

Comparing rural and urban resources in the teaching and learning of Textiles at primary school level in Masvingo

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Abstract

The study focused on availability of resources in the teaching and learning of Textiles at primary school level in Zimbabwe. The investigation was a comparative qualitative case study of a government urban primary and a rural council primary school in Masvingo Province. The population of the study comprised school heads, school development committees (SDC) chairpersons, teachers and parents. Convenience and purposive sampling methods were used to select 16 participants for the study. Interviews, observation and document analysis were used as data collection tools. The study established that at the rural school setting there was lack of relevant personnel, infrastructure, equipment and consumables for effective teaching and learning of the Textiles subject. The researchers concluded that effective teaching and learning of Textiles depended on provision of relevant resources in adequate amounts. The major recommendation was that the Zimbabwe Ministry of Primary and Secondary Education should ensure that all schools have adequate resources for effective teaching and learning. To improve teacher effectiveness in the teaching and learning of Textiles the study recommended staff development programs at school, cluster, district and provincial levels.

Key words: Resources, textiles, teaching and learning, comparative study.

Introduction and Background

Textiles is a subject housed in the field of Home Economics (HE). HE is concerned with raising the standards of living for both the individual and society through improved housing, personal and general hygiene, good dietary practices and clothing selection as well as, construction and care (Olaitan & Agusiobo, 1981; Tuomisto, Haapaniemi, & Fooladi, 2017). The field of HE is technical and vocational oriented where learning occurs through marrying theory and practice. Textiles as a broad component of HE at the primary school level in Zimbabwe incorporates laundry, needlework and fibres and fabrics.

Textiles provides learners the opportunity to acquire technical skills and some basic scientific knowledge (Ofaha, Uchegu, Anyikwa & Nkemdirim, 2009). To facilitate acquisition of technical skills, the subject requires equipment, materials and specialist rooms for effective implementation (Domike & Odey, 2014; Ministry of Education Sports & Culture, 2002; Ogwu & Ogwu, 2012). Effective teaching of Textiles requires appropriate and adequate

human and material resources (Idris & Rajuddin, 2012; Sharma, 2011; Ofaha, Uchegbu, Anyikwa & Nkemdirim, 2009).

Zimbabwe's primary schools can be divided into two main categories: Government schools and Government aided schools (Chung, 1990). Private schools, mission schools, rural district council schools and urban schools fall under Government aided schools. The study focused on a rural district council school and Government school. This facilitated the provision of a holistic picture on the resourcing of Textiles in the primary school. While both urban and rural district councils are Government aided schools, the rural district council school was chosen because it was likely to face challenges in resource provision compared to the urban council school. Urban council authorities have more revenue generating capacity to resource schools than rural local authorities (Zhou & Chilunjika, 2013). The rural council school is in a poor, drought-ridden district, with no employment apart from subsistence agriculture. The urban school is in the high density suburb comprising of parents and guardians with different income levels ranging from high to low income.

Given that the urban and rural settings appear to be differently resourced the researchers got interested in finding out how allocation of resources could impact in the teaching and learning of Textiles in the different settings. It is against this background that the study sought to carry out a comparative study of resources in the teaching and learning of Textiles at a rural and urban primary school in Masvingo District, Zimbabwe.

Research Questions

The research was guided by the following questions:

- What comprises a favourable teaching and learning environment for Textiles?
- What is the difference in resource provision for teaching and learning of Textiles between rural and urban schools in Masvingo?
- To what extent do resources in urban and rural schools contribute towards effective teaching and learning of Textiles?

Theoretical Framework

This study was informed by the Concerns Based Adoption Model's Innovation Configuration (IC). Hall and Loucks (1981) say IC answers the question *what is it?* IC describes the

operational form of the innovation as it is being used by the individuals involved in the implementation process. IC looks at the actual behaviours, roles of people, materials used, procedures and strategies employed in order to understand the implementation process of an innovation (Hall & Loucks, 1981; Hord, Stiegelbauer, Hall, & George, 2008). In the case of the area being investigated IC would try to answer the question: What constitutes a favourable environment for teaching and learning Textiles in the primary school? Application of IC can focus on implementation requirements for Textiles (Hall & Loucks, 1981; Ross, Daugherty & Custer, 2014). In the Zimbabwean primary school curriculum Textiles is based on the hands-on approach. The hands-on approach emphasises practical involvement of learners in the learning and teaching process, a process that is facilitated by provision of resources (Ministry of Education & Culture, 2002).

An innovation should be described in terms of implementation requirements for it to be effectively implemented (Hall & Loucks, 1981; Hall & Hord, 2006). In our case requirements in terms of resources needed to implement Textiles as an innovation need to be specified (Hall & Hord, 2011; Hall & Loucks, 1981). Resources may include the infrastructure, human resources, equipment, consumables, teacher to pupil ratio, pupil to equipment ratio, textbooks and any relevant in-service programme (Hall & Loucks, 1981).

IC helps school management and program evaluators to ensure that teachers are implementing an innovation as expected (Hall & Hord, 2011). Through IC more effective ways can be used to support teachers in the teaching and learning of Textiles in the primary schools. IC helps managers monitor what is going on in the school setting. This current study investigated the environment in which Textiles is being taught.

Literature Review

Human resources in teaching and learning of Textiles

Gatawa (1990) and Gudyanga (2014) are of the view that successful teaching and learning require teachers who are well prepared for the job. For this reason, HE. teachers should be given adequate training and be motivated in order to be effective (Idris & Rajuddin, 2012; Ifeoma & Nkem 2013).

Matseke (1997) argues that implementation of practical subjects was negatively affected by lack of specialised personnel. A teacher who has relevant skills, knowledge, competencies and experience is able to successfully implement the Textiles subject. Mullens, Mamane and Willet (1996) affirm that students' achievement is dependent largely on teachers' command of subject. Therefore to be effective, the Textiles teachers in both urban and rural primary schools should have the relevant technical knowledge and skills.

Teachers as major operators in the curriculum implementation process need to be in the right frame of mind for effective implementation to occur. Overcrowding and lack of resources are detrimental to the attitude and morale of teachers. Large classes result in overcrowding. A class of 20 learners is recommended for a technical subject such as Textiles for effective teaching and learning (Orangi, 2016; Pupil & Class Size, n.d.). Coleman (2003) emphasises the need for healthy teacher morale during the teaching learning process. The study therefore explored both urban and rural schools in order to establish how teachers' attitude, competences and motivation influence the teaching and learning of Textiles in the primary school.

Teachers need to be equipped with knowledge and skills so that they can adjust to demands of curriculum implementation. This could be facilitated through provision of staff development programmes (SDP) to equip teachers with relevant classroom instruction strategies (UNICEF, 2000). Staff development helps in overcoming shortcomings in teachers and keeps them abreast with new requirements in the field. A study by Chikoore and Museva (2014) recommended that teachers should be sponsored to attend relevant conferences, participate in refresher courses and workshops, and receive in-service training for professional development. This exposure provides teachers with relevant knowledge and skills in Textiles. Literature presents the view that teachers learn new knowledge and skills through SDPs (Hargreaves & Fullan, 1992; Sankar & Jenkins, 2009). A study by Puyate (2008) on constraints in the implementation of vocational education recommends regular training and retraining in form of seminars, conferences, in-service training programs, workshops and short courses to foster teacher effectiveness.

Material resources for teaching and learning Textiles

Effective teaching and learning of Textiles requires the right infrastructure, equipment and materials (Sharma, 2011; Ofoha, Uchegbu, Anyikwa & Nkemdirim, 2009). Textiles requires

well equipped specialist rooms with relevant equipment and consumables (Allwright, 1990). The increased costs associated with technical vocational subjects such as Textiles include smaller class sizes, specialist rooms, high cost equipment and consumables (Alan, 2008; Mupinga, Burnett & Redman, 2005). Adequate resources and a conducive learning environment ensure the realisation of the subject's recommended teaching and learning goals (Gwarinda, 2001; Uwameiye, & Oviawe, 2010). Adequate teaching and learning resources facilitate effective use of participatory learning approaches (Gwarinda, 2001; Puyate, 2006).

The running of technical and vocational subjects like Textiles is highly capital intensive and requires specialist rooms, equipment and consumables. It is therefore important that communities and school boards must be involved or be supportive for curriculum implementation to be successful (Gudyanga, 2014; Fullan, 2008). There is need for cost – sharing between the state and parents, School Development Committees (SDCs), missions and local authorities for successful curriculum implementation (Fullan, 1994; Nkomo & Vengesayi, 1995).

Inadequate funding has been found to weaken technical education in countries such as Nigeria (Momoh, 2012). The same may be true for Zimbabwe. Momoh (2012) noted that most institutions in Nigeria lacked technical laboratories, workshop space, and useable equipment. Where these were available they were obsolete or grounded (UNESCO, 2010; UNESCO; 2003). Mkapa (2009) argues that no school, even if it is good, can carry out effective learning when facilities, equipment and consumables are deficient. Bvrekwa, Chavhunduka and Chinyemba (2011) rightly contend that without consumables teaching and learning of Technical and Vocational Education (TVE) subjects would not be effective. In a bid for quality and effective teaching school management should ensure appropriate class sizes for TVE subjects such as Textiles.

Methodology

Research Design

In this research, a qualitative case study was chosen as a research design. A case study may be defined as an in-depth investigation of an individual or group or institution (Frankel & Wallen, 2003). The research was carried out as a comparative case study of an urban and rural primary school. The case study design was selected because it facilitated generation of

extensive data on the availability and adequacy of resources required in the teaching and learning of Textiles.

Population and sample

The population of interest in this study included grade 6 and 7 teachers of HE, school heads, parents and the school development committee (SDC) chairpersons. A sample of 16 participants was selected for the study. The sample comprised 4 teachers, 8 parents, 2 headmasters and 2 SDC chairpersons. Each school provided eight respondents. Leedy and Ormrod (2010) recommend the use of a sample small enough to be manageable.

Purposive sampling was used to select Textiles teachers who were teaching grade 6 and 7. Grade 6 and 7 teachers were selected because their classes were nearing examination which meant they required enough resources for their learning. These participants would therefore provide relevant information (Cohen, Manion & Morrison, 2011). Convenience sampling was used to select the schools and parents who could be easily reached (Bless, Higson Smith & Sithole, 2013). The heads of the two schools and SDC chairpersons automatically became part of the sample.

Data Generation Instruments

According to Punch (2005), qualitative researchers use multiple data collection methods and multiple sources of data. This brings about triangulation and authenticity to the research (Maree, 2008; Leedy & Ormrod, 2005). Data were generated through interviews, observation and document analysis.

Interviews

A semi structured interview was used because it was considered flexible enough to allow for probing for further information and clarification (Berg 2009; Punch, 2005). All the sixteen participants were interviewed. The semi-structured interview allowed for a thorough understanding of the participants' opinions on relevance and adequacy of resources in the teaching and learning of Textiles.

Observation

Leedy and Ormrod (2010), say observation seeks to ascertain what people think and do by watching them in action as they express themselves in various ways, situations and activities. Non participant observation was used to observe resources used in the teaching and learning of Textiles.

Document Analysis

Marshall and Rossman (2011) say document analysis provides evidence of real activities undertaken in an organisation. The syllabus and scheme-cum plans were analysed to establish the media to be used for teaching and learning of Textiles.

Data Generation Procedures

Schools were visited four times each to collect data. The first visit was for familiarisation and appointments. During the second visit interviews were conducted with teachers, school heads and 35 minutes lessons were observed on the third visit. Parents and SDC chairpersons were interviewed during the fourth visit, documents were also analysed during that fourth visit. The school heads arranged interview appointments between the researcher and parents and SDC chairpersons. Appointments ensured that the participants were available and avoided inconveniencing them (Marshall & Rossman, 2011).

Data presentation and analysis

Data generated through the questionnaire, interview and observation were presented and analysed in narrative form.

Findings and Discussion

The data were organised into recurring themes which emerged from the research. The themes were:

- Time
- Human resources
- Material resources

To maintain the anonymity of the participants in this study, the researchers used the following pseudonyms in reference to participants from the various categories involved in the study:

Table 1: Pseudonyms

	School Case	School Head	Teachers	Sdc Chairperson	Parents Group	Focus
1	Urban School	Mr. Gudo	Mrs. Ticha Mrs. Gumi	Mr. Jani	Mr. Gonzo Mr.Pina Mrs.Sena Ms. John	
h2	Rural	Mr. Moyo	Ms. Vusa	Mr. Gambi	Mr. Nzou	

School	Mr. Konai	Mr. Jazini
		Ms. Gobvu
		Mrs. Jemisi

Time

Table 2: Learner Population and Time Allocation in the Teaching and Learning of Textiles

School	Grade	Learner Population			Hours Per Week	Time Slots
		F	M	Total		
Urban	6A	17	22	39	2	1
	6B	18	22	40	2	1
	6C	22	22	44	2	1
Urban	7A	17	25	42	2	1
	7B	18	24	42	2	1
	7C	17	26	41	2	1
Rural	6A	14	13	27	2	3
	6B	14	12	26	2	3
Rural	7A	14	13	27	2	3
	7B	13	12	25	2	3

Source: Author (2018)

HE incorporating Textiles was allocated 2 hours each per week at the 2 schools studied. The time was considered adequate to cover both theory and practicals in Textiles. At the urban school both grades 6 and 7 were allocated 4 x 30 minutes lessons each per week presented as a one two-hour lot. However, at times the time proved inadequate due to the high teacher/pupil ratio versus equipment/pupil ratio. At the rural school both grades 6 and 7 were allocated 2 hour slots comprising 1 ½ hours long and ½ hour long periods as confirmed by Konai, a teacher at the rural school. However, the practical slot was not fully utilised at the rural school due to lack of resources as was pointed out by Mr. Moyo the rural school head. Mr. Moyo said, “Most of the time the 1 ½ hours for practicals was not utilised due to lack of

resources. “Lack of resources at the rural school resulted in learners being exposed only to theory which could not utilise the whole 2 hours.

At the rural school there was an average of 26 pupils per class. The class sizes were reasonable. Ms. Vusa, one of the teachers said, *If the class is too big it might be difficult to monitor. For example, a class of 50 children is more difficult to manage compared to a class of 20. Twenty is a good size for practicals.* This means the class could be supervised adequately in the scheduled time. If a class is too big more time would be needed for effective execution of practicals. The study established that in the rural school the class size for Textiles was on average, slightly above the recommended one of 20 learners per teacher (Orangi, 2016; Pupil and Class Size n.d).

Human Resources

The study found that the human resource was an important factor for the effective teaching and learning of Textiles in the primary school. From the data generated the sub-themes identified on human resources were qualification, teacher motivation and attitude, experience, and skills and knowledge enhancement.

Qualification

Regarding teacher qualification the research findings indicated that relevant qualifications were pivotal to effective teaching and learning of Textiles. The study found that the urban school had HE specialists assigned to teach the subject. The teachers responsible for teaching Textiles at grade 6 and 7 at the urban school were holders of Bachelor of Education degrees. They both specialised in H.E. at diploma and University level. The teachers were highly qualified to teach Textiles at primary school level. As Mr. Konai said, *Yes the diploma gave me adequate knowledge and skills to teach Textiles a grade 6 and 7 level. I do not face problems in teaching laundry, sewing and fibre and fabrics. I can demonstrate all the skills children learn at primary school level.* The study established that the best teacher to teach Textiles is one who specialised in H.E. at diploma and degree level. The teacher with relevant qualifications was expected to teach more effectively because he/she would be more knowledgeable and skilled in the area.

At the rural school the professional qualifications of teachers teaching HE were as follows: two had diplomas in education, one a Master of Education and one a Bachelor of Education. Among the 4 teachers only one had specialised in HE at diploma and degree level while the other three teachers had specialised in Environmental Science, Shona and Religious Studies respectively

Most of the rural school teachers indicated that at diploma level they had trained to teach HE in the primary school. The teachers indicated that at diploma level they mostly covered theory in sewing, laundry and fibres and fabrics. Mr. Konai pointed out in the teachers' interview, *Yes, we were trained to attain a diploma course. Primary school H.E. deals with basic knowledge. Therefore we are able to handle grade 6 and 7 work. Besides we teach mainly theory which is not difficult to teach.* The teachers reported that they were comfortable in teaching theory. However the participants were of the view that a higher qualification was important for effectiveness. Literature underscores the need to give Textiles teachers adequate training for them to be effective (Idris & Rajuddin, 2012; Gatawa 1990; Peresu & Nhundu, 1999). A high qualification was considered by the teachers as a contributory factor to effective teaching and learning of Textiles. Literature presents the view that teachers with deep mastery of subject content and pedagogy are the most effective (Mullens, et al. 1996; Gatawa, 1990; Peresu & Nhundu, 1999).

Teaching Experience

The study found that grade 6 and 7 Textiles teachers in the schools studied had several years of teaching experience. It was established in the study that long teaching experience could improve teacher effectiveness. It was found that experience could help a teacher choose the best article, methods, processes and activities which suit the available resources. The teachers indicated that experience was an important factor in the effective teaching and learning of Textiles. As Mrs. Ticha pointed out, *Experience helps you to teach using the best methods. One is in a better position to choose whether to demonstrate to all children or to a few.* Mrs. Ticha also expressed the view that experience is beneficial in the selection of articles for pupils to make in practical sessions.

However, the study also established that experience was not always beneficial. It was found that due to experience some teachers were neglecting the teaching of Textiles because they

knew that HE was given minimal attention in the ZIMSEC examinations general paper. The interview further established that all experience was not worthwhile experience. Mr. Gudo expressed this view where he noted: *Experience may not be relevant as teaching experience. Some teachers may have long experience but not in teaching H.E. The time-table may show the subject but teachers may not teach it but do other things.* However, the general consensus was that experience in teaching a particular subject can contribute to effective teaching,.

Teacher Motivation and Attitude

The other finding was that the implementer's motivation and attitude were important factors in curriculum implementation. This was reflected in the statement by Mr. Gudo, *The teacher's attitude is a very important factor. Since the teacher is the one who will be with children seeing to their learning of Textiles. It is important for the teacher to have a positive attitude. This helps the teacher to teach well.* It was established that the motivation level of HE teachers in the urban school studied was high and that they had a positive attitude towards teaching and learning of Textiles. In the rural school studied, the grade 6 and 7 teachers were demotivated due to a number of factors. One of the major factors was lack of teaching and learning resources as pointed out by Mr. Konai; *If there was an HE room at the school, teachers, parents and pupils would have a positive attitude towards Textiles.* Parents in the focus group interview expressed the view that resources were a challenge at the rural school. The school did not have equipment and did not provide consumables for teaching Textiles. This situation resulted in teachers neglecting the teaching of the subject, especially the practical. The study has also shown that the other contributing factor to lack of motivation towards teaching Textiles by rural school teachers was that supervisors undermined the subject by preferring to supervise other subjects instead.

Staff Enhancement

The study revealed that most teachers who teach grade 6 and 7 and school heads have not been exposed to staff development in Textiles. The general consensus was that staff development was beneficial to both school heads and teachers. Staff development was said to enhance curriculum implementers' pedagogical skills and knowledge. Mr. Gudo, the urban school head pointed out, *I think workshops help teachers to improve their teaching. They learn about what is current in the subject.* Both the school heads and teachers were of the view that staff development programs like in-service training, workshops and seminars were

beneficial. This was pointed out by Ticha in the teachers' interview where he said, *In these, (staff development programs) participants share different types of experiences. Such experiences provide exposure to new methods and skills.* The school head also felt that school administrators should also be involved in subject based workshops. This was expressed in the following statement by Mr. Moyo, *whenever workshops are being conducted in HE we need to be there. They need (participants) input from the administration.*

It was established in the study that staff enhancement programs (SEP's) improved teacher quality. This could be in form of seminars, workshops, conferences, in-service training. This finding is supported by Chikoore and Museva (2014) who say SEPs equipped teachers with relevant knowledge and skills in Textiles. There was general consensus from the teachers and school heads that attending (SEPs) extended teachers pedagogical skills and knowledge for effective teaching of Textiles. The findings agree with literature that SEPs are an avenue by which teachers learn new knowledge and skills (Hargreaves & Fullan, 1992; Sankar & Jenkins 2009).

Material Resources

The findings underscore the need for appropriate and adequate resources for effective teaching learning of Textiles. The absence of facilities at the rural school constrained the teaching and learning of Textiles. Absence of infrastructure, equipment and consumables to use in teaching of Textiles resulted in the teaching of Textile lessons in the classroom for general subjects. Technical and vocational subjects like Textiles require specialist rooms, high cost equipment and consumables (Alan, 2008; Mupinga et al., 2005) which was not the case at the rural school.

Available resources

The study established that appropriate equipment and consumables were generally provided for at the urban school. The urban school had one workshop designed for teaching and learning of HE which incorporates Textiles. At the rural school HE lessons which included Textiles were conducted in ordinary classrooms. This was reflected in Mr. Moyo, the school head's statement; *The same classrooms which we use for the purpose of teaching these other subjects are the same classrooms that are used for the teaching of Textiles.*

The findings have also shown that the urban school was better resourced in terms of equipment and consumables than its rural counterpart. In the rural school there was no

equipment or consumables for use in practical lessons as shown in table 2 and 3. The lessons observed at the urban school were conducted in an environment with relevant equipment and materials. Literature supports the provision of well-equipped specialist rooms for effective teaching and learning of Textiles (Sharma, 2011; Dunlop, 1989; Ofoha et al., 2009). In the teaching and learning of Textiles facilities are essential as children acquire real life experiences through practical engagement (Shah, 2010).

Table 3: Equipment Inventory

	Item And Description	Urban quantity	Rural quantity
1	Sewing Machine	10 Hand machines, working	All -
2	Ironing Boards	4	-
3	Iron	4 Flat	-
4	Laundry Sinks	10 (3) in working order	-
5	Laundry Basins	2	-
6	Laundry Brushes	7	-
7	Pegs	60	-
8	Clothes Line	3 strands	-
9	Ironing Blanket	2	-
10	Pairs Of Scissors	15	-
11	Tape Measure	20	-
12	Seam Reaper	10	-
13	Hand Sewing Needles	10 packets for use in class per year	-
14	Dressmakers Pins	10 boxes for use in class per year	-

Source: Author 2018

Table 4: Consumables Inventory

	ITEMS AND DESCRIPTION	S1 QUANTITY	S4 QUANTITY
1	Detergents		-
	- Laundry bars	½ bar Per lesson	
	- Washing powders	1kg Per lesson	
2	Bleaches	10 x 750ml	-
3	Starch	1 x 500g	-
4	Fabrics	¼ meter Per child	-
5	Sewing thread	15 cones	-
6	Embroidery thread	66 skeins	-
7	Button	67	-
8	Batting	¼ m Per child	-

Source: Author 2018

The general view of the respondents at the urban school was that facilities were relevant. Mrs. Gumi pointed out, *Facilities at our school are relevant because we use these when we teach H.E. and this helps children understand better.* This was also supported by Mr. Gudo, the school head who said, *Yes the facilities support acquisition of hands on skills. This is so because pupils can engage in practical work like sewing and laundry work.* It was revealed that to a certain extent relevant equipment and consumables are provided for teaching and learning Textiles at the urban school as shown by the equipment inventory table 3.

Adequacy of Resources

Although generally speaking the resources were available and relevant, in the urban school these were inadequate to cater for the student population. The school had one HE specialist room to cater for the whole school population. The specialist room was not large enough for a class of 40 pupils. Mr. Jani the urban school SDC chairperson had this to say about the infrastructure at the school: *There is only one room for the whole school for the Textiles' lessons. This is not adequate because all children should learn the subject, from Grade...to Grade 7.* If there were two rooms the HE class could be split since there are two HE teachers.

To emphasise the importance of adequate facilities, Mrs. Ticha said, *Physical facilities are important For example, if sinks are not enough, laundry is difficult to conduct. If there are many sewing machines, sewing will be fast because of a low pupil/machine ratio.* The study revealed that the laundry work component was not as well-resourced as Needlework as shown in the consumables inventory table 4. The school only provided detergent, bleaches and starch. This meant that learners were not exposed to practicals and the use of different laundry materials.

Financing of Textiles

In the rural school there were no facilities due to financial challenges. The study found out that there were no teaching and learning materials provided by government for Textiles through its national, provincial and district education system. This appeared to give the impression that government does not financially support its educational programs. Literature, has shown that financing of Technical subjects is capital intensive and requires high government financial support (Gudyanga, 2014).

It was established from the study that financing Textiles was problematic especially in the rural school. The research showed that in the urban school studied, there was a levy of \$5.00 per year which was instituted to finance HE including Textiles. Mrs. Ticha said the payment of this practical subject levy made provision of materials for practical easier in the following words: *We get resources we need like fabrics used for sewing from the practical levy for H.E.* However it was noted that the levy could not cover the cost of all the consumables required to execute all practical work. The study showed that there was no practical levy in the rural school. Lack of relevant and adequate resources could mean that students in the rural school do not gain enough knowledge and skills for self-reliance in Textiles, Lack of resources resulted in the teaching of theoretical lessons only as pointed out by Mr. Konai thus: *Lack of resources may lead to focusing on theory and not practical.* Deficiency in equipment and consumables was also noted in a study by Bverekwa et al. (2013). Findings of the current study show that when relevant teaching and learning equipment and consumables were not available the teachers appeared to neglect the teaching and learning of practical work.

The participants of this study felt that the government should have an input in resourcing schools for effective teaching of Textiles. This was reflected in the statements by the rural

school head Mr. Moyo, *The government can help by giving aid in form of infrastructure which is in line with the demands of teaching and learning of Textiles.* The SDC chairperson Mr. Gambi also said *Government should support curriculum and its policies by ensuring that schools have the right facilities so that learning is effective.* The school head suggested that in order to improve the resource base, *the government should return the per capita grant to ensure maximum participation of both rural and urban schools in effective teaching and learning of Textiles.* Parents at the rural school also expressed the need for government to provide financial support in order to ensure effective teaching and learning of Textiles.

Conclusions

The study concluded that the urban school was better resourced than its rural counterpart in terms of the human and material resources. It was also concluded that a favourable teaching and learning environment for Textiles in both the rural and urban schools comprised personnel who specialised in HE, appropriate and adequate infrastructure, equipment and consumables. Another important conclusion was that material resources greatly influenced the teaching and learning of Textiles. This was so because engagement in practical work required appropriate infrastructure, equipment and consumables.

Recommendations

The study came up with the following recommendations:

- Primary schools could be staffed with HE specialists for the effective teaching and learning of Textiles. SEPs, for example, workshops and seminars could be organised in order to improve knowledge, skills and competences in the teaching and learning of Textiles.
- Both government and council should create conducive learning and teaching environments with appropriate and adequate material resources for effective teaching and learning of Textiles. The government should support implementation of Textiles through provision of infrastructure equipment and consumables. Government should also reinstate and increase grants in order to assist in the provision of resources. Rural schools should also levy the parents in order to contribute towards the teaching of Textiles.

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