

THE NEED FOR COSMETOLOGY TO BE INTEGRATED INTO THE CURRICULUM OF FASHION AND CLOTHING RELATED PROGRAMMES IN THE NIGERIAN TERTIARY EDUCATIONAL SYSTEMS

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Abstract

The study identified the instructional objectives of cosmetology, contents of cosmetology that can be used to achieve the objectives, and the methods that could be adopted in teaching the cosmetology contents. The instructional materials/media to be utilized in teaching cosmetology contents and evaluation activities that could be used for assessing the achievement of the cosmetology objectives were also identified. A survey research design was used for the study. The population of the study was 821 subjects, made up of 46 fashion design and clothing technology lecturers, 775 registered cosmetologists while the sample for the study was 446, made up of 46 lecturers, and 400 cosmetologists. Questionnaire was used for data collection. Data was organised using frequency distribution and analysed using mean. Major findings include that an objective needed in the cosmetology curriculum is to identify the different areas of cosmetology among others. Recommendations based on the findings were also made in the study.

Key words: Cosmetology, Fashion, Clothing and Curriculum

Introduction

Nigerian tertiary educational systems are in three categories. These are the universities, polytechnics and colleges of education. Universities are places of higher learning where enrollees are well trained in both practical and theories in relation to the programme of the student. Leitch (2020) emphasized that polytechnics are aspect of tertiary education that focuses purely on professional and traditional academic subjects with vocational dimension courses. College of Education is a place of higher learning where teachers are trained so that qualified people will be moved into the society to train children at both the primary and secondary educational levels in Nigeria.

Fashion and clothing related programmes are programmes offered in the universities, colleges of education and polytechnics in Nigeria. Such programmes include home economics and fashion design and clothing technology programmes. They are programmes at these tertiary levels of education that involve the production of different covers for the human body. These programmes also train students in the production of covers for different surfaces like seats, cars among others. It is also expected that the programmes should also train students in the application of paints, makeups and different skin treatments which are also part of fashion and clothing. This aspect of fashion and clothing is termed cosmetology.

Cosmetology is the study and practice of caring for the hair, skin and nails. Pierce (2012) defined cosmetology as the study and application of beauty treatments to the hair, skin and nails. The application of these beauty treatments can be in the form of maintenance like cleaning, shaping and application of other substances. Therefore by definition, cosmetology can be described as the maintaining of good looks, hygiene and health, through the use of cosmetic products (Ajaero 2020). Application of these beauty treatments require a lot of creative skills in order to perform excellently in the carrier. Murphy (2019) pointed out that cosmetology requires some artistic flair, making it an excellent career for creative-minded people. Farnen (2020) emphasized that cosmetology career puts an individual's creativity to work in helping people look their best. Ajaero (2020) pointed out that the cosmetology industry is predominantly rendered to women but lately, men are also customers. This makes cosmetology a very important aspect of clothing as there is rarely any individual, both men and women that do not have the need for cosmetics in one way or another. Thus the need for adequate training of enrolees to make them competent in cosmetology treatments to interested individuals in the society. These individuals that are trained in cosmetology that are competent and very effective in the job are known as cosmetologists.

Cosmetologists are experts trained in application of beauty treatments on self's or other individuals' different parts of the body. Pierce (2012) pointed out that cosmetologists include hairdressers or hair stylists, barbers, manicurists, make-up artists, among others. These cosmetologists apply different treatments on individuals which helps to dictate how serious and responsible an individual is to other people. Ajaero (2020) stated that individuals have the duty to be well-groomed for both social and business reasons. Murphy (2019) advised that cosmetology requires well-trained individuals in different areas of the profession to enable them perform expected services. This is because cosmetics have become a very basic need to everyone, including poor people, who also try as much as possible to enhance the way they look, feel and smell (Ajaero 2020). In order to train cosmetologists properly in these different areas of the profession, there is need for cosmetology curriculum.

Curriculum is a course of study to be taught in school, college or polytechnic. Curriculum carries everything that a programme entails which students are expected to learn throughout the course of the study. Angadi (2016) defined curriculum as the courses by a school. Stutt (2018) stated that curriculum comprises a course of study at school, universities or colleges which is made up of different subjects or courses. Angadi (2016) called a curriculum the aggregate of courses of study given in a learning environment. This means that curriculum dictates, guides and directs the school on what to be taught, activities to be carried out, the levels and rigours to be reached with respect to the objectives, contents, delivery approaches, instructional materials and evaluation procedures mapped out. These parts of the curriculum are always taken note of the development of every school curriculum.

Development is the process of change especially in the positive direction. Development involves an improvement on what was already in existence. That was why Aldrich (2004) stated that developments add new things into an area. There is need for the addition of new things into fashion and clothing related programmes of different tertiary levels of education in Nigeria especially when those things are non-existent in the present curriculums. Cosmetology is presently not existent in the many clothing related programme's curriculum and this calls for the development of a curriculum in this area to meet this need. Development of cosmetology curriculum requires the use of research to determine the

different parts of the curriculum that will be used in training students to become well-grounded in cosmetology. Drakos (2012) pointed out that the development of any curriculum requires a long period of research and experimentation concerning the needs of the students. In other words, development of a cosmetology curriculum will involve a systematic improvement of the existing fashion and clothing related programmes by integrating a cosmetology curriculum into them, this will enable the programme to function at a progressively higher level in equipping students with adequate skills to function as fashion designers in the society. Curriculum development can be defined as the step-by-step process used to create positive improvements in the courses offered by a school, college or university (Stutt 2018). Angadi (2016) concluded that a well-developed curriculum is best thought of as that set of planned activities which are designed to implement a particular set of objectives by selecting adequate contents, choices in methods, materials and evaluation.

Objectives in a curriculum describe what students are expected to know or be able to do at the end of the course which they could not do before. Shing (2020) emphasized on the need to identify the objectives of a programme before planning for the teaching of the programme. Maribe (2020) noted that objectives are goals to be achieved and not the activities performed to achieve those goals. This means that objectives should specify knowledge, skills or attitudes for change (Maribe 2020). These objectives can only be well achieved in cosmetology when appropriate cosmetology contents are selected and taught to the learners.

Contents in a curriculum mean all that will be taught to students during classes. Contents mean the totality of all that the students will be taught in a school system (Hyattractions 2018). Thus, contents in cosmetology are the topics, themes, behaviours, concepts and facts, which are found within cosmetology. The cosmetology contents are in form of knowledge, skills, values and attitudes, that are expected to be learnt and which form the basis of teaching and learning of cosmetology. Gallagher (2011) explained that learning content could actually include not only the “whats” but the “hows” of learning. When these contents of cosmetology are properly selected, then the teaching methods can easily be determined.

Teaching methods are the various ways or techniques for passing instructions from the teachers to the learners. It is important that many approaches are applied 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. With this, it is impossible to achieve the purpose of instructions when teaching methods are centred on the use of a single strategy, principle or approach to influence learning among many individuals. Gentry, Sallie, and Sanders (2013) also emphasized that any group of students is likely to demonstrate considerable variation in their learning characteristics and behaviours. This is why it is important to employ the use of different teaching methods to approach a group of students. After choosing the best teaching methods, it is important to select the right instructional materials so that instructions can be done with ease.

Instructions are made easy through the use of the right set of instructional materials. Instructional materials are those things that help the teachers to teach with ease and the learners to learn without stress (Olumorin, Yusuf and Ajidagba 2013). They are also objects or means of communication processes that stores and distributes human experience or

knowledge. Janovsky (2020) pointed out that every teacher needs supplies of these resources as a good means of communication in order to have a successful classroom instruction. Angadi (2016) explained instructional materials as a means of communication that should be made available to the students by the teachers, either in hard copy or electronic form to bring learners attention towards the subject and to make the learners to take their studies seriously. Gentry, Sallie, and Sanders (2013) noted that a majority of students learn and retain information best by seeing, hearing, saying, and doing. Selection of the right instructional material is very important in the teaching and learning of cosmetology because it will help in the achievement of the objectives of the curriculum when the learners are subjected to proper evaluations.

Proper evaluation of students after teaching any cosmetology content will help to make sure that knowledge has been transferred and the objectives of instructions were well achieved at the end. Evaluation is the act of considering or examining students in order to judge the extent to which the students learnt the contents that 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. The results of evaluation activities in cosmetology will help to make sure that good cosmetologists are introduced into the society at the end of all the school instructions.

Statement of the Problem

The fashion and clothing related programmes are expected to train students on how to give different treatment to the hair, skin and nails as part of peoples' clothing. The training will help graduates of these programmes to acquire adequate skills in cosmetology. It will also expose them to various opportunities in cosmetology that are available to them on graduation. These opportunities could reduce dependence of the graduates on government for employment as the individuals could be self-employed in the area of cosmetology and also train other people in the art.

A study of the curriculum of most fashion and clothing programmes revealed that cosmetology is not in the curriculum. In most cases, these graduates register with roadside salons to learn the art and Ajaero (2020) observed that obtaining the training in cosmetology is not cheap. Again, the trainings acquired from roadside cosmetologists introduce quacks in the practice of cosmetology in the Nigerian society. Once training in cosmetology did not involve written and practical examination as was emphasized in Murphy (2019), then non-professionals or quacks are trained in the process. Therefore, there is need for cosmetology to be integrated into the curriculum of fashion and clothing related programmes in the Nigerian tertiary educational systems.

Purpose of the Study

The general purpose of this study was for cosmetology to be integrated into the curriculum of fashion and clothing related programmes in the Nigerian tertiary educational systems. Specifically, the study identified the:

1. instructional objectives of cosmetology
2. cosmetology contents for achieving the set objectives
3. methods that could be adopted in teaching cosmetology contents
4. instructional materials/media to be utilized in teaching cosmetology contents

5. evaluation activities that could be used for assessing the achievement of the cosmetology objectives

Research Questions:

The study was guided by the following research questions:

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

Methodology

Area of Study: The study focused on four polytechnics that offer fashion design and clothing technology programme which are two in South-East and two in 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 those in South-South Nigeria are Auchi Polytechnic Auchi in Edo state and Delta State Polytechnic Ogwashi-uku in Delta State. Also cosmetologists in their business premises in the four states where these four polytechnics were cited were also part of this study.

Population of the study: The population for this study was four polytechnics housed in four states with 821 subjects, made up of 46 fashion design and clothing technology lecturers, 775 registered cosmetologists in the states housing the polytechnics that offer fashion design and clothing technology. Fashion design and clothing technology lecturers and cosmetologist were chosen because they are expected to be knowledgeable in the area of cosmetology and can therefore suggest what can make up a curriculum in cosmetology.

Sample and Sampling Technique: The sample for the study was 446, made up of 46 lecturers, 400 cosmetologists. All the lecturers were studied while random sampling technique was used to pick 400 cosmetologists.

Instrument for Data Collection: The instrument for data collection was a structured questionnaire. It was developed based on the purpose of the study and intensive review of literature. It contained twenty-six (26) questions and was validated by experts in related fields. Cronbach's Alpha reliability method was used to test the reliability of the instrument. The coefficient of reliability obtained was .75, which is considered high and accepted.

Method of Data Collection: Fifty-eight (58) copies of the instrument were administered directly on the lecturers and cosmetologists. Four hundred and forty-six (446) copies were completed correctly and returned, which indicates an 100% return rate. There was not much guidance given to the respondents in the completion and collection of the instrument.

Method of Data Analysis: Frequency distribution and mean were 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 rating of 2.50 was used for decision making.

Table 1: Mean Responses on Instructional Objectives of Cosmetology

S/N	Objectives of Cosmetology	Mean	SD	Remark
1.	Explain the concept of cosmetology	3.11	0.91	Accepted
2.	Describe the different areas of cosmetology	3.05	0.87	Accepted
3.	Mention the general precautions and safety measures in cosmetology		3.00	0.85
	Accepted			

Table 1 shows that the objectives of cosmetology include explaining the concept of cosmetology, describing the different areas of cosmetology, and mentioning the general precautions and safety measures in cosmetology.

Table 2: Mean Responses on Contents in Cosmetology for Achieving the Set Objectives

S/N	Contents in Cosmetology	Mean	SD	Remark
1.	The meaning of cosmetology	3.08	0.92	Accepted
2.	The history of cosmetology	3.06	0.91	Accepted
3.	The general importance of cosmetology to individuals	3.04	0.88	Accepted
4.	Cosmetology as an area of study	3.02	0.87	Accepted
5.	Different areas of cosmetology example hair styling	2.98	0.83	Accepted
6.	Importance of each of these different areas of cosmetology	3.03	0.83	Accepted
7.	Precautions that should be taken in the business of cosmetology	3.03	0.85	Accepted
8.	Safety measures in cosmetology	3.00	0.89	Accepted
9.	Sterilizing and sanitizing equipment and tools used in cosmetology	3.00	0.93	Accepted
10.	The different methods of sterilizing and sanitizing equipment	2.94	0.92	Accepted
11.	The importance of sterilization and sanitation in cosmetology	2.96	0.96	Accepted
12.	Effects of improper hygiene practices on clients during cosmetology treatments	2.94	0.92	Accepted
13.	Career opportunities and prospects in cosmetology	2.94	0.98	Accepted
14.	Hygiene and client relationship in cosmetology business	2.89	0.98	Accepted
15.	Training of cosmetologists	2.93	0.96	Accepted
16.	Challenges faced in cosmetology	2.93	0.98	Accepted
17.	Cosmetics/products used in cosmetology	2.88	0.99	Accepted
18.	Harmful cosmetics	2.88	0.98	Accepted

Table 2 shows that the contents in hair care include the meaning of cosmetology, the history of cosmetology and the general importance of cosmetology among others.

Table 3: Mean Responses on Delivery Approaches for Teaching the Contents of Cosmetology

S/N	Delivery Approaches	Mean	SD	Remark
1.	Project method	3.05	1.03	Accepted
2.	<u>Discussion method</u> on the precautions and safety measures in cosmetology	2.97	0.98	Accepted
3.	Questions and answers on the meaning of cosmetology	2.91	0.96	Accepted
4.	Excursion	2.87	1.02	Accepted
5.	Use of simulations and games		3.03	0.89
	Accepted			
6.	Debates by students on the importance of each of these different areas of cosmetology	2.97	0.97	Accepted
7.	Role playing on improper hygiene practices on clients during cosmetology treatments	2.96	1.01	Accepted
8.	Problem solving method on cosmetology issues	3.03	0.99	Accepted
9.	Multiple choice	2.79	0.99	Accepted

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

Table 4: Mean Responses on Instructional Materials/Media for Teaching the Contents of Cosmetology

S/N	Instructional materials /media	Mean	SD	Remark
1.	Text book for cosmetology literature		3.05	0.99
	Accepted			
2.	Journals for publications in cosmetology practice		3.03	0.95
	Accepted			
3.	Overhead projector for intern display	2.96	0.96	Accepted
4.	Posters of different cosmetology treatment	2.96	0.94	Accepted
5.	White board for teaching	3.08	0.97	Accepted
6.	Documentaries	2.98	0.92	Accepted
7.	Pictures of cosmetology treatments	3.00	0.92	Accepted
8.	Real objects/resource person to carry out cosmetology practices	3.16	0.88	Accepted
9.	Radio cassette recorder for taping talks	3.09	0.91	Accepted
10.	Flip charts showing different areas of cosmetology	3.07	0.95	Accepted
11.	Computers for storing information	3.12	0.93	Accepted
12.	Dictionaries for definition of some concepts	3.12	0.97	Accepted
13.	Video films on different areas of cosmetology	3.07	0.92	Accepted

Table 4 shows that the instructional materials for teaching the contents of cosmetology 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 Cosmetology Objectives

S/N	Evaluation Activities include the use of:	Mean	SD	Remark
1.	Tests to define the concept of cosmetology	3.05	0.93	Accepted
2.	Questions and answers to list the importance of cosmetology	3.02	0.92	Accepted
3.	Assignments to discuss improper hygiene practices on clients during cosmetology treatments	2.98	0.87	Accepted
4.	Question and answers to explain the importance of each of these different areas of cosmetology	3.05	0.85	Accepted
5.	Responses to questionnaire items on cosmetology programmes	2.91	1.02	Accepted
6.	Propositions on career opportunities and prospects in cosmetology	2.92	1.03	Accepted
7.	Tests to explain hygiene and client relationship in cosmetology business	2.89	1.03	Accepted
8.	Assignments to give four reasons for training of cosmetologists	2.87	1.03	Accepted
9.	Projects to outline the challenges faced in cosmetologists	2.89	0.99	Accepted
10.	Projects to recommend cosmetics/products used in cosmetology	2.89	0.98	Accepted
11.	Tests to enumerate different harmful cosmetics	2.93	0.97	Accepted

Table 5 shows that the evaluation activities that could be utilised in assessing the achievement of the cosmetology objectives include the use of tests to define the concept of cosmetology, the use of question and answers to list the importance of cosmetology and assignments to discuss improper hygiene practices on clients during cosmetology treatments, among others.

Findings: The study identified the following:

- A. Three (3) instructional objectives of cosmetology (see Table 1)
- B. Eighteen (18) contents in cosmetology for achieving the set objectives (see Table 2)
- C. Nine (9) delivery approaches for teaching the contents of cosmetology (see Table 3)
- D. Thirteen (13) instructional materials/media for teaching the contents of cosmetology (see Table 4)
- E. Eleven (11) evaluation activities to be utilised in assessing the achievement of the cosmetology objectives (see Table 5)

Discussion of Findings

The respondents accepted all the objectives of cosmetology education. This is because, all the objectives touch mainly on people's looks. This makes the looks of individuals very important as Grange (2014) emphasized that the way an individual looks plays a very crucial role in shaping the way the individual feels about him/herself. This makes the achievement of these objectives of cosmetology 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. Inculcation of these objectives into cosmetology curriculum will help the objectives to be communicated to the public (Igbemi 2016).

The respondents agreed that all the contents of cosmetology that were listed are important aspects of cosmetology education. Esiowu (2015) recommended that students should be adequately exposed to the contents identified in the study to enable them to become self-employed. Brown (2012) also added that this knowledge is very essential as they will help professionals to be trained in cosmetology. Ode (2000) 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 good cosmetologists that will understand the rules associated with the services in the society. 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 cosmetology is very important.

The respondents identified nine (9) possible teaching methods needed to be applied to teach cosmetology education. All these teaching methods are considered important depending on what the teacher wishes to achieve in the teaching situation. Lemchi (2004) recommended that students should be adequately exposed to the learning experiences identified in a study. This can only be achieved if different teaching methods were utilised in the teaching of any course. Gentry, Sallie, and Sanders (2013) pointed out that the use of different teaching methods to accommodate students with varying needs and learning styles makes instruction functional. 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 thirteen (13) instructional materials that were listed as being important in the teaching and learning of cosmetology. 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 cosmetology objectives are as follows include the use of tests, questions and answers, assignments, projects, among others. Many of these were used for assessment in the classroom, which is determining the level of learning on any given topic (Janovsky 2020). Giving assignment on many of these will make assessment easy. Drakos (2012) explained that assignments can be done using some work sheet which provides good reinforcements and reviews. Using a variety of workbooks from different series can provide a wealth of activities for reading and writing. With this, evaluation is said to be a powerful strategy for distinguishing programs and interventions that make a difference from those that do not (Milstein and Wetterhall 2020).

With these evaluation techniques, it will be easy to know if the objectives of the programme are well achieved before the students can be allowed to practice as

cosmetologists in the Nigerian society. Ibe (2010) found out that students were interested in some local crafts which included: hair braiding, barbing, among other local crafts, this shows the need for cosmetology to be integrated into the curriculum of fashion and clothing related programmes in the Nigerian tertiary educational levels. When this is done, interested students can practice as cosmetologists in the Nigerian society. In conclusions, Ekumankama (2015) recommended that curriculum planners and administrators should utilize the objectives, contents, delivery systems and evaluation guidelines identified in a study to review the current programme in institutions in Nigeria such that their challenging curriculum will prepare students for realistic employments. Ejinkeonye (2014) also recommendations that curriculum planners should incorporate the courses that were developed into the curriculum of the institution it was meant for.

Conclusions

This study has filled a curriculum gap and identified different parts of cosmetology that could be integrated into the fashion and clothing related programmes of different Nigerian educational levels. Cosmetology offers graduates of such programmes viable self-employment opportunities in many occupational areas. It is therefore imperative that cosmetology be made an integral part of these programmes at the different tertiary levels of education in Nigeria. It should be taught alongside other courses offered in these different programmes. It is therefore worthy to know that the implementation of the findings of this study will adequately equip graduates of such programmes with skills, motivate and encourage them to go into entrepreneurships in cosmetology and related business ventures. This will help to reduce unemployment and eliminate poverty among graduates of fashion and clothing related programmes in Nigeria.

Recommendations

Based on the study:

1. Curriculum planners at all the tertiary levels of Education in Nigeria (example NUC, and NBTE) should utilize the objectives, contents, delivery systems and evaluation activities of cosmetology developed by this study to review the current curriculums of fashion and clothing related programmes at these tertiary levels and then integrate cosmetology as an important component of such programmes.
2. Government at local government level should provide loans to graduates of fashion and clothing related programmes to enable them establish and run their own cosmetology businesses after graduation.

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