

INTRODUCING FACIAL MAKE-UP INTO THE NATIONAL DIPLOMA CURRICULUM OF FASHION DESIGN AND CLOTHING TECHNOLOGY PROGRAMME OF POLYTECHNICS IN NIGERIA

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Abstract

The study identified the instructional objectives of facial make-up, contents that can be used to achieve the objectives, and the methods that could be adopted in teaching the facial make-up contents. The study also identified the instructional materials/media that can be utilized in teaching facial make-up contents and the evaluation activities that could be used for assessing the achievement of the facial make-up objectives. A survey research design was used for the study. The study was carried out in four polytechnics that offer fashion design and clothing technology in South-South and South-East Nigeria. The population of the study was 46 fashion design and clothing technology lecturers. The population was used as the sample for the study. Questionnaire was used for data collection. Data was collated using frequency distribution and analysed using mean. Major findings include that an objective needed in the facial make-up curriculum is to compare the different types of make-up among others. The findings of the study identified four (4) instructional objectives, eleven (11) contents, five (5) delivery approaches, eight (8) instructional materials/media and four (4) evaluation activities all in facial make-up. Recommendations, based on the findings, were also made in the study.

Key words: Facial Make-up, National Diploma, Curriculum, and Fashion Design

Introduction

Facial make-up is usually done on the face, and sometimes on other parts of the body that are close to the face. It involves the use of cosmetics to colour or decorate the face of the wearer. Facial make-ups are usually superficial measures done with cosmetics to make the face appear better, more attractive, or more impressive. Facial make-up is a part of clothing. This is why Umeh-Idika (2014) noted that clothing includes dresses, shoes, jewellerys, hair-do and make-up. Facial make-ups are usually referred as the use of cosmetics on the face. Cosmetics for the face include eye products, lipsticks, novelty makeup, and permanent makeup, organic cosmetics, soaps and lotions, tanning products, tattoos, repairing moisturizer and ultra-gentle face wash, which is used for washing the face, among others. Cosmetics can be harmful to human health considering the fact that they contain different chemicals that can have a lot of harmful effects on consumers of such products. Individuals can learn the application of these cosmetics in order to reduce or avoid some of these harmful effects. This is why this training is important to every fashion design and clothing technology graduate. Fashion design and clothing technology is a programme in some Nigerian Polytechnics that produces professionals in different aspects of clothing. Fashion designing is not only about designing garments (Harvey 2022), it also covers other aspects of clothing like hair making and application of paints or make-ups. The fashion business faces a lot of changes and challenges with times and designers must be well equipped to meet up with such changes. This is why Harvey (2022) emphasized that the fashion business occasionally faces difficulties or unforeseen circumstances, therefore fashion designers must be ready to address them. A fashion designer is someone who transforms an article of clothing into a specific appearance (Harvey 2022), this can be done using clothes, clothing accessories or paints. These individuals are trained in Fashion Design and clothing technology departments of polytechnics in Nigeria.

Clothing comprises everything that is worn on the body, be it clothes, clothing accessories and paintings done on the face and on other parts of the body. Fashion Design and Clothing Technology programmes of polytechnics were expected to train competitive fashion designers who will be experts in making clothes, producing clothing accessories and also be able to apply different paints and cosmetics on different parts of the body where they are needed. Application of paints and cosmetics which is usually referred to as facial make-up is absent in Fashion Design and Clothing Technology curriculum of Nigerian Polytechnics in Nigeria (National Board for Technical Education 2018). There is need for the introduction of facial make-up as a course in the programme to meet up with the changes and competitions within the industry. In recent times facial make-up is becoming one of the basic needs of individuals in the society as long as clothing and fashion are concerned. This calls for the introduction of facial make-up as a course into the National Diploma curriculum of fashion design and clothing technology programmes of polytechnics in Nigeria, so that professionals will be trained in the area to face the prevailing competitions in the fashion industry. This is why Harvey (2022) pointed out that if any individual decided that fashion design would be a career option, then the competitive yet appealing nature of the field will soon become apparent to that person.

This competitive nature of fashion design and clothing technology, necessitates the need for adequate coverage of all the necessary areas of the programme in its curriculum so that the students will be well groomed to face the competitions on graduation. Harvey (2022) emphasized that fashion design requires ongoing education. This is why Fashion Design and Clothing Technology Programme among other courses in the polytechnic is made up of Higher National Diploma I and II; and, Ordinary National Diploma I and II programmes. Ntabo (2019) noted that polytechnics offer Ordinary National Diploma (OND) certificates, and Higher National Diploma (HND) certificates. These OND and HND programmes make up the curriculum of most programmes in the polytechnic. If facial make-up is introduced into the National Diploma curriculum of Fashion Design and Clothing Technology Programme, it will help to enrich the curriculum of the programme and make up for the competition experienced by fashion designers in the society. Curriculum is a document that contains all the courses to be taught in a programme in schools. Every curriculum of any particular programme carries different courses offered in that particular programme. Umoh (2017) defined a curriculum as all the experiences or activities provided under the auspices of the school to bring about desirable change in the learners behaviour. All school curriculum consists of instructional objectives, contents of instructions, delivery approaches, instructional materials needed for teaching and the evaluation procedures for evaluating the achievement of the instructional objectives.

Instructional objectives in facial make-up curriculum should describe what students are expected to know or be able to do at the end of the course on facial make-up which they could not do initially. Shing (2020) emphasized on the need to identify the objectives of a programme before planning for the teaching of the programme. These objectives will help one to pick the necessary contents needed to be taught in the programme. Contents of facial make-up are all that will be taught to students during facial make-up classes. Hyattractions (2018) explained that contents are the totality of all that the students will be taught in a school system. Thus, facial make-up contents are the topics, themes, behaviours, concepts and facts, which are found within facial make-up. For the contents of facial make-up to be taught adequately, there is need for the use of the right teaching methods. Teaching methods are the various techniques for passing instructions from instructors to learners. It is necessary to apply many approaches in teaching a group of learners so that differences in the learning styles of the learners can be captured appropriately. This is why Somji (2018) pointed out that people process information uniquely, so trainers and teachers should understand the different learning styles. Again, the use of instructional materials during teaching makes instructions to be easy. Olumorin, Yusuf & Ajidagba, (2013) defined

instructional materials as those things that help teachers to teach with ease and learners to learn without stress. The use of the right instructional materials in the teaching of facial make-up will promote better understanding among learners. The proper use of the right instructional materials during teaching, helps the students to do well during evaluation.

Proper evaluation of students after teaching each facial make-up content will help one to ascertain that knowledge has been transferred and the objectives of instructions were well achieved. Evaluation is the act of considering or examining students in order to judge the extent to which the students learnt what they were taught. Milstein and Wetterhall (2020) explained that evaluation is the process that is used to determine if what is being taught is actually needed. There is need for thoughtful planning of evaluation in facial make-up so that the students can be properly tested in the area for competency. With proper evaluation, students will be adequately equipped with skills in facial make-up to enable them to compete effectively with other practicing fashion designers as they start practicing in the society. The present curriculum of fashion design and clothing technology programme of polytechnics in Nigeria is lacking in the area of facial make-up. This is why there is need for facial make-up to be introduced in the National Diploma curriculum of fashion design and clothing technology programme of polytechnics in Nigeria.

Statement of the Problem

The fashion industry is an industry that follows a lot of changes with time. Fashion designers that can change with the times are better able to solve problems or come up with new ideas (Harvey 2022). In recent times, people do not consider only the clothes worn on the body as fashion, other aspects of clothing which includes facial make-ups among others are very important in fashion design business. Individuals now practice as facial make-up artists to complement other areas of the fashion business. The fashion design and clothing technology programme is expected to train students on how to carryout facial make-ups as part of people's clothing. The training will help graduates of the programme to acquire adequate skills in facial make-up. It will also diversify the views of the graduates to other opportunities using facial make-up on graduation. Kenyon (2019) noted that fashion design is a very competitive industry that one needs a degree, HND or foundation degree in a subject that combines both technical and design skills to practice as a fashion designer. This calls for the introduction of facial make-up as a course in the National Diploma curriculum of fashion design and clothing technology programmes of polytechnics in Nigeria. A study of the curriculum of polytechnics in fashion design and clothing technology in Nigeria, revealed that facial make-up is not in the curriculum. When the graduates of the programme realise the need to practice facial make-up on graduation, they register to learn the art from the road side salons and Ajaero (2020) observed that obtaining such trainings is not cheap. Again, quacks are produced from road side trainings because Murphy (2019) explained that once a training did not involve written and practical examination, then non-professionals or quacks are trained in the process. Therefore, there is need for facial make-up to be introduced into the National Diploma curriculum of fashion design and clothing technology programme of polytechnics in Nigeria as this will encourage the graduates of the programme to diversify their views in fashion business and make efforts to change as fashion changes.

Purpose of the Study

The general purpose of this study was to introduce facial make-up into National Diploma curriculum of Fashion Design and Clothing Technology programme of polytechnics in Nigeria.

Specifically, the study identified the:

1. Instructional objectives of facial make-up

2. Facial make-up contents for achieving the set objectives
3. Methods that could be adopted in teaching the facial make-up contents
4. Instructional materials/media to be utilized in teaching facial make-up contents
5. Evaluation activities that could be used for assessing the achievement of the facial make-up objectives

Research Questions

The study was guided by the following research questions:

1. What are the instructional objectives of facial make-up?
2. What are the contents in facial make-up for achieving the set objectives?
3. What are the methods that could be adopted in teaching the facial make-up contents?
4. What are the instructional materials/media to be utilized in teaching the facial make-up contents?
5. What are the evaluation activities that could be used for assessing the achievement of the facial make-up objectives?

Methods

A survey research design was used in this study to identify the objectives of facial make-up, contents that can be used to achieve the objectives of facial make-up, methods of teaching the facial make-up contents, instructional materials that can be utilised in teaching the facial make-up contents and the evaluation activities that can be used to assess the achievement of the facial make-up objectives. A survey research design was used because data was collected from a representative of the entire population. The study focused on four polytechnics that offer fashion design and clothing technology in South-East and South-South Nigeria. The two in South-East zone are Federal Polytechnic Oko in Anambra State and Institute of Management and Technology Enugu in Enugu State, while the other two in South-South Nigeria are Auchi Polytechnic Auchi in Edo state and Delta State Polytechnic Ogwashi-uku in Delta State. The population for this study was a total of 46 fashion design and clothing technology lecturers. These are all the lecturers in the four polytechnics that offer Fashion Design and Clothing Technology, housed in four states in South-South and South-East Nigeria. Fashion design and clothing technology lecturers were chosen because they are considered to be knowledgeable in the area of facial make-up, they are also experienced in the use of different school curricular and can therefore suggest what can be introduced as contents of facial make-up as a course. The entire population was used as the sample. That means that the 46 lecturers were involved in the study. The instrument for data collection was a structured questionnaire containing items in facial make-up. It was developed based on the purpose of the study and intensive review of literature. It contained a total of thirty-two (32) questions in different parts of the curriculum on facial make-up; four (4), eleven (11), five (5), eight (8) and four (4) questions on the instructional objectives, contents, delivery approaches, instructional materials and evaluation activities respectively. The instrument had four response options and was face and content validated by three experts, one in Arts and Design, and another in Fashion Design and Clothing technology and the last from Educational Foundations. Cronbach's Alpha reliability coefficient was used to test the reliability of the instrument. The coefficient of reliability obtained was .75, which is considered high and accepted. Forty six (46) copies of the instrument were administered directly on the lecturers. Forty-one (41) were completed correctly and returned, which indicates 89% return rate. There was not much guidance given to the respondents in the completion of the data. Frequency distribution was used in collating the data and mean was used for data analysis. The mean scores were used to determine the perceived importance level expressed on a 4-point scale for each of the items. A mean of 2.50 was used as the cut-off point, so that an item with a mean equal to or greater than the criterion level of 2.50, was accepted.

Table 1: Mean Responses on Instructional Objectives of facial make-up

S/N	OBJECTIVES OF MAKE-UP	Mean	Remark
1	Compare the different types of make-up	3.06	Accepted
2	Assemble appropriate tools for make-up	3.08	Accepted
3	Demonstrate make-up procedures	3.02	Accepted
4	Appreciate facial make-ups	2.96	Accepted

Table 1 shows that the objectives of facial make-up include comparing the different types of make-up, assembling appropriate tools for make-up, among others.

Table 2: Mean Responses on Contents in facial make-up for achieving the Set Objectives

S/N	CONTENTS IN MAKE-UP	Mean	Remark
1	Aims of facial cleansing	2.92	Accepted
2	Different cleansing preparations, example cleansing milk	2.96	Accepted
3	Different face shapes examples oval face, round face	3.03	Accepted
4	The importance of knowing each individuals face shape	3.01	Accepted
5	Meaning of facials	2.97	Accepted
6	Different facials	2.92	Accepted
7	Relationship between different facials	2.86	Accepted
8	Meaning of make up	2.97	Accepted
9	Tools/equipment for facial makeup	2.94	Accepted
10	Makeup procedures	2.94	Accepted
11	Uses of makeups	2.89	Accepted

Table 2 shows that the contents in facial make-up include aims of facial cleansing and different cleansing preparation among others.

Table 3: Mean Responses on Delivery Approaches for Teaching the Contents of facial make-up

S/N	DELIVERY APPROACHES	Mean	Remark
1	Project method	3.05	Accepted
2	Demonstration of make-ups	2.88	Accepted
3	Excursion	2.87	Accepted
4	<u>Team teaching</u> on facial techniques for different face shapes	2.93	Accepted
5	Use of simulations and games	3.03	Accepted

Table 3 shows that the delivery approaches for teaching the facial make-up contents include the project method, use of excursions among others.

Table 4: Mean Responses on Instructional Materials/Media for Teaching the Contents of facial make-up

S/N	INSTRUCTIONAL MATERIALS/MEDIA	Mean	Remark
1	Overhead projector for intern display	2.96	Accepted
2	White board for teaching	3.08	Accepted
3	Documentaries	2.98	Accepted
4	Radio cassette recorder for taping talks	3.00	Accepted
5	Computers for storing information	3.09	Accepted
6	Dictionaries for definition of some concepts	3.12	Accepted
7	Fliers showing different make-ups	2.91	Accepted
8	Pictures of make-up treatments	3.00	Accepted

Table 4 shows that the instructional materials for teaching the contents of facial make-up include the use of overhead projectors, the use of white board for teaching among others.

Table 5: Mean Responses on Evaluation Activities to be utilised in Assessing the Achievement of the facial make-up Objectives

S/N	EVALUATION ACTIVITIES include the use of:	Mean	Remark
1	Projects to brainstorm on different face shapes	2.98	Accepted
2	Tests to discuss the benefits of facial treatments	3.01	Accepted
3	Assignments to explain the meaning of facials	2.89	Accepted
4	Workbooks to enumerate different harmful cosmetics	2.93	Accepted

Table 5 shows that the evaluation activities that could be utilised in assessing the achievement of the facial make-up objectives include the use of: projects to brainstorm on different face shapes, tests to discuss the benefits of facial treatments among others.

Findings: The study identified the following:

- A. Four (4) instructional objectives of facial make-up (see Table 1)
- B. Eleven (11) contents in facial make-up for achieving the set objectives (see Table 2)
- C. Five (5) delivery approaches for teaching the contents of facial make-up (see Table 3)
- D. Eight (8) instructional materials/media for teaching the contents of facial make-up (see Table 4)
- E. Four (4) evaluation activities to be utilised in assessing the achievement of the facial make-up objectives (see Table 5)

Discussion of Findings

The respondents accepted all the objectives of facial make-up. This is because the objectives adequately represent what the students should be able to do after their training in facial make-up. Cosmetics used for make-ups have some that are harmful amongst them and so adequate attention should be paid to the training given to the individuals that will apply it on other persons in the society. This makes the achievement of these objectives of facial make-up that were accepted very important to the well-being of individuals in the society. Ode (2000) noted that objectives identified in a study should be used as the bases for planning the curriculum.

The respondents agreed that all the contents of facial make-up that were listed are important. Esiowu (2015) recommended that students should be adequately exposed to the contents identified in the study to enable them to become self-employed. Ode (2000) also pointed out that contents identified by a study should be used as the bases for planning the curriculum. This shows that the contents that were listed will help to train fashion designers in the application of make-ups. Akpan and Aniefiok (2022) noted that curriculum is the outline of concepts to be taught to students to help them meet the content standards. Brereton (2014) discovered that curriculum contents are based specifically on the identified needs and goals of learners. This is why the knowledge of these contents of facial make-up is very important.

The four (4) possible teaching methods identified in the study are needed to be applied to teach facial make-up as a course. All these teaching methods are considered important depending on what the teacher wishes to achieve in the teaching situation. It is also important for different teaching methods to be utilised in the teaching of any course. This is basically why it is important to adopt the different methods of teaching identified in this study as they will help more learners in the learning situations.

The respondents approved of eight (8) instructional materials that were listed as being important in the teaching and learning of facial make-up. These instructional materials include both visual

and audio materials. Elrick (2018) explained that visual learners need more time to process an instructional material, as they observe the visual cues that were presented. This makes the visual materials to be those instructional materials which appeal to the sense of seeing only. Shukla (2020) listed the auditory materials to include radios, tape recorders, CD players. These materials produce sounds and Elrick (2018) noted that auditory learners tend to learn better when the subject matter is reinforced by sound. These materials are used to support the works of tutors. Ukwe and Anyakoha (2008) recommended that the materials identified in a study should be utilized as basis for developing curriculum element for integration into the curriculum.

The respondents agreed that the evaluation techniques needed for assessing the achievement of facial make-up objectives include the use of the following: projects to brainstorm on different face shapes, assignments to discuss the benefits of facial treatments, tests to explain the meaning of facials, and workbooks to enumerate different harmful cosmetics. Many of these were used for assessment in the classroom, which means that they were used to determine the level of learning on any given topic (Janovsky 2020). Once the evaluation shows the extent to which learning has taken place, Ejinkeonye (2014) recommends that curriculum planners should incorporate the courses that were developed into the curriculum of the institution it was meant for.

Conclusion

The present study has limitations in the population of the study because very few polytechnics in Nigeria offer Fashion Design and Clothing Technology. The present study also used only survey research design to identify the needed parts of the curriculum in facial make-up and there is need for the development of the curriculum in this area before integration into Fashion Design and Clothing Technology Programme of Polytechnics in Nigeria. Facial make-up is a very important area of fashion design and there is need for fashion designers to be knowledgeable in this area considering the competition facing fashion designers in the fashion industry. Fashion designers who have versed knowledge of different areas of fashion tend to do well than those designers who are limited to certain areas of fashion and design. This is mainly why it is important for every fashion and clothing technology programme to cover all aspects of fashion in order to equip the graduates of the programme with skills that will be enough to enable them to compete effectively as they practice in the society after graduation. If facial make-up is included in the curriculum of fashion design and clothing technology programme of polytechnics, it will help polytechnics to breed competitive fashion designers for the Nigerian fashion industry.

It is necessary that facial make-up should be introduced into the present National Diploma curriculum in Fashion Design and Clothing Technology programme of polytechnics as this will help the students to acquire more skills in facial make-up that will enable them to add more areas of fashion and design into their establishments after graduations. With this, very versatile fashion entrepreneurs with facial make-up integrated will be introduced into the Nigerian society.

Recommendations

The following recommendations were made from the findings of the study:

1. Curriculum planners in Fashion Design and Clothing Technology programme should recognise that facial make-up is part of clothing and should be introduced into the National Diploma programme curriculum of polytechnics in Nigeria.
2. Students that will be taught facial make-up in schools should be made to understand the importance of the course in fashion design and clothing business. This will motivate these student to add facial make-up to the other areas of fashion as they practice as fashion designers after graduations from the programme.

3. Government should make provisions for loans for fashion design and clothing technology graduates so that different make-up kits can easily be acquired by these graduates. This will enable the students to acquire different types of make-ups for different skin types not minding the cost of such make-ups.

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