

Challenges of Teaching and Learning Clothing and Textiles for Entrepreneurship: Case Study of Ebonyi State University, Abakaliki

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Abstract

The study focused on the challenges related to teaching and learning Clothing and Textiles for entrepreneurship in Ebonyi State University Abakaliki. The purpose of the study sought to determine challenges related to students, lecturers and physical/instructional facilities in teaching and learning clothing and textiles. The study adopted descriptive survey design. Three (3) research questions guided the study. The population of the study comprised all the six (6) lecturers and all the forty two clothing and textiles students in the Home Economics department of Ebonyi State University. There was no sampling because of small population size. Questionnaire was used to collect data. Data were analyzed with mean statistic. Nine students challenges were identified to include poor and irregular attendance to lecture among others. Six (6) lecturers related challenges were identified to include lack of clothing and textiles lecturers, using lecturers who are not professionals to lecturer the course among others. Ten physical/instructional facilities were identified to include; lack of laboratories computer software among others. Recommendations include that students should be re-directed to develop interest on clothing and textiles for entrepreneurship trades, university management should employ more professional lecturers in clothing and textiles among others.

Keywords: Challenges, Clothing and Textiles, Entrepreneurship, Students, Teaching and Learning.

Introduction

Entrepreneurship is the ability of an individual or group of persons to establish and manage a business venture with the aim to make profit. Entrepreneurship according Aminu (2010) is the process of creating something new with value by devoting the adequate time and effort

assuming financial and social risk receiving monetary reward and personal satisfaction. Entrepreneurship also takes place when an entrepreneur creates products from already existing goods and services using new procedure and idea bearing the financial risks and hoping for profit. Entreprene-

urship education is therefore the type of education that prepares individual for entrepreneurship endeavours. Hence, Ryan (2016) noted that entrepreneurship education prepares and equips students with entrepreneurial knowledge, skill and competencies needed to be self-employed and employer.

Entrepreneurship is dynamic and exciting because it makes one to believe in what he does at a particular time. It improves once life through acquisition of self-employed skills. Ryan (2016) stated that entrepreneurship opens opportunity to gain new skills, knowledge and grow confidence for self-employment in a trade. Entrepreneurship education in the content of this study concerns acquisition of skills, knowledge and creativity clothing and textiles to generate wealth for self-sustenance.

Clothing include all the materials worn by human beings. Clothing is any article or item placed on the body (Igbo and Iloeje 2012). Clothing appears in many varieties and in various types. It includes trousers, shirts, skirts, among others. Clothing also include accessories and body extensions like shoes, bangles, hair-do, ear-rings, working stick, and so on, (Anyakoha 2015). Clothing are made from textiles of various kinds. In other words, textiles are used in the production of various kinds of clothing and

their accessories. Textiles are also used in various areas apart from body protection and adornment (Igbo and Iloeje 2012). Other uses of textiles include; hospital textiles, transportation textiles, industrial textiles among other. Clothing and textiles is one of the areas of home economics. Many entrepreneurship trades are available in area. Hence entrepreneurship education in clothing and textiles is essential and helpful to students if acquired by students through effective teaching and learning of entrepreneurial venture in clothing and textiles.

Entrepreneurship ventures in clothing and textile according to Anyakoha (2015) include, pattern design, interior and external decoration, dress construction, laundry wardrobe planning among others. Pattern design is the point of pattern marks and symbols on paper which provides information and instructional to dressmakers. Pattern design according to Darling (1996) has three main parts as the envelop, the instruction sheet and pattern tissue. The envelop is printed with a photograph of the garments and information that are required to select the correct amount of fabric to construct a dress/garment. The instruction sheet explains how to use the pattern and the meaning of different marking patterns.

Wardrobe is the lot of someone dresses and accessories. It is the

container which may be fixed or movable in a room where clothing and other important items of the family members are stored and protected. Wardrobe planning according to Ryan (2016) is the arrangement of clothing and other items in a wardrobe considering some factors such as family size and income, weather condition, utilization of clothing etc. Clothes stored in a wardrobe must be clean and well laundered.

Laundry involves removal of stains and dirt with soap, chemical and water on clothes and other household articles. It includes drying, ironing/pressing and folding of clothes, household items and cloths for interior and external decoration Osei, Dedum, and Dugbey, (2015).

Internal and external decoration involves, beautification of rooms, offices, hospitals, church, halls, open places and environment with cloths, flower etc to make the place attractive, conducive and comfortable to stay. External decoration is done mostly during marriage ceremony, burial ceremony and other social parties. Interior and external decoration need high cloth manipulation skill to produce nice environment for occasions. The teaching and learning of this trade need specialists in the field.

Teaching is an endeavour geared towards the transmission of knowledge from one person to another, it is activity which help

individual to acquire an identified skills and knowledge desired at a particular time (Abbatt and McMahon 2015). It is the presentation of learning experiences and guidance activities from a teacher that enhance the opportunity of learning by the learner.

Learning on the other hand, involves all the activities which result to positive changes in peoples' characters and behaviours. Barbars and Terrence (2016) defined learning as the act of new and enforcing existing knowledge, skills, value and behaviour which leads to potential changes in synthesizing information, depth of knowledge and behaviour relative to the type and range of experience of the learner. Ruth and Rechard (2015) noted that learning is acquiring knowledge and skills to solve present and future problems and opportunities.

Teaching and learning of clothing and textiles for entrepreneurship trades involves both theory and practical experiences which if well inculcated will to a great extent help students in Ebonyi State University to be self-reliant when they graduate. Acquisition of skills in practical oriented courses such as clothing and textiles is very important especially in this period of economic recession in Nigeria because it will be a source of revenue generation for the unemployment graduates.

In Ebonyi State University under, Home Economic department, clothing and textiles course taught include; Basic clothing constructions, HEC 118, textile science education, HEC 213, Basic clothing and care of fabrics, HEC 219, pattern drafting and adaptation I, HEC 226, interior decoration and allied crafts HEC 228, pattern drafting and adaptation II HEC 346, advanced clothing techniques education, HEC 441. (Department of Home Economics and Academic Programme Hand book 2017. The courses have various objectives structured to help students improve on both theory and practice. Students are expected to acquire skills and expertise in clothing constructions and design.

The students are also enabled to acquire basic hand stitches, understand and practice usage of sewing machines understand various textile and their classes, properties, care of fabrics, different pattern drafting techniques, drafting of basic black and front bodice, skirts, sleeves patterns etc. Students are also equipped with skills in decoration in allied craft, application of principles of colours in designs, lines, styles etc. The students learn how to sew garments of various styles and exhibitions, articles.

The clothing and textiles courses are offered at different levels of the undergraduate programme from 100 level to 400 level, arranged in two semesters per academic session. The courses are evaluated through the use of theoretical and practical exercises, both are weighted over one hundred percent. The objectives of clothing and textiles causes include to train students who will specialize in clothing and textiles. It also aimed at producing entrepreneurs in clothing and textiles trades such as pattern drafting, laundry work, construction of garments and so on. The students should be able to identify uses and properties of natural and artificial fibres. It is pathetic to observe that some of the students of Ebonyi State University can neither draft simple dress pattern nor sew their personal wears. Most of the students cannot perform decoration of external environment. It is pertinent to observe from class assignment to the students that they cannot launder their dresses appropriately. The Table below which is an extract from 3-year students' academic performance shows the percentage failure of the students in each of the graded courses in the area of study.

Course code	2014/15 Percentage Failure (%)	2015/16 Percentage Failure (%)	2016/17 Percentage Failure (%)	Percentage failure (Average) (%)
HEC 118	40	46	48	45
HEC 213	62	58	61	60
HEC 219	56	56	54	55
HEC 226	40	43	45	45
HEC 228	40	48	58	49
HEC 236	52	57	54	54
HEC 441	51	58	62	57

Home Economics Departmental Examination Record (2015-2017) Academic Sessions.

It is therefore, necessary to carry out study on the problems of teaching and learning clothing and textile for entrepreneurship in Ebonyi State University Abakaliki.

Purpose of the Study: The purpose of the study was to investigate the challenges of teaching clothing and textiles for entrepreneurship: Case Study of Ebonyi State University, specifically, the study identified;

- (1) Student-related challenges militating against teaching and learning clothing and textiles for entrepreneurship.
- (2) Lecturer-related challenges militating against teaching and learning clothing and textile for entrepreneurship.
- (3) Physical/instructional facilities related challenges militating against in teaching and learning clothing and textiles for entrepreneurship.

Research Questions

1. What are the students-related challenges militating against teaching and learning clothing and textile for entrepreneurship?
2. What are the lecturer-related challenges militating against teaching and learning clothing and textiles for entrepreneurship?
3. What are the physical/instructional facilities related challenges militating against teaching and learning clothing and textiles for entrepreneurship?

Methodology

Area of the study: It was a case study. The area of study was in Ebonyi State University, Abakaliki. The University has four campuses, Ishieke campus, College of Agricultural Science, Permanent Site and Presco campus. Ishieke campus was used for the study because it is there that Home economics education is studied. Research Design: Survey research

design was adopted in this study. It is a case because students failed courses in clothing and textiles more than other courses in Home Economics Department in the Area of Study. The failure has been persistently continuous despite the application of various strategies for improvement.

Population of the Study: The population of the study was made of six (6) lecturers and 42 students of clothing and textiles in the area of study (General Office Home Economics Department 2016/2017 academic session). The population size was thus 48 (6 lecturers and 42 students).

Sample for the Study: There is no sampling because the population is small and therefore manageable.

Instrument for Data Collection: The instrument for data collection was structured questionnaire developed by the researchers which carried 4-point scale. The response mode Agree, Strongly Agree, Disagree and Strongly Disagree, rating 4,3,2, and 1 respectively was used for the research question.

The questionnaire was validated by three experts in department of Home Economics. The correction and the input of the experts were used to draft

the final copies of the questionnaire for the study.

Data Collection and Analysis Technique: A total of 48 copies of questionnaire were distributed by the researchers and one trained research assistants. All the 48 copies of questionnaire were retrieved. Data were analyzed using mean. Any item with mean value of 2.50 and above was regarded as agreed while those items with mean scores below 2.50 cut-off point set for the study were regarded as disagreed.

Findings of the Study

The following findings were made;

- (1) Nine students-related challenges were identified as problems in teaching and learning clothing and textiles for entrepreneurship in Ebonyi State University.
- (2) Six lecturers-related challenges were identified as problems in teaching and learning clothing and textiles for entrepreneurship in the area of study.
- (3) Ten physical/instructional facilities related challenges were identified which include; laboratory, sewing machines, computer software among others in the area of study.

Table 1: Mean Responses on the students-related challenges in the teaching and learning of clothing and textiles for entrepreneurship in Ebonyi State University (N -48)

S/N	Students Related Factors	Mean (\bar{X}_s)	Mean (\bar{X}_L)	Grand Mean	Rmarks
1	Students do not attend lecturers regularly	2.40	2.70	2.55	Agreed
2	Some students do not attend lectures on time.	2.80	2.40	2.60	Agreed
3	Most students do not carry out assignment on the course	2.80	2.46	2.63	Agreed
4	Students rarely embark on field work such as visiting industrial training for clothing construction, textiles manufacturing industries etc.	2.50	2.66	2.58	Agreed
5	Some students show no interest on practical work on clothing and textiles	2.50	2.70	2.60	Agreed
6	Students do not participate in planning what to learn.	2.60	2.55	2.58	Agreed
7	Students have the notion that clothing and textile is difficult to study.	2.60	2.50	2.55	Agreed
8	Peer group influence the students by distracting them through jesting.	2.50	2.55	2.53	Agreed
9	Male students do not show interest in Home Economics.	2.50	2.56	2.53	Agreed
Total Grand mean (\bar{x}_g)				2.57	Agreed

Table 1 reveals that all the items had grand mean above 2.50 cut-off point set for the study. This means that the respondents agreed that the nine items constitute students related challenges in the teaching and learning clothing and textiles entrepreneurship education in the area of study.

Table 2: Mean Responses on Lecturer-related challenges in teaching and learning clothing and textiles for entrepreneurship. (N -48)

S/N	Students Related Factors	Mean (\bar{X}_S)	Mean (\bar{X}_L)	Grand Mean	Remarks
1	Clothing and textiles lecturers attend lectures regularly.	2.30	2.78	2.54	Agree
2	There are enough lecturers who teach clothing and textiles entrepreneurship education.	0.90	2.20	1.55	Disagree
3	Lecturers who teach clothing and textiles entrepreneurship education are specialists in the clothing and textile education.	0.90	2.30	1.60	Disagree
4	The lecturers rarely conduct practical for the student on clothing and textiles	1.80	1.25	1.53	Disagree
5	Lecturers gives practical assignment after every topic of study.	1.80	1.40	1.60	Disagree
6	Lecturers use information technology eg computer in teaching and learning entrepreneurship education.	1.20	2.53	1.87	Disagree
7	Lecturers mark student's assignment regularly.	2.30	2.77	2.54	Agree
8	Lecturers and students interact very well.	1.80	1.77	1.79	Disagree
Total Grand Mean (\bar{x}_g)				1.04	Disagree

Table 2 reveals that six out of eight items scored grand mean value below 2.50 cut-off point set for the study. This indicated that most respondents agreed that lecturers in clothing and textiles in Ebonyi State University do not perform some of the identified duties of lecturers.

Table 3: Mean Responses on the physical/instructional facilities for teaching and learning clothing and textiles for entrepreneurship.

(N -48)					
S / N	Physical/instructional facilities	Mean (\bar{X}_s)	Mean (\bar{X}_L)	Grand Mean	Rmks
1	There are well equipped clothing and textiles laboratories in the school.	1.05	1.07	1.06	Disagree
2	Electricity/standby generators are always available for clothing and textiles lectures.	0.96	1.74	1.35	Disagree
3	Clothing and textiles show/fitting rooms are available to exhibit and store made products.	0.96	1.90	1.43	Disagree
4	Sewing machines are enough for teaching and learning	0.88	1.67	1.28	Disagree
5	Information and communication technology such as computer software are used in teaching and learning clothing textile.	0.96	1.77	1.37	Disagree
6	Assorted measuring tools are enough for the study.	0.96	2.10	1.53	Disagree
7	Storage facilities for sewing items are enough.	0.88	2.10	1.45	Disagree
8	Cutting tools and equipment are enough for the study.	0.88	2.00	1.44	Disagree
9	Marking tools are enough in the laboratory.	0.88	1.95	1.42	Disagree
10	Other construction aids such as sewing needles, stitching needles, shuttle and so on are enough for the teaching and learning clothing and textiles entrepreneurship education.	0.85	1.25	2.1	Disagree
Total Grand Mean (\bar{x}_g)				1.60	Disagree

Table 3 reveals that all the ten items on physical/instructional facilities related challenges for teaching and learning clothing and textiles for entrepreneurship in the area of study scored grand mean value below 2.50. This implies that lack of physical/instructional

facilities are challenges in teaching and learning clothing and textiles for entrepreneurship in Ebonyi State University.

Discussion of Findings

The result of the finding revealed that some of the students neither

attend lectures regularly nor are in class on time. The students refused to go for field work and excursion, participate in practical activities, have no passion for clothing and textiles and that gender assumptions influences students in teaching and learning of clothing and textile entrepreneurship education in the area of study. Ennis (2015) noted that when some students refuse to participate in lesson, the teaching and learning enterprise become substantially more challenging. Some students are often more vocal, dominant and skillful than others. Maryellen (2012) noted that some students do not develop sophisticated technical skills because they do not participate in practical activities in teaching and learning. Learning skills especially on practical oriented courses develop faster if they are taught explicitly along with the students' involvement in planning learning activities.

The study also showed that clothing and textile lecturers are few, some of the lecturers are not professionals in clothing and textiles, they do not conduct practical on clothing and textiles lectures regularly and that the lecturers do not use digital information communication technology in teaching and learning clothing and textiles for entrepreneurship. It is universally recognized that teachers are the key persons in education system

and when teachers are lacking in number and knowledge, education system has great challenges (Stacy 2014). Teachers/lecturers set the tone of their classrooms, build warm environment, mentor and nurture students and become role model to students. Lack of professional competences among teachers remains one of the major challenges in teaching and learning practical oriented courses in schools (Chang, 2010). He also noted that students of clothing and textiles are not equipped with saleable skills required to enhance self-reliance and good quality life. Muzenda (2013) maintained that lecturers have refused to review their teaching competences in respect to subject knowledge, practical skills, attendance and general attitude to align to the clothing and textiles content and specific outcome in order to effectively enhance transmission of required knowledge and information to the students.

The study also revealed that lack of physical-facilities are challenges in teaching and learning clothing and textiles for entrepreneurship in the area of study. Physical facilities identified lacking include, classroom, seats, laboratories, clothing and textiles textbooks electricity supply and generator. Tanner (2009) noted that lack of adequate facilities such as classroom; workshops and libraries are among the probable causes of

students' poor performance in examination. Tanner maintained that the quality of education students receive is affected by the availability and non-availability of physical facilities in the school. Provision of necessary physical facilities in schools introduce challenging environment for effective teaching and learning. Bijaya and Ramkrishna (2015) stated that physical conditions in schools have direct positive and negative effect on lecturers' confidence, personal security and feeling of efficiency in the classroom. Bijaya et al noted that poor condition of educational building impede students' performance and outcome.

The study revealed that poor provision of instructional materials are problems in teaching and learning of clothing and textiles entrepreneurship education in Ebonyi State University. The lacking instructional materials include; sewing machines, sergers, storage facilities, measuring equipment, marking tools, information and communication technologies such as computer, projectors etc. James and Sanusi (2014) maintained that teaching and learning of all practical courses would be counterproductive if suitable instructional materials are not adequately provided Uwameiye (2015) opined that the use of Information and Communication

Technology (ICT) in teaching and learning of clothing and textiles is not yet practiced in Nigeria schools. Uwameiye also noted that neither computer software nor projectors is used to mix colours and draft patterns in clothing and textiles lectures. Cynthia (2013) noted that digital ways of body measurement using information and communication technology such as iphone, ipad, youtube among others to teach practical in clothing and textiles is yet to be applied in Nigeria institutions.

Recommendations

- ❖ Students should be encouraged by parents and guardians to be self-directing in terms of goal-setting in trades in clothing and textiles entrepreneurship education.
- ❖ University management should plan extensive lecturers' development training program to acquaint lecturers with the new technologies that are in line with new global trends in clothing and textiles.
- ❖ The university management should employ lecturers and professionals in clothing and textiles and also strengthen them with current technology in line with global trend in clothing and textiles for entrepreneurship.

Conclusion

The study has identified challenges in teaching and learning clothing and textiles for entrepreneurship in Ebonyi State University Abakaliki with particular references to challenges related to students, lecturers, physical facilities and instructional materials. The challenges associated with students include poor and irregular attendance to lectures, lack of interest in clothing and textiles as a course among others. Challenges related to lecturers include lack of number and quality of lecturers teaching clothing and textiles, non availability of information and communication technology and so on. Physical facilities and instructional materials also constitute problems in teaching and learning clothing and textiles for entrepreneurship. The challenges include lack of enough classroom, laboratory, lack of sewing machines, measuring tools among others. There is need to provide lasting solutions to these challenges so that students in Ebonyi State University will be self-employed in trades in clothing and textiles for entrepreneurship ventures.

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