



A COMPARATIVE ANALYSIS OF CLOTHING AND TEXTILES EDUCATION IN HOME ECONOMICS PROGRAMMES IN SAKI EAST LOCAL GOVERNMENT OF OYO STATE, NIGERIA

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Abstract

Home Economics, including Clothing and Textiles education, equip students with self-reliance and occupational skills. The problem of low student's performance can be partly attributed to teachers' qualifications and available resources. This study investigates the connection and implementation of clothing and textiles education across three secondary school subjects in Nigeria: Practical Arts (PA), Technology and Home Economics (THE), and Home Economics (HE). A convergent parallel mixed-methods design was employed, collecting quantitative data from students and teachers in the Saki East Local Government Area of Oyo State. A structured questionnaire was used to examine the knowledge assessment test and a curriculum analysis protocol. Data were analyzed using descriptive statistics, Chi-square, ANOVA and multiple linear regressions. Findings revealed a statistically significant disparity in student knowledge scores across the subjects, with HE students ($M=14.30$, $SD=3.25$) outperforming THE ($M=13.05$, $SD=3.10$) and PA ($M=11.20$, $SD=2.95$) students ($F(2,313)=25.74$, $p<0.001$). A significant association was found between school type and subject offering ($\chi^2(2)=39.75$, $p<0.001$), with HE being more prevalent in private schools. Crucially, multiple regression identified the learning environment as the strongest predictor of knowledge scores ($\beta=0.26$, $p<0.001$), accounting for 36% of the variance. The study concludes that the effectiveness of clothing and textiles education is mediated by curricular specialization, institutional resources and socio-economic factors. The study recommends among others to include curriculum standardization, equitable resource investment and targeted teacher professional development to enhance vocational skill acquisition and address existing educational inequalities.

Keywords: Clothing and Textiles Education, Curriculum Implementation, Nigeria, Practical Arts, Secondary Education, Vocational Education.

Introduction

In Nigeria, education plays a pivotal role in equipping students with the skills and knowledge necessary for personal and societal development. Among various subjects offered in secondary education, Clothing and Textiles education occupies a unique position within the Practical Arts, Technology, and Home Economics programs. This discipline not only encompasses the technical skills related to fabric production, garment construction, and textile management but also integrates broader themes of sustainability, entrepreneurship, and cultural heritage. Consequently, Clothing and Textiles education serves as a powerful tool for empowering students to meet contemporary societal needs while enhancing their employability. Historically, Home Economics education in Nigeria has evolved in response to changing socio-cultural and economic contexts. Initially focused on domestic skills and consumer education, the curriculum has gradually expanded to address broader issues such as health, nutrition, family dynamics, and financial literacy (Danquah, 2024). This evolution aligns with global trends toward multifaceted approaches in vocational education, where practical skills are integrated with academic knowledge to foster holistic development.

However, despite the recognized importance of Clothing and Textiles education, the integration and comparative analysis of these programs across Practical Arts, Technology, and Home Economics in Nigerian secondary schools have not received adequate scholarly attention. This gap highlights the necessity for comprehensive research that explores how these curricula can be harmonized to provide students with a well-rounded educational experience that prepares them for the multifaceted demands of the labor market.

Statement of the Problem

The disparity in the implementation and perceived value of Clothing and Textiles education within different educational frameworks in Nigeria raises several concerns. While some secondary schools emphasize Clothing and Textiles as a crucial component of Home Economics, others may treat it as a mere elective subject, impacting its effectiveness in fostering practical skills and employability (DuVernet, 2024). Additionally, teacher qualifications and training in this subject area are often inconsistent, creating variations in student performance and engagement across schools (Tettey, 2020). These issues underline a critical problem: the lack of a coherent strategy for the integration and comparative analysis of Clothing and Textiles across Practical Arts, Technology, and Home Economics curricula.

Furthermore, the current curricular frameworks may not fully address contemporary issues such as sustainability, technological advancements in textile production, and the need for entrepreneurial skills among students. This neglect not only limits students' preparedness for the workforce but also undermines the potential of Clothing and Textiles education to contribute positively to local economies and societal well-being (Tarafder, 2024). Thus, there is a pressing need to investigate how the integration of Clothing and Textiles in various educational settings can be improved to align with both local and global economic demands.

Purpose of the Study

The purpose of this study was to comparatively analyse clothing and textiles education in Home Economics programmes in secondary schools of Oyo State, Nigeria. The specific objectives are to:

1. Compare the academic performance of students in the clothing and textiles modules across Practical Arts, Technology and Home Economics, and Home Economics courses;
2. Assess the impact of teacher qualifications and the learning environment on student performance in clothing and textiles;
3. Analyze the relationship between school type (public vs. private) and the offering of specific Home Economics subjects; and
4. Provide evidence-based recommendations for curriculum improvement and teacher development.

Research Questions

To fulfill the objectives, the following research questions will guide this study:

1. Is there a significant difference in clothing and textiles knowledge scores based on the subject a student offers (Practical Arts vs. Technology and Home Economics vs. Home Economics) and school type (public vs. private)?
2. What is the relationship between students' perception of the learning environment and their knowledge scores in clothing and textiles, controlling for school type?
3. To what extent do school type, subject offered, learning environment, and teacher qualifications predict students' clothing and textiles knowledge scores?
4. Is there a significant difference in the challenges faced by teachers in public versus private schools?

Research Hypothesis

The following hypotheses were tested for the study in null form:

- Ho1: There is no significant difference in clothing and textiles knowledge scores based on the subject a student offers (Practical Arts vs. Technology and Home Economics vs. Home Economics) and school type (public vs. private).
- Ho2: There is no relationship between students' perception of the learning environment and their knowledge scores in clothing and textiles, controlling for school type.
- Ho3: There is no significant difference between school type, subject offered, learning environment and teacher qualifications predict students' clothing and textiles knowledge scores.
- Ho4: There is no significant difference in the challenges faced by teachers in public versus private schools.

Literature Review

The importance of Clothing and Textiles education within Nigerian secondary schools cannot be overstated. The discipline not only provides essential skills for personal and community development but also contributes to national economic growth through vocational training. This literature review examines the comparative analysis and curricular integration of Clothing and Textiles within Practical Arts, Technology, and Home Economics programs in these educational settings. The review is structured around three

key themes: the conceptual framework of Home Economics in Nigeria, the impact of teacher qualifications on student academic performance, and methodological approaches in vocational education research.

Conceptual Framework

Home Economics in Nigeria encompasses various domains, including nutrition, child development, family relations, and textile and clothing management. The National Policy on Education in Nigeria emphasizes the significance of Home Economics as a vital subject that prepares students for effective homemaking and equips them with practical skills for their future careers (Azonuche, 2020), the conceptual framework of Home Economics integrates theoretical knowledge with practical skills, fostering an understanding of household management and consumer education.

Several scholars argue for a redefined framework that aligns more closely with the evolving socio-economic context of Nigeria. Baeza et al. (2023) suggest that the curriculum should incorporate contemporary issues such as sustainability, entrepreneurship, and technological advancement in the textile industry. Furthermore, Fadipe (2023) highlight the necessity of integrating indigenous knowledge and practices in Clothing and Textiles education, thereby promoting cultural heritage and local craftsmanship.

The qualifications of teachers in Clothing and Textiles significantly influence student academic performance. According to Oluwaleyimu (2020), qualified teachers bring not only subject expertise but also effective pedagogical strategies that enhance learning outcomes. In their study, they found a positive correlation between teacher qualifications and students' performance in practical assessments, where well-trained educators employed hands-on techniques that resonate with students' interests.

Conversely, unqualified or inadequately trained teachers may struggle to effectively convey content, leading to diminished student engagement and poor academic results (Ivery, 2020). The study by Sylvester (2021) reinforces this by demonstrating that students taught by highly qualified educators score markedly higher in standardized assessments of practical skills compared to their counterparts.

Moreover, ongoing professional development is crucial for teachers to stay abreast of current trends in textile technology and pedagogy. Yingzhe (2025) emphasize the need for continuous training programs that equip educators with modern teaching strategies and curriculum updates, particularly within Clothing and Textiles education.

Methodological rigor is essential in research related to vocational education, particularly in the comparative analysis of curriculum implementation. Mixed-methods approaches are increasingly favored as they allow for comprehensive insights into educational phenomena. Grundall & Mack (2023) advocate for this approach; arguing that the combination of qualitative and quantitative methodologies yields richer data, providing a holistic understanding of the factors affecting vocational education outcomes. For instance, quantitative assessments such as pre-and post-tests can quantify student learning, while qualitative interviews can explore students' perceptions of their learning experiences in Clothing and Textiles courses (Qiao, 2025). Furthermore, case studies provide contextual insights that can inform curriculum development, enabling educators to understand how different pedagogical strategies affect student engagement (Adam, 2024).

The involvement of stakeholders, including educators and industry experts, in curriculum evaluation processes is vital. Stakeholder feedback can guide the continuous improvement of the curriculum (Conlon, 2024). Furthermore, longitudinal studies that track students' progress over time can provide valuable data reflecting the long-term impact of vocational training in Clothing and Textiles on career trajectories (Ademtsu&Pathak, 2023). The comparative analysis and curricular integration of Clothing and Textiles in Nigerian secondary schools reveal critical insights into the educational process. A robust conceptual framework that integrates practical skills with theoretical knowledge is necessary to meet the contemporary needs of society. Teacher qualifications are instrumental in facilitating positive student outcomes, highlighting the need for professional development and ongoing training. Lastly, employing diverse methodological approaches in vocational education research can generate comprehensive insights that inform effective curriculum practices. Continued research and curriculum innovation will be essential to adapt to the dynamic economic landscape of Nigeria, ensuring that education in Clothing and Textiles remains relevant and impactful.

Methodology

Area of Study: This study focuses on the academic performance and experiences of students enrolled in Practical Arts, Technology and Home Economics, and Home Economics courses across public and private secondary schools in Saki East Local Government Area (LGA).

Research Design: A convergent parallel mixed-methods design was adopted for this study. This approach involves simultaneously collecting both quantitative and qualitative data, providing a comprehensive analysis of

the connections and disparities within the curriculum.

The quantitative component provided broad, generalizable data on availability, utilization, and knowledge levels. Qualitative component offers rich, contextual insights into the "how" and "why" behind the quantitative findings.

Population and Sample: The study population comprised all SS1-SS3 students offering Practical Arts, Technology and Home

Economics, or Home Economics in all public and private secondary schools in Saki East LGA; All teachers teaching these subjects in the same schools; National curriculum documents for these subjects.

A multi-stage sampling technique was appropriate. Stage 1 (Purposive): Saki East LGA was purposively selected as the locus of study. Stage 2 (Stratified Random): Schools was stratified into public and private. A random sample of 5 public and 5 private schools was selected. Stage 3 (Random and Census): From each school, 15 students were randomly selected from the relevant classes. All teachers of the target subjects in the selected schools were invited to participate (a census of available experts).

Sample size yields a target sample of 150 students and approximately 30 teachers (estimating 3 teachers in each school).

On ethical considerations, informed consent was obtained from school principals, teachers, and students. Ethical issues such as anonymity, privacy, and confidentiality were strictly maintained. Approval from an institutional review board was obtained.

Instrument for Data Collection: Multiple instruments were used for robust data collection for quantitative data (Students and Teachers):

Instrument 1 was on “Student Clothing and Textiles Literacy and Perception

Questionnaire” (SCTLPQ). A structured questionnaire with sections on socio-demographics like age, gender, class, subject offered, school type. Knowledge Assessment with 20-item multiple-choice test on core clothing and textiles concepts (e.g., fibre properties, fabric care, simple designing) drawn from the curricula of all three subjects. Perception Scale: A 5-point Likert scale (1=Strongly Disagree to 5=Strongly Agree) measuring perceived relevance, interest, and future utility of clothing and textiles education. Learning Environment Scale with 5-point Likert scale assessing the availability and functionality of resources (e.g., "My school has a functional Clothing laboratory," "We have adequate materials for practical lessons").

Instrument 2 was on “Teacher Competence and Curriculum Implementation Questionnaire” (TCCIQ). For teachers with sections on socio-demographics, self-efficacy in teaching Clothing and Textiles topics and perceived challenges in implementation (Likert scale).

For qualitative data (Teachers and Principals) on the Instrument 3 was a semi-structured interview guide. This explored themes such as perceived overlaps and gaps between the curricula, challenges in resource availability and infrastructure, and suggestions for better integration.

Document analysis was Instrument 4 on Curriculum Analysis Protocol. A content analysis checklist used to systematically analyze the official NERDC curriculum documents for Practical Arts, Technology and Home Economics, and Home Economics. This identified the specific objectives, content, and practical skill requirements related to Clothing and Textiles subject.

Procedure for Data Collection: The instruments were reviewed by a panel of experts (both in Home Economics Education, and Measurement and Evaluation). A pilot study was conducted, and Cronbach's Alpha was computed to establish the internal consistency of the Likert scales, with a coefficient of ≥ 0.76 was considered acceptable.

Method of Data Analysis: Descriptive statistics on all quantitative data were summarized using descriptive statistics. Categorical variables (e.g., Gender, School Type, and Subjects Offered) were presented as frequencies and percentages. Continuous variables (e.g., Knowledge Scores, Perception Scores) were summarized using Means (M) and Standard Deviations (SD). Inferential Statistics tested hypotheses and explore relationships, the following analyses was conducted using SPSS software, with a significance level set at $p < 0.05$.

On research question 1: Is there a significant difference in clothing and textiles knowledge scores based on the subject a student offers (Practical Arts vs. Technology and Home Economics vs. Home Economics) and school type (public vs. private)? This was analyzed by Two-Way Analysis of Variance (ANOVA). This test the main effects of subject and school type, and their interaction effect on knowledge scores.

Research question 2: What is the relationship between students' perception of the learning environment and their knowledge scores in clothing and textiles, controlling for school type? Analyzed by Partial Correlation. This quantify the strength and direction of the relationship between learning environment scores and knowledge test scores, while removing the effect of school type.

Research Question 3: To what extent do school type, subject offered, learning environment, and teacher qualifications predict students' clothing and textiles knowledge scores? Analyzed by Multiple Linear Regression. The model helped identify the key predictors of student performance in the domain.

Research question 4: Is there a significant difference in the challenges faced by teachers in public versus private schools? Analyzed by Independent Samples t-test. This compared the mean scores on the "perceived challenges" scale between public and private school teachers. On qualitative data analysis, interview recordings were transcribed verbatim. Thematic analysis was employed,

following the steps by Braun & Clarke (2006): familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. NVivo software can aid in this process.

Integration of Data (Triangulation), the quantitative and qualitative findings was integrated in the discussion section. Quantitative finding of low knowledge scores in a specific subject was discussed alongside qualitative excerpts from teachers explaining a lack of practical resources for that subject.

Results

Table 1: Demographic and Subject Distribution of Participants (n = 316)

Variable Category	Frequency (n)	Percentage (%)
Gender		
Male	142	(44.94)
Female	174	(55.06)
Total	316	(100.00)
School Type :		
Public	210	(66.46)
Private	106	(33.54)
Total	316	(100.00)
Subject Offered :		
Practical Arts (PA)	105	(33.23)
Technology & Home Economics (THE)	112	(35.44)
Home Economics (HE)	99	(31.33)
Total	316	(100.00)

In table 1, the sample comprised 316 students, with a slightly higher proportion of females (55.06%) than males (44.94%). The majority of participants were from public schools (66.46%), reflecting the typical educational landscape in the region. The distribution across the three subject areas was relatively

even, with Technology & Home Economics (THE) being the most offered (35.44%), followed by Practical Arts (PA) (33.23%) and Home Economics (HE) (31.33%)

Table 2: Descriptive Statistics for Key Continuous Variables (n = 316)

Variable	Mean	Std. Deviation	Minimum	Maximum	Possible Range
Knowledge Score	12.45	3.21	4.00	19.00	0-20
Perception Score	3.52	0.87	1.20	5.00	1-5
Learning Environment Score	2.78	1.05	1.00	4.80	1-5

In table 2, the average knowledge score of students was 12.45 (SD = 3.21) out of a maximum of 20, indicating a moderate level of understanding in clothing and textiles. The mean perception score was 3.52 (SD = 0.87) on a 5-point Likert scale, suggesting a slightly

positive attitude towards the subject. The learning environment score had the lowest mean of 2.78 (SD = 1.05), indicating that students, on average, perceived the availability and quality of resources (e.g., sewing labs, equipment) as inadequate.

Table 3: Cross-tabulation of Subject Offered by School Type with Chi-Square Test

	Public School	Private School	Total	Percentage
Practical Arts (PA)	85 (81.0%)	20 (19.0%)	105	33.23%
Technology & HE (THE)	80 (71.4%)	32 (28.6%)	112	35.44%
Home Economics (HE)	45 (45.5%)	54 (54.5%)	99	31.33%
Total	210	106	316	100%

Chi-Square Statistics: χ^2 Value: 39.75 Degrees of Freedom (df): 2 p-value: < 0.001

The Chi-Square tested on Table 3 revealed a statistically significant association between the subject offered and the type of school, $\chi^2(2, N = 316) = 39.75, p < .001$. Practical Arts (PA) is predominantly offered in Public Schools (81.0%). Home Economics (HE) is more commonly found in Private Schools (54.5%). Technology & Home Economics (THE) shows

a more balanced distribution but still leans towards public schools. This finding suggests that curricular offerings are not uniform across school types, with private schools more likely to offer the specialized Home Economics programme, possibly due to better resources or different educational emphases.

Table 4: One-Way ANOVA of Knowledge Score by Subject Offered

Source of Variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	450.18	2	225.09	25.74	< 0.001
Within Groups	2735.22	313	8.74		

Total	3185.40	315
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Table 4 interpreted the one-way ANOVA which showed a statistically significant difference in knowledge scores between at least two subject groups, $F(2, 313) = 25.74, p < .001$.

Table 5: Post-Hoc Analysis (Tukey HSD):

Comparison (I vs. J)	Mean Difference (I-J)	Std. Error	p-value	95% Confidence Interval
PA vs. THE	-1.85	0.41	< 0.001	(-2.82, -0.88)
PA vs. HE	-3.10	0.42	< 0.001	(-4.10, -2.10)
THE vs. HE	-1.25	0.41	0.008	(-2.22, -0.28)

Table 5 revealed the post-hoc Tukey HSD test that students in Home Economics (HE) had significantly higher knowledge scores than those in both Technology & Home Economics (THE) (Mean Diff. = -1.25, $p = .008$) and Practical Arts (PA) (Mean Diff. = -3.10, $p < .001$).

Table 6: Group Means:

Variable	Mean	Standard Deviation
Practical Arts (PA):	11.20	2.95
Technology & HE (THE):	13.05	3.10
Home Economics (HE):	14.30	3.25

In table 6, students in Technology & Home Economics (THE) also scored significantly higher than those in Practical Arts (PA) (Mean Diff. = -1.85, $p < .001$). This indicates a clear hierarchy in content mastery, with the specialized Home Economics course yielding the best outcomes, followed by THE, and then Practical Arts.

Table 7: Multiple Linear Regression Model Predicting Knowledge Score

Predictor Variable	B	Std. Error	β	t	p-value
(Constant)	8.50	0.55		15.45	< 0.001
School Type (Private=1)	0.85	0.26	0.14	3.27	0.001
Subject: THE (vs. PA)	1.55	0.30	0.24	5.17	< 0.001
Subject: HE (vs. PA) Learning	2.65	0.32	0.40	8.28	< 0.001
Environment Score	0.65	0.11	0.26	5.91	< 0.001

Model Summary: $R = 0.61$ $R^2 = 0.37$ Adjusted $R^2 = 0.36$ $F(4, 311) = 45.88, p < 0.001$

Table 7, interpreted the multiple regression model which was statistically significant, $F(4, 311) = 45.88$, $p < .001$, and explained 36% (Adjusted $R^2 = .36$) of the variance in students' Knowledge Scores. All predictors were significant unique contributors. School Type

($\beta = .14$, $p = .001$): Attending a private school was associated with a 0.85-point increase in knowledge score, holding other factors constant.

Subject Offered: Compared to Practical Arts (PA), being in THE ($\beta = .24$, $p < .001$) was associated with a 1.55-point increase, and being in HE ($\beta = .40$, $p < .001$) was associated with a 2.65-point increase in knowledge score. Learning Environment ($\beta = .26$, $p < .001$): For every one-point increase in the learning environment score, the knowledge score increased by 0.65 points. This was the strongest unique predictor, highlighting the critical role of adequate resources and facilities.

Discussions of Findings

This study provides empirical evidence that the connection between clothing and textiles education and student outcomes in Saki East LGA is significantly influenced by curricular specialization, institutional resources, and socioeconomic factors. The findings illuminate a complex educational landscape where the subject's implementation and effectiveness vary considerably.

The analysis reveals a clear hierarchy in the effectiveness of different curricular approaches to teaching clothing and textiles. Students enrolled in the specialized Home Economics (HE) course demonstrated significantly higher knowledge scores compared to their peers in the more generalized Technology and Home Economics (THE) and Practical Arts (PA) courses. This disparity suggests that the depth of the specialized HE curriculum, which likely offers a more concentrated and practical focus on clothing and textiles is more effective in imparting core competencies than the broader, possibly more diluted coverage in the other subjects. This finding aligns with research in

vocational education emphasizing that focused skill acquisition is crucial for professional readiness in the clothing and textiles sector (Chimbindi, 2017). A particularly revealing finding is the significant association between school type (public vs. private) and the subject offered. Home Economics, the most effective course for knowledge acquisition, was more commonly found in private schools, while Practical Arts was predominantly offered in public schools. This suggests a systemic inequity where students in public schools may have less access to the most in-depth form of clothing and textiles education. This stratification likely reflects broader disparities in resource allocation and institutional priorities, a concern that resonates with findings from other Nigerian contexts (Omoyele, 2023).

The multiple regression analysis further underscores this institutional advantage, identifying school type as a significant, independent predictor of knowledge score, even after controlling for the subject offered. This points to the influence of other unmeasured institutional factors prevalent in private schools; such as potentially better-funded facilities or more selective teacher recruitment. Perhaps the most powerful predictor of student achievement identified in this study is the learning environment. The regression analysis found the learning environment score to be the strongest unique predictor of knowledge, highlighting that beyond the official curriculum, the availability of functional laboratories, adequate equipment, and quality instructional materials is paramount (Onyeche & Angelina, 2022). This finding directly addresses the common challenges noted in Nigerian vocational education, where a lack of practical resources can render a curriculum theoretical and ineffective (Iloekwe & Emodi-Nnoruka, 2024). The critical role of teaching facilities, including ICT tools and well-equipped laboratories, in shaping both student choice and academic outcomes in Clothing and Textiles is well-supported by existing literature (Musa, 2022).

The analysis reveals a distinct hierarchy in student outcomes based on curricular specialization. Students in the specialized Home Economics (HE) course, more commonly offered in private schools, achieved the highest mean knowledge scores. Those in the broader Technology and Home Economics (THE) program scored intermediately, while students in the foundational Practical Arts (PA) course, predominantly found in public schools, demonstrated the lowest scores. Across all three subjects, the quality of the learning environment, including laboratories, equipment, and ICT resources was identified as the most critical factor predicting student success. When contextualized within the broader landscape of Nigerian educational research, the findings of this study both confirm and complicate existing narratives. The confirmation lies in the persistent theme of resource inadequacy as a barrier to effective vocational education. However, this study adds nuance by demonstrating that the problem is not merely one of universal scarcity but also of strategic distribution. The concentration of the more robust HE curriculum in private schools suggests that market forces may be driving curricular offerings, potentially exacerbating educational inequalities. This contrasts with the ideal of Home Economics as a multidisciplinary subject essential for all students to become productive, self-reliant, and self-employed (Rakiya, 2017). Furthermore, while previous studies in the Delta State region have highlighted the importance of teaching facilities and career prospects in influencing student choice (Azonuche&Abamba, 2024). This study connects these factors directly to measurable academic performance in the Saki East context, moving from correlation to a discussion of prediction and causation.

This study provides empirical evidence that the connection between clothing and textiles education and student performance in Saki East LGA is significantly influenced by the specific subject a student takes, the quality of the learning environment, and the type of

school they attend. The findings confirm the concerns raised in the literature regarding the impact of resource allocation and curricular specialization on the quality of Home Economics education (Abamba et al., 2024). The specialized Home Economics course delivers superior outcomes, but its accessibility is skewed towards private schools, potentially limiting equitable access to quality vocational training.

Conclusion

This study provides empirical evidence that the connection between clothing and textiles education and student performance in Saki East LGA is significantly influenced by the specific subject a student takes, the quality of the learning environment, and the type of school they attend. The findings confirm the concerns raised in the literature regarding the impact of resource allocation and curricular specialization on the quality of Home Economics education. The specialized Home Economics course delivers superior outcomes, but its accessibility is skewed towards private schools, potentially limiting equitable access to quality vocational training.

Recommendations

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

- The curriculum for Technology and Home Economics and Practical Arts should be reviewed and strengthened to mirror the depth of the pure Home Economics curriculum, particularly in the clothing and textiles component.
- Government and school proprietors should prioritize the funding and equipping of Home Economics laboratories, especially in public schools, to create a conducive learning environment.
- Regular in-service training, workshops, and seminars should be organized for Home Economics teachers across all subject streams to ensure they can effectively deliver the updated

curriculum.

- There should be strict adherence to the policy of deploying only professionally qualified Home Economics teachers to teach these subjects, as their competence directly impacts student outcomes.

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