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Influence of Instructional Materials Facilities and Equipment on Students' Academic Performance in Clothing and Textiles courses in Tertiary Institutions (A case study of the University of Ilorin)

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Abstract

The recurrent poor academic performance of students in Clothing and Textiles courses has been a problem in tertiary institutions in Nigeria. Specifically, this study investigated the adequacy of instructional materials, facilities, and equipment influencing student academic performance in clothing and textiles at the university of Ilorin Nigeria. 3 objectives and 3 research questions were answered. A survey research design was adopted to select a population of 300 Home Economics Students purposively as a sample size. The instrument is a Checklist of instructional materials, facilities, and equipment, and student's academic performance from 200-400 levels in 2017 to 2019 academic sessions was used to elicit information based on the rating scale of Very Adequate (VA) = 3, Adequate (A) = 2 and not adequate (NA) = 1. Data collected was tested with frequency and percentages with a rating scale of very adequate, adequate, and not adequate. The findings revealed that instructional materials, facilities, and types of equipment have a significant influence on student's academic performance in tertiary institutions. Conclusively, instructional materials, facilities, and equipment are not adequate to go around all the students based on the number admitted for the course. It was recommended that adequate instructional materials, facilities, and equipment should be provided for teaching clothing and textiles courses and the laboratories should be upgraded with modern digital instructional materials, equipment, and facilities based on the National University Commission minimum standard for effective teaching in tertiary institutions.

Introduction

Clothing and Textiles is a long-life skill in Home Economics and it is a field of knowledge that combined both theoretical and practical knowledge from other subject areas like arts and sciences in the use of apparel to create an acceptable illusion on the wearer, family, and, society. It is a branch of Home Economics that deals majorly with training students to create new designs for garments, developing and constructing patterns, weaving, dyeing, laundry, and, storage. It is also a lucrative and interesting aspect of Home Economics which

is of inestimable value to society (Arubayi (2014). Clothing and Textiles are an aspect of Home Economics that leads to the acquisition of practical and applied skills as basic scientific knowledge and attitudes which required useful and successful occupation in the form of self-reliance (Onuekwe, 2015). Clothing and Textiles according to Sang (2002) are assumed to be an unpopular unit in Home Economics because students sometimes perceived the courses as technical, skilled oriented, tedious, difficult to pursue, costly, time-consuming to learn, feminine and an act required much time, thought and systematic procedure. It is also an expensive course in terms of facilities, resources, and logistics because it requires costly equipment, structures, materials, and smaller classes to be efficiently taught. It also needs professional lecturers and adequate time allocation with this perception, students often develop a negative attitude towards this aspect of Home Economics which could be responsible for their average academic performance.

The student's academic performance may be declining because they may be confronted with some factors according to Okeke (2005). These factors may be instructional materials, facilities, and equipment that influence students' academic performance in Clothing and Textiles courses.

Academic performance is a key feature in education (Rono 2013) and could be considered as a center around which the whole educational system revolves. Narad and Abdullah (2016) find out that, the academic performance of students determines the success or failure of any academic institution. It is also the learning outcomes of students' knowledge, skills and ideas acquired and retained through their course of study within and outside the classroom situation to achieve educational goals. This implies that the success of students' offering Clothing and Textiles is measured by their academic performance or how well the students meet the standard set by each University. Student academic performance is measured through students' tests, assignments, practicals, and examinations the result obtained is used to measure student performance.

Instructional material is one of the devices developed or acquired to assist or facilitate lecturers in transmitting organized knowledge, skills and attitudes to the learners within an instructional situation (Nwachukwu, 2006). Adequate instructional materials such as projectors, slides, and software for the construction of patterns provide the sensory experiences needed by the learners for an effective and meaningful behavioral change and equally assist the students learning processes. In the University where Clothing and Textiles are offered, equipped laboratories for good quality instruction should be adequate. Shortage of equipment and facilities in the clothing laboratories such as **Facilities Space**, classroom laboratories, sewing equipment, measuring equipment, cutting equipment, laboratory fittings, ironing equipment, Computer and Cleaning Equipment, and other general types of equipment, maybe the prevailing determinant influencing students' academic performance.

Over the years, clothing and textile courses have experienced some constrain which might have affected students' academic performance. The statistics obtained revealed the average percentage from a preliminary study carried out by the researcher to investigate the trend of students' academic performance in Clothing and textile courses at the university of Ilorin. See the academic performance of students in table 1.

Table 1: Distributions of students' previous academic performance in clothing and textiles at the University of Ilorin

YEAR		2017 / 2018 (134)		2018 / 2019 (53)		2019/2020 (123)	
COURSES		% P	% F	P %	F%	P%	F %
1	Introduction To Designs, Pattern Drafting, And Alternation	74 (56)	36 (44)	32 (60)	21 (40)	68 (55)	32 (45)
2	Principles Textiles And Clothing	80 (60)	20 (40)	32 (60)	21 (40)	80 (65)	43 (35)
3	Clothing Construction	62 (46)	38 (54)	29 (55)	24 (45)	70 (57)	53 (33)
4	Advanced pattern design and Alternation	80 (60)	20 (40)	33 (63)	20 (37)	100 (82)	23 (18)

Key: P=Pass F=Fail **Figures in parenthesis are in Percentages**

Table 1 above showed Students' academic performance in Clothing and Textiles remained average over the period reviewed. The result showed that there was a trend in the student's academic performance in Clothing and Textiles courses. Some researchers focused their attention on some factors without possibly looking at the synergy in other factors. For instance, Igbo in Uwameiye, (2016) in their study found the worrying clothing and textiles despite their importance as a skill-oriented part of Home Economics Education, students' academic achievement in these courses is very low, especially if compared with other home economics courses. Arubayi (2010) also found out that students' academic level and school background were determinants in students' appraisal of the quality of instructions in Clothing and Textiles irrespective of the institution of learning. The finding of Efajamue (2005) enumerated some factors that were responsible for the low academic performance of students these include, lack of enough qualified and competent lecturers', poor 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. Furthermore, he found out that the way students perceived Clothing and Textiles have bearing on the way they learn and performed because the basic needs of students remain unfulfilled. The researcher observed that not many studies focused on the adequacy of instructional materials facilities and equipment which may influence students' academic performance in Clothing and Textiles in Universities these problems necessitated the present study.

Purpose of the Study

The main purpose of this study was to investigate the determinant factors of Instructional Materials, Facilities, and Equipment on Students' Academic Performance in Clothing and Textiles in Tertiary Institutions.

Specifically, the purpose investigated:

1. the average scores of student academic performance in Clothing and Textiles courses
2. the availability of instructional materials for students in the teaching of Clothing and Textiles courses
3. the availability of facilities and equipment for students in the teaching of Clothing and Textiles courses

Research Questions

Three research questions were raised

1. What is the average score of student's academic performance in Clothing and Textiles courses?
2. What are the instructional materials available for students in teaching Clothing and Textiles courses?
3. What are the facilities and equipment available for students in the teaching Clothing and Textiles courses?

To achieve these objectives students are expected to avail themselves of the privilege to acquire the skills, especially tools and equipment that will help learners to achieve the necessary skills available in Clothing and Textiles courses (Iyam and Bessong 2019).

Methodology

Research Design: This study adopted a Survey research design

The population of the study: The population comprised three hundred (300) Home Economics students from the University of Ilorin used for collating the academic performance. All 300 Home Economics students were used as the sample size.

An instrument for the study: Two Instruments including a checklist and students' academic performance from 2017-2020 were used. The university commission of Nigeria requirement to checklist and evaluate the standard and quantities of instructional materials and facilities and equipment for teaching clothing and textiles based on the rating scale of Very Adequate (VA) = 3, (document is available and adequately meets criterion); Adequate (A) = 2 (document is available, but does not adequately meet criterion): 1(NA) = 1 (document not available) and to evaluate students' academic scores in Clothing and Textiles course offered in the university. **Method of Data analyses:** The data collected from the respondents were analyzed using descriptive statistics which include frequency count and percentages.

Result and Findings: The presentation of results was made based on the data collected:

Table 2: Descriptive Analyses of the average score of students' Academic Performance in Clothing and Textiles 2018 to 2020 Academic Sessions

S/N	No Clothing and Textiles courses	2018/2019				2019/2020			
		Level	No	% P	% F	Level	No	% P	% F
1	Introductions to Clothing and Textiles	100	54	29 (54)	25 (46)	100	46	34 (74)	12 (26)
2	Clothing Constructions	200	32	17 (55)	15 (45)	200	54	40 (80)	14 (20)
3	Introductions to Design, Pattern Drafting, and Alteration	200		30 (93)	2 (7)	200		50 (93)	10 (7)
4	Principles of Textiles and Clothing	300	30	11 (37)	19 (63)	300	32	24 (69)	8 (31)
5	Principles of Apparel Design and Construction	300		22 (73)	8 (27)	300		26 (81)	6 (19)

6	Principles and Techniques of Textile Design	400	22	10 (45)	12 (55)	400	30	20 (67)	10 (33)
7	Advanced Pattern Design and Alteration	400		22 (100)	0(0)	400		26 (87)	8 (13)
8	Advanced Clothing Design and Construction	400		20 (91)	2 (9)	400		30 (100)	0
Total			138				162		

Figures in parenthesis are in Percentages

Table 2 revealed the results of 138 students in 2017/2018. 29 (54%) passed introductions to Clothing and Textiles while 25(46%) failed in the 100 level. In the 200 level, 17(53%) passed Clothing Constructions and 14(47) failed but in Introductions to Design, Pattern Drafting and Alteration 30(93) passed while 2(7) failed. In 300 level 11(37%) passed Principles of Textiles and Clothing while 19(63) failed and 22(73) passed Principles of Apparel Design and Construction while 8(27) and in 400 level 10(45%) passed Principles and Techniques of Textile Design while 12(55%) failed. 22 (100) passed Advanced Pattern Design and Alteration while 20(91%) passed Advanced Clothing Design and Construction while 2(9%) failed Out of 162 students. In 2018/2019, 34(74%) passed Introductions to Clothing and Textiles while 12 (26%) failed. In the 200 level, 40(80%) passed Clothing Constructions while 14(20%) failed and 50(93%) passed introductions to Design, Pattern Drafting, and Alteration while 4(7%) failed, in 300 level 24(69%) passed while 8(31%) failed while in 400 level Principles and Techniques of Textile Design 20(67%) while 10(33%) failed. This result revealed that 26(87%) passed Advanced Pattern Design and Alteration and all the students passed Advanced Clothing Design and Construction 8(13%). Advanced Clothing Design and Construction all 30(100%) students passed. The rate of failure in Clothing and Textiles was high in the universities of Ilorin.

Table 3: Checklist rating of instructional materials in Universities of Ilorin Nigeria

S/N	Items	Benchmarks		Remark
1.	Board	None	1	(2)NA
2.	Charts	None	1	(1)NA
3	Clothing and Textiles textbooks	None	2	(2)A
4	Periodicals	None	0	(1)NA
5	Filmstrip	None	0	(1)NA
6	Use of computers for Designing	None	0	(1)NA
7	Audio-visual programs showing the dyeing and printing processes	None	2	(1)NA
8	Microscopes and Magnifying lenses.	None	0	(1)NA
9	Film on Textile Production	None	0	(1)NA
10	The exhibit of various textiles - the fiber sources, the fibers, fabrics, and samples of clothing items	None	0	(1)NA
11	An exhibit of various textiles - the fiber sources, the fibers, fabrics, and samples of clothing items	None	0	(1)NA
12	Magazine pictures of fibers, fabrics, and clothing items	None	0	(1)NA
13	Chemical for fiber identifications, Test tubes, Bunsen burners, wooden spoons.	None	0	(1)NA

14	Textiles and Laundry work	None	0	(1)NA
15	Photographs	None	0	(1)NA
16	Still Pictures	None	0	(1)NA
17	Overhead projections and Transparencies	None	0	(1)NA
Mean			0.35	

Figures in parenthesis are in Percentages

Rating scale: Very Adequate (VA) = 3, (document is available and adequately meets criterion); Adequate (A) = 2 (document is available, but does not adequately meet criterion): 1(NA) = 1 (document not available)

Table 3 revealed the University of Ilorin does not meet the benchmark stipulated by the NUC for all the instructional materials for practical tertiary institutions, and could not meet the decision point of 2.00. The unavailability of instructional materials has a diverse effect on the student's academic performance.

Research Question 3: What are the facilities and equipment available for students in the teaching Clothing and Textile courses?

Table 4: Checklist rating of Facilities for Space and Classroom laboratory in tertiary institutions

S/N	Items	Benchmark	School A	Remark
1	Facilities Space	Classroom for lectures: 30 – 35 students Classroom for Clothing and Textiles practical: 20 – 30 student	1 1	(1)NA (1)NA
2	Classroom laboratory	Clothing And Textiles laboratories with equipment and storage facilities	1	(1)NA
		Laundry laboratory	1	(1)NA
Mean			1.00	

Table 4 revealed that the space for facilities was available but not adequate to meet the decision point of 2.00

Table 5: Checklist rating of sewing equipment in tertiary institutions

S/N	Items	Benchmark	School A	Remark
1.	Sewing Equipment	Sewing Machines Treadle and Electric	34	(2)A
2		Knitting Machines	2	(2)A
3		Whipping Machines	2	(2)A
4		Chairs of Appropriate Height	25	(1)NA
Mean			1.75	

Table 5 revealed that there are 34 sewing machines, 2 knitting machines, 4 whipping machines, and 25 chairs of appropriate height with a mean of 1.75 which did not meet the benchmark stipulated by the NUC for sewing equipment based on the number of students registered for Clothing and Textiles but the sewing equipment are available but not adequate therefore the tertiary institutions did not meet the decision point of 2.00.

Table 6: Checklist rating of Measuring Equipment in tertiary institutions in Kwara State

Items	Benchmark	School A	Remark
Measuring equipment	Tape measure 6x12"	Above 50	(3)VA
	Ruler meter	3	(1)NA
	Carpenter Square	2	(1)NA
	Meter stick, 18' Ruler	2	(1)NA
	.French ruler 12' Ruler	2	(1)NA
Mean			1.40

Table 6 revealed that not all the measuring equipment is available but not adequate for the number of students registered for the course and practice. The tertiary institutions did not meet the decision point of 2.00

Table 7: Checklist rating of cutting equipment and laboratory fittings for Clothing and Textiles in tertiary institutions in Kwara State

Results in tertiary institutions in Kwara State				
S/N	Items	Benchmark	School A	Remark
1	Cutting Equipment	Tables, Chairs	25	(2)A
2	Laboratory fittings	Scissors of different types	Above 20	(2)A
		.Fitting room with lengthy mirror	1	(2)A
		French curves	2	(2)A
		Brown paper	Above 20	(2)A
		Cardboard she. Marker, cello-tapes tapes	Above 30	(2)A
		Tailors carbon papers	Above 20	(2)A
			Above 20	(2)A
Mean			2.00	

Table 7 revealed that the tertiary institution met the benchmark stipulated by the NUC especially for cutting equipment with a mean of 2.00 based on the number of students registered for Clothing and Textiles

Table 8: Checklist rating of ironing equipment, Computer, and Cleaning Equipment for Clothing and Textiles in tertiary institutions

S/N	Items	Benchmark	School A	Remark
1	Ironing equipment	Iron dry and hot seam	2	(2)A
2	Computer	Computer-aided	0	(1)NA
	Microscopes	designing		
3	Cleaning equipment	Washing machines	4	4(A)
		Zincs for Washing	10	2(A)
		Large washing Bowls	12	2(A)
		Small washing Bowls	15	2(A)
Mean				2.16

Table 8 revealed a mean of 2.16 of ironing equipment and cleaning equipment meeting the benchmark stipulated by the NUC but not adequate for the number of students registered for Clothing and Textiles but computers and microscopes are not available for practical teaching.

Table 9: Checklist rating for General equipment for Clothing and Textiles in Tertiary Institutions

S/N	Items	Benchmark	School A	Remark
	General Equipment	Seam ripper	0	(1)NA
1.		Thimble	40	(3)VA
2.		Packets of Sewing Needles	20	(3)VA
3.		Pin-cushion	4	(2)A
4.		Packets of Pins	30	(2)A
5.		Tracing wheel and Paper	40	(2)A
6.		Stiletto	0	(1)NA
7.		Pinking sheers	10	(2)A
8.		Crochet hooks	30	(2)A
9.		Packets of Knitting Pins	25	(2)A
10		.Packets of Tatting Pins	33	(2)A
11		Rug hole	2	(1) NA
12		Hem maker	0	(1)NA
Mean				1.84

Table 9 revealed a mean of 1.84 which did not meet the decision point of 2.00. This means that the general equipment is available but not adequate based on the number of students registered for Clothing and Textiles courses. This implies that little types of equipment were available, and students admitted and registered for the course are more than the facilities and equipment available for teaching and learning clothing and textile courses.

Discussion of Findings

Asikhia (2010) found out that, poor academic performance is any performance that falls below the desired standard that is within 39-0%. The criteria of excellence can be from 40 to 100 depending on the evaluator or assessor. However, a brief look at the performance of the individual in Clothing and Textiles related areas shows average performance. Ukpong (2007) thought that the major setback in the student's academic performance in Clothing and Textiles required urgent and serious solutions since students' performance are determined by the value of human resources within the department and the university concerned.

The findings revealed a lack of instructional materials which included textbooks in the library, boards, the use of computers for designing, Audio-visual programs showing dyeing and printing processes, and other facilities that may cause a delay in teaching. Etsey (2005) revealed that the availability and use of teaching and learning materials affect lecturers' motivation and the effectiveness of their lessons as well as the academic performance of students. Arubayi (2015) agreed that lecturers sacrifice their time to improvise and integrate improvised instructional materials in their classes and this in turn contributes significantly to the lecturers' resourcefulness in teaching Clothing and Textiles. Babayeju (2016) stated that the use of computers as a tool for some quick functions such as pattern grading and developing the cutter marker is easier and faster for clothing construction and pattern drafting. Even sewing machines can adapt quickly and easily to a change in fabric stitch length or type of stitch with the help of a computer. The author further stated that good tools make sewing easier and interest in the skill increases. Therefore if instructional materials and facilities and equipment are well cared for, they would be more durable. The basic and most important equipment is the sewing machines, others are iron, measuring tools, such as tape measure, seam gauge, metric stick, French curve, pins, cutting tools such as shears, scissors, marking tools to transfer symbols and lines such as tracing wheel, dressing-makers, tracing paper, and patterned enveloped. Osokoya (2007) that students taught using instructional materials such as charts, pictures, filmstrips, and videotapes perform academically better in class activities. The author asserted that instructional materials appeal to the sensory organs that will enable learners to draw the relationship between the various concepts taught. National University Commission minimum standard (2007) described practical and theoretical lessons as the bases to be taught effectively, and adequate varieties of instructional materials for classroom instructions should be provided for effective teaching. Babayeju (2016), stated that tertiary institutions may not be capable of providing adequate facilities and equipment for Clothing and textile unit in tertiary institutions. He further stated that **for Clothing and Textiles to be taught correctly, attention should be given to the choice of facilities and equipment at each stage of learning and certain equipment for teaching Clothing and Textiles should be provided from funds made available by the school authority the same way desk and benches are provided. The authors further stressed that lecturers' should be provided with adequate equipment to enable them to teach the most basic skills in Clothing and Textiles.** Anyakoha (2015) stated that adequate utilization of facilities and equipment could motivate and sustain students' interest in Clothing and Textile. This finding and that of previous researchers agreed that facilities and equipment are not adequate. This implies that the availability of facilities and equipment will enhance teaching-learning and improve students' academic performance. There was no study contradicting these findings. Instructional materials, facilities, and equipment play a vital role in students' creative ability, and interest in working effectively in producing, innovating, and applying technical skills in what they do. These will help in improving their academic performance in clothing and textiles courses.

Conclusion

Based on the findings it was concluded that instructional materials, facilities, and equipment have significant determinant factors on student academic performance in clothing and textile courses. The instructional materials, facilities, and equipment are not adequate based on the number of students registered for the course which has affected students' academic performance from the findings. These factors, directly and indirectly, pointed out areas that need to be addressed to promote the good academic performance of the students in Clothing and Textiles courses in tertiary institutions in Nigeria.

Recommendation

1. It was recommended that tertiary institutions should provide furnished laboratories with adequate instructional materials and facilities and equipment for effective teaching of clothing and textile courses based on the National University Commission minimum standard for tertiary institutions in Nigeria.
2. The provision for training lecturers on the specified components of competence can effectively improve the quality of teaching-learning towards the attainment of high students' academic performances in Clothing and Textiles.
3. The Universities and the NUC should pay attention to addressing the constraints militating against the quality of Clothing and Textile programs.
4. Further research should be carried out in other areas of clothing and textiles programmes that may influence students' academic performance

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