ISSN: 2695-2270

Journal of EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY (JEECP)

VOLUME 2 NO. 1, MAY, 2019

Published by the
Department of Educational Evaluation
And Counselling Psychology
Faculty of Education,
University of Benin, Benin City, Nigeria.

TABLE OF CONTENTS

PAGES

1. Effect of Age, Gender and Parent's Socio-Economic Status Interaction on Solution Focus brief Therapy and Rational Emotive Behavioural Therapy on Test Anxiety Status of Undergraduates.
Prof. Elizabeth O. Egbochuku & Martins N. Igbineweka, Ph.D. ... ... 1 – 17

2. Evaluation of the Instructional Components of the National Teachers' Institutes' (NTI) Nigeria Certificate in Education (NCE) Programme in Edo State
Vivian Ozofu Idusogie & Dr. Praise Kehinde Adeosun-Umerah ... ... 18 – 26

3. Availability and Utilization of Information Communication Technology Resource on Teaching Computer Studies in Secondary Schools in Benin Metropolis
Idongesit David Udom, Ph.D & Tobi Joel Omodiji ... 27 – 48

4. Factors Influencing Fashion Trend among Undergraduates: A Case Study of Faculty of Arts, University of Ilorin.
Opaleke Deborah Oluyemisi, Adebisi, Taibat Tunrayo, Gbadebo Christiana Teniola, Ph.D. & Kayode, B.O. . 49 – 64

5. Differential Attitude of Parents, Teachers and Students Toward Sexuality Education in Secondary Schools in Delta State
Dr. (Mrs.) OBI Francisca Chimgolum ... ... 65 – 80

6. Schooling Attitude of Women Towards School Climate in Tertiary Institutions
Dr (Mrs) Helena T. Agbajor ... ... 81 – 94

7. Comparative Analysis of Normal and Physically Impaired Secondary School Students Academic Performance in Egor L.G.A
Aituriagbon Kingsley Ehis Ph.D. & Osagie-Obazee Gloria (Mrs.) Ph.D. ... ...95 – 102

8. Influence of Lecturers' Attitudes and Teaching Qualities on Students' Academic Performance in Clothing and Textiles Courses in the Universities in Kwara State
Babayeju, Adeshola Ajoke, Ph.D., Gbadebo, Christiana Teniola, Ph.D., Adebisi, Taibat Tunrayo, Ph.D. & Prof, E. E Uko-Aviomoh ... .103 – 115

9. Teachers' Personal Characteristics as Determinants of Students' Interest in Business Studies in Secondary Schools in Edo Central Senatorial District of Edo State
Olumese Henrietta Abhameso, Ph.D. & Esekheigbe Nwanneamaka Ayemhenre ... ... 116 – 130

10. Trend Analysis of the Primary School Enrolment in Edo State: Implication on Access to Quality Education in Nigeria.
Odiagbe, Sunny Ighalo, Ph.D. & Moyinoluwa, Toyin Dolapo, Ph.D. ... ... 131 - 141

11. Influence of Behavioural Problems on Academic Achievement among Secondary School Adolescents in Okpe Local Government Area of Delta State
Dr. Adeleke Ismaila Oladipo, Prof (Mrs.) Elizabeth Omotunde Egbochuku & Magbejor Joy Obore ... . 142 - 150

12. Prevalence of Breakfast Skipping among Students of Federal College of Education Technical, Akoka, Lagos
Aladewolu Victoria Temidayo, Ph.D. & Olaoye Sunday Francis ... ... 151 - 163

13. Skills Acquisition and Youths Empowerment Tool: A Panacea for Youth Unemployment in Isiohor Community, Ovia North East Local Government Area, Edo State Nigeria
Dr. (Mrs.) Tracy B.E. Omorogiuwa & Kelly A. Imafidon ... ... 164 - 180

14. Predictive Validity of Students Performance in State Ministry of Education JSCE on Wassce in Warri South L.G.A Delta State
Akporuvweku, E. Lucky, Orheruata, U. Matilda and Osunde & U. Augustine ... ... 181 - 191

15. Sex and Peer Group Influence on Career Preference among Secondary School Adolescents in Egor Local Government Area of Edo State
Dr. Ohanaka Blessing Ijeoma & Akpeji Ozavogu ... 192 - 202

16. Women Education and Empowerment in the 21st Century in Nigeria: A Tool for Counselling
Dr. Oghiagbephan, A.D., Ph.D. & Oghiagbephan, Diana (Mrs) ... ... 203 - 213

17. Development and Factorial Validation of Marital Happiness Scale for Married Women
Alordiah, Caroline Ochuko Ph.D. ... ... 214 - 226

18. Female Students' Preference for Online Counselling of Human Immunodeficiency Virus in Federal College of Education, Kano
Abubakar Sadiq Haruna, Ph.D. ... ... 227 - 238

19. Perception of Staff on the Influence of Gender and Academic Qualification on Teachers' Morale in Secondary Schools in Abia State
Dr. Cecilia Amuche Ekemezie & Dr. Uche Obumneme Amaechina . ... 239 - 251

20. Montessori Approach in Enhancing Social Development in Early Childhood Education in Edo South Senatorial District
Iyamu Ikponmwen Florence Ph.D. & Martins Noyosase Igbineweka, Ph.D ... ... **252 - 263**

21. Performance in Business Studies as a Predictor of Students Academic Performance in Accounting in Senior Secondary Schools in Ekiti State
Dr. Ewemade Iyamu & Babatunde Taofiki Sunmonu
... ...

INFLUENCE OF LECTURERS' ATTITUDES AND TEACHING QUALITIES ON STUDENTS' ACADEMIC PERFORMANCE IN CLOTHING AND TEXTILES COURSES IN THE UNIVERSITIES IN KWARA STATE

BABAYEJU, Adeshola Ajoke PhD Email: babayeju.aa@unilorin.edu.ng
GBADEBO, Christiana Teniola PhD Email: gbadebo.ct@unilorin.edu.ng
ADEBISI, Taibat Tunrayo PhD Email: adebisi.tt@unilorin.edu.ng
Prof, E. E Uko-Aviomoh

Department of Home Economics and Food Science,
Faculty of Agriculture
University of Ilorin,
Nigeria

Corresponding Author: **babayeju.aa@unilorin.edu.ng** or
babayejuadeshola@gmail.com
Mobile no: +2348035244277

ABSTRACT

The study investigated the Influence of lecturers' teaching qualities and attitudes on students' academic performance to Clothing and Textiles courses. Three research questions and two hypotheses were formulated tested at 0.05 level of significant. Survey research design was adopted, with a population of 268 students. All the 268 were used as the sample size. The instrument was a structure questionnaire validated by experts and subjected to trial testing using Spearman Brown correlating formulae statistics and a reliability coefficient of 0.670 was obtained. Students' academic performance was collected from the two universities in Kwara State. Data collected was analyzed with Pearson Product Moment Correlation (PPMC). Findings revealed that lecturer teaching qualities have significant influence on students academic performance in clothing and textiles courses in the universities in kwara state, while lecturers' attitudes have none. Based on the findings it was concluded that lecturers attitude do not have significant influence on students academic performance. It was recommended that provision for training and assessment of lecturers on the component of competency will help to improve the quality and attitude of lecturers towards attainment of high academic performances of students in Clothing and Textiles related courses.

Keywords: Lecturers', Qualities, Attitudes, Course, Academic Performance, Clothing, Textiles

INTRODUCTION

Home Economics is a profession and an interdisciplinary field of study that deals with economic, management of the home and the community. Home Economic have many areas of specialization Clothing and Textiles inclusive. Clothing and Textiles according to Ossai (2001) is a branch of Home Economics that is concerned with the acquisition of development and practical skills by beneficiaries. Clothing and Textiles in Home Economics have courses which include the Introductions to Clothing and Textiles, Clothing Constructions, Introductions to Design, Pattern Drafting and Alteration, Principles of Textiles and Clothing, Principles of Apparel Design and Construction, Principles and Techniques of Textile Design, Advanced Pattern Design and Alteration and Advanced Clothing Design and Construction which are taught by lecturers tailored to expose students to various opportunities available in the world of work and prepare them for homemaking or professional careers such as fashion and interior designing. At the various levels where Clothing and Textiles courses are offered, the aims and objectives should be consistent with the National Policy on Education (FRN 2004) in order to produce graduates with sufficient technique, productive and entrepreneurship skills to improve the quality of life of the students. The objectives further emphasized the acquisition of both physical and intellectual skills, knowledge, abilities and attitudes required to function effectively for the development of self and the society, thus contributing to the economic advancement of the nation. The objective of Clothing and Textiles courses are however geared towards helping learners to acquire knowledge, skills and techniques to meet personal and societal clothing needs (Osisefo, 2004). The courses also need professional lecturers and adequate time allocation and with this perception, students may develop negative attitude towards this aspect of Home Economics which could be responsible for their low academic performance in Clothing and Textiles related areas.

Over the years, students' academic performance in Clothing and Textiles courses may have been determined by the lecturer's teaching qualities and attitude. Lecturer's teaching qualities means a lecturer who shows evidence of certain qualities of teaching in the lives of students or the characteristics of a person that could be measured with a standard set to achieve specified purposes to the satisfaction of students while lecturers attitude is a product of an experience created in the mind of the students or demonstration of likes or dislikes feelings, emotions or behaviours towards Clothing and Textiles.

The interpretation of lecturers teaching quality in this context rests on the assumption that lecturers with the right kind of established qualification in

Clothing and Textiles may provide high-quality instruction to students, have a solid background in the subject area with at least five years teaching experience or more. It is also assumed that, a lecturer with stronger academic skills may perform better but inexperience may have shown a strong negative effect on student performance. Both teaching and learning depend on the lecturers' teaching qualities, no wonder an effective lecturer has been conceptualized as one who produces desired results in the course of his duty (Uchefuna, 2001).

Lecturers' attitudes are acquired in several ways and these may be learned from other lecturers, they can be a product, an experience or created in the mind. Attitudes could either enhance students' academic performance or could be detrimental to students' achievement as well. Students offering Clothing and Textiles and lecturers teaching the course account for each other's attitude which means that there are positive correlation in the attitude lecturers exhibits in any learning situation which could influence students' academic performance (Skinner, 1993).

Academic performance, according to Epunam (1999) is the learning outcomes of students which include knowledge, skills and ideas acquired and retained through their course of study within and outside the classroom situation to achieve their educational goals. This implies that, the success of students' offering Clothing and Textiles could be measured by their academic performance or how well the students meet the standard set by each institution of higher education. Student academic performance could be measured through several ways which include students test, assignment, practical and examination and the result is used to measure student performance.

The researcher over the years observed recurrent poor academic performance of students in Clothing and Textiles related areas to be a problem in Home Economics in Universities in Kwara State. The statistics obtained revealed a poor percentage of students' academic performance from 44% passed rate in the introduction to Design, pattern drafting and alteration 2014/2016 to 35% passed in Advanced Pattern Design and Alteration in 2012/2013 academic session, which was relatively low and not encouraging.

A preliminary study carried out by the researcher investigated the trend of students' academic performance in Clothing and Textiles related areas in tertiary institutions in Kwara State. See academic performance of students in table 1.

Table 1: Students' Academic Performance in Clothing and Textiles Related Areas in two Universities in Kwara State. (2012-2016 Academic Session

Years	Clothing and Textiles related areas offered in the Universities	School A		School B		Total %	
		%P	%F	%P	%F	Total% P	Total% F
2012/2013	Introductions to Design, Pattern Drafting and Alteration	25(46)	30(54)	13(43)	17(57)	38(44)	47(56)
2013/2014	Principles of Textiles and Clothing	23(38)	37(62)	17(41)	25(59)	40(39)	62(61)
2014/2015	Clothing Construction	50(46)	60(54)	20(32)	43(68)	70(40)	103(60)
2015/2016	Advanced Pattern Design and Alteration	10(45)	12(55)	3(25)	9(75)	13(35)	21(65)

Keys: N (Number of students), P (passed) and F (Failed). Figures in parenthesis are in Percentages

Clothing and Textiles is one of the major aspects of Home Economics which skill is very marketable for self-reliance. Its relevance is evident in the fashion trend for embracing Nigerian fabric beyond the shore of this country. Despite this fact, students' continue to perform poorly in the related areas which became worrisome. Issues implicated in the worrisome trend include some lecturers' teaching qualities and attitudes. In the light of this trend it became imperative to investigate the underlying factors that may be responsible for students' low academic performance in Clothing and Textiles courses in the Universities. Could the lecturers' attitudes and teaching qualities have influence on students' academic performance in Clothing and Textiles related areas in the Universities in Kwara State? To find answers to this question this study becomes relevant.

The main purpose of this study was to examine the influence of lecturers' teaching qualities and attitude on students' academic performance in Clothing and Textiles related areas in the Universities in Kwara State.

Specifically the purpose examined:

1. The of average scores of student academic performance in Clothing

and Textiles related areas in the Universities in Kwara State;

2. The influence of lecturers' teaching qualities on students' academic performance in Clothing and Textiles related areas in the Universities in Kwara State;

3. The influence of lecturers' attitude on student academic performance in Clothing and Textiles related areas in the Universities in Kwara State;

Research Questions

To guide this study the following Research questions were raised:

What is the average score of students' academic performance in Clothing and Textiles related areas?

Hypotheses

Hypotheses were formulated and tested at 0.05 alpha level of Significance

1. Lecturers teaching quality will not significantly influence students' academic performance in Clothing and Textiles related areas.
2. Lecturers' attitude will not significantly influence students' academic performance in Clothing and Textiles related areas in the Universities in Kwara State.

This study adopted descriptive Survey research design. Survey is a descriptive study which seeks or uses the sample data in an investigation to document, describe and explain what is existent and non-existent on the present status of a phenomenon being investigated (Ali, 2006)

The population comprised two hundred and sixty eight (268) Home Economics students in two Universities in Kwara State. All the 268 Home Economics students were used as sample size. For the purpose of this study, two Instruments (questionnaire and students' scores in Clothing and Textiles from 2012/1016) were validated by experts and subjected to trial testing using Spearman Brown correlating formulae statistics and a reliability coefficient of 0.670 was obtained. Structured questionnaire titled Student Clothing and Textiles Questionnaire (SCTQ) comprised questions raised on the lecturers' teaching qualities, Lecturers' attitudes. Four point scale format of strongly agreed (4), agreed (3), disagreed (2), and strongly disagreed (1) was used with a decision point of 2.50. Students' scores in Clothing and Textiles course from 100-400 level in 2012/2016 were recorded using a designed proforma.

The data collected were analyzed using descriptive and inferential statistics. Research question 1 was answered with frequency distribution and percentages grade and Bar chart to determined students' academic performance in Clothing and Textiles related areas. Hypotheses 1 and 2 were tested using Pearson Product Moment

Correlation (PPMC) to determine if students' academic performance was influenced by lecturers' teaching qualities and lecturers 'attitude. All the null hypotheses were tested at 0.05 alpha level of significant at which the hypotheses, were either rejected or retained.

RESULTS

Presentation of results was made based on the data collected, analyzes of data and discussions:

Table 2: Distribution of average scores of student Academic performance in Clothing and Textiles in two Universities in Kwara State.

S/N	Range%	Frequency	Grade
1	100 -70	25	A
2	69-60	32	B
3	59-50	35	C
4	49-45	60	D
5	44-40	54	E
6	39-0	62	F
	Total	268	

Table 2 showed the range of students result. 25 students are in the range of 100-70%, 32(69-06%), 35(59-50%), 60(49-40%), 54(44-40%) while 62 students are in the range of 39-0%. The result revealed that 114 students' falls within the range of 49-40. This result showed the rate of low scores and failure of 62 students.

Student Scores in Clothing and Textiles for 2012/2016 Academic Session

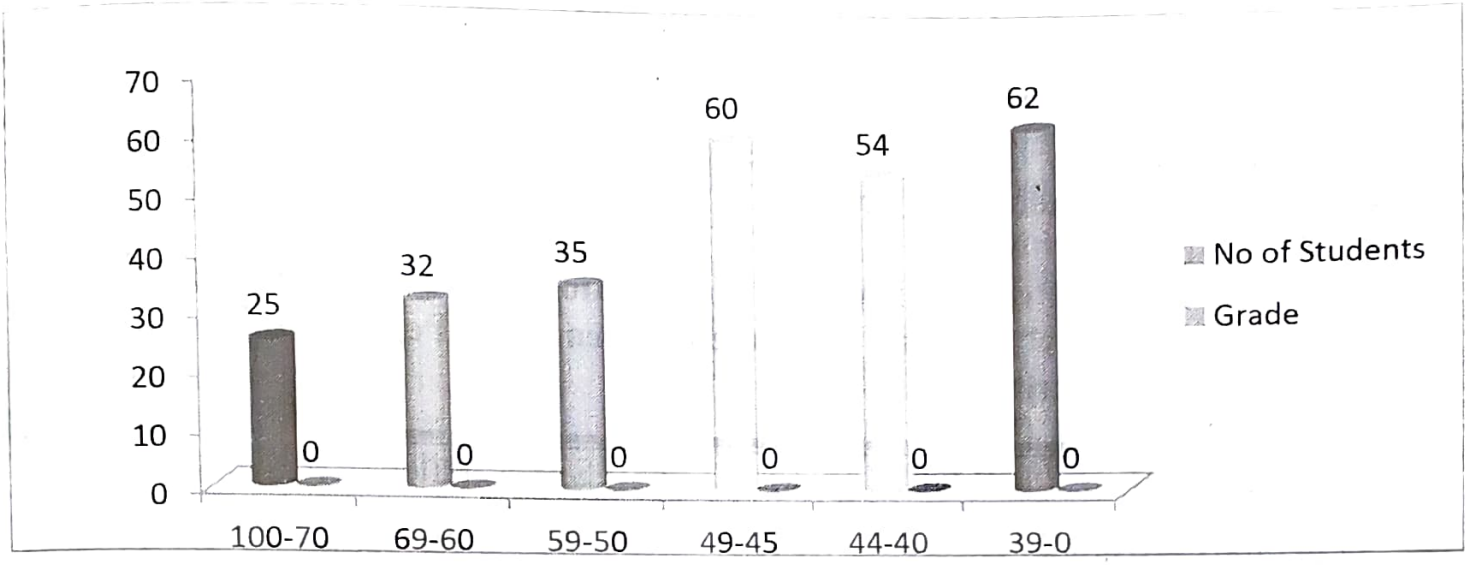

Fig 1: Distribution of grade of student scores in Clothing and Textiles for 2014/2015 Academic Session in School A and School B

Figure 1 shows the range of students result. 25 students are in the range of 100-70%, 32(69-06%), 35(59-50%), 60(49-40%), 54(44-40%) while 62 students are in the range of 39-0%. The result revealed that 114 students' falls within the range of 49-40. This result shows that in 2014/2015 academic session the rate of low scores was high while the rate of failure of 62 students was also high.

Hypotheses Testing

Table 3: Pearson Product Moment Correlation Statistics on the influence of Lecturers Teaching Qualities on Students' Academic Performance in Clothing and Textiles

Variables	N	r	Sig.p(2tailed)
Lecturers Teaching Qualities	268	-123	.045
Students' Academic Performance			

α=0.05

Table 3 showed r value of -.123 and a P value of .045 testing at an alpha level of 0.05, the P value is less than the alpha level, ($p < 0.05$) therefore, and the null hypothesis which states that "Lecturers teaching quality will not significant influence students' academic performance in Clothing and

Textiles in Universities in Kwara State" was rejected. Consequently, lecturers teaching qualities have significant influence students' academic performance in Clothing and Textiles in Universities in Kwara State.

Table 4: Pearson Product Moment Correlation Statistics on the influence of Lectures' Attitude on Students' Academic Performance in Clothing and Textiles.

Variables	N		Sig.p(2tailed)
Lecturers' Attitude			
	268	-.102	.094
Students' Academic Performance			

α=0.05

Table 4 showed an r value of -102 and a P value of .094 testing at an alpha level of 0.05, the P value is greater than the alpha level, (p >0.05) therefore, the null hypothesis which states that "Lecturers attitude will not significant influence students' academic performance in Clothing and Textiles was retained. Consequently, Lecturers attitude did not significantly influence students' academic performance in Clothing and Textiles in Universities in Kwara State.

Discussion of Findings

The finding from research question one revealed the average scores of students' academic performance in Clothing and Textiles in Universities in Kwara State 2012/2016 academic session. This showed the grade of students result. 25 students are in the range of 100-70% with A grade, B, 32(69-60%), C, 35(59-50%), D, 60(49-40%), E, 54 (44-40%) while 62 students are in the range of 39-0% of F grade. The result revealed that 114 students' falls within the range of 49-40%. This result showed that in 2012/2016 academic session the rate of low scores was high while the rate of failure of 62 students was also very high. The result showed that school and non-sch00l factors have influence on students' academic performance. This finding is in agreement of the findings of Asikhia (2010) who found out that poor academic performance is any performance that falls below a desired standard that is within 39-0%. The criteria of excellence can be from 40 to 100 depending on the subjective yardstick of the evaluator or assessor. However, a brief look at the performance of the individual in Clothing and Textiles showed that

examined the performance is a very poor one. This finding is also in consonance with the finding of Avoseh (1985), who found out that the general ability of students relating to their offered subjects compared to a specified standard called pass marks'. To him, pass mark is relative and defined as 40% or 50% meaning the criterion of excellence. This shows that the concept of poor academic performance is very relative and this depends on so many intervening variables. Ukpong (2007) is of the opinion that the major setback in the students' academic performance in Clothing and Textiles requires urgent and serious solution since students are influenced by the value of human resources within the society.

The first hypothesis revealed that Lecturers teaching qualities of teaching will not significant influence students' academic performance in Clothing and Textiles in Universities in Kwara State thus, the null hypothesis was rejected. Consequently, lecturers' quality of teaching significantly influenced students' academic performance. This finding is in agreement with the finding of Arubayi and Obunadike (2001) which revealed that there were inadequate Clothing and Textiles lecturers' in the Universities and that available Home Economics lecturers' not only teach the course very well but they are not innovative and resourceful. This finding corroborated the findings of Mberengwa (2004) that insufficient quality of lecturers' have the tendency of influencing the teaching of Clothing and Textiles negatively with implication on students' academic performance. The result of this finding is in consonance with the findings of Olaitan (2001); Osisefo (2004) and Uko-Aviomoh (2005) that quality of Clothing and Textiles lecturers' is very low and this indicated that students' poor performance is attributed to factors relating to skills and effectiveness of the lecturers'. The reason is that if lecturers' are weak in constant knowledge and pedagogical competences vital for effective learning, learning quality will be weak. This finding is not in agreement with the findings of Blankstein (1996), who revealed that students grades and test scores do not reflect the quality of instruction because lecturers' input is not the only factor that influence students' academic performance. This finding is not in support of the findings of Joshua, Joshua and Kritsonis (2006) who re-affirmed that lecturers' condemned the use of students' scores to evaluate their effectiveness and performance. This indicated that by this analysis lecturer's quality of teaching posed problems to the teaching learning of Clothing and Textiles in tertiary institutions. However, this finding shows that there is high positive relationship between the Lecturers' quality of teaching and students' academic performance in

Clothing and Textiles in tertiary institutions.

The second hypothesis also revealed the null hypothesis that states that lecturers attitude will not significant influence students' academic performance in Clothing and Textiles Universities in Kwara State therefore the null hypothesis was retained. Consequently, there is no significant influence between lecturers' attitude to Clothing and Textiles and students' academic performance. The finding is in agreement with the findings of Muzenda and Duku (2014) that the majority of lecturers expressed that they found most topics interesting and as a result, they often spent extra time trying to obtain more information about them has a negative impact on the delivery of the Clothing and Textiles curriculum. It goes without reason that teaching is not about the topics that are interesting to the lecturer but it is about all the topics the student is supposed to learn. They further found that Lecturers' attitudes have a great influence on what students learn and as such students' perceptions are a reflection of those attitudes held by their lecturers. This shows that cognitive factors appear as the most potent contributor to academic performance of students in Universities in Kwara state. This means that cognitive factors of the lecturers' variables are most important than any other factors in predicting the academic performance of the participants. This finding corroborates the findings of Fehintola (2014) who discovered that lecturers' factors have significant impact on students' academic performance. The finding is not in consonance with the findings of Etsey (2005) who stated that poor lecturers' attitudes and commitment to teaching of Clothing and Textiles is one of the main causes of poor performance of students. This indicated those lecturers' that are highly efficient in the subject area and thus fail to teach what they are expected to teach. The finding is not in corroboration with the findings of Lockhead (1991) which revealed that a lecturer's lack of commitment procedure, poor attendance and unprofessional attitude towards students, have an effect on students' academic performances. The result is not in agreement with the findings of Uwameiye and Osho (2011) that students' academic performance have implication for Home Economics education since lecturers' teaching Clothing and Textiles courses have not done enough to motivate their students who are not interested in Clothing and Textiles related courses and also this finding is against the findings of Trueman and Hartley (1996) who found that student factor is more significant in predicting students' academic performance. This implies that lecturer's attitude had bearing on students' academic performance in Clothing and Textiles in tertiary institutions.

Conclusion

Based on the findings it was concluded that students perform poorly academically in Clothing and Textiles due to some school factors which include lecturers' teaching qualities and have influence on students' academic performance in Clothing and Textiles. However, lecturers' attitudes do not have significant influence on students' academic performance in Clothing and Textiles in the Universities. These factors directly and indirectly pointed to areas that have to be addressed in order to promote good academic performance of the students in Clothing and Textiles.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Universities should ensure that adequate employment of dedicated and qualified clothing and Textiles lecturers to teach the course in all tertiary institutions are adequate.

2. The area of lecturers teaching qualities and competency should be examined, as it may affects the teaching and learning of Clothing and Textiles in the Universities.

3. It was also recommended that there should be provision for trainings and assessment of lecturers on the specified components of competence which can effectively improve the quality of teaching learning towards attainment of high students' academic performances in Clothing and Textiles courses in the Universities in Nigeria

REFERENCES

Ali, A. (2006). Conducting Research in Education and Social Science. Enugu Published by Tashiwa Network Ltd. ISBN 978-070-669-0.

Arubayi, D. O. & Obunadike, J. C, (2011). Problems of Teaching and Learning Clothing and Textiles in Senior Secondary Schools in Anambra State, Nigeria. Journal of Kamla-Stud Home Com Sci, 5(2), 113-119.

Asikhia, O. A, (2010). Students and Lecturers' Perception of the Causes of Poor Academic Performance in Ogun State Secondary Schools [Nigeria]: Implications for Couselling for National Development, European Journal of Social Sciences 13(2), 230-242.

Avoseh, O. (1985). The Influence of Sociological and Psychological Factors in Academic Performance of Secondary School Beginners. *Journal of Educational Leadership* 11, 1– 19.

Epunam, C. (1999). Influence of school environmental variables on students' academic performance as perceived by students.

Unpublished .PhD Thesis. Ahmadu Bello University Zaria.

Etsey, K., (2005). Cause of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana. Cape Coast. Paper presented at a Regional Conference on Education in West Africa, Senegal, Dakar. http://www.saga.cornell.edu/saga/educconflets.pdfOnlineaccessed 11/12/09

Fehintola, J.O. (2014). Lecturers' Characteristics as Correlates of Students' Academic Performance among Secondary School Students in Saki-west Local Government Area of Oyo State. *Journal of Educational and Social Research.* MCSER Publishing, Rome-Italy 4, 6.

Joshua, M.T, Joshua AM, Kritsonis AW (2006). Use of Students' Achievement Scores as Basis for Assessing Lecturers' Instructional Effectiveness: Issues and Research Results. *National Forum of Lecturer Education Journal*, 17(3), 1-13.

Lockheed, M. (1991) Improving Education. Education Review 16(3), 303-311.

Mberengwa, L. (2004). Curriculum change in Home Economics education at Gweru Lecturers' College, Zimbabwe, *Journal of Family and Consumer Sciences Education*, 22(2), 17-23.

Muzenda, V. & Duke, N. (2014). Examining how Students' and Lecturers' Perceptions Impact on the Delivery of Clothing and Textiles in Universities. MCSER Publishing, Rome-Italy, *Mediterranean Journal of Social Sciences 5 (23), 353-361.*

National Policy on Education, (2004). Abuja: Published by Federal Ministry of Information Federal Capital Territory.

Olaitan, S. O., &Aguisobo, O. (1981). *Introduction to the Teaching of Home Economics* Chichester John Wiley and Son Limited.

Osisefo, G.A.T. (2004). Professional obligations of Home Economics towards a better national development in the 21st Century. *Curriculum Implementation and Professionalization of Teaching in Nigeria*. Lagos: A Triad Associates. 305-314.

Ossai, R. U. (2000). Vocational Education and Job Creation Emphases on Textiles. A paper presented at the National Conference for National Association for Education Research and Implementation Held at KastinaAla: 4-7 July 2000.

Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of lecturer behaviours and student engagement across the school year. *Journal of educational psychology*, 85(4), 571.

Trueman, M., & Hartley, J. (1996). A comparison between the time-management skills and academic performance of mature and traditional-entry university students. Higher Education, 32(2), 199 – 215.

Uchefuna MC (2001). A Study of Clinical Supervision and Lecturers Effectiveness in Umuahia and Abia Educational Zones of Abia State. M.Ed Dissertation, Unpublished, Port Harcourt: University of Port Harcourt, Nigeria.

Uko-Aviomoh, E. E. (2005). Evolving a dynamic curriculum for Home Economics in Nigerian schools. In: S.O Oraifo, G.C Edozie, D.N Ezeh (Eds.): *Curriculum Issues in Contemporary Education.* Book in Honour of Professor (Mrs) Ebele Maduewesi. Benin-City.

Ukpong, D.E. (2007). Lecturers' Social acceptance and Junior Secondary Student Academic Performance in Social Studies in Uyo Metropolis. *Educational Insight*. 20 (12), 84-90.

Uwameiye, B. E., & Osho L. E. (2011).Attitude and motivation as predictors of academic achievement of students in Clothing and Textiles, Educational Research and Reviews.http://www.*academicjournals.org*/ERR 6(16), 864-876.