

Utilization of Fabric Scraps Skill Needed by Home Economics Students for in Production of Patch-Work Articles in Colleges of Education in Anambra State

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Abstract

This study examined the skills needed for utilization of fabric scraps for patchwork articles by Home Economics students in Colleges of Education in Anambra State. Specifically, the study determined skills needed for: sourcing of fabric scraps for patchwork production, preparing materials for patchwork production, stitching patchwork articles, and finishing patchwork articles. Four research questions were answered. The study adopted descriptive survey research. Population for the study comprised of 22 Home Economics lecturers in two Colleges of Education in Anambra State that offer Home Economics. Questionnaire was used for data collection. Data were analyzed using mean and standard deviations. Results reveal 10 needed skills for sourcing fabric scraps. These include, among others, ability to keep containers/bags for the tailors in their workshop, collect the scraps personally, collect the scraps. Other findings are 16 skills for fabric scraps preparation, including ability to determine the design, cut pattern piece correctly, place pattern piece correctly and others. Further findings are 21 stitching skills. These include ability to, match stripes well before stitching, thread the machine properly, use tailors chalk when needed and others, other findings are skills for finishing patchwork articles. These include ability to tack the patchwork and lining together, iron the patchwork on the wrong side, stitch smoothly on the wrong side among others. Based on the findings five recommendations were made for improving the students' skills in patchwork. These include, Home Economics teachers should lay more emphasis on entrepreneurship skills development, adequate exposure to skills, knowledge and attitude essential for them to acquire self-reliance, the basic skills in garment making should be stressed as the students engage in such task, and others.

Keywords: Finishing, Scraps, Patchwork, Stitching, Fabric, Students, Skills.

Introduction

Allied craft is an aspect of Clothing and Textile offered in Colleges of Education in Nigeria. Allied craft focuses on utilization of elements designs, including lines, forms, style, pattern and texture,

with relevant materials, tools and processes to produce artistic articles that could be used in home interior decoration, clothing construction, and many other purposes (Wigjig, 2010; Anyakoha 2013; Aiamurwe et.al. 2014).

There are different types of Allied craft through which Home economics students of Colleges of Education can acquire saleable skills. Such skills can equip the students to become self-employed and self-reliant then become useful members of the society. Some of the craft include appliqué, crocheting, embroidery knitting, macramé, quilting, weaving, patchwork among others.

Patchwork is the process of stitching different pieces of fabrics together to make elaborate designs with the help of thread and needle. The product of such patchwork could then be used to produce assorted types of articles. Patchwork involves a careful piecing together of often contrasting bits of fabric to create a larger design. It is most often used to make quilts, it can also be used to make bags, wall-hanging, bedcovers, cushion covers, skirts, and place mats, among other textile items. Patchwork production thus involves technical operations that require knowledge of elements of design, fabric, principles of clothing construction and necessary skills. Patchwork is often considered to be profitable income generating opportunity during graduation by the Colleges of Education Home economics students, as it is easy to obtain raw materials which are fabric scraps (remnants) from tailoring work. Patchwork also serves as income generating potentials since it can be used to produce variety of article such as quilt, hand bags, bedspread, among others, which the Home economics graduates can produce and earn a living through it.

Abiamuwe, Seriki-Mosadolurun and Lemon (2014) opined that students are supposed to learn practical skills which would be useful to them and enable them also to get jobs in industries or other formal sectors of the economy. Yusri&

Mohammad (2013) postulated that employability skills are group of skills that help in supporting the ability of an individual to perform effectively in the workplace. Akunaya (2012), discussed, that training has been found as a tool capable of illuminating creative abilities.

Patchwork is an entrepreneurial opportunity could enable Home Economics students turn waste into wealth and enhance their creativity, while also contributing to solid waste management. The raw material (fabric scraps) can be sourced from clothing industries, dressmaker's shops or tailoring workshops and these can be a source of livelihood for unemployed Home economics graduates when they are converted to useful articles. Scraps from tailoring and dressmaking workshops are found in any places where there are dressmakers in Anambra State. They obtained in market or places where there are normally many tailors and dressmakers. Tailors and dressmakers are individuals who are involved in clothing construction with a view of making their customers satisfied with items they produced (Phyllis, 2011). Textile scraps are remnants that are left after cutting textile materials for clothing construction. Scraps from tailoring and dressmaking workshops can be obtained with very minimal or without cost by the unemployed graduates. The idea of converting waste materials to useable items is not new in Nigeria. In some states in Nigeria, waste materials especially of the cellophane types are daily converted into useful materials (Amasa, 2011). According to Amasa (2011), the waste to wealth scheme was designed for employed youth and provided them training in how to convert neglected materials such as snails' shells,

horns, bamboos among others into decorative ornamental household items. The Home Economics students in the Colleges of Education as well as the graduates should be encouraged and helped to acquire appropriate skills in patchwork production. One way of doing this is to find out the technical skills they need and use such as basis for evolving suitable patchwork skill acquisition for them, hence this study.

Purpose of the study

The main purpose of the study was to evolve skills needed for production of patchwork with fabric scraps by Home Economics students in Colleges of Education (COEs) in Anambra State. Specifically, the study identified skills needed for:

1. sourcing of fabric scraps for patchwork production from fabric scraps.
2. preparing materials for patchwork production.
3. stitching patchwork articles.
4. finishing patchwork articles.

Research questions

What are the skills needed by Colleges of Education Home Economics students (COEs) in each of the following patchwork production procedures?

1. sourcing of the materials (fabrics scraps)?
2. preparing materials for patchwork production?
3. stitching patchwork articles?
4. finishing patchwork articles?

Methodology

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

Area of the Study: Area of the study was Anambra State. In the area, one of the

colleges is owned by federal government while the second is owned by the Anambra state. Anambra state has many tailors and dressmaking workshops that one can get enough scraps which can be converted into a useful material by the colleges of education students.

The Population for the Study: The population of the study was made up of 22 Home Economics Lecturers. This consisted of the entire Home Economics lecturers in two Colleges of Education in Anambra State that offer Home Economics namely Federal college of (T) Umunze (F.C.E (T)) and Nwafor Orizu College of Education Nsugbe (NOCE) comprising of male and female made up of Chief lecturers, Senior lecturers, Lecturers 1 & 11, Assistant lectures, Higher instructors and Senior instructors with academic qualifications ranging from PhD, M.ed/M.edSc, Bsc and HND respectively (Source: Statistics units of the two Colleges of Education, 2020). The entire population was used for the study since it was a manageable size. Hence, no sampling was done.

Instrument for Data Collection: Data was collected through structured questionnaire consisting of fifty-nine (59) item. It was developed through literature review based on the specific purposes of the study. The items of the questionnaire were structured on a four-point scale thus strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) representing 4, 3, 2, and 1 respectively. The instrument was face validated by three experts, two of the validates came from Home Economics Department and one from the Department of Measurement and Evaluation of Federal College of Education (Tech) Asaba. The reliability of the instrument was established using Cronbach Alpha

statistical tool which yielded the reliability co-efficient of 0.87.

Data Collection Method: A total of 22 copies of the instrument were administered by hand to Home Economics Lecturers at the various institutions. All were returned properly completed and used in the analysis of data. There was percent return.

Data Analysis Techniques: Data collected from the study were analyzed using

mean score and standard deviation. A mean score of 2.50 and above was agreed to the skills needed for production of patchwork from fabric scraps while a mean score below 2.50 were seen as disagree.

Findings of the study
Skills for Sourcing of Fabric Scraps for Patchwork Production.

Table 1: Mean And Standard Deviations of Responses Skills Needed for Sourcing of Textile Scraps for Patchwork Production.

S/N	Skills for sourcing fabric scraps	\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	Remark
	Ability to:					
1	keep containers/bags for the tailors in their workshops	4.39	1.02	4.30	0.91	Agreed
2	go personally to collect the scraps one's in a week	4.31	1.14	4.39	0.96	Agreed
3	assign persons to collect the scrap when necessary.	4.56	0.97	4.49	0.85	Agreed
4	pick fabric scraps from the dust bin where the tailors dispose solid.	4.34	1.08	4.32	1.01	Agreed
5	pay for the scraps appropriately	4.36	1.13	4.29	0.99	Agreed
6	employ relations to pick them for you	4.31	1.14	4.39	0.96	Agreed
7	sort fabric scabs according to size and colour	4.31	1.14	4.39	0.96	Agreed
8	remove all dirt particles from the scraps	4.53	1.08	4.23	1.05	Agreed
9	Sort them according to the texture of the fabrics	4.44	1.05	4.40	0.89	Agreed
10	sort fabric scabs according to design	4.56	0.97	4.49	0.85	Agreed

Note: \bar{x}_1 = mean for FCE(T)Umunze lecturers, SD₁= standard deviation for FCE(T) Umunze; \bar{x}_2 = mean for NOCEN Nsugbe lecturers;SD₂= standard deviation for NOCEN Nsugbe. N =22

Table 1 shows the mean response and standard deviation of respondents concerning the skills for sourcing fabric scraps. All the respondents agreed that all the items are skills for sourcing fabric scraps. They all had means and standard deviations ranging from 4.31 to 4.56 and 0.85 to 1.14 which indicates that home

economics lecturers agreed with the skills for sourcing fabric scraps for patchwork production.

Skills in Preparing Materials for Patchwork Production

Table 2: Mean and Standard Deviation of Respondents on Skills for Preparation of Fabric Scraps

S/N	Skills in Preparation of Fabric Scraps for Patchwork Production	\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	Remark
	Ability to:					
1	determine the design	4.53	1.08	4.29	1.01	Agreed
2	develop the design on a template based on the size of the textile scrap	4.53	1.08	4.23	1.05	Agreed
3	cut pattern piece correctly	4.16	0.93	4.34	1.00	Agreed
4	place pattern piece correctly	4.53	1.08	4.29	1.01	Agreed
5	place/lay the fabric on the table	4.44	1.05	4.40	0.89	Agreed
6	fold fabrics correctly before cutting	4.39	1.08	4.43	0.88	Agreed
7	cut out the shapes, including sewing allowance	4.39	1.23	4.14	1.13	Agreed
8	arrange the patches according to the design	4.36	1.22	4.25	1.02	Agreed
9	place left hand side on the fabric while cutting	4.53	1.08	4.28	0.98	Agreed
10	measure lines and distances on the template	4.44	0.97	4.22	1.15	Agreed
11	mark round the shapes with pencil	4.61	0.93	4.28	1.09	Agreed
12	select the matching thread	4.47	1.03	4.37	0.78	Agreed
13	reduce scraps to the required patterns size	4.16	0.93	4.34	1.00	Agreed
14	enlarge patterns where necessary	4.42	1.08	4.35	1.06	Agreed
15	Check for flaw and observe wrong sides	4.42	1.07	4.44	0.98	Agreed
16	Iron out all creases out of the fabric	4.53	1.08	4.39	1.23	Agreed

Note: \bar{x}_1 = mean for FCE(T) Umunze lecturers, SD₁ = standard deviation for FCE(T) Umunze; \bar{x}_2 = mean for NOCEN Nsugbe lecturers;SD₂ = standard deviation for NOCEN Nsugbe. N =22

Table 2 shows that, the data had their means ranging from 4.22 to 4.53 and standard deviation ranging from 0.78 to 1.22 which indicates that home economics lecturer agreed with the Skills in preparation of fabric scraps for patchwork production.

Skills Required for Sewing the Patchwork Article

Table 3: Mean and Standard Deviation of the Home Economics Lecturers on Sewing of Patchwork Produced Using Textile Scraps

S/N	Skills Required for Stitching Patchwork Articles	\bar{x}_1	SD ₁	\bar{x}_2	SD ₂	Remark
Ability to:						
1	Cut fabric correctly.	4.44	1.05	4.41	0.80	Agreed
2	match stripes well before cutting.	4.52	1.00	4.42	0.77	Agreed
3	thread the machine properly.	4.50	1.11	4.41	0.81	Agreed
4	use tailors chalk when needed.	4.47	1.03	4.37	0.78	Agreed
5	laying the fabric/scrap on the table.	4.44	1.08	4.36	0.81	Agreed
6	place your left hand side on the fabric while cutting.	4.53	1.08	4.44	0.98	Agreed
7	measure lines and distances on the template.	4.44	0.97	4.22	1.15	Agreed
8	mark round the shapes with pencil.	4.61	0.93	4.28	1.09	Agreed
9	tack the patchwork and lining together.	4.61	0.93	4.36	0.87	Agreed
10	cut out the shapes, including sewing allowance.	4.39	1.23	4.14	1.13	Agreed
11	iron the patchwork on the wrong side.	4.28	1.16	4.33	1.01	Agreed
12	arrange the patches according to the design.	4.36	1.22	4.25	1.02	Agreed
13	tack them together.	4.16	0.93	4.34	1.00	Agreed
14	stitch them together on the wrong side to accurately match point to point, angle to angle.	4.42	1.08	4.35	1.06	Agreed
15	work exactly on the seam allowance.	4.39	1.02	4.42	0.97	Agreed
16	continue to sew the pieces together till the required size is obtained.	4.39	1.08	4.43	0.88	Agreed
17	sew the lining at the accurate positions.	4.50	1.00	4.29	1.04	Agreed
18	remove the tacking thread after sewing.	4.42	1.11	4.38	0.90	Agreed
19	iron the patchwork on the wrong side.	4.39	1.29	4.30	1.04	Agreed
20	hem the edges.	4.47	0.97	4.39	0.92	Agreed
21	continue to sew the pieces together until the size is obtained.	4.28	1.16	4.22	1.15	Agreed

Note: \bar{x}_1 = mean for FCE(T) Umunze lecturers, SD₁ = standard deviation for FCE(T) Umunze; \bar{x}_2 = mean for NOCEN Nsugbe lecturers;SD₂ = standard deviation for NOCEN Nsugbe. N =22

Table 3 shows the mean response and standard deviation of respondents concerning the Skills required for stitching patchwork articles. They all had mean and standard deviations ranging from 4.14 to 4.61 and 0.77 to 1.23 which

indicates that home economics lecturers agreed with the Skills required for stitching patchwork articles.

Finishing Produced Articles Using Textile Scraps.

Table 4: Mean and Standard Deviation of the Respondents on Skills Needed for Finishing of Patchwork Article.

S/N	Skills in finishing patchwork articles	1	SD ₁	2	SD ₂	Remark
	Ability to:					
1	tack the patchwork and lining together	4.53	1.08	4.29	1.01	Agreed
2	iron the patchwork on the wrong side	4.53	1.08	4.23	1.05	Agreed
3	stitch smoothly on the tacked line	4.16	0.93	4.34	1.00	Agreed
4	maintain the normal seam allowance	4.53	1.08	4.29	1.01	Agreed
5	sew the lining at the accurate positions	4.44	1.05	4.40	0.89	Agreed
6	remove the tacking thread after sewing	4.39	1.08	4.43	0.88	Agreed
7	lining is firm enough to avoid stretching	4.39	1.23	4.14	1.13	Agreed
8	lining lie smoothly with no puckers	4.36	1.22	4.25	1.02	Agreed
9	seams are stitched with correct stitch length	4.53	1.08	4.28	0.98	Agreed
10	the entire seams are smooth, flat without puckers or pulls	4.44	0.97	4.22	1.15	Agreed
11	seam pressed to avoid ridges	4.61	0.93	4.28	1.09	Agreed
12	hem finished smoothly to prevent ravel	4.47	1.03	4.37	0.78	Agreed

Note: 1:= mean for FCE(T) Umunze lecturers, SD₁ = standard deviation for FCE(T) Umunze
2= mean for NOCEN Nsugbe lecturers; SD₂ = standard deviation for NOCEN Nsugbe. N =22

Table 4 shows the mean response and standard deviation of respondents concerning the Skills required for stitching patchwork articles. They all had mean and standard deviations ranging from 4.14 to 4.61 and 0.77 to 1.23 which indicates that home economics lecturers agreed with the Skills required for stitching patchwork articles.

Discussion

The result of the data analyzed in table 1 identified some sources of obtaining fabric scraps from garment establishment (tailoring and dressmakers' workshops) as ability to keep containers/bags for the tailors in their workshop, collect the scraps personally, send people to help and collect the scraps, pick the scraps from the dustbin where they are thrown, pay for the scraps to be kept for you, employ relations to pick the scraps for you from the garment establishment (tailors workshops). The respondents

agreed with all the item as ways of sourcing textile scraps for patchwork production and skill acquisition. This finding agrees with Egun (2012) who observe that waste in itself can never be wealth unless it is created and processed; the process of creating it into wealth has some cost implications that the market forces construe as the price. Also the sourcing ability can help graduates in wealth creation, this is in line with Idoko (2014), who revealed skill acquisition as the form of training by individuals or group of individuals that can lead to acquisition of knowledge for self-sustenance. This finding is supported also by Ohwovoriole and Ochnogor (2018) who noted that the acquisition of skills offers diverse knowledge virtually in all areas of Home Economics. Lemchi and Anyakoha (2006) also stressed the important of skill acquisition by Home Economics students for adaptable employment situation of which self -

employment is inclusive to enable them fend for themselves and provide job for seekers.

The result of the analyzed data in table two (2) revealed that all the skills in preparing materials for patchwork production was agreed with by the respondents. This finding is in agreement with the assertion of Cella (2003) who states that the need for precise positioning as well as accurate cutting, joining and agreeable colour combinations is very important in construction of patchwork. These patches are usually carefully arranged so that they will be aesthetically appealing. Item study identified sixteen skills in preparation of the fabric scrap and other materials needed for patchwork production. This indicates that there are many skills required for preparing patchwork from fabric scraps. The finding is in agreement with Jain (2011) who posited that students' learning garment making should be able to repair sans in knits, mend seams, patch holes, darn tears, replace fasteners/buttons and hem sewn garments.

Table 3 and 4 reveals that the stitching and finishing of patchwork produced using fabric scraps include among others Ability to cut fabric correctly, Ability to match stripes well before cutting, Ability to thread the machine properly, laying the fabric/scrap on the table and Placing of left hand side on the fabric while cutting. This finding is supported by Ohwovoriola and Ochnogor (2018) who stressed the fact that skills provide chances for students to be directly involved in practicing theoretical knowledge that will enable them function effectively in the society within the limits of his capacity. Douli (2012) affirmed that skill acquisition is the

manifestation of idea and knowledge through training which is geared towards instilling in individuals, the spirit of entrepreneurship needed for meaningful development. Donli (2012) added that if individuals are given the opportunity to acquire relevant skills needed for self-reliance, it will boost the economy and also promote their charisma in any work environment.

Conclusion

It can be concluded that there is need to encourage home economics students on the use of fabric scraps to eliminate waste and to keep our environment clean also for the upkeep of the individuals and families. There is the urgent need for Home Economics students in Colleges of Education to be equipped with this skill to enable them become entrepreneurs and establish business on their own instead of looking for paid employment. The objective of Home Economics is to equip students with sellable skills for self-employment and hence self-reliance among others. One of such area in which lucrative business can be established is in making patchwork from fabric scrap from tailoring and dress making workshops. These scraps are considered waste but can be made useful by making it into patchwork. The procedure for its construction is exactly the same no matter the article one desires to make.

Recommendations

Based on the findings of the study, the following were recommended.

1. Home Economics teachers should lay more emphasis on entrepreneurship skills development, adequate exposure to skills, knowledge and attitude essential for them to acquire self-reliance.

2. Students should be encouraged on the need to press fabric as they sew garments to make it neater at the final production.
3. The basic skills in garment making should be stressed as the students engage in such task.
4. Federal and state government should make loan available on friendly terms to those who want to establish business in the area of patchwork making.
5. The identified patchwork skills should be integrated into the curriculum of tertiary level of education to enable the students to acquire the skills for self-employment.

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