Evaluating the Teaching of Identified Crafts in Home Economics Programme of Nigerian Universities

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Abstract

The purpose of the study was to evaluate the teaching of crafts that are taught in Home Economics programme of Universities in South Eastern Nigeria. To achieve this three research questions guided the study and two hypotheses were tested. The study used a self designed questionnaire comprising of three sections to obtain data. Question one has two answers, included(1) and not included, (2)While a four point likert scale was used for questions 2and3, The study area was Universities in Uouth Eastern Nigeria, Abia, Anambra, and Ebonyi. Enugu was delimited because the Universities there do not offer Home Economics. Thirty (30) lecturers and two hundred and seventy three (273) students formed the population for the study making a total of three hundred and three (303). All the thirty lecturers and one hundred and sixteen (116) students were purposively selected for the study. Quantitative data was collected for the study. Mean scores were used for analyzing the research questions. t-test was used for testing the hypothesis at 0.05 level of significance. The result revealed that, thirty four (34) items out of 40 items identified were included in the programme. The study also revealed that fourteen (14)of the identified items were not taught. These include hats/fascinators, beaded flower vases/flowers, fabric accessories, wireworks jewelries, leatherwork and upholstery finishing. Recommendation among others was that crafts not included in the programme should be included and taught.

Keywords: *Home Economics, Clothing and Textiles Teaching, Craft*

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Background to the Study

Home Economics is one of the courses offered in the University. Okpara, (2005) described Home Economics as a skill oriented decision making subject that equips learners with saleable skills and knowledge which help them to be self-employed and at the same time contribute effectively to the socio- economic development of the family and society. Home Economics is a course that has separate but related areas which include, foods and nutrition, child and family relationship, housing and furnishing, related arts, clothing and textile, (Obanya,2004). Clothing and textile education is an important aspect of Home Economics education. It is a skill oriented subject taught at all levels of education. Clothing and textile education helps to develop in individual the needed skills which will lead to their personal development. It is concerned with teaching students characteristics of different fabrics, care of fabrics and choice of clothes (Okeke, 2005). Arkurst, (2004) also pointed out that it also involves interior decoration, textile technology and cloth production. According to Oranu and Anyakoha (1992) clothing and textile is an aspect of Home Economics which prepares individuals for employment opportunities in areas relating to clothing selection, clothing construction, costume designing, clothing care clothing economics as well as craft work.

Craft is an integral aspect of clothing and textile. It is a physical skill that involves the use of hands, machines and tools to create something new and interesting, (Nwankwo 2007). It is an expression of creative interest of human being to give vent to their imagination, (Nwankwo, 2007). Craft involves a sense of aesthetic and artistic values to create new and unique things or beauty as well as utilitarian value. It helps students to develop creative abilities and manipulative skills that will enable them function effectively in the society. According to Onwunedo, (1996), the teaching of craft is very necessary because the knowledge of craft will help students to develop their creative ability and good taste. The knowledge of craft will enable individuals to make clothes, gift items and different household items. Craft will help individuals to be economically empowered, resourceful and appreciate the dignity of labour as stipulated by NPE, (2004). It helps them to learn correct ways of using tools since craft involves the use of many tools. One of the major aims of teaching craft in schools is to prepare students to be competent and self-employed. For students to benefit from any course including craft, it must be effectively taught. It helps students to develop creative abilities and manipulative skills that will enable them function effectively in the society. This is important especially now that unemployment is ravaging our nation's youths.

Teaching effectiveness is a strong predictor of student's quality. Students can only be interested in a course when the teaching approach is effective. It has been observed that some lecturers teach only those crafts attached to clothing courses. This is supposed to be minimum standard not maximum. As a result of this, many Home Economics students in the Universities go for already made crafts for exhibition or they employ somebody to do it for them. There are also some innovations, interesting and skillful craft that are not taught in our universities which when included will be of benefit to the students. It is therefore necessary that students are exposed to wide variety of crafts for this will help develop their creative ability and enhance skill acquisition, giving them wide opportunities for self employment, especially at this time that unemployment is ravaging the youths and government is emphasizing on skill acquisition. Infarct it has been generally observed that teaching of crafts in Home Economics has not received the required emphasis practically and students are exposed to minimal crafts. However not exposing the

students to adequate skills in crafts is a problem. Among the Universities in the six geopolitical zones south east appears to be one of the zones where these crafts are not adequately emphasized and there is need to teach these crafts properly to enhance students' skill acquisition. Therefore the need to evaluate the crafts included in Home Economics programme of Universities.

Objectives of the Study
The main objective of the study was to evaluate the teaching of crafts in Home Economics Programme of Universities in Nigeria.
1. Identified crafts that are included in the Home Economics programme of Universities in Nigeria.
2. Ascertained crafts that are taught in Home Economics programme of Universities in Nigeria.
3. Determined crafts that could be taught in Home Economics programme of Universities in Nigeria for better skill acquisition based on feedback from objectives 1 and 2

Research Questions
The study sought answers to the following research questions.
1. What are the crafts included in the Home Economics Programme of Universities in Nigeria?
2. What are the crafts taught in Nigerian Universities?
3. What are the crafts that could be taught in the Universities?

Hypotheses
Ho_1: There is no significant difference in the mean ratings of responses of students and lecturers from the four Universities studied on crafts included in the programme.

Ho_2: There is no significant difference in the mean ratings of responses of students and lecturers on crafts taught in the four Universities.

Methodology
Design & Area of Study
The study adopted survey research design. It involved using self- designed questionnaire in collecting data from the respondent. The study was carried out in some states in the South Eastern part of Nigeria..Specifically it was carried out in all the Universities that offer Home Economics.

Population for the Study
The population for the study comprised of three hundred and three (303) respondents. Thirty (30) lecturers and Two hundred and seventy three (273) students..

Sample for the Study
The sample size is one hundred and forty six (146). All the 30 lectures of the Home Economics departments in the selected Universities were involved in the study, while the students sample size was one hundred and sixteen.

Instrument for Data Collection
A questionnaire was used to collect data from the respondents. The questionnaire has two sections, section A and B, A, addressed research question one, section B, addressed research question two, feedback from research question A and B addressed research question 3. Question A, has two responses, included and not included with the scaling of 1 and 2 respectively. Section 2 question, has four responses, Always taught=4, sometimes taught=3, rarely taught=2, and not taught=1, research question 3 is the outcome of section A and B..The instrument was validated by five lecturers of the Department of Home Economics/Hotel Management and Tourism, Michael Okpara University of Agriculture Umudike. Validation of the instrument was based on content validity to ascertain that the instrument measured what it was supposed to measure, in terms of coverage, relevance to subject matter appropriateness of language and clarity of purpose. Suggestions and corrections made were incorporated into the final draft of the questionnaire.. The reliability of the instrument for data collection for this study was pretested on nine (9) respondents, from Rivers State University of science and technology they were not part of the sample for the study, using pilot test. The data obtained were tested using crombach's Alpha reliability test. Reliability coefficient of 0.85 was obtained.

Data Collection Technique
The researcher administered the questionnaire by hand with the help of four research assistants who were trained on how to administer the questionnaire in each of the institutions. These questionnaires were issued and collected within an average period of two weeks. A total of one hundred and forty six questionnaires were distributed but one hundred and thirty three were properly filled and returned. So the study used the questionnaires that were properly filled and returned.

Data Analysis
Data obtained from the study was analyzed statistically using means and standard deviation. For responses on section A which addressed research question one and has two responses, included=1 and not included=2, mean score of 1.5 and below was accepted as included while mean scores above 1.5 was rejected, not included but research question 2, have four responses with the following scaling, 4, 3, 2, 1.therefore a mean score of 2.5 and above was accepted while mean scores below 2.5 was rejected. The statistical package for social sciences (SPSS17.0) was used to analyze the data. The hypotheses for the study were tested using Anova at 0.05 significant levels.

Results and Discussion
This chapter discussed the findings of the study carried out and these were presented based on the research questions and hypotheses.

Research Question 1;what are the crafts included in the Home Economics Programme of universities in Nigeria. .
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Table 1; shows the Result of mean responses of Respondents on Research Question 1. NR=X_1=31,X_2=47,X_3=9,X_4=46

	Crafts included in the programme	Mean+SD response of the respondents								
		X_1	SD	X_2	SD	X_{3+}	SD	X_{4+SD}	AV.X SD	RMKS
1	Making of totes	1.83+	0.40	1.10 +	0.3	2.00 +		1.00 +	1.63+	NI
2	Table cloths	1.00+		1.10+	0.31	1.00 +		1.00 +	1.02+	IN
3	Aprons	1.00+		1.10 +	0.31	1.00 +		1.00	1.19	IN
4	Overall	1.33+	0.51	1.10 +		1.00 +		1.00 +	1.31+04	IN
5	Shower curtains	1.33+	0.51	1.10 +		1.00+0.		1.00 +	1.29+0.	IN
6	Handkerchiefs	1.33+	0.51	1.30		1.25 +		1.16 +0.40	1.26+0.	IN
7	Pettycoats	1.16+	0.40	1.30 +		1.00+0.		1.00 +	1.22+0.	IN
8	Waist slip	1.50 +	0.54	1,30		1.00		1.16 +0.40	1.32+0.	IN
9	Headrest/Armrest	1.00		1.30 +		1.00 +		1.16 + 0.40	1.13+0.	IN
10	Throw pillows or	1.16 +	0.40	1.10 +		1:00 +		1.16 + 0.40	1.14+0.	IN
11	Curtains	1.00		1.10 +		1.00 +		1.00 +	1.17+0.3	IN
12	Quilted bedsheets	1.16 +	0.40	1.00		1.00 +		1.00 +	1.13+0.	IN
13	Patchwork	1.16+	0.40	1.00 +		1.00 +		1.00 +	1.25+0.	IN
14	Babies changing mat	1.33 +	0.51	1.20		1.00 +		1.33 + 0.51	1.43+0.	IN
15	Wall tidy bags	1.33 +	051	1.20		1.00 +		1.33 + 0.51	1.36+0.	IN
16	Carrycot	1.50 +	0.54	1.20 +		1.00 +		1.16 +	1.47+0.	IN
17	Collage	1.33 +	0.51	1.40 +		1.00		1.00	1.40+0.	IN
18	Rugs(wool)	1.00		1.00		1.00		1.00	1.12+0.	IN
19	Rag rugs	1.00		1.10 +	0.3	1.00 +		1.00	1.2+	IN
20	Soft toys	1.16+	0.40	1.10 +		1.00		1.16 +	1.2+	IN
21	Bedsheets/pillow	1.00+0.00		1.10 +		1.00 +		1. 00 +	1.15+0.	IN
22	Paper work	1.33+	0.51	1.00 +		1.00		1.00 +	1.19+0.	IN
23	Macrame	1.33 +	0.51	1.10 +	0.3	1.25 +		1. 00 +	1.32+0.	IN
24	Wire	2.00+0.00		1.70+0.48		1.25	10.5	1.16	10.40	1.51+0.5	NI
25	Beaded jewelries	1.16+	0.40	I.80+0.4		1.25+0.5		1.00	10.00	1.48	IN
26	Weaving	1.00+0.00		1.20 +		1.00 +		1.16 +0.40	1.51+0.	NI
27	Matting	1.00 +		1. 40+ 0.5		1.00 +		1.33+0.51	1.25+0.	IN
28	Beaded flower vases	1.00		1. 90 + 0.;		1.25+		1.00 +	1.38+0.	IN
29	Applique	1.50 +	0.54	1.1 0 + 0.;		1.00 +		1.16 +0.40	1.47+0.	IN
30	Fabric accessories e.g. (ankara shoe,	1.16+	0.40	1.20+ 0.42		1. 25 + 0.50		1.50+0.54	1.49+0.46	IN
31	Hat/fascinators	1.16 +	0.40	1.10 +		1.25 +		1.00 +	1.38+0.	IN
32	Knitting	1.16 +	0.40	1.10 +		1.25 +		1.16 +040	1.15+0.	IN
33	Crocheting	1.00 +		1.00 +		1.00 +		1.00+	1.09+0.	IN
34	Fabric printing	1.16 +		1.00 +		1.00 +		1.00	1.06+0.	IN
35	Leather work	1.33 +	0.51	1. 70 +		2.00 +		1. 66 + 0.5	1.58+0.	NI
36	Tie and dye	1.16 +		1.00 +		1.25 +		1.00 +	1.15+0.	IN
37	Batik	2.00 +		1. 90 +		2.00 +		1.16 +0.40	1.61+0.	NI
38	Beaded flowers	1.00 +		1.00 +		100 +		1.00 +0.00	1.12+0.	IN
39	Bridal bouquet	1.83 +		1.80 +		2.00 +		1.16 +0.40	1.66+0.	NI
40	Beaded traditional accessories	1. 66 + 0.5		1..70 + 0.48		2.00 + 000		1.16+0.40	1.25+0.25	IN

X_1 _UNN, X_2-MOUAU,X_3_ABSU, X_4_EBSU,SD-standard deviation,AV.X-Average mean,IN-included,N-N7ot Included. NR Number of respondents

The result in table one revealed that thirty four (34)crafts have average mean responses below the criterion level 1.5.,which signifies that the respondents agreed that these crafts were included in the programme. While six (6) crafts have mean responses above the criterion level (1.5).which signifies that the respondents agreed, that the crafts were not included in the programme.Though there are significant differences in the mean responses of respondents across the universities.

Research Question 2; what are the crafts taught in the programme.
Table 2, shows the Result of Responses on Research Question 2.
NR=X$_1$-31,X$_2$-47,X$_3$-9,X$_4$-46.

S/No	Crafts taught programme	Mean+SD response of the respondents											
		X1	SD	X2	SD	X3	SD	X4	SD	AV.X SD RKS RMKS RMKS		RKS RMKSRMK	
1	Making of totes	1.12	0.60	1.38	0.79	3.00	1.00	1.89	1.23	1.83	1.05	NT	SIG
2	Table cloths	3.92	0.28	3.14	0.95	4.00	0.00	3.73	0.54	3.58	0.73	T	
3	Aprons	3.64	0.64	2.51	0.80	3.80	0.45	3.00	1.11	3.08	0.99	T	
4	Overall	2.96	1.06	1.81	1.10	3.60	0.55	2.24		2.62	1.25	T	
5	Shower curtains	1.72	1.24	1.97	1.12	3.40	0.89	2.20	1.14	2.19	1.18	NT	
6	Handkerchiefs	3.28	1.10	1.95	1.10	3.40	1.34	2.84	131	2.77	1.30	T	
7	Pettycoats	1.80	1.12	1.89	1.22	4.00	0.00	1.93	1.27	2.14	1.26	NT	
8	Waist slip	3.36	0.99	2.38	1.26	3.80	0.45	2.31	1.28	2.86	1.27	T	
9	Headrest/Armrest	3.76	0.83	3.00	0.88	3.80	0.45	3.27		3.31	0.93	T	
10	Throw pillows or puffs	3.60	0.82	3.11	0.91	3.60	0.89	2.47	1.18	3.18	1.09	T	
11	Curtains	2.32	1.28	3.41	0.86	4.00	0.00	3.40	1.05	3.46	1.12	T	
12	Quilted bedsheet	2.64	1.15	3.49	0.80	4.00	0.00	2.84	1.28	3.32	1.14	T	
13	Patchwork	2.16	1.11	3.43	0.83	4.00	0.00	1.98	1.22	3.02	1.26	T	
14	Babies changingmat	3.36	1.04	3.24	0.89	3.40	0.89	2.13	1.25	3.17	1.21	T	
15	Wall tidy bags	1.36	0.81	2.73	0.93	2.80	1.30	1.71	1.10	2.10	1.14	NT	
16	Carrycot	1.56	1.04	2.49	0.80	2.80	0.84	1.87	1.08	2.18	1.04	NT	
17	Collage	2.00	1.00	2.57	0.77	3.40	0.89	1.96	1.11	2.31	1.03	T	
18	Rugs(wool)	1.68	0.99	3.57	0.90	4.00	0.00	3.84		3.56	1.16	T	
19	Rag rugs	1.64	0.91	3.51	0.84	4.00	0.00	3.07	1.27	3.08	1.26	T	
20	Soft toys	3.44	0.96	3.11	0.88	3.20	0.84	3.02	1.25	3.00	1.06	T	
21	Bedsheets/pillow cases	3.64	0:86	3.24	0.89	3.40	1.34	3.24	1.09	3.34	0.99	T	
22	Paper work	2.24	1.33	2.70	1.13	2.20	1.30	2.22	1.24	2.82	1.23	T	
23	.Macrame	1.64	1.08	1.95	0.88	2.60	1.14	1.62	1.05	2.02	1.02	NT	
24	Wire works(jewelries)	2.08	1.26	1.22	0.48	3.60	0.55	1.89	125	2.14	1.15	NT	
25	Beaded jewelries	3.28	1.17	1.49	0.93	4.00	0.00	3.24	1.13	2.68	1.36	T	
26	Weaving	3.72	0.46	2.32	1.36	4.00		3.78		3.19	1.10	T	
27	Matting	3.68	0.75	1.97	1.24	4.00	0.00	3.64	0.71	3.31	1.21	T	
28	Beaded flower vases	2.72	1.43	1.65	1.03	3.60	0.89	3.47	1.01	2.18	1.37	NT	
29	Applique	1.56	1.00	1.78	1.11	2.80	0.84	1.91		1.22 1.92	1.14	NT	
30	Fabric accessories e.g. (ankarashoe, bag earrings etc)	1.44	0.96	1.65	1.03	3.00	1.22	1.78	1.15	1.84	1.10	NT	
31	Hat/fascinators	3.12	1.09	1.41	0.83	3.80	0.45	1.73	1.18	2.17	1.27	NT	
32	Knitting	3.16	1.11	3.16	0.90	4.00	0.00	3.47	0.97	3.34	0.97	T	
33	Crocheting	3.24	1.13	2.43	1.30	4.00	0.00	3.53		3.37	1.19	T	
34	Fabric printing	3.84	0.62	3.41	0.76	3.80	0.45	2.93	1.29	3.55	0.82	T	
35	Leather work	1.56	1.00	1.46	0.80	2.80	0.84	1.82	1.17	1.80	1.04	NT	

		X_1	SD	X_2	SD	X_3	SD	X_4	SD	AV.X	SD	Rmks
36	Tie and dye	3.76	0.83	3.16	1.07	4.00	0.00	3.82		3.68	0.82	T
37	Batik	3.68	0.90	1.43	0.77	4.00	0.00	3.29	1.01	3.16	1.31	T
38	Beaded flowers	2.12	1.27	3.32	0.88	2.80	1.30	3.20	1.16	2.30	1.19	NT
39	Bridalbouquet	1.68	0.99	1.57	0.96	3.40	0.89	2.73	1.30	2.52	1.26	T
40	Beaded traditional accessories	1.52	1.05	1.78	1.08	3.40	0.89	2.62	1.13	2.18	1.20	NT

X_1 _UNN, X_2-MOUAU,X_3 ABSU, X_4 EBSU,SD-standard deviation,AV-X-Average mean, T- taught,NT-Not taught NR Number of respondents, Rmks-Remarks

Table two shows the mean responses and standard deviation of crafts taught. The result revealed that fourteen items(14) had means below the criterion level of acceptance (2.5). This shows that 14 items identified where not taught in the programme, while the remaining twenty six (26) items had average mean responses above the criterion level which signifies that they were taught. The items not taught include, totes, overall, pettycoats, walltidybag carrycot, collage, macrame, wire works beaded flower vases, beaded flowers, Applique fabric accessories, hat,/facinators, leather work, beaded traditional accessories.

Research Question 3: What are the crafts that could be taught in the Universities?
Table 3 shows the result of crafts that could be taught

	Crafts taught in the programme	Means+SD of Respondents										
		X_1 + SD RKS		X_2 + SD		X_3 + SD		X_4 + SD		AV.X	SD	
1	Making of totes	1.12	0.60	1.38	**0.79**	3.00	**1.00**	1.00	**1.23**	1.83	**1.05**	**NT**
2	Shower curtains	1.72	1.24	**1.97**	**1.12**	**3.40**	0.89	0.89	**1.14**	2.19	**1.18**	**NT**
3	Pettycoat	1.80	**1.12**	1.89	**1.22**	4.00	0.00	0.00	**1.27**	2.14	1.26	**NT**
4	Wall tidy bags	1.36	**0.81**	2.73	**0.93**	2.80	**1.30**	1.30	**1.10**	2.10	1.14	**NT**
5	Carrycot	1.56	1.04	**2.49**	**0.80**	2.80	0.84	0.84	**1.08**	2.18	1.04	**NT**
6	Macrame	1.64	1.08	**1.95**	**0.88**	2.60	1.14	1.14	**1.05**	2.02	1.02	**NT**
7	Wire works (jewelries)	2.08	1.26	1.22	0.48	3.60	0.55	0.55	**1.25**	2.14	1.15	**NT**
8	Beaded flower vases	2.72	1.43	**1.65**	**1.03**	3.60	0.89	0.89	**1.01**	2.18	1.37	**NT**
9	Applique	1.56	1.00	**1.78**	**1.11**	2.80	0.84	0.84	**1.22**	1.92	114	**NT**
10	Fabric accessories e.g. (ankarashoe, bag earrings etc	1.44	0,96	**1.65**	**1.03**	3.00	1.22	1.22	**1.15**	1.84	1.10	**NT**
11	Hat/fascinators	3.12	1.09	**1.41**	**0.83**	3.80	0.45	0.45	**1.18**	2.17	1.27	**NT**
12	Leather work	1.56	1.00	**1.46**	**0.80**	2.80	0.84	0.84	**1.17**	1.80	1.04	**NT**
13	Beaded flowers	2.12	1.27	**3.32**	**0.88**	2.80	1.30	1.30	**1.16**	2.30	1.19	NT
14	Beaded traditional accessories	1.52	1.05	**1.78**	**1.08**	3.40	0.89	0.89	**1,13**	2.18	1.20	NT

X_1 _UNN, X_2-MOUAU,X_3 ABSU, X_4 EBSU,SD-standard deviation,AV-X-Average mean, NT-Not taught NR Number of respondents,Rmks-Remarks

Table 3 shows the result of crafts that could be taught in the universities the average mean and standard deviation is below the criterion level 2.5 which signifies that these crafts were not taught and should be taught.

Hypothesis 1: There is no Significant difference in the mean Responses of Respondents from the four Universities on the crafts included in the programme of Universities.

Table 4; This table shows the Anova result on hypothesis1

S/N	Crafts included in the Programme.	Mean+SD response of the respondents				F-cal	F-tab	Remark
		X_1 + SD	X_2 + SD	X_3+ SD	X_4 + SD			
1	Making of totes	1.83+0.4	1.10+0.3 l	2.00+0.0	1.00+0.0	18.702	0.00	Sig
2	Table cloths	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0.685	NS
3	Aprons	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0.685	NS
4	Overall	1.33+051	1.10+0.31	1.00+0.0	1.00+0.0	1.381	0.275	Sig
5	Shower curtains	1.33+0.51	1.10+0.31	1.00+0.0	1.00+0.0	1.381	0.275	Sig
6	Handkerchiefs	1.33+0.51	1.30+0.4	1.25+0.5	1.16+0.4	0.144	0.932	NS
7	Pettycoats	1.16+0.4	1.30+0.4	1.0010.0	1.00+0.0	1.128	0.359	Sig
8	Waist slip	1.50+0.5	1,30+0.4	1.00+0.0	1.16+0.4	1.128	0.359	Sig
9	Headrest/Armrest	1.00+0.0	1.30+0.4	1.00+0.0	1.16+0.4	1.128	0.359	Sig
10	Throw pillows or	1.16+0.4	1.10+0.31	1:00+0.00	1.16+0.4	0.249	0.861	NS
11	Curtains	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0.685	NS
12	Quilted bedsheets	1.16+0.4	1.00+0.0	1.00+0.0	1.00+0.0	1.128	0.359	Sig
13	Patchwork	1.16+0.4	1.00+00	1.00+0.0	1.00+0.0	1.128	0.359	Sig
14	Babies changing	1.33+0.51	1.20+0.4	1.00+0.0	1.33+0.51	0.599	0.622	NS
15	Wall tidy bags	1.33+0.51	1.20+0.4	1.00+0.0	1.33+0.51	0.599	0.622	NS
16	Carrycot	1.50+0.5	1.20+0.4	1.00+0.0	1.16+0.4	1.272	0.309	Sig
17	Collage	1.33+0.51	1.40+0.5	1.00+0.0	1.00+0.0	1.733	0.190	Sig
18	Rugs(wool)	1.00+0.0	1.00+0.0	1.00+0.0	1.00+0.0	0000	0.00	NS
19	Rag rugs	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0..68	NS
20	Soft toys	1.16+0.4	1.10+0.31	1.00+0.0	1.16+0.4	0.249	0.861	NS
21	Bedsheets/pillow	1.00+0.0	1.10+0.31	1.00+0.0	1.	0.501	0.685	NS
22	Paper work	1.33+0.51	...	1.00+0.0	1.00+0.0	2.821	0.063	Sig
23	Macrame	1.33+0.51	1.10+0.31	1.25+0.5	1.	0.986	0.417	Sig
24	Wire	1.16+0.4	I.80+0.4	1.25+0.5	1.00+0.0	6.843	0.00	Sig
25	Beaded jewelries	2.00+0.0	1.70+0.4	1.25+0.5	1.16+0.4	5.302	0.00	Sig
26	Weaving	1.00+0.0	1.20+0.4	1.00+0.0	1.16+0.4	0.665	..	Sig
27	Matting	1.00+0.0	1. 40+0.5	1.00+0.0	1.33+0.5	1.733	0.190	Sig
28	Beaded flower	1.00+0.0	1. 90+0.3	1.25+0.5	1.00+0.0	2..017	0.00	Sig
29	Applique	1.50+0.5	1.1 0+0.3 l	1.00+0.0	1.16+0.4	1.826	0.172	Sig
30	Fabric accessories e.g. (ankara shoe,	1.16+0.4 0	1.20+0.4 2	1. 25+0.50	1.50+0.5 4	0.677.	0.576	Sig
31	Hat/fascinators	1.16+0.4	1.10+0.31	1.25+0.5	1.00+0.0	0.504	0.68	NS
32	Knitting	1.16+0.4	1.10+0.31	1.25+0.5	1.16+0.4	0.150	0.928	NS
33	Crocheting	1.00+0.0	1.00+0.0	1.00+0.0	1.00+0.0	0.000	0.00	NS
34	Fabric printing	1.16+0.4	1.00+0.0	1.00+0.00	...	1.128	0..35	Sig
35	Leather work	1.33+0.51	1.	2.00+0.0	1. 66+0.5	1.720	0..19	Sig
36	Tie and dye	1.16+0.4	1.00+0.0	1.25+0.5	1.00+0.0	1.217	0..32	Sig
37	Batik	2.00+0.0	1. 90+0.3	2.00+0.0	1.1610.40	12.193	0.00	Sig
38	Beaded flowers	1.00+0.0	1.00+0.0	l.00+0.00	1.00+0.0	0.000	0..00	NS
39	Bridal bouquet	1.83+0.4	1-	2.00+0.	1.16+0.4	5.100	0..00	Sig
40	Beaded tradtional accessories	1. 66+0.5 l	1.70+0.4: 8	2.00+0.0 0	1.16+0.4 0	3.244	0..04 1	Sig

NR-Number of respondents, SD-standard deviation, ,RKS-remarks $X_{1-UNN,}$ $X_{2-MOUAU,}$ $X_{3-EBSU,}$ X_{4-ABSU} Sig-significant, Ns-Not significant.

Table 4 shows the Anova result of hypothesis 1 which revealed that F-calculated values are higher than the F-tabulated values in 31 crafts, out of 40 crafts enlisted ,this shows that there was significant difference in the mean responses of respondents on almost all the crafts included in the programme. Therefore the null hypothesis was rejected while the alternative hypothesis was accepted

Hypothesis 2: There is no significant difference in the mean responses of respondents on crafts taught in the programme.

Table 5: Shows the Anova Result on Crafts Taught.

S/N	Crafts included in the Programme.	Mean+SD response of the respondents				F-cal	F-tab	Remark
		X_1 + SD	X_2 + SD	X_3+ SD	X_4 + SD			
1	Making of totes	1.12+0.60	1.10+0.3 l	2.00+0.0	1.00+0.0	18.702	0.000	Sig
2	Table cloths	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0.685	NS
3	Aprons	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0.685	NS
4	Overall	1.33+051	1.10+0.31	1.00+0.0	1.00+0.0	1.381	0.275	Sig
5	Shower curtains	1.33+0.51	1.10+0.31	1.00+0.0	1.00+0.0	1.381	0.275	Sig
6	Handkerchiefs	1.33+0.51	1.30+0.4	1.25+0.5	1.16+0.4	0.144	0.932	NS
7	Pettycoats	1.16+0.4	1.30+0.4	1.0010.0	1.00+0.0	1.128	0.359	Sig
8	Waist slip	1.50+0.5	1,30+0.4	1.00+0.0	1.16+0.4	1.128	0.359	Sig
9	Headrest/Armrest	1.00+0.0	1.30+0.4	1.00+0.0	1.16+0.4	1.128	0.359	Sig
10	Throw pillows or	1.16+0.4	1.10+0.31	1:00+0.00	1.16+0.4	0.249	0.861	NS
11	Curtains	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0.685	NS
12	Quilted bedsheets	1.16+0.4	1.00+0.0	1.00+0.0	1.00+0.0	1.128	0.359	Sig
13	Patchwork	1.16+0.4	1.00+00	1.00+0.0	1.00+0.0	1.128	0.359	Sig
14	Babies changing	1.33+0.51	1.20+0.4	1.00+0.0	1.33+0.51	0.599	0.622	NS
15	Wall tidy bags	1.33+0.51	1.20+0.4	1.00+0.0	1.33+0.51	0.599	0.622	NS
16	Carrycot	1.50+0.5	1.20+0.4	1.00+0.0	1.16+0.4	1.272	0.309	Sig
17	Collage	1.33+0.51	1.40+0.5	1.00+0.0	1.00+0.0	1.733	0.190	Sig
18	Rugs(wool)	1.00+0.0	1.00+0.0	1.00+0.0	1.00+0.0	0000	0.000	NS
19	Rag rugs	1.00+0.0	1.10+0.31	1.00+0.0	1.00+0.0	0.501	0..685	NS
20	Soft toys	1.16+0.4	1.10+0.31	1.00+0.0	1.16+0.4	0.249	0.861	NS
21	Bedsheets/pillow	1.00+0.0	1.10+0.31	1.00+0.0	1.	0.501	0.685	NS
22	Paper work	1.33+0.51		1.00+0.0	1.00+0.0	2.821	0.063	Sig
23	Macrame	1.33+0.51	1.10+0.31	1.25+0.5	1.	0.986	0.417	Sig
24	Wire	1.16+0.4	I.80+0.4	1.25+0.5	1.00+0.0	6.843	0.002	Sig
25	Beaded jewelries	2.00+0.0	1.70+0.4	1.25+0.5	1.16+0.4	5.302	0.007	Sig
26	Weaving	1.00+0.0	1.20+0.4	1.00+0.0	1.16+0.4	0.665	0.583.	Sig
27	Matting	1.00+0.0	1. 40+0.5	1.00+0.0	1.33+0.5	1.733	0.190	Sig
28	Beaded flower	1.00+0.0	1. 90+0.3	1.25+0.5	1.00+0.0	2..017	0.000	Sig
29	Applique	1.50+0.5	1.1 0+0.3 l	1.00+0.0	1.16+0.4	1.826	0.172	Sig
30	Fabric accessories e.g. (ankara shoe,	1.16+0.4 0	1.20+0.4 2	1. 25+0.50	1.50+0.5 4	0.677.	0.576	Sig
31	Hat/fascinators	1.16+0.4	1.10+0.31	1.25+0.5	1.00+0.0	0.504	0.684	NS
32	Knitting	1.16+0.4	1.10+0.31	1.25+0.5	1.16+0.4	0.150	0.928	NS
33	Crocheting	1.00+0.0	1.00+0.0	1.00+0.0	1.00+0.0	0.000	0.000	NS
34	Fabric printing	1.16+0.4	1.00+0.0	1.00+0.00		1.128	0..359	Sig
35	Leather work	1.33+0.51	1.	2.00+0.0	1. 66+0.5	1.720	0..192	Sig
36	Tie and dye	1.16+0.4	1.00+0.0	1.25+0.5	1.00+0.0	1.217	0..327	Sig
37	Batik	2.00+0.0	1. 90+0.3	2.00+0.0	1.1610.40	12.193	0.000	Sig
38	Beaded flowers	1.00+0.0	1.00+0.0	l.00+0.00	1.00+0.0	0.000	0..000	NS
39	Bridal bouquet	1.83+0.4	1-	2.00+0.	1.16+0.4	5.100	0..008	Sig
40	Beaded tradtional accessories	1. 66+0.5 l	1.70+0.4 8	2.00+0.0 0	1.16+0.4 0	3.244	0..041	Sig

Level of significance 0.05 ,sig, significant, Ns, Not Significant,fcal-f calculated, f-tab-f- tabulated,rmks-remarks, X_{1-UNN}, $X_{2-MOUAU}$, X_{3-EBSU}, X_{4-ABSU}

Table five shows the result of Anova test on hypothesis 2 which shows that F-calculated is greater than F-tabulated in the items which signifies that there was significant difference in the responses of respondents across the Universities studied on crafts taught. Therefore the null hypothesis was rejected while the alternative hypothesis was accepted..

Findings
1. The study revealed that thirty four items identified where included in the program, which was about 85% of the total crafts listed. This signifies that about two thirds of the items listed were included in the programme .

2. The study also revealed that out of the 40 craft items identified 26 items were accepted to be taught. This was about 65% while 14 items had responses below the criterion level which was about 25% of the responses which signifies that they were not taught at all. The items not taught includes totes, overall, petticoats, wall tidy bags, carrycot, collage leather work, macramé, wireworks, beaded flower vases and flowers, appliqué, fabric accessories, hat/fascinators (millineries), bridal bouquet, beaded traditional accessories..Also the study revealed that their were significant differences in the mean responses of respondents on crafts included and taught in the Universities.

Discussion
This study identified crafts included in the programme from the forty (40) crafts identified, Thirty four (34) items were agreed to be included in the programme which is about 85% of the crafts listed, and this is above average. However it could be assumed that crafts included are above minimum. The study also identified the crafts taught in the programme, this was done to find out if all the crafts included in the programme were taught. The study revealed that twenty six (26) items were accepted to be taught which means that not all the crafts included in the programme were taught.

Conclusion
In conclusion, teaching of crafts should be seriously emphasized in the different institutions of higher learning. Without adequate teaching, the students will not be able to acquire the necessary skills required. The outcome of inadequate teaching is the production of poorly trained graduates, who are incompetent to face economic challenges and survive in existing unemployment situation. Also those crafts that are not, or rarely taught should be taught. However there is need to also include new innovations in crafts and more emphasis laid on those crafts that are highly lucrative..

Recommendations
Based on the findings of the study, the following recommendations were made;
(1) The identified crafts such as leather work, upholstery finishing wirework jewelries macrame etc should be incorporated in the curriculum by the curriculum planners
(2) All the crafts included in the programme should be well taught, emphasis should be more on those that are of high entrepreneurial benefit like hat making, jewelries and others.
(3) Crafts should be taught as a separate course as this will give room for thorough teaching.f

(4)   Modules should be made to guide lecturers and students on what to accomplish in each session on crafts and other clothing practicals.

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