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Assessment of the Challenges of Teaching and Learning Clothing and Textiles Education as A Panacea for Sustainable Family Living In Plateau State

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Abstract

The study was to assess the challenges of teaching and learning Clothing and Textiles education as a panacea for sustainable family living in Plateau State, Nigeria. The study was guided by four research questions. A sample of 816 respondents (768 students and 48 teachers) from a population of 1,510 were selected for the study using a simple random technique. Data was collected through a questionnaire and analyzed using Minitab Statistical Package Version 21.1.3. The findings of the study revealed that attitudes of Plateau State secondary school students that constitute problems to the teaching of Clothing and Textiles include students not regularly attending clothing and textiles classes, students' considering money spent on doing clothing and textiles projects as a waste and students do not feel confident that they will do well in the subject. Inadequate clothing and textiles teachers, the inability of teachers to teach the subject very well, lack of innovative and unresourceful, and lack of good teaching methods by teachers are major challenges for teachers teaching Clothing and Textiles. Instructional materials as a challenge to the teaching and learning of clothing and textiles are lack of good materials needed for learning, lack of funds and failure of teachers to improvise, inability of school authorities to provide materials needed for learning. Curriculum issues as a problem in the teaching and learning of clothing and textiles are the wideness of the syllabus, inappropriate methods in the curriculum, to lack of pedagogical skills among teachers, lack of seminars and workshops. The study concludes that negative attitudes of students, lack of good, qualified teachers and instructional materials as well as curriculum issues are challenges of teaching and learning of clothing and textiles in Plateau State, Nigeria. Therefore, programs on attitude change, high-quality teachers, sufficient instructional time and materials, as well as an appropriate methodology should be designed and implemented for effective teaching of the subject by the school authorities, NGOs, and governments.

Keywords: Clothing sequence, students' attitude, improvisation, learning difficulties, Nigerian apparel

Introduction

Home management, clothing, and textiles are taught as distinct courses at the senior secondary level. Arubayi (2022) pointed out that this is done to allow students look at a wide range of careers. According to Anyakoha (2021), dividing out the

components of Home Economics is crucial so that students can focus on specialized subjects. Clothing is a basic necessity, which impact on status, well-being, and health (Ukpore, 2016). At the senior secondary school level, one of the elective subjects that students are expected to study is clothing and textiles.

According to Arubayi (2022), the purpose of Clothing and Textiles is to assist students in gaining the information, abilities, and methods necessary to satisfy both social and personal clothing needs. The secondary school curriculum in clothing and textiles aims to teach students how to strategically organize and use resources to meet their demands for clothing at home and in society (Osisefo, 2014). Students who study clothing, textiles, and fashion in school can also participate in an apprenticeship program that, which will further expose students to skills for gainful employment (Mberengwa, 2014). Through clothing as a subject, students would be trained for homemaking and employment in textile mills and clothing factories (Isabel & Leonora, 2020). In addition, Clothing and Textile skills are needed not just for the home and classroom, but for the job market. Students are supposed to learn practical skills that would be useful for higher education or enable students get jobs in industries or other formal sectors of the economy. Hence, self-reliability and income-generation activities are stressed in Clothing and Textiles (Isabel & Leonora, 2020).

Waudo (2019) claimed that there is a tendency for the rate of acculturation to be accelerated with the study of clothing and textiles due to the growing freedom of labor and movement within the Committee of Nations worldwide. For instance, the enormous rise in tourism has piqued the attention of many overseas buyers of traditional Nigerian apparel and textiles (Anene-Okeakwa, 2022). This is one benefit of the Nigerian nation's total domestic product. With these defenses of the study of clothing and textiles, one starts to see the benefits and viability of the subject of clothing. However, it seems that the problems with curriculum, instructional resources, teachers' quality and quantity, and students' attitudes are impeding the study of clothing and textiles in Nigeria. If these issues are not revealed and addressed, the usefulness of clothing and textiles will be jeopardized (Imarhiagbe, 2020).

Anene-Okeakwa (2022) asserted that many students have a negative attitude towards clothing and textiles which posed a great challenge in the teaching and learning of the subject in secondary schools. Students consider money spent on doing Clothing and Textiles practical and projects as a waste. In addition, students do not complete their Clothing and Textiles assignments and projects, feel bored in classes, and not confident about their performance in the subject. Also, there are inadequate Clothing and Textiles teachers in schools, the available teachers did not teach the subject very well and are not innovative and resourceful. Furthermore, lack of funds, inadequate instructional materials, lack of improvisation and utilization of teaching aids, as well as inadequate laboratory constitute major challenges to the teaching and learning of Clothing and Textile. Isabel and Leonora (2020) pointed out curriculum issues such as current challenges to the teaching and learning of Clothing and Textile in secondary schools include wide syllabus, difficult tests and topics, lack of excursions and field trips, too much of measurement and calculations, and uninteresting methods of teaching. Similarly, Uko-Aviomah (2020) observed that few teachers are capable of using effective methods to manage ideas within classroom discourse, teachers neither know how to sequence materials, formulate questions, teach frameworks explicitly, organize studies, or monitor classrooms.

Statement of the Problem

Presently, secondary school students' interest and enrolment in Clothing and Textiles as a subject is low. Lemchi (2021) noted that some students have no interest in the subject. Attitudes associated with Home Economics appear to affect students'

enrolment in Clothing and Textiles as a subject and impact performance in the subject. Also, many home economics teachers teach Clothing and Textiles without instructional materials or workshop facilities. The quality of teachers, facilities, and laboratories is grossly inadequate and obsolete. There is also a serious disconnection between Clothing and Textile training in secondary schools and the needs of the labor market, as students who do not proceed to higher education are incompetent in the field of work. The problems of teaching and learning Clothing and Textiles include negative attitudes and lack of confidence in the curriculum and instructional impediments ranging from inadequate topics and tests, inappropriate methods in the curriculum, to lack of funds. Where students consistently perform poorly, the implication is that adequate teaching and learning of Clothing and Textiles has not taken place in schools. Therefore, the problem of this study is to assess the challenges of teaching and learning Clothing and Textiles education as a panacea for sustainable family living in Plateau State, Nigeria.

Objectives of the Study

The objective of the study is to access the challenges of teaching and learning of Clothing and Textiles education as a panacea for sustainable family living in Plateau State, Nigeria. specifically, the study:

1. Find the extent to which students' attitudes constitute problems to the teaching and learning of Clothing and Textiles in Plateau State
2. Assess the extent to which teacher quality and number constitute problems to the teaching and learning of Clothing Textiles in Plateau State.
3. Find out the extent to which instructional materials constitute problems to the teaching and learning of Clothing and Textiles in Plateau State.
4. Determine the extent to which curriculum issues pose problems to the teaching and learning of Clothing and Textiles in Plateau State.

Methodology

Research Design: This study employed a survey research design to assess the challenges of teaching and learning Clothing and Textiles education as a panacea for sustainable family living in Plateau State, Nigeria. Anene-Okeakwa (2022) states that survey research design ensures that a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. It uses a questionnaire to determine the opinions, preferences, attitudes and perceptions of people about concerned issues.

Population of the Study: The population of the study consists of 1,510 Clothing and Textiles students and teachers in all the public and private secondary schools in Plateau State (Based on the 2022/2023 Plateau State Ministry of Education Database, Jos).

Sample and Sampling Techniques: The state has three education zones and each of the zones has more than five local government areas (L.G. A). However, in each zone, two L.G. A were chosen using a simple random sampling technique; schools in each L.G.A. were then separated into locations (rural and urban). Thus, four schools were selected from each L.G.A, and in effect, a total of 24 schools were involved in the study. 768 students and 48 teachers in these schools formed the 816 sample of the study using a simple random sampling.

Instrument for Data Collection: The instrument for data collection was a structured questionnaire titled: Assessment of the Challenges of Teaching and Learning of Clothing and Textiles Education as a panacea for sustainable family living in Plateau State, Nigeria. The instrument was built on a five-point rating scale (Likert Scale) of Strongly Agree (SA), Agree (A), Neutral (N) Disagree (D), and Strongly Disagree (SD). The numerical values assigned to the response modes are by the modified Likert-type scale of 5,4,3,2,1

To establish the validity of the instrument for the study, the initial draft of the questionnaire was given to, two experts in the Home Economics Department and Measurement and Evaluation Department

of the Federal College of Education, Pankshin, for face and content validity. The instrument was adjudged to be reliable and consistent in measurement.

Method of Data Collection: The researcher employed a direct delivery technique in administering the questionnaire. This method guaranteed an effective administration and collection of the questionnaires. 816 Copies of the questionnaires were administered and retrieved immediately on completion and ready for analysis.

Method of Data Analysis: The data collected was analyzed using SPSS Version 23 Computer Software. Means and standard deviations were used to answer the research questions. A mean score of 2.50 and above was chosen as the acceptance level for each of the items. Any item with a mean rating of less than 2.50 was rejected.

Results and Discussions

Table 1 presents the mean and standard deviation of questionnaires items on attitudes of plateau state secondary schools' students constitute problems to the teaching of clothing and textiles. Seven (7) question items were presented in which item 2 (3.01), item 3 (2.960, item 4 (3.08), item 5 (4.10), item 6 (3.14) and item 7 (3.96) were accepted based on the 2.50 decision point set in the study while item 1 (2.04) was rejected because it was below the accepted decision point mean 2.50. The overall mean score was 3.18 which is above the accepted decision rule 2.50. This implies that attitudes of secondary schools' students constitute problems to the teaching of clothing and textiles in plateau state.

Table 1: Mean and Standard Deviation of Questionnaire Items on Attitudes of Plateau State Secondary Schools Students Constitute Problems to the Teaching of Clothing and Textiles

S/N	Items	Mean (x)	SD	Decision
1.	Students always have negativeperception towards to Clothing and Textiles as a subject	2.04	1.51	Rejected
2.	Students do not feel confident that they will do well in Clothing and Textiles subject	3.01	1.41	Accepted
3.	Students do not complete their Clothing and Textiles assignments and projects	2.96	1.41	Accepted
4.	Students do not regularly attend Clothing and Textiles classes	3.08	1.36	Accepted
5.	Students see Clothing and Textiles career as jobs for the illiterate	4.10	1.07	Accepted
6	Students consider money spent on doing Clothing and Textiles projects as a waste	3.14	1.37	Accepted
7	Students do not consider the study of Clothing and Textiles important	3.96	1.20	Accepted
	Aggregate mean	3.18	1.33	Accepted

The table 2 presents mean and standard deviation of questionnaires items on teacher quality and quantity cause problems to the teaching of clothing and textiles. Seven (7) question items were presented in which item 1 (3.91), item 2 (4.09), item 3 (3.89), item 4 (3.90), item 5 (4.07), item 6 (3.60) and item 7 (3.63) were accepted based on the 2.50 decision point set in the study. The overall mean score was 3.87 which is above the accepted decision rule 2.50. This implies that teacher quality and number can cause problems to the teaching of clothing and textiles.

Table 2: Mean and Standard Deviation of Questionnaires Items on Teacher Quality and Quantity Cause Problems to the Teaching of Clothing and Textiles

S/N	Items	Mean(x)	SD	Decision
1.	Teachers' academic qualifications influence students learning in Clothing and Textiles	3.91	1.26	Accepted
2.	Teachers' mode of teaching influence students learning in Clothing and Textiles	4.09	1.14	Accepted
3.	Teachers' years of teaching experience influence students learning in Clothing and Textiles	3.89	1.24	Accepted
4.	Teachers inadequate use of instructional materials influence students learning in Clothing and Textiles	3.90	1.23	Accepted
5.	Teachers' inability to control his classroom during teaching influence students learning in Clothing and Textiles	4.07	1.14	Accepted
6	The Clothing and Textiles teachers do not teach the subject very well.	3.60	1.39	Accepted
7	There are inadequate Clothing and Textiles teachers in our school.	3.63	1.32	Accepted
	Aggregate mean	3.87	1.25	Accepted

The table 3 presents the mean and standard deviation of questionnaires items on instructional materials as a problem to the teaching and learning of clothing and textiles. Eight (8) question items were presented in which item 1 (3.07), item 2 (3.04), item 3 (3.06), item 4 (3.56), item 5 (4.21), item 6 (3.26), item 7 (3.79) and item 8 (3.87) were accepted based on the 2.50 decision point set in the study. The overall mean score was 3.48 which is above the accepted decision rule 2.50. This implies that instructional materials are problems to the teaching and learning of clothing and textiles.

Table 3: Mean and Standard deviation of Questionnaires Items on Instructional Materials as a Problem to the Teaching and Learning of Clothing and Textiles.

S/N	Items	Mean(x)	SD	Decision
1.	Irregular power supply for using electronic materials.	3.07	1.44	Accepted
2.	The inability of teachers to improve instructional materials	3.04	1.41	Accepted
3.	Lack of well-equipped Home Economics laboratories	3.06	1.40	Accepted
4.	The inability of teachers to use instructional materials to make learning motivating	3.56	1.35	Accepted
5.	Inability of parents to buy needed materials for students	4.21	0.96	Accepted
6	Inability to school authorities to provide materials needed for learning	3.26	1.33	Accepted
7	Lack of teachers' knowledge and skill to use the available materials	3.79	1.24	Accepted
8	Lack of funds for the purchase of materials	3.87	1.18	Accepted
	Aggregate mean	3.48	1.29	Accepted

The table 4 presents the mean and standard deviation of questionnaires items on curriculum issues as a problem to the teaching and learning of clothing and textiles. Eight (8) question items were presented in which item 1 (3.69), item 4 (3.82), item 5 (3.71), item 6 (3.82), item 7 (3.73), item 8 (3.81) was accepted based on the 2.50 decision point set in the study while item 2 (1.98) and item 3 (2.04) were rejected because they were below the accepted decision point mean 2.50. The overall mean score was 3.33 which is above the accepted decision rule 2.50. This implies that curriculum issues are problems to the teaching and learning of clothing and textiles.

Table 4: Mean and Standard Deviation of Questionnaire Items on Curriculum Issues as Problems to the Teaching and Learning of Clothing and Textiles.

S/N	Items	Mean(x)	SD	Decision
1.	Students are not exposed to practical until the final certificate examination approaches	3.69	1.31	Accepted
2.	The teachers attend to only those who know the subject	1.98	1.25	Rejected
3.	The methods of teaching are not interesting	2.04	1.27	Rejected
4.	There are no excursions or field trips in the curriculum	3.82	1.23	Accepted
5.	Many of the topics in the curriculum are difficult	3.71	1.29	Accepted
6	Clothing and Textiles curriculum demand too much measurement and calculations	3.82	1.20	Accepted
7	The tests are always so difficult	3.73	1.22	Accepted
8	The syllabus in the curriculum is too wide	3.81	1.23	Accepted
	Aggregate mean	3.33	1.25	Accepted

Discussion

Responses to research question one revealed that students' attitude is a problem to the teaching and learning of Clothing and Textiles. The students had a negative attitude on Clothing and Textiles in the sense that they considered money spent on doing Clothing and Textiles projects as a waste. In addition, students did not complete their Clothing and Textiles assignments and projects, they felt bored in classes, and they did not feel confident that they would do well in the subject. This finding agrees with Anene-Okeakwa (2022), who noted that many students hate Home Economics as a subject in school; some have little interest in the subject that they do not halfway and drop it. A reason for the finding might be because of general societal attitudes that see vocational subjects as subjects for underachievers and girls (Owolabi *et al.* 2021). It might also be as result of a lack of appreciation and awareness of learners on the important role of Clothing and Textiles in the socio-economic advancement of the nation. Whatever the reasons, the negative attitudes of the students are likely to hinder effective learning of the subject because studies looking into the attitudinal patterns of school learners have established that in schools' classroom instruction, attitudes largely determine, the degree of success to be achieved (Imarhiagbe 2020; Okeke 2016).

The findings of research question revealed that teacher quantity and quality also presented great problems to the teaching and learning of Clothing and Textiles. The students indicated that there were inadequate Clothing and Textile teachers in their schools, the available teachers did not teach the subject very well and were not innovative and resourceful. Besides, the teachers spent almost all the class time on the lessons with no time left for practical work, they mostly did mere dictation of notes and were not concerned that as many students as possible understood the lessons. This finding corroborates the observation of Mberengwa (2014) that the insufficient

quantity of teachers tends to influence teaching negatively with its implications on performance. Arubayi & Obunadike (2011) also found that the quality of teachers in Nigerian secondary schools is so low. The students' responses suggest that many of the Clothing and Textiles teachers are deficient in attainments, unknowledgeable in skill, and accepted teaching practice. The students also indicated that the teachers lacked innovation and resourcefulness. This finding may be because teacher education has failed to prepare the Clothing and Textiles teachers adequately for classroom practice and prepare the Clothing and Textiles teachers adequately for classroom practice, and in-service seminars or workshops are not regularly organized for the teachers. Poor quality teaching is a problem that adversely affects learning because Anyakoha (2021) made it clear that what students learn cannot go beyond what their teachers can present them. Several research reports such as Owolabi *et al.* (2021) indicated that students' poor performance at the end of a school year is attributable to factors relating to the skill and effectiveness of the teachers. If teachers are weak in content knowledge and pedagogical competence so vital for effective learning, then the limits of achievements of learners will equally be weak, (Okpala, 2015).

It was further found that lack of funds, inadequate instructional materials, lack of improvisation and utilization of teaching aids, as well as inadequate laboratory constituted problems to the teaching and learning of Clothing and Textile. Anene-Okeakwa (2022) also found that inadequate instructional materials and the unwillingness of teachers to improvise a great impediment to Home Economics instruction. The lack of materials is compounded by teachers' lack of interest in using the limited ones available or even improvise simple materials. The inability of teachers to improvise might be due to insufficient time. Imarhiagbe (2020) observed that teachers who already have too much class work and school responsibilities may find that instructional materials require additional time to improvise and to prepare for class use. They may feel that they have no extra time to spare to facilitate their use of such materials. The lack of incentives for the teachers who sacrifice their time to improvise and integrate improvised instructional materials in their classes contributes significantly to teachers' lack of resourcefulness and teacher incompetence in the operation of teaching aids. Many instructional materials do not necessarily have to be bought, or factory produced. This researcher believes that teachers can improvise materials, or rather exploit objects and situations in the classroom such as nature corner for teaching different aspects of Clothing and textiles because the absence of instructional materials will place serious limitations on what the teacher can achieve (Mokokwu, 2019).

Finally, some curriculum issues were identified as problems which include a wide syllabus, difficult tests and topics, lack of excursions and field trips, too much measurement and calculations, and uninteresting methods of teaching. Similarly, Lemchi (2021) observed that few teachers can use effective methods to manage ideas within classroom discourse as few teachers neither know how to sequence materials, formulate questions, teach frameworks explicitly, organize studies, or monitor classrooms well. Similarly, Lemchi (2021) observed that few teachers can use effective methods to manage ideas within classroom discourse as many do not know how to sequence materials, formulate questions, teach framework explicitly, organize studies or monitor classrooms well. Anene-Okeakwa (2022) also observed that the Clothing and Textiles curriculum is wide and demanding, but they urged teachers to use appropriate instructional methods in teaching. Given the students' responses in this study, it appears that Clothing and Textiles teachers' combination of subject matter, understanding, and pedagogical skills are unimpressive. These curriculum issues are likely to result in a classroom atmosphere of disenchantment, which would make teaching and learning virtually impossible.

Conclusion and Recommendations

The findings of the study have shown that

the teaching/learning of Clothing and Textiles in Plateau State, Nigeria is beset with a variety of problems. Negative attitudes among the learners as to the feasibility and value of studying Clothing and Textiles and consequently, lack of confidence. Curriculum and instructional impediments ranging from inadequate teacher quality and quantity, dearth of stimulating materials, difficult topics and tests, inappropriate methods, to lack of pedagogical skills among teachers, and Lack of funds and failure of teachers to improvise and utilize instructional materials. The following are recommendations: -

1. Public enlightenment the misconception and negative attitudes of students towards Clothing and Textile,
2. Home Economics teacher specialist in clothing and textile should be deployed to secondary schools to handle the teaching of Clothing and Textile.
3. A well-equipped laboratory for Clothing and Textile should be equipped by the school authorities.
4. Government can use resources on the program of research and development that seek to evaluate and increase the standard of the Secondary School.

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