



CLOTHING AND TEXTILES SITUATION IN HOME ECONOMICS EDUCATION IN SECONDARY SCHOOLS IN NORTH-CENTRAL NIGERIA

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ABSTRACT

This study investigates clothing and textiles situation in home economics education in secondary schools in North-Central Nigeria. Clothing and Textiles is a saleable subject that offers students skills that will help them to be self-reliant and self-employed upon graduation. The areas of clothing that can create job opportunities are tailoring, embroidery, crocheting, knitting, and so on. Emphasis is laid on the importance of practical in developing the skills required to acquire the required techniques. Also, the paper emphasizes that the school authorities should allocate more time for Clothing and Textile to ensure more practical work. Findings revealed several factors that are responsible for the poor attitude of students in clothing and Textiles. Some of the problems enumerated were lack of enough laboratory equipment, lack of enough qualified and competent teachers, the attitude of students towards clothing and Textiles, lack of enough time allocated for practical work, and assumption on the part of the students that clothing and textiles is a difficult course. It was recommended that the school authorities should standardize the already existing laboratories to take care of the increasing population. Teachers should be re-trained frequently through seminars and workshops. Teachers should always give an orientation to the students to erase the notion that clothing and Textiles a difficult subjects and a well-equipped laboratory has to be allocated for Clothing and Textile. They should be equipped with tables, sewing machines, embroidery machines, scissors, tape, and rulers to make practical work easier. This will also arouse the interest of students to go into Clothing and Textiles.

Keywords: *Clothing and Textile, Education, Home Economics and Situation*

1.0 Introduction

Education is the bedrock of every nation. Home economics is a speciality of the development, use, and management of human and material resources, for the great welfare of individuals, families, and human society in its entirety (Anyakuha, 2015). According to Amedome (2013), Technical and Vocational Education and Training (TVET) play a vital role in a society's economic growth and social development. Programs in TVET include competency-based applied learning which contributes to an individual's academic knowledge, higher-ordered reasoning, problem-solving skills, and occupation-specific skills, necessary for economic independence.

Azonuche (2020) stressed that Home Economics as a subject impacts both practical and theoretical knowledge in art and science with the use of the right technology in education. Okafor (2019) noted that this type of education equips the learner with the needed skills and competencies to bridge the gaps between the classroom and the real world and enables them to use the knowledge acquired for creativity, innovations, and business ideas to carry out job activities well. It, therefore becomes imperative to close the gap between classroom teaching

and learning of Home Economics and needed skills in the world of work (Azonuche, 2020). It specializes in the acquisition of knowledge, abilities, and competence that family members are required to satisfactorily enhance their family living and gainful employment. It identifies and classifies the roles, and aspirations of individuals in addition to determining strategies toward achieving them. Home economics education has many additives inclusive of home management, child development and care, foods and nutrition, and clothing and textiles amongst others.

Home economics was founded to help individuals and families relate to change. Its uniqueness lies in the holistic view of the daily living of individuals and families. Home economics plays a vital role in individuals, families and societies further expanded to include:

1. Family relationships and child development;
2. Consumption and other economic aspects of personal and family living;
3. Nutritional needs in the selection, preparation, preservation and use of foods;
4. The design, selection, construction and care of clothing, and its psychological and social significance;
5. Textiles for clothing and the home;
6. Housing for the family and equipment;
7. Furnishings for the household;
8. Art, as an integral part of everyday life; and
9. Managing resources so that the values and goals of the individual, the family and the society will be attained (Tate, cited in Ehumadu, 2019)).

Through home economics, families can adapt to changing environmental circumstances brought about by new technologies in information and communication, household equipment, health and medicine, and others. Home economics, with its understanding of the properties and quality of food as well as its understanding of the preservation, storage and preparation of food is needed if food security is to become a reality. New crop varieties and new technologies of storage and preservation require some understanding of the cultural meaning of food, the likes and dislikes of individuals, and the consequences of change in established methods of preparing food.

The history of Home Economics in Nigeria shows that Home Economics education has existed informally among Nigerians long before the advent of Western education. Its aim was solely to train and prepare the female child (from childhood through adolescence) for successful homemaking in later life. Formal education, known as domestic science, was first received by wives of clergymen as taught by early Christian Missionaries from France who arrived in Lagos in 1873. They started the St. Mary Convent School in Lagos, and Domestic Science was a major subject in their curriculum. They taught laundry, needlework, knitting, child care, cookery, and housekeeping. The aim was to add value to them as homemakers and provide them with gainful engagement. The colonial era saw domestic science introduced into schools by British education officers serving in Nigerian public service. Through their efforts, which continued into the post-independent period. In 1960, domestic science was replaced, in nomenclature (renamed Home Economics) as a subject was incorporated into the curriculum of primary and post-primary institutions, and later became a programme of study at degree level in the Universities, with a wide scope for professionalism and career prospect and pursuit.

Clothing means anything that is used to cover the body, to provide warmth, beauty, decency, and modesty. Clothing is one of the essential needs of human beings. It is very valuable because one's dress defines one. Textiles, on the other hand, are any type of cloth made by weaving or knitting. Textiles Education refers to the study of fabrics, yarns, construction of

fabrics and finishes. The study of the properties of fabrics will help people understand why some fabrics are more durable and more suitable for specific purposes. Clothing and Textiles as a major area of Home Economics is noted for its capacity to equip learners with saleable skills that make for self-reliance and self-employment.

2.0 Literature Review

2.1 Conceptual Review

Clothing and textiles as a subject is referred to variously based on the level of education especially right here in Nigeria. In most secondary schools in Nigeria, the subject is called "Needlework" or "Needlecraft" Different countries along with Britain use the name Needlework, while the USA and the Philippines refer to it as Needlecraft. A lot of skills and strategies of clothing construction are taught and learned by the learners. Clothing and textiles are some of the topics or components of home economics that are taught from the primary school level to the university level. Clothing and Textiles according to Arubayi (2011) is one of the major areas of Home Economics taught in both secondary and tertiary institutions in Nigeria.

Clothing and Textiles is a characteristic skill and activity-oriented subject, which when properly taught will equip the learners with saleable skills needed for self-reliance. Clothing and Textiles is a feature ability and activity-orientated subject, which when nicely taught will equip the child with saleable abilities wanted for self-reliance. Clothing and textiles provide knowledge on the origin, manufacture, finishing, and properties of fabrics used in everyday living. These are crucial for several reasons: understanding the most suitable use of each, knowing how to clean them, and contending with them to ensure durability.

It is a skill acquisition area that can create job opportunities for secondary school students when learn. It equips students with the knowledge, skills, and attitudes required for programs in Clothing and Textiles. Home Economics aims to promote personal growth. Its objectives and contents are geared towards educating individuals about family living, Clothing, and Textile. An aspect of Home Economics is also geared towards educating individuals about family life and enhancing the family economy. The areas of Clothing and Textiles which can create job opportunities for students are numerous. They are tailoring/fashion, embroidery, crocheting, knitting, tie, and dyeing, making throw pillows, and appliqué work. Ezeoguine (2000) emphasized that most of these skills are also used for interior decoration and household furnishing.

Teaching of Clothing in Secondary Schools

The name Home Economics was nationally accepted at a national conference of Home Education held in Zaria in 1970. Some of the decisions forwarded to the Joint Consultative Committee on Education JCCCE as recorded by Agwasin and Yaroson (1986) include:

1. Home Economics should be included in the curriculum of primary schools.
2. Home Economics should be made compulsory for secondary school girls and boys for the first three years (JSS).
3. That all teachers' colleges with girls should have facilities for teaching Home Economics.
4. Funds should be made available to the Home Economics Department for the funding of its activities. As the consideration of the above, the three subjects taught at secondary school level are:
 - Food and Nutrition
 - Clothing and Textiles

- Home Management

The recommendation is that all should take on both theoretical and practical perspectives, at the junior secondary school level (JSS) the three areas are taught as an integrated subject and the teaching is highly theoretical and most times devoid of practical experiences due to lack of money and equipment.

Osunyikannmi, (2018) observed that the diversion from practical to theory lessons only is not in conformity with the National Policy on Education (NPE, 2014) stresses that the knowledge and skills at Home Economic pave the way for students leave Junior secondary school (JSS)

Importance of Clothing and Textile

Clothing is one of the basic needs of man. From the beginning of man's creation, clothing provides functions such as protection, identification, beautification, adornment, modesty, and status. Clothing refers to all things worn or applied to the skin or the human body to fulfil its function. Idowu (2016), noted that clothing refers to that which is used by men and women to cover their body which are made from various kinds of materials. Textile is also any material made by interlacing fibres (Idowu, 2016). Textile fibres are processed into fabrics and sold to make clothing. Clothing and Textiles is an aspect of Home Economics that prepares its students for employment opportunities in occupations such as clothing selection, clothing construction, costume designing, clothing care, craft work, and clothing economics, among others (Anyakoha & Eluwa, 2015). According to Komolafe (2016), Clothing and textiles provide individuals with knowledge and skills in such areas as wardrobe planning, consumer education, creative use of available resources, sewing equipment, textile fibres and fabrics, basic and advanced techniques of garment construction, pattern drafting, designing, and care. It exposes the students to practical work to be well equipped with saleable skills required for self-reliance and good quality of life (Okoh & Nkwodimmah, 2014).

Clothing and textiles improve access to modern facilities of clothing construction and enhance skills for human capacity development, for sustenance of the family living. Functioning of equipment and gadgets if properly and sufficiently replaced and well maintained will produce technical knowledge in skill acquisition for social and economic development, Acquired clothing and textile skills strategy equips individuals in the family with the techniques and abilities essential for both group and independent living. It has been observed that most clothing and textile vocations are not sustained for decades of period and do not have a stable source of finance. This has been marred by a social and psychological receding economy making it too challenging for family heads (parents and caregivers) to financially sustain and stabilize their families.

Arubayi (2004) pointed out that Clothing and textiles are developed around six central themes. These include the study of fabrics, garment construction, clothing maintenance, consumer education, decorative processes and wardrobe planning, which can all lead to the acquisition of skills for jobs in society. Careers in Clothing and textiles cover a broad range of occupations from fabric manufacturing, and clothing design, to the selection, sale, use and care of finished goods. Such an important subject needs attention for client appeal in schools to increase enrolment and employment rates in the clothing industry. However, studies by Tashie (2016) and Ameleke (2015) show that very few students opt for the subject and few teachers trained to teach both Clothing and textile and Food and Nutrition teach Sewing/ Clothing and textile at the pre-tertiary levels of education in Nigeria.

Clothing and textile as one of the topics taught in home economics has some advantages that may be derived by an individual who has obtained theoretical and practical knowledge in

clothing. Thus, the significance of clothing to individuals is that it teaches certain anticipated attributes as enumerated by Sibel (2008) as follows;

- It facilitates develop awareness
- -It teaches accuracy
- -It forms a power of judgment and observation
- -It offers room for creativeness
- -It develops an appreciation of the accurate finished article. If an individual can learn such attributes, then clothing is useful to another area of study considering that these attributes are needed for success in other subjects.

Clothing and Textiles deal with the numerous components of the individual and the home in as lots as they contribute to their appearance. A very striking feature of many Nigerians is that they dress quite well. A proper knowledge of textiles and clothing which can be economically crafted from them will enhance those national characteristics in each home. Those who take clothing and textiles courses seriously might be capable of adapting freely or specializing in any of the following areas: fashion designing, teaching, upholstery, embroidery, industrial pattern making, clothing construction, laundry, and dry cleaning as ascertained through Aisha (2018). Specialization in any of the above areas would give you a well- paid self-sufficient profession. Obiano, Fadipe, and Ojiude, (2022) additionally emphasize the fact that besides preparing the family and the individual for the beneficial living of self-esteem, clothing has wonderful opportunities as noted earlier.

Clothing and textile skill development in Home economics education contributes effectively to optimal capacity building for family sustenance and national development through proper utilization, processing and weaving techniques, adequate knowledge and application of design principles and techniques of clothing construction. Acquired skills for human capacity development through creativity and innovation in clothing construction as a practical-oriented field will handle skills effectively in both methods and motivations which will encourage interest and curiosity toward skill development. Clothing and textiles skills acquired can be helpful tools in facing social and economic challenges through exploring the social growth crucial to the acquisition of skills in clothing construction will enable the exploration of the socialisation pattern to become easier to manipulate different skills towards entrepreneurial development (Obiana & et al, 2022).

Clothing and textiles teach individuals the way to be economical in terms of keeping what they have got even if they're wearing by stitching the weak or torn areas using methods such as patching, hemming, and renovation among others. This proves the adage that says "A stitch in time saves nine." This is seen as clothing teachers generally economized the available fabric in terms of the usage of suitable methods of pattern layout and cutting, and adaptation of pattern to suit the cause and the wearer. It additionally allows individuals to make proper use of the sewing equipment and principles in garment construction including line, colour, form, design, and texture which when properly manipulated create harmony, stability, proportion, emphasis, and rhythm, thus emphasizing the individual figure's faults.

Clothing and textiles to a great extent instill self-belief in the students as they work as individuals to produce articles made by them. The completed products make them feel happy and create an urge to do things, as a result, the initiative is encouraged. Given the above significance of clothing, the total effect might be a nation advancing to the optimum, with healthy happy individuals. The areas of Clothing and Textiles which can create job opportunities for students are numerous. They are tailoring/fashion, embroidery, crocheting, knitting, tie, and dyeing, making throw pillars, and appliqué work. Ezeoguine (2000)

emphasized that most of these skills are also used for interior decoration and household furnishing.

Problems Associated with Clothing and Textile in Secondary Schools

Clothing and Textile teaching has never been without problems. The problems associated with it are:

- (1) Misconception that the subject is meant for the never-do-wells, people who they feel cannot do academic work. Ogbogo (2010) observed that people believed that it was meant for drop-outs or those mediocrity who have no personal vision for education. People feel that the tailoring aspect of Clothing and Textiles can be acquired through roadside apprenticeship.
- (2) Students indifferent. Most of the students shy away from it because of the money involved in buying materials. Some because of the ways they come in contact with the needles as they pierce through their hands. So they prefer to go for Food and Nutrition rather than Clothing and Textiles. In line with this Olugbamigbe (2009), they were noted that students rush to study Food and Nutrition when they have the opportunity to choose their electives.
- (3) Lack of Equipment/Clothing Laboratory Clothing and Textiles as a skill-oriented course demands a lot of equipment and tools/materials for the proper acquisition of skills. Sewing machines and other tools/materials are not supplied to secondary schools where they are mostly needed for practical work. Also, no laboratory was allocated for Clothing and Textile for proper practical work to take place. Most teachers make use of their table/classroom desks for practical work.

Komolafe (2016) also listed some areas of difficulty in teaching and learning Clothing and Textiles technical skills including the development of patterns using different methods, construction, and adaptation of basic patterns to fit body measurements, and craftwork such as quilting, patchwork among many others. Oga and Anozie (2016) noted that teaching crafts in Home Economics Education has not received the required attention practically as students are exposed to minimal craft production skills, which has resulted in university Home Economics students buying readymade Craft for exhibitions and submissions to lecturers for assignment or paying someone to produce for them

Student enrolment in Home Science is typically low for a variety of reasons. For one as an elective subject, Home Science is less preferred to more academically oriented subjects which tend to be valued more highly in Nigeria (Ndiga, 2004). Second, factors such as teachers' and students' attitudes toward vocational subjects, poor exam results in the subject, and gender bias toward home science also contribute to the low enrolment of students. Finally, schools tend to also be reluctant to offer this course as it is considered expensive and demanding in terms of facilities.

Mode of Teaching Clothing and Textile

The most used methods of teaching at this level include demonstration cum-lecture method, discussion, independent study, role-playing, experimenting, case study, supervised study, field trips, and research among others. The time allocated to most of the clothing practical courses ranges from 3-8 hours depending on the course and its content. Considering and consideration and textiles, it indicates the importance of the time allocated to clothing

given to it. It is surprising then that despite this, clothing and textiles are neither liked nor popular among most Home Economics teachers.

Teaching H.E. (2013) recommends the use of different strategies for effective teaching and learning of Textiles. The Ministry of Education and Culture (2002), advocates for active learning through the use of participatory methods such as; demonstration, supervised practice experimentation, and drama. Uwameiye (2015) study established that a good teaching method creates a conducive learning environment. Demonstration and supervised practice are highly recommended methods of teaching Textiles (Ministry of Education & Culture, 2002). These two methods enhance the acquisition of practical skills and competencies in Textiles (Mupfumira & Mutsambi, 2012). Supervised practice is an obligatory teaching/ learning method because we owe all our skills and abilities to corrected practice (Petty, 2009). The effective teaching of Textiles can be affected by the time allocated for the subject. Adequate time was needed so that learners could have sufficient time for both theory and practical work (Ministry of Education & Culture, 2002; UNESCO, 2011).

2.2 Empirical Review

2.2.1 Student's Attitude Toward Clothing and Textiles

Clothing and Textile education teaches the acquisition of specific skills for self-employment or career skills in clothing-related instruction. For example clothing and textile construction, maintenance and care, Knitting, crocheting, darning, dressmaking, laundry as well as working in the clothing and textile industries. Clothing and Textile education creates a great impact on human resource development, productivity, and economic growth (Van Ark cited in Obiana, Fadipe, & Ojiude, 2022). Currently in Nigeria, home economic education is grouped by the National Policy on Education (NPE, 2014) into three (3) separate major subjects:

- Food and Nutrition
- clothing and textiles
- Home management

Previously, these major components were taught generally to students in domestic science, needlework, housewifery and laundry. Presently, the current policy provision has made it optional that a student can offer only clothing and textile or home management or food and nutrients and not all three subjects. This creates a hole which allows schools offering home economics to select only one of the three subjects. Therefore, most students frequently choose the least costly, interesting, less time-consuming and complex topics which include home management and food and nutrition. The opportunity for choice is affecting students who are admitted to study home economics at the National Certificates of Education (NCE) level where are all of the three principal areas in any respect more students are regularly deficient in two of the 3 important areas and clothing is most often one of the two not commonly done. This has quite a lot of problems; it means that at the NCE level, the teacher has to go back to the secondary school syllabus to teach the basics that ought to have been taught. The fact is that it wastes time creates a lack of interest in that student and is very tasking on both the teachers and the students

Egbule, (2018), reports that students were least interested in the study of clothing and textiles. The author further said that the majority of students agreed that clothing and textiles are the most time-consuming branch of Home Economics. The subject has lots of technicalities with so many detailed techniques to follow to attain perfection. Also, the equipment and tools for practical work are more difficult to get. All these negative attitudes to student's poor or

negative attitude towards clothing. This negative attitude exhibited by students usually dodge clothing lessons and give all sorts of excuses, like lack of money to buy materials, especially in final exams such as NECO and WASCE at the secondary school level and even the National Certificate in Education (NCE) course where students provide working materials themselves. Some say they forget the materials needed for the lesson either in the hostel or at home and when allowed to go and get them, they are happy because they will not participate in the lesson. By these delay tactics, time is wasted and causes delays in accomplishing the tasks and lessons planned.

During clothing lessons, the students are completely dependent on the teacher to show them what to do in practical lessons, even after the demonstration is done in groups or as a class. This attitude delays progress and achievement of objectives. The attitude is practising the appropriate use of tools and skills for instance, laying and cutting materials with a pair of paper scissors instead of the cutting share of scissors, biting thread with their teeth instead of using trimming scissors, holding pins or sewing needles in the mouth instead of using pin-cushion, sewing directly on the machines instead of taking first haven removed the pins.

Hansson, (2011) also noted that students who offer clothing have a preferential attitude towards certain aspects of the clothing itself, such as preferring crocheting and knitting to drafting, cutting and sewing. The fact is that clothing has a lot of details to observe, thus, students easily lose their patience when they make mistakes and are asked to lose, they resent it, and this shows a lack of perseverance, lack of interest also contributes to a lack of practice on their own for perfection.

2.2.2 Teachers' Attitudes Towards Clothing and Textiles

Teachers are expected to be able to structure their content and pedagogy to suit the cultural environment of their learners since the environment in which they acquire skills for teaching Clothing and Textiles may be completely different from that of their learners. A teacher who cannot contextualize content and pedagogy may simply avoid teaching the subject or not teach it well. Crucial and central to Clothing and Textile education is therefore the teacher. Asare and Nti (2014) stated that the central role of the teacher requires that teacher education be of the highest quality toward achieving any educational agenda. Suggestions were made by the teachers to help Clothing and Textile educators improve content and pedagogy at the three levels of education.

Maduaka in Forster, Quarcoo, Ashong and Ghanney, (2017) asserts that many teachers and students perceive Clothing and Textiles as very difficult areas in Home Economics. Aiyede Forster, Quarcoo, Ashong and Ghanney, (2017) respectively found that 55% and 70% of Home Economics teachers preferred to teach Food and Nutrition to teach Clothing and textile. A subject that offers students the opportunity to acquire occupational skills should not be allowed to fade out of the educational system, especially in a developing country where the need to mobilize all resources for employment and revenue generation is critical.

For Clothing and Textile education to be effective, teacher quality should be good, and the right infrastructure and teaching-learning materials should also be available and adequate. According to Asare and Nti (2014), in an era where quality education is a concern for education-focused international organizations and dominates national debates, teacher quality must equally be a priority. To these authors, the central role of the teacher requires that teacher education be of the highest quality toward achieving any educational agenda. Quality teacher education is crucial for effective education outcomes. It is the responsibility of teachers to ensure that students acquire the knowledge and skills to be self-employed.

The West African Examination Council's syllabus for Home Economics subjects in secondary schools is detailed and has the necessary depth to prepare the students for the art of homemaking. It has been noticed however that the syllabus has no state objectives which would serve as a guide to the classroom teachers. This problem has left many teachers of home economics with difficulty with classroom teaching. To resolve this problem, many teachers use past question papers as a guide to planning course contents and learning experiences for Students (Moayyeri, 2015).

The effect of this lack of proper coverage on students who later choose Home Economics for further studies is so much. A lot of the course content taught at the post-secondary level is usually new to them even though they have a good pass in their secondary school certificate in education (SSCE). It is expected by the teachers at the post-secondary level that the students have covered at least the basics. Having discovered otherwise most teachers become frustrated in having to go back to teach the pre-requisite at this level. Hence, they give such untreated topics as take-home assignments without proper guidelines. This makes matters worse for the students, particularly on discovering that the subjects in Home Economics (clothing and Textiles and either Home Management or Food and Nutrition) which they had dropped at the senior secondary level are indispensable at the post-secondary level. This situation makes the students lose interest in Home Economics despite the teachers' efforts.

Based on the writer's interaction with most Home Economics teachers and findings of a research conducted by Azubuike, (2011), on problems of teaching Home Economics in senior secondary schools in Nasarawa, Kaduna, and Bauchi State, note that most teachers in this field prefer other aspects of the course to clothing and textiles. The reason advanced is that,

- Clothing and Textiles as a subject is time-consuming because it has a lot of details and requires perfection.
- The teachers and even the students have had no good background from secondary school.
- Teachers of clothing are not recognized by most school authorities because the practical products have no immediate benefit to be enjoyed by the school community as in Food and Nutrition which has an end product of practical for eating and tasting.
- teachers who are not knowledgeable in this course are sometimes forced to teach it thereby rendering it anyhow, and the result is that most demonstrations are not done; some unfamiliar topics are left untaught by such teachers.
- Many times the clothing teachers assign certain practical topics to students to do and submit for marking without proper supervision by the teachers either because the teachers are not competent in such skills or in an attempt to cover the syllabus.
- A lot of improvising could be made using locally produced items in the community for teaching a lot of techniques in clothing, yet because of the negative attitude of teachers towards the subject, their creativity is not usually displayed towards achieving and portraying this subject well.

5.0 Conclusion

This paper examined the Clothing and Textile situation in Home Economics education in Nigerian secondary schools as one of the skill acquisition subjects in secondary schools. Clothing and textile education, skill and experience are critical strategies for the social and economic development of the Nigerian economy. Clothing and Textiles as one of the Vocational subjects has been discussed considering the attitudes of teachers and students towards the subject. Specializing in Clothing and textiles gives a well-paid self-sufficient profession. It is also a recreation and a social subject. To achieve these, a certain amount of skill must be acquired. Acquiring these entails that the students should exercise patience and

perseverance to learn what they are taught as well as to be willing to practice the skills on their own.

To instill interest in students, the teachers on their part should try to have interest in the subject and teach the subject with zeal to keep the students' interest. The students should be exposed to hand work and the use of the right skills in doing things. To help students on graduation, some of the courses in Clothing and Textiles and job-related skills in Clothing and Textiles should expose them in other to be self-reliant and self-employed. This will help the families and societies at large for a better quality of life.

5.1 Recommendations

In other to ensure that skills are acquired in clothing and textiles. The following recommendations are made:

1. Teachers who teach clothing and textiles aspects should be interested in the subject and try to develop the same in students
2. Methods of teaching the subject should vary to make it more interesting
3. Exhibition of practical products should be encouraged among the schools that offer Home Economics both at local Government Council level, State and Federal with good rewards given to the winners and gifts too to all that participate.
4. Local and commercial instructional materials should be encouraged and used as a guide to the students
5. General skills could be taught to produce some class projects which could be extended to other subsequent articles while in school and after graduating.
6. A well-equipped laboratory has to be allocated for Clothing and Textile. They should have tables, sewing machines, embroidery machines, scissors, tape, and rulers to make practical work easier. This will also arouse the interest of students to go into Clothing and Textiles.

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