



## Quality Assurance Assessment of Students in Home Management Occupations: Interior Decoration in University

Dimelu, I.N.<sup>1</sup>, Chukwuone C.A.<sup>1</sup> and Nwakpadolu G.M.<sup>2</sup>

<sup>1</sup>*Department of Home Economics and Hospitality Management Education  
Faculty of Vocational Technical Education, University of Nigeria, Nsukka,*

<sup>2</sup>*Michael Okpara University of Agriculture Umudike, Abia State.*

### Abstract

This study determined the student performance in interior decoration trades taught through skills and assessed with evidence-based test and similar student taught through lecture methods and instructional material. The study adopted experimental research design. One research question and one hypothesis guided the study. The population for the study was 60 students of third year in two different universities, University of Nigeria Nsukka and University of Agriculture Umudike. Psycho productive multiple-choice question was used to test the students on quality assurance. Percentage was used to answer the research question while t-test was used to test the hypothesis at 0.05 level of significant. It was found out that experimental group A performed higher than the control which is group B. Evidence based test was recommend as assessment instrument for quality assessment in practical test.

**Key words:** Home management, Occupation, Assessment, Interior decoration, Quality Assurance

### Introduction

Home management is an important area in Home Economics. It is a broad field of study that has primary concerned with improvement and welfare of individuals, families and those that read the course in schools. It is a course that has no gender barrier and can give job to male and female, for instance most males are into decoration like females. Home management is a programme of study in Home Economics and related programme in higher institutions (Anyakoha, 2015). Home management has the principles and practices for equipping learners with knowledge, skills and attitude necessary for effectiveness in its occupations (Anyakoha, 2012). Occupation is a trade especially one that involves working with hands and requires special training and skills (Onoh, Onu and Aloka, 2012). It requires a foundation or pre-knowledge of science subjects like biology, chemistry, agricultural science among others for understanding and mastering (Slideshare, 2015). It has a significant role in different trades for human building, fundamental to individual growth and development of any society. With this capacity, Home management can raise the level of living and quality life of individual and families. Home management covers trades in clothing maintenance and merchandizing, nursery and child care, house-keeping, laundry, interior decoration (Alioth, 2013).

Interior decoration is the art of enhancing the interior of a building to achieve a healthier and most aesthetically pleasing environment for the people using the space (Spruce, 2019). Interior decoration is a wonderful profession that is exciting, enlightening and fulfilling, going by how an interior designer can turn a bunch of empty rooms into functional and beautiful indoor space (Bubila, Jawaharlat & Deabad, 2015). For any interior designer to succeed effectively the individual must have idea that is functional, versatile, beautiful in colour, scale, style, space, planning and functionality (Forint, Stima, & Einaudu, 2019). Major objectives of teaching interior decoration is to prepare students for work which requires instruction and training by competent teachers that have been trained to be equipped with skills in interior decoration with instruction and process in pedagogy (Cliff, 2016) Pedagogy is a study of knowledge and skills impacted in an educational content and considered the interaction that takes place during learning (Marrian, 2015). Pedagogy in the context of this study in teaching interior decoration as a trade that involves mastering certain components of teaching and learning which include assessment of learning outcomes.

Assessment of instruction of learners is the systematic process of documenting accurately the learners' ability on knowledge, quality and skills as a measure (Cangage, 2016). Classroom assessment involves two major types of activities, (a) collecting information about how much knowledge and skills students have learned and (b) making judgment about the adequacy or acceptability of each student level of learning (Hungtain, 2018). Classroom assessment can be accomplished in a number of ways; (1) to determine how much leaning has occurred (2) to take examination, through text, interview, observation and rating of activities of learners through rating scale (Olaitan, 2012). Assessment in this study is the one in which teachers are assumed to be competent with and could comfortably assess learning outcomes of students in the direction of achievement goals in interior decoration trades as stated in the curriculum.

Curriculum is a set of lessons and academic content taught in a school or in a specific course or programme (Igubur & Osaretin, 2017). Curriculum deals with content, methodology, instructional facilities, assessment for quality assurance of the learners (Priestiey, 2017). Effective teaching and learning by the learners based on the curriculum usually lead to quality assurance as exhibited by the learner through assessment. Quality assurance is a focus providing confidence on service or products exhibited by individuals to meet the requirement of industries (Sam, 2011). Quality assurance in this study is the productivity exhibited by learners in interior decoration trade in industry or outside after decoration trade in industry or outside after graduation for acquiring economic benefit through self-employment or employee. Students studying home management trades (interior decoration) in school is because of employment after graduation, either being employed or self-employed. Unfortunately, they become helpless because of lack of skills and poor-quality assurance while in school. The school could not fetch them enough skills that will place them in trades in the industry. As a result of this, they depend on their parents for maintenance or economic survival.

Many lecturers in Home Economics in tertiary institution teaching home management hardly base on curriculum for skill acquisition of the students. What they look at is students passing examination in knowledge and achievement. They assess students' practical's through norm reference mode (test). Norm Reference test measures knowledge and achievement not practices from multiple sources such as notes, tests and syllable (Galassary, 2015). Hence, these lecturers do not teach students based on curriculum for performance rather than base on passing students on



knowledge and acquisition. After students graduate and leaving the school, majority of them could not find jobs in industries for interior decoration or become self-employed because they usually fail industrial evaluation examination that are tested with evidence-based test on the job they are to do. To support this, Elom (2016) in a study titled 'Correlates of Benefit and Effectiveness Analysis' in rice production found out that rice production students assessed with norm-reference test has 50% lower than those assessed with psycho productive multiple-choice test. Similarly, Okeme (2011) in his study revealed that psycho productive test multiple choice test distinguishes between high and low ability group of students in terms of performance. Alaribe (2019) in a study found out that individual exposed to performance of any practical course give students opportunity in acquiring skills and being employable in industries after graduation. These studies carried out by different researchers in different areas and schools, indicated that using evidence-based test in assessing students' performance in practical work distinguishes low and high of the student and measures quality assurance. It also revealed that exposure of students to performance in practical courses give opportunity for them to acquire skills.

The worry of this study is that most of the university graduates with certificate in interior decoration find it very difficult to obtain jobs in the industry or become self-employed. The reason may be that the lectures in that area are incompetent in teaching the skills in interior decoration. Enough time is not given in time table for practicals in the courses which may limit the students in performing the skills. It may also be that the lecturers did not expose them to all the practical courses in interior decoration for learning skills while in schools. Time giving to practical in-home management in the time table do not favour practical lessons i.e. giving 60% that is for knowledge and not practicals. It is also believed that wrong assessment tool is used to grade the practical activities of the students instead of (step by step assessment of student performance in practical lessons) which can help these students know their ability and inability in skill acquisition. It also helps them to answer questions in perception, set, guided response, mechanism, complex overt, application that is needed for the students to answer questions to show their skill in interior decoration. Therefore, the assessment mode of the students for certificate comes into suspicion.

The purpose of this study was to determine the quality assurance of the assessment tools in performance ability of students in interior decoration. Specifically, the study determined:

1. difference in performance scores of students taught interior decoration with skills (practicals) and assessed with evidence-based test (Group A) and similar students taught with lecture method and assessed with evidence-based test.

### **Research Question 1**

What is the difference in performance scores of the students in interior decoration taught with skills (experimental) and assessed through evidence-based test (Group A treatment group) and similar students in the same trade taught through lecture method and instructional material (control group GB) and assessed with evidence-based test?

## **Hypothesis 1**

There is no significant difference in the performance scores in mean ratings of students taught through skills and assessed with evidence-based test and similar students taught through lecture method with instructional materials and assessed with evidence-based test.

## **Methodology**

One research question and one hypothesis guided the study. The study adopted experimental design. Experimental design involves one group that receive experimental treatment and another comparison group that receives alternative treatment and used as the control group (Gall, Gall & Borg, 2007). This design was also supported by the content of interior decoration obtained from the industry called function of the industry model. The study was carried out with two variables of treatment and control with home economics students of University of Nigeria Nsukka made up of 30 students in third year who were taught interior decoration as part of their practical lessons have the knowledge as treatment and 30 students of Home Economics of year three in University of Agriculture Umudike that had the same experience to act as control group.

The schools that were involved in the study were contacted by the Researcher for permission to carry out the study. Two lecturers of interior decoration in these schools were requested to participate in the study. They were also trained on how to teach in interior decoration trades. Group B was taught by their lecturer on normal classroom instruction with the curriculum. Group A which is treatment group was taught by the trained teacher for this study through classroom knowledge and skill interaction.

After three months the researcher administered on to the students in both groups A and B using evidence base multiple choice test with forty items in the ration of 8, 8, 22, 23, 8 percent (table of specification) covering the following taxonomy perception S, Set G guided Response, M, Mechanism C Complex overt A Adaptation. The answer scripts were collected from the two groups and marked, graded and the scripts of the two groups were tested using t-test  $p \geq 0.05$  level of significance.

## **Results**

### **Research Question 1**

What is the difference in performance scores of the students in interior decoration taught with skills (experimental) and assessed through evidence-based test (Group A treatment group) and similar students in the same trade taught through lecture method and instructional material (control group B) and assessed with evidence-based test?

The data for answering research question one is presented in table 1.



**Table 1: Percentage scores on performance of students thought through skills and assessed with evidence-based test (Group A) and similar students thought through lecture method and instructional materials (Group B).**

S/N	Group A 30 Students Treatment						No. of students to group B						GA	GB	Difference	Remarks
	Item statement	No of Student	No. of Items	Mark obtainable	Mark obtained	Mark % score	No of Student	No of Items	Mk obtainable	Mark obtained	% score	% score				
1.	Reception	30	3	90	54	60	30	3	90	40	44	60	44	16		
2.	Set	30	3	90	63	70	30	3	90	45	50	70	50	20		
3.	Guided response	30	3	90	66	73	30	3	90	46	51	73	51	22		
4.	Mechanism	30	3	90	76	84	30	3	90	43	47	84	47	37		
5.	Complex overt	30	3	90	74	82	30	3	90	42	46	82	46	36		
6.	Adaptation	30	3	90	61	67	30	3	90	41	46	67	46	21		

Table 1 revealed that students in interior decoration taught through skill-based instruction and assessed through evidence-based test, performed higher than students taught through lecture method and instructional materials in the classroom and assessed through evidence-based test. This indicated that teaching a trade like interior decoration through performance activities with evidence-based assessment has higher quality assurance than teaching students the same trade through classroom instruction with or without sophisticated instructional materials. The result also indicated that students in group A (treatment) will likely exhibit high quality performance when subjected to goal free evaluation in the industry. Lecturers should carry students along while the practical is going on to be able to correct their mistakes, not teaching them with only instruction materials.

### Hypothesis 1

There is no significant difference in the performance scores in mean ratings of students taught through skills and assessed with evidence-based test and similar students taught through lecture method with instructional materials and assessed with evidence-based test.

**Table 2:** t-test Analysis of the Performance Scores of Students taught with activities and assessed with evidence-based test (Group A) and performance scores of similar students taught with lecture method and accessed with evidenced based test (group B).

Group	X	Pooled variance of Raw scores	t-cal	t- table	Remark
A	7.005	72.667	6.428	2.228	Significant
B	4.0447				

Consequently, since t-cal of 6.428 is greater than t-critical (t-table) at the 0.05 level of significant, the null hypothesis which stated that there is no significant difference in the mean ratings of the students in Group A taught with activities and assessed with evidence based test and similar Group B taught with lecture method with instructional material and assessed with evidence based test is rejected. Hence the alternative hypothesis of the two groups has significant difference and is not rejected but uphold.

### Discussion

From the study, it was found out that in research question 1, that students taught interior decoration through skill practice and assessed through evidence-based test which obtained higher scores than similar students taught the same trade through lecture with instructional materials but assessed through evidence-based test. The findings are in conformity with the finding of Lam and Zhang (2015) in a study on development and validation of a racquetball skill test which revealed that all the test items on skill test had more validity coefficient. The finding also relates to the finding of Okafor (2008) in a study on development and factorial validation of a mathematic test where it stated that SS III students exposed to practices had higher mean scores than those that had only lecture. This finding also exhibits that there is superiority of teaching such as demonstration, observation and practice than teaching through lecture with instructional materials or pictures of those practical's only. This is in connection of the findings of Ming et al (2017), on development and validation of a geriatric knowledge test, where it was found out that there is more reliability in instrument demonstration.

On the hypothesis in table 2, the study found out that t-cal of performance of group A is 6.428 which is greater than performance scores of group B that has 2.228 at 0.05 level of significant. This indicated that there is significant difference in the scores of the two groups. As skill confirming research findings between students taught through practical and tested through evidence test and those taught through lecture with instructional materials and tested through evidence test indicated that Group A performed better than B. Group B could have done well if being involved in some practices rather than observing those who practice through instructional materials. Therefore,



the hypothesis still justifies the superiority of acquisition of skills through practice than lecture and instructional materials.

### **Conclusion**

From the findings of the study, it was made to understand that classroom teaching with a lot of instructional manual cannot give the students enough skills to perform effectively in school or industries if employed in interior decoration traded. It also indicated that teaching students with demonstration and practical performance in trades like interior decoration can give these students quality assurance especially where they are assessed through evidence-based test of step by step assessment in performing practical. Therefore, from the result of this study the researchers suggest that lecturers should exposed, guide and assess students with evidence-based test in practical in interior decoration for quality assurance after graduation.

### **Recommendation**

1. It was recommended that teaching and learning of interior decoration trades in tertiary institutions need a lot of practical lessons that will help students.
2. Teachers should not teach student practical's through showing them pictures rather than monitoring what they do step by step.
3. Time tables for the practical courses should be change to 60 percent for what it supposed to be.

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