



DEVELOPMENT OF SELF-INSTRUCTIONAL MANUAL FOR LEARNING INTERIOR AND EXTERIOR DECORATION WITHIN HOME ECONOMICS PROGRAMME IN COLLEGES OF EDUCATION IN SOUTH-EAST NIGERIA

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Abstract

The study determined the specific objectives (cognitive, affective and psychomotor domain) that should constitute the focus of developing self-instructional manual for learning interior and exterior decoration within Home Economics programme in Colleges of Education. The population comprised 77 Home Economics lecturers in Colleges of Education and 130 interior and exterior decoration entrepreneurs in South East Nigeria. There was no sampling because the population was small. Questionnaire was used for data collection. Mean and t-test were used for data analysis. 43 specific objectives (cognitive, affective and psychomotor domain) that should constitute the focus of developing self-instructional manual for learning interior and exterior decoration were identified. The study also revealed that Home Economics lecturers and interior and exterior entrepreneurs did not differ significantly on 43 specific objectives (cognitive, affective and psychomotor domain). It was recommended that the specific objectives be utilized by curriculum/programme planners for reviewing the interior and exterior decoration component within Home Economics programme.

Keywords: Development, Self-Instruction, Manual, Interior and Exterior, Decoration, Home Economics.

Introduction

Man has always sought for ways to beautify his environment, so that they become attractive, comfortable and useful. Hence the conscious effort to decorate and produce wide range of interior and exterior decorative articles. Decoration entails the appropriate application of furnishes and decorative materials in the interior or exterior of a home or for ceremonial activities (Alozie, Oga and Ezema 2020). Interior decoration covers the decoration of ceilings, walls, doors, windows, staircases and floor of homes, offices, tent, canopies, halls among others. Using lights, flowers, chair covers, pottery, pictures, sculptures, collage, wallpapers, wall hangers and fabrics. Exterior decoration on other hand involves the application of furnishes and decorative materials to beautify public places like house compound, porch or portio, galleries, fields, village squares, school quadrangle, church arena, parks and other spaces either for ceremonial activities like parties, get-together, weddings, house opening, traditional marriage, funerals, political rallies, child dedication and coronation of kings (Anyakoha 2015).

Fabrics are the most vital interior and exterior decoration accessories that adds exciting appealing, thrilling and relaxing look and feel to the decoration. To use any of these decorative materials, the principles of art and design should be considered. The principles of design artistically guide the creation of elegant decoration.

Interior and exterior decoration plays very crucial roles in the social, psychological, physical and economic wellbeing of individuals and families. Multiple streams of income can be generated through creativity and exploration of diversified decoration design and styles. Many educated individuals are venturing into interior and exterior decoration business. (Nwakamah 2010, Beth 2010, Ossai 2020).

Interior and exterior decoration is one of the courses offered under entrepreneurship in NCE (three) Home Economics Education. The content include concept of decoration, elements and principles of design, flower arrangement, care of fabrics, pricing, promotion, feasibility study, conducting pilot study, types of decoration accessories, record keeping, event management, practical decoration of homes, offices and venues for different ceremonies, field trip among others. National Commission for Colleges of Education (NCE) 2021. Home Economics Students in Colleges of Education have to take courses in interior and exterior decoration as well as other areas in Home Economics Education, Education and General Studies. Due to the number of the courses to be taken as well as compulsory six months teaching practice, interior and exterior decoration is not allotted adequate time despite the voluminous nature of the content. There is therefore the need to develop and use self-instructional manual which students can use after the official school time schedule (Ugwu 2018, Offor 2018, Ossai 2019).

The component of a self-instructional manual include; the specific objectives, content, instructional materials, tools and equipment and evaluation activities that should be used in assessing the objectives. The first stage in developing the self-instructional manual for learning interior and exterior decoration is to determining the specific objectives of the manual. This study focused on determining the specific objectives that should constitute the focus of self – instructional manual for learning interior and exterior decoration in NCE Home Economics programme.

The importance of well-articulated specific objectives in the attainment of educational goals cannot be over emphasized. It is the specific objectives that indicate exactly what the students should be able to do at the end of the course.

According to Brown (2019), specific objectives are specified statements of behavioural expectations of the learner at the end of each learning sequence. Similarly, Eraut in Ugwu (2018) pointed out that specific objectives normally refers to the intended and pre-specified outcome of a planned programme of teaching and is express in terms of what it is hoped the students will have learned. Specific objectives answer the question, what will the learners acquire and do at the end of instruction? They are stated using action verbs like define, draw, list, outline, label, describe, plan, name, mention, among others.

Specific objectives are viewed as very important guide in curriculum development and implementation. They help in selecting content, learning experiences, teaching method, instructional materials and evaluation activities. Thus, Enemaoha (2010) stressed that the development of content is deeply guided by the specific objectives of the manual. Enem (2019) stated that there are three domains of educational objectives namely cognitive, affective and psychomotor.

Development of Self-Instructional Manual for Learning Interior and Exterior Decoration within Home Economics Programme in Colleges of Education In South-East Nigeria.

Cognitive specific objective focused on simple recall of materials to highly original and creative ways of combining, analyzing and synthesizing new ideas which students are expected to know such objectives include list the principles involved in interior and exterior decoration, describe pin decoration design/style, identify the importance of selecting appropriate materials for different designs, mention tools and equipment used in decoration, outline the step by step involved in dove decoration design/style among others. Affective objectives are the expected feelings and emotional consideration in interior and exterior decoration which include appreciate a well decorated venue, appreciate different types of design/styles, use colour to evoke emotions, appreciate the importance of promotion in the success of interior and exterior decoration business, develop self confidence, love creativity, be interested in good networking among others.

Psychomotor on the other hand deals with manipulative skills involve in interior and exterior decoration such as demonstrate pin decoration design/style, apply the principles of design in decoration, choose appropriate materials and tools for decoration, follow the step by step procedures in decoration, apply colour in both interior and exterior decoration, choose colour strategically to align with the intended mood; apply theoretical knowledge in real world context in decoration, demonstrate masquerade decoration design/style, apply interior design concept in practice among others (Okpara (2012),Ching 2014, Smith 2016, Lawson 2017, Foster 2018, Brown 2019).

Specific objectives are selected on some criteria Offorma 2013, Davidson 2019 these criteria include the attainability of the objectives, the appropriateness in terms of the learners' age, the sequence of the objectives, the relatedness of the objective and the justification of the objectives based on the theory of learning. It is believed that the specific objectives selected in this study will greatly enhance the development of self-instructional manual for learning interior and exterior decoration which students can use after the official class schedule.

Purpose of the Study

The main purpose of this study was to determine the specific objectives that should constitute the focus of self-instructional manual for learning interior and exterior decoration within Home Economics programme of Colleges of Education in Nigeria.

Specifically, the study determined the following components of specific objectives for developing self-instructional manual for learning interior and exterior decoration in Colleges of Education.

1. Cognitive
2. Affective
3. Psychomotor

Research Questions

This Study sought answers to the following research questions;

What component of specific objective should be included in self-instructional manual on interior and exterior decoration in the following domains;

1. Cognitive
2. Affective
3. Psychomotor

Hypothesis (HO)

The following null hypothesis was tested at 0.5 level of significance. There is no significance difference in mean response of the NCE Home Economics lecturers and interior and exterior entrepreneurs on the specific objectives (cognitive, affective and psychomotor) components of self-instructional manual for learning interior and exterior decoration.

Methodology

Design of the Study: The study adopted a survey research design.

Area of the Study: The study was carried out in South East geopolitical zone of Nigeria. The zone is made up of five states, they are: Abia, Anambra, Ebonyi, Enugu and Imo States. Many of the inhabitants of the zone engage in interior and exterior decoration business. South East has six Colleges of Education that offers Home Economics. It includes; Federal College of Education, Eha-Amufu, College of Education (T) Enugu, Alvan Ikoku Federal College of Education, Owerri, Nwafor Orizu College of Education, Nsugbe and College of Education, Arochukwu.

Population of the Study: Population of this study comprised two categories of respondents;

- (a) Home Economics lecturers in Colleges of Education and
- (b) Interior and exterior decoration entrepreneurs in the states used for the study.

Records showed that a total of 77 Home Economics lecturers were employed from the Colleges of Education in the area of the study. All the Home Economics lecturers were involved in the study since they were not many. Information from small and medium scale enterprise development office in the area of study showed that there were 130 interior and exterior decoration entrepreneurs in the area of the study. All the entrepreneurs were involved in the study. The total number of respondents was 207.

Instrument for Data Collection: Questionnaire was used for data collection. Responses to the items were based on a 4-point scale of highly required, moderately required, slightly required and not required.

Validation of Instrument: The instrument was subjected to face validation by three experts from the Department of Home Economics Hospitality Management Education, University of Nigeria, Nsukka. Two interior and exterior entrepreneurs from the area of study were used.

Reliability of the Instrument: The reliability of the instrument was determined using Cronbach alpha reliability test. A reliability coefficient of 0.70 was obtained.

Method of Data Collection: Two hundred and seven copies of the questionnaire were administered to 77 Home Economics lecturers and 130 interior and exterior entrepreneurs through personal contact by the researcher and six assistances. All copies of the questionnaires were dully filled and returned, representing one hundred percent (100%) return rate.

Method of Data Analysis: Data collected were analyzed using mean and t-test. A mean of

3.50 and above were considered highly required (HR), 2.50 – 3.49 moderately required (MR), 2.50 -2.49 slightly required (SR) and 1.40 – 0.50 not required. For the test of hypothesis with $P < 0.5$ level of significance were considered significance while $P > 0.05$ were considered not significant. Computation were done using SPSS version 16.0 to ensure the accuracy of the analysis.

Result

Table 1: Mean Responses of specific objectives (Cognitive, Affective and Psychomotor needed for the development of self-instructional Manual for learning interior and exterior decoration in Colleges of Education.

	Specific Objectives	\bar{X}_L	RI	\bar{X}_e	Re	P-Value	Decision
	At the end of the use of the manual; the students will be able to:						
	Cognitive Domain						
1	List the principles underlying venue decoration	3.81	HR	3.78	HR	0.62	NS
2	Describe pin decoration design/style	3.81	HR	3.73	HR	0.20	NS
3	Identify the importance of selecting appropriate materials for different design	3.61	HR	3.64	HR	0.66	NS
4	Mention the tools and equipment used in decoration	3.81	HR	3.73	HR	0.20	NS
5	Outline the step by step involved in dove design/style	3.81	HR	3.83	HR	0.75	NS
6	Define balance in decoration	3.74	HR	3.72	HR	0.82	NS
7	State the correct procedures in applying correct skills	3.61	HR	3.64	HR	0.66	NS
8	Name the stages involved in rose decoration	3.47	MR	3.47	MR	0.99	NS
9	Evaluate a well decorated venue	3.28	MR	3.23	MR	0.77	NS
10	State motivation factors for decoration	3.87	HR	3.81	HR	0.94	NS
11	Explain the necessary attitude needed for successful decoration	3.87	HR	3.87	HR	0.94	NS
12	Identify areas of risk for the decorator	3.56	HR	3.62	HR	0.62	NS
13	Analyze changes and trends occurring in the business	3.80	HR	3.78	HR	0.77	NS
	Affective Domain						
14	Appreciate a well decorated venue	3.31	MR	3.38	MR	0.19	NS
15	Appreciate different types of design/style	3.81	HR	3.78	HR	0.62	NS
16	Use colour to evoke emotions	3.66	HR	3.65	HR	0.06	NS
17	Appreciate the importance of promotion in the success of decoration	3.81	HR	3.83	HR	0.75	NS
18	Appreciate the importance of creativity	3.81	HR	3.83	HR	0.73	NS
19	Appreciate colour combination in decoration	3.81	HR	3.78	HR	0.73	NS
20	Appreciate the role of politeness and	3.66	HR	3.60	HR	0.89	NS

	cheerfulness						
21	Love the role innovativeness play in decoration	3.61	HR	3.60	HR	0.89	NS
22	Use o colours to establish harmony	3.87	HR	3.83	HR	0.75	NS
23	Show self confidence in decoration	3.74	HR	3.71	HR	0.63	NS
	Psychomotor Domain						
24	Carry out feasibility study	3.81	HR	3.78	HR	0.62	NS
25	Select appropriate colour for interior and exterior decoration	3.81	HR	3.83	HR	0.73	NS
26	Choose appropriate fabric for decoration	3.47	HR	3.67	HR	1.00	NS
27	Operate necessary equipment and tools	3.80	HR	3.78	HR	0.77	NS
28	Plan the decoration design	3.67	HR	3.78	HR	0.12	NS
29	Care for decoration materials	3.76	HR	3.78	HR	0.75	NS
30	Select the appropriate number of fabric for decoration	3.53	HR	3.55	HR	0.83	NS
31	Apply the principles of design in venue decoration	3.61	HR	3.70	HR	0.19	NS
32	Apply interior design concepts in practice of interior and exterior decoration	3.67	HR	3.64	HR	0.80	NS
33	Nailing batten	3.53	HR	3.59	HR	0.63	NS
34	Joining of fabrics	3.33	MR	3.35	MR	0.89	NS
35	Separation of fabrics for decoration	3.47	MR	3.48	MR	0.94	NS
36	Pining of fabrics on the batten	3.67	HR	3.67	HR	0.80	NS
37	Follow step by step involved in decoration	3.61	HR	3.64	HR	0.66	NS
38	Demonstrate pin decoration design/style	3.81	HR	3.73	HR	0.20	NS
39	Demonstrate spider web decoration design/style	3.52	HR	3.60	HR	0.22	NS
40	Demonstrate rose decoration design/style	3.76	HR	3.78	HR	0.75	NS
41	Demonstrate dove decoration design/style	3.56	HR	3.61	HR	0.16	NS
42	Demonstrate masquerade design/style	3.54	HR	3.52	HR	0.59	NS
43	Demonstrate in-out design/style	3.66	HR	3.68	HR	0.76	NS

\bar{X}_L -Mean Scores Lecturers, \bar{X}_e -mean score of interior and exterior entrepreneurs; p-value-probability value, HR-Highly Required, MR-Moderately Required; SR-Slightly Required; NS-Not Significant.

Table 1: Revealed that the respondents mean rating of items (1-43) are between 3.50 – 4.00 highly required (HR) and 2.50-3.49 moderately required (MR). This implies that all the items are (Cognitive, affective and psychomotor) objectives needed for achieving self-instructional manual for learning interior and exterior decoration.

Findings:

Development of Self-Instructional Manual for Learning Interior and Exterior Decoration within Home Economics Programme in Colleges of Education In South-East Nigeria.

The following findings were made by this study. 43 (cognitive, affective and psychomotor) specific objectives needed for self-instructional manual for learning interior and exterior decoration within NCE Home Economics programme. There was no significant difference in the mean responses of NCE Home Economics lecturers and interior and exterior decoration entrepreneurs on 43 of the cognitive, affective and psychomotor of specific objectives of the self-instructional manual.

Discussion of Findings

It was revealed by the respondents (Lecturers) in Colleges of Education and entrepreneurs in interior and exterior decoration business in South East Nigeria that the items (1 – 43) are the specific objectives (cognitive, affective and psychomotor) needed for the development of self-instructional manual for learning interior and exterior decoration within NCE Home Economics programmes. This is because the respondents mean ratings of the items are between 3.50 – 3.87 (highly required) and 3.23 – 3.48 (moderately required). This is a clear indication that the specific objectives are considered important and appropriate for developing self-instructional manual for learning interior and exterior decoration in NCE Home Economics programme. This is consistent with the report of Enem (2019) which emphasized the importance and relationship between cognitive, affective and psychomotor domains of specific objectives in curriculum development process.

The findings of high mean responses recorded by the specific objectives (cognitive, affective and psychomotor domains) $\bar{X} \geq 2.50$ are in line with principles of learning outlined by Offorma (2013) as well as the criteria by which instructional content, method, material and evaluation activities are selected and are very useful in developing the procedures and the learning experiences to be adopted in developing any programme. (Imogie (2002), Ememoha (2010) and Ching (2014).

The cognitive, affective and psychomotor domains of specific objectives identified in the study are closely related to interior and exterior decoration competence identified by Beth (2010), Okpara (2012), Smith and Jones (2016) Lawson (2017) and Ossai (2019). The specific objectives with the highest mean responses of $\bar{X} = 3.87$ is that concerned with explain the necessary attitude needed for successful decoration, appreciate the importance of promotion in the success of decoration, state motivational factors for decoration and use of colours to establish harmony. This is expected because to successfully establish and operate interior and exterior business the entrepreneur need to possess such characteristics (Nwaokaomah 2010, Shilony 2015, Offor 2018 and Ugwu 2018 equally agreed that the would be interior and exterior decoration entrepreneur should have a reasonable knowledge of interior and exterior decoration before attempting to go into it.

The study also revealed that only in evaluate a well decorated venue and appreciate a well decorated venue that Home Economics lecturers and interior and exterior decoration entrepreneurs had little differences this may likely be due to their training.

Conclusion

The following conclusion was made based on the findings of the study: The Home Economics lecturers and interior and exterior decoration entrepreneurs all agreed that all the 43 specific objectives identified were important in developing self-instructional manual for learning interior and exterior decoration in colleges of Education in South East Nigeria. The

Development of Self-Instructional Manual for Learning Interior and Exterior Decoration within Home Economics Programme in Colleges of Education In South-East Nigeria.

cognitive domain aspect of specific objective include list principles underlying venue decoration, describe pin decoration design/style, mention tools and equipment used in decoration, outline step by step involved in dove decoration. The affective appreciate different types of design/styles, appreciate a well decorated venue, use colour to establish harmony, show confidence in decoration and psychomotor domain aspect of specific objectives identified are select appropriate colour for interior and exterior decoration, plan decoration design, select the appropriate numbers of fabric for decoration, demonstration of spider web, masquerade, rose, dove, pin, in and out decoration design and styles.

Recommendations

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

1. The specific objectives identified in this study should be used in teaching and learning in other tertiary institutions that offer interior and exterior decoration.
2. The specific objective identified be utilized for curriculum/programme development and implementation
3. The specific objectives should be utilized in reviewing interior and exterior decoration in NCE Home Economics programmes.

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