions in the survey had very adequate course objectives and contents in the teaching of Clothing and Textiles as reported by the students in these institutions. Institution of affiliation was not a determinant of adequate course objectives and contents in Clothing and Textiles.

RECOMMENDATIONS

It is evident from the findings of this research study that the students adjudged the Course Objectives and Contents as very adequate. The assumptions that the Course Objectives and Contents are the probable reasons students perceived Clothing and Textiles as difficult has no basis from this study.

Therefore it is the recommendation of the researcher that the area of teacher competence be examined, as it affects the teaching of Clothing and Textiles in Tertiary Institutions.

REFERENCES

- Abrami PC, Leventhal L, Perry RP 1990. Educational Seduction. *Review of Educational Research*, 52: 446-464
- Adams JV 1997. Student Evaluations: The Rating Game. *Inquiry*, 1(2): 10-16
- Aiyede MO 1995. *A Survey on Why Most Home Economics Graduate Teachers Prefer to Teach Food and Nutrition to Clothing and Textiles in some Selected Schools*. B.Ed. Thesis, Unpublished. Abraka: Delta State University, Abraka, Delta State.
- Anyakoha EU 1988. The Role of Clothing Education in National Development. *Nigeria Research Association*, 1: 182-188.
- Arubayi DG 1995. *Evaluation of the Home Economics Education Curriculum as Perceived by the Home Economics Students*. M.Ed. Thesis, Unpublished. Abraka: Delta State University, Abraka, Nigeria.
- Arubayi EA 2003. *Improvement of Instruction and Teacher Effectiveness in Tertiary Institutions: Are Students' Rating Reliable and Valid?* 4th Inaugural Lecture of Delta State University, Abraka, Delta State, Nigeria.
- Arubayi DG 2004. A Case Study of Teaching Area Preference of Home Economics Part-time Degree Students in Delta State University, Abraka. *Journal of Research Development in Education*, 11(1): 56-62.
- Arubayi EA 1987a. Improvement of Instruction and Teacher Effectiveness: Are Student Rating Reliable and Valid? *Higher Education*, 16: 267-278.
- Arubayi EA 1987b. Assessing Academic Programmes in College of Education: Perceptions of Final Year Students. *Assessment and Evaluation in Higher Education*, 12(2): 105-114.
- Arubayi EA 1986a. Students' Evaluation of Instruction in Higher Education: A Review. *Assessment and Evaluation in Higher Education*, 11: 1-10.

- Arubayi EA 1986b. Students Evaluation of Instruction in Higher Education. Some Suggestions for Improvement. *Journal of Educational Research and Extension*, 23(1): 50-58.
- Cooper MJ, Howard J, Wilford A, Weber 1973. Specifying Teacher Competencies. *Journal of Teacher Education*, XXIV: 17-21.
- Farrant JS 1976. *Principles and Practice of Education*. London: Longmans Group Publishers Ltd.
- Feldman KA 1989. Instructional Effectiveness of College Teachers as Judged by Teachers Themselves. Current and Former Students, Colleagues, Administrators and External (Neutral) Observers. *Research in Higher Education*, 30(2): 137-169.
- Gordon PA 2002. *Student Evaluations of College Instructors: An Overview*. <http://www.valdost.peachnet.edu/nwhuitt.psy702/files/tcheval/html>. (Retrieved March, 14th 2007).
- Greenwald AG 1997. Validity Concerns and Usefulness of Student Ratings of Instruction. *American Psychologist*, 52(11): 1182-1186
- Harrison PD, Ryen JM, Moore P 1996. College Students' Self Insight and Common Implicit Theories of Teaching Effectiveness. *Journal of Educational Psychology*, 88(4): 775-782.
- Maduaka EA 1977. *Identification of Problems Perceived by Students in Basic Drafting and Manipulation of Darts in Garment Construction*. B.Ed. Thesis, Unpublished. Abraka: Delta State University, Abraka, Nigeria.
- Marsh HW Roche LA 1997. Making Students' Evaluations and Teaching Effectiveness Effective: The Critical Issues of Validity, Bias and Utility. *American Psychologist*, 52(11): 1187-1197.
- Miller RI 1975. Faculty Evaluation and Development. *Paper Presented at the International Conference on Improving University Teaching*. Heidelberg.
- Obrifor AO 1993. *An Investigation into Factors Affecting the Teaching of Clothing and Textiles in Secondary Schools in Oredo Local Government Area*. B.Ed Thesis, Unpublished. Abraka: Delta State University, Abraka, Nigeria.
- Olubayo GB, Olaiya OO 1988. Students Enrolment and Performance in Secondary School Home Economics. *Journal of Research in Curriculum*, 6(1): 169-174.
- Seldin P 1976. New Rating Names for Professors. *The Peabody Journal of Education*, 53: 254-259.
- Toby CA 1988. The Place of Home Economics in the New National Policy of Education. *The Nigeria Principal Journal of ANCOPSS*, 3(1): 72-76.