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FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

**TOPIC: CHALLENGES ASSOCIATED WITH THE IMPLEMENTATION OF
FASHION AND FABRICS CURRICULUM IN SECONDARY SCHOOLS IN NKAYI
DISTRICT IN MATABELELAND NORTH PROVINCE.**

BY

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A dissertation submitted to the department of Applied Education in partial fulfillment of the requirements of Bachelor degree programme in Education.

GWERU

ZIMBABWE

NOVEMBER 2017

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ABSTRACT

The study aimed at assessing and describing the challenges associated with the implementation of Fashion and Fabrics curriculum in secondary schools in Nkayi district in Matabeleland North province in Zimbabwe. A descriptive survey research design was used in the study. The population comprised of twenty fashion and fabrics teachers, ten practical department heads of department and ten secondary school heads. Simple random sampling was used to come up with respondents for the research. The data was collected using questionnaires, interviews and observation. Data was presented by using tables, analysed, and discussed thematically. The findings revealed that there were no specialist rooms, equipment, and resources to effectively implement the vocational subject. It was also established that financing the subject was done late hence procurement of fabrics and equipment was done late. The study found that garment designing skills lacked in teachers since they are used to commercial patterns which are now difficult to access. Time was also a limiting factor of which it hinders skills display in practical work. Learners, parents and school heads had negative attitudes towards the subject which they thought is very expensive and cannot meet its demands. It is also viewed as less achievable, mainly girls. The study recommended that there is need for the Ministry of Primary and Secondary Education to assist schools by building relevant infrastructure, supply basic and modern equipment to effectively implement the subject. It also needs to ensure that Fashion and Fabrics teachers are adequately imparted with garment designing skills. Workshops, seminars, in-service programmes and staff developments should be availed to teachers already in the service to boost their competence in the vocational field.

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DEDICATION

I dedicate this work to my sons, Manners, Akudzwe and Theophilus who suffered so much during my absence and I hope they will be inspired by my work one day.

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CHAPTER 1

THE BACKGROUND TO THE PROBLEM

1.1 Introduction

Fashion and fabrics is one of the vocational technical subjects with long life skills taught in Zimbabwean Secondary Education system and it is actually prepared to help students to develop competencies and apply the clothing and textile knowledge on the community to improve the quality of family living and enhances self-reliance. The teaching of this subject is closely linked to life problems and situations in the pupils' homes and communities such as self-reliance, design and resourcefulness. To emphasise the necessity of Fashion and Fabrics curriculum, the Ministry of Primary and Secondary Education declared that teachers are called upon to give the Fashion and Fabrics subject its rightful place in the secondary school system and realises the important role it plays in the lives of the pupils. Fashion and Fabrics is the craft of designing style patterns and assemble them using the sewing machines (Ashley, 2013). Thus, Fashion and Fabrics is the art of joining pieces of fabric together to come with the garments.

There are the challenges or difficulties that deter effective teaching of Fashion and Fabrics at ordinary level in secondary schools. These obstacles prevent effective implementation of Fashion and Fabrics curriculum at Ordinary level in secondary schools. These challenges demotivate Fashion and fabrics teachers to effectively implement the subject to the learners. Due to various barriers, majority of ordinary level students are not effectively learning Fashion and Fabrics during lessons thereby influencing the current study to asses and describe perceived challenges in teaching and learning of this subject at ordinary level.

Generally, Fashion and Fabrics empower learners with textile vocational skills to improve the quality of family living and enhances self-reliance. The teaching of Fashion and Fabrics is a solution to life problems in the pupils' homes and communities such as self-reliance, design and resourcefulness. Ability in the art of this subject saves money among the learners and their families as well as communities. They would be able to make or mend their own garments without buying expensive garments from shops. Fashion and Fabrics gives pupils a skill to

customize their clothes to fit their bodies. In future, pupils will be able to customize their clothes to fit their needs.

However, literature showed that many ordinary level school teachers worldwide struggle to teach learners the subject especially the practical part of it and some students had no interest in the practical practice of the subject (Arubayi, 2003; Lemchi, 2001). Majority of Nigerians had little or no interest in the subject and observed that, Fashion and fabrics was regarded as a subject that could be taught by every mother (Olaitan and Augosiobo, 1981). Generally, most of Nigerian students and parents failed to realize that Fashion and Fabrics curriculum is one of the components of vocational and technical education. This made many people to have misconception about the value of clothing and textile sewing skill in their educational system.

A study by Uko-Aviomah (2005) indicated that teacher education is failing to prepare the Clothing and Textiles rural secondary school teachers adequately for classroom practice. In-service seminar or workshops were not organized for the secondary school teachers to teach Fashion and Fabrics effectively. Poor quality teaching was a problem that adversely affects learning (Anyakoha (2002).

A study by Awodi (2005) discovered that most of secondary schools in Nigeria had either no school Fashion and Fabrics laboratories or the few available were ill-equipped thereby affecting the effective teaching learners designing slils. In some schools there are no specified sewing or fashion fabric Laboratories or workshops hence deterred the teaching of this subject in schools. This problem is also applicable to clothing textile education at various tertiary institutions. Therefore, the above findings influenced the current study to assess and describe the challenges associated with the teaching of Fashion and Fabrics at ordinary level in Nkayi district in Matabeleland North province.

1.2 Background to the study

The formal provision of Fashion and Fabrics in Zimbabwean secondary schools coincided with the genesis of a more child centered philosophy of education announced by the Salamanca Statement of 1994 (UNESCO, 2013). A shift towards an increasing emphasis on individual vocational needs and the optimization of the textile learning process for secondary school pupils implies that, Zimbabwean vocationalisation of educational learning has now to responded to

some of the demands such as a clear assessment and description of its challenges in teaching Fashion and Fabrics at ordinary level.

In the Zimbabwean secondary school context, Fashion and Fabrics has always been considered a useful vocation-orientated skill that starts at primary level and demands adequate attention for its effectiveness up tertiary level institution. Fashion and Fabrics is among the elective Home Economics subjects which ordinary level students are expected to study at secondary school level for them to acquire knowledge, skills and techniques for meeting personal and societal clothing needs (Moyo and Nyagura, 1994). Arubayi (2003) presents that the aim of Fashion and Fabrics curricular at the secondary schools is to teach the learners how to use available resources in his/her environment to improve his/her home, family and societal clothing needs in future. This subject in schools curricula also provides pupils with an apprenticeship Clothing, Textiles and Fashion, which if properly learnt will equip them with strategies for earning living in the future (Mberengwa 2004).

In the Zimbabwean Ministry of Primary and Secondary education, Fashion and Fabrics curriculum has been designed in such a way that Ordinary level teachers and pupils use it with minimum difficulty since teaching approaches adopted are child centered and most of the garment construction concepts revolve around the pupils' interest and relevant experiences (Moyo and Nyagura, *ibid*). Thus, ordinary level Fashion and Fabrics activities relate very well across the secondary school curriculum. They are relevant to the learners' daily lives. However, the ordinary level syllabus (curriculum) does not provide the comprehensive definition as well as information about sewing and is silent on how it ensures pupils and teachers success during the implementation process hence this study focus on the challenges associated with the implementation of the Fashion and Fabrics at ordinary level. The Zimbabwean secondary school Fashion and fabrics curriculum also places on every local secondary school the responsibility of providing textile vocational skills to learners under its jurisdiction but does these teachers teaching the subject undergo special teacher training colleges and real acquire the specific skills in teaching the real expected content and concepts? One would wonder whether they have knowledge on teaching the subject at ordinary level to meet the demands of the national level in secondary schools?, hence the focus of this study to assess and describe the perceived challenges

in teaching Fashion and Fabrics at Ordinary level in Nkayi District Matabeleland North Province.

The official implementation of Fashion and Fabrics in Zimbabwean secondary schools is communicated out Dynamics of Fashion and Fabrics Teachers' guide as well as (6051) syllabus (Jobolingo 1994). The syllabus provided guidelines for the teaching of the subject at ordinary level. The Needlework for school communicates that teaching approaches adopted for this level is child centered (Moyo and Nyagura, 2004). In Zimbabwe, experience and assessment of the teaching and learning Fashion and Fabrics in secondary schools indicate that there is still large numbers of learners who slip through the net at ordinary level still exhibiting underdeveloped skills in the subject. These pupils are only discovered when they have completed ordinary level since they lie idle in the streets not even able to empower themselves that they missed some basic skills in Fashion and Fabrics..

The researcher's observation and experiences as a teacher at secondary school revealed that identified secondary school ordinary level teachers experienced some challenges during the implementation of Fashion and Fashion curriculum, hence this is influenced the researcher of this study to assess the challenges faced in the teaching of Fashion and Fabrics at ordinary level and how the subject is being implemented in secondary schools. In order to establish these challenges in teaching Fashion and Fabrics at ordinary level in Nkayi district Matabeleland province. The above observations increase the researcher curiosity to assess and describe these challenges since they are obstacles in teaching of Fashion and Fabrics in secondary schools at ordinary level.

The researcher's other experiences as a third year Bachelor of Education in Fashion Textile-student at local university revealed that some university students still exhibit undeveloped skills needs in patterning, cutting and designing especially when they involve textile techniques implementation. From these observations, the researcher believed it is for this reason that the Zimbabwean Ministry of Primary and Secondary Education has now introduced pragmatic approaches in vocational subjects as from early grades. However, the introduction of fashion and fabrics the syllabus by the Ministry of Primary and Secondary Education later after independence in secondary school level had challenges on how teaching the subject and how it is being implemented?, hence this study needed to verify it in order to establish the challenges

aligned in teaching in Fashion and Fabric at ordinary level in Nkayi district Matabeleland North province.

Available literature showed that many secondary school teachers worldwide struggle to teach pupils fashion and fabrics (Arubayi, 2003; Mberengwa, 2004). Lemchi (2001) noted that some pupils had no interest in the garment making. Attitudes associated with Fashion and Fabrics appear to affect pupils' learning zeal in clothing and textile skill and impact performance in the subject. Majority of Nigerians had little or no interest in the subject and observed that, fashion and fabrics were regarded as a subject that could be taught by every mother (Olaitan and Augosiobo, 1981). Several Nigerians failed to realize that this subject in Home Economics education is one of the components of vocational and technical education. This made many people to have misconception about the value of clothing and textile skill in their educational system.

A study by Uko-Aviomah (2005) indicated that the teachers lack innovation and resourcefulness. This finding might be because teacher education has failed to prepare the Clothing and Textiles school teachers adequately for classroom practice. In-service seminar or workshops were not organized for the most rural school teachers to teach fashion and fabrics effectively. Poor quality teaching is a problem that adversely affects learning (Anyakoha (2002). Several research reports such as Olaitan and Mbah (2001), Osisefo (2004) and Uko-Aviomah (2005) indicated that pupils' poor performance in Fashion and Fabrics curricula at the end of a school year was attributed to factors relating to the poor skills and lack of effectiveness of the most rural school teachers in this vocational subject.

A study by Awodi (2005) discovered that most of rural secondary schools in Nigeria had either no school specific garment construction laboratories or the few available were ill-equipped thereby affecting the effective teaching pupils doing this subject. In some schools there were no specified fashion and fabrics Laboratories or workshops hence deterred the teaching of Fashion and fabrics in schools. This problem was also applicable to clothing textile education at various tertiary institutions. Most tertiary institutions in Nigeria, particularly Benue State that offers clothing textile curriculum had acute shortage of laboratory (Olayiwola' 1999). There were no specific laboratories assigned for Clothing and Textiles subject. Due to this inadequacy of lack of laboratories, majority of these institutions in Nigeria had problems of inadequate equipment and

instructional materials. In the Zimbabwean context, many fashion and fabrics teachers teach this subject without instructional materials or workshop facilities (Mberengwa 2004). The quality of teachers, facilities and workshops are grossly inadequate and obsolete. Fashion and Fabrics students in Anambura state in Nigeria consistently performed poorly as a result of inadequate teaching and learning that took place in schools (Arubayi and Obunadike, 2011). Therefore, the above findings influenced the current study to investigate whether the discovered challenges experienced by secondary schools in developed countries are common in the Zimbabwean situation.

From the available local and international studies on fashion and fabrics, none has researched on challenges faced in the implementation of Fashion and Fabrics curriculum at ordinary level in Nkayi district hence this influenced the study. Thus, the problem of this study is to assess and describe this challenges which are hindering the effective teaching and implementation of the curriculum in this part of Matabeleland North province.

1.3 Statement of the problem

The secondary school ordinary level syllabus (curriculum) does not provide the comprehensive definition as well as knowledge about Fashion and Fabrics and is silent on how it ensures learners and teachers success during the implementation process hence this study focus on the challenges associated with the implementation of Fashion and fabrics curriculum at ordinary level. Majority of teachers and students are experiencing various challenges in teaching and learning of the subject at the stated level, hence the study. From the researcher's personal observation as a secondary school teacher, majority of secondary school student are not effectively learning fashion and fashion during lessons thereby influencing the current study to asses and describe these challenges and barriers in teaching fashion and fabrics at ordinary level. Therefore, this study sought to assess and describe these hiccups and obstacles in teaching and learning fashion and fabrics at ordinary level in Nkayi District.

1.4 Purpose of the Study

The purpose of this qualitative study is to assess and describe the challenges associated with the implementation of Fashion and Fabrics at ordinary level in Nkayi district Matabeleland North province in order to establish how the teacher best address them.

1.5 Research Objectives

1. To assess the challenges experienced in teaching and learning Fashion and Fabrics at ordinary level in Nkayi district.
2. To establish the extent of teacher conceptualisation on teaching and learning Fashion and Fabrics at ordinary level in Nkayi district.
3. To determine the implementation of teaching and learning of Fashion and Fabrics at ordinary level.
4. To establish strategies to be used to address the challenges experienced in teaching and learning Fashion and Fabrics at ordinary level.

1.6 Research question

1. Which are the challenges experienced in teaching Fashion and Fabrics at ordinary level in Nkayi district?
1. What is the extent of teacher conceptualisation on teaching and learning of Fashion and Fabrics at ordinary level in Nkayi district?
2. How is the teaching of Fashion and Fabrics at ordinary level being carried out in secondary school?
3. ` What strategies can be used in teaching and learning fashion and fabrics at ordinary level?

1.7 Delimitations

The study will be confined to Nkayi district secondary schools only in Matabeleland North province. It will look into the challenges associated with the implementation of Fashion and Fabrics at ordinary level.

1.8 Limitations

As the usxmain instrument interacting with the participants in this study, the researcher's presence during interviews and lesson observations may influence participants not to give honest and correct

responses due to researcher bias. However, the researcher made pre-visits to selected secondary schools for one or two weeks before data collection to promote researcher-participant familiarization, rapport and trust. The researcher will also inform the participants the purpose and benefits of the study before collecting data. Other limitations that may arise during the research processes will be identified and described as the research processes unfolds.

1.9 Significance of the study

Results from this study, when finally published, may benefit for rural secondary school teachers, secondary school heads, researchers, policy makers and administrators in ministry of Primary and Secondary Education, in Zimbabwe and elsewhere.

Secondary school teachers and school heads:

These groups may use the results as a set of criteria to evaluate their teaching of Fashion and Fabrics at ordinary level. Such information when used effectively may help decision making regarding how best to encounter challenges faced in the implementation of fashion and fabrics at ordinary

Ministry of Primary and Secondary Education Officials:

The current study may help increase awareness of challenges associated with the implementation of fashion and fabrics at ordinary level in secondary schools especially those in rural areas. The results may also assist Ministry of Primary and Secondary Education through its Home economics department or Education Offices review and improve their secondary school Fashion and Fabrics at ordinary level teaching skills and strategies to raise learning outcomes in content and related subjects.

Adding to Current Body of Literature and policy makers:

This study is going to have a positive potential to the current body of literature in Zimbabwe on the challenges associated with the implementation of Fashion and Fabrics curriculum at ordinary level. This information that can be useful for future studies in Fashion and Fabrics curriculum

pedagogy. Policy makers and administrators will find opportunities to review or improve future policies or current syllabus related to ordinary level Fashion and Fabrics.

Researcher of this study

This study may equip the researcher with new knowledge and awareness on the challenges faced when teaching fashion and fabrics curriculum at ordinary level in secondary school in order to establish how the teacher best address them.

1.10 Assumptions

The study focused on assessing the challenges faced in teaching fashion and fabrics at ordinary level in Nkayi District in Matabeleland North province. The researcher's assumption is that there is some form of teaching students doing ordinary level the vocational technical subject Fashion and Fabrics in schools. It is further assumed that all participants will provide accurate and honest responses to interviews and questionnaires. During the study, the researcher used interviews and questionnaires to collect information that helped the researcher to describe the challenges faced in teaching the vocational subject Fashion and Fabrics at ordinary level in secondary schools. It is one of the researcher's assumptions that secondary school, at ordinary level, teachers and school heads as the researcher's participants will act and respond to interview questions and questionnaires in natural manner.

1.11 Definition of terms

Fashion and Fabrics: In this study, it is the vocation-orientated skill for secondary schools to apply clothing designing technique as a skill which require secondary school teachers to teach it effectively to students as far as ordinary level learners.

Barriers: These are challenges or difficulties that deter effective teaching and learning of Fashion and Fabrics at ordinary level in secondary schools.

Secondary school teachers: These are secondary school teachers who are responsible for imparting knowledge in Fashion and Fabrics in secondary schools learners.

Secondary school heads: These are secondary school heads or deputy heads responsible for the implementation of Fashion and Fabrics hand skills through Fashion and Fabrics (6051) syllabus by ordinary level teachers.

1.12 Summary

This chapter covered background to the study showed the picture of what influenced this study to assess the challenges faced in the implementation of Fashion and Fabrics curriculum at ordinary level in Nkayi district Matabeleland North province. This chapter presented the statement of the problem, sub-research questions, purpose of the study, significance of the study, limitations and delimitations of the study, and the definition of terms used in the study. Chapter two will present the review of related literature.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter provides an account of the reviewed literature relating to the challenges associated with the implementation of Fashion and Fabrics in secondary schools at ordinary level. The objective is to amass knowledge and understanding of the topic through establishing what experts and researchers say about the perceived barriers in teaching and learning of Fashion and Fabrics in secondary schools at ordinary level. In this study, the purpose of review of related literature is to identify gaps in existing knowledge that should be filled in by the research. The literature will be presented under the following sub headings derived from the research questions: the extent of teacher knowledge on teaching Fashion and Fabrics especially at ordinary level, implementation of teaching and learning Fashion and Fabrics at ordinary level and the challenges experienced by teachers in teaching the subject in secondary schools at the level stated

2.2 Challenges in teaching Fashion and Fabrics at ordinary level in secondary in schools

Available literature shows that many secondary schools, Fashion and fabrics teachers' worldwide struggle to teach students technical skills in Fashion and Fabrics (Arubayi, 2003; Mberengwa, 2004) as presented below:

2.2.1 Lack of interest in the subject Fashion and Fabrics

Lemchi (2001) noted that some students have no interest in the subject Fashion and Fabrics. Attitudes associated with practical skills in Fashion and Fabrics appear to affect pupils' learning zeal of this practical technical subject as a clothing and textile skill and impact performance in the subject. The introduction of course work garments in Zimbabwean school curriculum increased the teachers' work load leading to an indifferent attitude among secondary school ordinary level teachers towards the subject and hence that the subject does not receive the attention and importance it deserves after ordinary level completion (Mapolisa and Tshabalala, 2013).

This is agreement with study by Ogwo and Oranu (2006) that unwillingness of teachers to improvise some better ways of handling the subject before examinations of students is a great impediment to fashion and fabrics especially practical lessons.

2.2.2 Poor perception towards Fashion and Fabrics curriculum

The other challenge identified by Uwaifo and Uwaifo (2009) in Nigeria was that of poor societal perception towards Fashion and Fabrics curriculum in schools. The study revealed that majority of the parent and students in Nigeria have a negative attitude towards pre-vocational subjects like Fashion and Fabrics and regard those who practice it as failures in life as well as less intelligent. This negative attitude is continuing to institute a stumbling block to the progress of teaching this vocational Fashion and Fabrics subject in school. These finding are in consonance with Anene-Okeakwa (2002) in Mandina (2012) that many students hate vocational technical subjects such as fashion fabrics and consider it to be time consuming in their life at school. Some students have little interest in this practical subject and drop it half way into their studies due to general societal negative attitudes that see Fashion and Fabrics as subject for the under achievers and girls only. According to Osuala (2001) Nigerian schools pay little or no attention to vocational subject. Teachers and students seem not to understand what it is all about and consequently, develop contempt and aversion for the Fashion and Fabrics subject. An average Nigerian parent did not want his son to earn a living as a full time tailor because for many Nigerians, that job is for the poor and underprivileged ones (Osuala, 2001).

2.2.3 Negative attitude towards the vocational technical subject Fashion and Fabrics

A study by Arubayi and Obunadike (2011) presents that attitude is a problem to the teaching and learning of Clothing and Textiles. The students have a negative attitude in the sense that they do not consider the study of Clothing and Textiles career as a job for illiterates, and they considered money spent on doing Clothing and Textiles projects as a waste. In addition, students do not complete their Clothing and Textiles assignments and projects, they felt bored in classes and they do not feel confident that they would do well in the subject. In view of the above literature, the present study would like to assess whether attitude is one of the main perceived challenges associated with the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi District in Matabeleland North province.

2.2.4 Lack of adequate resources

Many vocational technical subject teachers in secondary schools who teach Fashion and Fabrics teach without instructional materials or workshop facilities (Mberengwa 2004). The findings of the study by Puyate (2008) revealed that lack of adequate textbooks; laboratory equipment, inadequate textile utensils, textile materials affect the effective implementation of the fashion and fabrics curriculum especially the practical lessons. The unavailability of the vocational Fashion and Fabrics teaching materials and resources makes the teaching and learning of the subject very difficult. Fashion and Fabrics students in Anabara state in Nigeria consistently performed poorly as a result of inadequate teaching and learning resources in schools (Arubayi and Obunadike, 2011). According to Awodi (2005) there are no specified Fashion and Fabrics Laboratories in some schools. All that one sees is a common classroom labeled as Home Economics laboratory. There is no specific laboratory assigned for Clothing and Textiles. This hinders the effective teaching and learning of vocational subjects such as Fashion and Fabrics in educational institution.

Nevertheless, the issue of adequacy and relevance of technical vocational education especially Fashion and Fabrics facilities is still neglected in most of learning institutions to day (Owakoyi, 2007). In some higher institutions, home economics laboratories or classrooms just bear these labels only on the blocks of buildings earmarked for such facilities without being used. The relevant and adequate equipment, tools, instructional material are not there at various educational institutions (Mandina, 2012). There are no department libraries adequately stocked with current Fashion and Fabrics books and magazines to upgrade the knowledge of both teachers and pupils. This gross lack of materials/facilities demoralizes the individual teacher who is ready to put forth effort towards achieving the goals of this Fashion and Fabrics curriculum. The above findings from various tertiary and secondary school institutions whetted the present researcher's desire to carry out this study and assess the challenges associated with the implementation in the teaching and learning of Fashion and Fabrics curriculum in secondary schools in Nkayi District Matabeleland North Province.

2.2.5 Lack of Fashion and Fabrics sewing skills

The curriculum of Fashion and Fabrics requires secondary school teachers to have adequate teaching skills of the subject (Mapolisa and Tshabalala, 2013). However, most secondary school

teachers from teachers colleges lack garment construction technical skills of teaching Fashion and Fabrics in secondary especially at ordinary level. Such findings are consistent with Kiadese (2011) that problems such as lack of technical designing in clothing amongst qualified teachers affect the teaching of pre-vocational subjects such as Fashion and Fabrics in schools. The study showed that teacher quality also presents great problems to the teaching and learning of fashion and fabrics concepts such as hands own approach subject. The findings indicated that teachers are not adequately trained during their teacher education at teachers colleges on the practical aspect of the subject Fashion and Fabrics and hence lack the innovativeness and resourcefulness entailed in the teaching and learning of Fashion and Fabrics in secondary school.

A study by Bhebhe and Nxumalo (2017) in Swaziland discovered that needle work lessons were time-tabled but teachers did not teach all the Fashion and Fabrics practical lessons on the time table because they were not adequately trained to teach Fashion and Fabrics, also the theory part of the subject is very long. This agree with the study by Arubayi and Obunadike (2011) that teacher quality also presented great problems to the teaching and learning of Clothing and Textiles or Fashion and Fabrics. The study indicated the available teachers do not teach the subject very well and was not innovative and resourceful. Besides, the teachers spent almost all the class time on theory lessons with no time left for practical work, they mostly did mere dictation of notes and were not concerned with the mastering of practical skills. Researchers also presented that teacher education is failing to prepare the Clothing and Textiles teachers adequately for classroom Fashion and Fabrics garment designing skills and in-service seminars or workshops are not regularly organized for the teachers.

2.2.6 Poor teaching methodology

Moreover, a finding from a study by Uwameiye (2015) also indicated that Fashion and Fabrics under vocational technical education curriculum had many challenges to implement. Some teachers do not have proper teaching method of teaching, since they are likely unable to make practical lessons attractive and interesting to learners. Teachers of Fashion and Fabrics maybe unable to encourage, support and give room for individual differences in the course of teaching their subject. This is in agreement with a study by Okeke (2006) that teacher quality is the major problem of practical subject. Teachers of this vocational subject need to create warm atmosphere in their class lessons to elicit the interest of the students. Some Fashion and Fabrics teachers may

fail to display those technical professional skills in the field of clothing and textiles. This is the reason why vocational subjects are neglected and ineffective in many schools. Some Fashion and Fabrics teachers lack the manipulating skills of demonstrating the practical designing before the learners since they are used to commercial patterns. Nwaigwe (1977) in Owakoyi (2007) observed that, students could be interested in handwork, but teacher might not be competent in teaching them. The above statement made by Nwaigwe highlighted some of the problems that are militating against the development of Fashion and Fabrics curriculum in educational institutions. The present study sought to assess whether the above scenario is also applied to Zimbabwean secondary schools and to establish challenges associated with the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi District in Matabeleland North province.

2.2.7 Lack of school heads support

Fashion and Fabrics, as an important area of Home Economics, is a practical subject that requires adequate learning materials. School heads should take the responsibility of ensuring that Fashion and Fabrics materials are available to their teachers. The subject requires sewing machines, needles, pins, first aid kits, textile, as well as special rooms for effectively teaching fashion and fabrics ordinary level candidates. However, Bhebhe and Nxumalo (2017) present that lack of school heads support and provision of Fashion and Fabrics materials force teachers to end up teaching the theoretical aspects of the subject which may not be adequate to achieve the goals of the curriculum. Therefore, the present study sought to establish if the above is applies to secondary schools in Nkayi district Matabeleland North province.

2.2.8 School head's poor supervision

According to Lupahla (1997) in Mapolisa and Tshabalala, (2013) teaching of vocational technical subject Fashion and Fabrics in secondary school level is affected by school heads' poor supervision. Their research discovered that most of the secondary s school teachers felt that supervision by their school heads in Fashion and Fabrics is inadequate thereby barred its effective teaching at in secondary school at junior level since it will have great impact later to ordinary level students. Secondary school teachers are not receiving the necessary guidance and substantive support in the teaching of Fashion and Fabrics especially in practical lessons. This

reiterates with Dube (2004) that secondary school heads spend very little time or no time at all helping teachers with the teaching of Fashion and Fabrics curriculum. Similarly, Jolibongo (2004) also discovered that majority of secondary school heads rarely observes teachers conducting the practical part of the sewing lessons. From this view of related literature, the present study sought to establish if the above applies to Nkayi district in order to confirm the challenges associated with implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level.

2.2.9 Insufficient funds

Studies by Mobegi and Ondingi (2011) as well as Ogwo and Oranu (2006) cited insufficient funding as a challenge hindering the effective teaching and learning of Fashion and Fabrics curriculum. The majority of schools failed to raise adequate funds through levies and tuition fees to fund the implementation of the vocational technical curriculum. Hence, some of the schools have dropped or ignored the subject in favour of theory subjects (Mobegi and Ondingi, 2011). The findings seem to indicate that lack of funds to procure textile materials, utensils and equipment constituted problems to the teaching and learning of Fashion and Fabrics in schools. Inadequate funding results in inadequate supply of teaching and learning materials and equipment consequently leading to challenges of teaching the practical subjects in schools (Gogo, 2002). In view of the above literature, the present study would like to assess the barriers in teaching and learning of Fashion and Fabrics in secondary schools at ordinary level in Nkayi district Matabeleland North province.

2.3 Conceptualization on teaching of Fashion and Fabrics in secondary schools at ordinary level

Fashion and Fabrics is among the elective vocational technical subjects which ordinary level students are expected to study at secondary school level for them to acquire knowledge, skills and techniques for meeting personal and societal clothing needs (Moyo and Nyagura, 1994). Arubayi (2003) presents that the aim of this vocational technical subject curricular in the secondary schools is to teach the learners how to use available resources in his/her environment to improve his/her home, family and societal clothing needs in future. Fashion and Fabrics in schools curricula also provides pupils with an apprenticeship Clothing, Textiles and Fashion,

which if properly learnt will equip them with strategies for earning living in the future (Mberengwa 2004).

In Swaziland secondary schools, needle work is an essential part of the curriculum which provides learners with pre-vocational skills for their occupational lives (Bhebhe and Nxumalo, 2017). Through the teaching and learning of Fashion and Fabrics subject in secondary schools pupils in Nigeria were to acquire skills and knowledge as a preparation for their occupational lives (Osuala, 2001). A study by Bhebhe and Nxumalo (2017) discovered that Swaziland education system recommended needle work or fashion and fabrics subjects to be included in the curriculum in order to prepare the pupils to participate fully in textile industrial and community development. The vocational technical, Fashion and Fabrics subject helps students to acquire sufficient skills that enable them to engage in self-reliant and productive work when they leave school and also that such subject enable pupils to be active learners (Bhebhe and Nxumalo, 2017).

Fashion and Fabrics curriculum provide students with opportunities to understand basic nature of fashion design, the characteristics of fibre and fabrics (Uwameiye, 2015). Thus, it equip pupils with basic knowledge on the construction, production and marketing of clothing and textile products as well as the evolution of fashion trends, textile technology and clothing production methods. The practical subject fashion and fabrics empower pupils with basic knowledge on the historical, cultural, technological and social factors in the development of fashion, clothing and textiles as well as their relationship to the well-being of the individual, family and society (Puyate, 2008). Technically and practically Fashion and Fabrics provide students especially those at ordinary level with basics and necessary skills on the appropriate principles and techniques in presenting fashion ideas and illustrations as well as in pattern and garment construction for specific requirements and considerations in different settings (Mandina, 2012). Moreover, Bhebhe and Nxumalo (2017) present that Fashion and Fabrics assist pupils in their basic development of an aesthetic sense and creativity through the design and production processes of stitching, fashion, clothing and textile products. In view of the above literature, the present study would like to assess how the secondary school teachers conceptualise or understand fashion and fabrics curriculum in order to establish whether lack of knowledge is one

of the perceived challenges in teaching and learning of Fashion and Fabrics at ordinary level in Nkayi District in Matabeleland North province.

2.4 Implementation of Fashion and Fabrics in schools

In the Zimbabwean Ministry of Primary and Secondary education, secondary school Fashion and Fabrics curriculum has been designed in such a way that secondary school students and teachers use it with minimum difficulty since teaching approaches adopted are child centered and most of the practical concepts revolve around the pupils' interest and relevant experiences (Moyo and Nyagura, 1994). The effective teaching of Fashion and Fabrics to ordinary level students calls for maximum support of teachers by heads of schools. The head is a key to the effective implementation of Fashion and Fabrics in secondary school at ordinary level and is closely linked to the amount of support teachers receive. This support comes in various forms like providing information about the Fashion and Fabrics curriculum, development of teachers' individual skills, provision of materials, and negotiating financial support from education authorities (Mapolisa and Tshabalala, 2013).

The successful implementation of Fashion and Fabrics in secondary school at ordinary level will take time and move through a series of phases. It requires changing school teachers' attitudes and feelings (Puyate, 2008; Bhebhe and Nxumalo, 2017). It also requires that school teachers' capacities be built in order to improve their mastery of the vocational technical subject content and teaching strategies. Fashion and Fabrics as a vocational subject demand teacher's positive attitude. Improvising adequate teaching and learning materials is a necessity as well as achieving its goals to ordinary level students' classes.

A study by Puyate (2008) in Port Harcourt presents that effective teaching of Fashion and Fabrics in secondary schools can take place with the adequate provision of learning facilities such as textbooks, classrooms, workshops, library, tools, and textile materials. Kiadese (2011), in Nigeria, also concurs that workshops or sewing classrooms are designed to complement hand sewing materials dealt with in teaching this subject and give learners practical experiences which will be invaluable in their future textile careers. The availability of teaching materials and resources makes the teaching and learning of the practical subject secondary school at ordinary

level real to pupils. Knowledge acquisition by learners becomes easier as teachers will teach the subject without any difficulty.

The need for educational infrastructure such as classroom blocks, specialist laboratory in the implementation of technical vocational curriculum like Fashion and Fabrics cannot be over emphasized in order to teach the subject effectively (Owakoyi, 2007). Undoubtedly, these facilities make learning and teaching easy, lively and productive. They also, provide direct experience and content between the students and the materials, ensuring a better grasp of the Fashion and Fabrics theory and practical concepts. The availability of the subject in the classroom helps a lot in the skill acquisition. In this practical subject, teaching/learning create lasting impression among the pupils (Lawson, 2011). If the quality of vocational education is to be maintained in teaching and learning of Fashion and Fabrics as one of the subjects, there should be adequate supply of specialist classrooms, equipment, instructional materials and professional teachers. Kiadese (2011) supports this fact by saying that classroom and items of school equipment are essential aids to effective teaching and learning of the technical subject fashion and fabrics. They are the teachers' trade tools in the teaching and learning in every day basis of the vocational technical subject. A school that lacks specialist classroom and essential equipment cannot reasonably expect to achieve its main objective in pupils' performance, hence poor performance.

Teachers who teach pre-vocational subjects such as fashion and fabrics must be highly trained and acquire enough skills in order to make them capable of teaching the subject effectively (Uwaifo and Uwaifo, 2009). To achieve effective teaching of vocational curriculum in schools, Fashion and Fabrics teachers need to be efficient in manipulating technical equipment and extra care for instructional materials in the laboratories (Owakoyi, 2007). This will help them in engaging the students in the usage of these facilities for effective teaching and learning of Fashion and Fabrics curriculum. In view of the above literature, the present study would like to assess whether this applies to Zimbabwean secondary schools to establish the challenges faced in the implementation of Fashion and Fabrics curriculum at ordinary level in Nkayi district.

2.5 Strategies that can be employed to address challenges in teaching and learning of fashion and fabrics in schools

The negative attitude of many parents towards practical subjects such as fashion and fabrics should be changed by educating the parents about the importance of pre-vocational subjects in the pupils' curriculum (Obanya, 2007). The schools should conduct awareness campaigns towards enlightening the general public on the need for their children to be vocationally oriented in light of the prevailing economic circumstances of the nation and the unemployment rate which is on the increase (Mandina, 2012). Dike (2009), notes that vocational and technical education like fashion and fabrics is designed to develop occupational skills to give individual students the skills to live, learn and work as productive citizens in a global society. Obanya (2007) also reiterated that vocational and technical education such as fashion and fabric is part of integral development of the 'three Hs' - the head, the heart, and the hands which must not be neglected, as doing that will amount to a denial of an individual pupil's integrated personality development.

According to Uwaifo and Uwaifo (2009), parents and students as stakeholders have to be made aware of the importance of Fashion and Fabrics curriculum for their children to become more interested in this vocational practical subject. The teaching and learning of fashion and fabrics, just like any other vocational subjects, needs the school or Ministry of Primary and Secondary education to provide quality resources and facilities (Mapolisa and Tshabalala, 2013). The programme is practical oriented, where emphasis is on skills acquisition. Therefore, the desired objectives cannot be achieved without making provision for these basic resources in the right proportion (Mandina, 2012). It is therefore imperative that school form partnerships with industry and commerce so that they can get funding for resourcing the teaching of vocational subjects such as fashion and fabrics (Patrinos and Sosale, 2007). Uwaifo and Uwaifo (2009) notes that most vocational and technical Education institutions in developed countries are sponsored or supported by industries, corporate bodies or organizations in addition to government funding to enable these institutions execute their vocational based programme. Such an idea could also be encouraged in Zimbabwean secondary schools offering fashion and fabrics where such organizations sponsor the implementation of these subjects in the schools.

The government should ensure that teachers who teach vocational subjects such as Fashion and fabrics in home economics are adequately serviced, staff developed and assisted obtain the highest qualifications and skills possible in their field of work so that they can be able to impart

these to the pupils (Arubayi and Obunadike, 2011). This concur with a study by Bhebhe and Nxumalo (2017) which suggested that teachers need to be appropriately equipped to teach Fashion and fabrics subject through staff development and work-shops so that they can effectively teach it. Learners are supposed to learn basic practical skills which would be useful to them in higher education or enable them get jobs in industries or other formal sectors of the economy. Thus teachers are central to the successful and effective implementation of fashion and fabric curriculum at secondary level ,they are not to be neglected but equipped with the requisite skills and knowledge hence they should be sent in service training in the universities to enhance their capacity and classroom performance Uko-Aviomah (2005). A study by Umaweiye (2015) suggested that a well-furnished fashion and fabric laboratory should be provided in public schools in Edo state to address challenges faced by teachers when teaching fashion and fabrics. This concur with a study by Bhebhe and Nxumalo (2017) which suggests that schools need to be equipped with adequate and relevant human and material resources for teaching practical subjects effectively. From this view of related literature, it is the interest of the current study to learn from secondary school teachers and school heads regarding strategies that can be employed to address challenges in teaching Fashion and Fabrics at ordinary level in Nkayi district in Matabeleland North province.

2.6 Summary

Various studies are revealing that there are a number of challenges faced in the implementation of fashion and fabrics in educational institutions in various countries. Negative attitude towards practical (pre-vocational) subjects such as fashion and fabrics, lack of adequate textbooks; laboratory equipment, inadequate textile utensils, textile materials affect the effective implementation of the fashion and fabric curriculum in other countries. Last but not least, lack of skills in teaching fashion and fabrics both in theory and practical lessons is also one of the challenges in the teaching of fashion and fabrics in various countries since one can be employed to teach the subject even direct from the ordinary level as long he she passed it. The next chapter presents the chosen research methodology

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The procedures for collecting and analyzing data necessary to react to a problem can effectively guide the researcher to achieve the objectives of the study. However, this chapter covered research design, population, sample, sampling procedure, research instrument, data collection procedure, ethical consideration and data analysis procedures.

3.2 Research Design

The research philosophy or set of beliefs that informed the conduct and writing of this qualitative research is constructivism (Creswell, 2007). This paradigm helped the researcher of this study to understand the context of the phenomenon from the perspectives of the participants. Thus, constructivism paradigm enables building of new theory through interaction hence generating knowledge (Creswell, 2007).

This study used qualitative research approach. Struwig and Stead (2001:56), indicate that “. . . qualitative research allows the researcher to understand the participants’ thoughts, feelings and viewpoints on certain issues. Mouton (2001), explains the qualitative method of research as a naturalistic research method that assisted the researcher to assess and describe challenges faced in the implementation of fashion and fabrics curriculum in secondary schools. Mouton (2001:162) continues to explain that “. . . the strengths of qualitative research are the establishment of trust and rapport with research subjects”. This methodology minimize suspicion and distrust, and allowed for an increase in trust and credibility between the researcher and the participants. The researcher opted for a qualitative study to influence the researcher’s methods of data collection because it afford the researcher the opportunity to record and understand the participants’ views regarding barriers in implementing the Fashion and Fabrics curriculum in secondary schools in Nkayi District on their own terms and lived experiences. It allowed the researcher to use interviews and open closed-ended questionnaires to draw suitable data from the small size of the sample for this research.

The descriptive research design was considered the most appropriate approach to employ in this study because it provides a systematic way to collect data or multiple perspectives rooted in a specific context (Ritchie and Lewis, 2003). Yin (2003) defines descriptive survey as a method equivalent to balance sheet capturing reality at a specific point of time in its real-life context. The main aim is to understand participants in a social context by interpreting their actions as a single group or community, hence the case. The researcher opted for case study as an action plan because it allowed a lot of primary data gathering, using multiple techniques, on the challenges faced in the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi District in Matabeleland North province. Case study also allowed the researcher to generate a variety of participant perspectives over the phenomenon under study. As a result, this design allowed the researcher to gain a sharpened understanding of these barriers in implementing the fashion and fabrics curriculum in secondary schools.

3.3 Population

Struwig and Stead (2001) assert that a research population has certain characteristics that can be completely homogeneous, and of interest to the researcher. Thus, it is a restricted group of people in which the researcher is interested in gaining information regarding a certain phenomenon that occurs in their midst and how they make sense of it. In this study the population was comprised of 10 secondary schools in Nkayi district in Matabeleland North province with an approximate target population of 20 fashion and fabrics teachers, 10 head of practical department and 10 School heads as supplied by the Nkayi district deployment records. Therefore, the approximate total target population of this study will be 40 people. It is from this whole population that the researcher selected participants for this study as discussed in the next section.

3.5 Sample

According to Best and Kahn (1993), sample refers to a small group of population selected for survey and analysis. Thus, a sample is described as a small, selected group from the population chosen to fairly represent this section of the population. In this study the chosen sample was made up of 3 secondary schools in Nkayi District Matabeleland North province with 3 Fashion and Fabrics teachers, 3 head of practical department and 3 school heads. Therefore, the sample size of 9 participants was determined by the data saturation where no new or relevant

information seem to image (Creswell, 2007; Johnson and Christensen, 2014). During the data generation process, the researcher finally came to a point at which the data was saturated. The researcher was no longer finding new information that adds to the generated knowledge.

This study was limited to a small group of ordinary level students as well as teachers and secondary school heads which is acceptable and typical of qualitative research. These participants are therefore the small group of knowledgeable and informative Fashion and Fabrics practitioners at ordinary level. In this regard McMillan and Schumacher (2010) maintain that qualitative researchers investigate in-depth small, distinct groups as the researcher is concerned with the understanding of the social phenomena from the participants' perspective. The researcher was focused on the detail and quality of an individual participant or small group's opinion, feelings, experience and facts (Mpya, 2007) on the perceived challenges in teaching Fashion and Fabrics level in Nkayi District. The next section discusses the purposive sampling procedure that was be used in this study.

3.5 Sampling procedure

According to Fink (2003:136), 'the sample methodology was designed to obtain answers or solutions to carefully selected questions from the study'. Latif and Maunganidze (2003) presented that sampling procedures are important because they allow the researcher to collect information economically and give each person an equal chance to be selected. In this study, purposive sampling method was used. The purposive sampling only follows the rule that the participants should be individuals who are rich in information related to the phenomenon under study (Struwig and Stead, 2001). In this case the researcher purposefully selected 9 respondents who were Fashion and Fabrics teachers, practical head of departments and secondary school heads through snowballing technique to maximize the depth of data elicited (Johnson and Christensen, 2014). Each research participant was asked to identify one or more additional potential research respondent who voluntarily participated in the current study. The selected samples were desirable participants for the researcher to gain insight about their perception of challenges in the implementation of Fashion and Fabrics curriculum at ordinary level in Nkayi district. Thus, purposive sampling procedure resulted in identification of data rich sources. It also less costly and none time consuming.

3.6 Data generating instruments

3.6.1 Researcher as a main instrument

The researcher is the major instrument as advised by Creswell (2007). The qualitative researchers collect data themselves through examining documents, observing behaviour, and interviewing participants. According to Creswell (2007), qualitative inquiry is for the researcher who has a strong commitment to extensive time in the field. As a qualitative researcher, the researcher will spend many hours in the field, collecting extensive data, and labours over field issues of trying to gain access, rapport, and an insider perspective. Thus, the researcher organized techniques and conducted interviews and administers questionnaires personally and observed the situation in the classroom proceedings. However, researcher bias may be a challenge but was addressed by triangulation and member checking (Johnston and Christensen, 2014).

3.6.2. Open closed-ended questionnaire

An open closed-ended questionnaire were developed to generate data related to the challenges faced in the implementing the Fashion and Fabrics curriculum in secondary schools at ordinary level. Best and Kahn (1993) view the open-ended questionnaire as a data gathering instrument through which respondents answer questions or respond to statements in writing. In this study, self-administered open -ended questionnaires were presented to 6 selected Fashion and Fabrics teacher in Nkayi district. Delport (2003), defined self-administered open -ended questionnaire as personal questionnaire handed to the respondent who completes it on his or her own. For this study, respondents were free to provide as much information as they wish to provide since they were required not to disclose their names or any information leading to their identification. To increase the questionnaire's validity and reliability, the researcher ensured that the questions were framed in a language that most if not all participants understood. The researcher also ensured that researcher bias questions were avoided through rigorous pilot testing and triangulation with the supervisor's opinion. The researcher used open-ended questions to allow the respondents to provide answers that express their own experiences with challenges in the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level.

3.6.3 The interview guide

This study used interviews to enable the researcher to collect vast amounts of descriptive qualitative data and in the process build trust relationships with the participants and, thereby ensuring the researcher a room to make further follow-up questions to authenticate the data obtained. Interview sessions were presented to a target sample of 3 purposefully selected secondary school heads in Nkayi district. Thus, structured interview guides were employed and their usage allowed the researcher to elicit information regarding specific questions and the topic. To achieve effective data collection during the interview process, the researcher allowed participants to continuously provide their responses for as long as they feel they have answers and the researcher only responded by asking probing questions and follow-up questions to fill in the gaps that the researcher may not understand. Questions were posed one at a time in order to prevent confusion and maintain the participant composure. During the interview, the researcher personally captured the data through memoing or reflective notes. The researcher took down all the responses (verbally or nonverbally) from the participants in form of notes in the research diary awaited for data transcription.

3.6.4 The observation guide

The research instrument that was also used was the observation. The researcher tried to capture the minutes of details of the proceedings of how teachers interact with learners on one environment in the classroom. Leedy(2011)purports that observation seek to ascertain what people think and do by watching an action as people express themselves in various ways, situations and activities. The data from the observation consist of detailed description of teacher learners activities during the teaching and learning period.

3.7 Pilot study

A pilot study was conducted on 2 volunteered participants from the researcher's work place at secondary school in Nkayi district. Open-end questionnaires and structured interviews were administered to evaluate their validity and reliability as well as their appropriateness. Adjustments were made to the measures after the pilot study. The purpose of this pilot study was to examine questions in the instruments for bias, sequence, and clarity and face validity (Tuckman, 1994).

3.8 Data collection procedure

The researcher of this study was the main data generating instrument to administer questionnaires to the selected fashion and fabrics ordinary level teachers from three chosen secondary schools in Nkayi district in Matabeleland North province. The researcher obtained the necessary verbal approval or consent from the participants before any questionnaire was sent to them. Personal appointment with the selected participants was made to secure permission from the sample population and maintain confidentiality. The open-ended questionnaires were personally given to respondents by the researcher herself. To achieve a hundred (100%) return of questionnaires, then researcher had a follow up exercise to the respective participants. Interview sessions with selected participants (school heads) were carried out at respective selected secondary schools in Nkayi district, by the researcher herself.

3.9 Ethical considerations

An informed consent was obtained from the sample of the study. The researcher of this study explained the nature of the study, conditions, risks and benefits of the study to the participants without jeopardizing their privacy. The selected secondary schools and participants were assured of anonymity and confidentiality. No names of participants or even of selected secondary schools were used on the final write-up of this project. Participants were assured that they were not prejudiced or victimized whether they agree to participate or not. The structured interviews were done at a specific and convenient time arranged with the participants.

3.10 Data Analysis procedure

Data analysis is the process of making sense out of the data which involves consolidating, reducing and interpreting what participants said and what the researcher have seen and read (McMillan and Schumacher, 2001). In other words, data analysis refers to the systematic organisation and synthesis of research data to make sensible meaning (Burns and Grove, 2009).

Data analysis gives meaning to data collected during research in order to transform information or data into an answer to the original research question. In this study, interim analysis approach propounded by Miles and Huberman in Johnson and Christensen (2014) will be employed throughout the study for data processing.

The approach involved the cyclical process of collecting data, analysing data, collecting additional data, analysing those data and so on until the researcher ran out of data resources or data saturation. Interim analysis helped the researcher to collect data over an extended time period until she successfully deeper understood the participants' opinions on the challenges faced in the implementation of Fashion and Fabrics curriculum in secondary schools at Ordinary level. The qualitative data generated is effectively analysed through transcription, segmenting, and member checking as recommended by (Johnson and Christensen, 2014).

Data transcription is the process of transforming qualitative research data into typed text (Johnson and Christensen, 2014). Therefore, memos or reflective notes of interviews with secondary school heads and open-ended questionnaires for ordinary level teachers from Nkayi district was transformed into typed text which is a more usable form for further qualitative data analysis. As prescribed by Creswell (2009), the researcher will ask the interview participants to check and verify (member checking) what the researcher has documented and correctly interpret their views to establish trustworthiness of data for better data analysis.

Segmenting involves grouping the data into meaningful analytical units (Johnson and Christensen, 2014). This will be done by carefully reading the transcribed data from interviews and open-ended questionnaires line by line deriving the specific meaning which is important for this study. A meaningful segment bracketed is in form of a word, phrase, single sentence or a paragraph to address the sub-research questions guided the current study. Data segmentation helped the researcher to group similar meaningful units of data, to differentiate various segments provided by participants and classified them according to themes provided by sub-research questions. The segmented data or text was documented for further data analysis.

3.10 Validity and reliability of Data

A common term used to describe validity in qualitative research is trustworthiness. Qualitative researchers can establish trustworthiness of data by addressing the credibility, dependability and conformability (Gay, Mills and Airasian, 2006). According to Human (2010), credibility relates to the degree of confidence in the findings of the study, or how believable the findings are. Generally, believability will be made easier when the researcher provide a rich, thick description

regarding the setting, participants, procedures and interaction (De Vos, 2005). In this study, the researcher interacted with secondary school ordinary level Fashion and Fabrics teachers and secondary school heads and assessed their perception on the barriers in the implementation of Fashion and Fabrics curriculum at ordinary level in Nkayi district. This provided multiple sources of data, hence used triangulation to promote trustworthiness of data.

According to Creswell (2007), dependability refers to the degree to which the study's findings might be found again, or about how consistent the findings are. To help determine such consistency, De Vos (2005) notes that the qualitative researcher must describe the context and circumstances fully and also describe the data collection process and analysis clearly. In this study, the researcher asked the participants to be interviewed to check or verify whether the researcher have documented and correctly interpreted their interviews or not (member checking) to achieve trustworthiness of data. Moreover, conformability can be used to measure the trustworthiness of the data. The researcher did this by rereading the interview transcripts repeatedly to check whether the same themes keep coming up and whether there was perhaps themes that contradict those that were identified (Human, 2010). The researcher, double checked whether there were contradictory themes. The researcher also used member checking or ask participants to verify the interpretations and conclusions of their contributions were reached.

3.11 Summary

In this unit, qualitative methodology and case study research design was be used to guide the finding out of the challenges faced in the implementation of Fashion and Fabrics at ordinary level in secondary schools in Nkayi District Matabeleland North province. The target population was comprised of 10 secondary schools with an approximate target population of 20 Fashion and Fabrics teachers, 10 heads of practical department and 10 school heads in Nkayi district Matabeleland North province. Therefore, the approximate total target population of this study was 50 people. The sampling technique chosen was purposive sampling where participants were chosen on the basis of rich data source. Therefore, the sample size of 12 participants was determined by data saturation and was asked voluntarily to participate in the study by completing questionnaires and attending interviews in order to provide reliable and trustworthy data for the study. Finally, there was a data collection procedure, ethical considerations and, data

presentation and analysis procedures were highlighted. The next chapter will give data presentation and interpretation.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This study focused on assessing and describing the challenges faced in the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi district Matabeleland North province. The previous chapter presented the research methodology that was used by the researcher to generate, organise and analyse data to establish the challenges associated with implementation of the vocational technical subject Fashion and Fabrics curriculum in the secondary schools of Nkayi district in Matabeleland North province. In this chapter, the data was generated from the empirical study, presented and discussed in the context of the 4 sub-headings derived from the sub-research questions which will guide the current study (see section 1.5). The sub-headings are: Challenges experienced in teaching and learning Fashion and Fabrics at ordinary in the district level; Conceptualisation on teaching the vocational technical subject Fashion and Fabrics in secondary schools at ordinary level; Implementation of the practical subject Fashion and Fabrics at ordinary level and finally, strategies can be used in teaching and learning Fashion and Fabrics at ordinary level. The data generated from the current study was presented in tabular form following the themes that emerged from the sub-research questions. The figures were also rounded off to whole numbers to avoid inconveniences of working with decimals. Verbatim clauses from open-ended items on questionnaires and interviews were captured and qualitatively interpreted to establish the participants' thoughts, feelings and viewpoints on the challenges faced in the implementation of the subject at ordinary level in Nkayi district. In the following section, the bio data of the research participants of the current study, that is, selected ordinary level Fashion and Fabrics teachers and secondary school heads and heads of departments, are also presented. The bio data of the research participants portrayed the research context in which data is generated in the current study.

4.2 Bio data of the research participants

Table 4.1 bio data of the secondary school fashion and fabrics teachers, secondary school teachers, secondary school heads and practical heads of department

N=9

Biographical Variable	Variable Description	Open and closed-ended questionnaire participants from fashion and fabrics teachers	Interview participants from secondary school heads	Open and closed ended questionnaire for practical head of department
Gender	Male	0% (0)	100% (3)	33% (1)
	Female	100% (3)	0% (0)	67% (2)
	Total	100% (3)	100% (3)	100% (3)
Age	20-25 years	33% (1)	0% (0)	0% (0)
	26-30 years	0% (0)	0% (0)	33% (1)
	31-35 years	0% (0)	0% (0)	33% (1)
	36-40 years	33% (1)	33% (1)	33% (1)
	Over 40 years	33% (1)	67% (2)	0% (0)
	Total	100% (3)	100% (3)	100% (3)
Qualification	Certificate In Education	33% (1)	0% (0)	33% (1)
	Diploma In Education	100% (6)	0% (2)	67% (2)
	Bachelor's Degree	0% (0)	0% (0)	0% (0)
	Honours Degree	0% (0)	0% (0)	0% (0)
	Masters Degree	0% (0)	0% (0)	0% (0)

	Total	100% (3)	100% (3)	100% (3)
Teaching Experience	Less than 5 years	33% (1)	67% (2)	33% (1)
	6-10 years	67% (2)	0% (1)	67% (2)
	11-15 years	0% (0)	0% (0)	0% (0)
	Over 15 years	0% (0)	0% (0)	0% (0)
	Total	100% (3)	100% (3)	100% (3)

Table 4.1 presents bio data of open and closed-ended questionnaire group and interview group of participants who participated in the current study. The composition of the open and closed-ended questionnaire group plus interview group by gender present a ratio of male to female secondary school fashion and fabrics teachers, practical head of departments and secondary school heads, whereby female participants are more than male participants in this study. The majority of the participating secondary school teachers are in the range of 31 to 35 years and minority are in the 21 to 25 year range. The majority of participating secondary school heads is over 40 years of and the minority are in the 36 to 40 year range.

The table further revealed that the majority of the participating Fashion and Fabrics teachers are holders of Diploma in Education as their highest qualification and that few teachers have Diploma in clothing designing and garment construction. None of the participants have Honours degree, Bachelors Degree and Masters and certificate in education. Majority of participating secondary school heads hold Bachelor of education degree with none of them holding Masters Degree and Honours degree as their highest qualification.

The table further showed that most of the participating secondary school Fashion and Fabrics teachers and practical subject head of departments and school heads in the current study had less than 10 years teaching experience while minority teachers had less than 5 years teaching experience. The teaching experience of the participants also showed that they have been in the teaching field for appreciable periods to have experience of teaching Fashion and Fabrics in secondary school especially at ordinary level and also influenced the type of data they provide.

These highlighted bio data contributed to the credibility, dependability and conformability as well as trustworthiness of the generated findings. In view of the qualifications and experience of the technical vocational teachers in secondary schools grade and school heads, reasonable inferences are made about the situation regarding the challenges faced in the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi district in Matabeleland North province. In the following section, the study participants labelling for easy interpretation of their findings are presented.

4.3 Study participants' codes

Due to the number of open and closed-ended questionnaire and interview participants in this qualitative study, all participants are coded for easy follow up of their responses. Therefore, the following codes are used for these categories:

- **Nkayi district Teacher 1 to 6(ND Tr 1 up to 6)**
- **Nkayi district secondary School Head 1 to 3 –(NDSSH 1 up to 3)**

The subsequent section presents the findings of the current study on challenges experienced in teaching and learning fashion and fabrics at ordinary in Nkayi district

4.4 Which are the challenges experienced in teaching and learning Fashion and Fabrics at ordinary level in Nkayi district?

This question intended to assess teachers teaching ordinary level Fashion and Fabrics teachers and secondary school heads' experience, observation, views and description of the challenges experienced in teaching the subject Fashion and Fabrics at ordinary level in Nkayi district. It will be addressed by item number 1 on the open-ended questionnaires for the teachers and item number 1 from interviews for secondary school heads and item 1 on observational guide schedule. Results from open-ended questionnaire are presented below:

**Table 4.2 Table showing ordinary level Fashion and Fabrics teachers' responses on the challenges or difficulties they experience when teaching this vocational technical subject
N = 6**

Responses generated (Challenges)	Frequency	Percentage
Lack of varied teaching methodology	5	83%
Lack of interest and negative attitude towards fashion and fabrics	6	100%
Lack of adequate knowledge and practical skills in fashion and fabrics	5	83%
Insufficient funds	6	100%
Lack of adequate resources	6	100%
Lack of school heads support	5	83%
Poor perception towards fashion and fabrics curriculum	4	67%

The Fashion and Fabrics teachers (83%) indicated that lack of suitable and varied teaching methodology is one of the major challenges experienced by teachers when teaching Fashion and Fabrics at ordinary level. The following excerpts from the open-ended questionnaires confirm the above:

“It’s difficult for us to make fashion and fabrics lessons attractive and interesting to students. We do not have proper teaching methodology for the such big classes since we have more than 41 learners in an overcrowded ordinary room during both practical and theory lessons ” **(ND Tr 1)**.

“It is difficult to prepare individual educational lesson plans for these students since their level of mastering the subject is far apart” **(ND Tr 3)**.

“These students will come for Fashion and fabrics lesson later in the day hence they will be very tired and lack concentration during practical and theory lesson” **(ND Tr 2)**.

“We are professional teachers in the field of clothing and textiles but we lack the designing techniques skills” **(ND Tr 5)**.

Above findings agree with the results from the interviews of primary school heads which disclosed that teachers lacks varied teaching methodology for the subject because the learning

environment room does not allow free movement and space awareness for the teaching and learning of Fashion and Fabrics. This is evidenced by the participant **ND SSH 2** who said;

“Majority of Fashion and fabrics teachers dwell mostly on lecture method forgetting that the subject they are offering is a practical one. I can say these teachers do not vary their methods of teaching the subject. They have some challenges of making Fashion and Fabrics lessons attractive and interesting to learners”.

This sentiment is in agreement with participant **ND SSH 3** who said

“Mmmm, my teachers are unable to encourage, support and give room for individual differences in the course of teaching their practical and theory lessons.”

Data from the Fashion and Fabrics teachers’ (83%) responses to the open-ended questionnaires showed that lack of interest and negative attitude towards the vocational technical subject Fashion and Fabrics is another challenge experienced by teachers in teaching and learning of the subject in Nkayi district. Excerpts from the open-ended questionnaires reflecting these sentiments are given below:

“Some pupils have no interest in both practical and theory lessons. (**ND Tr 2**).

“Learners have a negative attitude towards Fashion and Fabrics subject.” (**ND Tr 4**).

“Attitude is a problem to the teaching and learning of Fashion and Fabrics in most secondary” (**ND Tr 6**).

This agreed with the results from the secondary school heads’ responses to the interviews which disclosed that attitudes associated with Fashion and Fabrics curricular appears to affect students’ learning zeal in clothing and textile skill and impact performance in the subject.

Participant **ND SSH 1** said

“Yeah, there is an indifferent attitude from teachers, parents and learners towards Fashion and Fabrics and hence the subject does

not receive the attention and importance it deserves. Unwillingness of parents to supply resources and pay practical fees on time is a great impediment to the teaching and learning of Fashion and Fabrics in our district.”

Participant **ND SSH 2** disclosed similar feelings and said

“I think learners and teachers have a negative attitude towards the subject and they consider it as a waste of time since it is not considered as priority entry at tertiary institutions of learning”

Fashion and Fabrics teachers (100%) complained that insufficient funds affected their teaching of the technical vocational subject in Nkayi district. The following excerpts highlight these sentiments:

“Insufficient funds are the big challenge hindering the effective teaching of Fashion and Fabrics curriculum in our district. Our schools do not have funds for buying materials needed for the implementation of Fashion and Fabrics teaching and learning.” (**ND Tr 6**).

“Majority of our schools failed to raise adequate funds through either levies or tuition fees to fund the implementation of Fashion and Fabrics curriculum.” (**ND Tr 4**).

This agreed with the findings generated from the secondary school heads’ responses to the interviews that lack of funds to procure textile materials, fabrics and equipment constituted problems to the teaching and learning of Fashion and Fabrics in schools. This was evidenced from the participant **ND SSH 2** who said

“Truly speaking, shortage of funds to procure textile materials, fabrics and equipment constitutes to the problems of teaching and learning of Fashion and Fabrics at our schools in this district. Our economy and school budget do not allow us to spend more funds on Fashion and Fabrics rather.”

Ordinary level teachers (92%) who participated in the current study reveals that lack of adequate knowledge and practical skills of Fashion and Fabrics is another challenge experienced by teachers in teaching the subject at ordinary level. Excerpts from the open-ended questionnaires reflecting these sentiments are given below:

“To be honest, we do not have adequate clothing and textile knowledge as required by the subject or the garment designing as the demand of the subject.” (ND Tr 3).

This agree with the findings from the interview participants (secondary school heads) who discloses that lack of adequate knowledge and skills of imparting Fashion and Fabrics among their teachers is one of the major challenges in teaching this vocational subject at ordinary level. This was evidenced by participant **ND SSH 1** who said;

“Our teachers are trained as qualified teachers but did not gain necessary skills in the teaching of Fashion and Fabrics as the demands of the syllabus at ordinary level.

They are not thoroughly trained in this subject specialization and hence lack the innovativeness and resourcefulness entailed in the teaching and learning of the vocational subject .They are well versed with the use of commercial patterns.”

The secondary school Fashion and Fabrics teachers’ (100%) responses from the open-ended questionnaires indicated that lack of adequate resources is one of the major challenges in the teaching and learning of the practical subject fashion and fabrics at ordinary level in Nkayi district. The following excerpts from the open-ended questionnaires confirming the above sentiments are presented below:

“Truly speaking, lack of adequate textbooks, sewing equipment, textile tool, and textile materials affected the effective teaching of fashion and fabrics lessons at our schools. (ND Tr 5).

“The relevant and adequate equipment, tools, instructional material are not available in schools in our district.” (ND Tr 3).

“This gross lack of modern equipment in Fashion and Fabrics and textile materials or specialist laboratories facilities demoralizes the individual teacher who is ready to put forth effort towards achieving the goals of this technical vocational curriculum.” (ND Tr 1).

This agreed with secondary school heads that participated in the interviews of this study and discloses that lack of adequate resources affected the effective teaching and implementation of fashion and fabrics curriculum at ordinary level in Nkayi district. This was evidenced by the participant ND SSH 1 who said;

“To be honest enough, our school do not have adequate textbooks; Fashion and Fabrics laboratory equipment, textile tools and textile materials to assist our teachers in teaching the subject. The unavailability of fashion and fabrics teaching and learning materials and resources makes the teaching and learning of the subject very difficulty in our district.”

Results from the open-ended questionnaires for secondary school fashion and fabrics teachers (83%) indicated that effective teaching and learning of fashion and fabrics at ordinary level is affected by lack of school heads support. The following excerpts from open-ended questionnaires reflecting the above sentiments are presented below:

“One of the challenges we are facing is that our school heads are not supportive in terms of the provision of teaching resources. They pass sentiments that parents do not pay fees on time, therefore response lately to our requests” (ND Tr 4).

“The subject requires sewing machines, needles, pins, first aid kits, textile, as well as special rooms for effectively teaching fashion and fabrics to these ordinary level students but our school heads are not supportive by providing them on time as well encouraging the community to act fast.” (ND Tr 6).

Results from the open-ended questionnaires for fashion fabrics teachers (67%) also revealed that there is poor perception towards Fashion and fabric curriculum which affects their teaching of

the vocational subject to students at ordinary level. The following excerpts highlight these sentiments:

“Truly speaking, there is poor societal perception towards fashion and fabrics curriculum in our schools. They perceive it as vocational subject for less intelligent pupils and girls only. Nkayi district secondary schools pay little or no attention to fashion and fabrics hence its placement on the time tables speaks a lot. They also say that our children will not worry about the subject since it is given no recognition in colleges and universities.” (ND Tr 5).

4.4.1 Discussion of the data generated by the first sub-research question on the challenges experienced in teaching and learning fashion and fabrics at ordinary level in Nkayi district

The current study focused on assessing and describing the challenges experienced in implementing fashion and fabrics curriculum in secondary schools at ordinary level in Nkayi district.

In this section, the findings from the study discussed and are addressed by the first sub-research question posed in section 1.5 of chapter 1 which read: Which are the challenges experienced in teaching fashion and Fabrics at ordinary level in Nkayi district? References are made to the Zimbabwean and international reviewed related literature that is presented in chapter two on the challenges experienced in teaching Fashion and Fabrics in secondary schools at ordinary level.

The Fashion and Fabrics teachers, head of departments, observational schedules and secondary school heads indicated that lack of suitable varied teaching methodology was one of the major challenges experienced by teachers when teaching the practical subject in Nkayi district. This concurred with the findings from the study by Uwameiye (2015) that fashion and Fabrics as a practical subject is being taught using those old teaching methods which does not catch the interest of learners and not motivational. Thus, teachers in most cases are unable to encourage, support and give room for individual differences in the course of teaching their subject. This is reiterated by Okeke (2006) that teacher quality contributes a lot to the teaching and learning of Fashion and Fabrics in secondary schools. Some teachers went through teachers college but the college fails to prepare them with necessary technical skills in the subject. This was supported by

Owakoyi (2007) who maintains that some Fashion and Fabrics teacher lack the broad understanding of garment designing and also the wide range of understanding of theory lesson to be competent enough in teaching the subject to students.

Most of the Fashion and Fabrics teachers, practical head of department and secondary school heads revealed that lack of interest and negative attitude towards the technical vocational subject is another challenge experienced by teachers in the teaching and learning of Fashion and fabrics curriculum at ordinary level in Nkayi district.

This concurred with the study by Lemchi (2001) that some pupils had little or no interest in the Fashion and Fabrics curriculum. This is in agreement with a study by Arubayi and Obunadike (2011) who presented that attitude is a problem to the teaching and learning of Clothing and Textiles. The students have a negative attitude in the sense that they do not consider the study of Clothing and Textiles career as a job for illiterates, and they considered money spent on doing Clothing and Textiles projects as a waste. Moreover, parents' attitudes associated with vocational technical subject such as Fashion and Fabrics appear to affect pupils' learning zeal in clothing and textile skill and impact their performance in the subject area (Ogwo and Oranu, 2006). Unwillingness of teachers to improvise Fashion and fabrics designed pattern is a great impediment to fashion and fabrics instruction.

The current study revealed that Fashion and Fabrics teachers and secondary school heads complains that insufficient funds affected their teaching of Fashion and Fabrics curriculum in Nkayi district. This concurred with the findings from international studies by Mobegi and Ondingi (2011) as well as Ogwo and Oranu (2006) whocited that insufficient funding is a challenge hindering the effective implementation of the Fashion and Fabrics curriculum.

The majority of schools failed to raise adequate funds through levies and tuition fees to fund the implementation of the technical vocational curriculum. Hence, some of the schools has dropped or ignored the subject in favor of theory subjects (Mobegi and Ondingi, 2011). The findings indicated that lack of funds to procure textile materials, utensils and equipment constituted problems to the teaching and learning of this subject in schools (Gogo, 2002).

The Fashion and Fabrics teachers, practical head of department and secondary school heads who participated in the current study revealed that lack of adequate knowledge and practical designing skills of fashion and Fabrics was another challenge experienced by teachers in

implementing Fashion and Fabrics curriculum at ordinary level. This concurred with a study by Mapolisa and Tshabalala, (2013) that most teachers colleges were failing to equip practical teachers especially Clothing and textiles areas with relevant technical skill to deliver the Fashion and Fabrics curriculum to learners. Such findings are consistent with Kiadese (2011) that problems such as lack of practical skills in teachers affect the teaching of pre-vocational subjects such as Fashion and Fabrics in schools.

The findings indicated that teachers are not adequately trained in this subject area and hence lack the innovativeness and resourcefulness entailed in the teaching and learning of Fashion and Fabrics at ordinary level. Even a study by Bhebhe and Nxumalo (2017) in Swaziland discovered that Fashion and Fabrics lessons are time-tabled but students and teachers do not teach all the lessons on the time table because they will be tired, resources might lack and lack those practical skills to display during the lessons.

The study also revealed that Fashion and Fabrics teachers, practical head of department and secondary school heads indicated that lack of adequate resources were one of the major challenges in the teaching and learning of Fashion and Fabrics in secondary schools at ordinary level in Nkayi district. This concurred with the findings of Puyate (2008) that lack of adequate textbooks; laboratory equipment, inadequate textile utensils, textile materials affect the effective implementation of the fashion and fabric curriculum such as fashion and fabrics in education. The unavailability of fashion and fabrics both theory and practical teaching materials and resources made the teaching and learning of the subject difficulty. Vocational Technical students in Anambura state in Nigeria consistently performed poorly as a result of inadequate teaching and learning resources in schools (Arubayi and Obunadike, 2011).

Results from the current study revealed that Fashion and fabrics teachers indicated that effective teaching and learning of Fashion and Fabrics is affected by lack of school heads support. This concurred with the findings from a study by Bhebhe and Nxumalo (2017) who present that lack of school heads support and provision of Fashion and Fabrics practical materials force teachers to end up teaching the theoretical aspects of the subject which may not be adequate to achieve the goals of the curriculum. Fashion and Fabrics, as an important area of technical vocational education, is a practical subject that requires adequate learning materials. School heads should take the responsibility of ensuring that the required and necessary materials are available to their

teachers. The subject requires sewing machines, needles, pins, first aid kits, textile fabrics, as well as special rooms for effectively teaching fashion and Fabrics to ordinary level learners.

The Fashion and Fabrics teachers also revealed that there was poor perception towards the technical vocation education curriculum which affect their teaching of and learning to ordinary level students.

This concurred with the results from the study by Uwaifo and Uwaifo (2009) in Nigeria that poor societal perception towards practical subject curriculum at schools affect the teaching and learning of Fashion and Fabrics at school. The study revealed that majority of the parents and students in Nigeria have a negative attitude towards practical (pre-vocational) subjects like Fashion Fabrics and regard those who practice it as failures in life as well as less intelligent. This finding is in consonance with Anene-Okeakwa (2002) in Mandina (2012) that many students hate vocational education and fashion fabrics in particular as a subject in the school. Some students have little interest in the fashion and fabrics subject and drop it half way into their studies due to general societal negative attitudes that see Fashion and Fabrics as subjects for the under achievers and girls only.

4.5 What is the extent of teacher conceptualisation on teaching Fashion and Fabrics at ordinary level in Nkayi District?

The second sub-research question presented in section 1.5 intended to find out how Fashion and Fabrics teachers, practical head of department and secondary school heads conceptualise teaching of Fashion and Fabrics at ordinary level. The question is addressed by item number 2 on the open-ended questionnaire for secondary school Fashion and Fabrics teachers and item number 2 from the interview guide for secondary school heads.

The study revealed that there is a mixed understanding and conceptualisation of teaching Fashion and Fabrics at ordinary level in Nkayi district. Findings from the open-ended questionnaires show that majority of Fashion and Fabrics teachers conceptualise teaching of Fashion and Fabrics as imparting knowledge and long life skills to be used as self –reliance in life. Some of the Fashion and Fabrics teachers conceptualise teaching of this vocational subject as the introduction of basic fashion and fabrics designing concepts to be further developed in life at

early stage developments of adulthood. The subject concepts also equip learners to know how to mend their torn garments.

The following extracts from the open-ended questionnaires confirm the above:

“Teaching of Fashion and Fabrics at ordinary level refers to the imparting of knowledge about basic life skills relevant in future life to young adults.” (ND Tr 2).

“I understand it as an introduction of fashion and fabrics curriculum at such an age.” (ND Tr 6).

“It can be viewed as teaching the pupils how to use needles and fabric materials for them to know how to mend their torn garments.” (ND Tr 5).

The above results agreed with the findings from the interview which revealed that teaching of Fashion and Fabrics as a curricula that provides learners with an apprenticeship on clothing, textiles and fashion, which if properly learnt will equip them with strategies for earning living in the future

One of the primary school head (ND SSH 3) said;

“I understand and conceptualise teaching Fashion and Fabrics as a pre-vocational skill given to ordinary level students to equip them with strategies for earning living in future.”

This was in agreement with ND SSH 2 who said

“Mmmmm, it involves those practical skills, fashion and fabric skills given to learners in order to prepare them to participate fully in textile industrial and community development, in future.”

4.5.1 Discussion on the data generated by the second sub-research question on the extent of teacher conceptualisation on teaching Fashion and Fabrics at ordinary level

The study revealed that majority of the Fashion and Fabric teachers who participate in the current study lack of adequate knowledge and understanding of teaching of Fashion and Fabric at ordinary level.

The study revealed that there is a mixed understanding and conceptualisation of teaching fashion and Fabrics at ordinary level among teachers in Nkayi district.

They conceptualised teaching of Fashion and Fabrics hand as imparting knowledge about garment making and as the introduction of fashion and fabrics at early age for them to know how to mend their torn garment.

However, the above results disagreed with the secondary school heads who conceptualised teaching of Fashion and Fabrics as a curricula that provided ordinary level students with an apprenticeship on clothing, textiles and fashion, which if properly learnt will equip them with strategies for earning living in the future. This concur with a study by Bhebhe and Nxumalo (2017) discovered that Swaziland education system recommended fashion and fabric subjects to be included in the curriculum in order to prepare the students to participate fully in textile industrial and community development.

Fashion and Fabrics as technical vocational subject helps learners to acquire sufficient skills that will enable them to engage in self-reliant and productive work when they leave school and also that such subject enable pupils to be active learners. This agree with Arubayi (2003) who presented that the aim of Fashion and fabrics curricular at the secondary schools is to teach the students how to use available resources in his/her environment to improve his/her home, family and societal clothing needs in future. Fashion and Fabrics in curricular in schools also provides pupils with an apprenticeship Clothing, Textiles and Fashion, which if properly learnt will equip them with strategies for earning living in the future (Mberengwa 2004). In Swaziland primary schools, Fashion and Fabrics as a subject is an essential part of the curriculum which provide pupils with pre-vocational skills for their occupational lives (Bhebhe and Nxumalo, 2017).

4.6 How teaching and Fashion and Fabrics is implemented at ordinary level in Nkayi district?

The third sub-research question posed in section 1.5 examined how teaching of Fashion and Fabrics is implemented at ordinary level in Nkayi district. This question aims at assessing the Fashion and Fabrics teachers and secondary school heads' experiences on the implementation of Fashion and Fabrics curriculum at ordinary level in Nkayi district. This sub-question number three is addressed by item number three on the open-ended questionnaire for fashion and fabrics

teachers and item number 3 on the interview guide for secondary school head and aspect number two on the observational schedule. Results from the open-ended questionnaire are shown in table 4.3

Table 4.3 Fashion and Fabrics teachers' responses on the extent to which Fashion and Fabrics is implemented at ordinary level in Nkayi district

N = 6

Fashion and Fabrics teaching implementation variables	Responses generated	Frequency/ Percentage
Availability of Fashion and Fabrics ordinary level(6051)with detailed practical garment designing curricular	Fashion and Fabric syllabus is available but practical garment designing curricular is not detailed. Theoretical topics are very broad	6 (100%)
Professional skills of clothing and textile to teach Fashion and Fabrics	Not specialists in Clothing and Textile garment designing techniques.	6 (100%)
Availability of learning resources, facilities and materials for fashion and fabrics learners	Lack of learning resources, facilities and materials for fashion and fabric learners	5(83%)
Time-tabling and adequate time for practical and theory lessons	Time-tabled with inadequate time for both practical and theory	6 (100%)
Availability of staff developments on teaching Fashion and Fabrics at ordinary level	No staff developments on teaching the subject Fashion and Fabrics at all	6 (100%)

Table 4.3 shows that Fashion and Fabrics secondary school teachers at ordinary level (100%) in Nkayi district admit that the Fashion and Fabrics ordinary level (6051) syllabus is available but garment construction technical designing is not detailed. The participants disclosed that the Fashion and Fabrics syllabus is difficult to implement because it is too long and broad, learning skills are not detailed and learning activities are not clearly indicated in the syllabus. The following excerpted from the open-ended questionnaires reflect the above sentiments.

“The syllabus is available but the Fashion and Fabrics designing techniques curricular is difficult to implement because the practical learning skills are not detailed”. (ND Tr 5).

“Definitely, the syllabus is available but it is difficult to implement the garment construction techniques at ordinary level learning activities are not indicated.” (ND Tr 12).

“It is available at our school but the challenge is that Fashion and Fabrics practical learning skills are not clearly indicated”. (ND Tr 1).

The above findings from open-ended questionnaires agreed with secondary school heads’ responses from the interviews who disclose that Fashion and Fabrics syllabus is available at their schools but fashion and fabrics garment designing techniques is not detailed. This was supported by participant ND SSH 3, who said

“The Fashion and Fabrics syllabus is available but most of our teachers complain that garment designing techniques learning skills and activities are not clearly indicated”.

Table 4.3 also show that Fashion and Fabrics teachers lack some of the specialists skills required in Clothing and Textile and affected their teaching of the technical subject to ordinary level students. This was evidenced by the following extracts of participant from the open-ended questionnaire:

“The challenge we have in the implementation of Fashion and Fabrics at ordinary level is that we lack some of practical skills in designing and garment construction techniques required in Clothing and Textile”. (ND Tr 3).

“We do not have professional skills of clothing and textile to teach the subject since we not well made familiar to these during the teacher training course”. (ND Tr 1).

The above findings from the questionnaire participants agree with the results from the interviews in the current study which reveal that majority of Fashion and Fabrics secondary school teacher at Ordinary level in Nkayi district are not specialists in Clothing and Textile and this affected their teaching of the subject to learners. This is evidenced from the participant **ND SSH 1** who said

“Our Fashion and Fabrics teachers especially those from teachers’ college lack some specialist skills in clothing and textile garment construction designing and this affected their teaching of fashion and Fabrics to ordinary level pupils”.

Table 4.3 illustrates that majority of teachers in Fashion and Fabrics in the current study indicate that lack of learning resources; facilities and materials for the vocational subject affect the implementation of it in secondary school at ordinary level in Nkayi district. The following extracts from the questionnaires reflect the above sentiments.

“There is inadequate provision of learning facilities such as textbooks, special classrooms, workshops, library, tools, and textile materials for ordinary level Fashion and Fabrics.” (ND Tr 4).

“There is no supply of specialist classrooms, equipment, instructional materials and well equipped teachers to teach the ordinary level Fashion and Fabrics students.” (ND Tr 1).

The above findings from the questionnaire participants agree with the results from the interviews as well as what was observed by the researcher in the current study which reveal that Nkayi district secondary schools has little or no learning resources, facilities and materials for the subject level. This was evidenced from the participant **ND SSH 2** who said

“Our Fashion and Fabrics ordinary level classes do not have adequate textbooks, classrooms, workshops, library, tools, and textile materials for effective learning both practical and theory lessons.”

Table 4.3 also revealed that the Fashion and Fabrics subject Nkayi district was time-tabled with six sessions per week, and two for theory and four practical lessons only. The following extracts from the questionnaires reflect the above sentiments.

“Fashion and Fabrics is time-tabled but the lessons are scheduled in the afternoon when the learners will be very tired and in very low morale most lessons are theory lessons because practical equipment is not always available only”. (**ND Tr 1**).

This agree with findings from the interview Participants in the current study who admitted that Fashion and Fabrics is on the time table but the periods allocated are not sufficient enough to cater for each and every individual difference in practical subjects per week. This was also observed by the researcher during the observations made when teachers were teaching their classes

This was supported by participant **ND SSH 1** who said “Indeed, hand sewing is formally time tabled but once per week”.

Table 4.2 reveals that no staff developments on teaching Fashion and Fabrics at ordinary level in Nkayi district. This was evidenced in the following excerpts from the questionnaires:

“We are not getting staff developments on Fashion and Fabrics teachers, no workshops for this ummm vocational technical carried out in our district”. (**ND Tr 3**).

This agrees with the responses from the interviews in the current study that staff developments and workshops for Fashion and Fabrics are not provided in Nkayi district. This was evidenced from Participant **ND SSH 2** who said

“To be honest there are no staff developments, workshops and seminars for Fashion and Fabrics teachers in our district”.

4.6.1 Discussion of the data generated by the third sub-research question on how the teaching of Fashion and Fabrics being carried at ordinary level in Nkayi district

It emerged from the majority of participants in the current study that Fashion and Fabrics syllabus is available but the fashion and fabrics topic are very long and too broad that with the stipulated time, teacher cannot exhaust each and every concepts in it. The garment construction aspect is not detailed. The participants disclosed that Fashion and Fabrics syllabus is too difficult to implement because it is very long and broad .Its demands are too broad ,learning skills are not detailed and learning activities are not clearly indicated in the syllabus.

The results revealed that lack of practical skills by teachers from teacher education colleges and professional theoretical knowledge by teachers from poly technical colleges in Clothing and Textile and affect their teaching of Fashion and Fabrics to students. This concurred with the findings from a study by Owakoyi (2007) in Nigeria, that some vocational subject teachers were not professionals in the field of teaching clothing and textiles as a subject , for instance, it is looked down upon and neglected and ineffective in many schools because of this problem. The study presented that some Fashion and Fabrics teachers lacked the practical skills hence cannot effectively demonstrate necessary designing practical before the students. This was supported by Uwaifo and Uwaifo (2009) who declares that teachers who teach technical vocational subjects such as fashion and fabrics must be highly trained and acquires enough skills in order to make them capable of teaching the subject diligently and effectively.

The study also revealed that lack of learning resources; facilities and materials for Fashion and Fabrics at ordinary level affect the implementation of the subject in secondary schools in Nkayi district. This was in contrary to the results from a study by Puyate (2008) in Port Harcourt that effective teaching of Fashion and fabrics in schools can take place with the adequate provision of learning facilities such as textbooks, specialist classrooms, workshops, library,

modern equipment, and textile materials. Kiadese (2011), in Nigeria, also concur that workshops or special classrooms are designed to complement Fashion and Fabrics materials equipment dealt with in teaching this subject and give students' practical experiences which will be invaluable in their future textile careers. The availability of teaching materials and resources makes the teaching and learning of Fashion and Fabrics in secondary schools at ordinary level real to students.

The study revealed that the Fashion and Fabrics in most secondary schools is scheduled late during the day on time tables of which learners will be tired. This study also revealed that no staff developments on teaching Fashion and Fabrics are provided to secondary school teachers in the district.

4.7 What strategies can be used in teaching learning Fashion and Fabrics at ordinary level?

The fourth sub-research question posed in section 1.5 examines on the strategies that can be used in teaching and learning Fashion and Fabrics at ordinary level in Nkayi district. This question aimed at assessing the fashion and fabrics teachers and practical head of departments and secondary school heads' opinions or suggestions on the strategies that can be used in teaching Fashion and Fabrics at ordinary level. This sub-question number four was addressed by item number four on the open-ended questionnaire for fashion and fabrics teachers and item number 4 on the interview guide for secondary school heads. Results from the open-ended questionnaire are presented below:

The secondary school Fashion and Fabrics teachers indicated that the Zimbabwean Ministry of Primary and Secondary Education should ensure that the vocational technical teachers should be adequately trained, and staff developed and assisted to obtain the highest qualifications and practical skills possible in the clothing and textile field they feel and suggest that there should be a need for training programmes to teachers with current practical skills in garment construction and relevant knowledge for theory through in-service programmes, seminars and workshops. The following excerpts from the open-ended questionnaires confirm the above:

“We need proper training on how to teach Fashion and Fabrics. I suggest that Ministry of Primary and Secondary education should

establish garment construction and designing techniques training programmes for fashion and fabrics teachers” (ND Tr 4).

“Workshops, seminars, staff developments and in-service training for teacher who are teaching Fashion and fabrics at secondary schools can alleviate the problem of poor professional skills on teaching the vocational technical ” (ND Tr 2). ND SSH 3 who said

“To address one of the major problems of teaching and learning of Fashion and Fabric, teachers and learners need to be fully equipped with adequate knowledge in the subject and to train them how to teach the subject, use of workshops, seminars and staff developments

This agreed with the findings from the interview participants who suggested that training Fashion and fabrics secondary school teachers can address the problem of inadequate knowledge and practical skills on how to effectively teach this vocational subject at ordinary level. This was evidenced by a participant from the interviews who suggests that training fashion and fabrics teachers can address the problem of inadequate knowledge and practical skills on how to effectively teach vocational technical at ordinary level subject.

This is evidence by participant ND SSH1 who said

“I think this should start from teachers colleges and responsible universities to train the technical subject teachers on how to come up with clothing textile designing techniques and varied current teaching methodologies.”

Results from the open-ended questionnaires for Fashion and Fabrics secondary school teachers revealed that the challenges affecting the effective teaching and learning of Fashion and Fabrics at ordinary level should be addressed by adequate supply of modern resources and facilities. Participants indicated that schools or Ministry of Primary and Secondary education need to provide quality resources and facilities. The following excerpts from open-ended questionnaires reflect the above:

There is a need for Ministry of Primary and Secondary education to provide well-furnished fashion and fabric classes with adequate textbooks, modern fashion and fabric materials.” (ND Tr 5).

4.7.1 Discussion of the data generated by the fourth sub-research question on strategies that can be used to address challenges in teaching and learning of Fashion and Fabrics in secondary schools

The study suggested that the Zimbabwean Ministry of Primary and Secondary Education should ensure that secondary school teachers are adequately trained, developed and assisted to obtain the highest qualifications and professional practical skills possible in the Fashion and Fabrics teaching field. They felt and suggested that there should be a need for training programmes to equip these vocational teachers with necessary practical clothing and textiles skills and relevant knowledge for the ordinary level learners whom they teach through in-service programmes, seminars and workshops. This concurred with Arubayi and Obunadike (2011) that the government should ensure that teachers who teach vocational subjects such as Fashion and Fabrics are adequately in serviced, staff developed and assisted obtain the highest qualifications and skills possible in the field of clothing and textiles field so that they can be able to impart these to the students. This is also in agreement with a study by Bhebhe and Nxumalo (2017) which suggested that teachers need to be appropriately equipped to teach hand sewing subject through staff development and work-shops. Thus teachers training institutions are a central focal point to review their education so as to equip trainees with the requisite skills and knowledge.

Teachers should be regularly sent to in service training in the universities or teachers’ colleges and poly technical colleges to enhance their capacity and classroom performance (Uko-Aviomah, 2005).

The study also revealed that the challenges affecting the effective teaching of Fashion Fabrics at ordinary level should be addressed by adequate Fashion and Fabrics modern resources and facilities. Participants indicate that schools or Ministry of Primary and Secondary education need to provide quality resources and facilities. This concur with a study by Mapolisa and Tshabalala (2013) that the teaching and learning of Fashion and Fabrics, just like other vocational subjects,

needs the Ministry of Primary and Secondary education to provide quality resources and facilities. The curriculum is practical oriented, where emphasis is on skills acquisition. This was also in agreement with a study by Umaweiye (2015) who suggested that a well-furnished fashion and fabric laboratory should be provided in public schools in Edo state to address challenges faced by teachers when teaching the subject Fashion and Fabrics.

This concurred with a study by Bhebhe and Nxumalo (2017) who suggested that schools need to be equipped with adequate and relevant human and material resources for teaching practical subjects effectively.

4.8 Summary

This chapter presented analyses and discusses the data generated from the empirical study under the four sub-headings derived from the sub-research questions of the study posed in chapter 1. The first section presented the biographical data of the fashion and fabrics ordinary level teachers and secondary school heads participated in the study. Generated findings from the empirical study are qualitatively presented to establish the challenges faced in the implementation of Fashion and Fabrics curriculum in secondary school in Nkayi district. It emerged from the study that lack of varied teaching methodology, lack of support and interest and negative attitude toward hand sewing, and lack of adequate knowledge and practical skills in teaching and learning of Fashion and Fabrics are some of the challenges faced in the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi district. Insufficient funds, lack of adequate resources and lack of school heads support to just to mention but a few are the challenges associated with the teaching and learning Fashion and Fabrics curriculum at ordinary level in Nkayi district. The following chapter presents the summary, conclusions and recommendations of the study.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 introductions

The aim of this study was to assess, describe and establish the challenges associated with implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi district. In this chapter, the context of the problem was wrapped and recapped showing a gist of the whole research report and a summary of findings of the empirical study on each sub research question is presented. The chapter also presents the conclusions of the study providing answers to the whole research problem and recommendations on strategies that can be used to address challenges in teaching and learning of technical vocation subject Fashion and Fabrics in secondary schools at ordinary level. Finally, the chapter is rounded off with some suggestions recommendations for further research.

5.2 Chapters Summary

Chapter 1 revealed that, many secondary school Fashion and Fabrics teachers meet great challenges to deliver their potentiality in the subject either theoretically or practically (Arubayi, 2003; Mberengwa, 2004). Lemchi (2001) noted that some learner's has very little interest in the vocational technical subject Fashion and Fabrics. In Nigeria, attitudes associated with this practical subject appear to affect students' learning zeal in Fashion and Fabrics as a clothing and textile skill and impact performance in the subject (Olaitan and Augosiobo, 2011). A study by Uko-Aviomah (2005) indicated that the subject teachers lack innovation and resourcefulness when it comes to designing techniques. The motives behind this being that teacher education does not fully prepare its teachers in such aspect of drafting patterns and designing techniques, rather they rely much on commercial ones.

Those teachers from poly technical colleges might be better designers as compared to those from teacher education colleges but lack much in delivering lessons theoretically.

A study by Awodi (2005) discovered that most of practical teachers in secondary schools in Nigeria had either no specialist room for the subject such as Fashion and Fabrics laboratories or the few available were ill-equipped thereby affecting the effective teaching pupils the Fashion and fabrics curriculum.

In the Zimbabwean Ministry of Primary and Secondary education, Fashion and Fabrics curriculum was designed in such a way that secondary school students use it with minimum difficulty (Moyo and Nyagura, 1994). However, the Fashion and Fabrics 6051 ordinary level syllabus (curriculum) does not provide the comprehensive designing and garment construction definition as well as information about the technical subject Fashion and Fabrics .The syllabus is silent on how it ensures students and teachers success during the implementation process also this syllabus is very long in such a way that what must be covered during the course is compromised by the time allocated on the national time table hence this study focused on the challenges faced in the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level.

Chapter two gave an account of reviewed literature to the study. Various studies has revealed that there are a number of challenges associated with the implementation of Fashion and Fabrics in teaching and learning of this vocational technical subject in educational institutions in various countries. Negative attitude towards practical (pre-vocational) subjects like the Fashion and Fabrics (Arubayi and Obunadike, 2011; Lemchi, 2001), lack of adequate textbooks; laboratory equipment, inadequate textile utensils, textile materials (Awodi, 2005; Owakoyi, 2007; Puyate, 2008) affect the effective implementation of the fashion and fabric curriculum in other countries. Last but not least, lack of skills in teaching and learning Fashion and Fabrics during theory and practical lessons in school was also one of the perceived challenges associated with the proper implementation of this subject in various countries (Kiadese, 2011; Uwameiye, 2015; Bhebhe and Nxumalo, 2017).

Chapter three focused on the research methodology that assisted the researcher to assess and describe the challenges associated with the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi District in Matabeleland North province. The research paradigm or set of beliefs that informed the conduct and writing of this research was

constructivism. The descriptive research design was used to guide the finding out of the challenges faced in the implementation of Fashion and Fabrics in secondary schools in Nkayi district. The sample of 9 knowledgeable and informative participants determined by data saturation through purposive and snowballing techniques was used in the study and they are asked voluntarily to participate by completing questionnaires and attending interviews. The study used interim analysis approach throughout the study and qualitatively presented. Finally, data collection procedures, ethical considerations and, data presentation and analysis procedures were highlighted.

Chapter four reported on the findings presentation, interpretation and analysis. Data gathered was qualitatively presented; thematically analysed basing on sub-questions and an interpretation was made to establish the challenges associated with the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi district in Matabeleland North province.

The following sub-section presents a summary of the findings of the study.

5.3 FINDINGS

5.3.1 Sub-research question 1: What are the challenges experienced in teaching and learning of Fashion and Fabrics curriculum at ordinary level in Nkayi district?

The study revealed that lack of suitable teaching methodology was one of the major challenges experienced by teachers when teaching Fashion and Fabrics in secondary schools at ordinary level in Nkayi district.

The findings from this study indicated that lack of interest and negative attitude towards the technical vocational subject Fashion and Fabrics was another challenge experienced by teachers in teaching and learning the subject at ordinary level in Nkayi district.

The results from the study confirmed that insufficient funds affected the teaching and learning of Fashion and Fabrics in secondary schools at ordinary level in Nkayi district. Furthermore, it also emerged in the study that lack of adequate knowledge and technical skills of fashion and fabrics was another challenge experienced by teachers in teaching fashion and fabrics in secondary

schools at ordinary level. The study also revealed that lack of adequate resources and specialist rooms was some of the major challenge in the teaching and learning of Fashion and Fabrics in most secondary schools at ordinary level in Nkayi district. The findings from the study showed that effective teaching of this vocational technical subject Fashion and Fabrics was affected by lack of school heads support in procuring the required equipment and fabric material on time. Finally, the findings from the study indicated that there was poor perception towards Fashion and Fabrics curriculum which emanates from parents some other teachers as well as parents which affected the teaching and learning of Fashion and Fabrics at ordinary level.

5.3.2 Sub-research question 2: What is the extent of teacher conceptualisation on teaching and learning of Fashion and Fabrics in Nkayi District?

The results from the study revealed that majority of the secondary school teachers who participated in the current study lacks adequate knowledge in teaching theory lesson since the syllabus is too broad and also lack practical designing skills since the teacher colleges do not dwell much on garment construction designing techniques during their training course. This and other aspects affected the teaching and learning of Fashion and Fabrics at ordinary level.

Findings from the study also indicated that there was a mixed understanding and conceptualisation of teaching Fashion and Fabrics at ordinary level in Nkayi district amongst teacher, parents and learners. They conceptualised teaching and learning of this vocational subject as a female subject and they view it as based on imparting knowledge about mending torn garments .Most parents and learners place less value on the subject since it is not counted as a pass in enrolling at tertiary institution of learning. The subject on its own is negatively perceived since people view it as a leisure subject meant to repair torn uniforms and other household garments

5.3.3 Sub-research question 3: How is the teaching and learning of Fashion and Fabrics being carried in your secondary school?

It emerged from the study that the Fashion and Fabrics 6051 syllabus was available but the concepts and topics to be covered were very long and very broad and also the concepts for garment designing and construction were not detailed. The results disclosed that Fashion and Fabrics topics and concepts at ordinary level are difficult to cover and to implement because it

was too long wide, practical learning skills were not detailed and learning activities were not indicated in the syllabus.

The results from the study also revealed that Fashion and Fabrics teachers although undergo teacher training courses they were not yet specialised on the demands of Clothing and Textile syllabus and curriculum and this affected their teaching of Fashion and Fabrics to the ordinary level learners.

Findings from the study also reveals that lack of learning resources, facilities and materials for fashion and fabrics in secondary schools affects the implementation of this technical vocational subject in Nkayi district.

The results from the study indicated that Fashion and Fabrics was time-tabled with six sessions per week, two theory lessons and four practical lesson and they usually come lunch. This was a mere indication that the subject was not taken seriously since the majority of learners will be very tired and looking towards dismissal time ,hence their concentration spun was hindered. This study also revealed that there were no staff developments, no seminars for students, no workshops for both teachers and learners on teaching and learning of Fashion and Fabrics provided to teachers practical head of departments and students in Nkayi district.

5.3.4 Sub-research question 4: What strategies can be used in teaching and learning of Fashion and Fabrics at ordinary level?

The results from the study suggests that the Zimbabwean Ministry of Primary and Secondary Education should ensure that Fashion and Fabrics teachers should be adequately trained, developed and assisted to obtain the highest qualifications and practical skills possible in the vocational technical clothing and textile field. Findings from the study suggests that there should be a need for professional technical training programmes to equip these secondary school teachers with necessary skills and relevant knowledge to impart the Fashion and Fabrics curriculum in secondary schools through in-service programmes, seminars and workshops and fashion exhibition expos

The results from the study also revealed that the challenges affecting the effective teaching and learning of Fashion and Fabrics at ordinary level should be addressed by acquiring and procuring adequate resources constructing specialist facilities the learning processes. The results from the

study indicated that schools or Ministry of Primary and Secondary education need to provide quality resources and facilities such technical vocational subject since they are equally important like other science subject.

5.4 Conclusions

The purpose of the study was to assess and describe the challenges associated with the implementation of Fashion and fabrics curriculum in secondary schools at ordinary level in Nkayi district. From the findings of the study, conclusions can be said that lack of suitable teaching methodology is one of the major challenges experienced by teachers when teaching fashion and fabrics since the classes were very big in Nkayi district. It is also can be concluded that the ordinary level students as well teachers' lack interest in the subject due to unavailability of resources and the way how the subject is considered nationally to enroll at tertiary institutions. There was also that challenge of negative attitude towards Fashion and Fabrics by learners, the school head and the parents in Nkayi district.

Another conclusion that was drawn from the findings of the study was that insufficient funds affected the teaching and learning of Fashion and Fabrics at ordinary level in Nkayi district. From the results of the study, it can be concluded that most fashion and Fabrics teachers lack of adequate theoretical knowledge and practical skills in implementing the subject at ordinary level. Based on these results from the study, it one concludes that lack of adequate resources was one of the major challenges experienced by teachers and learners doing Fashion and Fabrics at ordinary level in Nkayi district. The study concluded that effective teaching and learning of fashion and fabrics at ordinary level is affected by lack of school heads support. Furthermore, the results concluded that majority of the fashion and fabrics teachers who participated in the current study lack adequate knowledge in the theory lessons and understanding of teaching of practical lessons at ordinary level.

The findings from the study concluded that there was mixed understanding and conceptualisation of teaching this technical vocational subject in secondary school among ordinary level fashion and fabrics in Nkayi district. The study concluded that, teachers, parents and learners conceptualised teaching Fashion and Fabrics at ordinary level as for girls who would later imply

it house hold keeping and imparting knowledge on basic joinery to come up with garments know how to mend their torn garments.

The study concludes that the Fashion and Fabrics (6051) illustration of practical lessons is not clearly explained and the curricular is not much detailed in how the subject should be taught since it does not explain well the activities to be followed. Furthermore the theory lessons are very long and too broad that they cannot be covered on the time allocated on the time tables. The results also concludes that Fashion and Fabrics syllabus is difficult to implement because it is too broad and long, learning skills were not detailed and learning activities were not indicated in the syllabus. The study concluded that Fashion and Fabrics teachers although went teacher training most of them are not specialists garment designing and construction as required in Clothing and Textile and affects their teaching of Fashion and Fabrics to ordinary level students.

Another conclusion drawn from the findings of the study was the lack of learning resources, specialist rooms, facilities and materials for the teaching and learning of fashion and Fabrics in secondary schools at ordinary level affects the implementation of the technical vocational subject in Nkayi district. The study also concluded that the Fashion and Fabrics time table has only six sessions yet it demand and requires more time since it is a practical subject. In most schools the subject is placed at the end of the rest of subjects on the time table revealing the less importance given on the subject in Nkayi district. From the results of the study, one concluded that there was no staff developments on teaching this practical subject h provided to ordinary level teachers in Nkayi district. In the following section, the recommendations of the study are presented.

5.5 Recommendations.

Based on the conclusions of the study, the following recommendations are to be made:

To Ministry of Primary and Secondary Education Officials:

- The study recommended that there is need for the Ministry of Primary and Secondary Education to revise and review the Fashion and Fabrics (6051) syllabus and provide clear guideline son the learning activities to teach both theory and practical lessons to ordinary

level students. The syllabus should clearly illustrate steps on designing patterns rather than rely on commercial ones which are now a scarce resource in our country and also syllabus should specify the clear steps of teaching the theory lessons rather than to wind through out a certain concept.

- There is need for the Zimbabwean Ministry of Primary and Secondary Education to ensure that Fashion and Fabrics teachers are adequately trained, developed and assisted to obtain the highest qualifications and skills possible in their vocational technical field.
- There is a need for the Zimbabwean Ministry of Primary and Secondary Education to provide training programmes to equip fashion and fabrics teachers' skills and relevant knowledge to imply during the lessons through in-service programmes, seminars and workshops.
- There is a need for Ministry of Primary and Secondary education to provide quality and modern equipment in the fashion and textiles industry resources and facilities to secondary school fashion and fabrics department teachers.

To Secondary School Heads and Ordinary Level Fashion and Fabrics Teachers:

- secondary school heads should conduct staff development, workshops and seminars for all ordinary level fashion and fabrics teachers to equip them with adequate and necessary skills in Fashion and Fabrics as well as teaching skills and methodologies for the students
- There is need for secondary school heads to provide adequate resources on time and improve the learning room facilities.
- There is a need for secondary school heads to provide adequate support, with necessary modern learning resources, to these Fashion and Fabrics teachers when teaching the vocational technical subject.

For Further Study

- The study recommends that a more comprehensive Fashion and Fabrics study be executed nationally in secondary schools. It will establish the mitigations to address challenges associated with implementation of the subject at ordinary level. This will create a strong base for passing comprehensive and precise ordinary level Fashion and Fabrics teaching policy that communicate precise steps to be followed by teachers and learners.
- The study further recommends that teacher education colleges should revise the way they impart knowledge and practical concepts to teachers during training process so that they are fully equipped with relevant technical skills since the subject is brewed from the pragmatists' framework. Ordinary level Fashion and Fabrics garment making designing model, as a teaching device, should be researched and designed to promote effective teaching of fashion and fabrics curriculum to learners at ordinary level.

5.6 Chapter summary

The study focused on the challenges associated with the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi district. This chapter presented a gist of the whole research report and a summary of findings of the study based on each sub research question. The chapter also presented the conclusions of the study providing answers to the whole research problem and recommendations on how the challenges affect the effective teaching Fashion and Fabrics at ordinary level. Finally, the chapter rounded off with suggested recommendations for further research.

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Appendix

OPEN-ENDED QUESTIONNAIRE FOR SECONADRY SCHOOL FASHION AND FABRICS TEACHERS

This open-ended questionnaire seeks your opinion on the challenges associated with the implementation of Fashion and Fabrics curriculum in secondary schools at ordinary level in Nkayi District. This study forms part of my Bachelor of Fashion and Textile degree at Midlands State University and should help improve the teaching of Fashion and Fabrics curriculum Ordinary level in Nkayi District and elsewhere. You are selected to participate in this study because you are involved in the teaching of ordinary level students which require an introduction and improvement of psychomotor skills to empower young children with pre-vocational skills for life. You should not write your name on the questionnaire as no individuals will be identified or traced from this investigation. There are no 'right' or 'wrong' answers. The researcher is only interested in your own opinion. All information provided by you will be treated as strictly confidential. You are therefore kindly requested to complete the questionnaire as honestly as you can. Thank you for taking time to complete this.

BIO DATA

Kindly fill in the blank spaces or tick (✓) the appropriate box (es).

Age:

20 – 25 years	
26 – 30 years	
31 – 35 years	
36 – 40 years	
Over 40 years	

Gender:

Male	
Female	

Professional Qualifications

Certificate in Education	
Diploma in Education	
Diploma in Special education	
Post-graduate Certificate/Diploma in education (PGCE/PGDE)	

Bachelor's Degree	
Honours' Degree	
Masters' Degree	

Teaching experience

Less than 5 years	
6-10 years	
11-15 years	
Over 15 years	

1. From your personal observation, state challenges you experienced when teaching Fashion and Fabrics at ordinary level.

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Teaching Fashion and Fabrics implementation variables	Responses generated
Availability of ordinary level Fashion and Fabrics syllabus with a detailed designing techniques curricular	
Professional skills of clothing and textile to teach Fashion and Fabrics designing techniques	
Availability of learning resources, facilities and materials for Fashion and Fabrics beginners in secondary school	
Time tabling and adequate time for Fashion and Fabrics display practical skills in sewing lessons	
Availability of staff developments on teaching Fashion and Fabrics as a subject at the school	

2. As a secondary school teacher, how do you define and understand or conceptualizes Fashion and Fabrics at ordinary level?

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3. How do you teach Fashion and Fabrics at ordinary level in Nkayi district?

4. Suggest strategies that can be used to address challenges in teaching Fashion and Fabrics at Ordinary.

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THANK YOU GOD BLESS YOU

INTERVIEW GUIDE FOR SECONDARY SCHOOL HEADS

1. From your personal experience and observation, state some challenges faced by your teachers in teaching and learning of Fashion and Fabrics in secondary schools at ordinary level?
2. What is the extent of your teacher conceptualisation on teaching Fashion and Fabrics at ordinary level?
3. How is the teaching and learning of Fashion and Fabrics at ordinary level being carried out at your secondary school?
4. What strategies can be used to mitigate challenges experienced by your teachers in teaching Fashion and Fabrics at ordinary level?

OBSERVATIONAL SCHEDULE/GUIDE

The researcher will be fully be guided by this schedule on how to observe the situation on the ground in order to find out the challenges faced in the implementation of fashion and fabrics curriculum in secondary schools at ordinary level.

1. Ways in which the teacher interacts with learners

2. Methodologies used during the teaching and learning of Fashion and Fabrics lessons

3. The available resources for the implementation of the vocational technical subject and how they are used during the teaching and learning of Fashion and Fabrics

4. Indicate by putting a tick the way how time is utilized during the teaching and learning process of the Fashion and Fabrics

excellent	Very good	good	Satisfactory	fairly	poor

5. The attitude portrayed by learners during the fashion and fabrics learners

