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## **EDITORIAL**

Journal of Science Education and Research (JSER) is a peer-reviewed published Bimonthly. It aimed at advancing knowledge and professionalism in all aspects of educational research, including but not limited to innovations in science education, educational technology, guidance and counselling psychology, childhood studies and early years, curriculum studies, evaluation, vocational training, planning, policy, pedagogy, human kinetics, health education and so on. JSER publish different types of research outputs including monographs, field articles, brief notes, comments on published articles and book reviews.

We are grateful to the contributors and hope that our readers will enjoy reading these contributions.

**Prof. Patrick C. Igbojinwaekwu**  
**Editor-in-Chief**

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**FACTORS INFLUENCING WARDROBE MANAGEMENT PRACTICES AS  
PERCEIVED BY FEMALE SECONDARY SCHOOL TEACHERS IN  
ORUMBA SOUTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE**

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**Abstract**

*The study focused on factors which influence wardrobe management practices as perceived by female secondary school teachers in Orumba south local government area of Anambra state. Its specific objectives were to establish factors which influence wardrobe management practices, identify their challenges and recommend solution for improvement. The study adopted survey design and used descriptive statistics mean for data analysis. The population of the study comprised all 162 female secondary school teachers drawn from 13 public secondary schools in the study area. Due to small number of the population, they were all used for the study. Questionnaire was used as instrument for data collection. A mean ratio of 2.50 based on four point scale was accepted. It was validated by three experts two from the Department of Home Economics Education, Faculty of Vocational Education, Nnamdi Azikiwe University, Awka, and one from the Department of Home Economics, School of Agriculture and Home Economics Education, Federal College of Education (Technical), Umuze. The reliability coefficient of 0.92 was determined using Pearson Moment Correlation Coefficient Technique. The questionnaire was distributed with the help of two assistants trained by the researcher. Findings identify colour of the materials with a mean ratio of 3.88 and clothing maintenance with a mean ratio of 3.74, among others, as factors which influence wardrobe management of female secondary school teachers. It was recommended, among others, that seminars and workshops should be organized by heads of schools to improve their wardrobe management skills and practices.*

**Keywords:** Wardrobe practice, wardrobe management

## **Introduction**

People all over the world wear different attires for their various activities. The knowledge of clothing selection and maintenance for different individuals and families is, thus, very crucial. The possibility of managing one's wardrobe goes a long way in streaming behaviours and personality. Wardrobe practices are some of the homemaker's family needs and goals.

Wardrobe practice is the process of planning for the clothing needs of an individual or the entire family. Wardrobe planning is the correct assemblage of different clothing materials, coordinating clothes properly to meet the needs of times by individuals (Horn & Gurel, 2018). It involves good choices of clothes based on incomes, occasions, choices and purposes for which the dressing attires are made. (Ohwvorite & Uguru, 2011) believe wardrobe to be the total collection of articles of cloths belonging to a person, various individuals and groups. Many factors influence wardrobe management practices of an individual such as age, social status, fashion and profession among others.

Wardrobe management is the systematic planning, organizing, implementing and evaluating wardrobe contents, in order to achieve clothing purposes. It involves effective and efficient utilization of available clothing resources to accomplish goals for Wood (2016), wardrobe management is the effective and efficient use of available resources of families in managing their clothing. Good wardrobe management is achievable with careful planning and correct placement of priorities on available resources (Oyeleye, 2010). It is not necessary to have many or expensive wardrobe to be well dressed. A few clothes carefully chosen can be appropriate for an individual's various activities.

Wardrobe management involves efficient way of meeting individual clothing requirements. The wardrobe management practices of female secondary school teachers include the various activities teachers perform as they plan organize implement and evaluate clothing acquisitions while purchasing, wearing and maintaining other related operations. Managing a wardrobe entails arranging the activities within the wardrobe in a logical and sequential manner. It includes sequencing the activities such as timing of shopping, making decision on clothes to buy, arranging the wardrobe contents, and taking good care of clothing items in the wardrobe. All the sequences of wardrobe activities should be set out for proper

examination and implementation in order to achieve predetermined wardrobe objectives (Rowland, 2012). Gawne and Oarke (2018) pointed out that wardrobe planning involves considering the activities or life styles of an individual based on that plan to purchase adequate clothing for the individual and his family. Clothes play many functional and aesthetic roles. These include protection from the environment, enhancement of personality as well as identification (Horn & Gurell, 2018). When clothes are selected to meet the wearers' psychological, sociological, cultural and physical needs, they are subjected to a variety of stressors such as: dirt and pollen; moisture such as perspiration and rain; environmental pollutants including wrinkling, strains from contact with foods, perfumes, light and sunlight; and stretching from movements and abrasions. Clothing articles are expensive. They therefore need to be properly cared for to obtain the best from them and for them to last and stand for tastes of times.

Proper management of clothes makes them last for a longer time. Home makers like female secondary school teachers have multiple responsibilities in the homes and outside the homes as well as management of family clothing. Rasbannd (2017) suggested that the key to a working wardrobe is mixing and matching in planning the clothes one wears as one does not need a lot of clothes in the closet to function. Rather some reasonable clothes that suit the individual's personality, his physical activities and those that fit body and life-styles suffice to accomplish desired functional and activity roles (Horn et al ).

Clothing management practices has a lot of challenges as was stipulated by Anikweze (2010). For him, the wearers may encounter such challenges as fast fashion wears which are short lived; clothes that have no care label and those with unknown fiber characteristics, no warrantee or guarantee from shop owners as may be misdirected by clothing retailers. Further challenges may include no-brand names and poor quality clothing which flood markets with homogeneous styles. More challenges of clothing management practice do not elude buying clothing without consideration of maintenance cost as well as poor workmanship of clothes and inability to evaluate or assess good workmanship before planning for purchases.

However, Lee (2010) suggested that the challenges of wardrobe management practices should be tackled by checking for good workmanship and finishing, technical follow-up with fashion trends, purchasing of clothes that are durable, doing window shopping and ensuring adequate planning before purchasing clothes. More proffered solutions to

the challenges of clothing management practices deduced by Thompson (2015) include making proper clothing budget; considering colour and the available accessories before buying so as to ensure colour harmony in clothing; avoiding buying clothes without considering individual sizes, figure types and proper fitting of clothing before buying. More of such solutions include avoiding buying fast fashion clothes, consider weather condition before buying, avoiding purchasing of clothing without care labels and going for those with care labels, making enquiry about the return policy of the shop concerning the clothes to be bought, reading care labels and considering maintenance cost to ensure you can care for the clothes as well as checking clothing for good workmanship and finishing by trusting a good tailor for your clothes.

Teaching as profession like every other job has its ethics of official clothing which teachers are expected to adhere strictly to so as to maintain the level of modesty and professional conduct required. The main actor in teaching profession is the teacher. Appearance of female teachers is very crucial in a learning environment because students are modeled through her characters which include their dressing patterns (Hadeen, 2010). Although most female secondary school teachers accumulate and build wardrobe of clothing, they always fail to achieve desired objectives solely because they lack required knowledge and skills of wardrobe management practices (Bieche, Keaton & Pillman 2012). It is against this background that the researcher embarks on the study of wardrobe management practices among female secondary school teachers in Orumba South Local Government Area of Anambra state.

### **Statement of the Problem**

Wardrobe management is the efficient way of meeting individual clothing requirements. It is the planning of the clothing needs of individuals and families. It involves making good and appropriate choices of clothes based on incomes, occasions and purposes for which the dressing attires are made. Appropriate wardrobe management practice is critical to the performance of teachers especially the females ones. It has however been observed that most female secondary school teachers in Orumba South Local Government Area of Anambra state encounter challenges in their choice and wearing of appropriate clothing for their teaching job which is a result of their inappropriate wardrobe management experience. Perhaps, these female secondary school teachers have not received any form of clothing education in wardrobe management practices. Some of them follow the fashion trends, while others are influenced by peer and other factors not related to instructional delivery. There is also

no established available dressing code for the female teachers to follow. Thus many of them fail to dress appropriately for their occupational needs. Improper dressing by female secondary school teachers has lots of consequences to both the teachers and the students. It causes distractions to the students especially during classroom instruction and results to poor class performance of the students due to poor self-esteem, emotional trauma and disrespectful behaviour and unnecessary pride that may be exhibited by the teacher. Furthermore, it can result to sexual harassment, poor teaching performance, low self esteem and lack of respect for the teacher by students and other people. All these follies affect classroom instructions by lowering educational standards with students graduating in poor results. Eschewing the grave overall consequences of growth and development of the individuals and the societies at large, informed this study.

### **Purpose of the Study**

The main purpose of the study is to investigate into the factors which influence wardrobe management practices of female secondary school teachers in Orumba South Local Government Area.

Specifically the study sought to:

1. investigate the factors which influence wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra state.
2. determine the challenges of wardrobe management practices encountered by female secondary school teachers in Orumba south local government area of Anambra state.
3. recommend solutions to improve wardrobe management practices of female secondary school teachers in Orumba South Local Government Area of Anambra state.

### **Research Questions**

The following research questions guided the study;

1. What are the factors which influence wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra state?
2. What are the challenges of wardrobe management practices encountered by female secondary school teachers in Orumba south local government area of Anambra state?
3. What are the solutions for the problems of wardrobe management practices encountered by female secondary school teachers in Orumba south local government area of Anambra state?

### **Methodology**

The study adopted a descriptive survey research design. This is because the design is interested in gathering the opinion of respondents in a given population using questionnaire (Nworgu, 2015). The study was conducted in Orumba South Local Government Area of Anambra state. There are thirteen (13) public secondary schools in Orumba Local Government Area Anambra state. The population of the study comprised of all the female secondary school teachers in all the (13) public secondary schools in Orumba South Local Government Area numbering 162 (Source: State Education Commission, Awka). Due to the small number of the population there was no sampling, all the population was used for the study. Structured questionnaire titled “Factors influencing wardrobe management practices of female secondary school teachers in Orumba south local government are of Anambra state” was used as an instrument for data collection. The instrument components were organized according to four-point scale weightings of strongly agreed (4), agreed (3) disagreed (2) and strongly disagreed (1) points. The questionnaire was made up of 33 items which were generated from the research questions. It was validated by three experts, one from the Department of Home Economics Education of the Faculty of Vocational Education, Nnamdi Azikiwe University, Awka, and two from the Department of Home Economics Education, and School of Education, Measurement and Evaluation, both in the Federal College of Education (Technical), Umunze, Anambra State. Their suggestions and corrections were effected in the final draft of the instrument used. To authenticate the instrument, it was pilot tested with participants who were not part of the research

population. After two-weeks break, the test-re-test produced a reliability index of 0.81. The findings of the study were then gathered using the instrument. The instrument was administered to the respondents by the researcher with the help of two research assistants to facilitate quick recovery. The entire questionnaires were collected back from the respondents indicating 100% retrieval. The data were analyzed using descriptive statistics mean ( $\bar{x}$ ) as a statistical tool to answer all research questions. The decision rule was that any items with a mean greater than the value of 2.50 indicates agreement and any item with a mean lesser than the value of 2.50 indicates disagreement.

### **Results**

**Research Question 1:** What are the factors which influence wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra State?

**Table 1: Mean responses on the factors which influence female secondary school teachers in their wardrobe management practices in Orumba south local government area of Anambra State.**

S/NO	Items	SA	A	D	SD	$\bar{X}$	Decision
1.	Life style	45	109	4	4	3.14	Agreed
2.	Colour of the material	122	40	-	-	3.88	Agreed
3.	Figure type/personal features	99	54	8	6	3.52	Agreed
4.	Availability of materials	96	52	8	6	3.44	Agreed
5.	Culture and religion	106	56	-	-	3.71	Agreed
6.	Climate condition	97	50	9	6	3.53	Agreed
7.	Comfort of clothes	110	52	-	-	3.69	Agreed
8.	Clothing maintenance	112	50	-	-	3.74	Agreed
9.	Budget and cost of items	103	49	8	2	3.63	Agreed
10.	Proper storage of clothes	104	52	3	3	3.55	Agreed

The results in Table 1 revealed that the respondents agreed with all the items as the factors which influence wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra state as they have cut-off mean ratios of 2.50 and above.

**Research Question 2:** What are the challenges of wardrobe management practices encountered by female secondary school teachers in Orumba south local government area of Anambra State?

**Table 2: Mean responses on the challenges of wardrobe management practices encountered by female secondary school teachers in Orumba south local government area of Anambra State.**

S/No	Items	SA	A	D	SD	$\bar{X}$	Decision
1.	Clothes with no care label	103	51	5	3	3.54	Agreed
2.	No guarantee	136	26	-	-	3.76	Agreed
3.	Homogeneous clothing styles	46	108	4	4	3.17	Agreed
4.	Poor workmanship	71	85	7	7	3.22	Agreed
5.	Unplanned purchases	68	94	-	-	3.45	Agreed
6.	Inadequate storage facilities	88	58	9	7	3.33	Agreed
7.	Fashion trends	112	50	-	-	3.78	Agreed
8.	High cost of clothing items	109	53	-	-	3.71	Agreed
9.	Poor knowledge of clothing maintenance	108	43	6	5	3.56	Agreed
10.	Inadequate finances	141	21	-	-	3.77	Agreed
11.	Buying in hurry due to lack of time	92	54	8	8	3.34	Agreed
12.	Non durability of clothes	66	96	-	-	3.24	Agreed

In Table 2, it revealed that the respondents accepted all the items 1-12 as they have cut-off mean ratios of 2.50 and above, as the challenges of wardrobe management practices encountered by female secondary school teachers in Orumba south local government area of Anambra State.

**Research Question 3:** What are the solutions for the problems of wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra State?

**Table 3: Mean response on solutions to problems of wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra State.**

S/No	Items	SA	A	D	SD	$\bar{X}$	Decision
1.	Buy well labeled clothes	58	91	7	6	3.28	Agreed
2.	Consider clothing maintenance cost	92	54	8	8	3.34	Agreed
3.	Check for good workmanship before buying	99	54	8	6	3.52	Agreed
4.	Buying from shops that offer guarantee warranty	141	21	-	-	3.77	Agreed
5.	Adequate purchasing plan	118	44	-	-	3.85	Agreed
6.	Repair and renovation of clothes	108	39	9	6	3.26	Agreed
7.	Technical follow up with fashion trend	122	40	-	-	3.88	Agreed
8.	Purchasing of clothes that are durable	109	36	9	8	3.40	Agreed
9.	Doing window shopping before purchasing	115	42	3	2	3.59	Agreed
10.	Adequate storage of clothes	118	31	8	5	3.62	Agreed
11.	Purchasing of clothes that fit the body	97	50	9	6	3.53	Agreed

Data in Table 3 showed that the respondents agreed with items 1-11 as they have cut-off mean ratios of 2.50 and above as the solutions to the problems of wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra State.

## Discussion

The findings of this study revealed the factors which influence wardrobe management practices of female secondary school teachers to include life-styles of the users, colour of the materials, figure-types, availability of the materials, cultures and religions, climate conditions, comforts of clothes, clothing maintenance, budget, costs and storage of clothes. These agree with deductions of Gawne and Oarke (2018) who stated that wardrobe planning involves considering the life-styles of individuals and families based on plans, organization and purchases of adequate clothing materials. They also detected colour as additional most important choices to consider while planning and equipping wardrobes.

With regard to research question (2), the researcher found out that buying in a hurry due to lack of time and non-durable clothes based on fashion trends without warrantee and guarantee and unplanned purchases of poor workmanship and adequate storage facilities as well as buying clothes with no care labels, high cost of clothing materials, poor knowledge of clothing maintenance, and homogeneous clothing styles, are amongst the challenges of wardrobe management practices encountered by female secondary teachers in Orumba L.G.A. of Anambra state.

These are line with the results of the findings of Anikweze (2010) which revealed that female secondary school teachers encountered such challenges as fast fashion that are short-lived, clothes that have no care labels and unknown fiber characteristics, no warrantee or guarantee from shop owners and misdirection by clothing retailers on brand names and quality of clothing are among their challenges. Furthermore, the findings did not elude the challenge of flooding of clothing markets with homogeneous styles and such others. These results agree with postulations of Wood (2016) which revealed added buying of clothes without consideration of maintenance cost, poor workmanship and inability to plan for proper purchases as additional challenges of wardrobe management practices of female secondary school teachers in the study area..

In research question 3, the results revealed that buying well labeled clothes, consideration of clothing maintenance cost, checking for good workmanship/finishing and buying clothes from shops that can offer guarantee and warrantee with adequate purchasing plans are some of the solutions. Again, purchasing clothes that are durable, doing window shopping before purchasing, ensuring adequate storage of clothes and technically following up with fashion trends are more of the solutions. Indeed, purchasing clothes that fit the body as well as repairing and renovating clothes are more revealed solutions of wardrobe management practices of female secondary school teachers in Orumba south local government area of Anambra state.

This is in line with Thompson (2015) highlights that making proper budgets, considering colour, avoiding fast fashion clothes and eschewing buying clothes without care labels as solutions to wardrobe management practices are added solutions to wardrobe management practices of female secondary school teachers. These support Lee's (2010) revelations that further solutions to wardrobe management practices include checking for good workmanship and finishing, purchasing clothes that are durable and doing window shopping with adequate planning before purchases.

### **Conclusion**

Good wardrobe management is achievable with careful planning and correct placement of priorities on available resources. In planning and equipping wardrobes, it is important to adopt necessary significant measures not limited to dressing life-styles and figure-types of the female teachers considering weather conditions and suitability of colours amongst several others. Such measures should not elude consideration for maintenance cost and storage facilities as well as comfort of the clientele.

### **Recommendations**

Based on the findings of this study, the following recommendations were made;

1. Seminars and conferences should be organized by heads of schools to improve wardrobe management practices.
2. There should be enlightenment campaigns through workshops on importance of wardrobe management practices for teachers at all levels.
3. Curriculum planners should include home economics courses such as dressing codes in school curricula.
4. Textbooks and flyers should be developed and made available free for publics especially female secondary school teachers to further assist them in understanding wardrobe management practices and techniques.

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