

IMPACT OF CLOTHING AND TEXTILE FOR CONSTRUCTION OF PROTECTIVE CLOTHING KITCHEN USE IN RIVERS STATE

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Abstract

The study examined the impact of clothing and textile for construction of protective clothing kitchen use within Rivers State. Descriptive survey design was adopted. The construction of this work was carried out in Home Economics Laboratory in Federal College of Education (Technical) Omoku, Rivers state. Five research questions were constructed to guide the study. The population of the study was drawn from all families in Ogba/Egbema/Ndoni (ONELGA) local government area of Rivers state. Random sample was used to select a sample 200 members from a population of 500 adult between the ages of 20-40 years . Structured questionnaire was used to elicit data from the respondent. Data was collected and was analyzed using mean. The findings revealed that protective clothing protects home maker against accidents. The findings showed that inadequate materials, poor attitude and lack of competent instructors in most colleges and universities, poorly equipped clothing and textiles laboratories and lack of interest hinders the use and production of protective clothing in families in ONELGA, thereby giving room for various forms of accidents in the kitchen. It was recommended that lecturers handling clothing and textile courses should be those who are interested and are practically oriented in the courses so as to be able to encourage and motivate students constructing protective clothing in clothing and textile, students should be encouraged to give time to practical clothing work. Moreso, they should be orientated on the importance and benefit of practical works on clothing.

Keywords: Clothing, Construction, Kitchen, Protective Clothing, Textiles

Introduction

Clothing (also known as clothes, apparel and attire) are items worn on the body. Clothing is typically made of fabrics or textiles but over time has included garments made from animal skin or other thin sheets of materials put together.). Clothing protects against many things that might injure or irritate the uncovered human body. Clothing and Textiles as an aspect of Home Economics is viewed by Igbo (2014) as an area that is concerned with knowledge, altitudes and skills needed to design and sew clothes. It is an important aspect of Home Economics education which helps to develop in individuals the needed skills which will lead to their personal development as well as national development. Clothing and Textiles is concerned with teaching the students' characteristics of different fabrics, designing, sewing and reasons for choice of clothes. According to Oranu and Anyakoha (2016), clothing and textiles is an aspect of Home

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Economics which prepares individuals for employment opportunities in occupations relating to clothing selection, clothing construction, costume designing, clothing care, craft work as well as clothing maintenance. It is also a course that is rich with varieties of saleable skills for self-reliance and national development. Clothing and Textiles is a major branch of Home Economics education that prepares home makers towards self-reliance in creativity and artistic skills. Therefore, the impact of clothing and textiles for the construction of protective clothing for kitchen use among home makers cannot be overemphasized.

Protective clothing is clothing designed to protect some parts of the body of the home makers from hazards such as heat, cuts, burns, chemicals and infection . There are different types of protective clothing such as gloves, apron, head cover, foot cover, among others. These types of protective clothing are very useful to the home maker. The home maker according to Springer (2019) is a person in charge of the homemaking, who is not employed outside the home. Considering that the home maker is responsible for managing the household especially the kitchen, protective clothing therefore is a necessity. Kitchen is the workshop of the home as such is busy place to work. Hence, in the kitchen, hot ovens, open fires, and sharp knives all add to the risk of injury to the home makers. Wearing protective clothing such as gloves, apron, head cover and foot cover among others when working in a kitchen helps to prevent injury by protecting the home maker from unexpected dangers (Morrison, 2018).

The protective clothing can be designed or constructed by a home maker. Construction is the process of constructing or producing a particular thing in designated location or building (Kelly, 2017). Construction is the act of making something. Therefore, protective clothing can be constructed or designed in the home economics laboratory. Protective clothing in general is clothing designed to protect some parts of the body of the home makers from hazards such as heat, cuts, burns, chemicals and infection. Also, Anene – Okeakwa (2011), Anyakoha and Eluwa (2010), noted that protective clothing is constructed by using clothing and textiles through the process of weaving, knitting, felting, bonding and crocheting. The homemakers are influenced by several factors when using protective clothing. Orherewe and Osifeso (2011) listed these factors such as age of the home maker, sex, size, and income/cost. Other factors include fit of protective clothing, comfort, texture, safety, quality/durability, weather condition, health condition and body shape, etc Each of these factors influences the use of protective clothing among home makers in one way or the other. Oladele (2013) aptly stated the impacts of clothing and textiles laboratory in practical work by homemakers as; Providing chances for students to be directly involved in practicing theoretical knowledge, thereby increasing the mastery of knowledge acquired, enabling students to develop imaginative thinking that can enhance their creativity potentials. More so the findings of Uko-Aviomah (2015) revealed that homemaker's poor performance in construction of clothing and textiles fabrics is attributable to factors relating to the skill and effectiveness of the teachers. If teachers are weak in content knowledge and pedagogical competence so vital for effective learning, then the limits of achievements of learners will equally be weak. Craig (2013) suggested strategy to improve ones, knowledge of textile and clothing. According to him, ability to analyze garments in terms of the characteristics that meet ones need helps in fulfilling the person's need in terms of yarn, fiber content, fabrication methods, finishes, construction technique and design. These characteristics contribute to the end product comfort and durability. Also Igbo (2014) suggested that home makers should be able to do a lot of innovation with old but useful clothing

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and textiles in their homes, to meet the need of the construction of protective clothing. A lot of accidents can occur in the kitchen of which some are disastrous and others minor. Home makers can never tell when these accidents will occur and of what nature so it is best to construct protective clothing against such situations. Therefore, this study examined the impact of clothing and textiles for construction of protective clothing for kitchen use in Rivers State.

Statement of the Problem

The consistent occurrence of accidents in the kitchen among home makers is at alarming rate. The death recorded as a result of this is so pathetic. This is as a result home makers not been knowledgeable about the usefulness and importance of protective clothing. They get accident from spill splash of food, oven burnt, fall as a result of consistently moving on bare foot etc. It is as a result of this that the research deemed it fit to embark on the study to proffer solution on how to produce protective clothing to be free from the reoccurring accident among home makers.

Purpose of the Study

The major purpose of this study is to examine the impact of clothing and textile for construction of protective clothing for kitchen use in Rivers State. Specifically, the objectives of the study are to:

1. determine the usefulness of protective clothing among home-makers
2. determine the factors influencing protective clothing for kitchen use among home makers
3. determine the impact of clothing and textile laboratory in effective construction of protective clothing for use among home makers.
4. identify the problems encountered in effective construction of protective clothing in Home economics laboratory.
5. determine the measures for enhancing the provision of protective clothing for home makers

Research Questions

The following researcher questions are raised to guide the study

1. What is the usefulness of protective clothing among home-makers?
2. What are the factors influencing protective clothing for kitchen use among home makers?
3. What is the impact of clothing and textile laboratory in effective construction of protective clothing for use among home makers?
4. What are the problems encountered in effective construction of protective clothing in home economics laboratory?
5. What are the measures for enhancing the provision of protective clothing for home makers?

Methodology

The design for this study was descriptive survey. The study was carried out in the Home Economics laboratory in the School of Vocational Education of Federal College of Education (Technical) Omoku, Rivers State. The population for the study consisted of five hundred (500) adult family members in Omoku, Ogba-Egbema-Ndoni local government area Rivers State. The sample size of the study was 200 adult family members between the age of 20-40 years in Omoku

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Ogba-Egbema-Ndoni local government area Rivers Stat. The sampling technique that was used for the selection of the respondents is the simple random sampling. A structure questionnaire was used for data collection. The questionnaire consists of 25 items. The response categories of the instrument were based on four-point likert rating assigned values as follows: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point. The instrument for data collection (questionnaire) was face validated by expert in clothing and textiles. Crobach Alpha method was used to establish the reliability co-efficient of the instrument yielded 0.65 coefficients. Data collected was analyzed using the mean score method. The decision rule was 2.50 and above. This was considered as accepted while less than 2.50 was considered rejected.

Results

Research Question 1: What are the usefulness of protective clothing among home-makers?

Table 1. Mean responses on the usefulness of protective clothing among home-makers

S	Statements	SA	A	D	SD	Total	\bar{x}	Decision
1.	Protective clothing are clothing that protects home maker against accidents	180	15	3	2	200	3.20	Agreed
2.	Protective clothing are useful to home makers because they reduces hazards	180	20	0	0	200	3.60	Agreed
3.	the usefulness of protective clothing to the homemaker is to reduce hazards when working in the kitchen	175	15	10	0	200	3.34	Agreed
4.	Protective clothing are useful to home makers as they protect the home makers from burns in the kitchen	190	8	1	1	200	3.85	Agreed
5.	Serious injuries are avoided by the home makers through the use of protective clothing	191	5	3	1	200	3.93	Agreed
	Grand mean score						3.38	Agreed

Table 1 revealed that the grand mean score of 3.38 signifies that the respondents agreed that the usefulness of protective clothing among home-makers are that it protects home maker against accidents, reduces the exposure to hazards, reduce exposure to hazards when working in the kitchen, protect the home makers from burns in the kitchen and injuries are avoided by the home makers through the use of protective clothing.

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Research Question 2: What are the factors influencing protective clothing for kitchen use among home makers?

Table 2. Mean responses on the factors influencing protective clothing for kitchen use among home makers?

S/N	Statements	SA	A	D	SD	Total	\bar{x}	Decision
6	Protective clothing is constructed by using clothing and textiles through the process of weaving, knitting, felting, bonding and crocheting.	160	35	2	3	200	3.53	Agreed
7	Fit of protective clothing, comfort, texture, safety, quality/durability, weather condition	194	0	6	0	200	3.75	Agreed
8	The age of the home makers make varying demands on Protective clothing	190	2	5	3	200	3.54	Agreed
9	To be able to construct adequate and comfortable protective clothing for any home maker, age is an important factor that must be considered	180	20	0	0	200	3.40	Agreed
10	The home makers' use of protective clothing is also influenced by the need or safety in the kitchen	79	120	1	0	200	3.75	Agreed
	Grand mean score						3.85	Agreed

Table 2 indicates that all the five items, were rated agreed,. This means that the respondents agreed that the factors influencing protective clothing for kitchen use among home makers are that protective clothing is constructed by using clothing and textiles through the process of weaving, knitting, felting, bonding and crocheting., fit of protective clothing, comfort, texture, safety, quality/durability, weather condition, home makers make varying demands on Protective clothing, age is an important factor that must be considered and the use of protective clothing is also influenced by the need or safety in the kitchen.

Research Question 3: What is the impact of clothing and textile laboratory in effective construction of protective clothing for use among home makers?

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Table 3. Mean responses on the impact of clothing and textile laboratory in effective construction of protective clothing for use among home makers

S/N	Statements	SA	A	D	SD	Total	\bar{x}	Decision
11	Clothing and textiles laboratory involves a lot of practical	190	5	1	4	200	3.77	Agreed
12	Providing chances for students to be directly involved in practicing theoretical knowledge, thereby increasing the mastery of knowledge acquired	195	3	0	2	200	3.85	Agreed
13	Assisting students to exploit locally available resources mid utilize them to meet developmental needs of the nation	180	15	0	5	200	3.25	Agreed
14	Enabling teachers to assess student abilities and determine areas of correction and reinforcement	186	10	2	2	200	3.60	agreed
15	Exposure of students to equipment and processes will enable them to discover relevant new ideas and techniques;	181	15	5	4	200	3.55	Agreed
	Grand mean score						3.63	agreed

Table 3 revealed that all the items were rated agreed. The grand mean score of 3.63 indicates that the respondents agreed that the impact of clothing and textile laboratory in effective construction of protective clothing for use among home make are that Clothing and textiles laboratory involves a lot of practical, providing chances for students to be directly involved in practicing theoretical knowledge,

assisting students to exploit locally available resources mid utilize them to meet developmental needs of the nation, enabling teachers to assess student abilities and determine areas of correction and reinforcement and will enable them to discover relevant new ideas and techniques.

Research Question 4. What are the problems encountered in effective construction of protective clothing in Home economics laboratory?

Cite this article as

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Table 4.: Mean responses on the problems encountered in effective construction of protective clothing in Home economics laboratory

S/N	Statements	SA	A	D	SD	Total	\bar{x}	Decision
16	Inadequate materials	198	2	0	0	200	3.98	Agreed
17	Poor attitude and lack of competent instructors in most colleges and universities.	190	9	0	1	200	3.81	Agreed
18	Insufficient quantity of teachers	196	2	1	1	200	3.88	Agreed
19	Poorly equipped clothing and textiles laboratories	196	0	0	4	200	3.82	Agreed
20	Lack of interest	194	5	0	1	200	3.78	Agreed
	Grand mean score						3.82	Agreed

Table 4 revealed that all the items listed were rated agreed with mean score of 3.78 to 3.99 while the grand mean score was 3.82 respectively. This means that the respondents agreed that the problems encountered in effective construction of protective clothing in Home Economics laboratory are inadequate materials, poor attitude and lack of competent instructors in most colleges and universities, poorly equipped clothing and textiles laboratories and lack of interest.

Research Question 5: What are the measures for enhancing the provision of protective clothing for home makers?

Table 5: Mean responses on the measures for enhancing the provision of protective clothing for home makers

S/N	Statements	SA	A	D	SD	Total	\bar{x}	Decision
21	Provision of adequate infrastructure like laboratories, classrooms and storage facilities for teaching and learning clothing and textiles	199	1	0	0	200	3.99	Agreed
22	Encouraging group practical assignment for students in clothing and textiles	195	5	3	2	200	3.84	Agreed
23	Converting finished product of students practical into commercial values will improve motivation	190	7	1	2	200	3.81	Agreed
24	Encouraging the Home Economics department to engage in consultancy work like for sewing of academic gowns, curtains, blinds and table cloths to motivate students	190	6	1	3	200	3.86	Agreed
25	Organizing workshops and seminars on clothing & textiles related areas	185	10	5	0	200	3.70	Agreed
	Grand mean score						3.72	Agreed

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Table 5 revealed that all the items listed were rated agreed with mean score of 3.72 to 3.99 while the grand mean score was 3.82 respectively. This means that the respondents agreed that the measures for enhancing the provision of protective clothing for home makers are Provision of adequate infrastructure like laboratories, classrooms and storage facilities for teaching and learning clothing and textiles, encouraging group practical assignment for students in clothing and textiles, encouraging the Home Economics department to engage in consultancy work like for sewing of academic gowns, curtains, blinds and table cloths to motivate students and Organizing workshops and seminars on clothing & textiles related areas.

Discussion of Findings

The findings from data analysis in table 1, revealed that the respondents agreed that the usefulness of protective clothing among home-makers are that it protects home maker against accidents, reduces the exposure to hazards, reduce exposure to hazards when working in the kitchen, protect the home makers from burns in the kitchen and injuries are avoided by the home makers through the use of protective clothing. This finding is in agreement with the assertion that Protective clothing in general is clothing designed to protect some parts of the body of the home makers from hazards such as heat, cuts, burns, chemicals and infection.

The findings from data analysis in table 2, showed that the respondents agreed that the factors influencing protective clothing for kitchen use among home makers are that protective clothing is constructed by using clothing and textiles through the process of weaving, knitting, felting, bonding and crocheting., fit of protective clothing, comfort, texture, safety, quality/durability, weather condition, home makers make varying demands on Protective clothing, age is an important factor that must be considered and the use of protective clothing is also influenced by the need or safety in the kitchen. The findings agrees with the views of Anene – Okeakwa (2011), Anyakoha and Eluwa (2010), that protective clothing is constructed by using clothing and textiles through the process of weaving, knitting, felting, bonding and crocheting. The homemakers are influenced by several factors when using protective clothing. Orherewe and Osifeso (2011) listed these factors such as age of the home maker, sex, size, and income/cost. Other factors include fit of protective clothing, comfort, texture, safety, quality/durability, weather condition, health condition and body shape, etc each of these factors influences the use of protective clothing among home makers in one way or the other.

The finding from data obtained in table 3: indicates that the respondents agreed that the impact of clothing and textile laboratory in effective construction of protective clothing for use among home make are that Clothing and textiles laboratory involves a lot of practical, Providing chances for students to be directly involved in practicing theoretical knowledge, Assisting students to exploit locally available resources mid utilize them to meet developmental needs of the nation, Enabling teachers to assess student abilities and determine areas of correction and reinforcement and will enable them to discover relevant new ideas and techniques. never the less these finding aligns with the view of Oladele (2013) who aptly stated the impacts of clothing and textiles laboratory in practical work by homemakers as; Providing chances for students to be directly involved in practicing theoretical knowledge, thereby increasing the mastery of knowledge acquired, enabling students to develop imaginative thinking that can enhance their creativity potentials, exposing students to wide variety of equipment and process that can enable them develop imaginative thinking thereby enabling their creativity potential; exposure of students to equipment and processes will enable them to discover relevant new ideas and techniques, assisting students to exploit locally available resources mid utilize them to meet developmental needs of the

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nation and enabling teachers to assess student abilities and determine areas of correction and reinforcement.

The finding from data obtained in table 4, also showed that the respondents agreed that the problems encountered in effective construction of protective clothing in Home economics laboratory are inadequate materials, poor attitude and lack of competent instructors in most colleges and universities, poorly equipped clothing and textiles laboratories and lack of interest. More so the findings here agrees Uko-Aviomah (2015) who posits that homemakers poor performance in construction of clothing and textiles fabrics is attributable to factors relating to the skill and effectiveness of the teachers. If teachers are weak in content knowledge and pedagogical competence so vital for effective learning, then the limits of achievements of learners will equally be weak. Finally the finding in table 5, based the data analysis showed that the respondents accepted that the measures for enhancing the provision of protective clothing for home makers are Provision of adequate infrastructure like laboratories, classrooms and storage facilities for teaching and learning clothing and textiles, encouraging group practical assignment for students in clothing and textiles, encouraging the Home Economics department to engage in consultancy work like for sewing of academic gowns, curtains, blinds and table cloths to motivate students and Organizing workshops and seminars on clothing & textiles related areas. These finding are therefore in agreement with Craig, (2013) who suggested strategy to improve ones knowledge of textile and clothing. According to him, ability to analyze garments in terms of the characteristics that meet ones need helps in fulfilling the person's need in terms of yarn, fiber content, fabrication methods, finishes, construction technique and design. These characteristics contribute to the end product comfort and durability. Also in a similar view durability Igbo, (2012) suggested that home makers should be able to do a lot of innovation with old but useful clothing and textiles in their homes, to meet the need of the construction of protective clothing.

Conclusion

The study examine the impact of clothing and textile laboratory for construction of protective clothing for kitchen use among home-makers in Rivers State. From the study it was discovered that protective clothing protects home maker against accidents, reduces the exposure to hazards, reduce exposure to hazards when working in the kitchen, protect the home makers from burns in the kitchen and injuries are avoided by the home makers through the use of protective clothing. Also some factors hidens the construction of protective clothes. To overcome these hindrances, certain strategies are imperative. These strategies will no doubt improve the effective construction of protective clothing for kitchen use among home-makers in Rivers State.

Recommendations

Based on the major findings and conclusions of the study, the following recommendations are made:

1. Lecturers handling clothing and textile courses should be those who are interested and are practically oriented in the courses so as to be able to encourage and motivate students constructing protective clothing in clothing and textile laboratory.
2. The Colleges of Education and universities in the area of study should provide working materials for the individual practices of the students.

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3. College and university authority should increase the level of funding of clothing and textiles aspect of Home-Economics Education
4. The College library should be equipped with clothing and textiles reference materials to improve both the teachers and students in the teaching and learning of clothing and textiles aspect of Home Economics Education
5. The Universities and Colleges of Education should send the clothing and textiles teachers for re-training programme to help them teach better and improve skills.
6. The Universities and Colleges of Education in the area of study should improve the level of provision of facilities and materials for teaching clothing and textiles aspect of Home Economics Education
7. The Home economics students in the Colleges of Education and universities should be encouraged to exhibit their finish products to public to see and those that did well be rewarded

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