

Content Needed for Development of Self-Instructional Manual for Learning Interior and Exterior Decoration Within Home Economics Programme in Colleges of Education in South-East Nigeria.

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Abstract

The major purpose of the study was to evolve content items of self-instructional manual for learning interior and exterior decoration within Home Economics programme of College of Education in Nigeria. Specifically, the study determined cognitive, affective and psychomotor contents necessary for the development of the self-instructional manual. Area of the study was South East Nigeria. Population was 77 Home Economics lecturers in Colleges of Education and 130 interior and exterior decoration entrepreneurs in South East Nigeria. There was no sampling because the population was small. Questionnaire was used for data collection. Mean and t-test were used for data analysis. The major findings are 10 components of cognitive content, namely; colure scheme and harmony, feasibility study, principles of design, guide lines for fabric selection, among others. Other findings are 15 components affective content which include: appreciation, honest, patience, and creativity. There are also 20 components psychomotor content, namely, carry out feasibility study, choose appropriate fabric for decoration, plan decoration design and care of decoration fabrics, and others. Five recommendations were made, including that the content identified be utilized in teaching and learning interior and exterior decoration in NCE Home Economics Programme.

Keywords: Content, Development, Self-instruction, Manual, Interior, Exterior, Decoration,.

Introduction

Decoration involves the process of making things look more attractive. Interior and exterior decoration is the art of beautifying rooms and other interior areas of a house so that they become attractive, comfortable and useful (Anyakoha 2015). It entails the appropriate application of furnishes and decorative materials in the home by persons charged such responsibilities. Ozougwu (2008) it covers the decoration of ceilings, walls, doors and windows, stair cases and floors of homes, offices, tent canopies, halls, among others, using light flowers, chair covers and fabrics. Exterior decoration involves the application of furnishing and decorative materials to beautify public places like house compound, porch or portio, galleries, fields, villages squares, school quadrangle, church arena, parks and other spaces either for everyday living or for ceremonial activities like parties, get together weddings, house opening, traditional marriage, funerals, political rallies (Anyakoha 2015). Fabrics are the most vital interior and exterior decoration accessory that adds exciting appealing, thrilling and relaxing look and feel to the decoration. To select and use any of these decorative materials the principles of art and design should be considered. The principles of design artistically guided the creation of elegant decoration. The principles include balance, proportion, emphasis rhythm and harmony.

Interior and exterior decoration plays very crucial roles in the social psychological, physical and economical well being of individuals and families.

The nature of interior decoration helps to beef up the aura of individuals, families and bring about good sense of belonging to a person or group of persons. Multiple streams of income can be generated through creativity and maximum exploration of diversified decoration designed and styles. Many educated individuals are venturing into interior and exterior decoration or sales of decoration accessories (Ozougwu 2008, Nwaokamah 2010, Beth 2010, Ossai 2019).

Interior and exterior decoration is one of the subjects offered under entrepreneurship in NCE Home Economics Education. The course content includes concept of decoration, elements and principles of design, flower arrangement, care of fabrics, pricing, promotion, equipment and tools feasibility study, types of decoration accessories, fabric storage, record keeping, practical decoration of homes, offices venue for different ceremonies, field trip among others (National Commission for College of Education (NCCE) 2012). Students studying Home Economics in Colleges of Education have to take courses in interior and exterior decoration as well as other areas in Home Economics, Education and General studies. Due to the number of the courses to be taken, as well as compulsory six months teaching practice, interior and exterior decoration is not allotted adequate time despite the voluminous nature of the content. There is therefore the need to develop and use self-instructional manual which students can use after the official school time schedule (Ugwu 2018, Offor 2018, Ossai 2019).

The components of a self-instructional manual include; the specific objective, content, instructional materials, tools and equipment and evaluation activities that should be used in assessing the objectives. The first stage in developing the self-instructional manual for learning interior and exterior decoration is to determine the specific objectives of the manual. This study however focused on determining the content needed for achieving the objectives of interior and exterior decoration self-instructional manual.

Content is described as the knowledge, skills, attitudes and values to be learnt in a course. Enemuoha (2010) stated that content is a totality of what is to be taught and learned by the students. The development of the content is deeply guided by the specific objectives of the manual. Eze(2010) viewed content as the subjects and subject matter taught in school. Contents includes; ideas, facts, Concepts, principles and generalization to which the learner is exposed for the purpose of attaining the expected objectives (Ughamadu 1992, Shilong 2015, Enem 2019). Content is divided into three parts namely cognitive, affective and psychomotor.

Cognitive content focused on the aspects of interior and exterior information that students are expected to know such topics includes guidelines for feasibility study, colour scheme, principles of design, equipment and tools among others. Affective content are the expected feelings and emotional consideration in interior and exterior decoration which includes appreciation,

creativity, Innovation, self-confidence, honest, patience, initiative, good networking, competent, bearing uncertainty among others. Psychomotor content on the other hand deals with manipulative skills involved in interior and exterior decoration such as carrying out feasibility study, operate necessary equipment and tools, select appropriate fabric, select appropriate colour for decoration, plan the decoration design, accurate fabric measurement, nailing of batten among others (Okpara 2012, Eyibe 2009, Ossai 2019).

Content is selected based on some criteria (Eyibe 2009), Offorma (2013) Davidson, (2019) these criteria include validity which ensures that the content is closely related to the desired of the self-instructional manual for leaning interior and exterior decoration. Significance ensures that the content selected reflects the various domains in learning and it is believed that it will enhance their achievement and performance of NCE Home Economics students in the area of interior and exterior decoration.

Utility ensures that the interior and exterior decoration content selected should help the entrepreneur in the performance of his/her daily task of decoration. Interest ensures that the contents selected must be capable of generating sufficient interest. Learnability ensures that Content selected considered what the students know already and what they need to know. It is believed that the content selected in this study will greatly enhance the development of self-instructional manual for learning interior and exterior decoration which

students can use after the normal class schedule.

Purpose of the study

The main purpose of this study was to evolve possible content of self-instructional manual for learning interior and exterior decoration within Home Economics Programmes of Colleges of Education in Nigeria.

Specifically, the study determined the following components of content for developing self-instructional manual for learning interior and exterior decoration in Colleges of Education:

1. Cognitive
2. Affective
3. Psychomotor

Research Questions

This study sought answer to the following research questions:

What component of content should be included in self-instructional manual on interior and exterior decoration in the following domains:

1. Cognitive?
2. Affective ?
3. Psychomotor?

Hypothesis (HO)

The following null hypothesis was tested at 0.5 level of significance. There is no significance difference in mean responses of the NCE Home economics lecturers and interior and exterior decoration entrepreneurs on the content (cognitive, affective and psychomotor) components of self-instructional manual for learning interior and exterior decoration.

Methodology

Design of the Study: The study adopted a survey research design

Area of Study: the study was carried out in South East geo political zone of Nigeria. The zones is made up of five states, they are: Abia, Anambra, Ebonyi, Enugu and Imo State. Many of the inhabitants of the zone engage in interior and exterior decoration business. South East has six Colleges of Education that offer Home Economics each include Federal College of Education Eha-Amufu, College of Education (T) Enugu, Alvan Ikoku Federal Colleges of Education Owerri, Nwafor Orizu College of Education Nsugbe and College of Education (T) Arochukwu.

Population of the Study: The Population for this study comprises two categories of respondents (a) Home economics lecturers in Colleges of education and (b) Interiors and exteriors decoration entrepreneurs in the states used for the study. Records showed that a total of 77 Home economics lecturers were employed from the colleges of Education in the area of the study. All the Home economics lecturers were involved in the study since they were not many. Information from small and medium scale enterprise development offices in the area of study showed that there were 130 interior and exterior decoration entrepreneurs in the area of the study. All the entrepreneurs were involved in study. The total number of respondents was 207.

Instrument for Data Collection: Questionnaire was used for data collection. Responses to the items were

based on a 4-point scale of highly required, moderately required, slightly required and not required. The instrument was subjected to face validation. Furthermore, the reliability of the instrument was determined using Cronbach alpha. A reliability coefficient of 0.70 was obtained.

Method of Data Collection: Two hundred and seven copies of the questionnaire were administered to 77 Home Economics lecturers and 130 interior and exterior decoration entrepreneurs of five colleges of Education and interior and exterior business through personal contact by the researcher and six research assistance. All copies of the questionnaire were dully filled and returned, representing one hundred percent (100%) return rate.

Method of Data Analysis: Data collected were analyzed using mean and t-test. A mean of 3.50 and above were considered highly required (HR);

2.50 - 3.49 moderately required (MR), 1.50 -2.49 slightly required (SR) and 1.00 -0.50 not required. For the test of hypothesis with $p < 0.05$ level of significance were considered significant while $p > 0.05$ were considered not significant. Computations were done using SPSS version 16.0 to ensure the accuracy of their analysis

Results

The following findings were made by this study. 10 cognitive, 15 affective and 20 psychomotor content components needed of self-instructional manual for learning interior and exterior decoration within NCE Home Economics Programme (Tables 1, 2 and 3) There was no significant difference in the mean response of NCE Home Economic lecturers and interior and exteriors decoration entrepreneurs on 45 of the cognitive, affective and psychomotor content components of the self-instructional manual (Tables 1, 2 and 3).

Table 1: Mean Responses on (cognitive) content needed for achieving the Self-instructional manual for Learning Interior and Exterior Decoration in Colleges of Education.

S/N	Components of Cognitive Content	\bar{X}_L	RE	\bar{X}_e	Re	P-Value	Decision
1	Colour scheme and Harmony	3.81	HR	3.78	HR	0.62	NS
2	Characteristics of a decorator	3.81	HR	3.83	HR	0.73	NS
3	Feasibility study	3.61	HR	3.60	HR	0.89	NS
4	Principles of design	3.74	HR	3.71	HR	0.63	NS
5	Equipment and tools	3.18	MR	3.20	MR	0.87	NS
6	Guidelines for fabric selection	3.34	MR	3.55	MR	0.06	NS
7	Types of Decoration Design/Styles	3.45	MR	3.41	MR	0.63	NS
8	Storage of decoration fabrics	3.65	HR	3.71	HR	0.46	NS
9	Types of decoration accessories	3.32	MR	3.68	HR	0.57	NS
10	Guidelines in flower	3.66	HR	3.68	HR	0.76	NS
	Overall mean	3.56	HR	3.62	HR	0.62	NS

\bar{X}_L = Mean scores of lecturers \bar{X}_E = Mean scores of interiors and exterior decoration entrepreneurs, Re-Remark P-Value = Probability value, HR = Highly required, MR - Moderately required, SR = Slightly, NS = Not Significant.

Table 1 reveals that the respondents (lecturers) in Colleges of Education and interior and exterior decoration that items (1-10) are the contents (cognitive needed for achieving self-instructional manual for learning interior and

exterior decoration within NCE Home Economics Education. This is because the mean ratings of items are between 3.50-4.00 (highly required (HR) and 2.50-3.49 moderately required (MR).

Table 2: Mean responses of Respondents on content (affective) needed for achieving the objectives of self -instructional manual for learning interior and exterior decoration.

S/N	Components of affective Contents	\bar{X}_L	RE	\bar{X}_e	Re	P-Value	Decision
1	Appreciation	3.81	HR	3.83	HR	0.73	NS
2	Creativity	3.81	HR	3.78	HR	0.62	NS
3	Innovativeness	3.61	HR	3.60	HR	0.89	NS
4	Self confidence	3.74	HR	3.71	HR	0.63	NS
5	Task orientation	3.81	HR	3.83	HR	0.73	NS
6	Aggressiveness	3.66	HR	3.65	HR	0.06	NS
7	Honest	3.81	HR	3.78	HR	0.62	NS
8	Taking initiative	3.61	HR	3.60	HR	0.89	NS
9	Patience	3.74	HR	3.71	HR	0.63	NS
10	Good Networker	3.87	HR	3.83	HR	0.75	NS
11	Cheerfulness	3.81	HR	3.83	HR	0.73	NS
12	Politeness	3.66	HR	3.65	HR	0.06	NS
13	Optimism	3.61	HR	3.60	HR	0.89	NS
14	Self-control	3.74	HR	3.71	HR	0.63	NS
15	Risk-taker	3.87	HR	3.83	HR	0.75	NS

\bar{X}_L = Mean scores of lecturers \bar{X}_e = Mean scores of interior and exterior entrepreneurs, P-Value = probability value, HR = Highly required, MR = Moderately required, SR = slightly required NS = Not significant.

Table 2 shows that the respondents all agreed that items 1-15 are the contents (affective) needed for achieving self-instructional manual for learning interior and exterior decoration within

NCE Home Economics Education. This is because the respondents mean rating were between 3.50-4.00 highly required (HR) and 2.50-3.49 moderately required (MR)

Table 3: Mean responses of Respondents on contend (Psychomotor) needed for achieving the objective of self-instructional manual for learning interior and exterior decoration.

S/N	Components of Psychomotor Content	\bar{X}_l	Rc	\bar{X}_e	Re	Pvalue	Decision
1.	Carry out feasibility Study	3.81	HR	3.78	HR	0.62	NS
2.	Select appropriate colored for interior and exterior decoration	3.81	HR	3.83	HR	0.73	NS
3.	Choose appropriate fabric for decoration	3.47	HR	3.67	HR	1.00	NS
4.	Operate necessary equipment and tools	3.80	HR	3.78	HR	0.77	NS
5.	Plan the decoration design	3.67	HR	3.78	HR	0.12	NS
6.	Care of decoration fabrics	3.76	HR	3.78	HR	0.75	NS
7.	Targeting the interior and exterior customers and customers relationship	3.66	HR	3.68	HR	0.76	NS
8.	Select the appropriate numbers of fabrics for decoration	3.53	HR	3.55	HR	0.83	NS
9.	Nailing batten	3.53	HR	3.59	HR	0.63	NS
10.	Pleating the fabrics	3.93	HR	3.88	HR	0.23	NS
11.	Folding of the fabrics	3.80	HR	3.77	HR	0.69	NS
12.	Pining of fabrics on the batten	3.67	HR	3.64	HR	0.80	NS
13.	Joining of fabrics	3.33	MR	3.35	MR	0.89	NS
14.	Separation of the fabrics	3.47	MR	3.48	MR	0.94	NS
15.	Accurate measurement of the fabrics for decoration	3.66	HR	3.68	HR	0.76	NS
16.	Demonstration of pin decoration design/style	3.73	HR	3.78	HR	0.46	NS
17.	Demonstration of rose decoration design/style	3.76	HR	3.78	HR	0.75	NS
18.	Demonstration of spider web decoration design/style	3.39	MR	3.39	MR	0.89	NS
19.	Demonstration of dove decoration design/style	3.56	HR	3.61	HR	0.16	NS
20.	Demonstration of masquerade decoration design/style.	3.54	HR	3.52	HR	0.59	NS

\bar{X}_l - Mean scores of lecturers \bar{X}_e = Mean scores of interior and exterior entrepreneurs, P-Value = probability value, HR - Highly required, MR = Moderately required, SR = slightly required NS = Not significant.

Table 3 reveals that the respondents mean ratings of items (1-20) are between 3.50-4.00 highly required (HR) and 2.50-3.49 moderately required (MR). This implies that all the items are (psychomotor) content needed for achieving self-instructional manual for learning interior and exterior decoration.

Discussion of Findings

The findings of this study show that all the 40 components content (cognitive, affective and psychomotor) obtained scores mean above (3.50). This implies that each of the components of contents is "highly required". Thirteen of the components are "highly required", with mean (\bar{x}) scores of 3.81-3.93. These "highly required" content components include: scheme and harmony, characteristics of a decorator, appreciation, creativity, task orientation, cheerfulness, carry feasibility study, select appropriate colour for interior and exterior decoration, operate necessary equipment and tools, pleating the fabrics and folding of fabrics. These high-mean (\bar{x}) responses tend to suggest that these identified content components (cognitive, affective and psychomotor) are very likely to produce desired educational change in the area of interior and exterior decoration. This is consistent with report of Ogbuanya and Takorede (2008) which emphasized the importance and relationship between cognitive, affective and psychomotor content. These finding of high mean responses recorded by the content components (cognitive, affective and psychomotor) ($\bar{x} \geq 2.50$) are in line with the principles of learning outlined by Offorma (2013) as well as the criteria for selecting content outlined by Ememoha 2010 and Enem (2019) were all considered during the course of planning the content.

The content components identified in the study are necessary for development of self-instructional manual for learning interior and

exterior decoration in NCE Home Economics Programme. These components are closely related to interior and exterior decoration competences identified by Okpara (2012), Beth (2010) and Ossai (2019). The content with the highest mean response of $\bar{x} = 3.93$ is that concerned with pleating the fabrics. Similarly, the content concerned with good networking and characteristics of the decorator recorded $\bar{x} = 3.87$ and $\bar{x} = 3.83$. This is expected because to successfully established and operate interior and exterior decoration business, the entrepreneur need to possess such characteristics (Nwaokaomah 2010, & Shilong 2015). Offor (2018) and Ugwu (2018) equally agreed that would be interior and exterior decoration entrepreneur should have a reasonable knowledge of interior and exterior decoration before attempting to go into it.

The study also revealed that only in types of decoration accessories and types of decoration design/styles that Home Economics lectures and interior and exterior decoration entrepreneurs had little differences this may likely be due to their training.

Conclusion

The following conclusions were made based on the findings of the study. The Home Economics lecturers and interior and exterior decoration entrepreneurs all agreed that all the 45 content identified were important in developing self-instructional manual for learning interior and exterior decoration in Colleges of Education in South East Nigeria. The cognitive aspect of the

content includes colour scheme and harmony, equipment and tools, feasibility study types of decoration, design/styles. The affective domain aspect of content identified domain aspect of content identified are appreciation, honest, creativity, innovation, self-confidence, patience and psychomotor content as carrying feasibility study, select appropriate colour for interior and exterior decoration, plan decoration design, select the appropriate numbers of fabrics for decoration, demonstration of dove, pin, rose, spider web and masquerade decoration design and styles.

Recommendations

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

1. The content (cognitive, affective) be utilized in the teaching and learning interior and exterior decoration in NCE Home Economics Programme.
2. The content (psychomotor) identified should be used in the practical teaching and learning activities in NCE Home Economics Programme.
3. The content (cognitive, affective and psychomotor) identified in the study be utilized in reviewing interior and exterior decoration content in NCE Home Economics programme.
4. National Commission for Colleges of Education (NCCE) should increase the theory and practical time for teaching and learning interior and exterior decoration in the official time schedule.

5. The content (cognitive, affective and psychomotor) identified in this study should be used in teaching and learning by other tertiary institutions that offer interior and exterior decoration.

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