

**Attitudes Toward Learning of Clothing and Textiles Among Students in Selected
Secondary Schools in Westlands Sub-county.**

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ABSTRACT

The making, use and wear of clothing is exclusively a human characteristic. This study sought to determine the attitudes toward learning of Clothing and Textiles among students in selected secondary schools in Westlands Sub-county. The aim was specifically to establish factors that influence formation of student attitudes towards learning of Clothing and Textiles from the perspective of teachers and students and to explore measures that can put in place to improve students' attitudes towards the study of Clothing and Textiles. Descriptive and mixed method research design was used. Data was collected from eight teachers, 192 students and six key informants participated as respondents. Questionnaire were used to gather the information required together with key informant interviews. The study established that the lack of user friendly machines, inadequacy of time for practical lessons, inadequacy of time allocated for speed test exams, adequacy of machines allocated to the students for practical work, lack of early exposure to needlework practical, peer pressure and stigma were some of the main factors. An intensive review of the home science curriculum was recommended. Redistribution of the Clothing and Textiles syllabus content from Form 1 to Form 4, adequate provision of teaching and learning resources particularly for the practical sessions, in-servicing of Home Science teachers were also recommended. Further research was suggested on the barriers to access, and participation of males at both teacher and student levels, and on the attitudes of learners in rural settings towards the subject

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LIST OF ABBREVIATIONS

CT	Clothing and Textiles.
EPZ	Export processing zone.
ICT	Information Communication Technology.
IFHE	International Federation of Home Economics.
KCPE	Kenya Certificate of Primary Education.
KCSE	Kenya Certificate of Secondary Education.
KICD	Kenya Institute of Curriculum Development.
MOE	Ministry of Education.
SPSS	Statistical Package for Social Scientists
KNEC	Kenya National Examinations Council

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DEDICATION

I dedicate this work to the almighty God for His unfailing Love, Grace and Provision.

Second, I wish to dedicate this work to husband Bernard, my children Clara, Claudia and Brandon.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction to the Study

Globally Home Science subject is referred to as Home Economics. In Kenya it is commonly referred to as Home Science taught at secondary school level. Home Science is an applied, multi-disciplinary subject that provides students with a wide range of learning experiences, knowledge, and understanding with practical skills necessary for living as individuals, members of a family and society. The subject is an integrated science that aims at improving the quality of life for an individual, family and the community. Since its inception as an academic subject in the Kenyan education system by the colonialists in 1904, this subject was perceived to be female-oriented. This perception is due to the fact that African women were traditionally expected to care for the home while men were expected to work in farms or learn other skills such as masonry or carpentry.

Home Economics has an extremely important place in our education system today. According to Pendergast (2010) it is the core and central unit of curriculum for all primary and secondary school students and was identified as the most crucial element because of its importance in imparting life skills therefore empowering individuals and families to optimise their living. No other academic discipline incorporates in its curriculum as many pertinent life skills that will help students succeed independent of their chosen career paths (“Home Economics and its importance”, 2016). The most important aspect of Home Economics is that students not only learn about a subject matter that has relevance to their present lives, but it will also be of constant use as they continue to grow.

According to KNEC (2006-2013) Home Science is one of the technical/vocational subjects introduced to Africans in Kenya towards the end of the 19th century by missionaries. The introduction of the 8-4-4 system in 1985 aimed at introducing subjects that would equip students with employable skills therefore enabling school dropouts at all levels to be self-employed or be able to secure employment in the informal sector.

Therefore, Home Science was one of the subjects to be given emphasis among others like Art, Music, and Agriculture. Similarly, Azubuike (2011) points out that technical/vocational education is among the vital tools an individual can use to develop skills for useful employment in trade, industries, agriculture, business and homemaking. The emphasis is to prepare one for self-reliance.

1.1 Background of the Problem

As students journey towards self-sufficiency they learn practical skills. According to Ekpo and Aaron (2014), Home Economics is a skill oriented field of study that is expected to equip learners with survival skills that make them self-reliant. It is an occupational skill which can be seen as a competency that makes an individual independent. Being a technical subject with a practical orientation, the following practical skills are taught in schools as per the outline of the 8-4-4 syllabus: Laundry of various household items and garments; cleaning of different surfaces and items in the home; preparation, cooking and serving of various foods; and Clothing and Textiles – Identification of different fibres and needlework processes (Kenya Secondary School Home Science curriculum).

Despite its seeming significance as a life skill, several studies indicate prevalence of students' forming an attitude towards the study of Clothing and Textiles. Sang as cited in Serem (2011) noted that the unit has been found to be an unpopular for a variety of reasons. For one, students perceive needlework concepts as being hard, tedious and boring. They also have no patience to learn, internalize and practice a needlework process on fabric. Finally, the research also found that the students' attitude towards the unit was also influenced by the fact that they tend to associate needlework with tailors who are not held in high regard in African settings. Further, the perception of students towards sewing is heightened by similar attitudes of their parents who tend to dissuade their children from taking Home Science as a subject choice in secondary school.

Another study by Serem (2008) found that difficulty and consequent lack of competence in the use of sewing machines also demoralized students' in the area of stitching and in doing the speed test exam. These perceived difficulties are compounded by the fact that students do not get enough time to practice on their skills as some schools offer practical sessions in Clothing and Textiles mainly in the third term due to limited resources. Such situations impact on student learning as students normally need to practice on the sewing machine over a period of time to be able to do an exam under strict time conditions. Problems of frequent break down of machines in these schools were also found. Students need to understand the simple concepts of threading the machine and sorting out faults that occur while stitching so that they do not view it as a 'Monster'.

The above observations have been made due to my experience in teaching the subject over a long period of time, interacting with other Home Science teachers and marking of KCSE exams.

1.2 Statement of the Problem

With the introduction of 8-4-4, Home Science was among the examinable subjects that was to be examined at primary level KCPE. However, when the syllabus was revised in the year 2000, Home Science was removed from the primary school syllabus and became an optional subject at the secondary school level. In making it an optional subject, teachers who are subject experts in this area have shown concern that students finish secondary school without getting important practical skills and the likely consequence this could have on society. According to Ekpo and Aaron (2014), the students lack life skills to face challenges. They are then unable to explore and prepare for self-employment.

According to the Kenya national education goals, students' acquisition of necessary skills and attitudes for industrial development is considered one of its principle objectives. Therefore, Clothing and Textiles unit is an important vocational course to prepare learners for the job market in textile industries, especially if students were to continue and pursue it at college level. However, Sang (2002), claims that students' attitude

toward the study of Clothing and Textiles is related to topics that are time-consuming and require tedious effort. Among these topics, needlework is often identified as the most unpopular aspect in the subject.

Clothing & Textiles requires patience and time when it comes to learning needlework processes theoretically. Applying the concepts practically onto fabric helps the students to internalize the skill. However, with the advent of technology exposure, students tend to get bored quickly and lose interest in learning skills such as needlework; they are more inclined to want a 'quick fix' and have no patience with things that take time. Technology reliance, coupled with rapid consumption, also disregards Home Economics as a necessary subject to young people because nowadays so many things can simply be Googled or purchased (Valencia, 2018).

The purpose of this study was to identify and evaluate which factors contribute most to Kenyan secondary school students' attitude towards the unit from the perspective of students and teachers of Home Science. Most of the previous researchers have listed the following factors as main indicators of the attitude students may form: time factor; poor facilities in some institutions; lack of interest in the subject by parents, students, school administration; teachers' lack of motivation; peer pressure amongst students; teachers' perception of their students and the methodology teachers use to impart skills in the classroom.

1.3 Research Objectives

The objectives of this research were:

- i. Establish factors that influence formation of student attitudes towards learning of Clothing and Textiles from the perspective of students
- ii. Determine factors that influence formation of student attitudes towards learning of Clothing and Textiles from the perspective of teachers
- iii. Explore measures that teachers can put in place to improve students' attitudes towards the study of Clothing and Textiles.

1.4 Research Questions

The study was guided by the following research questions:

- i. Which factors influence the formation of student attitudes towards learning of Clothing and Textiles from the perspective of students?
- ii. Which factors influence the formation of student attitudes towards learning of Clothing and Textiles from the perspective of teachers?
- iii. Which measures can teachers put in place to improve students' attitudes towards the study of Clothing and Textiles.

1.5 Significance of the Study

The findings would help to improve the teaching and learning of Clothing and Textiles in Kenyan secondary schools and improve overall performance. The findings would help address factors that contribute to the formation of an attitude and improve the learning environment. The findings would also provide Home Science teachers with knowledge on variety of teaching strategies employed by research participants in the teaching of the Clothing and Textile unit.

1.6 Scope of the Study

The study was conducted in six Secondary Schools in Westlands Sub-county. It involved students in Form 3 and Form 4 including their Home Science teachers. The study focussed on factors that most contribute to the formation of an attitude towards Clothing and Textiles from the perspective of both the students and Home Science teachers. Through the research those involved gave insights on what measures can be put in place to mitigate or improve the teaching and learning of the unit.

1.7 Limitations

This study has several limitations: First the study was limited to students and teachers from six selected schools from the Westlands Sub-county in Nairobi; hence due to the sample size, the respondents of the study may not be representative of the secondary schools in Kenya. The respondents' attitude could have been affected by the way the

Home Science teacher handles the subject in the different schools. This was likely to have a significant bearing on the responses.

1.8 Operational Definitions of Terms

Some of the key terms used are explained below:

Vocational training – This is training or teaching that emphasizes skills and knowledge required for a particular job, function or trade. Home Science has skills that students can use to be self-reliant like cookery, needlework and house-keeping skills.

Home Science - An elective subject in Kenyan secondary schools. It is an applied and integrated science that has the main objective of improving the quality of life.

Clothing & Textiles – One of the units taught in the subject from Form 1 to 4. The students learn about the origin of fabrics, their care and use. They are also taught the needlework processes required to stitch an item or garment.

Speed Test – Also referred to as Clothing Construction, Paper 2. In this test, the student is given a pattern with a question paper that has instructions to guide them to stitch the garment expected. The exam is 2 ½ hours. Out of the three papers in Home Science (Paper 1 as Theory and Paper 3 as Foods and Nutrition Practical), the speed test exam is the one students fear most as they lack confidence which is affected by the attitude towards Clothing & Textiles.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Historical Background of Home Science Abroad

The history of Home Economics can be traced well over 150 years ago. It was as a reaction to the industrial revolution in America in 19th century when young women started receiving instructions in homemaking and child care. One of the first to champion the economics of running a home was Catherine Beecher, referring to it as Domestic Science.

Pendergast (2005) distinguished five phases in the evolution of Home Science. The first phases cover the years 1880s–1924 when Home Economics emerged in response to social issues of the time. This period is considered a highly progressive phase, accompanied by the first wave of feminism which legitimised women's work. The basis of the study was technical practice working in integration with a social mission. The body of knowledge included the development of sanitation, health, management of home and family using scientific underpinnings, with recognition of the contribution to the arts and inclusion of social and philosophical perspectives. The teaching of life skills was the prime focus of early Home Economics. In the second phase covering the years 1925 to 1942, the emphasis shifted to a greater focus on management and thriftiness in response to the social, economic and political climate that emerged during the Second World War.

The third phase, between 1943 and 1960, was characterised by economic and social changes that gave rise to increased affluence. During this time, home economics lost its social mission but responded with a focus on personal well-being through an increased emphasis on psychological and sociological factors affecting the home. Subsequently from 1961 to 1981, Home Economics responded to increased consumerism with a continued focus on the consumer and scientific paradigms. In this fourth phase, home economics suffered a loss of confidence in light of feminist advocacy, and there were increased efforts at attempting to ensure academic legitimacy for Home Economics (Pendergast, 2005).

Finally, the fifth phase which covers 1982 to 2002 was considered a period of globalisation and post modernity. During this period, there was continued focus on the importance of family and family needs. In response to the rapid societal changes, Home economics promoted the use of the contextual paradigm, an eco-centred, global critical perspective. This paradigm is expanded more fully in the next section.

2.2 Home Economics in Africa

Home Economics as a discipline of study was introduced into Africa through missionary activity in the first half of the 20th Century. The subject gained momentum when training of educators to teach in higher education began during this period (Mberengwa and Mthombeni, 2012). Teachers were often missionaries' wives training women and girls to become maids and housewives. African women and girls were taught basic house-keeping skills, hygiene, cooking, sewing and keeping the home clean with the aim of improving their living conditions in the home.

In Nigeria, for instance, records indicate teaching of the subject in mission government schools began as early as in the 1840's, (Ekpo and Aaron, 2014). The subject was compulsory at junior secondary level in Nigeria. It played a great role in achieving development strategy through employment generation. Similarly, Home Economics was introduced in Zimbabwe around the same time (Siyakwazi, 1997). Emphasis was on simple cookery skills, laundry work, general cleanliness, cleaning of the house and basic mending skills.

2.3 Home Economics in Kenya

Just like the other African countries, the subject as Home Science in Kenya was introduced by Christian missionaries towards the end of the 19th century. First recorded attempts of the wives of the British missionaries to teach practical skills of home keeping to African women date back to 1904 in the Kikuyu area and later spread to Western Kenya. Therefore, according to Mwiria (2005), this makes Home Science to be the oldest of the vocational subjects in the country. From its inception, its main objectives are the

promotion of self-reliance and the improvement of the quality of life of learners, their families and immediate community.

As a field of study, Domestic Science was introduced in Tumutumu by Marion Stevenson and in Ng'iya Western Province by Miss Moller in 1912. In 1955, Domestic Science was made an examinable subject at the end of eight years of Kenya African Preliminary Examination (KAPE). After independence in 1967, the syllabus was revised and the subject name changed from Domestic Science to Home Science through a conference that was held by women educationists in Limuru (Mugenda, 1995).

The Ministry of Education has always emphasized the importance of Home Science and other technical subjects. This is because the subjects, being practical in nature, prepare and equip the youth with knowledge, skills and expertise necessary to enable them collectively and individually play an effective role in the life of the nation. It also helps them to engage in activities that enhance the quality of life, while ensuring that opportunities are provided for the full development of individual talents and personality. This are clear objectives as outlined in the Home Science curriculum for secondary schools in Kenya.

In 1981 Home Science was made compulsory in all girls' schools and mixed schools in Form 1 and 2. It was also made an examinable subject at the O' level (F4) and A' level (F6) national exams, under the course title Needlework, Foods and Nutrition and Home Management (Sigot, 1987). In 1985 Home Science was consolidated with the introduction of the 8-4-4 system of education which aimed at equipping students with employable skills enabling them to be self-employed or secure employment in informal sector (Wanjohi, 2011). The Gachathi report of 1976 noted with great concern the unemployment rate among school leavers and recommended restructuring of the education system to include Technical and Vocational subjects namely Agriculture, Art, Drawing and Design, Aviation, Woodwork, Metalwork and Home Science among others. Though taught to all students at primary level in 1985, teaching of Home Science was

later removed from the primary school in 2001. During this time, most of its aspects were integrated into Science while units such as needlework were totally left out.

Currently, the subjects taught in secondary school have been clustered into five groups. Home Science is included in the fourth cluster of the Technical and Applied subjects as an elective and is taught mainly in schools exclusive for girls and mixed schools; a small percentage of boys' schools also offer the subject to its students. Most schools expose the students to Home Science at Form 1 and 2. At the end of Form 2 students are asked to choose whether they would like to continue with the subject at Form 3 and 4 levels. However, in some Schools students are asked to make the choice at the entry level of Form 1. In this sense, students are not given the opportunity to make an informed decision due to lack of exposure to the subject.

Student enrolment in Home Science is typically low for a variety of reasons. For one as an elective subject, Home Science is less preferred to more academically oriented subjects which tend to be valued more highly in Kenya (Ndiga, 2004). Second, factors such as teachers and student attitudes toward vocational subjects, poor exam results in the subject, gender bias toward home science also contribute to the low enrolment of students. Finally, schools tend to also be reluctant in offering this course as it is considered expensive and demanding in terms of facilities. It is therefore necessary to look into the main challenges that affect the subject enrolment in relation to the curriculum, the teacher, the student, facilities in schools and the general perception that may hinder the students to take the subject to examinable level of KCSE.

2.4 Home Science Curriculum

Home Science can be defined as an applied and integrated Science which aims at improving the quality of life for the individual, family and community. The subjects' course outline defines the subject as a multi-disciplinary Science that involves imparting of knowledge, skills and attitudes, which will enable the individual to improve the quality of life.

Studies indicate that the goal of the Home Science curriculum is the preparation of students for gainful employment. Nyangara, Indoshi, and Othuon (2010) explain Home Science as a pre-vocational subject in Kenyan secondary school's curriculum that imparts pertinent skills to students. They further state that it is designed to equip the learner not only with theoretical concepts, but also with skills that may lead to self-employment. The skills developed in the subject are also important for economic growth, poverty alleviation, youth and family empowerment and social inclusion (Aming'a and Kisilu, 2018)

According to Babayeju (2013) Home Science education can be explained as the education for living, which aims at providing the necessary knowledge for students to be self-reliant and attain a more fulfilling life. Further it aims at preparing students to become responsible and effective members of society through effective home making and gainful employment. For Eze (2001) the skills prepare youth and adults for entry into various areas of Home Economics occupations. Thus, it contributes to manpower development by equipping students with reliable occupational skills which lead to self-reliance.

In the secondary school curriculum developed by Kenya Institute of Curriculum Development, Home Science syllabus integrates five broad areas: Foods and Nutrition; Clothing and Textiles; Consumer Education; Home Management and Child Care. The *course outline comes with clearly objectives such as: to develop artistic values in fashion and interior design; to develop skills in choice of fabrics and garment construction and soft furnishing; and to create awareness on the job opportunities in Clothing and Textiles. Being *a subject with a practical orientation, skills in Clothing and Textiles are emphasised through identification of textile fibres, needlework processes and garment construction. This forms the basis of the course outline that teachers follow to impart theoretical knowledge and practical skills to students.

2.5 Assessment of Students

The Home Science exam consists of three parts. Students are examined following the secondary school curriculum and syllabus outline provided by the Kenya National Examination Council. The first part is a theory exam of 2 ½ hours, which tests student knowledge of the theoretical concepts in all the areas of the subject. The second part consists of a practical exam for the unit Clothing and Textiles commonly referred to as clothing construction specifically in the form of a speed test. In this part, students are expected to use a pattern provided, and cut out and sew half a garment using needlework processes taught in class. Time allocated for this part is 2 ½ hours. Finally the third part consists of the Foods and Nutrition practical exam which lasts for 1 ¾ hours. In this part, students are expected to prepare, cook and serve a meal according to what the question will specify. The marks of the three tests are added up together to get the average score of a student.

2.6 Gender Perception

Home Science has been perceived as a subject exclusively for girls. The emergence of Home Science as a field of study was influenced to a great extent by the movements for education of women (Arcus 2008). There was stress on the nobility of female work closely linked with a push to make higher education available to female students. Hence, Home Science has often been considered to be a female oriented subject. This view of Home Science is similarly held in Africa. Traditionally, girls got skills of home making from mothers and aunts which included sewing and cooking, while boys were taught trade and craft by fathers and uncles. When the missionaries came, Home Science was introduced in the schools as part of the education system, but traditional roles played by girls and boys in their homes remained the same. This marked difference in the socialization pattern of boys and girls at an early age partly explains why the study of Home Science is often perceived to be reserved for girls, thus discouraging male students from pursuing it as a school subject (Eze, cited in Babyeju, 2013).

Few boys schools study the subject at secondary level since the gender perception is that it is a subject for girls. In Nairobi two boys schools offer the subject. In mixed schools,

for instance, both boys and girls normally study the subject in Form 1 and 2; however, it is common for a great majority of these boys to drop it when they reach Form 3. In part, this is due to the perception that Kenyan boys are typically more science oriented and get easily excited with challenges, while Kenyan girls are more art oriented and more apt towards subjects like Home Science that are more practical in nature (Nyaruai, 2011).

2.7 Attitude of Students Towards Home Science – Clothing and Textiles Unit

An attitude is a predisposition or a tendency to respond positively or negatively towards certain ideas, objects, persons or situations. An attitude influences an individual's choice of action and responses to challenges. According to Khan and Ali (2012) attitude is a hypothetical construct that indicates an individual's like and dislike towards an item. It may be positive, negative or neutral. Attitude is an approach, temperament, sensation, situation, etc. with regard to a person or thing: inclination or course, especially of the mind. Attitude is a way of looking at things (Muellerleile, 2005).

Affect, behaviour and cognition are considered three components of attitude (Schultz, 2005). The thoughts and emotions one has toward an attitude object such as Clothing and Textiles unit can be referred to as the affective component of attitude. The individual's explicit events and reactions to the attitude object is referred to as the behaviour component of attitude, while the thinking or belief that someone has about Clothing and Textiles is referred to as the cognitive component of attitude. The attitude of the students will influence their choice of subject. The feeling and thinking by students, teachers and parents may be positive or negative and influence enrolment in a subject. Okumu (2013) claims that several factors influence students' attitude and therefore choice of subjects: perception and value of the subject; influence of the subject teacher; influence of gender; and parents and teachers perception. Blazer and Kraft (2016) explain that teachers have large effects on self-reported measures of students' self-efficacy, happiness and behavior in class. The author adds that students' attitudes and behaviours are predicted by teaching practices including teachers' emotional support and classroom organization. However, teachers who are effective can improve students' attitudes and behaviours.

Serem (as cited in Sang, 2002) reports that great majority of students form an attitude towards Clothing and Textiles as they find it tedious, difficult, costly and time consuming to pursue. This is made worse by those who view units such as cooking and sewing as simple skills that can be acquired without the need for formal schooling. Similarly, Nyangi (2012) cites the following factors that deter students from choosing to study Home Science: lack of interest; subject being too involving; inadequate facilities in some institutions; and lack of interest among teachers who sometimes are not qualified to teach the subject. The competency of teachers in Clothing and Textiles has been a contributing factor to the students having perception or a certain attitude the unit. In her findings, Efajemue (2005), confirmed this. She also indicated that lack of enough time allocated to practical work and assumption on the part of the students that the unit is difficult also enhanced the poor attitude of students.

In my pilot study through the work based assignments after every semester, some of the factors mentioned above came out more strongly than others. Questionnaires filled by students indicated that time, breadth of curriculum, peer pressure and sewing machines played a major role in influencing the attitude of students. Teaching experience over the years in three schools now shows that it is hard to eliminate the problems faced in different schools especially in terms of resources since capabilities are not the same. However, if the major factor is identified it is possible for the Home Science teacher to look into ways of improving the situation and motivate students. Finally, Awang (2013), argues that there is a strong association between an individuals' attitude and academic performance. Students who exhibit attitude will exhibit poor performance and commitment to a subject.

2.8 Theoretical Framework

The theoretical framework is an explanation about the phenomenon that gives a researcher a wider view of the problem.

Generally, an attitude can be defined as a way of feeling, thinking or behaving. It is the way someone acts or reacts towards something. It can also be defined as a predisposition to respond in a favourable or unfavourable manner (Schultz, 2005). Similarly, Marianne and Elaine (2005) describe attitudes as positive or negative views about a person, object, idea or situation which influences individual choice of action and responses to challenges.

For Katz (1960), attitude is the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner. It includes both the affective, or feeling core of liking or disliking, and the cognitive, or belief, elements which describe the object of the attitude, its characteristics, and its relations to other objects. Attitudes relate to feelings of frustration: often frustration may strengthen a negative attitude.

Considering that most of the factors relating to the attitude towards Clothing and Textiles can be addressed through the curriculum, the theoretical framework was based on the curriculum theory of Ralph Tyler (1949). He placed value on linking objectives to learning experiences and evaluation. He noted that any school or district can formulate goals and organise its' means and resources to shape curriculum and instruction in the desired direction. His theory had three main areas: (1) Cyclic curriculum improvement, (2) Active participation in small group learning activities and (3) Mastery of learning through motivation, vivid learning activities that provide feedback and reinforcement of what is being learnt.

The cyclic curriculum improvement emphasised on behaviour changes expected in learners as a result of their curriculum learning activities over a period of time. The teacher is expected to guide learners to believe, think and do what is needed in a situation

in a positive manner hence desirable behaviour that may lead to a positive attitude towards content being taught. Learners should program their minds only with constructive behaviour for success to occur and desirable learning encouraged. At the end of the learning period, learners, teachers and those involved in curriculum development need to review the following: what has been learnt in relation to behavioural objectives; what has been mastered or not mastered and what should be expected next time. Tyler also emphasized that the teacher needs to organize and manage available resources and other learning materials to guide the students in being aware of the fun in their learning activities. Breaking the class into smaller groups may enhance mastery of learning activities and student appreciation of what they are learning.

In reference to the curriculum development model of Tyler, Maheshwari (2015) explains that learning experience refers to the interaction between the learner and the external conditions in the environment. Learning takes place through the active behaviour of the student in the activity. Tyler recognizes a problem in connection with the selection of learning experiences by a teacher. The problem is that by definition a learning experience is the interaction between a student and her environment. That is, a learning experience is to some degree a function of the perceptions, interests, and previous experiences of the student. Thus, a learning experience is not totally within the power of the teacher to select.

Nevertheless, Tyler maintained that the teacher can control the learning experience through the manipulation of the environment, resulting in stimulating situations sufficient to evoke the desired kind of learning outcomes. Tyler also notes that there are two types of organizing learning experiences, organizing it vertically and horizontally. The learning experience is organized vertically when there is a similar study in the next level. There are three criteria, according to Tyler in organizing learning experiences, which are: continuity, sequence, and integration. The principle of continuity means that the learning experience given should have continuity and it is needed to learning experience in advance.

Tyler grouped the objectives into four categories: knowledge acquisition; intellectual skills; attitudes and feelings and academic skills or study habits. The study also confirmed the need to evaluate student achievement in: mastery of content; social factors that affect students like social class, peer pressure, motivation; the teaching and learning process such as classroom management, homework and student teacher interaction.

Further Tyler maintains that schools should deal with matters of interest to the learner. This will enhance active participation by the learner and increase effectiveness to handle new situations. Where students' interests are desirable they provide the starting point for effective instruction. Where the interests are undesirable, narrow, limited or inadequate, they indicate gaps which need to be overcome if the student is to receive an effective education. In conclusion it can be confirmed that the key requirement for the students is motivation by providing a good environment, revision of resources for learning and availability of time to perform learning tasks. This would help to alleviate the unfavourable conditions that may be hindering a better learning environment.

2.9 Conceptual Framework

The teacher's role is to facilitate learning by providing a variety of experiences that provide opportunities for learners to explore and experience, therefore encouraging learners. Figure 2.1 below shows the relationship that exists between the variables affecting the students' attitude.

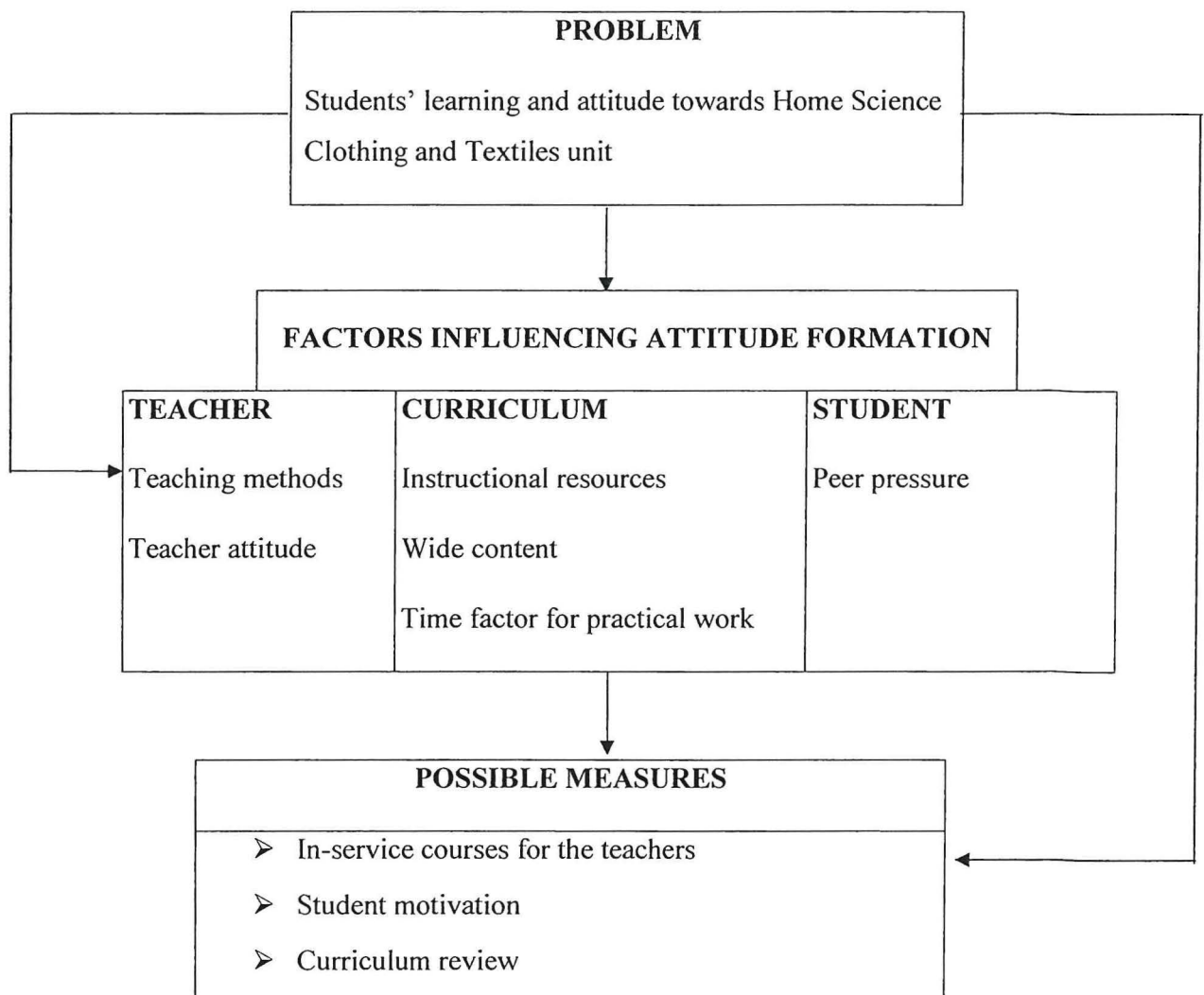


Figure 2. 1 Conceptual framework

Source – Adapted from (Mutai 2007)

The factors affecting the students' attitude have been conceptualised to include teaching methods, time factor, institutional resources, breadth of the curriculum, adequacy of facilities and peer pressure among others. These factors are perceived to have a direct impact on the students' attitudes which is the dependent variable in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entails the style to be used in the research. The method is determined by, the type of study, area it is being carried out and the target group. It will give a brief overview of various steps and methods that will be used in an attempt to meet the research objectives. This includes; research design, the target population, sampling procedure and sample size, instruments used for the study, piloting, data collection procedures and data analysis.

3.2 Research Design

According to Labaree (2009) a research design refers to the overall strategy that one chooses to integrate different components of the study in a coherent and logical way. This helps to effectively address the research problems. A research design articulates what data is required, what methods are used to collect and analyse this data and how all this would answer the research questions (Wyk, 2015). Research designs are procedures for collecting, analysing, interpreting and reporting data in research studies (Creswell, 2003). They guide the methods, decisions that researchers must make during their studies and set logic by which they make interpretations at the end of the studies.

The study collected information through descriptive and mixed method research design. The design was appropriate because data was collected from several sources and using several methods of data collection. The sources include secondary school students in Form 3 and 4 who take Home Science, specific teachers who teach the subject in various classes in the schools, and specific key informers who include experienced subject teachers, school principals, subject examiners and curriculum developers. Wyk (2015) explains that descriptive research provides an accurate and valid representation of factors or variables that pertain to the research questions.

The descriptive design helped to obtain information that describes existing challenges by asking individuals to give their perception, attitude and values (Mugenda and Mugenda,

2003). According to Kothari (2004) descriptive research is used to obtain information concerning current status of the phenomena to describe what exists with respective variables in a situation. Two main advantages of this method are that the research produces data based on real world observations; the survey can produce a large amount of data in a short time at a low cost.

Mixed method research means combining quantitative and qualitative methods of data collection. Creswell (2012) explains that the quantitative and qualitative data are connected because the quantitative data can help to identify participants for qualitative data. On the other-hand the data can be collected concurrently. Mixed method design can further be divided into four categories. These designs are the Triangulation Design, the Embedded Design, the Explanatory Design, and the Exploratory Design. In this research the Triangulation Design was used (Creswell, Plano Clark, et al., 2003).

The purpose of this design is “to obtain different but complementary data on the same topic” (Morse, 1991, p. 122) to best understand the research problem. The research picked on the Triangulation Design. Tashakkori and Teddlie (1998) reason that different methods (quantitative and qualitative) are used to address different levels within a system, and that the findings from each level are merged together into one overall interpretation. Bogdan and Biklen (2006) contend that triangulation is a powerful technique that facilitates validation of data through cross verification of information from two or more sources regarding the same phenomenon. The purpose of triangulation in qualitative research is to increase the credibility and validity of the results

The research collected a lot of quantitative data and a small percentage of qualitative data from students and teachers. Qualitative data was collected from the key informants who are those in senior positions in schools, curriculum development and the national examining body. The questionnaires that were sent to the selected schools had both quantitative and qualitative information to be gathered. The data collected helped to identify the key informants in the research for qualitative data collection. There was the use of in-depth individual interviews using purposive sampling. This is because key

informants in the sector had to be identified to give more details on the research topic. Purposive sampling is explained as an informant selection tool. It is also referred to as judgement sampling, the deliberate choice of an informant due to the quality they possess (Tongco, 2007). The informants were people who, because of years of experience, had seen the changes in Home Science in the process of teaching, school administration, curriculum development, marking and analysing of national exams.

3.3 Target Population

A target population refers to the group of persons the researcher is interested in to be used in the study. The group was selected with the common characteristic being the Home Science subject. The target population can be identified as secondary school students and the Home Science teachers being focused on for analysis. In Westlands Sub-county eleven secondary schools offer Home Science as a KCSE subject. The target population for the study was three public and three private secondary schools in the sub county. There were 383 students taking Home Science subject in these schools. Samples were obtained from Westlands Sub-county as researcher had prior contact with authorities in these schools that could facilitate access to data gathering.

3.4 Sampling Procedures and Sample Size

A sample is a group of people or participants who take part in the research. According to Morse (2000), the sample size is determined by; scope of the study; nature of the topic; amount of information to be obtained from participants and number of interviews one wants to conduct. Sampling is the process of selecting a representative group from the population under study.

The population of both public and private secondary schools was 383 students. Mugenda and Mugenda (2003) maintain that a sample size of between 10% and 30% of the population was adequate for a descriptive study in social sciences. As such the study adopted 50% to arrive at a sample size of 6 schools. These were equally distributed amongst the two categories of schools. The study was therefore carried out in three public

schools and three private schools in the sub-county. Simple random technique was employed to select the six schools.

Once the six schools were identified, proportional sampling was used to select the respondents as described by Mugenda and Mugenda (2003). In order to eliminate sample bias, an equal number of students and teachers were selected from each school. The school with the least number of students taking home science had 32 students and 2 teachers. As such, the appropriate sample for each of the schools was set at 32 students and 2 teachers. The sampling procedure was as summarized in Table 3.1

Table 3. 1 Sampling

Population of schools offering Home Science	50% Sample size	Respondents	Proportionate Sample for each school	Sample size
11 schools	6 schools (3 privates and 3 public)	Teachers	2	12
		Pupils	32	198
		Key informants	Long serving Subject teachers	1
			Administrator (a school principal)	1
			Subject examiner	1
			Chief Subject examiner	1
			KNEC Representative	1
		Curriculum developer	1	
Total		216		

The resultant sample size was therefore 216 respondents comprising of 12 teachers, 198 students and 6 key informants.

3.5 Description of Research Instruments

The study used questionnaires that were self-administered and key informant interviews. The Likert scale questionnaire was used where respondents specified level of agreement or disagreement. This helped capture the intensity of their feelings for a given question.

The questionnaires were designed to seek information on the factors that affect the attitude of the students most and any other challenges they faced in relation to teaching and learning of the Clothing and Textiles unit in Home Science. Questionnaire tool was considered appropriate for this study because they were used to collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. Cohen and Morrison (2000) confirmed this by stating that: questionnaires allowed for feedback from a large number of students, where it is impractical to collect feedback using other more resource intensive methods and allow each student the opportunity to provide anonymous feedback on their experience. They are less costly and use less time as instruments of data collection. Bird (2009), also states that questionnaires are popular fundamental tools for acquiring information from a population on perceptions they have about certain aspects.

Structured questionnaires were used as they are easy to administer and inexpensive to analyse. Open ended questions were included to capture the different opinions. They were filled in by students and Home Science teachers in the different schools. They sought specific information on the likes and dislikes of Home Science by students and specifically to Clothing and Textiles, with the factors ranked from the most prevalent that contributed to this perception. They were in form of questions and statements and some areas may have specific list of responses. They were easy to process and format on the computer.

Interview guides were also used to get more in-depth information especially from a number of subject experts who have been involved in teaching, examining, and grading as well as experts in developing and sequencing of the subject syllabus. They include a

school principal with over 36 years of teaching home science, a subject examiner with over 30 years of teaching and examining home science, a chief examiner at KNEC with over 34 years of teaching and examining home science, and a curriculum developer at KICD with over 30 years of developing the syllabus for the subject. The experts were able to express their views in great depth and detail which brought out issues and challenges faced by both teachers and students regarding the subject at various levels including the teaching processes, the availability of teaching resources, examination dynamics and on the syllabus content.

3.6 Data Collection

Data collection started after a written approval from Strathmore University. The approval letter was availed to the sub-county Director of Education in order to get a research authorization letter and a research permit to access the education institutions to conduct research. This made it easier to approach the Heads of Schools for consent to administer questionnaires to the Home Science teachers and their students.

Identified respondents consented at the beginning of data collection. The tools had an introductory part verifying the purpose of the study, confidentiality clause and precise instructions on how to respond to the items. The questionnaires were administered by the researcher in person. The respondents were guided through the study and were requested to provide as much data as possible. Any clarifications sought by the respondents were addressed on the spot.

3.7 Data Analysis

Kothari (2004) defines data analysis as a mechanism for reducing and organising data to produce findings that require interpretation by the researcher. Data analysis entailed coding and tabulation of data collected into manageable summaries. Information collected were organized in an orderly manner for it to have a sequence easy to understand. The questionnaires were coded to ensure accuracy during analysis. The responses were sorted and organized to themes (objectives or key constructs). This brought out the main factors that contribute to formation of an attitude to the study of

Clothing and Textiles. In each sub-section, responses of all categories of respondents were analysed and reported, an interpretation of the analysis was made to attach significance and offer explanations to the findings and make inferences.

The researcher used Statistical Package for Social Sciences (SPSS Version 21) to analyse quantitative data from the questionnaires with the help of descriptive statistics such as frequencies, means and percentages. Descriptive statistics is a technique used in presenting and organizing data, these include: tabulation, diagrams, graphs and certain numerical procedures all which aim at summarizing the material in a form which displays its distinctive features that aid analysis. Regarding the qualitative data, similar variables were grouped together and results presented verbatim. These were presented thematically in line with the objectives of the study.

3.8 Ethical Considerations

Ethical issues that were of great concern in this study were informed consent, invasion of privacy and harm to participants. It is vital to observe appropriate values at all stages in research. Mugenda and Mugenda (2003) confirms that anonymity is key and respondents should not be identified by ethnic or cultural background nor by their name. Anonymity is protected when the respondents cannot be linked with the personal responses they indicated, (Fouka, 2011). In this study, the respondents were appraised with all the relevant information necessary for them to participate willingly in the research. Emphasis was laid on obtaining truthful information in relation to the research topic. The respondents were made aware of the purpose of the study and guaranteed confidentiality. Akaranga and Makau (2016) noted that respondents gain confidence if the researcher identifies him or herself clearly by explaining the study and affirming the principle of voluntary consent. The questionnaires had an accompanying consent note, which provided sufficient information about the study.

Interviews of two key informers were recorded. Before the recording, the interviewees got a clear explanation of the purpose of the interview and assured them of the confidentiality of the information they provided. Their willingness to proceed with the

interview was once again taken to indicate their voluntary and informed consent. Their consent to recording the interview for the purpose of accuracy was also obtained verbally before starting the discussion and recording. Participants were also allowed to withdraw from the study at any time they wished had they desired not to proceed.

Written approval was also obtained from Strathmore University and the Ministry of Education to access schools and conduct the research. The data collected was used for the research objectives and not for any private purposes

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of the empirical findings on the contributory factors to students' attitude towards Home Science Clothing and Textiles Unit in Secondary Schools in Westlands Sub-county. The chapter starts with background information of the respondents then determines the factors contributing most to formation of an attitude towards the study of Clothing and Textiles unit from the perspective of Home Science students. The chapter then determines the factors that contribute most to the formation of attitudes towards the study of Clothing and Textiles unit from the perspective of the Home Science teachers. Thereafter, the chapter explores the measures that teachers can put in place in order to improve students' attitudes towards the study of Clothing and Textiles.

4.2 Response rate

Questionnaire tools were used to collect data from the respondents who comprised of 12 teachers and 198 learners in the sub-county. Six key informants had also been identified for in-depth interviews regarding the teaching, assessment, grading and reward systems for Home Science. The response rate was 75% for the teachers and 97% for the pupils. All the six key informants also availed themselves for the interviews. Mugenda and Mugenda (2008) argue that 50% instrument return rate is adequate, 60% good and 70% very good for data analysis.

4.3 Demography

Demographic information of the respondents was sought respective of their gender, age, educational background and the duration they taught the subject in their current schools. The purpose of this information was to determine the teachers' characteristics and their experience with regard to the teaching of Home Science in their respective schools, and also to determine the general characteristics of the students pursuing home science in the sub county.

4.3.1 Distribution of respondents by gender

The study sought to find out the gender of the respondents. To determine the distribution, teachers and the pupils were asked to indicate their gender. Their responses were as shown in Figure 4.1

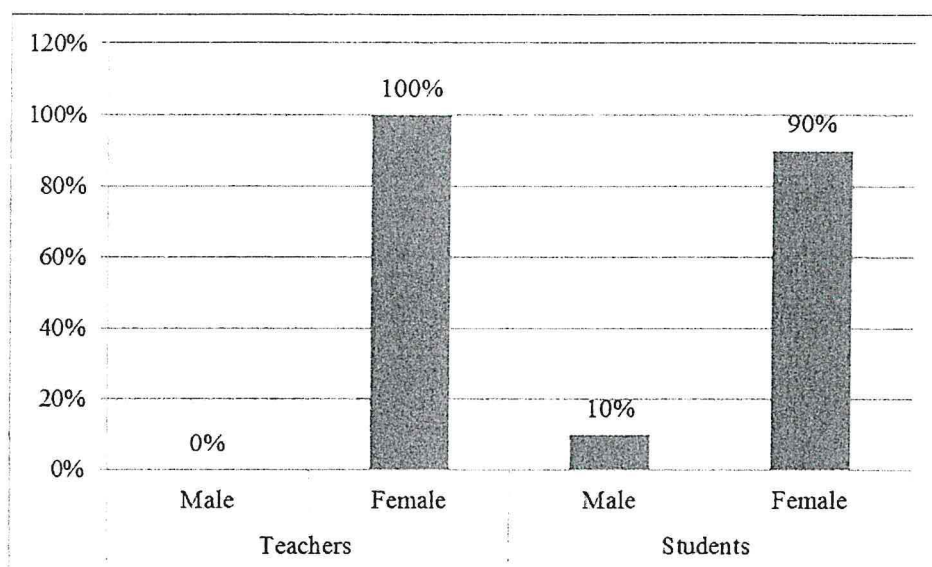


Figure 4. 1 Distribution of respondents by gender

Data in Table 4.2 shows that all the Home Science teachers were females implying that the majority of the Home Science teachers in the sub-county were female. On the other hand, 90% of the students were female suggesting that within the sub county, the Home Science subject was mainly studied by girls. The participation of the male gender in home science seemed to be too low, suggesting that there were probable barriers to access, and participation of the male gender in the subject at both teacher and student levels a phenomenon warranting further research.

4.3.2 Distribution of respondents by age

Information sought on the age of the teachers and the students was as summarized in Figure 4.2.

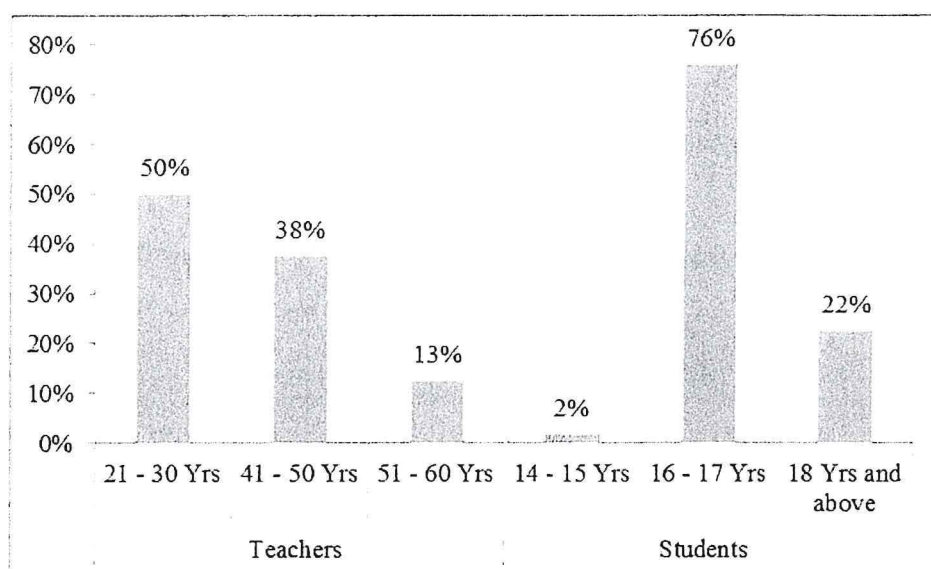


Figure 4. 2 Distribution of respondents by age

Figure 4.2 shows that half (50%) of the teachers were between 21 and 30 years of age while 38% were between 41 and 50 years of age. Another 13% were between 51 and 60 years of age. This finding implied that Home Science in the sub-county was mainly taught by a younger generation of teachers aged less than 30 years of age. The majority of the students were between 16 and 17 years of age, an observation that was in tandem with the expected age range of students in secondary schools where the minimum is expected to be 14 years while the maximum is expected to be 18 years old. The study mainly targeted form three and four students who were the most senior in the secondary schools and therefore had longest possible exposure to the subject at secondary level. This finding implied that the age range of the students participating in home science subject in the sub county was reasonably aligned to the MoE policy guidelines with regard to age for grade.

4.3.3 Distribution of teachers by academic qualification

The study sought to find out the highest academic qualification of the respondents. The purpose of this information was to find out if the teachers had attained the requisite academic qualifications expected of a teacher in Home science. The teachers were

therefore asked to state their respective academic qualifications and the results were as shown in Figure 4.3

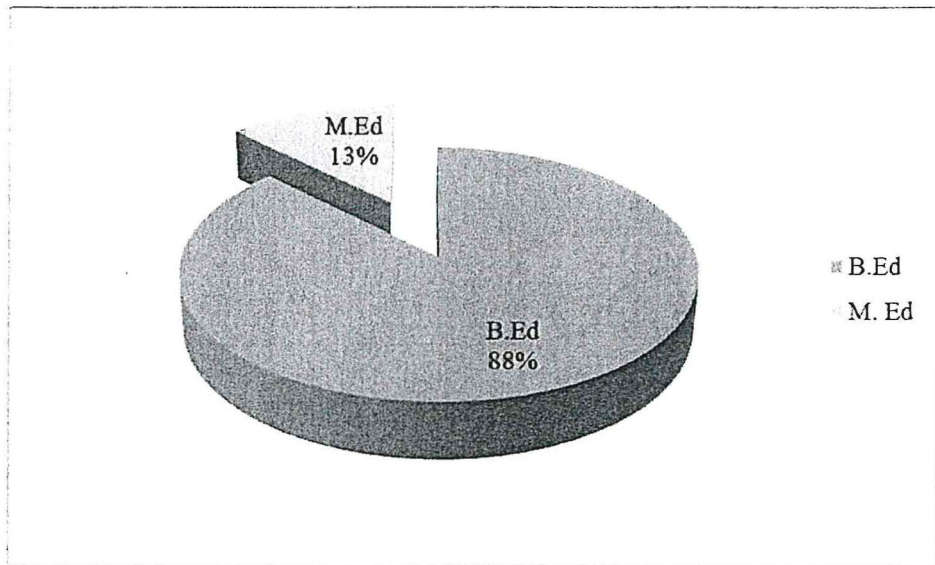


Figure 4. 3 Distribution of respondents by educational qualification

Figure 4.3 shows that that all the teachers had acquired at least a bachelor’s degree in education with a further 13% having acquired a master’s degree in education. This finding implied that all the teachers were qualified to teach at the secondary school level. The MoE policy guideline with regard to teacher qualification for secondary schools underscores a Diploma in Education as the minim criterion. The finding therefore implied that all the teachers had met the threshold, and had all exceeded it through the degree and post graduate qualifications.

4.3.4 Distribution of Respondents by Teaching Experience

Information was also sought on the teaching experience of the teachers. The purpose of seeking the information was to ascertain if the teachers were exposed to activities of instructional supervision long enough to enable them appreciate performance and attitude of learners as sought by the study. The results were as shown in Figure 4.5

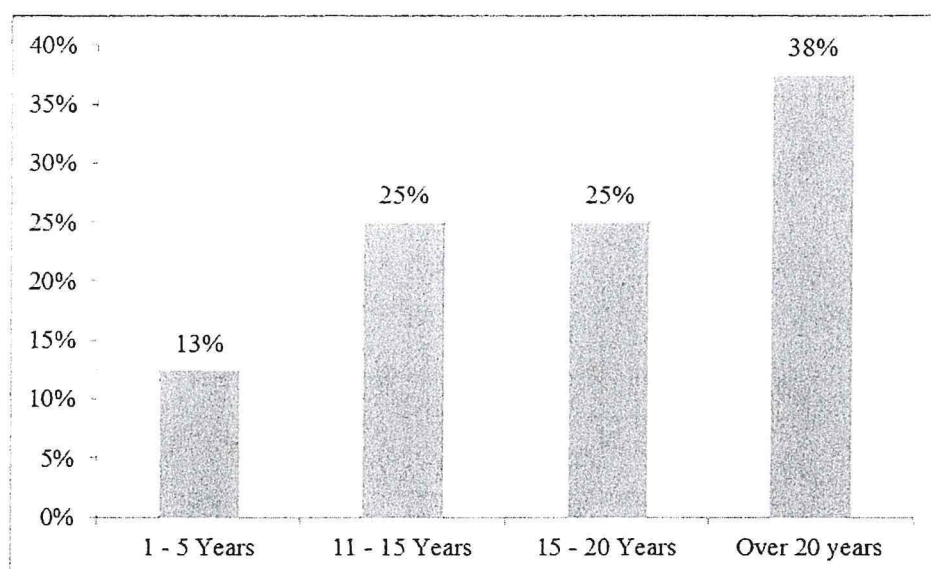


Figure 4. 4 Distribution of respondents by teaching experience

Figure 4.5 shows that 38% of the teachers had taught for over 20 years, with another 25% having taught for between 15 and 20years. Only 13 percent of the teachers had less than 5 years of experience. The finding seems to suggest that the majority of the teachers were adequately exposed to the school environment except for the 13% who had less than 5 years of experience. The teachers therefore responded to the questionnaire instruments from their long experience in teaching and examining the subject. The teachers also seemed to understand attitude of learners form their long experiences as sought by the study.

4.3.5 Length of teacher’s stay at current station

Information was also sought on the length of time that the teachers had stayed at their current stations. The longer a teacher stayed at a station, the more they were likely to understand the school environment including the syllabus materials, the requisite equipment for the syllabus, the calibre of the students who participate in home science and the general attitude of the leaners in the subject. The teachers’ stay at current station results were as shown in Figure 4.6

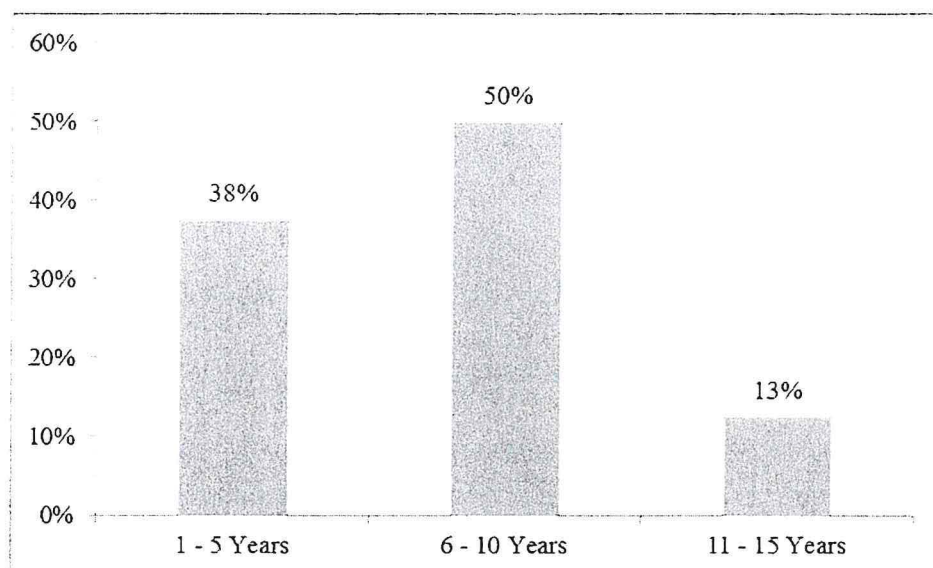


Figure 4. 5 Distribution of teachers by stay in the current location

Findings in Figure 4.6 show that the teachers had varied stay at their current stations ranging from 1 to 15 years, where 38% of the teachers had been at their current working station for less than five years, while 50% had between six and ten years stay. Furthermore, 13% had between eleven and fifteen years. Majority of the teachers therefore had stayed in the stations long enough to accurately report on the syllabus materials, syllabus coverage, requisite equipment for the syllabus, the calibre of the students who participate in home science and on the general attitude of the learners in the subject in their respective schools.

4.3.6 Distribution of students by class

Information was sought from the students on their current class. The purpose of this information was to determine the students' curriculum progress status with regards to secondary education, the results were as shown in Figure 4.7

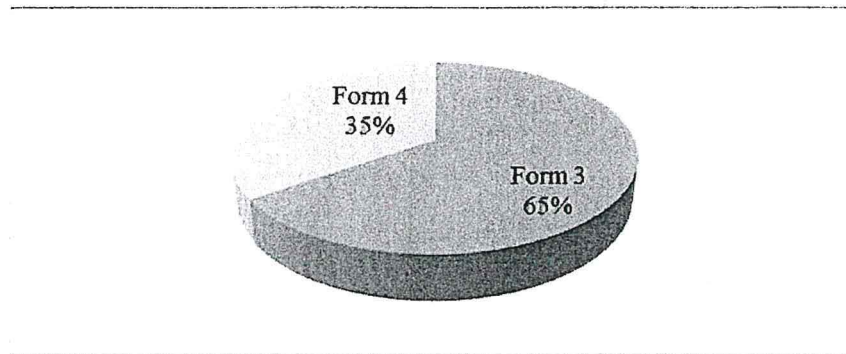


Figure 4. 6 Distribution of students by class

Figure 4.7 shows that 65% of the students were in Form 3 while 35% were in Form 4. This finding implied that the responding students were in their senior classes and had selected Home Science as one of their core examinable subject for their KCSE examination. They were therefore in a position to provide in depth information on their experiences in the teaching and learning of the Home Science subject in their respective schools. Information was sought from the students on their first contact with the Home Science subject in their respective schools was as summarised in Figure 4.7.

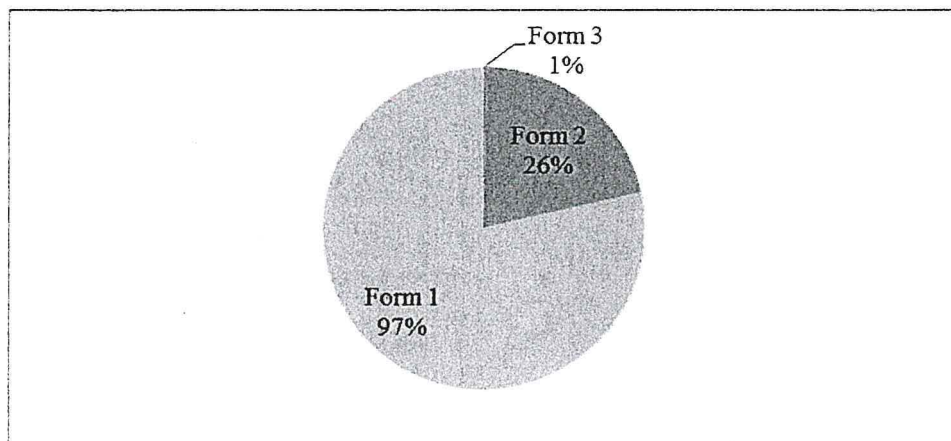


Figure 4. 7 Class of first contact with Home Science Subject

Findings in Figure 4.7 show that 97% of the responding students studied Home Science for the first time at Form 1 while 26% of the students studied it in Form 2. This finding could be attributed to the fact that secondary schools in the county introduce Home Science to their students at the end of the first year or at the beginning of second year of

the secondary education. Additional information sought on when the students selected Home Science Subject for the KCSE examinations was as summarised in Figure 4.8.

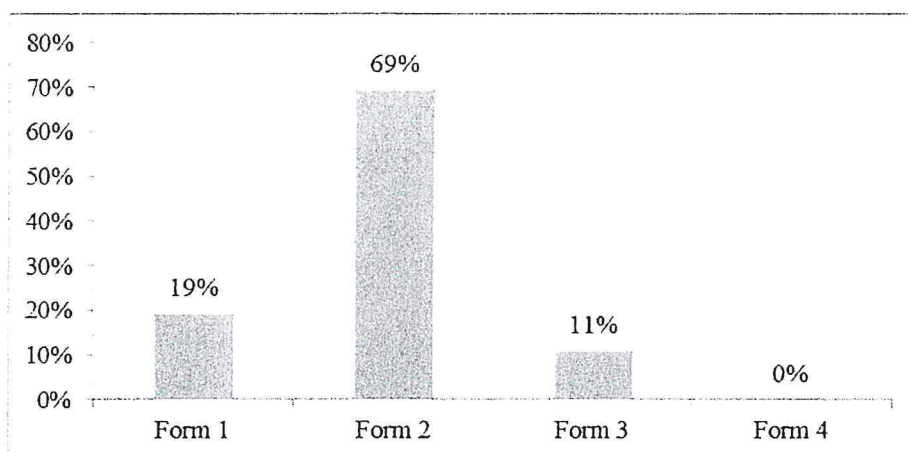


Figure 4.8 Class when students selected Home Science Subject for KCSE

Findings in Figure 4.8 show that 69% of the students selected Home Science for their KCSE exam while in Form 2 which was attributed to the fact that students were required to select their examinable subjects for KCSE while starting Form 3 the following year. The teachers explained that some schools conducted the exercise just before students closed school for their third term holidays of the second year or on the first week of the third year.

4.4 Students attitudes towards Clothing and Textiles

The first objective of the study was to establish the factors that influence formation of student attitudes towards learning of Clothing and Textiles from the perspective of students. To achieve this, the students were required to rank the units of Home Science in the order of their preference and performance. Thereafter a set of statements on some factors thought to influence the uptake of home science were posed to rank them on a scale of one to five.

4.4.1 Students preference of the units within Home Science subject

Data on the students' preference of the units that made up the Home Science subject was as summarized in Table 4.2.

Table 4. 1 Unit liked most by Home Science students

	Frequency	Percent	
Which unit in Home Science do you like most	Child Care	36	18.8
	Clothing and Textiles	20	10.4
	Food and Nutrition	85	44.3
	Home Management	10	5.2
	First Aid	11	5.7
	Consumer Education	5	2.6
	Non response	25	13.0
	Total	192	100.0

Findings in Table 4.4 show that 44.3% of the students preferred Food and Nutrition to the other units while 18.8% preferred Child Care unit. Again, 10.4% preferred Clothing and Textiles while Home Management, First Aid and Consumer Education attracted 5.2%, 5.7% and 2.6% respectively. A sizeable proportion (13%) of the students did not respond. The findings therefore show that there was more inclination towards food and nutrition and child care units. Clothing and textiles came in third in preference suggesting that there were some underlying factors responsible for the low performance in attracting the students. The same could also be said of the other three units had less than 10% of students' preference namely, Home Management, First Aid, and Consumer Education. A sizeable number of students did not give a response probably because they had multiple preferences and therefore the units seemed to have the same in appeal.

4.4.2 Students performance in Home Science examination

Information was sought on the students' performance in home science examination. It was found out that the subject is examined through several papers which have traditionally been organized as Paper 1 which is comprised of Theory, Paper 2 comprised of Clothing Construction and Paper 3 which is a Food and Nutrition practical. The students were therefore required to state the examination paper they scored the highest out of the three. The results were as shown in Table 4.3.

Table 4.2 Best performing paper in Home Science examination

Statement	Examination	Frequency	Percent
Which paper do you score the highest marks	Paper 1 - Theory	97	50.5
	Paper 2 - Clothing construction	17	8.9
	Paper 3 Food and Nutrition practical	65	33.8
	Non response	13	6.8
	Total		192

Findings in table 4.3 show that 50.5% of the students scored higher in paper 1 while 8.2% scored higher in paper 2 and 33.8% who scored highest in paper 3. The findings implied that to most of the students, Paper 1 and Paper 3 favoured more students in terms of performance than Paper 2.

Paper 1 mainly examined on the home science theory and therefore touched on all the units of the subject namely, Child Care, Clothing and Textiles, Food and Nutrition, Home Management, First Aid and Consumer Education. Paper 3 mainly assessed the competency in food preparation serving and storage while Paper 2 tested on clothing and textile construction competence. The statistics seem to suggest that there were underlying factors responsible for the lower scores in clothing and textiles over the other units.

4.4.3 Factors contributing to formation of an attitude towards Clothing and Textiles

Information was sought from the students on the factors leading to the low performance in Clothing and Textiles. a set of statements comprising of the possible reasons thought to contribute were posed to the students. They were required to state the extent to which they agreed or disagreed with those statements. The results were as shown in Table 4.4

Table 4. 3 Students attitudes towards Clothing and Textiles

Statement	Factor	%	%
		Agree	Disagree
There is little time available to practice skills (e.g. Needlework, Use of sewing machines)	Inadequacy of time for practical lessons	64%	36%
Doing needle work is time consuming , tiresome, Monotonous and repetitive	Effort required for needlework is too much compared to the tasks in other units	63%	37%
Time allocated for the speed test exam is not enough	Inadequacy of time for the speed test exams	62%	38%
My Friend/Classmate/Parents do not consider Clothing and Textile as a serious academic subject-it is a skill for tailors.	Peer pressure and stigma	55%	45%
The sewing machine in the school are easy to use and are in good working condition	User friendly machines	53%	47%
The number of sewing machines in the school are enough for students for practical work	Inadequacy of machines	40%	60%
The teacher is too harsh and impatient when we make mistakes during needlework.	Teacher attitude	14%	86%
The approach the teacher uses in class is hard to understand	Teaching methodology	8%	92%

Findings in Table 4.4 show that a number of factors were responsible for the students' attitude toward the Clothing and Textiles.

Inadequacy of time for practical lessons as reported by 64% of the students. The time inadequacy seems to suggest that schools were having challenges managing the clothing and textile syllabus within the articulated time the curriculum developers and the

examiners. The effort required for needlework being too much was cited by 63% of the students. The complaint seems to suggest that students did not acquire the needlework competence adequately the time they sit their assessment. This could be again attributed to time management and the numerous skills required for the masterly needlework in readiness for practical assessment.

Inadequacy of time for the speed test exams was reported by 62% of students. This finding implied that most of the students were had challenges managing the assessment time with regard to the clothing construction assessment. This could be as a result of little exposure to mock assessments which make the students unprepared for the main assessments.

Peer pressure and stigma was reported as a factor by 55% of the students. This could be attributed to the fact that in the traditional African societies, the activities conducted under the unit were gendered and specifically assigned to the females, again, in the contemporary society, clothing construction is seen to prepare one for a tailoring career, an occupation esteemed so lowly in the society.

User friendly machines (reported by 55% of the students) while inadequacy of machines (reported by 40%) of the students. This observation seems to suggest that schools were having challenges maintaining their clothing construction equipment. It is most probable that school were not replacing old technology machines with newer ones while at the same time not attending to repairs and maintenance in a timely manner.

Only 14% of the students cited Teacher attitude as a contributory factor as well as teaching methodologies (8%) this finding seems to suggest that the majority of the students were comfortable with the teaching methodologies employed in the subject.

It was therefore established that Out of the seven factors suspected to be contributory, only five were supported by at least forty percent of the students and consequently ruled to be the greatest contributors. The factors include; inadequacy of time for practical lessons, enhanced effort required for needlework, inadequacy of time for the speed test

exams, peer pressure and stigma, lack of user friendly machines and inadequacy of machines. This finds support from Katz (1960), who maintained that frustration strengthens negative attitude. For instance, if time to accomplish tasks or practice practical processes is perceived not to be enough by students' then it affects their behaviour towards the subject.

4.5 Teachers' views on students' attitudes towards Clothing and Textiles

The second objective of the study was to determine factors that influence formation of student attitudes towards learning of Clothing and Textiles from the perspective of teachers. Information was therefore sought from the teachers on the factors they thought contributed towards students' forming a certain attitude towards Clothing and Textiles. A set of statements comprising of the possible reasons thought to contribute to the students' attitudes towards Clothing and Textiles was posed to the teachers, who were required to state the extent to which they agreed or disagreed. The results were as shown in Table 4.6.

Table 4. 6 Teachers' views on students' attitudes towards Clothing and Textiles

Statement	Factor	% Agree	% Disagree
There is little time for students to practice needlework skills taught in class and to practice the use of the sewing machine.	Inadequacy of time for practical lessons.	78	22
Time allocated for the Speed Test exam is not enough.	Inadequacy of time allocated for speed test exams.	75	25
Friends/Classmates /Parents of students do not consider clothing and textile as a serious academic subject- it is a skill for tailors.	Peer pressure and stigma	63	37
I am able to expose my student to the practical work using the sewing	Early exposure to needlework practicals	43	57

machines from Form I.

The sewing machines in school are easy to use and are in good working condition.	User friendly machines	86	14
The sewing machines in the school are enough for students for practical work.	Adequacy of machines allocated to the students for practical work.	72	28

Findings in Table 4.7 indicate that 77.7% of the teachers stated that there was little time available for students to revise well by practicing needlework skills taught in class using the sewing machines. It also shows that to 75% of the teachers, the time allocation for the speed test examinations was not adequate. This finding was in line with the students' responses on the time allocation for the exam. Furthermore, 57.2% of the teachers were not able to expose their students to practical work using the sewing machines because the three lessons allocated for clothing and textile in a week were not adequate for practical work.

Stigmatization of the subject was found to inspire negative attitudes towards Clothing and Textiles. According to 62.5% of the teachers, friends, classmates and parents did not consider Clothing and Textile as a serious academic subject especially when compared to Physics, Mathematics, Biology among others.

On the issue of sewing machines, 85.7% of the teachers agreed that they were easy to use and in good working condition. However, in some schools, this was a challenge as confirmed by 14.3% of the teachers considering the number of machines available compared to the students' population taking the subject.

With reference to adequacy, 71.5 % of the teachers maintained that the sewing machines in the school were enough. However, this response contradicted the students' views as 60.4% of them indicated that sewing machines were not enough. This point could be due to the classroom experience of crowding on a few machines during a practical and never

finishing work with the time allocated. It was a challenge in some schools as confirmed by 28.5% of the teachers who disagreed because earlier majority were in agreement that it was not possible to expose Form I to sewing machines due to the numbers.

In conclusion therefore, from the analysis above the factors contributing most to the formation of a negative attitude from the perspective of the teachers' can be listed in the following order:

1. Lack of user friendly machines
2. Inadequacy of time for practical lessons.
3. Inadequacy of time allocated for speed test exams.
4. Adequacy of machines allocated to the students for practical work.
5. Peer pressure and stigma
6. Lack of early exposure to needlework practical

4.6 Improve students' attitudes towards clothing and textiles

The third objective of the study was to explore measures that teachers can put in place to improve students' attitudes towards the study of Clothing and Textiles. To achieve this, responses were gathered from open-ended questions conducted with students and teachers at the end of the survey. Further, responses were obtained from key informants through in-depth qualitative interviews.

4.6.1 Students' suggestions

The students' responses were as summarised in Figure 4.8.

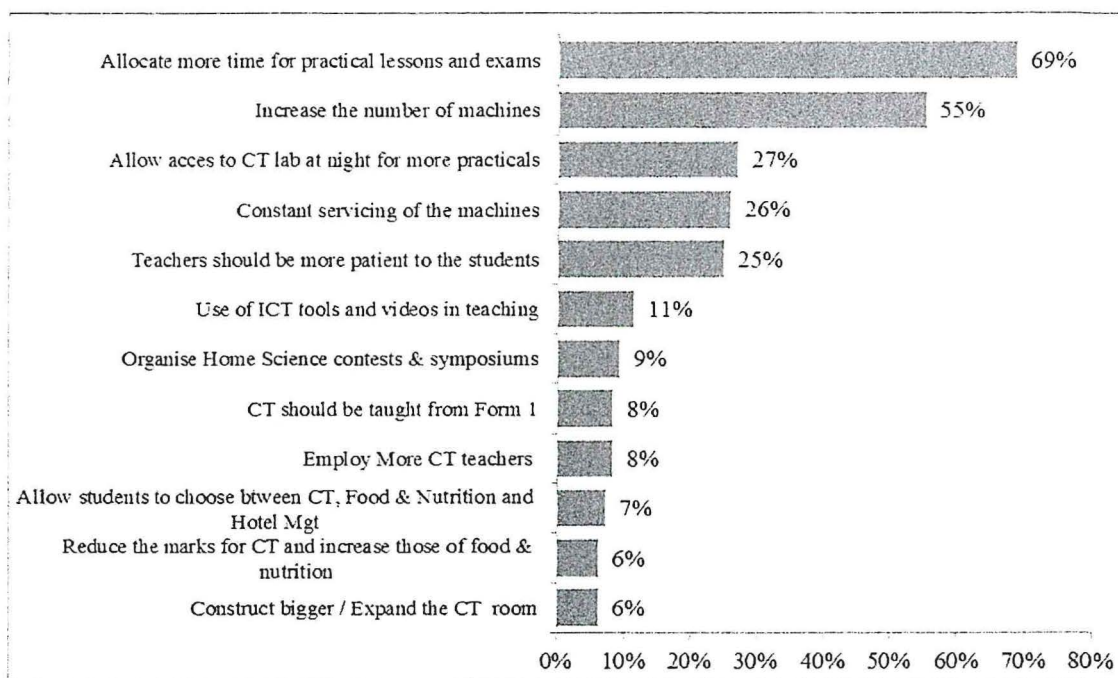


Figure 4. 8 Student suggestions for the improvement of attitudes towards CT

The majority (69%) of the students suggested that more time should be allocated for both teaching and examination of Clothing and Textiles at secondary school level. This was supported by another 8% of the students who suggested that the unit should be taught from Form 1 and by another 27% of the students who suggested that Clothing and Textiles laboratories should remain open for students to practice beyond class hours for the day scholars and at night for the boarding students. To 7% of the students, the three units that make up home science should be split and made optional to enable students choose between either Food & Nutrition or Home Management or Clothing and Textiles. Similarly, 6% of the students suggested a redistribution of the marks allocated to each of the three units because as it were Clothing and Textiles carries the bulk of the marks when compared to Food and Nutrition and Home Management. These suggestions were found to be consistent with some earlier responses that the time allocated for the teaching and examining of Clothing and Textiles was too short and that the students found the situation stressful.

The majority of the students (55%) also suggested that the number of machines available for Clothing and Textiles should be increased. This line argument was also supported by another 6% of the students who suggested that the Clothing and Textiles labs should be expanded and another 26% who suggested that the machines should be serviced regularly in order to reduce the incidences of breakdown where students end up having lesser machines at their disposal.

According to 25% of the students, the teachers should be more patient with the students especially where students find it difficult to grasp concepts quickly. This was supported by another 8% of the students who suggested that schools should employ more Clothing and Textiles teachers in order to provide more individualised attention during the practical lessons. A small proportion of students suggested variations in the teaching methodologies where 11% suggested the use of ICT tools in teaching of Clothing and Textiles with another 9% suggesting introduction of seminars, symposiums and class trips focused on Clothing and Textiles.

4.6.2 Teachers' suggestions

The teachers' opinions on what could be done to improve the learning Clothing and Textiles in their respective schools were as summarised in Figure 4.9. Just like the students the teachers also brought it clearly that the factor of time is key to improvement.

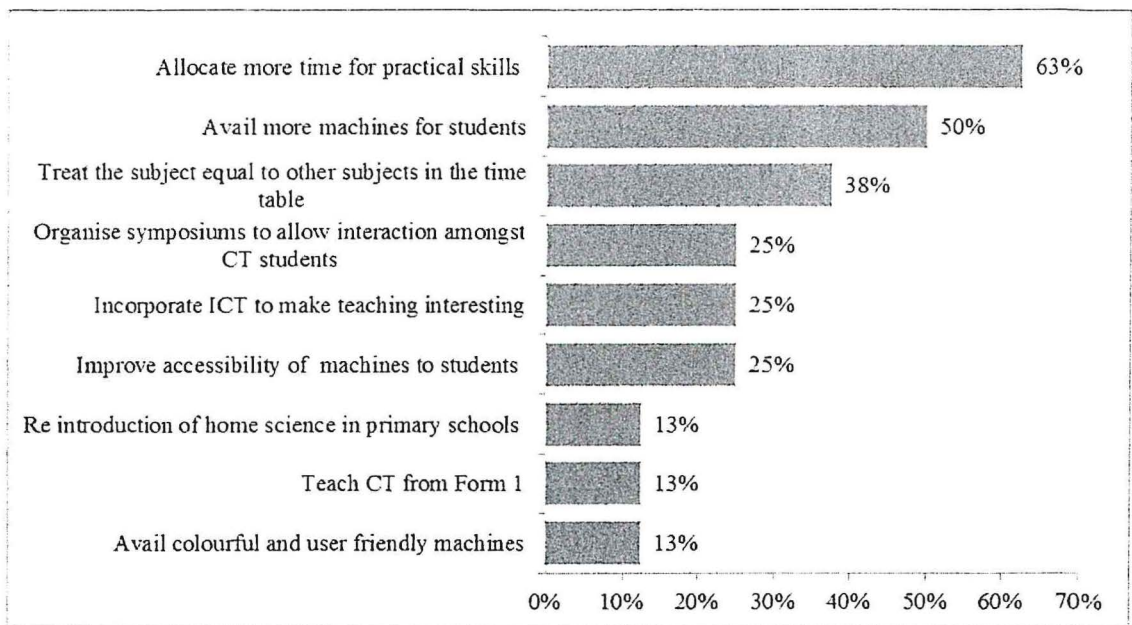


Figure 4. 9 Teachers' suggestions for the improvement of attitudes towards CT

Findings in Figure 4.9 show that the majority (63%) of the teachers were of the opinion that more time should be allocated for practical skill. a further 25% of the teachers suggested increased access to the sewing machines by the students for practice. To 38% of the teachers, the time allocation in the time table should be enhanced and the subject should be treated equally with the other subjects. Some teachers mentioned that they try to create extra time to meet the students after school, but it becomes difficult when the students are involved in co-curricular activities or when time is shared out for all the subjects. They also noted that it was easier to meet students after school for practical work in a boarding school than in a day school where students had to leave school at a certain time to get home. Time could be improved by increasing number of lessons allocated especially in Form 3 from 4 to 5 lessons a week.

To 13% of the teachers, Clothing and Textiles should be taught from Form 1 as opposed to Form 3. Teachers suggested the need to introduce the unit well at Form 1 and create interest in students right from the start. This may help curb students discouraging others from taking up the unit. Furthermore, the teachers also suggested that the subject should be reintroduced at primary level, to enable the learners appreciate the basic concepts in Clothing and Textiles before embarking on more rigorous exercises at secondary school

level. This suggestion was consistent with some earlier findings that the time allocated for the teaching and examining of Clothing and Textiles was too short and that the students found the situation stressful. The suggestion also coincided with students' proposal to increase time allocation for the subject and improve on the accessibility of sewing machines for practical work.

Half of the teachers suggested that schools should increase the number of machines available to the students. This finding implied that most of the schools were inadequately equipped for the teaching of Clothing and Textiles. A quarter of the teachers were of the opinion that provision of modern, colourful and fancy machines could make the subject more interesting. Similarly, enhancement of teaching methodologies to incorporate the use of ICT tools in teaching coupled with Clothing and Textiles symposiums and class trips would make the teaching of the subject more interesting. In the open ended question teachers noted that schools were not yet up to date with ICT infrastructure.

4.6.3 Key informants' suggestions

The key informants included school administrators, curriculum developers, examiners and markers all of whom had at least 20 years of experience in home science. Their suggestions were summarised thematically as follows.

Adequacy of Teaching equipment

Among the six informants interviewed, three of them emphasized the need to equip schools with the home science facilities. One of the informants, the curriculum expert mentioned that the problem is not really the lack of financial resources but the lack of priority given to Home Science by school principals. The key informer maintained that: "No school should start Clothing and Textiles classes without the requisite facilities. Schools should build appropriate laboratories that are spacious and sufficiently equipped with basic teaching and learning resources for the unit just like for any other practical subject in the school. It is well documented in the curriculum document that a maximum of four students should share one sewing machine. As such, in a class of 20 students, four sewing machines should suffice."

Despite this fact, the examiner stated that: “It was still necessary for schools to invest in extra sewing machines to ensure that more students were able to access a sewing machine during a practical lesson as they learn how to stitch right from Form 1”.

According to another key informant, a subject examiner, echoed similar sentiments that inadequate facilities in a Clothing and Textile department imply that teachers had little chance of ever exposing students to sewing machines in Form 1 and 2. As such, most schools expose their students to the sewing machines late in Form 3 and then assume that Form 4 class has trained enough for the exam. Exposing students to the sewing machine late applies undue pressure to both the students and teachers because there are too many skills to be practiced on the machine.

The subject examiner further explained that teachers who had no interest in Clothing and Textiles found it difficult to maintain the equipment and facilities available especially sewing machines. When machines break down they are placed in a store where they accumulate, and the service man is called in just before the KCSE exams. This practice reduces the number of sewing machines available for students during a lesson or practice sessions. Teachers could therefore be equipped with some basic maintenance skills in order to service the equipment particularly where they don't require major repairs.

Improved teaching experiences

A key informant interview with a school principal who has over 25 years of experience in teaching of Home Science suggests that students' attitude towards Clothing and Textiles in particular is dependent on the orientation that the students receive in Form 1. She further clarified that: “Some of the students find Clothing and Textiles complex because it requires keenness, high concentration and is time consuming. As such, lack of thorough and early exposure of students to the sewing equipment like sewing machines will take a toll on the students who may end up not ready for the exams”. She also explained that students who are not well prepared fail to pass in examinations and consequently discourage the other students. The first experience for a student with a speed test exam is

always intimidating since they are never sure what to expect. If the experience is delayed till Form 4, the students develop a phobia for the unit.

The chief examiner felt that there was a problem with teaching methodology because the results in the speed test exam were not good. During the interview she noted that “Clothing and Textiles teachers should start from simple to complex whenever they explain a concept to the students. For instance, the teacher should start with the description of what a fibre is and then give examples of where the fibre comes from”. She gave an example using silk fabric, how the silk cocoon is from silk worm and therefore the teacher needs to demonstrate how the fibre is wound from the cocoon and treated to make the silk thread and thereafter, show how the thread is woven to make the linen cloth which is sold very expensively in the market. The teacher could take a piece of thread from the sewing thread. Cut it, untwist it then show the students how several fibres have been twisted to gather to make a yarn, and thereafter show how different yarns are woven together to make a fabric. Subsequently, the teacher should proceed to stitches and teach the different types of stitches while grouping them into either joining or decorative or neatening types of stitches. That way, the students get amused. The lack of diversity and preparedness on the part of the teacher can be detrimental to the delivery of the lessons. The use of teaching aids is very important as it enhances understanding of the subject. The chief examiner advocated for well prepared and sequenced schemes of work followed to the later to avoid any time wasting. The teachers should give take away assignments like stitches just like any other written home work. Students could have a piece of cloth which they can practice on to make a stitch album during prep or any other free time.

The second subject examiner, noted that teachers could organise packages like class trips to Clothing and Textile industries like EPZ so that students could relate the classroom exams and the occupational world. A bit of research on the internet by the teacher on fashion trends, designers and different aspects of clothing could give students a global perspective of Clothing and Textiles. The Use of ICT in teaching as a means of demystifying Clothing and Textiles should be adopted where the teacher has the capacity,

ICT equipment and internet facilities. In applying the social learning theory in the classroom one key point was that teachers needed to use ICT in the classroom, therefore embrace blended learning. This would entice the students more and help in attention and retention of knowledge.

Syllabus reorganisation

According to the subject examiner, Clothing and Textiles is allocated four lessons in a week for theory, practical work in Foods and Nutrition and Clothing and Textiles. This is applicable for both Form 3 and Form 4. This time allocation is not adequate for a practical subject that is skill based and requires a lot of practice. The subject should therefore be split into separate units where the students would have the freedom of choosing Clothing and Textiles, Foods and Nutrition or Home Management. Such specialization would make students choose what they are really interested in and can therefore excel better.

Another key informant interview with a subject examiner at KNEC and who has over 30 years of experience in teaching Home Science revealed that students have a negative attitude towards the Clothing and Textiles unit because they do not perform well in it. The examiner acknowledged that syllabus coverage in the area is wide and needs a lot of consistent practice for good performance. As such, students needed to be patient and willing to spare extra time to do practical work in stitching. A representative from KNEC in charge of the subject confirmed that during KCSE analysis the speed test exam marks adversely affect students' grades. A good percentage did well in the theory and cookery exam, but the low score in speed test lowered their overall grade. The KCSE analysis reports compiled by KNEC (2007 to 2017), have highlighted that students did not seem to grasp the processes of different types of seams, sleeves and collars very well. The advice they underscored for teachers was to cover the syllabus thoroughly, allow enough practice and monitor course work as expected by the course outline.

The chief examiner further revealed that the revision of the Home Science syllabus in 2006 had implications on the way the subject was taught. Previously, students were assigned project work which used to take about 1 ½ years to complete. The project work

would be marked and graded by external examiners from KNEC at the end of Form 4. The project required a lot of time and a personal intervention of the teacher. The student designs varied and therefore, the teacher had to create time for every student on a one on one basis. The syllabus changes of 2006 terminated the marking and grading of the student projects by KNEC examiners. This had immediate impact in schools in that in most schools, the student projects ceased and the teachers embarked on exclusively teaching Clothing and Textiles for the exam even in as much as project work was retained as part of the syllabus. Teachers simply ignored project work which denies students the opportunity of continuously practicing skills taught in class. Students were also denied the opportunity of making a full garment and therefore did not easily develop interest in areas related to fashion design because they were mainly trained to make the half garments examined in a speed test. The lack of project work indicated that the syllabus was not completed as expected. From experience in the field, it goes back to the factor of lack of time as project work was lengthy and required extra time out of class.

To sum up the above findings by the key informants it is clear that continued sensitization is important. A key informant interview with a curriculum development expert at KICD who has over 34 years of experience in teaching Home Science reiterated that Clothing and Textiles is a skill based unit that could help interested students become self-employed in industries related to fashion and design. However, students over the years have had a certain perception towards Clothing and Textiles mainly because of stitching. Even those who end up taking the subject do so by accident because they have either been locked out of other subject choices or because that is the only Technical subject the school has to offer. A few of the students however gain an interest in Hospitality and therefore select Home science as a subject because of the Foods and Nutrition unit.

4.7 Chapter Summary

The chapter has presented the data and findings and interpretation made in respect to the factors contributing to students' most to the formation of an attitude towards Home Science's Clothing and Textiles unit in secondary schools in Westlands Sub-County.

Consequently, the factors contributing most to negative attitudes towards the study of Clothing and Textiles unit from the perspective of Home Science students, the factors that contribute most to the negative attitudes towards the study of Clothing and Textiles unit from the perspective of the Home Science teachers and the measures that teachers can put in place in order to improve students' attitudes towards the study of Clothing and Textiles. The summary of findings, conclusion, recommendations and suggestion for further research are presented in chapter five and six.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter deals with the discussion of the empirical findings on the factors to students' attitude towards the learning Home Science Clothing and Textiles Unit in Secondary Schools in Westlands Sub-county. The chapter starts with the discussion of the findings on the factors from the perspective of the students and teachers. The chapter then proceeds to explore the measures that could be put in place in order to improve students' attitudes towards the study of the unit.

5.2 Factors influencing attitudes towards Clothing and Textiles

Findings of this study show that students' attitude towards Clothing and Textiles is significantly influenced by; inadequacy of time for practical lessons, enhanced effort required for needlework, inadequacy of time for the speed test exams, peer pressure and stigma, lack of user friendly machines and inadequacy of machines, late exposure to needlework, peer pressure and stigma.

Students and teachers considered inadequate time contributes to students' negative attitudes towards Clothing and Textiles. Specifically, most respondents felt that there was inadequate time for lessons in practical needlework and for speed tests leading to poor performance in the KCSE examinations. In the past several years, the KCSE analysis reports detailing the performance of the speed test exam have shown that students had not grasped needlework concepts well and lacked proper time management during the practical therefore, not attempting some processes (KCSE Examination Reports, 2008 to 2017). These findings correspond with those of Wahome (2005) and Serem (2008) who found that inadequate time allocated to teach the unit affects the instruction by the teacher as the unit is practical. In her research it is also confirmed that some students lacked the competence in using sewing machines due to lack of time to practise needlework. Further she also noted that students' competence was affected by the poor condition of the sewing machines used in lessons; those available in most schools were old and broke down often. In a related study by Nyangi (2012) and Sang (2002), it was found that teachers complained of the inadequacy of sewing machines for teaching the unit since

most schools viewed them as expensive. The Clothing and Textiles unit often lacked the support of school administrators; these tend to spend more in equipping laboratories for the Sciences as compared to Home Science. Nyangi (2012) noted that in some cases, schools would decide to offer the subject before they build a lab and install facilities. In the process, they use any available space within the school at different times for students to learn. The students move around in different science labs or a free classroom trying to create space for practical work since there is no specific lab for Clothing and Textiles. This suggests the need for school administrators to support the subject and provide adequate structure to motivate students and teachers.

Subject stigmatization was considered to contribute to the formation of a negative attitude toward Clothing and Textile. Specifically, the unit was not considered as a serious academic subject and a skill for tailors. This is in line with a study by Wahome (2005) which found out that subject stigmatization came from both parents and fellow students since they did not consider the subject as academically important. Peer groups discouraged students from taking Home Science sometimes specifying Clothing and Textiles unit stating that it was for older women; it consumes too much time and effort and with no good career opportunity. Parents socio-economic status also contributed to a poor attitude and that is why some viewed the unit best suited for a tailor who did simple repairs. Onyemenan (2013) confirmed this by explaining the mind-set of parents. She stated that most affluent parents with highly rated professional careers insisted that their children enroll in similar careers such as Medicine, Law, Engineering among others, forcing them to take particular subjects.

Interviews with curriculum development experts also maintained that most of Kenyan parents and communities do not seem to understand the subject of Home Science and its core units. For instance, comments are always directed to Home Science students that they want to become cooks and tailors, and will not earn much money at the end of the day. In the home setting, stitching is now not done anymore by the mothers and hence the interest in Clothing and Textiles is not developed. It is therefore not surprising the most students are unable to hold a needle at Form 1.

Besides, with the influx of second-hand clothes which are easy to access, most students do not see the need to learn the Clothing and Textiles skills.

5.3 Mitigation of attitudes towards Clothing and Textiles

A number of measures that teachers can put in place to improve students' attitudes towards the study of Clothing and Textiles were explored. In this study, majority of the responses by the students and teachers related to the need for schools to allocate more time for practical skills; to invest in more machines available for students, and to provide professional development of teachers by organizing Home Science symposia and providing ICT training to them. Responses from the key informants however focused more on teachers' attitude toward teaching Clothing and Textile.

Over the year it has been noted that in-service courses or seminars for Home Science teachers have not been organised. The Directorate of Quality Assurance office in the Ministry of Education needs to spear head forums and seminars just like it does for all other subjects. The forums are used to discuss previous years' performance, way forward for improvement and share experience/best practices from different schools. The teachers should take the initiative and organize forums even for students to interact and show case Clothing and Textile items. A number of teachers are laid back therefore; a negative perception may easily develop.

Teachers also need to embrace ICT in designing and stitching because it can open up the minds of the students. Clothing and Textiles can be made exciting through ICT. It extends the learning experience for both the teacher and student. According to Uwameiye (2015), teachers can use ICT to show students patterns suitable for different figure types, sites that show different fashion trends and how processes learnt in class are used on different garments or household articles. She also adds that a teacher can use You-Tube to stream live demonstrations of sewing processes and the students are then able to relate easily to the different experiences. Integrated teaching helps a teacher to improve the delivery of a lesson. It also allows the student to engage in class in a variety of ways. There is a need for Home Science teachers to embrace the usefulness of technology in teaching. By using technology in the classroom both teacher and student develop skills

essential for the 21st century. It is important to note that education is meant to prepare these children for their world, therefore, use of technology must become the norm in our classrooms and schools (Mann, as cited in Canuel, 2011, p.33).

Among the key informants, improving teachers' attitude was highlighted as a mitigating measure to improve students' attitude toward Clothing and Textile. Efajemue (2005) noted that teachers should always give a positive orientation to the students to erase the notion that Clothing and Textiles is a difficult unit. Depending on how unit was introduced to the students, and the way it is managed on a day to day basis, teachers seem to contribute to students discouraging one another about the subject. The students blame teachers who are impatient especially when teaching a skill, they do not grasp right the first time. It is important to note that students' attitude is dependent especially on the orientation they receive in Form 1.

Key informants also highlighted the need to improve teaching methodology as another mitigating measure to improve students' attitude toward Home Science. This is in line with a study by Arubayi and Obunadike (2011) which found that lack of adequate instructional skills among teachers contributed to an attitude of students toward Clothing and Textiles. The findings brought out clearly that a teacher had to be well-endowed with knowledge of the subject matter in order to impact on the learners and as a result, students enjoy and fight the subject. The subject teacher therefore has to do a lot of research during the lesson preparation other than referring to the text book which is given to the learner. The teacher should make the students understand that not only what is in the text book matters and as such, he or she should be well versed with extra knowledge.

Apart from conducting research, teachers should also have initiative in adopting better teaching strategies to make the classes interesting. Learning takes place through the active behaviour of students in the activity (Tyler 1949, cited by Maheshwari 2015). He further pointed out that sometimes there was a problem in the selection of learning experiences by the teacher. He also maintained that the morale of students can also be improved by teachers using available resources and learning materials to engage students

in the learning. This suggests the need for teachers to look for an enticing approach while introducing the unit to new students. The teacher ought to relate the unit to the trending fashion and allow students to do project work and make it possible for them to model it to other students. Clothing and Textile teachers could also make the classes interesting by exposing their students to out of the school environment. Students can be taken for trips especially in textile industries like EPZ, exhibitions and Evelyns' School of design among others. There is need for the teacher to invite someone pursuing fashion or clothing technology as a guest teacher to motivate the students in the unit.

In reference to the theoretical framework, at the end of the learning period, learners, teachers and those involved in curriculum development need to review the following: what has been learnt in relation to behavioural objectives; what has been mastered or not mastered and what should be expected next time. The teacher needs to organise and manage available resources and other learning materials to guide the students in being aware of the fun of their learning activities. Breaking the class into smaller groups may enhance mastery of learning activities and student appreciation of what they are learning. Tyler's model also advocated for linking objectives to learning experiences, formulating goals and organising means and resources to shape curriculum to desired direction.

There was also lack of early exposure to the sewing machines from Form 1 yet the syllabus outline has a topic on sewing equipment at that level. Teachers indicated that this was due to large number of students in Form 1 compared to the number of machines available. In line with the theoretical framework, Tyler (1949), noted that it was important for the teacher to organize the learning experience vertically when there is a similar study in the next level. This idea puts emphasis on the importance of exposing students to the sewing machine from Form 1. The number of lessons allocated to the class can also make this a challenge for the students to learn how to use the machines well as it needs frequent practical sessions.

Time is a very rare commodity and unless it is well utilized it will always be scarce. Both the students and teachers in the research mentioned the need of extra time. This finding agrees with Serem (2011), who noted that in her research teachers complained of inadequate time allocated to teaching of Clothing and Textiles. The increase of time can only be created through proper planning by the teacher and student. If students are well taught, create time for practicing on the sewing machine after class hours and are well prepared for the exam, they ought to manage their time well during the speed test exams. As indicated by the chief examiner, the teachers need to prepare their lessons effectively with appropriate activities to ensure time is not wasted. She also mentioned the need to give group work and well guided homework as a measure of saving lesson time. The teacher must engage in different delivery techniques, and proper classroom management skills. These techniques can help to handle the complaint of breadth of curriculum being too wide in relation to the allocated 4 lessons per week.

Many students get inclined to a subject with a benefit. When students pass very well in any particular subject more are attracted to it and this is the reason why elective subjects have challenges in many schools. The low performance in Clothing and Textiles exerts pressure on the popularity of the subject. In the case of Clothing and Textiles, many students find it difficult to work with the equipment and therefore discourage other would be students of the unit. It's important for the teachers to be well versed with the different types of sewing machines, equipped with simple maintenance skills in order to do simple repairs whenever need arises. This ensures that there is no strain due to less equipment especially for a practical lesson. If the unit is introduced well, with time the students who opt for the subject will be doing so mainly because of their career choice and not because of stitching.

5.4 Chapter Summary

The chapter has presented the discussion on the findings on the factors contributing to students' attitude towards home science's clothing and textiles. The lack of user friendly machines, inadequacy of time for practical lessons, inadequacy of time allocated for speed test exams, adequacy of machines allocated to the students for practical work, lack

of early exposure to needlework practical, peer pressure and stigma were some of the main factors. The conclusion, recommendations and suggestion for further research are presented in chapter six.

CHAPTER SIX

CONCLUSION RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter deals with the recommendations and suggestions for further research of the study which was on the contributory factors to students' attitude towards home science's clothing and textiles in secondary schools in Westlands Sub-county. The findings were that The lack of user friendly machines, inadequacy of time for practical lessons, inadequacy of time allocated for speed test exams, adequacy of machines allocated to the students for practical work, lack of early exposure to needlework practical, peer pressure and stigma contributed most to those attitudes.

6.1 Conclusion

Schools were having challenges managing the clothing and textile syllabus within the articulated time the curriculum developers and the examiners. Schools introduced students to needlework very late into the curriculum and s such students did not acquire the needlework competence adequately the time they sit their assessment. Time management and the numerous skills required for the masterly needlework in readiness for practical assessment were thus a challenge for the schools. Little and late exposure to mock assessments make the students unprepared for the main assessments. Schools were also having challenges maintaining their clothing construction equipment. As such, school were not replacing old technology machines with newer ones while at the same time not attending to repairs and maintenance in a timely manner. Students were comfortable with the teaching methodologies employed in the subject.

6.2 Recommendations

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

6.2.1 Recommendations for Policy (MOEST)

An intensive evaluation of the Home Science curriculum was necessary in order to address the short comings in the entire process of teaching and learning of the Home Science subject. Both teachers and students complained of inadequacy of the time allocated to the content delivery, practical work and examination of the Clothing and

Textile unit, a factor that warranted the various units of the subject namely Food and Nutrition, Child Care, Clothing and Textiles, Home management, First Aid and Consumer Education to be reorganised as stand-alone subjects.

The ministry should also consider the distribution of the Clothing and Textiles unit content from Form 1 as opposed to the current arrangement where the content is covered in two years between Form 3 and Form 4. Furthermore, the ministry should re-introduce the student project assessment by the Kenya National Examinations Council. Its abandonment in 2006 was found to have negative outcomes in that teachers embarked on teaching for exams while students never completed their garments even as much as the syllabus retained student projects.

The Ministry also needs to provide capitation grants to schools for the procurement of modern and user friendly sewing machines and space for the ease of teaching and learning of clothing and textile.

6.2.2 Recommendations for Head teachers and Quality Assurance Officers

- a) Head teachers need to ensure adequate provision of teaching and learning resources for the teaching of Clothing and Textile, particularly for the practical sessions. A well-equipped Clothing and Textile room needs to be made available to enhance teaching of practical lessons.
- b) Schools need to convene subject panels consultative sessions to address the underlying short comings, propose corrective measures and follow up actions through action plans.
- c) Supervision of instruction and professional records for Home Science and especially Clothing and Textile be prioritised and emphasised to ensure that teachers prepare adequately and deliver the practical lessons effectively. This could help in improving the attitude and performance of students in the unit.
- d) Schemes of work and lesson plans for Home Science teachers need to be checked on a weekly basis to ensure that the Clothing and Textile teachers are teaching all the topics according to the syllabus.

- e) Teacher motivation by the school administration is important. The Head teacher should look for ways of rewarding a teacher who has shown initiative in her work and especially if there is an improvement in KCSE performance.

6.2.3 Recommendations for Teachers

- a) Home Science teachers need to prepare the professional records and ensure that the lessons were delivered effectively.
- b) Clothing and Textile teachers need to attend in-service courses and symposiums for the teaching of Clothing and Textile pedagogy. This would help them to network with other people exchange ideas that can be used to improve their departments in the school,
- c) Home Science teachers need to embrace integration of ICT in teaching since they are dealing with an exposed 21st century child. Since most students are well versed with technology, its use in the classroom captures their attention more and makes a lesson interesting.
- d) Teachers should make an effort to be trained as KSCE examiners in Clothing and Textiles. This gives a teacher an insight of what to be keen on while teaching and preparing students for exams. The exposure also gives a teacher more confidence and a better attitude since expectations are clear.

Mixed schools and boys' schools offering the subject should encourage more of them to choose the subject. Inclusion of more male students' will help reduce stigma and the formation of a poor attitude. It will also help down play peer pressure if the teacher works with students closely to ensure a good performance.

6.3 Suggestions for Further Research

The study data suggests that home science was mainly studied by girls. The participation of the male gender was quite too low. Further research is therefore necessary to

determine the barriers to access, and participation of males at both teacher and student levels. The scope of the study concentrated on secondary schools within the urban setting. It would be necessary to determine whether the same findings hold for schools in the rural setting. Considering the different exposure students have in a rural or urban setting the findings could bring out other important factors.

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APPENDICES

Appendix 1: Teachers' Questionnaire

RESEARCH TOPIC:

ATTITUDES TOWARD LEARNING OF CLOTHING AND TEXTILES AMONG STUDENTS IN SELECTED SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY.

This survey should take only 5-10 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality.

The questionnaire is designed to gather data about your perception towards Home Science Clothing and Textiles unit. Please answer the questionnaire provided as best as you can. Your participation is highly appreciated.

Kindly put a tick in the box that accompanies the option of your response.

Section 1: BIO- DATA

1. Please indicate your gender Male Female
2. Please indicate your age bracket?
21-30 31-40 41- 50yrs 51-60 51-60 over 60
3. For how long have you been a teacher?
1-5yrs 6-10yrs 11-15yrs 15-20yrs Over 20yrs
4. For how long have you been a teacher at your current station?
1-5yrs 6-10yrs 11-15yrs 15-20yrs Over 20yrs
5. Please indicate your educational qualification
O level A-Level Diploma B.Ed M.Ed
] Please specify any other.....

1. Which unit in Home Science do you like teaching most?
 Clothing and Textiles
 Foods and Nutrition

- Home Management
- First Aid
- Consumer Education

2. Which paper do students in your school you score the highest marks

- Paper 1 – Theory
- Paper 2 – Clothing Construction
- Paper 3 – Food and Nutrition practical

The following statements reflect your perceptions of the factors that contribute to students' attitude toward Clothing and Textile. Indicate the extent to which you strongly disagree, disagree, agree and strongly agree.

Kindly tick the appropriate box.

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
a) The number of sewing machines in the school are enough for students for practical work				
b) The sewing machines in school are easy to use and are in good working condition.				
c) There is little time available to practice skills taught in class (e.g. needlework, use of sewing machines).				
d) Time allocated for the Speed Test exam is not enough.				
e) I am able to expose my students to the practical work using the sewing machine from Form 1				
f) Friends/classmates/parents of students do not consider clothing and textile as a serious academic subject (e.g. it is not as prestigious as				

physics or math; it is a skill for tailors;).				
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Section 3: Suggestions for Improvement

What do you think can be done to improve the teaching & learning of Clothing and Textile in your school?

Appendix 2: Students Questionnaire

RESEARCH TOPIC:

ATTITUDES TOWARD LEARNING OF CLOTHING AND TEXTILES AMONG STUDENTS IN SELECTED SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY.

This survey should take only 5-10 minutes to complete. Be assured that all answers you provide will be kept in the strictest confidentiality.

QUESTIONNAIRE FOR STUDENTS

The questionnaire is designed to gather data about your perception towards Home Science Clothing and Textiles unit. Please answer the questionnaire provided as best as you can. Your participation is highly appreciated. Kindly put a tick in the box that accompanies the option of your response.

Section 1: BIO- DATA

3. Tick off your gender Male Female
4. Tick off your age: 14-15 years 16 -17 years 18yrs and above
5. What class are you in? Form 3 Form 4
6. In which class did you first study Home Science?
 Form 3 Form 2
7. In which class did you choose Home Science for KCSE exams
 Form 1 Form 2 Form 3 Form 4

Section 2: Attitude towards Clothing & Textiles

8. Which unit in Home Science do you like most?
 Clothing and Textiles
 Foods and Nutrition
 Home Management
 First Aid
 Consumer Education

9. Which paper do you score the highest marks

Paper 1 – Theory

Paper 2 – Clothing Construction

Paper 3 – Food and Nutrition practical

The following statements reflect your perceptions of the factors that contribute to students' attitude toward Clothing and Textile. Indicate the extent to which you strongly disagree, disagree, agree or strongly agree.

Kindly put a tick in the appropriate box.

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
1. The number of sewing machines in the school are enough for students for practical work				
2. The sewing machines in school are easy to use and are in good working condition.				
3. The approach the teacher uses in class is hard to understand.				
4. The teacher is too harsh and impatient when we make mistakes during needlework.				
5. Doing needlework requires too much effort (e.g. time consuming, tiresome, monotonous, and repetitive).				
6. There is little time available to practice skills taught in class (e.g. needlework, use of sewing machines).				
7. Time allocated for the Speed Test exam is not enough.				
8. My friends/classmates/parents do not consider clothing and textile as a serious academic subject (e.g. it is not as prestigious as physics or math; it is a skill for tailors;).				

Section 3: Suggestions for Improvement

What do you think can be done to improve the learning of Clothing and Textile in your school?

Appendix 3: Key Informant Interview – (Teacher with over 25 years of experience).
ATTITUDES TOWARD LEARNING OF CLOTHING AND TEXTILES AMONG STUDENTS IN SELECTED SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY.

In research literature, it has been found that Kenyan students generally have an attitude toward Clothing and Textile. Do you agree with this observation? Would you say that our students do form a certain attitude and why do you say so?

From available research, a number of factors have been identified that could contribute negatively to our students' attitude toward Clothing and Textile. Some of these factors are the depth of the curriculum, inadequacy of sewing machines, the way the subject is taught, cultural perceptions. Do you agree with this observation? Which of these factors do you think contribute most to the formation poor attitudes? Are there other factors that you would like to add/mention which are not perhaps captured in existing literature? Which ones?

"As a teacher, what are the challenges that you face as a teacher of Clothing and Textile?"

From your experience what do you think are some measures that can be done at the school/national level to improve students' attitude towards CT?

What do you think can be done to address the adequacy of the time allotted?

What do you think can be done to address the problem of infrastructure?

What do you think can be done to address the problem of peer pressure?

Is the breadth of the syllabus an issue that needs to be addressed?

Do you think the teachers could be a contributing factor to the formation of certain attitudes students have in the unit?

Appendix 4: Key Informant Interview – (Subject Examiners)

ATTITUDES TOWARD LEARNING OF CLOTHING AND TEXTILES AMONG STUDENTS IN SELECTED SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY.

In research literature, it has been found that Kenyan students generally have an attitude toward Clothing and Textile. Do you agree with this observation? Would you say that our students do form certain attitude and why do you say so?

From available research, a number of factors have been identified that could contribute negatively to our students' attitude toward Clothing and Textile. Some of these factors are the depth of the curriculum, inadequacy of sewing machines, the way the subject is taught, cultural perceptions. Do you agree with this observation? Which of these factors do you think contribute most to the formation of attitudes? Are there other factors that you would like to add/mention which are not perhaps captured in existing literature? Which ones?

"As a teacher, what are the challenges that you face as a teacher of Clothing and Textile?"

From your experience what do you think are some measures that can be done at the school/national level to improve students' attitude towards CT?

As a Chief Examiner what is your take on the performance of the students? (same question asked to examiner).

As a Chief Examiner of Paper 2 Clothing Construction, what is your advice to teachers, schools in relation to Clothing and Textiles? (same question asked to examiner)

What do you think can be done to address the adequacy of the time allotted?

What do you think can be done to address the problem of infrastructure?

What do you think can be done to address the problem of peer pressure?

Is the breadth of the syllabus an issue that needs to be addressed?

Do you think the teachers could be a contributing factor to the attitude students have in the unit?

As the Home Science representative at KNEC, does the speed test exam (Clothing Construction), adversely affect the general performance of students?

Appendix 5: Key Informant Interview – (KICD-curriculum developer)

ATTITUDES TOWARD LEARNING OF CLOTHING AND TEXTILES AMONG STUDENTS IN SELECTED SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY.

In research literature, it has been found that Kenyan students generally have an attitude toward Clothing and Textile. Do you agree with this observation? Would you say that our students do form an attitude and why do you say so?

From available research, a number of factors have been identified that could contribute negatively to our students' attitude toward Clothing and Textile. Some of these factors are the depth of the curriculum, inadequacy of sewing machines, the way the subject is taught, cultural perceptions. Do you agree with this observation? Which of these factors do you think contribute most to the attitudes students may form towards the unit? Are there other factors that you would like to add/mention which are not perhaps captured in existing literature? Which ones?

Do you remember challenges you faced as a teacher of Clothing and Textile?

Do receive any complaints from teachers in the field?

From your experience what do you think are some measures that can be done at the school/national level to improve students' attitude towards CT?

Appendix 6: Research Authorization – Strathmore University



Strathmore
UNIVERSITY

10th February 2017

To whom it may concern

RE: REQUEST TO CONDUCT RESEARCH

This is to certify that Shibutse Caroline Kudwoli (Admission N^o: 089370) is a Master of Science in Education Management student at Strathmore University. To complete her Master's degree, she is required to write a dissertation applying the knowledge and skills she has acquired.

Her dissertation is entitled "**Contributory Factors to Students' negative attitude towards Home Science - Clothing and Textiles unit in Secondary Schools in Westlands Sub-County**".

She is also required to collect data from schools and other respondents in Westlands Sub-County.

We shall appreciate any assistance given to her.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M. Dimba'.

Dr. Magdalene Dimba
Director of Research
School of Humanities and Social Sciences

Appendix 7: Research Authorization – Ministry of Education



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION

Telegrams: "SCHOOLING", Westlands

Telephone :

When replying please quote

Our Ref:

DISTRICT EDUCATION OFFICE

WESTLANDS DISTRICT

P.O BOX 13788-00800

NAIROBI.

27TH FEBRUARY 2017


THE PRINCIPAL,
SECONDARY SCHOOLS,
WESTLANDS SUB COUNTY.

RE: RESEARCH AUTHORIZATION

The bearer of this letter: **Shibutse Caroline Kudwoli**; Strathmore University has been authorized to carry out research in Westlands Sub-County on "*Contributory Factors to Students' negative attitude towards Home science – Clothing and Textiles unit in Secondary Schools*".

Kindly accord her the necessary assistance.

District Education Officer
Westlands District
P.O. Box 13788-00800, Nairobi.

(P)  Date.....

JULIUS MBURU KIMANDO
SUB-COUNTY DIRECTOR OF EDUCATION
WESTLANDS

Appendix 8: Research Authorization – NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone +254-20-2213471,
2541349,3310371,2219420
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when replying please quote

4th Floor, State House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No: **NACOSTI/P/17/83624/16830**

Date: **20th April, 2017**


Caroline Abisinwa Shibutse
Strathmore University
P.O. Box 59857-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Contributory factors to students negative attitude toward home science clothing and textiles unit in secondary schools Westlands Sub County,*” I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **20th April, 2018**.

You are advised to report to the **County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

