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Assessment of the use of delivery methods for teaching fashion illustration in Nigeria universities

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Abstract
The research assessed delivery methods of Fashion Illustration Curriculum for Clothing and Textiles programme of Home Economics Education in universities in Nigeria. The study adopted Research and Development (R and D) design. This study was carried out in three geo political zones in Nigeria namely, South East, South West, and North Central. The population and sample for the study were made up of eight hundred and fifty nine (859) respondents comprising Home Economics lecturers, Fine Arts lecturers and registered professional garment manufacturers in areas under study were purposely selected. Data for the research was collected using the delivery methods of Fashion Illustration Curriculum Needs Assessment Questionnaire (FICNAQ) designed by the researcher to solicit information on the delivery methods of fashion illustration that could be integrated into the Clothing and Textiles programmes of Home Economics Education in Nigerian universities. Mean scores and Analysis of Variance (ANOVA) were used to analyze the data collected from the study. Findings from the study included; 8 delivery methods (3.49±0.79), for assessing students' achievement of the fashion illustration objectives within the Clothing and Textiles program in universities in Nigeria. There are no significant differences ($p < 0.05$) in the mean ratings of responses of Home Economics lecturers (HEL), Fine and Applied Arts lecturers (FAAL) and Clothing Production experts (CPE) in 2 delivery methods. This implies that the null hypotheses were retained for those items. However, there were significant differences in the mean ratings of respondents in 6 delivery methods. This implies that the null hypotheses were rejected for those items. Based on the findings of the study, it was recommended among others that instructors should maximize the students' opportunities to learn by using instructional strategies that correspond to their unique learning needs in order to enhance creativity and entrepreneurship skills necessary for clothing production.

Keywords: Fashion illustration, delivery methods, home economics curriculum, Nigeria Universities

Introduction

Illustration is an integral part of designing. It requires tremendous practice in order to create personal and professional fashion portfolios for the designers and fashion industries. Expertise in various illustration techniques namely fashion sketching, drawing, painting, and the use of graphics is needed (Wolfe, 1989) [14].

Fashion illustration is considered as the most fundamental component of fashion design. It is used to present the design ideas. Fashion illustration can be presented through many forms and textures with a lot of creative themes and impressions. The fashion design business is the major focus of fashion illustration. Fashion illustration has a major role in the presentation, communication and marketing of designs (Griffiths and White, 2000) [5]. Mckelvey (2006) [9] stated that fashion illustration is used widely in the industry, by fashion prediction companies, by designers, by large fashion companies, creating ranges, by fashion magazines and trade journals, and by students.

Fashion illustrators are specialists that create eye catching fashion illustrations. Similarly, (Turnpenny, 1981; Burke, 2011) [12, 3] reported that fashion illustrators and fashion sketch artists illustrate the work of fashion designers in both hand sketches and electronic designs for magazine advertisements, departmental stores, commercials, sales brochures, direct-mail catalogs, and more. According to Mckelvey and Munslow (1997) [10] fashion illustrations were used for features, covers and advertising in publications. It is important to remark that the use of fashion illustration in commercial art has changed throughout the latter part of 20th century from that of an illustration of an existing garment, to the communication and promotion of garments which are yet to be produced.

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Fashion Illustration plays a significant role in the manufacturing and marketing of clothing, textiles and accessories. Several authors (Wolfe, 1989; Weber, 1990; Mckelvey and Munslow, 1997; Griffiths and White, 2000) [14, 13, 10, 5] explained that the very base of clothing designing, pattern drafting, alteration, grading and clothing construction is illustration. Components of fashion illustration include: drawing human figure (including heads, hands, faces and feet); drawing clothing for different individuals and purposes as well as accessories such as shoes, boots and hand bags; creation of textures in clothing to indicate different fabrics and development of skills in creativity necessary for entrepreneurship (Turnpenny, 1981; Braslavsky, 1999; Bradley, 2003; Burke, 2011; Conde, 2012) [12, 2, 1, 3, 4]. A study on the development of delivery methods of fashion illustration for Clothing and Textiles programmes of Home Economics Education in Nigerian universities will form basis for training students and graduates of textiles and clothing in fashion illustration.

Instructional methods are primarily descriptions of the learning objective-oriented activities and flow of information between teachers and students. Similarly, it has been reported that instructional methods are used by instructors to create learning environments and to specify the nature of the activity in which the instructor and learner will be involved during the lesson (Kizlik, 2015) [6].

A teaching method comprises the principles and methods used for instruction. The choice of teaching method or methods to be used depends on the information or skill that is being taught, and it may be influenced by the aptitude and enthusiasm of the students. A particular teaching method will naturally flow into another, all within the same lesson, and good teachers have developed the skills to make the process seamless to the students. The instructional method that is 'right' for a particular lesson depends on many things, such as the age and developmental level of the students, previous knowledge, the subject - matter content, the objective of the lesson, the available people, environment including time, space, and resources, and the physical setting (Kizlik, 2015; Levy, 2008) [6, 7].

There are different types of teaching methods which can be categorized into three broad types. These are teacher-centered methods, learner-centered methods, content- focused methods and interactive / participant methods (Kizlik, 2015) [6]. Teaching methods are planned according to content (Braslavsky, 1999; Conde, 2012) [2, 4]. Curriculum development involves evolving or creating new methods of presentation to ensure effective learning.

Integrating delivery methods of Fashion Illustration Curriculum into Clothing and Textiles programmes of Home Economics Education is a measure towards improving the clothing and accessories produced in the fashion industry necessary for economic development in Nigeria. Mastamet-Mason (2012) [8] reported that occupational Home Economics curriculum is planned and developed on the basis of knowledge, skills and attitudes necessary for successful employment in particular jobs. Hence, self-reliance and income generation activities are stressed in the study of Clothing and Textiles. Although, the curriculum for Clothing and Textiles programmes of Nigerian universities provide for teaching and learning of some theoretical and practical skills, fashion illustration which is a basic requirement for competency in garment designing, pattern drafting, alteration, grading and clothing construction is lacking in the NUC curriculum in Home Economics (NUC, 2007). The current research on the development of delivery methods of fashion illustration for Clothing and Textiles programmes of Home Economics Education in Nigerian universities aims at filling this gap. The study will form basis for training students and graduates of textiles and clothing in creativity, technical, and entrepreneurship skills necessary for self-employment and wealth creation.

Objectives of the Study
The main purpose of the study was to assess the use of delivery methods for teaching fashion illustration to Home Economics Students in Nigeria universities.
Specifically, the study:
1) Identified the mean responses of Home Economics lecturers, Fine and Applied Arts lecturers, and Clothing production experts in industries on the delivery methods for teaching Fashion Illustration to Clothing and Textiles students in universities in Nigeria.
2) Determined differences in the mean responses of Home Economics lecturers, Fine and Applied Arts lecturers, and Clothing production experts in industries on the delivery methods for teaching Fashion Illustration to Clothing and Textiles students in universities in Nigeria.

Hypothesis
The null hypothesis that guided the study were tested at 0.05 level of significance:
There are no significant differences in the mean responses of Home Economics lecturers, Fine and Applied Arts lecturers, and Clothing production experts in industries on the delivery methods for teaching Fashion Illustration to Clothing and Textiles students in universities in Nigeria.

Methodology
Design of the Study
The research design that was utilized for this study is the Research and Development (R & D) methodology. It has shown that Research and Development is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, validated and refined until they meet specified criteria of effectiveness, quality, or similar standards. The Research and Development design was considered adequate because a prototype was developed which is the main crux of the Research and Development. In addition to this, the study developed a new product (the delivery methods for teaching Fashion Illustration to Clothing and Textiles students in universities in Nigeria) which was field tested on Home Economics students, validated by experts and revised.

Area of the Study
The research was carried out in three geo-political zones in Nigeria namely, South East, South West and North Central. There are five states in South East, Nigeria namely, Abia, Imo, Anambra, Enugu and Ebonyi states. The study was conducted in four out of the five states in South-East, Nigeria where Home Economics is studied at the degree level. The universities in the study area where Home Economics is taught were purposely selected for the study. They are Michael Okpara University of Agriculture, Umudike, (MOUAU) in Abia State, University of Nigeria, Nsukka (UNN) in Enugu State; Ebonyi State University, Abakaliki, (EBSU) in Ebonyi State and Abia State University, Umuahia Campus (ABSU) in Abia State. In South West, the study was carried out in University of Lagos, Lagos State. In North Central, the study was conducted in University of Agriculture, Makurdi, in Benue state and Kogi State University, Kogi.
The study was conducted among the clothing manufacturers in the major commercial town in each of the states that was used for the study. In Abia State, the study was conducted in Aba. In Enugu State, the study was undertaken in Enugu

while in Ebonyi State the study was conducted in Abakaliki. In South West, the study was carried out in Lagos state. In North Central, the study was carried out in Makurdi in Benue State as well as in Ayangba in Kogi state.

Population for the Study
The population for the study was made up of 859 respondents from Home Economics lecturers, Fine and Applied Arts lecturers who study textiles and fashion in their curriculum and clothing production experts in industries in areas under study.

Sample and Sampling Technique
The total number of respondents for this study was 859. The entire Home Economics lecturers numbering 46 were purposely selected for the study since the population is small. Besides, all the Fine and Applied Arts lecturers at University of Nigeria, Nsukka who specialized in textiles, fashion and graphics numbering 8 were used for the study. Therefore, there was no sampling for Home Economics lecturers as well as Fine and Applied Arts lecturers. However, purposive sampling technique was used to select 805 registered professional garment manufacturers from the major

commercial town in each of the states that was used for the study.

Instrument for Data Collection
Data for the research was collected using the delivery methods of Fashion Illustration Curriculum Needs Assessment Questionnaire (FICNAQ) designed by the researcher in response to the delivery methods. It was made up of a four-point rating scale. The four - point Likert scale of strongly agree, agree, disagree and strongly disagree were used for the study. Values of 4, 3, 2, 1 representing strongly agree, agree, disagree and strongly disagree respectively were assigned to the scale

Method of Data Analysis
Data for the research question were answered using Means Scores. Analysis of Variance (ANOVA) was used to test the hypothesis at 0.05 level of significance. Data was analyzed using Statistical Package of Social Sciences (SPSS) Version 17.0.

Results and Discussion

Table 1: Mean scores of responses of Home Economics Lecturers, Fine Arts Lecturers, Clothing Production Experts on the delivery teacher methods for teaching fashion illustration to Clothing and Textiles students in universities in Nigeria

S/N	Delivery systems (teacher methods)	X	SD	Remarks
	Teaching Method			
1	The lecture method	3.30	0.73	Agreed
2	The discovery method	3.32	0.69	Agreed
3	Cooperative methods	3.37	0.70	Agreed
4	The project method	3.48	0.70	Agreed
5	Problem solving method	3.48	0.60	Agreed
6	Discussion method	3.36	0.58	Agreed
7	Expository method	3.47	0.60	Agreed
8	Demonstration Method	3.57	0.55	Agreed

Key: N1= 46 Home Economics lecturers; N2= 8 Fine and Applied Arts lecturers; N3=805 Clothing production experts
SD= Standard Deviation
S= Significant; NS= Not significant
Total respondents = 859; XG= Grand mean

Table 1 shows the mean distribution of the ratings of the respondents on the delivery methods to be employed in teaching fashion illustration. There are eight items under teaching methods with grand means that ranged from 3.30-3.57 were agreed by the respondents as methods to be employed in teaching fashion illustration. The Standard Deviation of all the methods is less than 1.00. This indicates that the responses obtained by the respondents were not far from one another and also not far from the mean. Therefore, the mean values can be regarded as valid. This study collaborates the findings of Kizlik (2015) [6], Conde (2012) [4] and Braslavsky (1999) [2] who categorized different types of

teaching methods into three broad types namely, teacher-centered methods, learner-centered methods, content- focused methods and interactive / participant methods. Lecture method was categorized under instructor/ teacher centered method. Learner-centered methods included discussion method, cooperative learning, the study assignment method, discovery or inquiry, brainstorming, project and problem solving method. However, the programmed instruction method, demonstration method, the seminar method, drill and practice method were grouped under the content focused methods.

Table 2: Analysis of Variance of Responses of HEL, FAAL and CPE on the Delivery Methods for Teaching Fashion Illustration to Clothing and Textiles Students in Nigerian universities

S/N	Delivery methods	$\overline{X_1}$	SD₁	$\overline{X_2}$	SD₂	$\overline{X_3}$	SD₃	XG	SD	F-value	Sig. of F	REMARKS
	At the end of fashion illustration education students should be able to:											
	A. Delivery Method											
1	The lecture method	2.82	1.03	3.12	0.64	3.33	0.67	3.30	0.70	11.91	0.00	S
2	The discovery method	3.17	0.79	3.50	0.53	3.33	0.66	3.32	0.67	1.469	.231	S
3	Cooperative methods	3.23	0.84	3.50	0.53	3.36	0.69	3.36	0.69	0.91	.403	S
4	The project method	3.28	0.83	3.75	0.46	3.51	0.67	3.50	0.68	3.09	0.46	S
5	Problem solving method	3.17	0.92	3.37	0.51	3.50	0.57	3.48	0.60	6.67	0.001	S
6	Discussion method	3.60	0.49	3.87	0.35	3.58	0.52	3.59	0.52	0.29	0.729	NS
7	Expository method	2.84	1.07	2.75	1.28	2.99	0.78	2.98	0.80	0.35	0.680	NS
8	Demonstration Method	3.56	0.68	4.00	0.00	3.54	0.55	3.55	0.55	2.62	0.073	S

Analysis of Variance (ANOVA) reveals that there were no significant differences in the mean ratings of responses of Clothing and Textiles lecturers (CTL), Fine and Applied Arts lecturers (FAAL) and Clothing Production experts (CPE) in two items. This implies that the null hypothesis was accepted in these two items. Therefore, there are no significant differences in the mean ratings of the responses of the CTL, FAAL, CPE on these delivery methods of fashion illustration within the Home Economics curriculum. However, items 1, 2, 3, 4, 5 and 8 recorded F values that are greater than significance of F at 0.05 level of significance. Therefore, there are significant differences among the respondents with respect to their opinions on those delivery methods of fashion illustration. The implication is that the respondents have different opinions in these delivery systems. In this regard, the null hypothesis was rejected for items 1, 2, 3, 4, 5 and 8 as shown in Table 2.

Research findings are in agreement with the observation of Levy (2008) [7] who reported that educators face many challenges in deciding which methods are best for organizing and delivering instruction to diverse populations of students. The strategies and methods we use play a critical role in developing successful instruction in diverse classrooms. How the lessons will be taught is important to all learners, especially for students with disabilities, students from culturally or linguistically diverse backgrounds and students who are different in other educationally relevant ways. Therefore, instructors should maximize the students' opportunities to learn by using instructional strategies that correspond to their unique learning needs.

According to Kizlik (2015) [6], a teacher's task is to select an instructional method that best fits one's particular teaching style and the lesson situation. There is no one 'right' method for teaching a particular lesson, but there are some criteria that pertain to each that can help a teacher make the best decision possible. However, a single method may not meet all the goals and accommodate all learning styles at once, for example, demonstrations or projects methods may be effective for meeting some teaching goals but ineffective in meeting other goals. It has been reported that any method an instructor uses has advantages, disadvantages and requires some preliminary preparation.

Educators should ensure that the variability of students be factored into instructional methods. Considering the fact that all students are different, and yet there are many commonalities from student to student, education should therefore be tailored to their needs. Levy (2008) [7] remarked that educators face many challenges in deciding which methods are best for organizing and delivering instruction to diverse populations of students. The strategies and methods adopted play a critical role in developing successful instruction in diverse classrooms. How the lessons will be taught is important to all learners, especially for students with disabilities, students from culturally or linguistically diverse backgrounds and students who are different in other educationally relevant ways. Similarly, it has been recorded that effective instructors acknowledge the differences among learners. Taking for example, instructors have recognized that adults bring rich and divergent life experiences, seek learning experiences that are relevant to their goals, and want practical solutions to problems and issues. Therefore, instructors should maximize the students' opportunities to learn by using instructional strategies that correspond to their unique learning needs.

Conclusions
The study has assessed delivery methods of Fashion Illustration Curriculum that could be integrated into the Clothing and Textiles curriculum of Home Economics Education in Nigerian universities. The delivery methods of fashion illustration assessed in this study are adequate. Therefore, they should be integrated into Clothing and Textiles curriculum of Home Economics Education in Nigerian universities.

Recommendation
Based on the findings of the research the study recommended that Curriculum planners (National Universities Commission) and administrators should utilize the delivery methods assessed in this study in their review of the current Home Economics programs in Nigerian universities such that their challenging curriculum will prepare students for realistic employment.

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