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Evaluation of the effectiveness of fashion illustration curriculum among home economics students in Michael Okpara University of Agriculture Umudike, Abia state, Nigeria

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Abstract

The study evaluated the effectiveness of a Fashion Illustration Curriculum among Home Economics students in Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria. Specifically, the study taught fashion illustration to Home Economics Students for a period of three months; developed a fashion illustration curriculum test as well as determined the mean achievement scores of students taught with Fashion Illustration Curriculum as a measure of its' effectiveness for Clothing and Textiles programme of universities in Nigeria. The study adopted Research and Development (R and D) design. The population for the study was made up of twelve final year students of Home Economics under study were purposely selected. Data for the research was collected using the following instruments: Fashion Illustration curriculum (FIC) was developed by the researcher and a Fashion Illustration Curriculum Test for testing the effectiveness of the developed curriculum (pre test and post test were administered). Cronbach's reliability index was used to determine the internal consistency of the instruments on the data obtained. Data obtained from the trail test was used for the computation of reliability coefficient which gave an overall coefficient = 0.984 for all the sections. A coefficient of 0.984 is therefore considered high enough and acceptable. This is an indication that the instrument was reliable and consistent in measuring what it was designed to measure. The developed Fashion Illustration Curriculum was found to be effective on Home Economics students at Michael Okpara University of Agriculture, Umudike, Abia State. Based on the findings of the study, it was recommended among others that Curriculum planners (National Universities Commission) and administrators should utilize the objectives, contents, delivery systems and evaluation guidelines of fashion illustration developed in this study in their review of the current Home Economics programmes in universities in Nigeria such that their challenging curriculum will prepare students for realistic employment.

Keywords: Fashion, illustration, mean achievement scores, home economics curriculum, Nigerian Universities

Introduction

Fashion illustration is the communication of fashion that is anchored on illustration, drawing and painting. Fashion illustration is a form of stylized drawing; it seeks to communicate not only an artistic representation, but a sense of style. It is usually commissioned for reproduction in fashion magazine as one part of an editorial feature or for the purpose of advertising and promoting fashion makers, fashion boutiques and department stores (Mckelvey and Munslow, 1997) [6]. Fashion illustrations appear on the internet, greeting cards, product packaging and branded merchandise in magazines, catalog and trade journals (Wolfe, 1989; Weber, 1990; Mckelvey and Munslow, 1997) [11, 10, 6].

Occupational Home Economics curriculum is planned and developed on the basis of knowledge, skills and attitudes necessary for successful employment in particular jobs. Hence, self-reliance and income generation activities are stressed in the study of Clothing and Textiles. Although, the curriculum for Clothing and Textiles programmes of universities in Nigeria provide for teaching and learning of some theoretical and practical skills, however, fashion illustration which is a basic requirement for competency in garment designing, pattern drafting, alteration, grading and clothing construction is lacking in the NUC curriculum in Home Economics.

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The success of Clothing and Textiles business of Home Economics entrepreneurs depends on the training programme in institutions. Clothing production skills are essential to undergraduates and graduates of Home Economics for equipping them for entrepreneurship or for securing jobs in industries or other formal sectors of the economy. Lack of fashion illustration curriculum that provide knowledge and skill in fashion illustration may hamper proficiency in clothing designing and production of Home Economics undergraduates and graduates, thereby creating a gap between higher education and the needs of the clothing industry. The determination of the mean achievement scores of students taught with Fashion Illustration Curriculum as a measure of its' effectiveness for Clothing and Textiles programme of universities in Nigeria will help to fill this gap. Therefore, the development of Fashion Illustration Curriculum which is fundamental to clothing construction is necessary.

Fashion illustration plays a significant role in the manufacturing and marketing of clothing, textiles and accessories. Fashion illustration is a very important part of fashion designing. (Wolfe, 1989; Mckelvey and Munslow, 1997) ^[11, 6]. Some experience in drawing is an advantage in fashion illustration. Fashion illustration has an important communicative role within the fashion industry (Mckelvey and Munslow, 1997) ^[6].

Fashion illustration is an important area of Clothing and Textiles programme in institutions. Several authors, Wolfe (1989); Weber (1990); Mckelvey and Munslow, (1997) ^[11, 10, 6] explained that the very base of clothing designing, pattern drafting, alteration, grading and clothing construction is illustration. Components of fashion illustration include: drawing human figure (including heads, hands, faces and feet); drawing clothing for different individuals and purposes as well as accessories such as shoes, boots and hand bags; creation of textures in clothing to indicate different fabrics and development of skills in creativity necessary for entrepreneurship. Fashion illustration needs to be taught along with other components of Clothing and Textiles. This in turns requires appropriate curriculum.

Curriculum is a fixed programme of courses. These are planned experiences (curricular and co-curricular) offered to the learner under the guidance of the school. Curriculum also refers to all the activities which are provided inside or outside school to the student in order to achieve predetermined goal. Curriculum is generally considered to be all of the experiences that learners have under the auspices of the school. It is a plan for learning and it is concerned with result for the learner's continuous growth in personal-social competence (Conde, 2012) ^[2].

Curriculum development can be defined as 'the systematic planning of what is taught and learned in schools as reflected in courses of study and school programmes' (Conde, 2012) ^[2]. Stages in curriculum development as highlighted by Tyler (1975) ^[8] are as follows:

- Selection of aims, goals and objectives
- Selection of learning experiences and content
- Organization of learning experiences
- Evaluation of the extent which the objectives have been achieved.

Stakeholders for utilizing fashion illustration curriculum in Nigeria include: undergraduates and graduates of Home Economics, Home Economics lecturers, Fine and Applied Arts lecturers and garment manufacturers in industry. Undergraduates and graduates of Home Economics acquire knowledge, skills and techniques in various areas of Clothing

and Textiles for meeting personal and societal clothing needs. Universities that offer Clothing and Textiles produce graduates who are professional designers and manufacturers of clothing and clothing products.

Home Economics lecturers in federal and state universities where Home Economics is studied equip learners with Knowledge and skills in various aspects of Textiles and Clothing. They are involved in teaching and research activities in Textiles and Clothing. Fashion illustration courses are the basis of clothing designing, pattern drafting, alteration, grading and clothing construction. Knowledge and skill in fashion illustration would enable students develop artistic skill necessary for a fashion illustration career.

Currently in Clothing and Textiles programmes of Nigerian universities which aim at imparting skills to students, fashion illustration is lacking in the NUC curriculum in Home Economics. (National Universities Commission (NUC), 2007) ^[7]. Hence the need to develop a curriculum for universities in Nigeria.

It is also necessary to determine the mean achievement scores of students taught with Fashion Illustration Curriculum as a measure of its' effectiveness. Achievement tests are intended to measure individuals' knowledge of specific facts. Achievement tests include diagnostic tests and performance assessment. A diagnostic test is a form of achievement test that is used to identify a student's strengths and weaknesses in a particular school subject. Performance assessment is an approach to evaluating students by directly examining their performance on tasks that have intrinsic value (Gall, Gall and Borg, 2007) ^[4]. Pre-test and post-test were used as performance assessment for the current study. This study developed a Fashion Illustration Curriculum for Clothing and Textiles programmes of Home Economics Education in universities in Nigeria will form basis for training students and graduates of textiles and clothing in creativity, technical, and entrepreneurship skills necessary for self-employment and wealth creation.

Purpose of the Study

The main purpose of the study was to determine the mean achievement scores of Home Economics students taught with Fashion Illustration Curriculum as a measure of its' effectiveness.

Specifically, the study:

1. Taught Fashion Illustration To Home Economics Students For A Period Of Three Months
2. Developed A Fashion Illustration Curriculum Test
3. Determined The Mean Achievement Scores of Students Taught with Fashion Illustration Curriculum as a measure of its' effectiveness.

Hypothesis

Null hypothesis that guided the study and were tested at 0.05 level of significance:

Ho₁: There are no significant differences in the mean achievement scores of students taught with Fashion Illustration Curriculum as a measure of its' effectiveness.

Methodology

Design of the Study

The research design that was utilized for this study is the Research and Development (R & D) methodology. It has shown that Research and Development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are

systematically field-tested, validated and refined until they meet specified criteria of effectiveness, quality, or similar standards. The Research and Development design was considered adequate because a prototype was developed which is the main crux of the Research and Development. In addition to this, the study developed a new product (the delivery methods for teaching Fashion Illustration to Clothing and Textiles students in universities in Nigeria) which was field tested on Home Economics students, validated by experts and revised.

Area of the Study

The research was carried out in Michael Okpara University of Agriculture, Umudike, (MOUAAU) in Abia State.

Population for the Study

The population for the study was made up of twelve final year students of Home Economics in the study area.

Sample and Sampling Technique

The entire Home Economics final year students of Home Economics numbering twelve were purposely selected for the study since the population is small. Therefore, there was no sampling for final year students of Home Economics at Michael Okpara University of Agriculture, Umudike, Abia State.

Instrument for Data Collection

Data for the research was collected using the instrument: Data for the research was collected using the following two instruments:

- 1) Fashion Illustration Curriculum (FIC) was developed by the researcher (Ekumankama, 2016)^[3].
- 2) Fashion Illustration Curriculum Test (FICT) for testing the effectiveness of the developed curriculum (pre test and post test were administered). To produce the test items a table of specification was developed from the curriculum from where Home Economics students were taught fashion illustration contents. After which test items were developed from the areas taught and were administered on the students to test for the effectiveness of the Fashion Illustration Curriculum (FIC).

Method of Data Analysis

Data for the research question were answered using Means Scores. Analysis of Variance (ANOVA) was used to test the hypothesis at 0.05 level of significance. Data was analyzed using Statistical Package of Social Sciences (SPSS) Version 17.0.

Results and Discussion

Fashion Illustration Curriculum Test (FICT)

Table 1: Mean scores of responses of Final Year Home Economics Students before they were trained and after they were trained with the Fashion Illustration Curriculum (FIC) (n = 12).

Descriptive Statistics			
	N	Mean	Std. Deviation
Home Economics Students			
Pretest	12	38.17	4.75
Posttest	12	76.33	12.25
Valid N (listwise)			

N = 12

Table 1: indicates that final year Home Economics students had a mean rating of (M=38.17, SD = 4.75) in pre-test before they were trained with the Fashion Illustration Curriculum and a higher mean rating of (M= 76.33, SD = 12.25) in post-test after they were trained with the Fashion Illustration

Curriculum. The result indicates that the Fashion Illustration Curriculum was found to be effective on Home Economics students of Michael Okpara University of Agriculture, Umudike, Abia State.

Table 2: A Paired Sample t-test Analysis of the effectiveness of Fashion Illustration Curriculum training of HES before and after the training. **Fashion Illustration Curriculum Test (FICT)**

Table 2: Paired Sample Test

		Mean	Std. Deviation	Std. Error Mean	T test	Df	P-value
Pair 1	Pre test	38.17	4.75	1.36977	-8.637*	10	.000
	Post test	76.33	12.25	3.53625			
	Total	114.49	17.00				

* significant at $p < 0.05$

Results reveal higher t values (10) = -8.637 than p - value = .000 significant at $p < .05$. Therefore, the null hypothesis which states that there is no significant difference in the mean responses of Home Economics students before they were trained with Fashion Illustration Curriculum and after they were trained with Fashion Illustration Curriculum was rejected. This indicates that a significant difference exist between the pre-test and post test scores. A closer look at the mean score shows this. Therefore, the Fashion Illustration Curriculum that could be integrated into the Clothing and Textiles programme of universities in Nigeria developed in this study was effective on Home Economics students at

Michael Okpara University of Agriculture, Umudike, Abia State.

There were significant differences in the mean responses of Home Economics students who were trained with Fashion Illustration Curriculum and those who were not trained with Fashion Illustration Curriculum. Therefore, the Fashion Illustration Curriculum that could be integrated into the Clothing and Textiles programme of universities in Nigeria developed in this study was effective on Home Economics students at Michael Okpara University of Agriculture, Umudike, Abia State).

Occupational Home Economics curriculum is planned and

developed on the basis of knowledge, skills and attitudes necessary for successful employment in particular jobs. These objectives are in line with what Arubayi (2003)^[1] recorded that the goal of teaching Clothing and Textiles is to help learners acquire knowledge, skills and techniques for meeting personal and societal clothing needs. The success of Clothing and Textiles business of Home Economics entrepreneurs depends on the training program in institutions. Home Economics students are supposed to learn practical skills which would enable them get jobs in industries or other formal sectors of the economy. Hence, self-reliance and income generation activities are stressed in the study of Clothing and Textiles.

Fashion Illustration plays a significant role in the manufacturing and marketing of clothing, textiles and accessories. Fashion illustration is a very important part of fashion designing. (Wolfe, 1989; Mckelvey and Munslow, 1997)^[11, 6]. The fashion business works through a network of organizations, each having its own function. The company involved at each stage need to categories the product visually and describe it, either as part of the production or marketing process. This suggests a need for different types of drawing and for special illustrative skills (Mckelvey and Munslow, 1997)^[6]. The interdisciplinary perspective of Clothing and Textiles in tertiary institutions could play a key role in generating new knowledge needed to sustain education, train leaders, designers, marketers, entrepreneurs and teachers of tomorrow, communicating the knowledge to decision-makers, policy makers and the public at large (Mastamet-Mason 2012)^[5].

Fashion illustration is the communication of fashion that originates with illustration, drawing and painting. Fashion illustration is a form of stylized drawing; it seeks to communicate not only an artistic representation, but a sense of style. It is usually commissioned for reproduction in fashion magazine as one part of an editorial feature or for the purpose of advertising and promoting fashion makers, fashion boutiques and department stores (Mckelvey and Munslow, 1997)^[6].

Sketching or illustrate designing is a skill drawn with the assist of number of lines and the design is produced with the help of lines and strokes. However it differs from drawing. The focus in fashion is to illustrate the fashion facts or croquis used for draping the clothes. Sketching is the foundation of making original pieces of work in fashion network. It has been shown that fashion illustration begins with the sketching of a croquis followed by the extra notation of the garment and also a technological representation of the garment before it is produced. Designers usually sketch out their thoughts and impressions in notebooks before they create (Udale and Sorger, 2006)^[9].

Conclusion

The study has determined the mean achievement scores of Home Economics students taught with Fashion Illustration Curriculum as a measure of its' effectiveness. Therefore, the teaching of fashion illustration to Home Economics students for a period of three months, the development of a fashion illustration curriculum test as well as the administration of a pretest and posttest for the determination of mean achievement scores of students taught with Fashion Illustration Curriculum as a measure of its' effectiveness are essential for equipping Home Economics students with skills in creativity and entrepreneurship necessary for self-employment. Also, graduates of Home Economics will be

better equipped with saleable skills in fashion illustration which are needed for establishing clothing industries as professional garment designers.

Recommendation

Based on the findings of the research the study recommended that Curriculum planners (National Universities Commission) and administrators should utilize the fashion illustration curriculum evaluated among Home Economics students in Michael Okpara University of Agriculture, Umudike, Abia State in their review of the current Home Economics programs in Nigerian universities such that their challenging curriculum will prepare students for realistic employment.

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