Students' Appraisal of the Quality of Instruction in Clothing and Textiles in Tertiary Institutions in Delta State *(Pp. 195-205)*

***Arubayi, D. O.* -** Vocational Education Department, Delta State University, Abraka, Nigeria
GSM: +2348035748839
E-mail: darubayig@yahoo.co.uk

Abstract

The study analysed Students' appraisal of the quality of instruction in Clothing and Textiles in Tertiary Institutions in Delta State. Two research questions were raised and two hypotheses formulated to guide the study. A sample of 198 that is 30% of the target population of 660 Home Economics students' in the four Tertiary Institutions of Delta State was used for the study. The instrument titled HESAIQ, made up of two sections and 128 items was used for data collection. The research questions were answered using Mean and Standard Deviation; hypotheses tested using ANOVA at 0.05 level of significance. The result revealed that students' academic level and school background were determinant in students' appraisal of the quality of instruction in Clothing and Textiles Students, irrespective of the institution of learning appraised the quality of instruction satisfactorily. Although their level of satisfaction varied with their academic levels and school background. Statistically, there were differences in terms of Students' appraisal when academic levels and school backgrounds were considered. However, these differences were found to be non-significant.

Keywords: Students' Appraisal; Quality Instruction; Clothing Textiles; Tertiary Institutions

Introduction

Clothing and Textiles is one of the three major areas of Home Economics taught in Tertiary Institution in the State. It is characteristically skill and activity oriented which when properly taught will equip the learner with saleable skills needed for self-reliance.Arubayi (2009) observed that the value of the quality of instruction in the teaching of Clothing and Textiles in TertiaryInstitutions to national development and the economic empowerment of individuals is not in doubt. Clothing and Textiles is a lucrative and an interesting aspect of Home Economics which is of inestimable value to society.Anyakoha (1993) sees Clothing and Textiles and related arts as an area of Vocational and Technical education whichenables an individual to acquire the necessary 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.

Students' appraisal of instruction in Nigeria is relatively new but very commonly used method in industrialized countries of the world. (Tamar, 1982; Murray, 1984; and Arubayi, 2003). The case is quite different in the Nigerian educational system althoughArubayi's (2003) research findings revealed that Students' appraisal of instruction for teachers' effectiveness has been experimented upon by some Nigerian universities. The outcome of this experiment in almost all of the universities which started teaching assessments, ratings or evaluation of academic staff in Nigeria, have either scrappedor relegated them to the background (Arubayi, 2003)

In furtherance to this, a vacuum has been created in the assessment of teaching staff, ratings or evaluations of academic staff. The researcher is particularly interested in the use of the Students' who are the major consumers and observers of the teachers in any educational enterprise and their opinion must be sought if we want to have first-handinformation on the quality of instruction in Clothing and Textiles in Tertiary Institutions. Clothing and Textiles as an aspect of Home Economics according to Obrifor,(1993) ; Maduaka, (1997) and Arubayi,(2004) is one of the major areas that Students' and lecturers perceived to be difficult. Hence, there is a need to use Students' to appraise teachers' effectiveness. When teachers are aware that they would be appraised, it would bring about more preparedness by the teachers before going to teach. In the words of (Scriven, 1995; Harrison,Ryan and Moore, 1996), Students' are the primary stakeholders in our higher Institutions' of learning and are therefore the best judge of what they have learned.

The use of Students' Appraisal is a relatively new innovation in the Nigerian context and has not been generally accepted. Arubayi, (2003) observed that there has been a lot of resistance to the use of Students' in appraising teacher's effectiveness and quality of instructions. Some of the critics opposed to the use of Students'appraisal of instructions are of the opinion that Students'are not matured enough to make judgement on teaching effectiveness. Contrary to the views of these critics, (Arubayi, 1985a; 1986a; 1986b; 1986c; 2003; Gordon, 2002 and Fauzier, 2009) are of the opinion that Students' irrespective of academic level and school background are in the best position to appraise the quality of instruction. Seldin (1996) States that," the opinion of those who eat the dinner should be considered, if we want to know how it tastes". The implication here is that Students' are in a better position to determine the effectiveness of the quality of instruction they are getting.

Students' appraisal of instruction in TertiaryInstitutions is one of the vital tool for the improvement of instruction. Cohen (1980) and Arubayi (1986; 2003) are of the opinion that Students' appraisal of the quality of instructions in higher Institutionsmay serve three purposes.

1. Aiding administrative evaluations of teaching effectiveness for decisions concerning pay increase, promotion and tenure.
2. Providing feedback to teachers for the purpose of improving Institutions; and
3. Helping Students' select courses and instructions.

Arising from these three purposes of Students' appraisal of the quality of instructions in TertiaryInstitutions emphasizes would be laid on the second purpose: - providing feedback to teachers for the purpose of improving instruction.

Statement of Problem
Clothing and Textiles is an aspect of Home Economics, usually perceived by students' and Lecturers as very difficult (Maduaka, 1997, Arubayi, 2004). However, the importance of adequately taught Clothing and Textiles lessons are of inestimable value to skill acquisition, economic enhancement and empowerment of the individual for self or paid employment.

Presently, it is not a common practice for students' to appraise their teachers in Nigeria; rather teachers' usually would evaluate and appraise students' knowledge of the concept taught. In most developed countries, students'

appraisal of teachers has been widely used with tangible proofs of positively improving the quality of instructions. (Murray, 1984, Arubayi, 2004, Miron and Segal, 1978). These called to mind certain questions: is it true that Clothing and Textiles is difficult? Or is it perceived difficult as a result of ineffective instruction on the part of the lecturers? Is it possible for students' to appraise the quality of instruction in Clothing and Textiles when the educational level and post primary education background are considered as the independent variable? What is students' appraisal of the quality of instruction in Clothing and Textiles in TertiaryInstitutions in DeltaState?

Research Questions /Hypothesis
The following research questions/Hypothesis were raised and formulated to give direction to the research work.

1. Are there differences in Students' appraisal of the quality of instruction in Clothing and Textiles when academic level of Students' is taken as an independent variable?
2. Are there difference in Students' appraisal of the quality of instruction in Clothing and Textiles when school background is taken as an independent variable?

Hypotheses
1. There is no significant difference between and within the appraisal of respondents on the quality of instruction in Clothing and Textiles when the academic level is taken as an independent variable.
2. There is no significant difference between and within the appraisal of respondents on the quality of instruction in Clothing and Textileswhen school background is taken as an independent variable.

It is the hope of the researcher that the research questions and hypotheses raised would throw more light on Students' appraisal of the quality of instruction in TertiaryInstitutions in DeltaState.

Scope and Delimination of the Study
This study is delimited to 2008/2009 academic session Home Economics Students inTertiaryInstitutions. It covered the academic level and post primary education background of students' of Clothing and Textiles in TertiaryInstitutions in DeltaState

Material and Method

The design of this research work was ex-post facto and descriptive in nature. Academic level and school background served as the independent variables and were therefore not manipulated. The population of the study consisted of a target population of 660 Home Economics Students enrolled in the four TertiaryInstitutions in the State. A random sampling technique was adopted to select 30% sample from each of the four TertiaryInstitutions in DeltaState. The 30% is more than the 10% recommended by Roscoe (1975). On the whole 198 made up of the sample size, these subjects filled out the questionnaire but only 157 of the filled out questionnaire was useable.

The instrument for data collection was a structured questionnaire entitled Home Economics Students' Appraisal of Instruction Questionnaire (HESAIQ). The instrument had a reasonable face and content validity and Reliabilitycoefficient of 0.78 using test-retest methodwhich was high enough to support the use of the (HESAIQ). The instrument was divided into two parts. The first part elicited information on the demographic variables of Students such as present school, academic level, school background and number of lecturers in the school. The second part consisted of 8 subscales with 128 items all together. For the purpose of this work only the demographic variables such as academic level and school background were used to appraise the quality of instruction in Clothing and Textiles. One of the 8 subscales which dealt with the Quality of instructions was examined with the academic and school background as the independent variable. The data was administered, collected and analysed using simple means and one way Analysis of Variance (ANOVA).

Results

The result of the Analysis has been summarized on the tables below according to the research questions and hypotheses.

Research Question 1: *Are there differences in Students' appraisal of the quality of instruction when the academic level of the Students is taken as an independent variable?*

Ho$_1$- *there is no significant difference between and within the respondents on the appraisal of the quality of instruction when the academic level is taken as an independent variable.*

Presented in Table 1, is the result of the respondents on the quality of instruction in all the four TertiaryInstitutions of higher learning when academic level was considered. The result indicated that the quality of instruction is rated high with an overall mean score of 86.42. The mean reported by the 400 level Students' was the highest (89.51) followed by the 300 level Students (87.32) and 200 level Students with a mean of 82.71. There were differences in the appraisal of the Students on the quality of instructions from one level to another.

The test of no significant difference in the means reported above has been presented in Table 2. The result of the simple Analysis of Variance (ANOVA) tests gave a calculated F-ratio of 1.96. This was found to be non-significant at the 0.05 level of probability with 2 degree of freedom. The hypothesis of significant difference was retained since the calculated F-ratio of 1.96 was lower than the table value of 3.00.

Research Question 2: *Are there differences in Students' appraisal of the quality of instruction in Clothing and Textiles when school background is taken as an independent variable?*

Ho$_2$: *There is no significant difference between and within the appraisal of respondents on the quality of instruction in Clothing and Textiles when school background is taken as an independent variable.*

Shown in table 3 are the means and standard deviation of Students' appraisal of the quality of instruction inClothing and Textiles when school background of Students was looked at. The result showed that, out of minimum mean score of 25 the overall mean score average revealed a score of 16.52. The breakdown showed that the respondents with secondary school background were more satisfied with the mean score of 16.96 than other respondents with mean scores of 16.46, 15.98 and 15.64 for those with technical, teacher training and commercial background respectively

On Table 4, is the result of the one way Analysis of Variance (ANOVA) to test if there is any difference between and within the mean score reported in Table 3. The computed F-ratio of 1.11 was found to be non-significant at the 0.05 level of probability with 3 as degree of freedom. The non-significance was because the calculated F-ratio of 1.11 which was below the table F-value of 3.00 degree of freedom therefore the hypothesis was retained.

Discussion

The findings from this study showed that Students fromTertiaryInstitutions in DeltaState have appraised the quality of instructions satisfactorily. However the level of satisfaction varied with their academic level and school background.

The results of research questions 1, revealed a significant difference in Students' appraisal of the quality of instruction when the academic level was taken as an independent variable. Students at 400 level with a computed mean score of 89.51 appraised the quality of instruction highest. Students tend to rate learning higher as they progressed in the academic level of learning. This finding supports an earlier finding by Arubayi 1985; 1986a; 1986b; 1986c, 2003, Gordon and Fauzier 2009, that irrespective of the educational level and school background of Students', they are in the best position to appraise the quality of instruction because they are the major consumer of the education enterprise. Also Centra (1973) andAleamoni (1978) found out in their research study that academic level is a significant factor in Students appraisal of the quality of instruction.

Another notable finding which came as a surprise when Students post primary education background was considered as an independent variable in appraising the quality of instruction in TertiaryInstitutions was that, Students with secondary school background with the highest mean of 16.96 appraised the quality of instruction more favourably. Although, Students from teacher training, technical and commercial school background ought to appraise the quality of instruction more favourably since these schools are geared more towards professionalism, but the reverse was the case.

On the statistical significance of the findings, there were differences from one level to another when Students appraised the quality of instruction in Clothing and Textiles. The Students were very satisfied with the quality of instruction irrespective of their academic level. The difference in the mean scores of the different academic levels was found to be non-significant.

When school background was taken as an independent variable there were difference reported in Students' appraisal of the quality of instruction in Clothing and Textiles. The respondents were satisfied with the quality of instruction irrespective of their school background. The differences were found to be non-significant.

Conclusion

Arising from the findings of this study,

▪ Academic levels of Home Economics Students were determinant of the Students' appraisal of the quality of instruction inClothing and Textiles in TertiaryInstitutions in DeltaState

▪ School background of Students was also determinants of Students' appraisal of the quality of instructions in Clothing and Textiles in Tertiary Institutions in DeltaState.

Recommendations

Based on the findings, some recommendations were made:

▪ That students' appraisal of instruction should be encouraged in the teaching of Clothing and Textiles. This is a necessary tool for the improvement of the quality instruction as was revealed from the study.

▪ Students' appraisal of instructions should be adopted as a strategy for improving the quality of instruction through the provision of feedback on Students'appraisal of the quality of instruction to lecturers. This information would help the lecturers to know the areas of strengths and weaknesses so as to encourage the lecturers in their areas of strength. Also it would serve as a way of checking lecturers in areas of weaknesses so as to improve.

▪ School authorities should encourage the use of Students in appraising the quality of instructions, since the Students are the consumers of the educational enterprise and theirjudgements is very vital for improving the quality of instruction.

Table 1: The Appraisal of Respondents of the Quality of Instruction with Academic Level.

S/N	ACADEMIC LEVEL	N	MEAN	SD
1.	200	63	82.71	15.68
2.	300	51	87.32	19.28
3.	400	43	89.51	14.41
Total		**157**	**86.42**	**16.74**

Source: Computed from fieldwork

Table 2: Analysis of Variance (ANOVA) for Significant Test of Difference

SOURCE	DF	SS	MS	F-cal.	F-table value
Between Groups	2	42.38	21.19	1.96	3.00
Within Groups	154	1666.83	10.82		
TOTAL	**156**	**1709.21**			

Table 3: The Difference of Students' Appraisal of Quality of Instruction With School Background.

S/N	SCHOOL BACKGROUND	N	MEAN	SD
1.	Secondary school	77	16.96	3.76
2.	Teacher training	43	15.98	3.23
3.	Technical school	26	16.46	2.35
4.	Commercial	11	15.64	1.43
	TOTAL	**157**	**16.52**	**3.31**

Source: Computed from fieldwork

Table 4: Analysis of Variance (ANOVA) For Significant Test of Difference

SOURCES	DF	SS	MS	F-cal.	Table-F
Between Groups	3	36.34	12.11	1.11*	3.00
Within Groups	153	1672.87	10.93		
TOTAL	**156**	**1709.21**			

* Non- significant at 0.05 level of probability

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