



**DEVELOPMENT OF INSTRUCTIONAL MANUAL FOR TEACHING CROCHET
HOUSEHOLD CRAFTS IN TERTIARY INSTITUTION IN ABIA STATE**

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Abstract

The purpose of this research was to develop an Instructional Manual for teaching Crochet household crafts in tertiary institutions in Abia State, Nigeria. Four research questions guided the study and four hypotheses were tested. The study adopted Research and development (R and D) method modified from ten to four stages. The first stage is Needs Assessment questionnaire structured to make use of 4 – point rating scale. The study area was tertiary institutions in Abia State. Eighteen (18) lecturers formed the population for the study. Qualitative and quantitative data obtained from the study were analyzed statistically using means and standard deviation while the hypotheses were tested using T- Test. The study shows that no statistically significant difference exists between the challenges encountered in teaching of crafts in tertiary institutions in Abia State, hence the need for an improvement. The result also indicated that based on lecturers' opinion, all the contents of the instructional manual developed will help in improving the teaching of crochet crafts. All the null hypotheses were accepted, meaning that there is no statistically significant difference between the mean responses of Home Economics lecturers in both institutions. The study also developed an instructional manual for teaching crochet household crafts.

Keyword: Crochet, crafts, development, manual, teaching.

Introduction

Entrepreneurship education should be regarded as a critical component of our educational curriculum because of the obvious need to generate alternative sources of employment. Entrepreneurship requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions (Ubogu, 2020). Thus, developing entrepreneurial skills and initiative should become major concerns of educational institutions to facilitate employability of graduates who will be called upon to become job creators (Ubogu, 2016). Hence, Home Economics which is inter-disciplinary, multi-disciplinary and trans-disciplinary falls under this umbrella of entrepreneurship education.

Home Economics typically focuses on human development in the diverse areas that include finances, consumer satisfaction, interior design, clothing, textile, food preparation and nutrition. The discipline helps its professionals to develop life skills such as critical thinking, resource management, information use and interpersonal skills. Clothing and Textiles which is one of the major areas of Home Economics aims at helping learners acquire knowledge, skills and techniques for meeting personal and societal clothing needs. It is an area in Home Economics which prepares individuals for employment opportunities in areas relating to clothing selection, clothing instruction, clothing care and craft work.

Craft can be described as an art or type of skill where useful and decorative articles are made completely by hand or by using simple tools. Bayman (1999) also defined crafts as a wide range of creative and design activities that are related to making things with one's hands and skills, including work with textiles, papers, plant fibres, yarns etc. Some crafts require the use of natural materials while others, industrial materials. Household crafting is often a perfect opportunity that lets one showcase one's current interest; interests inside furnishing, skills and even various nationalities. Crochet is a typical example of household craft that employs creativity in production of finished goods.

The word "crochet" comes from "croc" or "croche" which is an old middle French word for hook. Little is known of crochets early history. It seems likely that the earliest crochet was made using fingers, rather than hooks used today. Crochet is the process of creating fabrics by interlocking loops of yarn, thread or strands of other materials using a crochet hook (Moogly, 2020). Crochet is the kind of needle work done with a needle having a small hook at one end for drawing the thread or yarn through. Crochet is an intrinsic aspect of craft. It is a skill that can only be done with the use of hands. Crochet, when worked with hands, requires the use of a crochet hook and yarns. These hooks can be made of various materials such as; metals, woods, plastics, steels etc. Crochet hooks come in various sizes according to the thickness of the needle. Yarns for crochet are usually sold in balls. Hence, thicker yarns generally require fewer stitches and therefore less time to make. There are many materials used in creating various crochet designs and crochet items.

Manuals are usually documents that depict how an equipment is to be operated or an item is to be produced. Obeta et al (2019) explained that Manual in its actual sense can be referred to as written down guidelines evaluated to give enough and accurate information to enable someone make a decision about something. In like manner, the instructional manual for teaching some crochet household crafts will act as a coach to teach and enlighten students with necessary information required in producing household crafts. This implies that this research in developing an instructional manual for teaching household crafts is needful to guide teachers for teaching crochet crafts.

Statement of the problem

The challenge of the educational system imparting sufficient skills to many graduates being churned out from Nigerian institutions of higher learning persists. Most tertiary institutions that study Home Economics do not fortify their graduates with skills in the area of Clothing and Textile due to some of the factors discovered from a research which showed that teaching of crafts in Home Economics has been faced with many challenges such as lack of instructional materials, inadequate textbooks, amongst others. In the learning of skills and crafts, some schools with good curriculum have continued to neglect and not teach craft adequately.

Some institutions that study Clothing and Textiles are more concerned with the theoretical aspects of the course than the practical aspects thereby limiting the skills and abilities the students. This contradicts part of the aims of tertiary education which is to provide high-level and analytical skills necessary for every labour market and provide creative training essential for teachers, entrepreneurs and a myriad of other personnel. A saleable skill like crafting that can make one to be self-employed, be an employer of labour and also fit into the labour sector upon graduation is not taught sufficiently in tertiary institutions. It was thus on this note that the researcher deemed it fit to develop an instructional manual for teaching crochet household crafts in tertiary institutions in Abia State, Nigeria.

Objective of the study

The main purpose of this study is to develop an instructional manual for teaching and learning crochet household crafts in tertiary institutions in Abia State. Specifically, this study sought to:

1. Identify the challenges encountered by Home Economics students in teaching crafts in tertiary institutions in Abia State.
2. Determine the objectives of the instructional manual for teaching crochet household crafts.
3. Determine the contents of the manual for teaching crochet household crafts.
4. Determine the instructional materials required in developing the instructional manual for teaching crochet household crafts.

Hypotheses

The following null hypotheses were tested in the study at 0.05 level of significance.

- HO₁: There is no significant difference between the mean responses of Home Economics lecturers in the Universities and those in Colleges of Education on the challenges of teaching craft
- HO₂: There is no significant difference between the mean responses of Home Economics lecturers in the Universities and those in Colleges of Education on the objectives of the instructional manual for teaching crochet household crafts.
- HO₃: There is no significant difference between the mean responses of Home Economics lecturers in the Universities and those in Colleges of Education on the contents of the manual for teaching crochethouse hold crafts.
- HO₄: There is no significant difference between the mean responses of Home Economics lecturers in the Universities and those in Colleges of Education on the instructional materials required for teaching crochet house hold crafts.

Methodology

Design of the study

Research and development (R and D) methodology by Gall, Gall and Borg (2007) was used. Research and Development was used to design new product and procedures, followed by the application of research methods to field test, evaluate and refine product and procedures until they meet specified criteria of effectiveness, quality or similar standards

Population and sample

The population for this study consists of lecturers in the tertiary institutions that offer Home Economics programmes in Abia State. Information gotten from the personnel department of both tertiary institutions show that the population of lecturers of Home Economics are thirteen (13) in Michael Okpara University of Agriculture Umudike, three (3) in Abia State University, Uturu and five (5) in Abia State College of Education (Technical), Arochukwu. The total population of both the lecturers and the students is twenty-one (21). Owing to the relatively manageable size, the entire population was involved in the study. Therefore, there was no sampling.

Method of data collection

This research study utilised a well-structured questionnaire as the instrument for data collection. The questionnaire was developed by the researcher to collect data for this study. It was developed through extensive review of literature based on the research questions. The instrument was divided into two major parts, I and II. Part I obtained information on demographic data of the respondents, while part II was further sub-divided into clusters A, B,

C and D designed to seek for information on objectives 1, 2, 3 and 4. The questionnaire was structured to make use of 4 – point rating scale in order to elicit the responses needed from the respondents. The four (4) point rating scale has response categories of Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2, and Strongly Disagree (SD)-1.

Data analysis techniques

Data obtained from the research questions were analyzed statistically using means and standard deviation. A mean of 2.50 was regarded as a bench mark for decision marking. Values above 2.50 are regarded as agreement to the items while values below 2.50 are regarded as disagreement to the items. The Hypotheses were tested using T- Test at \bar{X} is 2.50.

Results and discussion

Results

Objective 1: Challenges encountered by Home Economics lecturers in teaching crafts in tertiary institutions in Abia State?

Table 1

Mean responses of Home Economics lecturers on challenges encountered in teaching crafts in tertiary institutions in Abia State.

S/NO	Challenges encountered in teaching crafts	\bar{X}	SD	REMARK
1	Lack of aids and funds from government	3.70	0.512	C.E
2	Lack of teaching aid/ equipment for teaching craft	3.38	0.623	C.E
3	Poor library facilities	3.38	0.821	C.E
4	Shortage of specialist room for teaching craft	3.39	0.750	C.E
5	Time allocated to teaching crafts in the time table is always too short	3.00	1.115	C.E
6	Students negative attitude towards learning craft	3.01	0.983	C.E
7	Inadequate current craft textbooks	3.45	0.743	C.E
8	Lack of competencies on the part of the lecturers	2.15	1.113	NAC
AVERAGE		3.18	0.83	

SD- standard deviation, C.E- challenge encountered, NAP- not a challenge, \bar{X} – mean responses of lecturers

Table 1 shows that out of the eight challenges identified, seven of them were accepted to be encountered because $\bar{X} > 2.50$ while item 8 challenge – “Lack of competencies on the part of the lecturers” with $\bar{X} = 2.15$ which is below 2.50 was rejected.

Objective 2: Objectives of the instructional manual for teaching crochet household crafts.

Table 2; Mean responses of respondents on the objectives of the manual for teaching crochet crafts in tertiary institutions in Abia State

S/NO	Objectives of the Instructional manual for teaching Crochet household crafts	\bar{X}	SD	REMARK
1	Develop saleable skills required for successful career in Crochet crafts	3.9	0.3	A
2	Develop positive attitude and proper working habits for self-reliance	4.0	0	A
	Develop adequate skills necessary to sustain students interest in crochet craft	4.0	0	A
4	Guide students to acquire proper skills in crochet crafts	4.0	0	A

5	Provide students with adequate knowledge in crochet crafts	4.0	0	A
6	Develop students in necessary creative skills essential for smooth transition from school environment to work place	4.0	0	A
7	Develop self-confidence and maturity in career goals in crochet craft	3.9	0.3	A
8	Provide students with opportunity to progress in their career pursuits	3.9	0.3	A
9	Provide students with adequate knowledge and skills in making single crochet in crochet craft	4.0	0	A
10	Provide students with adequate knowledge and skills in making double crochet in crochet craft	4.0	0	A
11	Provide students with adequate knowledge and skills in making treble crochet in crochet craft	4.0	0	A
12	Provide students with adequate knowledge and skills in making half-double crochet in crochet crafts	4.0	0	A
13	Develop adequate skills and application of crochet techniques	4.0	0	A
14	Improve student's employability in crochet crafts	4.0	0	A
15	Provide the students enhanced individualized development of skills and knowledge in crochet crafts	3.9	0.3	A
16	Demonstrate ways of making desired crochet articles	3.9	0.3	A
17	Show the instructional materials and required in crochet making	4.0	0	A
GRAND MEAN		3.98	0.08	

SD- standard deviation, A- agreed, \bar{X} – mean responses of respondents

Table 2 shows the mean and standard deviation of the responses of the respondents on the State.

Objective 3: Contents of the manual for teaching crochet household crafts

Table 3: Mean responses of respondents on the contents of the manual for teaching crochet household crafts in tertiary institutions in Abia State

S/NO	Contents of the manual for teaching crochet household crafts	\bar{X}	SD	REMARK
1	Study concept of crochet craft	4.0	0	A
2	List the abbreviations in crochet craft	4.0	0	A
3	List the articles used in producing each crochet item	4.0	0	A
4	Study the concept of each article that is to be produced	3.9	0.5	A
5	Study the uses of the article to be produced	3.9	0.5	A
6	The step-by-step procedure for producing each craft.	3.9	0.9	A
7	Make different crochet articles	4.0	0	A
8	Ability to identify various crochet stitches used in producing crochet articles	4.0	0	A
GRAND MEAN		3.97	0.22	

SD- standard deviation, A- agreed, \bar{X} – mean responses of respondents

Table 3 presented the mean and standard deviation of the responses of respondents on the content of the manual for teaching crochet in tertiary institutions in Abia State.

Objective 4: Instructional materials and required steps for producing crochet household crafts.

Table 4: Mean responses of respondents on the instructional materials and required steps for producing crochet household crafts

S/NO	Instructional materials used for teaching crochet household crafts	\bar{X}	SD	REMARK
1	Crochet wool	4.0	0	A
2	Crochet hook	4.0	0	A
3	Braided cord	3.8	0.9	A
4	Scissors	3.9	0.5	A
5	Needle	3.9	0.5	A
6	Buttons	3.7	1.4	A
7	Beads	3.6	1.5	A
8	Zippers	3.7	1.5	A
9	Linen	3.6	1.5	A
10	Sewing thread	3.7	1.3	A
11	Tape measure	3.67	1.5	A
12	Hook and eye	3.73	1.10	A
GRAND MEAN		3.78	0.99	

SD- standard deviation, A- agreed, \bar{X} – mean responses of respondents

Table 4 presented the mean and standard deviation of the responses of respondents on the content of the manual for teaching crochet in tertiary institutions in Abia State.

Hypotheses Test

Hypothesis 1: There is no significant difference between the mean responses of Home Economics lecturers in Universities and those in Colleges of Education on the challenges of teaching craft.

Table 1: Comparative Analyses of Responses of Home Economics Lecturers in Universities and those in Colleges of Education on the challenges of Teaching Craft

Variable	Mean	Standard Deviation	Standard Error	T	P
University Lecturers	3.71	0.513	0.309	-0.319	0.564
COE Lecturers	3.69	0.511	0.281		
Combined/Grand	3.70	0.512	0.207		

The results in Table 1 show a mean response of 3.71 and 3.69 for the Home Economics lecturers in Universities and those in Colleges of Education respectively. The standard deviations were less than the means indicating the absence of wide variations in the Home Economics lecturers in Universities and those in College of Education responses. The P-value of 0.512 is not significant ($P > 0.05$) indicating that the Home Economics lecturers in Universities and those in Colleges of Education responses on the challenges of teaching craft do not statistically differ.

Hypothesis 2: There is no significant difference between the mean responses of Home Economics Lecturers in the Universities and those in Colleges of Education on the objectives of the instructional manual for teaching crochet household crafts.

Table 2: Comparative Analyses of Responses of Home Economics Lecturers in Universities and those in Colleges of Education on the Objectives of the Instructional Manual for Teaching Crochet Household Crafts

Variable	Mean	Standard Deviation	Standard Error	T	P
University Lecturers	3.73	0.486	0.199	-2.547	0.173
COE Lecturers	3.75	0.492	0.135		
Combined/Grand	3.74	0.489	0.118		

The results in Table 2 show a mean response of 3.73 and 3.75 for the Home Economics lecturers in Universities and those in Colleges of Education respectively. The standard deviations were less than the means indicating the absence of wide variations in the Home Economics lecturers in Universities and those in College of Education responses. The P-value of 0.173 is not significant ($P > 0.05$) indicating that the Home Economics lecturers in Universities and those in Colleges of Education responses on the objectives of the instructional manual for teaching crochet household crafts were statistically the same.

Hypothesis 3: There is no significant difference between the mean responses of Home Economics lecturers in the Universities and those in Colleges of Education on the contents of the manual for teaching crochet house hold crafts.

Table 3: Comparative Analyses of Responses of Home Economics Lecturers in Universities and those in Colleges of Education on the Contents of the Manual for Teaching Crochet House Hold Crafts

Variables	Mean	Standard Deviation	Standard Error	T	p
University Lecturers	3.62	0.664	0.243	-1.207	0.324
COE Lecturers	3.59	0.666	0.218		
Combined/Grand	3.61	0.665	0.162		

The results in Table 3 show a mean response of 3.62 and 3.59 for the Home Economics lecturers in Universities and those in Colleges of Education respectively. The standard deviations were less than the means indicating the absence of wide variations in the Home Economics lecturers in Universities and those in College of Education responses. The P-value of 0.324 is not significant ($P > 0.05$) indicating that the Home Economics lecturers in Universities and those in Colleges of Education responses on the contents of the manual for teaching crochet house hold crafts were statistically the same.

Hypothesis 4: There is no significant difference between the mean responses of Home Economics lecturers in the Universities and those in Colleges of Education on the instructional materials required for teaching crochet house hold crafts.

Table 4: Comparative Analyses of Responses of Home Economics Lecturers in Universities and those in Colleges of Education on the Instructional Materials Required for Teaching Crochet House Hold Crafts

Variable	Mean	Standard Deviation	Standard Error	T	p
University Lecturers	3.76	0.626	0.128	-1.011	0.956
COE Lecturers	3.68	0.622	0.122		
Combined/Grand	3.72	0.624	0.125		

The results in Table 4 show a mean response of 3.76 and 3.68 for the Home Economics lecturers in Universities and those in Colleges of Education respectively. The standard deviations were less than the means indicating the absence of wide variations in the Home Economics lecturers in Universities and those in College of Education responses. The P-value of 0.956 is not significant ($P > 0.05$) indicating that the Home Economics lecturers in Universities and those in Colleges of Education responses on the instructional materials required for teaching crochet house hold crafts were statistically the same.

Findings

- The study revealed that of eight challenges identified, seven were being encountered in teaching crafts in tertiary institutions in Abia State.
- The study shows that all the objectives of the instructional manual developed are acceptable and will be beneficial in teaching and learning of crafts in tertiary institutions in Abia State.
- Based on lecturers' opinion, all the contents of the instructional manual developed will highly help in improving the teaching crochet crafts.
- All the lecturers are in agreement on the instructional materials required for teaching crochet house hold crafts.
- The lecturers of all the institutions are also in agreement on the procedure for crochet craft production
- All the null hypotheses were accepted which means that there is no statistically significant difference between the mean responses lecturers in the Universities and in the College.

Discussion of findings

The study revealed that there was no significant difference in the opinion of lecturers in the universities and lecturers in colleges of education in challenges encountered in teaching crafts in tertiary institutions in Abia State. This is also in line with studies conducted by Oga (2015), Okadigwe & Iyegbu (2019) and Uwameiye (2019) which showed that lecturers are faced with a lot of problems while teaching crafts. Respondents' responses indicate that teachers find it difficult to handle crafts studies because of inadequate instructional materials i.e. reference books. This is corroborated by the study of Onyeazor (2019) who found that inadequate instructional materials for teachers while teaching is a great impediment faced in the Home Economics Departments. This challenge will be duly mitigated by the manual developed in this research as indicated in the objectives as it is quite detailed and can fully equip the teachers to impart knowledge of crochet craft production.

This study also revealed that time allocation to teaching crafts is insufficient and also that lack of teaching aids/equipment affects the teaching of crafts. This is in line with the studies of Arkurst (2004), Obeta (2016), Akubue & Chukwu (2016) and Onyeazor (2019). These studies also unveiled that inadequate facilities, equipment and funds are strongly affecting the teaching of Clothing and Textile. In line with this, studies of Shehu (2017), Okadigwe & Iyegbu (2019) and Uwameiye (2019) also revealed that lack of teaching aids and poor funding are challenges in the teaching of crafts. The manual developed in this research will prove to be an invariable tool to aid teachers because based on the manual content, the manual actually simplifies the learning of crochet craft making.

Another challenge seen in this research work is the negative attitude towards learning craft by students. According to studies conducted Nwankwo (2007) and Onyeazor (2019), students should be taught crafts to give them opportunities for developing manipulative skills that will enable them function effectively in the society. Okeke (2005), Obeta (2016) and Okadigwe & Iyegbu (2019) also encourages that students should be equipped with sufficient skills so as upon graduation they can be self-reliant and also employers of labour. The developed amauual will also be useful to students as it is to teachers being that the materials required for craft production have been clearly outline while the steps have been presented in a very simplistic manner to enable self-teaching and better comprehension when learning.

One of the challenges identified was inadequate curriculum, and this was supported by Olaosebikan (2011) and Oga (2015) whose research revealed the need for the curriculum to be amended in order to incorporate sufficient time for crafts. Studies by Arubayi & Obunadike (2011) and Onyeazor (2019) revealed that because of the wide syllabus of Clothing and Textile, lecturers should endeavor to use interesting methods of teaching which can capture and retain the students interest. The manual developed in this research will be an invaluable contribution to the curriculum for home economics education if adopted.

Conclusion

The challenges of teaching of crochet household crafts include lack of funds, lack of equipment and materials, inadequate instructional materials, inadequate current craft textbooks, amongst others. The instructional manual developed benefits teachers because it serves as a practical guide to teachers in preparing students for the challenges that await the students with reference to new trends in crochet craft making. The limitation is that not much work has been done on crafts especially crochet, so there is every need for further instructional manuals to be done on crafts generally.

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