

Students' skill acquisition in garment making in colleges of education in Nigeria for lifelong learning: A perspective of parental variables

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Abstract

The study examines students' acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria. The study adopted a survey design. Three research questions and three hypotheses were formulated to guide the study. The population of the study comprised 684 students out of which 180 students were randomly selected from 6 Colleges of Education in the study area. Instrument titled Parental Variables and Students' Acquisition of Skills in Garment Making Questionnaire (PVSASGMQ) was used for gathering data from the respondents. The instrument was face validated and data collected were analyzed using mean, standard deviation and independent t-test. From the findings of the study, respondents agreed that students of high socio-economic status parents have more learning materials in garment making than those of low socio-economic status. Also that student of high socio-economic status parents pay school fees in time and are not driven away. The findings also revealed that parental socio-economic status, educational background and involvement have a significant influence on students' acquisition of skills in garment making in the junior secondary schools. Based on the findings, it was recommended among others that parents should allow their children to attend remedial classes during holidays to supplement the regular school programmed.

Keywords: students skill acquisition, garment making, lifelong learning, colleges of education

1. Introduction

In recognition of technology as the bedrock for economic development, the National Policy on Education was reviewed in 1981 (Fan, 2014) ^[10]. The review gave birth to the 6-3-3-4 education system as contained in the National Policy on Education (FRN, 2013). It was in response to this innovation from 6-5-4 to 6-3-3-4 that the pre-vocational subjects of which garment making in Home Economics, was introduced into the Junior Secondary School curriculum in 1982 to equip students for skills in the current age of Science and Technology. According to Cooper and Nye (2010) ^[6] the greatest asset of the 6-3-3-4 educational system is the introduction of the pre-vocational subjects into the mainstream of the Nigerian educational system. When the 6-3-3-4 system was launched in September 1982, it was hoped that the programme would have a deep and wide spread effect on society since it was innovative. It was believed that the 6-3-3-4 system would be relevant and functional and therefore, be a basis for the technological take-off of the nation as a developing country.

Garment making as contained in Home Economics (FRN, 2013) is a compulsory pre-vocational topic at the Junior Secondary School in Nigeria. The purpose of garment making is to contribute to the achievement of the National Education goals. Therefore, Garment making in Home Economics as a pre-vocational subject is designed among others to: provide pre-vocational orientation to learners, to develop essential skills in the learners so as to prepare them for technological application in order to stimulate and enhance creativity in them. This laudable objective would not be realized when the students are not motivated by the parents.

The use of garment is one of the most important factors that

differentiate human from animals and it is not only used to provide micro-climate for the wearer's body but also to conceal the body and reveals its wearers status and personality to others. Most human being has never been contented with unadorned and uncovered bodies. Because of this, they use a variety of articles such as animal skin, leaves and dyes to cover their bodies (Kozok, 2015) ^[11]. Gradually, these covering and adornment items have become more sophisticated with plant, animal and synthetic materials being used to create fabrics, thus leading to the evolution of clothing (Ogunsola, 2011) ^[14]. Garment (clothing) is a tangible impression of personal values and is recognized as one of the symbols of communication that lead to social acceptance and is important to the development of self concept and individual's personality. According to Brayn (2015) ^[5], clothing is a factor in everyday human life and interactions which can transmit a vast array of meanings such as identify, value, mood, attitude and culture.

Garment making is made up of units concerned with the production of pattern, accessories and the production of garments (Rumberger, 2015) ^[15]. Industries that are found in Local Government, States and Countries, is confronted with many problems. The greatest quest in Nigeria today, as in other developing countries, is industrialization (Culp, Hubbs-Tait & Stanost, 2010) ^[7]. Cooper and Nye (2010) ^[6] added that development plans which include industrial development, despite the enormous problem; industrialization is emphasized in Nigeria because of the adverse terms of trade that have been experienced for some time now. The prices of manufactured products for garment making increased rapidly while the prices of agricultural product such as cotton and wool have been unstable and falling in the world market. Bailey, Sivern, Brabham and

Ross (2014) ^[3] argued that industrialization will led to greater employment opportunities for school-leavers. Ogunsola (2011) ^[14] posited that with growth employment in garment making industries, people are likely to have employment because of these industries, despite all odds, people have to buy garment (clothes). Rumberger (2015) ^[15], maintained that vocational guidance which used to be the prerogative of the parent no longer command such influence, because of the change and dynamic of socio-economic condition in the country. Culp, Hubbs-Tait and Stanost (2010) ^[7] stated that though parent motive to their children are to expose them to acquisition of skills in many areas which garment making is one of them, they further added that through parent influence and education, children can be exposed to values, attitudes, and feelings for learning skills. According Onywejiaku (2015), the family has profound back up to their children on the evaluative aspect of their development including being industrious and judgmental of which occupation to pursue. Nwadinigwe (2012) ^[13] added that a child desires his satisfaction and dissatisfaction, and his sense of value is influenced by the educational status of contact, it determines not only the individual responsibility but also his vocational interest.

A child learning skills in accordance with the value of family according to Abdullahi (2011) ^[1] could benefit from occupational learning skills of the parents. Children raised in home dominated by certain skills or acquiring the skills, occupation are likely to be influenced by that occupation (Elechi, 2013) ^[8]. The research delves deeply into the contribution of parent to their children to acquire skills of garment making in the state. According to Elechi (2013) ^[8], the acquisition of skills in garment making of a school child in any school can be attributed to parental variables. Parental variables and the quality of education of any given nation or state, to a large extent, determine the development status of that nation or state as the case may be. Any interactive activity between a teacher and the student is expected to produce learning outcomes in the learners and when such an activity failed to produce a change in behaviour in the learners then, there is a problem. Hence parental variables present a major subject matter in teaching and learning of garment making in Home Economics.

Parental variables are those distinguished features or attributes usually categorized into physical, functional and operational which can bring about effective students acquisition of skills in garment making. The explanations for good or poor student's acquisition of skills have been quite exhaustive, yet controversy still exists among scholars as to what contribute to student's poor skills acquisition in garment making.

Parental variables are strong determinants of students' skills acquisition in garment making in junior secondary schools. Scholars and researchers generally are in agreement that the parental variables, which include parents' educational background, perform a greater critical role in educational performance than other variables. For students' to be able to make connection between what is taught in schools and its implication in problem solving in real life, parents have to be effective in their motivation.

The country's manpower development depends greatly on parental variables which include educational background, socio-economic status and involvement. It is against this

background that this project seeks to examine parental variables and students' acquisition of skills in garment making in selected secondary schools in Colleges of Education for lifelong learning in South-South Nigeria.

2. Statement of the Problem

The problem of garment making has implication for national development. In every society, the quality of clothes and ones appearance to work and their degree of job satisfaction contribute directly or indirectly to economic stability and smooth running of affairs of the nation (Mkpughe, Igeradja, 2016) ^[12]. Generally, jobs now in our society have different types of uniform which are materials made by garment making industries in the society based on the job type that require different uniform with different style and pattern of dressing today. Alade, Nwadinigwe and Victor (2014) ^[2] stated that the problem of garment making in our society is based on the child personal interest and learning ability. It also has to do with the parental income, educational background and occupation. Nwadinigwe (2012) ^[13] added that the primary motive behind the pursuit of various occupations and income of the family is the fundamental human need to make ends meet and to satisfy needs. He further stated that the education background of the parent is one of the factors that influence the child learning ability about garment making. A number of those factors tends to impact more strongly than others, it is true that there is some form of interest and interaction among them where one modifies the other, some of these variables are psychologically and biologically rooted, others have socio-economic undertones still, it is not common for individual to get into garment making by chance (Cooper & Nye, 2010) ^[6]. Therefore this study investigates the influence of parental variables and students' acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria.

3. Purpose of the Study

The purpose of the study is to find out the extent to which parental variables influence the students' acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria. Specifically, the study sought to find out whether:

1. Parental socio-economic status influences students' acquisition of skills in garment making.
2. Parents' level of education influences the students' acquisition of skills in garment making.
3. Parents' involvement in garment making influences the students' acquisition of skills in garment making.

4. Research Questions

The following research questions were formulated to assist the set objectives:

1. To what extent does parental socio-economic status influence students' acquisition of skills in garment making in Colleges of Education in South-South Nigeria?
2. To what extent does parents' level of education influence students' acquisition of skills in garment making?
3. How does parents' involvement in garment making influence student acquisition of skills in garment making in Colleges of Education in South-South Nigeria?

5. Hypotheses

The following hypotheses were formulated to guide the study

1. There is no significant influence on students’ acquisition of skills in garment making by parental socio-economic status in Colleges of Education in South-South Nigeria.
2. There is no significant influence on students’ acquisition of skills in garment making by parents’ level of education in Colleges of Education in South-South Nigeria.
3. There is no significant influence on students’ acquisition of skills in garment making by parents’ involvement in Colleges of Education in South-South Nigeria.

6. Methodology

The research adopted a survey design to investigate factors influencing students’ acquisition of skills in garment making in Colleges of Education in South-South Nigeria.

The population of this study comprised of 684 students offering garment as a course making in Vocational Technical Education in six (6) Colleges of Education in South-South Nigeria. In order to avoid cumbersome data and ensure clarification of result, the study adopted random sampling technique in selecting thirty (30) students in each of the schools.

Questionnaires were given to the students with explanation on how to respond to the items. After a period of two hours, the researcher went round to collect the completed questionnaire. A total of one hundred and eighty (180) questionnaires were given to the respondents and all the questionnaires were completed and returned.

The instrument used in collecting the needed information for the study was questionnaire titled “Parental Variables and Students’ Acquisition of Skills in Garment Making Questionnaire (PVSASGMQ). The questionnaire contained fifteen (15) items and adopted a four (4) point scoring scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The questionnaires were administered personally by the researcher to the respondents in their respective secondary schools.

Mean, standard deviation and independent t-test were used in analyzing the data collected for the study and respondents with the highest mean were considered as agreed.

7. Data Analysis and Discussion of Findings

Research Question 1

To what extent does parental socio-economic status influence students’ acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria?

Table 1: Parental socio-economic status and students’ acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria

S/N	Parental socio-economic status and students’ acquisition of skills in garment making.	Male		Female		DEC.
		\bar{X}	SD	\bar{X}	SD	
1.	Students of high socio-economic status parents have more learning materials in garment making than those of low socio-economic status	3.49	0.84	3.16	0.71	Agreed
2.	Students of high socio-economic status parents pay school fees in time and are not driven away	3.42	0.89	3.09	0.86	Agreed
3.	High socio-economic status of parents motivates students to learn garment making better	3.14	0.77	3.42	0.81	Agreed
4.	Students of high socio-economic status parents are always alternative in garment making class than those of low socio-economic status	3.52	0.82	3.33	0.74	Agreed
5.	Students of high socio-economic status parents always arrange extra lesson in garment making for their children	3.36	0.73	3.18	0.69	Agreed
	Cluster mean	3.39	0.81	3.24	0.76	Agreed

The data presented in Table 1 revealed that all the items have mean score of 3.09 and above with cluster mean of 3.39 for males and 3.24 for females respondents on a four-point rating scale which indicate that the respondents agreed that all the items of parental socio-economic status influence students’ acquisition of skills in Colleges of Education for

lifelong learning in South-South Nigeria.

Research question 2

To what extent does parental educational status influence students’ skills acquisition in garment making in Colleges of Education for lifelong learning in South-South Nigeria?

Table 2: Parental educational background and students’ skills acquisition in Colleges of Education for lifelong learning in South-South Nigeria

S/N	Parental educational background and students’ skills acquisition in garment	Male		Female		DEC.
		\bar{X}	SD	\bar{X}	SD	
1.	Students of educated parents always go to school early	3.48	0.92	3.38	0.77	Agreed
2.	Students of educated parent show more commitment in their study of garment making	3.19	0.80	3.42	0.92	Agreed
3.	Educated parents always assist their wards in home work in garment making	3.11	0.87	3.33	0.69	Agreed
4.	Educated parents always show more commitment in their wards’ academic progress	3.26	0.85	3.05	0.82	Agreed
5.	Students of educated parents always make good use of educational material they have	3.20	0.67	3.10	0.85	Agreed
	Cluster mean	3.25	0.84	3.36	0.81	Agreed

The data presented in Table 2 revealed that all the items have mean score of 3.05 and above with cluster mean of 3.25 for males and 3.36 for females respondents on a four-point rating scale which indicate that the respondents agreed

that all the items of parental educational status influence students’ skills acquisition in garment making in Colleges of Education for lifelong learning in South-South Nigeria.

Research Question 3

What is the influence of parental involvement on students’

acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria?

Table 3: Parental involvement on students’ acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria

S/N	Parental involvement on students’ acquisition of skills in garment making	Male		Female		DEC.
		\bar{X}	SD	\bar{X}	SD	
1.	Students who are assisted in home work by parents perform better in garment making	3.20	0.85	3.09	0.83	Agreed
2.	Students whose parents discuss about school with them perform better in garment making	3.08	0.89	3.22	0.81	Agreed
3.	Students whose parents attend PTA meetings pay more attention skills in garment making	3.30	0.88	3.45	0.76	Agreed
4.	Students whose parents visit them in school show more commitment in learning garment making	3.49	0.72	3.33	1.20	Agreed
5.	Students whose parents are not involved in their education are often truant.	3.42	1.02	3.38	0.89	Agreed
Cluster mean		3.30	0.87	3.29	0.90	Agreed

The data presented in Table 3 revealed that all the items have mean score of 3.08 and above with cluster mean of 3.36 for males and 3.25 for females respondents on a four-point rating scale which indicate that the respondents agreed that all the items of parental educational status influence students’ skills acquisition in garment making in Colleges of Education for lifelong learning in South-South Nigeria.

Hypothesis 1

There is no significant influence on students’ acquisition of skills in garment making by parental socio-economic status in Colleges of Education for lifelong learning in South-South Nigeria.

Table 4: Independent t-test Analysis on the influence of socio-economic status of parents and students’ acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria

Variable	N	\bar{X}	SD	df	t _{cal}	t _{crit}	Decision
Male	100	3.39	0.81	198	1.12	1.98	NS
Female	100	3.24	0.76				

Note: NS = Not Significant

Table 4 showed that the t-cal was 1.12 while the t-crit was 1.98. Since the t-cal was less than the t-critical at 198 degree of freedom, thus the null hypothesis of no significant difference between the responses of male and female students on the influence of socio-economic status of parents and students’ acquisition of skills in garment making was therefore upheld.

Hypothesis 2

There is no significant influence on students’ acquisition of skills in garment making by parents’ level of education in Colleges of Education for lifelong learning in South-South Nigeria.

Table 5: Independent t-test Analysis on the influence of parents’ level of education and students’ acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria

Variable	N	\bar{X}	SD	df	t _{cal}	t _{crit}	Decision
Male	100	3.25	0.84	198	0.83	1.98	NS
Female	100	3.36	0.81				

Note: NS = Not Significant

Table 5 showed that the t-cal was 0.83 while the t-crit was 1.98. Since the t-cal was less than the t-critical at 198 degree of freedom, thus the null hypothesis of no significant difference between the responses of male and female

students on the influence of parents’ level of education and students’ acquisition of skills in garment making was therefore upheld.

Hypothesis 3

There is no significant influence on students’ acquisition of skills in garment making by parents’ involvement in Colleges of Education for lifelong learning in South-South Nigeria.

Table 6: Independent t-test Analysis on the influence of parents’ involvement and students’ acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria

Variable	N	\bar{X}	SD	df	t _{cal}	t _{crit}	Decision
Male	100	3.30	0.87	198	0.25	1.98	NS
Female	100	3.29	0.90				

Note: NS = Not Significant

Table 6 showed that the t-cal was 0.25 while the t-crit was 1.98. Since the t-cal was less than the t-critical at 198 degree of freedom, thus the null hypothesis of no significant difference between the responses of male and female students on the influence of parents’ involvement and students’ acquisition of skills in garment making was therefore upheld.

8. Discussion of research findings

The result in research question 1, 2 and 3 revealed that respondents agreed that parental socio-economic status, educational background and involvement respectively influenced students’ acquisition of skills in garment making. The responses indicate that students from parent with high socio-economic status perform well at schools. This finding is supported by the conclusion of various researchers who established a positive correlation between parental socio-economic status and students’ acquisition of skills in garment making (Fan, 2014) [10] and (Evans, 2014) [9]. Also, Kozok (2015) [11] assert that it has become well recognized that wealth and well-parent ensure their children’s future by providing them a favorable learning environment, better education and relevant schools materials to motivate them for academic excellence.

Hypothesis 1, 2 and 3 revealed that there is no significant difference in the mean response of the respondents on the influence of parental socio-economic status, educational background and involvement respectively on students’ acquisition of skills in garment making in Colleges of Education for lifelong learning in South-South Nigeria. The finding is in support of Brayn (2015) [5] who stated that

children of high socio-economic status parents are likely to have higher academic achievement levels and improved behavior when parent are involved in their education.

9. Conclusion

Based on the findings of the study it was concluded that there is significant influence of parental socio-economic status on students' acquisition of skills garment making, there is significant influence of parental educational status on students' acquisition of skills in garment making and also there is a significant influence of parental involvement on students' acquisition of skills in garment making.

10. Recommendations

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

1. Social and economic policies should be put in place to enable children from parent of low socio-economic status to have equal opportunity of advancing the cause of education of their children.
2. Parent who are not educated or has low educational qualification should allow their children to go school, and also attend remedial classes during holidays to supplement the regular school programme.
3. Parent should involve on their children academic affairs by providing them with the educational materials such as text book, reading tables, reading lamb, etc.

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