

Factors Influencing Students' Attitude toward Clothing and Textiles in Colleges of Education

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Abstract

The study examined the factors influencing students' attitudes towards Clothing and Textiles in Colleges of Education. The study was guided by two (2) research questions. The study involved 154 final year students of three Colleges of Education in Edo and Delta states. The instrument for the data collection was a structured questionnaire. Mean scores were used to analyze the data collected. The findings revealed that (1) the teacher related factors: the lecturers illustrating their teachings with practical exercises, being knowledgeable in teaching of the skills relating to Clothing and Textiles constructions and having positive attitudes towards the teaching of the skills among others, as factors influencing students attitudes towards Clothing and Textiles in Colleges of Education. (2) students-related factors like: being mature for the task of Clothing and Textils, liking Clothing and Textiles as a course, and being motivated to study the course as factors influencing the students' attitude towards Clothing and Textiles in Colleges of Education. However, factors like difficult and time consuming nature of the course, the skill being expensive to acquire and inadequate facilities in school laboratories were some of the factors observed to be affecting students' attitudes towards the course. Based on the findings, it was recommended among others (1) that lecturers of Clothing and Textiles should use simple construction terms/methods to encourage the students. (2) school authorities should equip Clothing and Textiles laboratories with modern facilities. (3) more time should be allocated to the teaching and learning of Clothing and Textiles practical skills.

Keywords: Attitude, Skill acquisition, apprenticeship, unemployable, Teacher - related factor, Students'-related factor.

Introduction

Clothing and Textiles is one of the major areas of Home Economics taught in Colleges of Education. It is concerned with the acquisition and development of practical skills by the beneficiaries. Lemchi (2001) noted that one of the objectives of tertiary institution, especially Colleges of education, is to produce skilled persons who are capable of playing effective roles in national, economic and technological growth and development. At the Nigeria Certificate in Education (NCE) level, Clothing and Textiles has the following objectives as outlined by Nwaiwu, (1990):

- ❖ It enables the students to develop their creative abilities and good taste.
- ❖ It helps to develop in the student's creative innovations as they sew classical dresses for themselves and others. This will enable them to be productive members of the society.
- ❖ It develops concentration and accuracy.
- ❖ It forms power judgement and observation.
- ❖ It gives scope for imagination.
- ❖ It develops an appreciation of colour, style and good taste.

In spite of the above laudable objectives of Clothing and Textiles not many students may be aware of the numerous enterprises that may make them employable and self reliant. Dada (2007) enumerated such small scale business enterprises available in

Clothing and Textiles as sewing (fashion designing) tie -dying and batiking, laundry and dry cleaning, bridal shop, Clothing and Textiles merchandizing, toys and gift shop, embroidery shop, knitting and crocheting shop , making of bed sheet and bed cover and curtains designing. Ijeola (2006) also reported that "this trend (fashion designing and tailoring) has opened a lot more opportunities for unemployed youths".

To acquire the enterprises enumerated, trainees and students must acquire the necessary Clothing and Textiles skills. Acquisition of skills means to have the ability to do something expertly well especially as a result of long practical experience (Enemuo 2001). This must be influenced by attitude. Attitude is a mental disposition towards one's self, another person and a thing. It is the feeling given to any stimulus around us. According to Femi (2009), attitude is the off spring of nature, nurture and environment. He stressed that nature refers to all genetically inherited attributes, nurture talks about the accumulation of life and living experiences (culture) over time, while environment is centered on present surrounding. Attitudes, otherwise called perception dictates and controls our behaviors either consciously or sub consciously. Attitude is essential for effective transfer and acquisition of skills. It is a necessary factor for both the learner and the teacher. Hence Okoye (1998) posited that, attitudes of the teacher and the learner are very essential in acquiring skill. One can be

interested in and shows a positive attitude towards something he can do well. There is a relationship between attitude of learners and teachers in the acquisition of Clothing and Textiles skills. Skill acquisition is all about competence in accomplishing a task and there is joy in being skillful especially when it has financial reward. It accords one confidence, recognition, self-reliance and even pre-eminence among peers. (Abhuere, 2012)

In the opinion of Njoku (2002) to possess skills means demonstrating the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individuals through repetition or practice. Arubayi (2009) supported this notion when she stated that "skills can only be acquired through long learning and practice. The acquisition of Clothing and Textiles involves the transfer of skills through apprenticeship or a formal system.

In a formal system which the Colleges of Education provide, it takes a minimum of three years i.e. (six semesters) to acquire the necessary skills for self reliance/employment generation filliped with an industrial attachment of three months for practical purposes. In the apprenticeship system, two years and above are required. This is basically practice oriented and devoid of theoretical experience. In either case, a functional living is guaranteed as they provide opportunities for self-reliance especially in a depressed economy like

that of Nigeria. In spite of the several benefits derivable from the study of Clothing and Textiles, Benson (2000) noted that only 10% of about 100,000 graduates from the tertiary institution are securing employment on graduation yearly. Ukpore (2010) also lamented the fallen standard of Education in Nigeria, as it has observed that the quality of students had been on a steady decline because about 70% of graduates including Home Economists are unemployable. The questions now are: Are the NCE graduates of Home Economics who studied Clothing and Textiles able to be self employed? Do they actually acquire these skills to be self-reliant? Are the objectives of Clothing and Textiles being met?

In response to the above question, Abhuere (2012, asserted that Nigerian Colleges of Education students may not have acquired the right skills because of the process of acquisition of such skills. Some may have acquired the skills but the application of such skill is a major problem.

The major focus of this paper, therefore, is to find out those factors influencing Colleges of Education Home Economics Students' attitude towards the study of Clothing and Textiles.

Purpose of the study

The main purpose of this paper was to examine the factors that influenced NCE Home Economics students' attitudes towards the study of Clothing and Textiles. Specifically, this study identified:

- ❖ Teacher - related factors that influence the attitudes of Nigerian Colleges of Education students towards the study of Clothing and Textiles.
- ❖ Students - related factors that influence the study of Clothing and Textiles skills by the student.

Research Questions

The study sought answers to the following questions:

1. What are the teacher - related factors that influenced the College of Education Home Economics students' attitudes towards the study of Clothing and Textiles?
2. What are the Students - related factors that influenced the College of Education Home Economics students' attitudes towards the study of Clothing and Textiles?

Methodology

Area of the Study: The area of study is College of Education, Ekiadolor, Benin in Edo State, College of Education, Agbor and College of Education, Warri both in Delta State. Both states are located in south -south part of Nigeria. The three Government owned Colleges of Education in both states have been adequately exposed to both practical and theoretical curriculum as recommended by National Commission for Colleges of Education (NCCE).

Design of the Study: The study adopted the survey research design. This was considered suitable because according to Anyakoha (2009) survey research uses questionnaires,

interview and observation to determine the opinions, attitudes, preferences and perceptions of interest to the investigator. The information were gathered from students involved in the study.

Population of the Study: The population is 564 students in the department of Home Economics in the three Colleges of Education in Edo and Delta states namely College of Education Ekiadolor, Benin =232, College of Education Agbor =132 and College of Education Warri =200. (Field survey, 2013)

Sample and Sampling Techniques: The sample of the study consisted of only 154 year three Home Economics students from the three Colleges of Education. This is College of Education, Ekiadolor = 60, College of Education, Agbor = 38, College of Education, Warri = 56. Purposive sampling technique was adopted to select only those students who had been taught courses in Clothing and Textiles (both the theory and practical).

Research Instrument: The instrument for data collection was the structured questionnaire. The instrument which had a total of 14 items and base on 5-point likert scale as follows: Strongly agree (5 points), agree (4 points), undecided (3 points), disagree (2 points) and strongly disagree (1 point). For expected negative responses, the scale was reverted, strongly agree = 1, agree = 2, undecided = 3, disagree = 4 and strongly disagree = 5

The instrument was validated by three Home Economics lecturers. The

reliability of the instrument was established using split half reliability method and Cronbach coefficient alpha method was used to establish the reliability of the instrument. This yielded a reliability coefficient of 0.74.

Method of Data Collection and Analysis: A total of 154 copies of questionnaire were administered by the two authors to the students at

different times. Adequate instruction was given on how the questionnaire will be completed. On the whole, all copies of the questionnaires (100%) were retrieved. The data collected for the study were analyzed using mean scores.

Findings of the Study

(A) Teacher-related factors

Table 1: Mean on the teacher-related factors that influence the attitude of college of Education Home Economics Students towards the study of clothing and Textiles.

S/No	Teacher-related factor	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_G	SD	Remark
My clothing and Textiles							
Lecturers:							
1.	Illustrate their teaching With practical exercises	3.5	3.66	3.45	3.54	0.74	Ag
2.	Portray their personality Well.	3.78	4.00	3.71	3.83	0.38	Ag
3.	Are always organized, punctual and regular in class	3.52	3.71	3.48	3.57	0.80	Ag
4.	Are creative and able to arouse students interest in clothing and Textiles.	4.15	3.82	4.14	4.04	0.65	Ag
5.	Are knowledgeable in the skills relating to clothing and Textiles construction	3.40	3.13	3.41	3.31	0.78	Ag
6.	Show positive attitudes towards teaching the subject.	3.33	4.68	3.21	3.74	1.15	Ag
7.	Make the teaching environment conducive for learning	3.52	3.68	3.46	3.55	0.66	Ag

Table 1 shows that the respondents agreed to all the 7 items on the table. The mean for the individual college of

Education and the grand mean for the three colleges of Education were above 3.00 which is the bench mark. This

indicates that all the teacher-related factors, influence the attitudes of college

of Education Home Economics Students towards Clothing and Textiles.

(B) Student-related factors

Table 2 Mean and Standard Deviation on the Student-related factor that influence the attitude of College of Education Home Economics Students towards Clothing and Textiles.

S/No	Student-related factor	N=154.				SD	Remark
		\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_G		
1.	I do not like clothing and Textiles as a course.	3.75	3.89	3.80	3.73	0.87	Ag
2.	I am not mature for the Task of clothing and Textiles.	3.57	3.53	3.54	3.55	0.67	Ag
3.	Nothing motivates me to acquire the skills in clothing and Textiles	3.83	3.76	3.82	3.80	0.40	Ag
4.	Clothing and Textiles construction is very difficult.	3.47	3.50	3.55	3.51	0.78	Ag
5.	Clothing and Textiles construction is time consuming	4.27	4.29	4.21	4.26	0.44	Ag
6.	The facilities in clothing and Textiles laboratory are not adequate.	3.67	3.6	3.71	3.68	0.82	Ag
7.	Clothing and Textiles skill are too expensive to acquire.	3.67	3.82	3.64	3.71	0.76	Ag

\bar{X}_1 = Mean for College of Education, Ekiadolor; \bar{X}_2 = Mean for College of Education, Agbor; \bar{X}_3 = Mean for College of Education, Warri.

Table 2 shows that the respondents agreed to all the 7 items on the table. The mean for the individual college and the grand mean for the three colleges were 3.00 which is the bench mark. This indicates that all the students-factors that influence the student's attitude towards clothing and Textiles in colleges of Education.

Discussion of Finding

The findings in the study revealed the teacher-related factors in the three colleges of Education such as: illustrating their teaching with practical exercises and portraying their personality well. They are always organized, punctual and regular in classes. They are creative

and able to arouse students' interest. The respondents equally agreed that their lecturers were knowledgeable in teaching the skills relating to clothing and textiles constructions and they have positive attitude towards the teaching of the course. Finally, they agreed that the lecturers make teaching atmosphere conducive for learning the skills in clothing and textiles.

These agreements indicate that the lecturers are competent in imparting the needed skills to the learners. This is in support of Okoye (1998) who listed some teacher's factor that can hinder or influence effective skill acquisitions as: teacher's personality, professional attributes like knowledge of the subject matter, likeness for his subject, command of language of instruction, planning for instruction and learning experienced. A teacher is someone who impacts knowledge to others. In agreement, Gayagay (2009) sees a teacher as a complex person in one body with diverse roles because the teacher not only impacts knowledge but has the responsibility of shaping and molding the minds and hearts of all those whom he/she teaches. The teacher moulds the child's personalities and aids in his attitudes towards learning. He is creative and passionate about his job. Quinton (2009) lent voice to this view when she sees a teacher as a mentor, a friend, a parent and a guide. A competent teacher should be a good educator, organizer, a role model and

a good listener who has a lot of patience.

Lemchi (2001) also opined that, in addition to professional skills acquired in the formal school education, graduates of Home Economics must possess the job seeking expertise and other employability skills and must be able to convince others of their qualification. For the students to able to carry out the above functions, they must be taught well by a competent teacher.

In Table 2, the respondents agreed that they like clothing and Textiles as a course. They equally affirmed that they are motivated to study Clothing and Textiles by their lecturers who use simple construction methods to carry them along. This affirmation is not surprising, because students will always want to be like their teachers who are competent and knowledgeable. "Likeness breeds interest". One is usually enthusiastic about what he likes and is valuable. These findings are in support with Onyemerekeya's (1998) observation, that a good teacher is usually enthusiastic about his subject and his enthusiasm influence the interest of others. Motivation on the other hand is an inner drive or urge which often make people to perform any act satisfactorily or well. Students excel when they are properly mobilized and strengthened through forces of opportunity, recognition and morale. Learning a task in clothing and textiles and molding of attitudes required that the learners be motivated through adequate reward or punishment.

The respondents equally agreed that clothing construction is very difficult, time consuming, very expensive and inadequate equipment

in the laboratories are some of the factors influencing the students' negative attitudes towards clothing and Textiles. This supports the assertion of Arubayi (2003) who listed several factors hindering the teaching/learning of clothing and Textiles as time consuming nature and difficult nature of the course, tense atmosphere for learning the skill and significant of all, the little time allotted for teaching practical skill. Okoli and Oranusi (2007) supporting, said that even when the facilities are available, they are dilapidated and that most often there is no steady electricity to operate them. This may account for the reasons why some students show negative attitude towards the course.

Conclusion

The study had shown that clothing and Textiles equips students with skills. It develops creativity, patience and artistic abilities which prepares them for gainful employment and world of work. In this view, educational institutions, especially colleges of Education are in strategic positions to mould student's attitude towards the study of clothing and Textiles. For the work of teaching and learning to be effective, the teacher needs some competencies to perform in his/her area of specialization. This was revealed in the study as the lecturers are shown to have positive attitude towards imparting the skills. The students, on the other hand, who are on the receiving end, need to show interest on the course in order to make

progress in acquiring the skills. However, the study revealed that majority of the students have positive attitude towards Clothing and Textiles while others are still non-challant at acquiring the skills.

Recommendations

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

- ❖ Lecturers should be given in-service training to improve more on the job of teaching /learning and molding of attitudes.
- ❖ More time should be allocated to the teaching and learning of Clothing and Textiles practical skills
- ❖ Teachers of clothing and Textiles should use simple construction terms/method to encourage the students.
- ❖ School authorities should as much as possible to equip clothing and Textiles Laboratories with modern facilities.
- ❖ Molding of student's attitudes is of paramount importance, hence teachers of Clothing and Textiles should do everything within their power to motivate the students to like the course.

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