

Objectives of Fashion Illustration Curriculum for Integration into Clothing and Textiles Programmes of Home Economics Education in Nigerian Universities

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Abstract

The major purpose of the study was to identify Objectives of Fashion Illustration Curriculum for Clothing and Textiles programmes of Home Economics Education in Nigerian universities. The study was a survey. The study was carried out in three geo political zones in Nigeria namely, South East, South West, and North Central. The population and sample for the study were made up of 1,494 respondents comprising Home Economics lecturers, Fine Arts lecturers, final year students of Home Economics and registered professional garment manufacturers in areas under study were purposely selected. Mean scores and Analysis of Variance (ANOVA) were used to analyze the data. Findings from the study included; 27 objectives (3.45 ± 0.64) that could be integrated into the Clothing and Textiles programme in Nigerian universities. Based on the findings of the study, it was recommended among others that Curriculum planners (National Universities Commission) and administrators should utilize the objectives of fashion illustration identified in this study in their review of the current Home Economics programmes in universities in Nigeria such that their challenging curriculum will prepare students for realistic employment.

Key words: Fashion, Illustration, Curriculum, Objectives, Nigerian, Universities.

Introduction

Unemployment and underemployment pose serious challenges to graduates in Nigeria. Presently,

Nigerian education is faced with the challenge of producing graduates who are properly trained for self reliance. The responsibility of producing

professional designers and manufacturers of clothing and clothing products rests upon the institutions that offer Clothing and Textiles. Besides this, the success of Clothing and Textiles business of Home Economics entrepreneurs depends on the training programme in institutions. Igbo (2006) highlighted the need for developing entrepreneurship through entrepreneurship education. Unfortunately, Mastamet-Mason (2012) reported that Textiles and Clothing programmes in higher education in developing countries has not sufficiently prepared its students for the challenges in the workforce. Ene-Obong (2006) identified the need to design unique and challenging Home Economics curricular that will produce graduates geared towards self-employment.

Curriculum development can be defined as the 'systematic planning of what is taught and learned in schools as reflected in courses of study and school programmes' (Conde, 2012; Huang & Yang, 2004). The first stage in curriculum development as highlighted by Tyler (1975) is the selection of aims, goals and objectives.

Objectives are the foundation upon which lessons can be built and assessments that can be proved to meet the overall course or lesson goals. Objectives are tools for reaching goals. The purpose of objectives is to ensure that learning is focused clearly such that both students and teachers are aware of what is going on. Therefore, learning can be objectively

measured since objectives are expected result before the completion of work. Objectives may be general objectives or specific objectives. Specific objectives are based on general objectives. There are three types of objectives namely, cognitive, affective and psychomotor (Anderson & Krathwohl 2001; Gall, Gall & Borg, 2007). This research is aimed at developing the objectives of Fashion Illustration Curriculum for Clothing and Textiles programmes of Home Economics Education in Nigerian universities.

Clothing and Textiles is a branch of Home Economics that equip students with knowledge and skills that are needed for self employment and wealth creation. Some components or areas of Clothing and Textiles include textile research and development, textile production, textile designing, textile marketing and sales, clothing designing, clothing manufacturing, fashion merchandising, fashion advertising, and fashion illustration (Wolfe, 1989; Weber, 1990).

Fashion illustration is the communication of fashion that is anchored on illustration, drawing and painting. Fashion illustration is a form of stylized drawing. It is usually commissioned for reproduction in fashion magazine as one part of an editorial feature or for the purpose of advertising and promoting fashion makers, fashion boutiques and department stores (Mckelvey & Munslow, 1997; Griffiths & White, 2000; Borrelli, 2000b; Borrelli, 2004).

Fashion illustration needs to be taught along with other components of Clothing and Textiles. This in turns requires appropriate curriculum. Fashion illustration courses are the basis of clothing designing, pattern drafting, alteration, grading and clothing construction. It's absence in the Clothing and Textiles NUC curriculum of Home Economics programmes in Nigerian universities is a major deficiency (National Universities Commission (NUC), 2007). Thus, students and graduates of Home Economics are not adequately equipped with knowledge and skills needed for drawing human figure as well as garment styles. Also, students lack knowledge and skill in communication of fashion which is anchored on illustration, drawing and painting. This problem necessitated this study. Knowledge and skill in fashion illustration would enable students develop artistic skill necessary for a fashion illustration career. According to Ellington, Hahn & Mcleod (2017), the fashion industry is ever evolving, thus educational institutions are faced with the challenge of staying current in their curriculum while instilling traditional core knowledge.

This study on the identification of objectives of Fashion Illustration Curriculum for Clothing and Textiles programmes of Home Economics Education in Nigerian universities is therefore necessary. It will form basis for training students and graduates of textiles and clothing in creativity,

technical, and entrepreneurship skills necessary for self-employment and wealth creation. Integrating objectives of Fashion Illustration Curriculum into Clothing and Textiles programmes of Home Economics Education is a measure towards improving the clothing and accessories produced in the fashion industry necessary for economic development in Nigeria.

Purpose of the Study

The main purpose of the study was to identify objectives of Fashion Illustration Curriculum for integration into Clothing and Textiles programme of Home Economics Education in Nigerian universities. Specifically, the study determined objectives of Fashion Illustration.

Hypothesis

The following null hypothesis guided the study and were tested at 0.05 level of significance:

Ho: There are no significant differences in the mean responses of Home Economics lecturers, Fine and Applied Arts lecturers, and Clothing production experts in industries on the Fashion Illustration objectives that could be integrated into the curriculum of Clothing and Textiles programmes of Nigerian universities.

Methodology

Design of the Study: The research design that was utilized for this study was survey (Gall, M.D., Gall., & Borg, 2007).

Area of the Study: The research was carried out in three geo-political

zones in Nigeria namely, South East, South West and North Central for the distribution of the Objectives of Fashion Illustration Curriculum Needs Assessment Questionnaire (QFICNAQ). The universities in the study area where Home Economics is taught were purposely selected for the study. They are Michael Okpara University of Agriculture, Umudike, (MOUUA) in Abia State, University of Nigeria, Nsukka (UNN) in Enugu State; Ebonyi State University, Abakaliki, (EBSU) in Ebonyi State and Abia State University, Umuahia Campus (ABSU) in Abia State. In South West, the study was carried out in University of Lagos, Lagos State. In North Central, the study was conducted in University of Agriculture, Makurdi, in Benue state and Kogi State University, Kogi. The study was conducted among the clothing manufacturers in the major commercial town in each of the states that was used for the study.

Population for the Study: The population for the study was made up of 1,494 respondents. The entire Home Economics lecturers numbering 63 and final year students of Home Economics in the seven Nigerian universities numbering 251 were purposely selected for the study since the population is small. Besides, all the Fine and Applied Arts lecturers at University of Nigeria, Nsukka who specialized in textiles, fashion and graphics numbering 11 were used for the study. Therefore, there was no sampling for Home Economics lecturers, Fine and Applied

Arts lecturers, and final year students of Home Economics.

Sample and Sampling Technique: The sample size for the study was 1,494. There was no sampling for Home Economics lecturers, Fine and Applied Arts lecturers, and final year students of Home Economics. However, purposive sampling technique was used to select registered professional garment manufacturers from the major commercial town in each of the states that was used for the study. Their number was 1,169.

Instrument for Data Collection: Data for the research was collected using Fashion Illustration Curriculum Needs Assessment Questionnaire (FICNAQ).

Fashion Illustration Curriculum Needs Assessment Questionnaire (FICNAQ) was designed by the researcher to solicit information on the objectives of fashion illustration that could be integrated into the Clothing and Textiles programmes of Home Economics Education in Nigerian universities. It was made up of a four-point rating scale of strongly agree, agree, disagree and strongly disagree.

The instrument was composed of two parts namely, one and two. Part one obtained demographic information of the respondents which include gender, location, name of university, status and academic qualifications. Part 2 sought information on objectives of fashion illustration. Cronbach's reliability index was used to determine the internal consistency of the instruments on the data obtained. Data obtained

from the pilot test were used for the computation of reliability coefficient which gave an overall coefficient = 0.984 for all the sections.

Method of Data Collection: Distribution of the Objectives of Fashion Illustration Curriculum Needs Assessment Questionnaire (QFICNAQ). Fourteen research assistants who are graduates of Home Economics acted as research assistants in explaining the content of the questionnaire as well as in the administration and retrieval of the instrument from the respondents. The instrument was administered on lecturers, students and registered professional garment designers by hand with the help of fourteen research assistants. The items in the questionnaire were explained to the respondents to facilitate understanding and retrieval.

This study involved distribution of questionnaire by the researcher and

research assistants to find fashion illustration objectives.

Method of Data Analysis: Data for the research question were answered using Means Scores. Analysis of Variance (ANOVA) was used to test the hypothesis at 0.05 level of significance.

Hypothesis (H0): There are no significant differences in the mean responses of Clothing and Textiles lecturers, Fine and Applied Arts lecturers, and Clothing Production Experts in industries on the fashion illustration objectives that could be integrated into the curriculum of Clothing and Textiles programmes of Nigerian universities. Analysis of Variance (ANOVA) result on this hypothesis is presented in Tables 1 and 2.

Table 1: Analysis of Variance of Responses of HEL, FAAL and CPE on the Objectives (on the concept) of Fashion Illustration Curriculum

	Objectives of fashion illustration	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_3	SD ₃	XG	SD	F-value	Sig. of F	REMARKS
	At the end of fashion illustration education students should be able to :											
1	Define the concept of fashion illustration	3.53	0.66	3.75	0.46	3.57	0.57	3.57	0.58	0.29	0.74	NS
2	Explain fashion terminologies	3.51	0.62	3.62	0.51	3.47	0.63	3.47	0.63	0.29	0.74	NS
3	State the role of	3.43	0.68	3.62	0.51	3.45	0.63	3.45	0.63	0.31	0.73	NS

	illustration in the fashion industry/ work of a fashion illustrator											
4	Describe design fundamentals- / elements of design	3.50	0.65	3.62	0.51	3.44	0.64	3.45	0.64	0.42	0.65	NS
5	Explain principles of design and their use on clothing	3.43	3.54	3.37	0.51	3.34	0.56	3.35	0.56	0.53	0.58	NS
6	Describe common figure types	3.31	0.76	3.37	0.74	3.36	0.63	3.36	0.63	0.18	0.83	NS
7	Identify the basic shapes (silhouettes) that are used in clothing	3.54	0.50	3.50	0.53	3.61	0.53	3.60	0.53	0.54	0.58	NS
8	Identify and use various drawing media for fashion illustration	3.30	0.69	3.50	0.75	3.45	0.62	3.44	0.62	1.31	0.27	S
9	Identify and use various colouring media for fashion illustration	3.28	0.71	3.12	1.12	3.48	0.60	3.46	0.61	3.56	0.02	S
10	Describe fashion illustration techniques	3.54	0.58	3.37	0.74	3.49	0.57	3.49	0.57	0.35	0.70	NS

Home Economics Lecturers (HEL) = 46; Fine and Applied Arts Lecturers (FAAL); 08, Clothing Production Experts (CPE) = 805, Total Respondents = 859; * Significant @ $p < .05$ (Researcher, 2014).

Analysis of Variance (ANOVA) reveals that there are no significant differences on the concept of fashion illustration in eight objectives of the study. However, items 8 and 9 recorded F calculated values that are greater than significance of F (F tabulated) at 0.05 level of significance. Therefore, there are significant differences among the respondents with respect to their opinions on those objectives of fashion illustration. The implication is that the respondents have different opinions in these objectives. In this regard, the null hypothesis was rejected for items 8 and 9 as shown in Table 1.

Table 2: Analysis of Variance of Responses of HEL, FAAL and CPE on the Objectives (on drawing techniques, design presentation and evaluation) of fashion illustration curriculum.

	Objectives of fashion illustration	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_3	SD ₃	XG	SD	F-value	Sig. of F	RMKS
1	Sketch a female and a male croquis using the specific proportions of the fashion, figure and the grid	3.45	0.68	3.37	0.74	3.38	0.58	3.39	0.58	0.29	0.74	NS
2	Draw children in different locations	3.39	0.68	3.50	0.53	3.45	0.57	3.45	0.57	0.32	0.72	NS
3	Draw women's proportions and body shape, the female face, female poses, female clothing, female fashion figure proportions.	3.45	0.62	3.50	0.53	3.42	1.21	3.42	1.18	0.02	0.97	NS
4	Draw men's proportions and body shape, the male face, male poses, male clothing, male fashion figure	3.41	0.58	3.50	0.53	3.46	0.65	3.46	0.64	0.17	0.84	NS

	proportion.											
5	Analyze common drawing problems	3.45	0.54	3.37	0.51	3.51	0.57	3.50	0.57	0.41	0.66	NS
6	Develop free hand design projects for presentation	3.39	0.68	3.62	0.51	3.44	0.66	3.44	0.66	0.44	0.64	NS
7	Draw clothing onto fashion figure templates	3.36	0.67	3.50	0.53	3.33	0.80	3.33	0.80	0.21	0.80	NS
8	Draw clothing onto figure templates	3.41	0.74	3.50	0.53	3.49	0.61	3.48	0.61	0.37	0.68	NS
9	Draw dresses, skirts, tops, pants and jackets	3.50	0.54	3.75	0.46	3.38	0.68	3.39	0.67	0.37	0.68	NS
10	Draw hats	3.50	0.54	3.50	0.53	3.47	0.55	3.47	0.55	0.04	0.95	NS
11	Draw handbags	3.45	0.58	3.50	0.53	3.47	0.57	3.47	0.57	0.02	0.97	NS
12	Draw shoes	3.41	0.58	3.50	0.53	3.39	0.56	3.39	0.56	0.16	0.85	NS
13	Draw boots	3.41	0.61	3.37	1.06	3.38	0.57	3.39	0.57	0.03	0.96	NS
14	Draw jewelries (necklaces, bangles, earrings)	3.39	0.57	3.62	0.51	3.44	0.58	3.44	0.58	0.56	0.57	NS
15	Identify design portfolios, contents and layout	3.50	0.58	3.62	0.51	3.40	0.57	3.41	0.57	0.30	1.17	NS
16	Plan and execute a design presentation	3.45	0.62	3.50	0.53	3.49	0.57	3.49	0.58	0.08	0.91	NS
17	Evaluate design presentations	3.41	0.58	3.50	0.53	3.49	0.68	3.49	0.67	0.33	0.71	NS

Home Economics Lecturers (HEL) = 46; Fine and Applied Arts Lecturers (FAAL); 08, Clothing Production Experts (CPE) = 805, Total Respondents = 859; * Significant @ $p < .05$ (Researcher, 2014).

Analysis of Variance (ANOVA) reveals that there are no significant differences in the mean ratings of responses of Clothing and Textiles lecturers (CTL), Fine and Applied Arts lecturers (FAAL) and Clothing Production Experts (CPE) in seventeen objectives (on drawing techniques) of fashion illustration within the Home Economics curriculum. This implies that the null hypothesis was upheld in these seventeen items as revealed in Table 2.

Discussion of findings

The study revealed the mean ratings of respondents on what should constitute the specific objectives of Fashion Illustration Curriculum within and Clothing and Textiles program. The findings of the study as presented in Tables 1 and 2 indicated that all the 27 outlined objectives of fashion illustration were accepted by the respondents. This implies that these objectives were considered adequate and relevant for fashion illustration curriculum. The study determined several objectives of fashion illustration. Therefore, at the end of the training Home Economics students can define the concept of fashion illustration and describe design fundamentals. The students can also identify and use various drawing and colouring media for fashion illustration. Home Economics students can sketch a female and a male croquis using the specific proportions of the fashion, figure and the grid. Also, they can draw children's, women's and men's

proportions, body shape, the face, fashion figure proportions, clothing and accessories. In addition to these, Home Economics students can develop free hand design projects for presentation. The findings of this study are in agreement with the report of several authors (Turunpenny, 1981; Bradley, 2003; Burke, 2011; Borrelli, 2000b; Borrelli, 2004).

Occupational Home Economics curriculum is planned and developed on the basis of knowledge, skills and attitudes necessary for successful employment in particular jobs as highlighted by Mastamet-Mason (2012). These objectives are in line with what Arubayi (2003) recorded that the goal of teaching Clothing and Textiles is to help learners acquire knowledge, skills and techniques for meeting personal and societal clothing needs. The success of Clothing and Textiles business of Home Economics entrepreneurs depends on the training program in institutions. Home Economics students are supposed to learn practical skills which would enable them get jobs in industries or other formal sectors of the economy. Hence, self-reliance and income generation activities are stressed in the study of Clothing and Textiles (Hosegood, 2006 ; Udale & Sorger, 2006; Ellington ; Hahn ; & Mcleod, 2017; Weber, 1990).

There are no significant differences in the mean ratings of response of Home Economics lecturers (HEL), Fine and Applied Arts lecturers (FAAL) and Clothing Production

Experts (CPE) in twenty five outlined objectives of fashion illustration within the Clothing and Textiles curriculum of Home Economics Education in Nigerian universities. This implies that the null hypothesis was accepted in these twenty five objectives. However, there were significant differences among the respondents with respect to their opinions on identifying the basic shapes (silhouettes) as well as on identifying and using various drawing media for fashion illustration. The implication is that the respondents have different opinions in these objectives. In this regard, the null hypothesis was rejected for these objectives. This suggests that the objectives of fashion illustration determined in the study by Home Economics lecturers, Fine and Applied Arts lecturers, Clothing production experts and final year students are appropriate. It has been reported that the success of Clothing and Textiles business of Home Economics entrepreneurs depends on the training programme in institutions (Ene-Obong, 2006; Griffiths & White, 2000). Igbo (2006) highlighted the need for developing entrepreneurship through entrepreneurship education.

Conclusion

The study has identified objectives of Fashion Illustration Curriculum that could be integrated into the Clothing and Textiles curriculum of Home Economics Education in Nigerian universities. Findings from the study included; 27 learning objectives (3.45 ±

0.64) that could be integrated into the Clothing and Textiles programme in Nigerian universities. The learning objectives of fashion illustration determined in this study were considered adequate and relevant. Therefore, they should be integrated into Clothing and Textiles curriculum of Home Economics Education in Nigerian universities.

Recommendations

Based on the findings of the research the following recommendations were made:

- (1) Curriculum planners (National Universities Commission) and administrators should utilize the objectives developed in this study in their review of the current Home Economics programs in Nigerian universities such that their challenging curriculum will prepare students for realistic employment. Therefore, the research study if adopted by benchmark will address curriculum issues.
- (2) The findings of this study should form data base for further investigations on curriculum development for Clothing and Textiles programmes in Nigerian universities.

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