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INVESTIGATION OF FACTORS RESPONSIBLE FOR HOME ECONOMICS STUDENTS LIMITED ENROLMENT INTO CLOTHING AND TEXTILE CAREER OPPORTUNITIES IN SECONDARY SCHOOLS, DELTA STATE

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ABSTRACT

This study "Investigation of Factors Responsible for Home-Economics Students Limited Enrolment into Clothing and Textile Career Opportunities in Delta State" was guided by four purposes and four research questions. A survey research design was employed. Population of the study consisted of all Home Economics teachers in public secondary schools in Delta North Senatorial zone. Dual-stage sampling techniques was used to randomly select five L.G.A. out of the nine (9) Local Government Areas in Delta North Senatorial Zone and all the teachers currently teaching home economics in all the public secondary schools made up the samples size of the study, because of the sample manageable size. A structured questionnaire focused on the study subject matter, consisted of forty closed-end items was used for data collection. Data collected from the field survey was analyzed using percentage, mean and standard deviation respectively. Result obtained revealed that Home Economics curriculum of Clothing and Textile contents is relevant to the present fashion trends and trades in the society- X= 2.8, teaching learning condition were not conducive for effective attainment of expected learning outcome – X= 1.8., Insufficient instructional materials and teaching efficiency was also lower than the X of acceptance (X 1.9) among others. Based on these findings, it was recommended that Home Economics teachers to be employed for teaching in secondary schools should be those that studied Home Economics in schools during training for teaching job; so as to have adequate knowledge and skills to teach clothing and textile subject area in Home Economics curriculum; and be able to impact necessary knowledge and skills in clothing and textile, as well as enhance their students interest in career opportunities in clothing and textile among others.

Keywords: Factors, Responsible, Limited, Enrollment, Clothing–Textile, career, opportunities.

Introduction

Home Economics has been defined severally, and the commonly acceptable definition acknowledged that Home Economics is a multi-disciplinary subject, focused on enabling individuals

in the homes and society take charge of their available resources, to maximize both individuals and family comfort. Specifically, International Federation of Home Economics (IFHE) (2022) defined Home Economics, as multi- disciplinary subject area, which includes such aspects as food and nutrition, clothing and textile, home management, consumerism and institutional management among others.

From the inception of Home Economics into the Nigeria Educational System, the subject focused on the primary needs of human for survival and enhancement of conditions of living; and is made a compulsory subject in the pre-vocational level (Nwabah, 2018). The compulsory subject areas have continued to evolve in advancement from simple knowledge to complex forms as society advances both socially and economically. Specifically, Food and Nutrition aspect of the subject has embraced complex facts on food handling and consumption practices that improve and sustain good health and longevity. Home Management has advanced on housing needs, functionary as well as comfortability, yet Clothing and Textile curriculum in secondary schools seems to remain at its introductory stage of sources of fibre, characteristics and needle works among others. Arubayi (2023), remarked that Secondary students in our societies have knowledge of fashion trend, but lack knowledge and skills needed to create one as fashion designer or developer. Few other Home Economics professors in Clothing and Textile have also remarked that students who take to career opportunities in clothing and textile will not only be gainfully employed upon graduation, but will also become an entrepreneur in fabrics trades and clothing business ventures. Yet, students find it difficult to see prospects in clothing and textile careers.

Arubayi (2023) also highlighted the benefits of studying clothing and Textile in schools to include;

1. It enables learners to understand the origin of fabrics, characteristics, use and care of different fabrics.
2. It exposes learners to fabric design methods, such that students can learn skills to create their own designs from start to finishes, such as tie-dye, batik and different types of printings.
3. It equips learners with skills and knowledge that can make one to be employed in textile industry.
4. Studying Clothing and Textile can open opportunity in tailoring and garment making trades.
5. Graduates of Clothing and textile can also be employed as fashion merchandiser, retail store manager or sales associate.
6. Graduates also have job opportunity of fashion modeller among others.

The prospects of being gainfully employed upon graduation from Clothing and Textile abounds, like every other subject area in Home Economics, that one who takes to Clothing and Textile careers, acquire saleable knowledge and skills to earn living after graduating from school.

Statement of the Problem

Clothing and Textile aspect of Home Economics subject is the main sources of information on fibre, fabric and

clothing's worn for modesty, protection, beautification or adornment among others. As primary needs of humans, Clothing and Textile information on source, production, use and care continues to evolve as the socio economic of the society is dynamic; therefore, its educational curriculum needs regular review with the aim of including present demands for learning knowledge and skills to be relevant to the students. However, the present secondary school Clothing and Textile curriculum objectives is sufficient to lay adequate foundation for further study in the field of Clothing and Textile, as well as being gainfully employed in Clothing and Textile business ventures in the environment. Despite the numerous benefits of career opportunities in clothing and Textiles, secondary school students in the society seems to lack interest in Clothing and Textile careers as most of the students do not enrol into clothing and Textile at the final examination, (WAEC and NECO). Therefore, the statement of the problem is "what factors are responsible for Senior Secondary School Students lack of interest in Clothing and Textile career opportunities in Delta State.

Purpose of the Study

The purpose of this study is to establish the factors responsible for secondary school students' lack of interest in Clothing and Textile career opportunities in Delta State. Specifically, the researchers established if:

1) The present content of clothing and Textile curriculum of learning is responsible for students lack of interest in clothing and Textile career opportunities.
2) Teaching- learning conditions in public secondary schools are responsible for students' lack of interest in Clothing and Textile career opportunities.
3) In-sufficient teaching- learning material is responsible for students' lack of interest in Clothing and Textile career opportunities.
4) In- efficient teaching- learning situations are responsible for students' lack of interest in career opportunities in Clothing and textile.

Research Questions

The following research questions guided the study.

1. Are Clothing and Textile curriculum contents relevant to the present fashion trends and trades in the society?
2. Are Clothing and Textile teaching - learning condition in public secondary schools in delta North Senatorial Zone conducive for effective teaching-learning of clothing and textile and attainment of expected learning outcome?
3. Dose insufficient resources (teaching learning materials) needed in Clothing and Textile classes in Delta North Senatorial Zone, militate against students' interest in Clothing and Textile career opportunities
4. Dose teaching efficiency in public secondary schools in Delta North Senatorial Zone militate against students' interest in Clothing and Textile career opportunities

Significance of the Study

The findings of this study, if made available to the public through publications in journals, magazines, seminar and workshop, will be of great benefit to the students, their parents, educational stakeholders and the Nation in general. The students will benefit, if the findings of the study are used to enhance the curriculum content of Clothing and Textile to suite present fashion trend, enhance teaching – learning condition for effective learning. The students will acquire expected knowledge and skills that will enable them enter the world of works upon graduation from school. The parents will benefit adequate information on the need to provide adequate teaching –learning materials needed to make the students employable upon graduation. The Education stakeholder (Home Economics Professionals) will gain knowledge on areas that needs adjustment in Clothing and Textile curriculum to attain its noble aim of empowering household members for sustainability. The nation will gain increased economy as more graduates will be gainfully employed upon graduation.

Methodology

Research Design

The researchers employed a survey research design. This is because, Nwadiani (2021), remarked that in survey research design, the researchers will not manipulate any of the study variables rather, will collect information from sampled respondents for the study, based on their opinion, knowledge, and experience on the study subject matter. Data generated from the respondents are analyzed and result obtained will be used to draw a conclusion on the study subject matter.

Population of the Study

The population for the study comprised all Home Economics teachers in public secondary schools in Delta North Senatorial Zone, Delta State. The numbers of public secondary schools within the geographic region are one hundred and twenty-one (121); and there are two hundred and ten (2010) Home Economics teachers in the public secondary schools in Delta North Senatorial zone.

Source: Post Primary Education Board Record (2023). Asaba, Delta State.

Table 1: Population Distribution

S/N	LGA	No. of Schools	No. of Home Economics Teachers
1	Anioma	16	23
2	Aniocha	19	29
3	Ika North-East	17	46
4	Ika South	20	42
5	Ndokwa West	12	14
6	Oshimili North	12	14
7	Oshimili South	7	22
8	Ukwani South	10	10
9	Ukwani	08	10
	Total	**121**	**210**

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Sample and Sampling Technique

A dual stage sampling techniques was used for the study, Firstly, simple random sampling technique was used to select five (5) local Government Areas, out of the nine (9) local Government Areas that made up the senatorial zone, and secondly a purposive sampling technique was used to allow all Home Economics teachers in the sampled local Government Areas to participate in the study due to the limited numbers of Home Economics teachers.

Table 2: Sample Distribution

S/N	LGA	No. of Home Economics Teachers
1	Aniocha South	23
2	Ika North East	46
3	Ndokwa West	14
4	Oshimili south	22
5	Ukwani south	10
	Total	**115**

Instrument for Data Collection

The researchers used questionnaire, structured in section A and B for data collection. Section A consisted of bio-metric items while section B consisted of forty closed-end items drawn from the study subject matter, structured in four (4) point scale, namely; Strongly agree (SA), Agree (A), Disagree (D) and strongly disagree (SD).

Validity of the Instrument

The validity of the instrument for data collection (questionnaire), was established by a professor in Clothing and Textile, in the Department of Home Economics Education, Faculty of Vocational and Technical Education, University of Benin; and two other principal lecturers in the department of measurement and Evaluation, Federal college of Education (Tech.), Asaba. Their validation was based on items content and construct to obtaining valid response to the research questions. All noted corrections and suggestions was fully effected before the use of the instrument in the field survey.

Reliability of the Instrument

The reliability of the instrument was established by administering ten copies twice to Home Economics teachers in Ika South, who were part of the study population but not sampled. Data generated in both occasions was subjected to Chronback Alpha and the result obtained was o.87 at alpha level of 0.05 indicating high reliability.

Method of Data Collection

The researchers visited the sampled public secondary schools in the five (5) Local Government Areas, identify with the Home Economics Teachers, brief them on the objectives of the study and guided the respondents to the appropriate completion of the questionnaire and also retrieved complete copies on the spot.

Method of Data Analysis

Data generated from the field survey was subjected to simple percentage, means statistics and standard deviation.

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Results

Section A: Bio-metric Data

Table 3A: Local Government and Education Qualification of Respondents

N/S	L.G.A	Educational Qualification
1	Ika-North East	NCE = 3 Bsc (Ed) = 37 PG =6
2	Oshimili South	NCE =2 Bsc (Ed) = 18 PG = 2
3	Ndokwa West	NCE =5 Bsc (Ed) = 9 PG = 0
4	Ukwani	NCE = 3 B.Sc (Ed) = 6 PG =1
5	Aniocha	NCE = 1 B.Sc (Ed) = 20 PG = 2
		14 90 11
	Total	115

Table 3B: Area of Specialization, Experience and Sex

S/N	Specialization	Years of Experience	Sex
1	Home Economic Education = 72	Less than 5 years = 14	Male = 11
	Food Technology = 12	6 – 10 years = 60	Female = 104
	Catering Crafts = 18	11 – 15 years = 33	
	Unspecified = 13	Above 15 years = 18	
	Total = 115	Total = 115	Total = 115

Field Survey, 2025

Table 3A, revealed that 115 Home Economics teachers from the sampled L. G. A in Delta North Senatorial zone participated in the study. Table 1A also revealed their educational qualifications to include: Fourteen (14) NCE Certificate holders, ninety (90) B.Sc. (ed) certificate holder and eleven (11) post graduate degree certificate holders.

Table 3b, reveal that seventy-two (72) participants studied Home Economics Education, twelve participants catering crafts and thirteen (13) participants unspecified. Years of experience revealed that only fourteen participants had less than (5) years' experience while one hundred and one (101) had six years and above teaching experience of the curriculum. Sex of respondents was also revealed to include eleven (11) male teachers and one hundred and four (104) female teachers.

Section B: Research Questions

Research Question One: Are Clothing and Textile Curriculum Contents relevant to the present Fashion trends in the society?

Table 4: Relevance of Clothing and Textile Curriculum Contents to present fashion Trends

S/N	STATEMENTS	N	MEAN	SD	DECISION
1	Source of fibers	119	3.4	0.55	agreed
2	Types of fibers	119	3.4	0.52	agreed
3	Characteristics of fabrics	119	3.5	0.50	agreed
4	Construction of fibers	119	2.7	1.07	agreed
5	Treatment of fabrics and finishes	119	3.5	0.49	agreed
6	Uses and care of fabrics	119	3.5	0.50	agreed
7	Stitches and seams	119	3.4	0.51	agreed
8	Sewing tools and equipment	119	3.4	0.50	agreed

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9	Selection and cares of sewing tools and equipment	119	3.3	0.48	agreed
10	Basic pattern drafting and adaptation	119	2.5	0.97	agreed
	Grand Mean (x)		**2.8**		**agreed**

Table 4, revealed grand ⁎ of 2.8, greater than the acceptance ⁎ of 2.5. Indicating that the curriculum contents of Home Economics Clothing and Textile is relevant to present fashion trends in the society.

Research Question Two: Are clothing and Textile Teaching learning conditions in public secondary schools in Delta Senatorial Zone, conducive for effective teaching- learning and attainment of expected learning outcome?

Table 5: Influence of teaching – learning conditions

S/N	STATEMENTS	N	MEAN	SD	DECISION
11	Clothing lab/special classroom use for teaching clothing and textile.	119	1.7	0.55	Disagree
12	A lab/classroom well-furnished for teaching clothing and textiles (e.g., tables and chairs for students)	119	1.6	0.52	Disagree
13	Adequate learning tools for teaching and learning e.g., scissors, measuring tape etc.	119	1.7	0.50	Disagree
14	Adequate equipment e.g., sewing machines, fabric cutting tables, iron and ironing boards etc.	119	1.5	1.07	Disagree
15	Functional space for ease of physical activities	119	1.7	0.49	Disagree
16	Adequate teaching-learning materials (fabrics and sewing tool)	119	1.6	0.50	Disagree
17	Provision of cash for purchase of consumable practical materials	119	1.6	0.51	Disagree
18	Adequate time allowance in the weekly school time table	119	1.7	0.50	Disagree
19	Proper lighten and ventilation of the lab/classroom	119	2.5	0.48	Agree
20	Provision of rest room (e.g., toilet) with the lab/classroom where students can ease themselves during class es.	119	1.7	0.97	Disagree
	Grand Mean (X)		**1.8**		**Disagree**

Table 5, revealed a ground x of 1.8, lower than the acceptance x 2.5. Indicating that the teaching –learning condition of clothing and textile curriculum contents in public secondary schools in Delta North Senatorial zone is not conducive for attainment of expected learning objectives.

Research Question Three: Does insufficient resources (teaching-learning materials) needed in clothing and textile classes, militate against students' interest in clothing and textile career opportunities.

Table 6: Influence of insufficient resource (teaching – learning) materials on students' interest in clothing and textile career opportunities.

S/N	STATEMENTS	N	MEAN	SD	DECISION
21	Adequate numbers of sewing machine in the clothing labs.	119	1.7	0.55	Disagree
22	Sewing machining removable parts for replacement of spalt ones during classes	119	1.7	0.52	Disagree
23	Sew tools, such as scissors, measuring tape, machine needing,	119	1.7	0.50	Disagree

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	hand needles, tailors chalk etc.				
24	Fabric cutting tables/ flat surface	119	1.6	1.07	Disagree
25	Brown papers for pattern development and adaptations	119	1.8	0.49	Disagree
26	Fabric materials for practical article production of articles	119	1.7	0.50	Disagree
27	Dress stands for practicing modeling	119	1.9	0.51	Disagree
28	Iron and ironing boards	119	1.8	0.50	Disagree
29	Standing mirrors	119	1.5	0.48	Disagree
30	Wardrobe/cardboard for storing teaching-learning materials and complete articles	119	1.6	0.97	Disagree
	Grand Mean (X)		**1.8**		**Disagree**

Table 6, above revealed grand x of 1.8, lower than the acceptance x of 2.5 indicating that insufficient resources in teaching learning condition of clothing and textiles in public secondary schools in Delta North senatorial zone, militates against students' interest in clothing and textile career opportunities.

Research Question Four: Dose teaching efficiency militate against students' interest in clothing and textile career opportunities?

Table 7: The influence of teaching efficiency on students' interest in clothing and textile career opportunities

S/N	STATEMENTS	N	MEAN	SD	DECISION
31	Teach clothing and textile Home Economic subject area in secondary schools effectively.	115	1.6	0.4	Disagree
32	Teach fabric origin and characteristics extensively	115	1.7	0.4	Disagree
33	Practice different fabric design methods effective	115	1.6	0.5	Disagree
34	Have practical experiences in the use of sewing machine	115	2.5	1.1	Disagree
35	State sewing machine common faults and their remedies	115	1.6	0.5	Disagree
36	Demonstrate types of stitches and seams using	115	1.7	0.5	Disagree
37	Sewing machine of hand needles	115	1.9	0.6	Disagree
38	Take accurate fabric/body measurement	115	2.4	2.1	Disagree
39	Identify body parts in the production basic pattern	115	1.9	0.9	Disagree
40	Demonstrate pattern alteration and adaptation to different fashion styles	115	1.5	0.5	Disagree
	Grand Mean		**1.9**		**Disagree**

Table 7, reveals a ground x of 1.9, lower than the acceptance x of 2.5 indicating that teaching efficiency militates against students' interest in clothing and textile career opportunities.

Findings of the Study

The bio metric data session of this study revealed that one hundred and fifteen (115) Home Economics teachers in five (5) Local Government Area out of the nine (9) L.G.A participated in the study, fourteen (14) teachers had NCE educational qualification, ninety (90) had BSc (ed) and eleven (11) teachers had post graduate certificates. Fourteen (14)

participants had less than five years' experience, forty-one (41) participants had 6 – 10 years' experience while 49 participants had above 11 years above in teaching clothing curriculum contents. There were also eleven (11) males and one hundred and four females participated in the study.

Section B: Research Questions

Research Question1: Table 4, revealed a grand X of 2.8 greater than acceptance X of 2.5. Indicates that the curriculum contents of clothing and textile in secondary school is relevant to present fashion trends in the society.

Research Question 2: Table 5, revealed a grand X of 1.8 lower than acceptance X of 2.5. Indicates that teaching-learning conditions of clothing and textile curriculum contents in public secondary schools in Delta North Senatorial Zone are not conducive for effective teaching and learning of Clothing and Textile curriculum contents.

Research Question 3: table 6, revealed a grand X of 1.8, lower than acceptance X of 2.5. Indicates that insufficient teaching-leaning materials militates against students' interest in clothing and textile career opportunities.

Research Question 4: table 7 revealed a grand X of 1.9 lower than the acceptance X of 2.5. This indicate that the teaching- learning of clothing and textile curriculum contents in the public secondary school in Delta North Senatorial Zone is not efficient to motivate students' interest in clothing and textiles career opportunities.

Discussion of the Result

Findings of this study, right from Bio-material data revealed a silent point that is of great importance to note. Specifically, the area ~~of~~ specialization revealed that only seventy-four respondents (74) studied home economics Education in their study years. This qualified them to teach clothing and textiles as part of Home Economics subject. This is because they have practical experienced the teaching learning of the curriculum as given the opportunity to teach others. while the remaining thirty-one (31) other respondents who may not have been opportune to study clothing and textile while in school will not be able to contribute meaningfully to the teaching of clothing and textile to students. This finding according Nwadiani (2021) is a misplacement of labour force into positions, where they will not be able to contribute meaningfully to the attainment of teaching-learning expected objectives. This is because clothing and textile is an entrepreneur trade subject that requires knowledge and skills acquisition to be able to fit into a career opportunity upon graduation.

Research Question 1, revealed a grand X of 2.8, indicated that clothing and textile curriculum content are relevant to the present fashion trends in the society. This finding is in line with Ekpeyoung (2016), who reported that the economic development of needed work force, during post-colonial era was successful because, need workface was supplied through craftsmanship as individual acquired knowledge and skills directly from the task master by observing and practical experience. Unlike the present school learning, where theoretical knowledge is emphasis to the determent of experiential skills that will enable graduates to successfully fit in into the world or works easily.

Research Question 2: Which was concerned with teaching learning conditions revealed

a grand X of 1.8, indicating that the teaching -learning conditions of clothing and textile in public secondary schools in Delta North Senatorial zone is not conducive for effective attainment of learning outcome. This finding is in line with Nwadiani (2021) Who remarked, that educational management system should ensure, adequate provision of infrastructural and material resources required for effective teaching learning practices in schools; because lack of such will lead to mirage of expected learning outcome as the products of such system cannot fit in job opportunities in the society, because lack of experience required for real job operations.

Research Question 3, which focused on insufficient teaching –learning materials revealed a grand X of 1.8 lower that the X of acceptance (2.5). This finding is also in line with Salami (2018), who reported, that a glaring drawback of the attainment of Vocational and Technical Education objective in Nigeria education system are lack of proper infrastructures and insufficient teaching learning material. Where these two factors exist, the teachers and learner are bound to carry-out the teaching-learning task theoretically instead of experientially

Research Question 4, table 7 revealed a grand X of 1.9, indicating inefficient teaching learning situation. This is in line with Ekpeyoung (2016) report, that an instructor of knowledge and skill must possess both knowledge and skills relevant to the job performance required. This to say for a craft- man to be able to impact learners effectively, such craft-man must possess and demonstrate skills and knowledge needed in that work area. Therefore, Home Economics teachers who do not possess knowledge in clothing and textiles cannot impact students with adequate interest for career opportunities in clothing and textiles. A reflection to the bio-metric data, when only seventy fours (74) teachers out 115 teachers studied clothing a textile in home economics before coming to teach, clearly show-off that the remaining thirty-one (31) Home Economics teachers in the study areas cannot teach clothing and textiles to their student to desire a career opportunity in them.

Conclusion

This study, factors militating against students' interest in clothing and textile career opportunities in Delta State senatorial zone revealed that: only seventy-three (73) teachers out of the one hundred and fifteen (115) Home Economics sampled teachers, studied clothing and textile curriculum in school as part of Home Economics subject. While forty-three were never exposed to clothing and textile curriculum in school. Clothing and textile curriculum is relevant to the present fashion trends in the society while teaching and learning condition are not conducive for proper attainment of expected learning outcome. Lack of teaching-learning material and inefficient teaching practices, militates against students' interest in clothing and textile career opportunities in Delta State.

Recommendations

Based on the Findings of this study, it was recommended that:

1. Education management employers of labour showed place priority on employees area of specialization during recruitment to ensure

effective task performance.

2. Despite the relevance of clothing and textile curriculum contents to the present fashion trends in the society, teachers should emphasis on career opportunities where learners can gainfully be employed upon graduation to stimulate the students' interest in the job areas.
3. The Federal Government through her good office of the Ministry of Education in the State and Local Government Areas should provide suitable infrastructures, equipment and tools for effective teaching-learning of knowledge and skills that will enable learners to successfully enter the world of works upon graduation
4. In service teachers should be encouraged to attend their professional seminars and workshop, where current task reforms knowledge and skills can be acquired to keep a brace with present needs in the society work force.

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