

**IMPROVING THE CLOTHING MAINTENANCE SKILLS OF MALE  
YOUTHS IN TERTIARY INSTITUTIONS IN BENUE STATE**

**By**

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UNIVERSITY OF NIGERIA, NSUKKA**

**DECEMBER, 2015**

**TITLE PAGE**

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IN HOME ECONOMICS EDUCATION**

**DECEMBER, 2015**

**APPROVAL PAGE**

This project has been approved for the Department of Vocational Teacher Education,  
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## CERTIFICATION

I, Aji Ori Mercy a postgraduate student in the Department of Home Economics Education and with Registration Number PG/M.Ed/09/51853 has satisfactorily completed the requirements for the course and research works for the award of Master Degree in Home Economics. The work in this project is original and has not been submitted in part or full for other diploma or Degree of this or any other University.

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## **DEDICATION**

This research work is dedicated to Almighty God.

## ACKNOWLEDGEMENT

To God be the glory. The researcher wishes to express her sincere appreciation to her supervisor, Prof. C. A. Igbo, for her useful contributions and wonderful disposition throughout the course of the study. Her gratitude also goes to Prof. E. U. Anyakoha, Dr. C. Chukwuone, Dr. N. M. Eze for their expert advice and contributions towards the success of this work. She is very much indebted to Mr. Nurudeen Adeyemo for the roles he played towards the successful completion of the research.

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## ABSTRACT

This study on ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State was motivated by a great concern about how youths maintain their clothing. The concern emanated from lack or inadequate clothing maintenance skills common among male youths in tertiary institutions and their patronage of service men on campus. Seven research questions and seven null hypotheses were developed to guide the study. Descriptive survey research design was employed in selecting the respondents for the study. The study was carried out in Benue State covering the three tertiary institutions. The population for the study comprises of 1,932 newly admitted male students in three tertiary institutions across Benue State for 2014/15 academic session. The sample for the study was 300 first year students from three tertiary institutions in Benue state. The sampling technique is a multistage sampling. The instrument for the study was a structured questionnaire developed by the researcher and it is titled: Improving Clothing Maintenance Skills of Male Youths (ICMSMAY). It was developed by the researcher based on the review related literature on clothing maintenance. The instrument was divided into eight sections. The instrument was face-validated by three experts. The experts were requested to assess the items of the instruments in terms of clarity, relevance and appropriateness in addressing the problem of the study and research questions under investigation. Their comments and corrections were incorporated in the final draft of the instrument. To establish the internal consistency of the questionnaire, Cronbach Alpha reliability technique was used in which reliability value 0.74 was obtained. The 300 copies of the questionnaire distributed were retrieved making 100% rate of return. The data collected were analyzed using mean for answering research questions while t-test statistics was used for testing the hypotheses at 0.05 level of significance and at 298 degree of freedom. It was found out that male youths in tertiary institutions required proper training in clothing maintenance most especially during their growing up years. Clothing maintenance skills such as brushing and airing renovation, laundry, ironing and storage skills are needed by male youths in tertiary institutions. Based on the findings, the study among others recommended that male youths should be provided with adequate materials for clothing maintenance such as thread, needles, button, zipper among others when going to tertiary institutions; male youths should be taught the best ways to maintain their clothes better.

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

Basic necessities for human survival in life are water, food, shelter, and clothing. Clothing is one of those phenomena of everyday life which demands human attention. Anyakoha (2008) defined clothing as any article that is placed on the body in order to protect or adorn it. There are different types of items regarded as clothing, such as garments, shirts, trousers, shoes, hats and jewelries. Clothing is referred to as covering for the human body that is worn such as dresses, shoes, hats, and jewelry (Bohn, 2004). The type of clothing worn depends on social, geographical and physical considerations of the wearer and the purpose of put on such clothes.

Clothing serves many purposes; it can serve as protection from sun and rainfall, it also enhances safety during hazardous activities. It protects humans from rough surfaces by providing a barrier between the skin and the environment. The human body sheds skin cells, body oils, exudes sweat, urine, and feaces; while from the outside the body is exposed to sun damage, moisture, abrasion and dirt which often affects clothing (Laitala, Klepp, Kjeldsberg, and Eilertsen, 2011). Nwadi and Anyakoha (2011) stressed that when clothes are selected to meet the wearer's psychological, sociologically, 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, wrinkling, stains from contact with food or perfumes, sunlight, stretching from movement and abrasion. No matter how well clothes are, no person is ever well dressed unless those clothes are given appropriate maintenance.

Maintenance is any activity required or undertaken to conserve as nearly, and as long, as possible the original condition of an asset such as cars, houses, or clothes. Anyakoha (2008) defined maintenance as taking care of something such clothes. Ogbuanya (2009)

viewed maintenance as action taken to restore or keep an item in good functional order. This implies that everyone needs to know how to maintain the clothes that he or she wears, as clothing that is well maintained contributes to social comfort of the wearer and prolong the lifespan of the clothes. The importance of clothing maintenance skills, as well as the requirements of maintenance knowledge, could assist in saving some stipends and prolonging the life span of clothing.

Maintenance prolongs the life a garment. Pinsent (2007) defined clothing maintenance as taking proper care of clothing especially when they are dirty, torn or for future use. Clothing maintenance is sometimes referred to as clothing care. Clothing care activities include laundering and mending (Anyakoha & Eluwa, 2005). Proper maintenance of clothes helps to keep them in good condition so that appearance of the wearer is enhanced (Nwadi & Anyakoha, 2011). The necessity for the maintenance of clothing helps the wearer to maintain greater pride and self-respect apart from the social comfort.

There are different types of maintenance given to clothes, which includes brushing and airing, renovation or repairs, cleaning, ironing and storage (Tapert, 2009). The need for the maintenance of clothes helps the wearer to maintain greater pride and self-respect apart from the social comfort. Therefore, maintenance could be described as the upkeep of property, equipment or clothing; which includes proper hanging, removal of stain and preserving clothes for future use.

Clothes bought off the rack often require little maintenance as a result of dirt or dust; and one of such maintenance is brushing (Anyakoha, 2008). Brushing prevents dust and mold on clothes while airing removes dampness which causes mildew to grow on clothes. If clothes get torn as a result of brushing or other activities, they can be maintained by stitching such clothes which is a means of clothing renovation.

It is necessary to renovate, repair or mend clothes when they are torn, as everyday wear and tear takes its toll on clothing. Clothing renovation becomes part of preventive mending, permitting the garment to be worn longer or recycled (Pinset, 2007). Repairs like fixing tears, rips, replacing zippers, securing/reattaching buttons, darning are important way of maintaining clothing. Basic understanding of renovating one of life's necessities is an asset, but cleaning of clothing could also make the wearer look better.

Laundry is another way of maintaining clothes. Nios (2011) referred to laundry as means of removing dirt from clothes by washing and then finishing them (i.e, starching, ironing) thereby giving them a neat and clean appearance. Laundry process involves sorting, soaking, washing, rinsing, bluing, starching, and drying. Once clothing has been cleaned, ironing is required to shape and smooth the design.

Another way of maintaining clothes is proper ironing. Many kinds of clothing are designed to be ironed before they are worn to remove wrinkles. Clothes ironing or pressing is the use of hot pressing irons to remove the wrinkles from and re-shape items of clothing (Dedic, 2005). A person ironing clothes should have an eye for detail, be patient, methodical and good at working with their hands. Dedic (2005) further expressed that the wearer should always check the clothing care labels of garments before ironing clothes and store them properly.

Storage is another element in the maintenance of clothes. Sometimes worse than the mountain of dirty laundry is the mountain of clean laundry which are not stored. Heaton (2002) emphasized that proper storage can and does reduce the time and money involved in upkeep and prolongs the life of clothing. Clothing racks and wardrobe storage are closets which allow more convenient organizing, management and access to garments. Alward (2005) expressed that off-season clothing should be stored carefully to avoid damage from



insects, wash and dry thoroughly before storing. Proper maintenance of a wide variety of clothing materials requires good knowledge and different maintenance skills.

Maintenance of clothing entails acquisition of some skills which helps the lifespan of clothes. Abdullahi (2010) described skills as the ability to do things well, expertness or dexterity in performance of craft, trade, or job, especially one that require manual dexterity. Clothing maintenance skills are therefore the ability to brush and air clothes, replace button and zippers, shorten or lengthen of trousers, launder, iron and storage of clothes. To effectively maintain one's clothing, one must possess the skill of carrying out the maintenance processes.

Clothing maintenance in the context of this study therefore is the ability to alter, shortening long dresses, clean dirty or stained clothes, renovate torn clothes, properly iron and store clothing. One common practice observed by the researcher among male youths of tertiary institutions in Benue State is the use of errand boys in maintenance of their clothes, such as washing, replace of button, worn out zip, ironing clothes and at times discard stained clothing. This may be as a result of lack of adequate clothing maintenance skills by the male youth because the maintenance of clothing is usually said to be female work in Benue state.

Youth has been defined severally by scholars from various regions. Globally, youth is described as the period in an individual's life that runs between the end of childhood and entry into the world of work (Onuekwusi & Effiong, 2002). According to Federal Government of Nigeria (FGN, 2001), youth comprises all young person either males or females of ages 18 to 35 years, who are citizens of the Federal Republic of Nigeria. A male belongs to the sex that does not give birth to babies. Male youth in the context of this study could be described as a young male student in tertiary institution within age bracket 15 and 30 years.

Tertiary institution is the third category and highest level of education in Nigeria. It comprises of Colleges of Education, Polytechnic, and Universities. Usually, tertiary institutions admit both young male and female otherwise known as male and female youths in their adolescent age into first year of study. Most of these youths acquire their garments or clothing articles themselves, or from their brothers and often by their parents. Both the male and female youths have responsibility of maintaining their clothing at this stage in their life but often faced with some challenges. One common practice among male youths in tertiary institutions across Benue State in maintenance of their clothing is through patronage of service-men who wash, renovate, and iron their clothing. This is as a result of their inability to maintain their clothing themselves, which often results in abandoning or throwing away of some of their torn clothes.

With increased concern for the environment, care and maintenance of youth clothing to extend wear-life becomes more critical. Koester and May in Smith, Cox, Pitts and Tam (1997) emphasized that as age increased, adolescents were more likely to repair, wash, and iron own clothes and needed fewer reminders to do so. Adolescents are also more likely to wash family clothing as age increased. McGillivray and Wilson in Entwistle (2001) stressed that appearance and clothing diminishes from early to late adolescence for males and greater for females. Many young people in rural communities seem not having the advantages that promote optimal health development of the body. McGillivray and Wilson in Entwistle (2001) further affirmed that urban students used clothes to conform more often than rural one. However, rural students use clothes to gain approval less of than the urban ones. This character is often what students carry to tertiary institutions. Early adolescence youths are regarded as those in the age bracket of 13-19 years while late adolescence are youths in the bracket of 20-30 years. No matter the communities youths live, whether rural or urban; youths are easily recognized by their characters. The need for young people especially male

youths in tertiary institutions to take responsibility of proper maintenance of their clothing is essential. Thus, it becomes necessary to identify ways of improving the clothing maintenance skills of male youth in tertiary institutions.

### **Statement of the Problem**

The acquisition of maintenance skills of clothing tends to preserve clothes, in order to enable its continuous use and function. Nowadays, youths are not being taught skills to maintain clothing to extend wear, since fewer adult role models exist who practice such skills. Looking at the clothing maintenance skills among students at various tertiary institutions across the nations, especially in the tertiary institutions in Benue State, one observed that some male youths lack basic clothing maintenance skills. Some male youths in tertiary institutions are fond of engaging the service of service-men in maintenance of their clothes, while some go about on campus with torn or stained clothes, ruffled shirts, incomplete button, worn out zip and non-ironed clothes. Some students wore dresses that are torn open, some boys even go about with torn jeans all in the name of fashion. This acts indicated that these male youths are careless or lack how to maintain their clothing.

Clothing maintenance is usually a greater challenge to male youths than their female counterparts as adolescent girls are more likely to care for own and family clothing than adolescent boys. This is because it is generally believed that such chore is for female folks. Male youths who do not develop necessary skills for clothing maintenance are likely to discard clothes that require maintenance resulting in loss of scarce resources for parents who are the main sponsors of these youths. Some male youths of tertiary institutions in Benue State still lack adequate clothing maintenance skills such as washing, replace of button, worn out zip ironing and storage of clothes. The idea of given clothing to service-men by male youths in tertiary institutions nowadays is worrisome and waste of money. Hence, there is need to find ways of

improving the clothing maintenance skills of male youths in tertiary institutions in Benue State.

### **Purpose of the Study**

The general purpose of the study is to investigate the ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State. Specifically, the study was to:

1. determine the brushing and airing skills needed for improving clothing maintenance of male youths in tertiary institutions.
2. determine the washing skills needed for improving clothing maintenance of male youths in tertiary institutions.
3. determine the ironing skills needed for improving clothing maintenance of male youths in tertiary institutions.
4. determine the renovation skills needed for improving clothing maintenance of male youths in tertiary institutions.
5. determine the storage skills needed for improving clothing maintenance of male youths in tertiary institutions.
6. identify the problems encountered by male youths in maintaining their clothing.
7. suggest solutions to the problems encountered by male youths in maintaining their clothing.

### **Significance of the Study**

The findings of the study will be beneficial to Home Economics teachers, male youths, parents and administrators of tertiary institutions. The findings of this study will provide more information for Home Economics teachers on ways of improving clothing maintenance of male students. It will help the teachers to know vital areas about clothing maintenance skills required in brushing and airing, renovation, laundry, ironing and storage

of clothes especially pertaining to male youths. The findings of the study could be made available during workshops or conferences for Home Economics teachers, the teachers would be able to impart the message to their students.

The findings of the study will be of great benefit to male youths. The findings of the study can be acquired by upcoming male youths through their home economics teachers in secondary schools. The findings of the clothing maintenance skills will make available to male youths on how to air and brush clothes properly, renovate torn clothes, shorten their shirts or trousers, patch and replace zippers. The findings of the study will also reveal the best ways on how to wash and store clothes better even if there is water shortage and electricity problem on campus. Male youths can also use the findings of the study to establish laundry services on campus or at their homes to generate income after graduation.

The findings of the study will be beneficial to parents. The findings of the study will provide empirical evidence which could serve as a directive to parents. The findings of the study will reveal to parents the emphasis of training their male children the basic skill areas of clothing maintenance such brushing and airing, renovation, laundry, ironing and storage which they can teach their male children. The knowledge of clothing maintenance by male youths could save parents some money from buying clothes every year.

Finally, for the administrator of tertiary institutions, the study will sensitize the administrators of tertiary institutions way of improving the clothing maintenance of male youths especially those institutions where male youths give their clothing to errand boys. The findings will provide them information specific clothing maintenance skill on how students can clean by themselves, renovate torn clothes, as this will curb improper dressing. The findings can also be used by administrators of tertiary institutions to educate both new and old male students on different clothing maintenance skills during orientation week.

### **Research Questions**

This study was guided by the following research questions:

1. What are the brushing and airing skills needed for improving clothing maintenance of male youth in tertiary institutions?
2. What are the renovation skills needed for improving clothing maintenance of male youth in tertiary institutions?
3. What are the laundry skills needed for improving clothing maintenance of male youth in tertiary institutions?
4. What are the ironing skills needed for improving clothing maintenance of male youth in tertiary institutions?
5. What are the storage skills needed for improving clothing maintenance skills of male youth in tertiary institutions?
6. What are the problems encountered by male youths in maintaining their clothing.
7. What are the solutions to the problems encountered by male youths in maintaining their clothing?

### **Hypotheses**

The following null hypotheses are formulated to guide this study and were tested at 0.5 level of significance.

Ho<sub>1</sub>: There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the brushing and airing skills needed for improving clothing maintenance.

Ho<sub>2</sub>: There is no significant difference between the mean response of male youths from rural and urban areas on the renovation skills needed for improving clothing maintenance skills of male youth in tertiary institutions.

- Ho<sub>3</sub>: There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the laundry skills needed for improving clothing maintenance skills of male youth in tertiary institutions.
- Ho<sub>4</sub>: There is no significant difference between the mean response of male youths from rural and urban areas on the ironing skills needed for improving clothing maintenance skills of male youth in tertiary institutions.
- Ho<sub>5</sub>: There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the storage skills needed for improving clothing maintenance skills of male youth in tertiary institutions.
- Ho<sub>6</sub>: There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the problems encountered by male youths in caring for their clothing.
- Ho<sub>7</sub>: There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the solutions to the problems encountered by male youths in maintaining their clothing.

### **Scope of the Study**

The study was delimited to identification of ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State. The study was limited to brushing and airing, renovation, laundry, ironing and storage skills of clothes such as shirts, suits, trousers. Clothing items such as shirts, trousers, other items considered as clothing such shoes, hats, and jewelries were not considered.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

The relevant literatures to this study were reviewed under four main subheadings namely, conceptual framework, theoretical framework, related empirical studies and summary of review of related literature.

#### **1. Conceptual Framework**

- Concept of Clothing
- Concept of Clothing Maintenance Skills
- Youths and Clothing Maintenance
- Tertiary Institutions in the Nigerian Educational System
- Problems Encountered by Youths in Maintaining their Clothing

#### **2. Theoretical Framework**

- Theory of Skill Acquisition (TSA)

#### **3. Review of Related Empirical Studies**

#### **4. Summary of Review of Related Literature**

### **Conceptual Framework**

#### **Concept of Clothing**

Clothing is a term that refers to a covering for the human body that is worn. Clothing comprises products obtained as a result of the superior processing of textile which includes dresses, shoes, hats, and jewelry (Neacsu & Madar, 2009). Clothing tells something about the appearance of person wearing it. Appearance is the most important factor in human's daily life style; in the current society a person's appearance, dressing and clothing does matter a lot (Chakravarthy, 2009). Clothes of the distant past were made from organic (living) materials. Almost all synthetic fabrics and materials used today are made from petroleum or natural gas. Some organic materials used to make clothes are cotton, wool, and special animal skins, like



leather and fur. Silk is also an organic material used to make clothes. Things that are made from organic materials are called natural materials. Many clothes are made from special minerals that are inorganic. Cloth made from inorganic minerals is called synthetic. Synthetic materials are made by man. Neacsu and Madar further emphasized that clothing has the role of protecting the human body from the surrounding environment disturbance factors, influencing at the same time, the individual and the collective behavior. In some cases, clothing also has the role of signaling the public function (uniforms), or even the position of a person.

It is also remarkable the fact that clothing has the role to amplify and point out or create the illusion of different body properties. Brown (2003) stressed that clothing contributes to social comfort when it helps one feel fit in with others in a group. Clothing can signify membership in a special organization or group. Clothes play an important role in the beautification of a person or decoration of the house. Clothes are worn for a variety of reasons. It can be worn for protection, identification, a way to communicate to others, nationality, religion, age group, social level, and personality (Dutta, 2011). Clothes are also used in each and every household; apart from covering the body, clothes such as towel, dusters, curtains, table cloth, cushion covers, doormats, and bed lining are used for variety of purposes in day-to-day life.

### **Concept of Clothing Maintenance Skills**

Clothing maintenance is the act of taking proper care of clothing especially when they are dirty. Anyakoha (2008) expressed that clothing can be maintained by brushing and airing, mending, laundering, ironing and storing regularly for a neater appearance, personal cleanliness and their longer life. In the modern world, impressions are made by one's clothes and his skills of caring for the clothes. People tend to prejudice one's nature and background with the kind of garment on his body. Also, they notice that how well the external appearance

with fine clothes are managed, especially in interviews and face to face communication. Impressive maintenance skills of clothes play a vital role. Buying a costly and branded outfit is easy, but the maintaining that and sustain its initial glaze is difficult. Also, the amount of pollution and dust in the air makes it becomes tougher to maintain the clothes. One needs to possess maintenance skills and treat his or her clothes with utmost care that each and every fabric of the cloth is gleaming.

The basic guidelines employed to maintain clothes however not changed since the ancient times. However, the in the modern era, the steps carried out in cleaning and maintaining clothes, has brought certain innovations and modernization. Taking proper maintenance of clothes make them last longer and stretch clothing budget. Nelson (2008) emphasized the following guidelines of maintaining clothing:

- Excessive cleaning of clothing wears it out sooner. Some garments can be worn more than once before washing or cleaning if you give them just a little care when you remove them. Check the garment when you take it off, looking for spots, tears, lint, or anything else that would send it to the dirty clothes hamper.
- Renovate small problems right away. Sewing a few stitches to repair a tiny tear is much easier than having to sew an entire seam and less expensive than replacing the item if it becomes irreparable.
- Use good quality hangers that support your clothes. Flimsy wire hangers allow clothes to sag out of shape. Over time they may even cause damage to the shoulders of garments.
- Don't crowd clothes in your closet, as crowding causes wrinkles, which must then be removed. Storing out of season clothes in another location makes more room in your closet so that your garments aren't crushed.
- Following the cleaning instructions on the garment label save clothes from damage. Clothing that has shrunk doesn't fit properly and must be replaced.

- Treat spots and stains as soon as possible. Follow the instructions for stain remover products such as Spray 'N' Wash or Shout. If you're unsure about color-fastness, test the product on an inside seam before using on the stain.
- Sort laundry before washing. Wash fabrics according to light or dark colors. You don't want dark colors to bleed color onto your light colored clothes. Washing delicate fabrics separate from sturdy fabrics protects the delicate materials, which might be damaged by rubbing against coarse fabrics. Wash items that produce lint, such as terry cloth towels, separately for obvious reasons.

Nelson (2008) further highlighted the following laundry skill:

- Use an adequate amount of detergent when you wash clothes, but avoid using too much. Check the rinse cycle when the washer is full of water. There should not be an excessive amount of suds in the water. By using the proper amount, you can save on the cost of detergent as well as water for a second rinse. Detergent left in clothing can irritate your skin and weakens the fibers of clothes.
- When you iron or press clothes, use the proper heat setting for the type of fabric. An iron that is too hot can ruin fabrics in an instant. Pressing very delicate fabrics should be done with care, and using a press cloth adds another layer of protection.
- Protect your clothes by wearing appropriate garments for the occasion. Don't work on the car in a good dress shirt, for instance. Changing out of your good clothes before attempting dirty tasks saves the clothes from potential damage and saves time and money in renovating or replacing them.

Sondra (2012) highlighted the following ways in maintenance of clothing:

- Make sure you put your clothes on a hanger when you get undressed at night if they are going to be worn again. Put everything else into the hamper to be washed. Never just put

your clothes into a ball, and drop them on the floor. Protect the fabric, and the items will last and always look nice.

- Prevent getting food stains on your shirts or blouses by bringing the spoon 'to' your mouth, and gently sip the contents, so as to prevent dripping. When eating a hold the napkin between your shirt or blouse and the food, again, move your mouth to the fork.
- Dab ice water or seltzer onto food stains immediately, do not rub.
- Wash your clothes often. Use a gentle wash cycle for delicates. Do not use liquid bleach in the wash. Separate colors from whites. Pure soap with a handful of bicarbonate (baking) soda is a much better, safer and more environmentally friendly bleach than White King. Chemical bleaches are extremely bad for health, and don't properly wash out of clothes.
- Try not to use a dryer at all. Dryers wear out clothes and fade their colours more quickly than drying in sunlight. Drying in sunlight or in the open air is also a much healthier way of drying your clothes - sunlight is a natural disinfectant
- Remove the clothes from the dryer and hang them up immediately. Button the top button on shirts, and hang blouses neatly on the hanger. Slacks should go on a special pants hanger, that clips over the top of the waist. Smooth the fabric with your hand, so as to avoid wrinkles. Iron out any wrinkles that might occur.
- Fold all other garments neatly and place in the dresser drawers.
- Hang your clothes in the closet, and make sure they are not all crowded or crushed together. They need breathing room or they will become all wrinkled and slip off the hangers and land on the floor.
- To avoid fold creases spoiling the line of clothes which are not suitable for hanging, gently roll them instead.

- Most of people launder clothes too often whilst fabrics suffer from perspiration, oils and dust, a good airing may often be appropriate.
- Heavy materials such as denim sometimes develop creases in the wash which don't iron out properly. Before adding to the ironing pile, grab them by the waistband, raise your arms and flick them really hard. It should make quite a cracking sound.
- Develop the habit of using the seams of your clothing to guide your folding. At first it is slower, but it's more efficient, keeps garments in better shape and saves oodles of space.

Maintenance of clothes helps them to age gracefully and look good each time they are worn. Taylor (2012) highlighted the following clothing maintenance guidelines:

- **For Shirts:** Chances are you have a good number of button up dress shirts in your wardrobe because they are so versatile. Most button-up shirts are machine washable, and should be washed in cold or lukewarm water on a gentle cycle. Don't wash your white shirts in bleach every time, as this can actually cause yellowing. Only wash your white shirts in bleach if they start to look dingy and need to be freshened up, maybe every 6 months or so. Before ironing any shirt, you will need to check it for rips, tears, stains, or loose buttons. If you do spot a stain at any time, make sure to treat it before ironing it or putting it in the dryer, as heat will cause the stain to set. Do not use starch when ironing a shirt, as this will weaken the fibers and cause them to quickly wear down. For a crisp look, purchase shirts with a high quality thread count and iron them using steam. When hanging button up shirts in your closet, try to leave an inch or two between each hanger in order to allow the shirts to drape naturally. If you aren't one to spend the time in your laundry room, dress shirts should only be dry cleaned every so often. A suggestion to prolong the life of the shirt is to wear an undershirt and wash it each time.
- **Ties and Necktie Accessories:** Any time you remove a tie, take the time to basically follow the tying steps in reverse. If you simply pull the thin end of the tie through the

knot to remove it, you risk ruining the tie's shape. The way you store your ties is also very important to maintaining their shape and appearance. As soon as you take a tie off, hang it on a tie hanger or dowel in your closet. Whether a tie is silk or wool, the fabric is impressionable, and your ties should therefore be hung with care. When traveling, you can safely transport your ties by folding them into fours, or rolling them, then tucking them inside a sock. To avoid wrinkles, never wear the same tie two days in a row. Allow it to hang in order to regain its shape. When storing tie accessories, it is best to store sterling silver away from other pieces made of the same material. Storing sterling silver items together causes them to rub up against each other and possibly tarnish. An easy solution is to store your necktie accessories and cuff links in simple felt pouches, in a compartmentalized jewelry box, or wrapped in a piece of tissue paper.

- Suits, Trousers, and Sport Jackets: It may seem like a good idea to keep items such as this in airtight plastic garment bags. However, it is much more beneficial to store suits in a place where air flow can get to them and they can breathe a bit. Plastic covering actually makes your clothing susceptible to mold, mildew and musty smells. Suits, trousers and sport jackets should be hung upright on wooden hangers. Cedar hangers are also a good option because they help absorb moisture and prevent moths. It is commonly thought that any time you get a item of dress clothing wrinkled, get it dry cleaned. Most items will be fine if simply hanged on wooden hangers and let them breathe for a while. Plus, dry cleaning uses chemicals that wear down the fiber of clothing, so it is best to do it as infrequently as possible. To freshen up suits, trousers, sport jackets and even ties between wears, consider investing in a hand held steamer. Small stains can be steamed out, as can wrinkles.

Clothing maintenance basically entails having adequate skills such as brushing and airing, renovation, laundry, ironing, and storage.

- **Clothing Brushing and Airing Skills**

Clothes can be renewed between wearing by brushing or airing. Like human hair, a wool jacket or suit needs to be properly brushed to ensure a long life and continued usability. It is the correct use of the clothes brush that really removes dust. Ager (2001) emphasized that brushing should never be a scrubbing movement; it requires a strong sweeping motion or a firm flick of your wrist on areas where dust has accumulated. All strokes must go in the same way; otherwise, when light strikes the cloth, it will look a mess, like the ruffled hair on a horse's shank.

Brushing of suit should take no more than one minute and wearing a sharp suit free from dirt, dandruff, and food particles will enable the wearer to get a decade of wear out of wool garment. Antonio (2012) expressed that the body is often made from wood and sometimes from molded plastic; the brush fibers can either be synthetic or natural animal hair. As with any accessory, a men's suit brush can be simply and cheaply made or handcrafted and of heirloom quality. A quality soft men's suit brush is a workhorse that you will rely on should you find yourself wearing suits more often than not. Antonio further emphasized that brushing suit is a cheap and easy method of preventative maintenance and suggested the following guidelines of brushing men's suit jacket:

- i. Start with the suit brush to pick up the wool fibers of your suit and dislodge any stubborn pieces of dirt, cigar ash, hair and other undesirables.
- ii. Then lightly roll over the suit jacket with the tape roller and repeat if necessary.
- iii. Brush your suit before and after every wear; making sure of using gentle, slow strokes.

**How to brush a Jacket:** Jacket is one of the clothes usually wear by male youths. Ager (2001) enumerates the steps of brushing a Jacket. These include: Take everything out of the pockets so that they lie flat and if they have flaps, make sure the flaps are not tucked

inside. Then turn up the collar and lapels before laying the jacket flat face downwards. Fold back the shoulders so they lie flat and the sleeves fall naturally on either side of the back seam. Always brush up the nap first and then brush down the nap immediately afterwards. Brush the entire length with a single long stroke, which will allow you to be fairly vigorous and will leave no brush marks. Brush the outside of the second (left) sleeve first, then fold it forward and brush the inside, not forgetting to brush the part of the jacket behind it. Fold it back to its first position and then brush the shoulder. Do the collar last; brush across the interfacing from left to right and right to left.

### **How to Brush Trousers**

Maintenance of trousers requires some skills. According to Ager (2001), if your trousers have cuffs, turn the mown before you start brushing. An incredible amount of dust collects there, because you kick dust into them as you walk. You must brush up the nap first to uncover the dust, and then smooth the nap by brushing downwards. Brush the dust out of the cuffs with short quick strokes. Next brush the outside of the leg from the cuff to the waistband in sweeping motions. Then brush down the nap from the waistband to the cuff. Turn the leg back and brush from the inside of the opposite leg (including the material on both sides from the crotch to the waistband) with the same long brush strokes. Brush from the cuff to the waistband and from the waistband to the cuff. Turn the trousers over and brush the outside of the second leg. Then pull back the second leg and brush the inside of the first leg. If you trousers are cuffed, fold them back correctly. Cramped clothes get wrinkled, the cramped space is what makes even clean clothes get musty smelling; as such air must circulates through closet so that clothes can have nice look and smell.

Airing can also be done in a cupboard, on a line or hanger. An airing cupboard is a small room or closet which is designed to house the core elements of a heating system, such as a boiler or hot water heater. This term is more widely used in Britain; the phrase õhot



pressö is also used. The õairingö in airing cupboard comes from the common practice of hanging slightly damp clothing and linens inside this generally warm room, allowing them to thoroughly dry. Airing cupboards are also used for the storage of linens.

The size of an airing cupboard varies. It is typically located near a stairway landing or along a hall, and it is often close to a location where hot water is used, such a bathroom or kitchen. Antonio (2012) stated that depending on the heating and cooling system involved, the airing cupboard may hold a hot water heater, a boiler for hot water and steam heat, or some other form of heater. The space is designed to be large enough to allow relatively easy servicing of the devices it holds, and in some cases the airing cupboard is deliberately built with room for storage. Always turn clothes inside-out to air them because the thing that needs the most air is the underarm (Antonio, 2012).

- **Clothing Renovation Skills**

Renovation other known as repair is an important aspect of clothing maintenance. Clothing repair and mending can cover a rather wide range of activities varying from those requiring very little skill to those demanding a great deal of sewing skill and expertise. The rewards of mending vary from the self-satisfaction for a job well done to a substantial monetary savings by prolonging the life of a garment. The need for clothing repair comes from various sources. Baker (2007) stressed that poor initial garment workmanship or construction can be a problem with ready-to-wear as well as handmade items.

Stains and tears in clothes don't have to mean the end of their utility as school or work clothes, the damage can be covered with embroidery, pockets, or appliqués for clothes that look and feel like new. Holes and fabric damage often spells garmentdisaster or demise At best, the item may need to be mended or recycled. It is important, therefore to determine the cause of the damage as (Rogers, 2011) a means of preventing future occurrences. Heaton (2002) stated that the persons should carefully evaluate the tears, make note of garment/item

fiber content, appearance of holes, and other signs or clues in the storage area. Heaton further stressed that for small tears and not-too-bad stains, the simplest solution is embroidery such as a flower, a sun, a star, or any bright design will cover the damage. For more extensive damage, use appliqués or pockets for patches that are not just fill-ins but imaginative decorating tools. The renovation like fixing tears, rips, open seams or replacing zippers is important way of maintaining clothing.

Sometimes the teeth on a zipper don't line up right, causing the zipper to catch. At this point, most people get rid of the entire garment. Blanken (2012) highlighted some guidelines in clothes renovation, which include:

1. If the fabric is torn, stitch back and forth across the tear on a sewing machine or with a running stitch by hand, to hold the torn edges together. Steam-press the mended spot so that it lies flat. Tools required in renovation are sewing scissors, embroidery needle, sewing needles and/or sewing machine, steam iron and ironing board, straight pins, pencil, seam ripper, patterns are needed. The various materials needed in the embroidery are embroidery thread, matching or contrasting thread; embroidered ribbon, tape, or braid; iron-on patches, embroidered appliqué motifs, matching or coordinating fabrics, paper, suede-cloth.
2. Using a needle and thread, sew around the place where the metal stopper was. The idea is to replace it with thread. Sew around and around the bottom of the zipper until you have about six stitches in place. Use more stitches if you need to. Tie off in a knot on the backside of the zipper.
3. Remove the metal stopper at the bottom of the zipper with a pair of pliers. With a little bit of muscle, you can do it
4. Zip the zipper all the way down to the bottom, stopping just below the last of the teeth. Don't pull it off completely

5. Using your fingers, rearrange the teeth of the zipper so that one side isn't bunched up. Straighten them out. Slowly zip up the zipper halfway, paying careful attention to whether or not the teeth are not locking together.
6. Pull your zipper all the way to the top. It shouldn't catch anymore. If your zipper gets misaligned again one day, just remove the stitching with a seam ripper and repeat this simple fix.

Baker (2007) emphasized that it is necessary to determine which one to use depends on the following factors such as determining location of the damage on the garment, type and size of damage, shape of the area to be repaired, type of fabric & ease of handling, type of garment, garment's use and place in the wardrobe

### **Types of Repairs**

There are numerous repair or mending methods, some requiring creative talent while others are basic and rather fundamental. These include preventive mending, darning, patching

### **Preventive Mending**

Preventive mending according to Baker (2007) includes a variety of things which keep the garment looking good and daily major repair or mending activities.

1. **Clipping//Tying Loose Threads:** Newly purchased garments may have loose threads that need to be secured, hidden and/or removed.
2. **Securing/Reattaching Buttons:** Attach/reattach buttons securely with an adequate thread shank to accommodate the fabric layers and thickness when button is secured in the buttonhole. Buttons on outerwear garments such as raincoats and jackets are less likely to break, disappear or damage the garment if they have a reinforcement button on the underneath side.
3. **Securing Snaps, Hook & Eyes:** Use needle with double thread. Secure several times in each hole, making stitches neat. Hide and lock stitching on the underneath side.

4. **Split/Ripped Seams:** The easiest method of repair by re-stitching or sewing machine. Seam may be repaired by hand if machine is not available. Determine cause of rip and enforce or strengthen.
5. **Raveling Buttonhole:** Repair ravel using liquid fray preventer and/or hand stitching. Check fray preventer (for colour change) on an inconspicuous seam before using. For hand stitching the buttonhole stitch is preferred, however, the novice may feel more comfortable using a tight, neat which stitch. Use double thread.

### **Darning**

Darning is the reweaving of fabric in a damaged area, and can be done by hand or sewing machine. When an exact thread match is not possible, select thread one shade darker, and when darning denim jeans, use matching navy or blue thread on top and gray thread in the bobbin. Loosen upper tension, the bobbin thread will pull slightly to the top of the work making mend almost invisible.

Machine darning is faster but more noticeable. Hand darning, which can be invisible to the unknowing eye, is time consuming and requires patience and skill.

**Hand darning:** Begin by gently trimming away any loose threads or ragged edges. Sewing thread or actual material can be used to repair area. Colour and weight should be very close to fabric being darned. Position the area to be darned over/on a hard surface which duplicates the shape of the garment area. Use thread to weave over and under vertically or horizontally, carefully filling in the damaged area.

**Machine darning:** Gently trim ragged edges and thread along damaged area. In some instances, an underlay of lightweight or matching fabric should be cut and used to strengthen the area and hold the damaged edges in place. The garment area is easier to handle when placed in sewing machine embroidery or darning hoop accessory. Outline the opening with a

straight or zigzag stitch. When stitching, move fabric slowly, stitching lengthwise, then stitch crosswise filling in and strengthening damaged area.

Using a multi-stitch zigzag stitch or other decorative stitch when area needs to be reinforced as well as repaired. Patches and decorative covering are sometimes a better alternative.

### **Patching**

Patching is often used when the damaged area is large or is not suited to darning. The repair can be almost invisible, or very decorative in nature. Patching is a sturdy method of garment repair. Patching materials can be self-fabric, contrasting fabric, lace or trim. The method of patching includes fusing, gluing, hand and machine stitching. Before determining which type of patching method to use, consider carefully the damage location, type of garment, individual who wears the garment type of fabric and how garment is used. Patching materials can be self-fabric, contrasting fabric lace, or trim.

The methods of patching include fusing, gluing hand and machine stitching. It is also possible to use a combination such as fusing and matching stitching in a decorative appliquéd patches. Wash or dry clean garment before attaching. Use fusible web to make iron-on patches from any fabric. Cut fabric and web at least 1 inch larger than area to be patched. Surface-applied patches look neater and last longer if edges are and or machine stitched. When applying an invisible-stitched fabric patch use single thread to attach by hand. If damaged area is trimmed to a square or rectangle shape, applying and stitching the patch is easier.

- **Clothing Laundry Skills**

Laundry is one of the approaches in maintaining clothes. Laundry is sometimes refers to cleaning. The best way to clean cloths is to soak clothes in warm water for few minutes. Soaking loosens the dust particles that have been inside the fabrics. After a few moment

clothes breathe easily and are easy to wash. Later the clothes are treated with detergents or soap that finally removes the dust and stains of the clothes. However one should avoid excess of chemical detergents or soaps as that steals away the natural beauty of the clothes. Also, one should rinse the clothes but again not very much. In the washing machines, also, one should care for that.

Articles to be laundered should be sorted out on the basis of the fibre type, colour and degree of dirt. i.e, cotton, woollens, silks, and synthetics should be separated. White articles should be washed separately from coloured ones. Also, very dirty articles like dusters should be washed separately.

### **Methods of Stain Removal**

There are different methods of removing stain from clothing. If something spill on clothes and it is immediately cleaned by wetting another fabric and try to wipe the stain and make it clean, this method is called sponging. The second method is to spread dress and put the entire dress in a bucket full of water, which is known as dipping.

**Sponging:** it is the most common method of removing the stain, the correct method of sponging is to place an absorbent paper or fabric under the stain. This is called the blotter. It helps in absorbing the stain and the stain removing agent. It also prevents the stain from spreading. The blotter must be changed as soon as it starts showing staining. The blotter is placed on the right side of the stain and the sponging is done on the wrong side of the stain. Now, take a soft cloth, dip it in the stain remover, gently rub the stain. Starting from outer corner of the stain towards the center, use light, circular strokes.

**Dipping** - Dipping is a method in which the entire fabric can be dipped in the stain remover. It is very convenient if there are many stains or there is a large stain on the fabric. The stain remover method to be adopted depend upon the type of stain.

### **Precautions while removing stains**

Stains should be removed very carefully. If some general precautions are not observed, you might cause damage to the fabric itself. So, whenever you have to remove a stain, do the following:

1. As far as possible, remove the stain when it is fresh
2. Find out whether the stained fabric is cotton, woollen, silk, or synthetic
3. Try to identify the stain.
4. For unknown stains, start the stain removal with a simpler process and then move on to a complex one.
5. Use chemicals which do not damage the fabric.
6. For delicate and/or coloured fabrics try out the chemical being used on a small portion of the fabric first. In case the fabric is damaged, do not use it
7. Repeated use of a milder reagent is better than a one-time use of a strong reagent
8. Wash all fabrics with soapy solution at the end to remove all traces of chemicals from it
9. Dry fabrics in the sun as sunlight acts as a natural bleach.

There are a few ways to follow while laundering clothes. These are sorting, soaking, washing, rinsing, blueing, starching, and drying.

1. **Sorting:** Articles to be washed should be sorted out on the basis of the fibre type, colour and degree of dirt. i.e, cotton, woollens, silks, and synthetics should be separated. White articles should be washed separately from coloured ones. Also, very dirty articles like dusters should be washed separately.
2. **Soaking:** Soaking helps to loosen dirt from the fabrics. White clothes and the very dirty clothes are soaked in soap solutions. Remember to soak them separately. Soaking makes it easier to wash clothes and thus reduces the time and energy required for washing. The precautions that you should take while soaking are:

- (a) Use sufficient water for soaking.
- (b) Use warm to hot water for soaking dirty articles.
- (c) Do not put too many clothes together.
- (d) Soak clothes only for an hour or two and not overnight.
- (e) Do not soak coloured clothes at all, as the colour may get affected.

**3. Washing:** Washing is generally done by:

- i. Friction washing
- ii. Kneading and squeezing
- iii. Washing by machines

**(I) Friction Washing:** This method is suitable for washing strong fabrics like cotton.

Friction can be applied as follows:

- (a) **Washing by hand friction:** This means rubbing vigorously with the hand. It is suitable for cleaning very soiled small articles like small garments, handkerchief, etc. It is economical in the use of soap.
- (b) **Friction by use of a plastic scrubbing brush:** It is suitable for very soiled household articles made of strong fabric, e.g. dusters.
- (c) **Beating with a stick:** Large articles like bed sheets are washed by this method but this might damage the fabric.

**(II) Washing by Kneading and Squeezing:** This method is used for delicate fabrics like silk, woollens, rayon, etc. This method does not damage the fabric or change its shape as only gentle rubbing with hands is done.

**(III) Washing by Machines:** Washing machine is a labour saving device, especially useful for large institutions. Now a days it is being used at home also. The washing time varies with types of fabrics and amount of soiling. Woollens take less time than cottons to get cleaned. The instructions with the machine should be read carefully



before using it. Washing machines are available in two models - automatic and semi-automatic. The advantage of using washing machines is that you can dry the clothes in the spinner so that manual wringing of clothes is avoided. This is especially useful while washing heavy articles like bedcovers, and curtains etc.

Use warm or hot water for very dirty and white articles and cold water for coloured articles (so that the colour does not fade). Use friction method of washing. For very dirty areas, use extra soap and rub hard with the hand or brush. Avoid using a very hard brush as it can damage the fabric. For embroidered cotton articles, wrap a cloth around the brush and then apply friction on the fabric. This will make the brush action milder. For white cottons use lukewarm water only.

4. **Rinsing:** After washing the articles, rinse, them thoroughly i.e, put the articles as many times as necessary in clean water to remove the soap completely. You may use cold water for rinsing.
5. **Starching/Stiffening:** All cotton articles except undergarments and those garments which are close fitting (like blouse) can be stiffened by applying starch. Starching is done to give clothes a smooth, shining and fresh look. Starched articles do not get dirty easily.

**To starch clothes:**

- Add some of the starch paste in a basin of water and mix well. If heavy starching is required add more starch and for mild starching add less starch.
  - Open the articles, wet it in water then dip it in the starch solution.
  - Squeeze the article well and hang it in the sun to dry.
  - For heavily starched articles do not squeeze too hard.
6. **Blueing:** Blueing is done only for white articles. Normally, when white clothes are washed, they lose some of their whiteness and begin to look yellow. So blueing is

done not make them look white again. The method is simple. A teaspoon or so of the washing blue is tied in a thin cloth and stirred in water. If the blue is in liquid form, then a few drops of it are added to the water. In both the cases, the water is stirred well. Then the article is opened out and dipped into the blue solution. After taking it out and squeezing it, it is dried in the sun.

If articles are to be starched and blued, then blue can be added to the starch solution itself. If the article gets overblued, dip it in plain hot water with a few drops of vinegar or lime juice. The extra blue will get removed. After starching and blueing, the clothes are dried.

7. **Drying:** After cleaning, the time comes to dry the clothes. It sounds easy but is not as many clothes lose their glaze due to wrong way of drying. Direct sun on the clothes as colors of the fabric lose originality should be avoided. The simplest way to dry the clothes is to fold it otherwise and place in dim light. Clothes should be hung by its strongest part near the line.

Line drying clothing is energy efficient, more gentle on clothing and good exercise. To help keep your clothing looking good and lessen wrinkles, Leverette (2012) suggested some guidelines:

1. To lessen wrinkles, give each item a good shake and once it is pinned to the line, give the bottom corners a good tug to pull out more wrinkles.
2. If you dislike how stiff towels and jeans are when line dried, dry them briefly (5 - 10 minutes) in the dryer, then line dry them the rest of the way.
3. To prevent fading from the sun, place your clothesline in a breezy shaded area. Conversely, if you are hoping to sun bleach your white laundry run your line north/south to get the best exposure to sunlight. Hang the ones that need the most bleaching on the outside lines if you have four or more lines.

4. For faster drying, hang clothes separately with room between them and fully stretched out, using as many pins as needed to prevent sagging. If drying time isn't an issue and line space is, you can pin the outside corners of two pieces of clothing together with one pin.
5. Hanging pants: Match the inner leg seams together and pin the hems of the legs to the line with the waist hanging down. If you have lots of line space, you can pin one leg to one line and the other leg to the adjacent line to speed drying time.
6. Hanging shirts and tops: Pin the shirts by the bottom hem at the side seams. Or, you can hang them on wooden coat hangers and pin the coat hanger to the clothesline. Either method prevents the shoulders from getting stretched or wrinkled.

- **Clothing Ironing Skills**

Ironing helps to make your clothes smooth and attractive. A well ironed or pressed cloth gives one a neat impression. Formal clothes and other clothes need regular pressing as they remove the untidy crease marks of the fabrics. It is preferred to use the modern irons for pressing as in those there is facility to regulate temperature according to nature of fabrics as silk and cottons need different temperatures for pressing. The newer versions of the irons are user friendly and can be used by any layman. However, there modern clothes are coming up which do not need iron especially T-shirts and jeans.

Ironing is required once garment has been put together to shape and smooth the clothing. Ironing of clothes involves use of steam pressing machines and irons to remove the wrinkles from and re-shape items of clothing. A 'steam dolly' is used for garments such as shirts which have many different parts to press such as the collar, cuffs and sleeves.

A person ironing clothes should:

1. Follow set procedures for operating the pressing **machines**
2. Be patient, methodical and good at working with their hands

3. Work quickly to high standards and have an eye for detail
4. Prepare the ironing table. Cover it with a blanket followed by a cotton bed sheet. Keep the height of the table comfortable. Usually 80cm high tables are very comfortable.
5. Keep some water handy. Take a plastic bottle. Make holes in the cap with the help of hot pins. Fill it with water.
6. Woollens are steam ironed.
7. Sleeves collars, laces, should be ironed first.
8. Iron laces, buttons, hooks, embriodered clothes on the wrong side. The embroidery will stand out and look more beautiful.
9. Cut your ironing time by putting a piece of aluminum foil under the ironing board cover. The foils reflect heat so you're actually ironing from both sides at once; also progress from articles or garments needing the lowest temperature to those requiring the highest.
10. Hold pleats in place with paper clips when ironing. Be careful that the clips don't snag the fabric -- particularly if it has a loose weave.

- **Clothing Storage Skills**

Storage is an important component in the care and maintenance of clothing. However, it is a component frequently overlooked until a problem occurs. Proper storage can and does reduce the time and money involved in upkeep and prolongs the life of your clothing. Clothing storage must accommodate hanging as well as flat or folded items. Closet, drawer and shelf space have become a modern storage necessity that is sometimes in too short supply. The amount of storage space needed is dependent upon the amount and type of clothing; therefore, space requirements become very individualistic and specialized. Clothing

storage can be divided into three distinctive categories with respect to duration: short-term or day-to-day, seasonal and long-term.

## **Methods of Storing Clothes**

### **Hanging Storage**

Clothes, that are hung, should be suspended in an appropriate manner from a hanger. Hooks, as hanging devices, have limited use and should generally be avoided. Appropriate clothes hangers and proper hanging guidelines should be used. Heaton (2002) suggested following guidelines:

1. Select an appropriate clothes hanger for the garment. The type of hanger is determined by garment style and weight. Example: Plastic tubular hangers provide minimal support; they can be used for firmly woven, lightweight shirts and blouses. Padded, shaped and suit hangers are for sheer fabric blouses, dresses, jackets, suits and tailored garments, respectively. Support should be such that stress is not so concentrated that distortion of the garment occurs.
2. Slacks/pants can be suspended from the cuff or hem, or positioned on a hanger's horizontal bar which has been padded or is enlarged and slightly rounded to prevent creasing at the thigh.
3. Look for and use garment loops (made of tape) which are found at the waistline of many ready-to-wear dresses and skirts. Suspend the garment by the loops to help support garment weight while it is hanging. Loops help distribute garment weight and minimize distortion.
4. Avoid using wire hanger unless covered with white paper or cloth. Wire hangers can rust, paint can peel and the metal can snag delicate fabric.

5. When hanging, provide space between neighboring garments/hangers for air movement and easy access without disturbing other garments. Wrinkling and garment distortion will also be less of a problem.
6. If the garment has fasteners, keep at least the top one secured to prevent item from sliding off the hanger.
7. Keep the storage area clean. Clean and/or wash it down at least once a year.
8. Herbs, scented odor devices and sachet give storage areas a pleasant smell. However, avoid direct contact between the scent-giving substance and clothing items to prevent unwanted spots and stains.

### **Short-Term Storage**

Short-term storage is for items stored daily or on a day-to-day basis. It consists of that portion of the wardrobe currently being worn and used. Proper day-to-day handling of clothes extends wear life and cuts down on the amount of laundering or drycleaning required. Organization is extremely important to short term clothing storage. Organized closets and drawers permit wardrobes to be more functional and require less last-minute clothing maintenance. Take time to plan and use existing storage space to meet individual needs. Shop around, locate and install storage hardware and accessories to expand and individualize available space. A little creative thought can also prove helpful. Heaton (2002) enumerated the following guidelines:

1. Permit clothing to air at least overnight before storing in a closet, drawers or clothes hamper. Airing allows the moisture that may be trapped in the clothing.
2. Rotate clothing use/wear over several days. Allow all clothing items, including shoes, at least one day's rest between wearing. Lightly brush clothing, especially winter clothes and outerwear, after wearing and between cleanings.

3. Remove jewelry from clothing and check for items left in pockets before storing.  
Secure or close fasteners.
4. Before storing clothes after wearing, check for soil as well as spots and stains.
5. Remove spots and stains, and launder or dry-clean as soon as possible after soiling.  
Delays could shorten the life of the garment.
6. Keep items worn most frequently within easy reach and visible in the storage area.  
Mesh baskets make good storage units
7. Consider storing similar items such as jewelry, belts, and scarves, close to each other.  
This can make accessorizing easier and quicker.
8. Never store damp clothing. Be sure laundered items are completely dry before putting them away.
9. Do not store clothing near a source of heat or in sunlight.

Seasonal storage is for items not currently being worn because style, fabric, color or weight is unsuited to the time of year. Storage time varies across the country from one to several months depending on climate and cultural influences. Clothing stored on a seasonal basis requires special care and consideration. Clothing storage during off seasons can be simple and organized using the proper clothing storage products. Garment storage bags and boxes for easy clothing storage, clothing racks and wardrobes that create an instant closet, closet organizers including hanging shelves and pant racks, bed risers and under the bed storage ideas, clothing care accessories, and great cedar products can help protect stored clothing from insects, moisture and odors.

Sometimes finding space for all those clothes is simply a matter of re-thinking how you store them. Using traditional dressers and hanging clothing on rods is adequate in many situations, but it oftentimes does not fully utilize a space. Lehman (2007) enumerated some guidelines on how to maximize clothes storage.

1. Get rid of the dressers. Okay, this is probably one of the scariest ideas, but it can be one that offers the greatest relief. Drawers are less flexible, meaning they are harder to overfill without compromising their function. Pack a drawer too full and you won't be able to close it. Since many drawer bottoms are not solid wood (or thin wood), overstuffing can cause them to weaken and break. This can happen with the actual drawer corners too, since most are made with plastic "L" type fasteners. Using alternative storage can avoid these problems.
2. Having a small lingerie dresser to hide your underwear may be a good idea, but you may want to reconsider where you store all your jeans.
3. Shelves, shelves, shelves. - This is actually one of the best ways to go if you need to maximize your clothing storage options. Just ask any of those organized closet gurus. Adding shelves gives you lots of options. Since most shelving is made from sturdy wood, it can hold weight better than dresser drawers. If you're worried about items falling off or out, invest in some inexpensive plastic/wicker baskets.

In maintaining garments during storage, Lehman (2007) further highlighted the use of the following:

1. **Clothing racks and wardrobe:** Clothing racks and wardrobe storage closets allow for more convenient organizing, management and access to garments. Check out adjustable garment racks and rolling clothing racks that make great coat racks and are ideal for guest bedrooms, dressing rooms or retail clothing stores, storage wardrobes that create an instant closet space for small living spaces or seasonal garment storage, and stylish armoires that offer space to store and organize clothing, linens and more.
2. **Clothing storage box:** A clothing box is an efficient way to keep seasonal clothing clean and organized when in storage. Also check out for Vision canvas clothing



storage boxes that combine the look and feel of natural, rugged canvas with a clear front window that offers visibility to stored clothing.

3. **Clothing storage bags:** Clothing storage bags are a great way to keep seasonal clothing safely stored in less than ideal spaces such as a basement or garage. Find durable and clear vinyl storage bags in a variety of sizes to hold everything from sweaters to a comforter, canvas clothing bags that are great for storing garments in closets or under the bed, and innovative Space Bags that can store a stack of clothing in a fraction of the space and protect garments from moisture, dirt and insects.
4. **Hanging closet shelves:** Hanging closet shelves are ideal for utilizing the vertical space in a closet and organizing clothes that would typically need to be stacked on closet shelving.
5. **Under the bed storage:** Under the bed storage is an efficient way to maximize available storage space in closets and dresser drawers by offering seasonal storage for footwear, clothing, linens and more. Browse under bed shoe storage solutions, under bed storage boxes, plastic under bed storage drawers and other under bed organizers that will help create and maintain a more organized bedroom space. Use a set of bed risers to add even more space for under bed storage in an instant.
6. **Garment bags:** Hanging garment storage bags are great for storage and organization of dresses, suits and other fine garments worn rarely for social events. Check out single dress and suit bags for travel, or to store and preserve a treasured garment, shoulder covers to help keep fine garments free of dust and debris, clear vinyl garments bags that keep changing clothes on display and easy to find, and large canvas garment bags that protect hanging clothes with durable yet breathable natural canvas.

Alward (2005) highlighted the following guidelines in storage of clothing:

1. When storing garments, use a chemical desiccant to absorb moisture and prevent mildew. Do not let the desiccant touch the garments. Examples of chemical desiccant are calcium chloride or silica gel.
2. Reduce dampness in closets by tying pieces of chalk together and hanging them from a support post or from the ceiling.
3. If the weather in your area is cool and dry, be sure your storage areas are well ventilated.
4. Always store garments loosely so they can breathe and air can circulate. Never use fabric finish or starch on garments that are to be stored.
5. Protect clothing from wood acid by lining dresser drawers with an acid free shelf paper or quilted fabric. Never use wallpaper remnants or gummed shelf paper. The backing will attract insects to your clothing.
6. Always clean garments that are to be stored. Insects are attracted to drink, food and perspiration.
7. Areas where garments are stored should be dark and clean. Light fades colors and attracts insects.
8. Never store clothing in a cold basement or hot attic. Extreme temperatures will damage your clothes.
9. Cotton, linen, silk and wool are all natural fibers. Always store these in a well ventilated area.
10. To rid garments of wrinkles when they come out of storage, put them in the dryer on the fluff or air dry cycle that has no heat.
11. When adding mothballs to a storage area, place them in an old sock so they don't touch the garments.

12. If you're using moth crystals, put them on the adhesive backing of duct tape and hang them in the storage area.

To effectively maintain one's clothing as highlighted, one must know the strategy of carrying out the processes.

### **Concept of Maintenance**

Maintenance refers to taking care of something such as cars, clothes, or houses. Obi in Mohammed and Abbas (2001) defined maintenance as the totality of measures employed to ensure that a given piece of capital asset, equipment or infrastructure is kept in good operational order until it attains its maximum life span. Activities of maintenance function could be either repair or replacement activities, which are necessary for an item to reach its acceptable productivity condition and these activities, should be carried out with a minimum possible cost. The traditional maintenance person, (who takes care of something) has become a real maintenance specialist. He or She must be continuously up to date and able to manage new working methods, operation processes, new computer programs and equipment such as for condition monitoring. Maintenance is the work carried out to preserve an asset such as roof or clothes, in order to enable its continued use and function, above a minimum acceptable level of performance, over its design service life, without unforeseen renewal or major repair activities (Building Asset Management, 2012). Clothing maintenance are therefore the activities that are carried out to preserve clothing in order to enable its continued use and function.

Basically, the purpose of maintenance is to extend lifetime of items, or at least the mean time to the next failure whose renovation may be costly. The duty of maintenance is not only to renovation and maintain the machines or clothes. A professional maintenance person keeps the clothes or machines running safely and reliably. He or she also try continually to improve the efficiency of the equipment. The main task of maintenance is to make sure that

the investments made will generate the best possible profit during the entire lifetime of the asset. Some of the main types of maintenance highlighted Building Asset Management (2012) are:

1. **Adaptive Maintenance:** where improvements to the system are necessary to adapt to changing working procedures or legislation.
2. **Corrective Maintenance:** where ongoing improvements are made (bug fixing) to ensure the system still meets the original user requirements.
3. **Perfective Maintenance:** improving the system so that it becomes more refined and more efficient at processing.
4. **Predictive Maintenance:** strategic changes made in anticipation of likely changes to technology or working practices in the future.

### **Concept of Skill**

Skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words the abilities that one possesses. Olaitan in Abdulkareem (2012) defined skill is the ability to do something and expertly too. Therefore, skills are well-established ability of performing tasks or ability that comes from knowledge, practice and attitude to be able to do something. Skill is the ability and capacity acquired through deliberate systematic and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive) skills, things (technical) skills and/or people.

Skill can be described as human capability to perform technical work very well ability that comes from knowledge, practice and attitude to be able to do something. Okorie (2000) stressed that skill refers to expertness in practical ability with dexterity and fact. Merriam (2005) defined skill as the ability and capacity acquired through deliberate systematic and sustained effort to smoothly and adaptively carryout complex activities, So to possess a skill

is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice. Clothing maintenance requires skills to conserve and prolong the life span of clothing items.

### **Male Youths and Clothing Maintenance**

Youth is referred to as the age of majority in which a person is given equal treatment under the law. In everyday life and language, sometimes the word youth is used interchangeably with young person. The United Nations General Assembly (1997) defined youth as those persons between the ages of 15 and 24 years inclusive. According to the United Nations definition, children are those persons under the age of 15. Spence (2005) described youth as the state of being young, particularly with that phase of life between childhood and adulthood. This refers to the social processes whereby age is socially constructed, institutionalized and controlled in historically and culturally specific ways.

Being young relates to a natural biological phase in the life cycle associated with the growth from childhood to adulthood. This age is 18 in many countries, and once a person passes this age, s/he is considered an adult. Within the category of youth, it is also important to distinguish between teenagers (aged between 13 and 19) and young adults (aged between 20 and 24), since the sociological, psychological and other problems they face may differ. Uchendu (2007) asserted that male youths displayed considerable familiarity with foreign products for body grooming although quite a good number cannot lay hands on the necessary commodities at present. The youths' fondness for finesse is an indication of some shifts away from this social value. The progress of our societies is based, among other elements, on each society's capacity to involve young women and men in building and designing the future.

### **Tertiary Institutions in the Nigerian Educational System**

Tertiary education is the educational level following the completion of secondary education, it is also referred to as third level or post-secondary education. Colleges, Universities and Polytechnics are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions). Tertiary education generally culminates in the receipt of certificates, diplomas, or academic degrees. The institutions in this category prepare students that undergo studies which prepare the students for the world of work. Nigeria has been classified over the years among the developing nations of the world. Jekayinfa (2000) asserted that the root of the aims of education in developing countries among others are to promote national unity and international understanding, to remove social inequalities, poverty, high-way robbery, hunger, diseases, immorality, illiteracy, ignorance, superstition, pride and fear; to provide individual happiness and pleasure, self- realization, public morality and aesthetic development; and to train for good citizenship, health improvement, vocational competence.

In Nigeria, tertiary institution is a higher education recognized by law to award the Bachelor and Postgraduate degrees at Universities; Ordinary National Diploma (OND) and Higher National Diploma (HND) at Polytechnics; and Nigerian Certificate in Education (NCE), a professional teacher's certificate awarded by Colleges of Education (or its equivalent). It is the minimum certificate that qualifies one to teach in the country. Most tertiary institutions in Nigeria are owned by the Federal and State governments, and recently Private individuals. The Federal and State governments' universities rely predominantly on the governments for funding while the private universities obtain their incomes from the fees they charge the students. Tertiary institutions students often during their first year face new challenges as tertiary institution life is a learning environment where independent study is central to education. Interaction between the students and lecturers is limited. In tertiary

institutions, analytical skills take precedence over the ability to memorize. Hence, for a successful academic result, students must strive hard and utilize all possible resources.

### **Problems Encountered by Male Youths in Maintaining their Clothing**

Clothing is one of those phenomena of everyday life irrespective of place one finds him/herself whether home or campus. Life on campus is more challenging for most students in catering for themselves and maintenance of their clothing as they are faced with real-life situation in the absence of their parents. Water is a very important cleansing agent in maintenance of clothing; problems of shortage and epileptic electric are common problems usually experienced by students in various tertiary institutions, and there are a lot of students who could not get rid of wrinkles from their clothing. Sondar (2012) stated some the problems encountered by students in maintaining their clothing include inability to determine the repair, cleaning needed by a garment, use judgment and manipulative skills in various clothing maintenance procedures, pack clothing for storage, and practice rules of safety.

Many young peoples in rural and urban communities seem not having the required clothing maintenance skills. Most male youth, do not know how to hem jeans, mend holes and tears on any garments, shorten or lengthen dresses, slacks, skirts and jackets. Boldsky (2013) highlighted some problems faced by youths in maintain their clothing, which include: lack of knowledge on how to air and brush different types of clothing, lack of adequate materials for clothing maintenance, inability to read clothing labels and washing procedures, inability to get water especially during dry season and inability of remove wrinkles from clothes when there is no electricity.

### **Solutions to the Problems Encountered by Male Youths in Maintaining their Clothing**

Maintenance of clothing involves the proper use of clothing and preserving it for future use. At times, clothing are expensive difficult to replace when damaged, it is therefore

necessary to keep them in good condition. Anyakoha (2008) stated that brushing prevents dust and mould on clothes while airing removes dampness which causes mildew to grow on clothes. Anyakohafurther stated some waysfor storing clothes which include: provide a good storage space for clothes e.g. a good closet/wardrobe, a box, air clothes after wear before putting them away, remove spots or stains from clothes as soon as they occur.

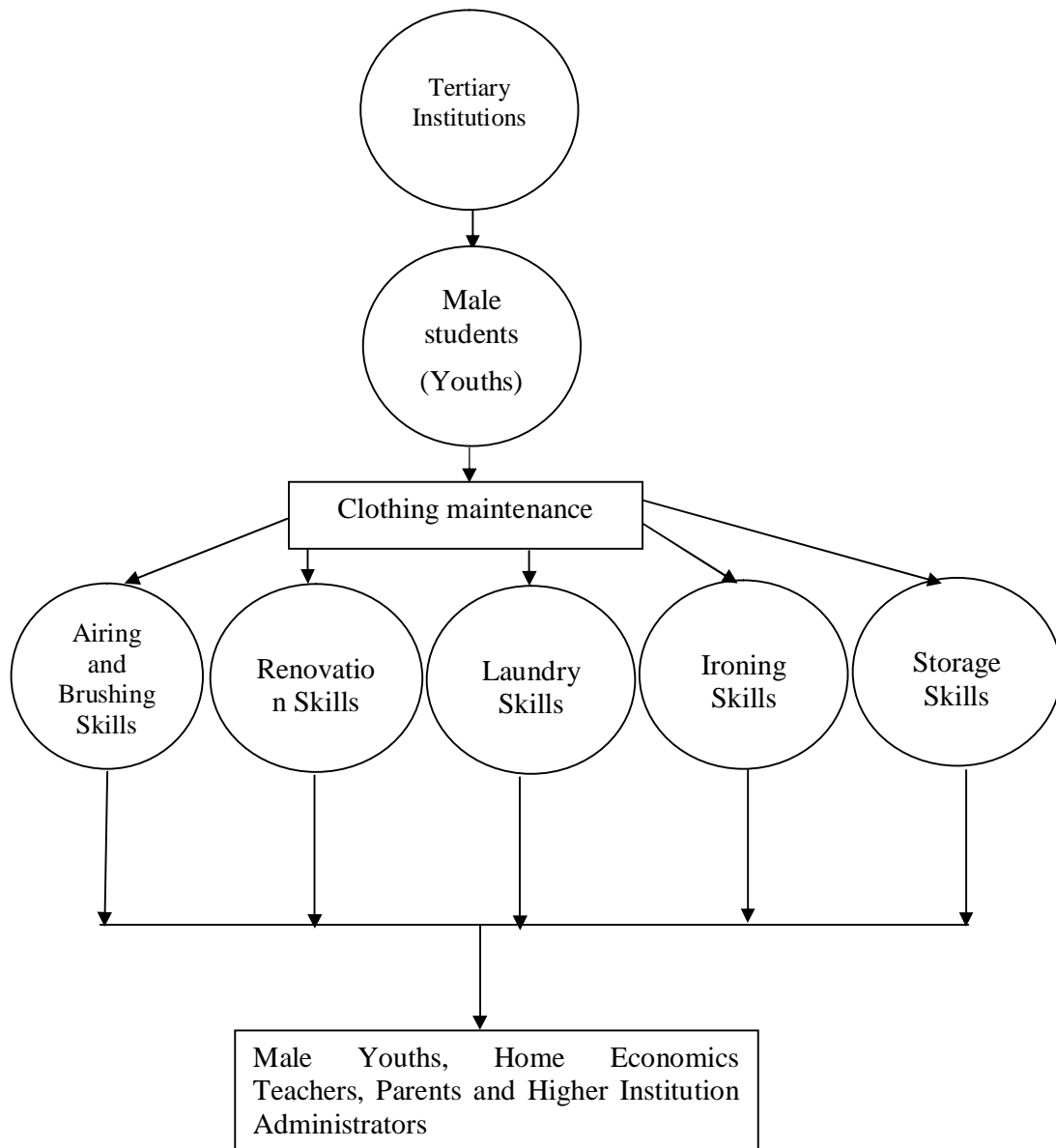
Knowing how to properly wash clothing will give extra life to those special items in studentø wardrobe. Better Home (2012) stressed the following steps of clothing maintenance which are: always check the care label for directions. If the label says "dry-clean only," avoid washing it at home. If the label says "dry-clean," you may want to try hand-washing. Before you wash the garment, check a small inconspicuous area first to make sure the fabric is colorfast. Submerge the garment in the soapy water and soak. Use gentle movements to swish the item through the sudsy water. Avoid scrubbing or twisting actions that can stretch or damage the fabric. Gently swish the garment through the sudsy water until the item is clean.

Most clothes iron manufacturers use different terminology for the same features, ability to press any clothes that can be pressed in a conventional drier without an iron will be of great help to students on campus. Boldsky (2013) highlighted the following strategy of ironing without electricity:

- To iron your clothes without an iron, you can make use of the mattress you sleep on. Before you go to sleep, place the clothes flat, pressed out in between two sheets of newspaper, under the mattress.
- Wash a towel and when wet, place it on the crumbled clothes. Using your hands, press the towel in a straight manner on the clothes for at least 10 minutes. When done, dry the clothes in the sun.



- One of the ways to iron clothes without an iron is to blow the kettle steam over your wrinkled clothes. Hold the clothes at about a distance of 8-12 inches from the kettle steam and see the magic unfolds.



**Figure 1: Schematic Diagram of Strategy for Improving Clothing Maintenance of Male**

## **Theoretical Framework**

A theory is a set of ideas that is intended to explain why something happens or exist. A theoretical framework of a study presents a theory which the study can be anchored on. A theoretical framework for this study will be built on the theory of skill development so as to establish some ways of developing clothing maintenance skills of male youths.

- **Theory of Skill Acquisition (TSA)**

Theory of Skill Acquisition was propounded by Stuart Dreyfus and Hubert Dreyfus in 1980. The Dreyfus theory of skill acquisition is a theory of how youth acquire skills through formal instruction and practicing. Hubert Dreyfus and Stuart Dreyfus stated that as human beings acquire a skill through instruction and experiences, they do not appear to leap suddenly from rule-guided "knowing that" to experience-based "knowledge how", but there is gradual process involved for an agent to go through in order for him to reach the stage of expertise or knowing-how. The theory proposes that a student passes through five distinct stages: novice, advanced beginner, competent, proficient, and expert.

In the novice stage, a person follows rules as given, without context, with no sense of responsibility beyond following the rules exactly. Competence develops when the individual develops organizing principles to quickly access the particular rules that are relevant to the specific task at hand; hence, competence is characterized by active decision making in choosing a course of action. Proficiency is shown by individuals who develop intuition to guide their decisions and devise their own rules to formulate plans. The progression is thus from rigid adherence to rules to an intuitive mode of reasoning based on tacit knowledge.

The main idea behind Dreyfus and Dreyfus's skill development theory is the distinction they make between "knowing that" and "knowing how." They argue that many skills, such as riding a bike or playing chess, could not simply be reduced to "knowing that." However Dreyfus and Dreyfus (1980) argue that there are five clear stages that an agent goes

through in order to evolve from knowing-that, novice, to knowing-how, expert. They also emphasize on the fact that practice is required for the agent to maintain the knowing-how.

Without practice, the agent will gradually lose his expertise and is most likely to regress as far back as the competence stage. However as it appears in the areas of knowledge that an agent is to learn how to perform a task, Hubert and Stuart Dreyfus have introduced a new idea to the traditional epistemology. As Hubert and Stuart Dreyfus argue, in reality, there does seem to be stages that a novice goes through in order to change from a slow and new learner of basic ideas to a fast intuitive thinker of complex situations. But rather it is a gradual process that involves being embodied in different ways and developing skills that would make it possible for us to deal with the world. By explaining the five stages that an individual goes through in order to become an expert, Dreyfus and Dreyfus justify their point of view on the topic of learning process and skill development. This theory of skill development could be applicable to youths as well as male youth, as they gained clothing maintenance skills from their mothers during their teenage years.

### **Review of Related Empirical Studies**

This section reviews empirical studies that are related to clothing maintenance of male adolescence youths. Various studies which may be directly or indirectly related to the study are examined.

Daters (1990) carried out a study on importance of clothing and self-esteem among adolescents. The study sought to determine if there were differences in the importance of clothing comfort in three situations (social, school, and leisure) among adolescents in a metropolitan city, and to determine if there was a relationship between the rating on the importance of clothing comfort and the level of self-esteem in social, school, and leisure situations. The importance of clothing comfort was measured using the Clothing Comfort Dimensions, Importance by Situation, and self-esteem was measured using the Sliding Person

Test of Self-Esteem. One hundred ninety-seven female junior high students from a metropolitan city responded to a self-administered questionnaire. Statistically significant interactions were found among the three situations (social, school, and leisure) in each of the three dimensions (physical, social, and psychological) for the importance of clothing comfort. Adolescents acknowledge clothing comfort as being more important in social and school situations than in leisure, and they reflect limited differences in importance of clothing comfort in social or school situations. No significant differences were found among self-esteem scores across the five groups of individuals who placed the level of clothing comfort importance as from Very Important to Very Unimportant. For this group of adolescents, self-esteem was not related to situational clothing comfort. The author concluded that as an adolescent builds self-identity, self-esteem and use of clothing to affect its enhancement become important aspects of his/her development. This study is similar to the present study in the area of clothing of the target population. The present study also intended to determine the ways of improving clothing maintenance of adolescent male youths in tertiary institution.

Smith, Cox, Pitts, and Tam (1997) investigated on factors associated with clothing care practices of adolescents enrolled in 4-h programs. The study examined clothing care practices of 158 youth ages 13-to-19 in Ohio 4-H programs. The study population consisted of adolescents enrolled in 4- H programs in Ohio. Random number tables were used to select the sample of three hundred youth from membership lists of Ohio 4-H members, age 13-19, from a stratified sample of six rural and three urban counties. The total 4-H enrollment in the three urban counties sampled approximated the total 4-H enrollment of the six rural counties sampled as well as the proportion of urban/rural 4 -H enrollment in Ohio. The mail survey addressed teen clothing care and repair practices for own and family clothing and disposition of garments not repaired. Findings suggest teens who do not develop necessary skills for clothing maintenance are likely to discard apparel needing repair resulting in a potentially

negative economic and environmental impact for the individual as an adult and society as a whole. Also, age of teen, gender, and enrollment in 4-H clothing projects were statistically significant in explaining care practices for own clothing. Care of own clothing and 4-H clothing project enrollment were significant in explaining care practices of family clothing. The study is comparable to the present study as it investigated clothing maintenance teenagers in schools but the present study is intended to find out the ways of improving clothing maintenance of early and late male adolescents in higher institution.

Frith and Gleeson (2004) conducted a study on how men manage body image and appearance. A total of 75 men participated. They ranged in age from 17 to 67. Snowball-sampling strategy was adopted, using 2 undergraduate psychology students for a study on clothing and the body. Participants received a pack containing an information sheet, consent form, demographic form, and the clothing and the body questionnaire. The clothing and the body questionnaire contained four questions. Responses were analyzed using the inductive thematic analysis. The coherence and replicability of the themes were established. Analysis of these responses revealed four key themes (a) Men value practicality, (b) men should not care about how they look, (c) clothes are used to conceal or reveal, and (d) clothes fit a cultural ideal. The study revealed that some men wrote at length about how their use of clothing relates to their feelings about their body, others wrote very little. The study by Frith, and Gleeson is related to the present study as the age range of men investigated in the study is similar to the one the present study intended to carry out.

Ou (2007) carried out an exploratory study of men's interpretation and choices of male looks. An initial pool of photographs of male models collected from five modeling agencies in New York was developed. Thirty male model images were randomly drawn from 368 models and printed on sorting cards for the sorting study. A sample of 129 male students who are 19 or older were approached from Auburn University for soliciting participation in

the study. To approach these students, questionnaires were given to eight friends of the researcher who have access to many male students. Among these eight recruiters, five were graduate teaching assistants at Departments of Mathematics and Statistics, Curriculum and Teaching, Biological Sciences, Computer Sciences, or Consumer Affairs. One hundred and twenty-nine self-administered questionnaires were personally delivered to male students who were 19 or older by the eight recruiters. A total of 73 completed questionnaires were collected with a response rate of 57%. Correlation analysis was used to analyse data. The result shows that the higher the opinion leadership, the more variety of information sources was used and the more variety of male looks was accepted. The author recommended that future researcher should recruit a larger and more diversified sample in order to explore what men's contemporary masculinities are under a bigger social context. The study is related to the present study in the area of gender as the reviewed study was targeted as male students which is similar to whom the present study. The two studies are also similar in the category of age range of the respondents.

Danielson (2008) conducted a study on the impact of celebrities on adolescents' clothing choices. The purpose of this study was to evaluate the clothing choices of adolescents. This study was designed to collect information on whether or not celebrities influenced adolescents' clothing choices. The survey instrument, which was distributed to junior high students at Immanuel Christian School and to high school students at Valencia High School during the spring semester of 2008, requested demographic information and included five Likert-type scale questions. A total of 174 respondents were used as the sample for the study. The researcher concluded that adolescents do not look to their favorite actors for fashion choices. They like to look more mature with their clothing choices, and they do not prefer to shop at designer stores. The reviewed study on impact of celebrities on adolescents' clothing choices is related to the present study as both studies are on clothing of

adolescent in institution of learning. Male adolescents in institution of learning are the main target in the present study.

In another study conducted by Okeh (2009), on contemporary dressing code and sexual characteristics of younger populations in the South Eastern Nigeria with a view to establish whether there is a relationship between younger populations' dressing codes and their sexual characteristics and also, what influences their clothing habits. A total of 520 younger population students were randomly selected using quota-sampling method from available higher institutions in the South Eastern Nigeria. Dressing Code and Sexual Characteristics Questionnaire (DCSCQ) was used to collect data, which was analyzed by t-test statistics inference at a 0.05 level of significance. The result shows that there is no significant difference in the factors influencing younger populations' dressing habits and also the fact that there is relationship between dressing code and their sexual characteristics. Dressing codes should be introduced to the tertiary institutions while dressing style specifications should be adopted at the post primary institutions where style and kind of uniform are dictated. Schools should teach family life education that is all encompassing as a compulsory subject in schools and government should orientate the whole public on the need to be wearing body friendly clothes instead of uncomfortable, tight-fitting types as presently worn by younger populations and some elders. This study by Okeh (2009) on the dressing code and sexual characteristics of younger population is related to the present study in the area of youths' clothing practices. The present study is targeted on ways of improving clothing maintenances of adolescent male youths in tertiary institution.

Nwadi and Anyakoha (2011) investigated a study on the clothing maintenance (mending and laundering) practices of women living in rural areas of Enugu State. Three research questions guided the study. The study adopted a survey research design. The area of study was Enugu State. A sample of 360 respondents was used for study. Questionnaire was



used for data collection. Data were analyzed using mean. Findings include only six mending tools, one guideline for mending specific clothing articles were used by the women and ten laundering practices were adopted by the women. Based on the findings, four recommendations for enhancing the clothing, mending and laundering practices of women were made. This study is related to the present study in the area of clothing maintenance. The study was carried out in Nigeria which is the same country the present study is being conducted. It is also related in the area of clothes mending practices of women in rural area but the present study intended to determine the ways of improving clothing maintenance of male youths in tertiary institution in Benue State.

### **Summary of Literature Review**

In this sub-section, a summary of review of literature is presented in relation to the current study. A comprehensive review of the clothing maintenance has been made. Clothing is one of the basic necessities of life and it plays an important role in the beautification of person and the body. It has been indicated that the ways in maintenance of clothes has not changed over time but improved upon. Maintenance refers to taking care of something and clothing maintenance is taking proper care of clothing. The study anchored on theories which Dreyfus theory of skill acquisition. The theory indicated how people acquire skills through formal instruction and practicing.

The empirical studies reviewed include the time management and energy consumption with respect to clothing care, importance of clothing and self-esteem among adolescents, factors associated with clothing care practices of adolescents, impact of celebrities on adolescents' clothing choices, contemporary dressing code and sexual characteristics of younger populations, and clothing maintenance (mending and laundering) practices of women living in rural areas. However, these reviewed studies have delved into divergent clothing practices and clothing maintenance, but no study to the best of knowledge

of the researcher has been specifically carried out on improving the clothing maintenance skills of male youths in tertiary institutions in Benue State. Therefore, this is the gap the present study intends to fill.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals on methodology used in conducting the research. This include design of the study, area of the study, population for the study, sample and sampling technique, instrument for data collection, validation and reliability of the instrument, method of data collection, and method of data analysis.

#### **Design of the Study**

A survey research design was adopted for the study. According to Gall, Gall and Borg (2007), a survey is a method of data collection using questionnaire or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized. Survey research design was considered suitable since this study solicited for information from some male youths in tertiary institutions on the ways of improving the clothing maintenance for the purpose of generalization.

#### **Area of the Study**

The area of the study is Benue State, Nigeria. The state is named after the Benue River, which is the second largest river in the country. Benue state has eight tertiary institutions situated at various locations across the state amongst which are three Universities, two Polytechnics and three Colleges of Education (See Appendix A, p. 102). In most communities in Benue state, clothing maintenance is seen as part of women or female house chores. Little training about maintenance of clothing is usually given to males while growing up. This study was carried out in Benue State as the number of male youths who patronize service-men for the maintenance of their clothing is on the increase and worrisome.

### **Population for the Study**

The population for the study comprises of 1,932 newly admitted male students in three tertiary institutions across Benue State for 2014/15 academic session. This is because high number of male youths in early adolescence can be found among the first year students.

### **Sample and Sampling Technique**

The sample for the study is 300 first year students from three tertiary institutions (100 each from University, Polytechnic, and College of Education) in Benue state. The sampling technique is a multistage sampling. The first stage, one tertiary institution was randomly selected by balloting from the three categories, that is, University, Polytechnic and College of Education. The second stage is to purposively select the Faculty/School with highest number of newly admitted male students into the first year of study at the sampled tertiary institutions from the sampled tertiary institutions. The third stage is to systematically select 100 male students each from the three purposively selected Faculty/School (See Appendix B, p. 103).

### **Instrument for Data Collection**

The instrument for data collection is questionnaire, termed: "Improving Clothing Maintenance Skills of Male Youths" (ICMSMAY) in Tertiary Institutions in Benue State. It was developed by the researcher based on the reviewed related literature on clothing maintenance. The instrument is divided into eight sections. Section A is on respondents' personal data, while Section B sought for information on the brushing and airing skills needed for improving clothing maintenance skills of male youths; Section C requested for the washing skills needed for improving clothing maintenance skills of male youths; Section D sought the respondents' opinion about the ironing skills needed for improving clothing maintenance skills of male youths; and Section E solicited for the repairs skills needed for improving clothing maintenance skills of male youths. Section F requested for the storage

skills needed for improving clothing maintenance skills of male youths; Section G sought to identify the problems encountered by male youths in maintaining their clothing, while Section H also sought the respondent's opinion on solution to the problems encountered by male youths in maintaining their clothing.

Sections B to H are close-ended questions with five response categories. The items are structured on a five-point response option of: Strongly Agree (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD) with numerical value as follows:

Strongly Agreed	(5)	-	4.50 to 5.00
Agreed	(4)	-	3.50 to 4.49
Undecided	(3)	-	2.50 to 3.49
Disagreed	(2)	-	1.50 to 2.49
Strongly Disagreed	(1)	-	0.50 to 1.49

### **Validation of the Instrument**

The structured questionnaire with 90 items was subjected to face validation by three lecturers from the Department of Home Economics Education, University of Nigeria, Nsukka. The lecturers were requested to check the suitability and clarity of the items in the instrument, and also to eliminate irrelevant statement in order to improve the structure of the items. Based on the comments and suggestions of these lecturers, some of the items were modified, re-structured, added or removed, which resulted to the final instrument of 70 items.

### **Reliability of the Instrument**

The reliability of the instrument was established using Cronbach Alpha ( ). The instrument was administered to 20 male youths at College of Education, Oju, which is not among the tertiary institutions that were used in the study. The data obtained from these respondents were computed using Cronbach Alpha to determine the reliability co-efficient. A

co-efficient of .76 was obtained, as such the instrument was regarded as reliable. (See Appendix D, p. 111).

### **Method of Data Collection**

The questionnaire was administered to the respondents and with the help of three research assistants, who assisted the researcher for easy distribution and collection. The research assistants was briefed on how to administer and retrieve the instrument from the respondents. The respondents were allowed a period of three days to fill the instrument, after which the researcher and the three research assistants went round to collect the questionnaire for analysis.

### **Method of Data Analysis**

Data collected from the respondents was analyzed using mean to answer the research questions. Statistical Package for Social Sciences (SPSS) Version 20 was used for the analysis. In taking decisions, any item with mean of 3.50 and above was regarded as agreed while item with mean less than 3.50 was regarded as disagreed. For testing the hypotheses, all the seven null hypotheses was tested using t-test at 0.05 level of significance. In taking decision, if the significance level (2-tailed) is less than 0.05, the null hypothesis was rejected; but if the significance level (2-tailed) is greater than 0.05, the null hypothesis was accepted.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

This chapter presents the analysis of data collected from the research work. The data was presented based on the research questions and the null hypotheses that guided the study. The findings and discussion of major findings were also presented.

#### **Research Question One**

What are the brushing and airing skills needed for improving clothing maintenance of male youth in tertiary institution?

The answer to this research question are presented in Table 1.

**Table 1**

*Mean and Standard Deviation of the Respondents on the Brushing and Airing Skills Needed for Improving Clothing Maintenance*

(N = 300)

SN	Brushing and airing skills needed for improving clothing maintenance are:	$\bar{X}$	SD	Decision
1	Ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing	3.58	0.50	Agreed
2	Ability to flick water from the bristles so the brush is slightly damp	3.62	0.53	Agreed
3	Ability to brush the shoulder of coats and jackets using short quick strokes	3.69	0.50	Agreed
4	Ability to brush across collars on the interfacing from left to right and right to left.	3.41	0.51	Disagreed
5	Ability to brush up and down the nap to waistband and to cuff	3.67	0.48	Agreed
6	Ability to brush the entire length of trousers with a single long stroke	3.59	0.51	Agreed
7	Brush the outside of the leg from the cuff to the waistband in sweeping motions	3.64	0.45	Agreed
8	Knowledge on how to air slightly damp clothing inside room by hanger	3.61	0.57	Agreed
9	Ability to create an airing area inside room	3.51	0.47	Agreed
10	Ability to know the time necessary for airing for different fabrics	3.30	0.43	Disagreed

**Key:**  $\bar{X}$  = Mean, **SD** = Standard Deviation, **N** = Number of Respondents.

The data presented in Table 1 revealed that eight out of 10 items had their mean values ranged from 3.51 to 3.69. This showed that the mean value of each of the item was above the cut-off point of 3.50, which indicated that male youths agreed on eight out of 10 items as brushing and airing skills needed for improving clothing maintenance. The table also showed that the standard deviation (SD) of the items ranged from 0.45 to 0.57. This indicated that the respondents were not very far from the mean and one another in their responses. The table also revealed that items 4 and 10 had mean values and standard deviation (SD) of 3.41 (0.51) and 3.30 (0.43) respectively which is below the cut-off point of 3.50. This indicated



that male youths disagreed on the two items out 10 items on brushing and airing skills needed for improving clothing maintenance.

### **Research Question Two**

What are the renovation skills needed for improving clothing maintenance of male youths in tertiary institution?

The answer to this research question are presented in Table 2.

**Table 2**

*Mean and Standard Deviation of the Respondents on the Renovation Skills Needed For Improving Clothing Maintenance*

(N = 300)

SN	Renovation skills for clothing maintenance are:	$\bar{X}$	SD	Decision
11	Ability to identify points of renovation or repair	3.65	0.48	Agreed
12	Ability to select thread that match clothes to be repaired	4.04	0.47	Agreed
13	Ability to mend tore clothes with thread and needle	4.26	0.49	Agreed
14	Ability to trim any loose threads or ragged edges	3.55	0.54	Agreed
15	Ability to select right notions (buttons, zippers, hooks and eyes etc)	3.92	0.58	Agreed
16	Ability to remove the metal stopper at the bottom of the zipper with a pair of pliers	3.67	0.50	Agreed
17	Ability to select type of patch work to do (fusing or gluing)	3.53	0.46	Agreed
18	Expertise in patching with decorative stitches	3.67	0.56	Agreed
19	Ability to darn clothes when damaged	3.73	0.45	Agreed
20	Ability to renovate fabric and web at least 1 inch larger than area to be patched	3.61	0.63	Agreed

**Note:**  $\bar{X}$  = Mean, **SD** = Standard Deviation, **N** = Number of Respondents.

The data presented in Table 2 revealed that all the 10 items (item 11 ó 20) had their mean values ranged from 3.53 to 4.26. This showed that the mean value of each of the item was above the cut-off point of 3.50, which indicated that male youths agreed on all the 10 items as renovation skills needed for improving clothing maintenance. The table also showed that the standard deviation (SD) of the items ranged from 0.45 to 0.63. This indicated that the respondents were not very far from the mean and one another in their responses.

### **Research Question Three**

What are the laundry skills needed for improving clothing maintenance of male youth in tertiary institution?

The answer to this research question are presented in Table 3.

**Table 3**

*Mean and Standard Deviation of the Respondents on the Laundry Skills Needed for Improving Clothing Maintenance.*

(N = 300)

S/N	Laundry skills needed for improving clothing maintenance are:	$\bar{X}$	SD	Decision
21	Expertise to in study the clothes labels if available before laundering	3.63	0.64	Agreed
22	Ability to identify colour of fabric that may be colour fast	3.47	0.51	Disagreed
23	Knowledge of how to remove stains on clothes	3.61	0.48	Agreed
24	Ability to know the types of chemicals needed for removing staining	3.55	0.66	Agreed
25	Ability to select the appropriate temperature of water for washing articles of clothing	4.03	0.57	Agreed
26	Ability to determine the amount of time to soak cloth	3.57	0.53	Agreed
27	Knowledge of how to identify clothing material that may be steeped	3.54	0.55	Agreed
28	Ability to know the type of soap to use for different fabric	3.53	0.51	Agreed
29	Expertise in how to apply blue to white clothes	3.65	0.63	Agreed
30.	Ability to determine types of materials that requires starch	3.54	0.59	Agreed

**Key:**  $\bar{X}$  = Mean, **SD** = Standard Deviation, *N* = Number of Respondent.

The data presented in Table 3 revealed that nine out of 10 items had their mean values ranged from 3.53 to 4.03. This showed that the mean value of each of the item was above the cut-off point of 3.50, which indicated that male youths agreed on nine out of 10 items as laundry skills needed for improving clothing maintenance. The table also showed that the standard deviation (SD) of the items which ranged from 0.48 to 0.66. This indicated that the respondents were not very far from the mean and one another in their responses. The table also revealed that one item (item 22) had mean value and standard deviation (SD) of 3.47 and 0.51 which is below the cut-off point of 3.50. This indicated that male youths disagreed on only one item out of 10 items on laundry skills needed for improving clothing maintenance.

### Research Question Four

What are the ironing skills needed for improving clothing maintenance in tertiary institutions?

The answer to this research question are presented in Table 4.

**Table 4**

*Mean and Standard Deviation of the Respondents on the Ironing Skills Needed for Improving Clothing Maintenance*

(N = 300)

S/N	Ironing skills needed for improving clothing maintenance are:	$\bar{X}$	SD	Decision
31	Ability to read ironing instruction on fabric label if available	3.52	0.58	Agreed
32	Ability to prepare ironing table prior to ironing	3.47	0.54	Disagreed
33	Knowledge to damp cloth articles to be ironed with water	4.02	0.57	Agreed
34	Ability to know correct temperature for specific fabrics	3.55	0.46	Agreed
35	Ability to use pressing wood when there is no light	4.29	0.54	Agreed
36	Ability to iron pleat and bring out shapes	3.77	0.60	Agreed
37	Ability to iron stones, button clothes without damaging the fabrics	3.45	0.49	Disagreed
38	Ability to iron different clothes articles such as shirts, trousers	3.84	0.46	Agreed
39	Ability to iron starch clothes and regulate steam	3.58	0.51	Agreed
40	Ability to hang ironed clothes properly for future use	3.60	0.63	Agreed

**Key:**  $\bar{X}$  = Mean, SD = Standard Deviation, N = Number of Respondents.

The data presented in Table 4 revealed that eight out of 10 items have mean values ranged from 3.53 to 4.03. This showed that the mean value of each of the item was above the cut-off point of 3.50, which indicated that male youths agreed on eight out of 10 items as ironing skills needed for improving clothing maintenance. The table also showed that the standard deviation (SD) of the items which ranged from 0.46 to 0.63. This indicated that the respondents were not very far from the mean and one another in their responses. The table

also revealed that items 32 and 37 have mean values and standard deviation (SD) of 3.47 (0.54) and 3.45 (0.49) respectively, which is below the cut-off point of 3.50. This indicated that male youths disagreed on two items out of 10 items on ironing skills needed for improving clothing maintenance.

#### **Research Question Five**

What are the storage skills needed for improving clothing maintenance of male youth in tertiary institutions?

The answer to this research question are presented in Table 5.

**Table 5**

*Mean and Standard Deviation of the Respondents on the Storage Skills Needed for Improving Clothing Maintenance*

(N = 300)

S/No	Storage skills for clothing maintenance are:	$\bar{X}$	SD	Decision
41	Ability to select storage space or contain	3.93	0.71	Agreed
42	Ability to fold clothes properly before storage	3.75	0.56	Agreed
43	Ability to select appropriate hanger for garment	3.84	0.68	Agreed
44	Ability to sorts and store different clothing items in a place without staining one another	3.54	0.53	Agreed
45	Knowledge on how to use pad on hanger to store clothes for a long time	3.51	0.57	Agreed
46	Ability to regulate the air in storage area or container	4.08	0.71	Agreed
47	Ability to select the type of chemicals that can be used to absorb moisture	3.97	0.65	Agreed
48	Ability to determine the type of storage to use during raining or dry season	3.80	0.54	Agreed
49	Ability to know how to remove dampens in the storage area	3.79	0.72	Agreed
50	Ability to determine moderate temperatures for clothing	3.84	0.63	Agreed

**Key:**  $\bar{X}$  = Mean, **SD** = Standard Deviation, *N* = Number of Respondents.

The data presented in Table 5 revealed that all the 10 items (item 41 ó 50) have mean values ranged from 3.51 to 4.08. This showed that the mean value of each of the item was above the cut-off point of 3.50, which indicated that male youths agreed on all the 10 items as storage skills needed for improving clothing maintenance. The table also showed that the standard deviation (SD) of the items ranged from 0.54 to 0.72. This indicated that the respondents were not very far from the mean and one another in their responses.

### Research Question Six

What are the problems encountered by male youths in maintaining their clothing?

The answer to this research question are presented in Table 6.

**Table 6**

*Mean and Standard Deviation of Responses of the Respondents on the Problems Encountered by Male Youths in Maintaining their Clothing*

(N = 300)

S/No	Items	$\bar{X}$	SD	Decision
51	Lack of knowledge on how to air and brush different types of clothing	4.32	0.54	Agreed
52	Lack of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.	3.79	0.62	Agreed
53	Inability to use judgment and manipulative skills in various clothing maintenance procedures	3.84	0.63	Agreed
54	Inability to read clothing labels and washing procedures	4.03	0.50	Agreed
55	Inability remove dust, spots or stains from clothes	3.69	0.69	Agreed
56	Inability to determine the repair or cleaning needed by a garment	3.92	0.74	Agreed
57	Inability to get water especially during dry season	3.79	0.52	Agreed
58	Inability of remove wrinkles from clothes when there is no electricity	3.92	0.61	Agreed
59	Inability to maintain a proper storage space or container for storage of personal clothes	3.75	0.56	Agreed
60	Inability to pack store clothing for future use	3.86	0.71	Agreed

**Key:**  $\bar{X}$  = Mean, SD = Standard Deviation, N = Number of Respondents.

The data presented in Table 6 revealed that all the 10 items (item 51 to 60) have mean values ranged from 3.69 to 4.32. This showed that the mean value of each of the item was above the cut-off point of 3.50, which indicated that male youths agreed on all the 10 items as problems encountered by male youths in maintaining their clothing. The table also showed

that the standard deviation (SD) of the items ranged from 0.50 to 0.74. This indicated that the respondents were not very far from the mean and one another in their responses.

### **Research Question Seven**

What are the solutions to the problems encountered by male youths in maintaining their clothing?

The answer to this research question are presented in Table 7.



**Table 7**

*Mean and Standard Deviation of the Respondents on the Solutions to the Problems Encountered by Male Youths in Maintaining their Clothing*

(N = 300)

S/No	Items	$\bar{X}$	SD	Decision
61	Provision of knowledge on how to air and brush different types of clothing as children grow up	3.98	0.61	Agreed
62	Provision of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.	4.27	0.58	Agreed
63	Ability to use judgment and manipulative skills in various clothing maintenance procedures	3.75	0.52	Agreed
64	Ability to read clothing labels and washing procedures as applicable to different fabrics	3.54	0.70	Agreed
65	Ability remove dust, spots or stains from clothes	3.63	0.67	Agreed
66	Ability to determine the repair such as patching, darning or cleaning needed by a garment	4.13	0.64	Agreed
67	Ability to minimize water for washing especially during dry season	3.72	0.71	Agreed
68	Ability of remove wrinkles from clothes when there is no electricity and	3.85	0.68	Agreed
69	Ability to maintain a proper storage space or container for storage of personal clothes	4.05	0.59	Agreed
70	Ability to pack store clothing for future use and prevent them from attack	3.87	0.63	Agreed

*Note:*  $\bar{X}$  = Mean, **SD** = Standard Deviation, *N* = Number of Respondents.

The data presented in Table 7 revealed that all the 10 items (item 61 ó 70) have mean values ranged from 3.54 to 4.27. This showed that the mean value of each of the item was above the cut-off point of 3.50, which indicated that male youths agreed on all the 10 items as solutions to the problems encountered by male youths in maintaining their clothing. The table also showed that the standard deviation (SD) of the items ranged from 0.52 to 0.71. This indicated that the respondents were not very far from the mean and one another in their responses.

## **Testing of Hypotheses**

### **Hypothesis One**

There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the brushing and airing skills needed for improving clothing maintenance.

The answer to this hypothesis one are presented in Table 8.

**Table 8**

*t-test Analysis of the Male Youths in Early Adolescence and Late Adolescence on the Brushing and Airing Skills Needed for Improving Clothing Maintenance*

N<sub>1</sub> (Early Adolescence) = 117

N<sub>2</sub> (Late Adolescence) = 183

S/N	Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	t-cal	Sig (2-tailed)	Decision
1	Ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing	4.31	0.68	4.40	0.50	1.29	0.62	NS
2	Ability to flick water from the bristles so the brush is slightly damp	4.29	0.62	4.35	0.59	-0.38	0.71	NS
3	Ability to brush the shoulder of coats and jackets using short quick strokes	4.03	0.82	4.00	0.73	0.13	0.85	NS
4	Ability to brush across collars on the interfacing from left to right and right to left.	4.29	0.67	4.20	0.77	0.43	0.67	NS
5	Ability to brush up and down the nap to waistband and to cuff	4.09	0.78	4.10	0.72	-1.07	0.95	NS
6	Ability to brush the entire length of trousers with a single long stroke	3.97	0.75	4.00	0.86	1.13	0.97	NS
7	Brush the outside of the leg from the cuff to the waistband in sweeping motions	4.11	0.76	4.05	0.76	0.30	0.65	NS
8	Knowledge on how to air slightly damp clothing inside room by hanger	3.83	0.71	3.85	0.75	1.11	0.56	NS
9	Ability to create an airing area inside room	4.14	0.85	4.10	0.79	0.19	0.24	NS
10	Ability to know the time necessary for airing for different fabrics	4.29	0.75	4.05	0.69	1.16	0.69	NS

**Key:** NS = Not Significant      S = Significant

$\bar{x}_1$  = Mean score of Early Adolescence

SD<sub>1</sub> = Standard Deviation of Early Adolescence

Sig (2 tailed) = Significant level of two means

N<sub>1</sub> = Number of Early Adolescence

t-cal = calculated value

$\bar{x}_2$  = Mean score of Late Adolescence

SD<sub>2</sub> = Standard Deviation of Late Adolescence

df = degree of freedom = 298

N<sub>2</sub> = Number of Late Adolescence

The data presented in Table 8 revealed that 10 items had their calculated t-cal values ranged from -1.07 to 1.29 which were less than t-table value of 1.96 at 0.05 level of significance and at 298 degree of freedom (df). This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on the brushing and airing skills needed for improving clothing maintenance. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses male youths in early adolescence and late adolescence on the 10 items was accepted.

### **Hypothesis Two**

There is be no significant difference between the mean response of male youths from rural and urban areas on the renovation skills needed for improving clothing maintenance skills of male youth in tertiary institutions.

The answer to this hypothesis two are presented in Table 9.

**Table 9**

*t-test Analysis of the Male Youths from Rural and Urban Areas on the Renovation Skills Needed for Improving Clothing Maintenance*

		N <sub>1</sub> (Male Youths from Rural Area) = 102 N <sub>2</sub> (Male Youths from Urban Area) = 198						
S/N	Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	t-cal	Sig (2-tailed)	Decision
11	Ability to identify points of renovation or repair	3.87	0.89	3.72	0.66	1.92	0.07	NS
12	Ability to select thread that match clothes to be repaired	3.55	0.79	3.14	0.88	0.61	0.71	NS
13	Ability to mend tore clothes with thread and needle	3.93	0.89	2.91	0.86	0.13	0.90	NS
14	Ability to trim any loose threads or ragged edges	3.74	0.68	2.76	0.87	1.32	0.67	NS
15	Ability to select right notions (buttons, zippers, hooks and eyes etc)	3.85	0.92	2.83	0.82	1.43	0.09	NS
16	Ability to remove the metal stopper at the bottom of the zipper with a pair of pliers	3.78	0.76	3.52	0.62	1.02	0.70	NS
17	Ability to select type of patch work to do (fusing or gluing)	3.74	0.88	3.76	0.87	0.11	0.74	NS
18	Expertise in patching with decorative stitches	3.55	0.72	3.53	0.62	0.17	0.55	NS
19	Ability to darn clothes when damaged	3.43	0.82	3.22	0.70	1.60	0.43	NS
20	Ability to renovate fabric and web at least 1 inch larger than area to be patched	3.75	0.74	3.95	0.92	1.39	0.75	NS

**Key:** NS = Not Significant    S = Significant    t-cal =calculated value  
 $\bar{x}_1$  = Mean score of Early Adolescence     $\bar{x}_2$  = Mean score of Late Adolescence  
SD<sub>1</sub> = Standard Deviation (Rural Area)    SD<sub>2</sub> = Standard Deviation (Urban Area)  
Sig (2 tailed) = Significant level of two means    df = degree of freedom = 298  
N<sub>1</sub> = Number of Male Youths from Rural Area    N<sub>2</sub> = Number Male Youths from Urban Area

The data presented in Table 9 revealed that 10 items had their calculated t-cal values ranged from 0.11 to 1.92 which were less than t-table value of 1.96 at 0.05 level of

significance and at 298 degree of freedom (df). This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on the renovation skills needed for improving clothing maintenance skills. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses male youths from rural and urban areas on the 10 items was accepted.

### **Hypothesis Three**

There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the laundry skills needed for improving clothing maintenance skills of male youth in tertiary institutions.

The answer to this hypothesis three are presented in Table 10.

**Table 10**

*t-test Analysis of the Male Youths in Early Adolescence and Late Adolescence on the Laundry Skills Needed for Improving Clothing Maintenance*

		N <sub>1</sub> (Early Adolescence) = 117 N <sub>2</sub> (Late Adolescence) = 183						
S/N	Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	t-cal	Sig (2-tailed)	Decision
21	Expertise to in study the clothes labels if available before laundering	3.63	0.72	3.44	0.80	1.64	0.62	NS
22	Ability to identify colour of fabric that may be colour fast	3.75	0.74	3.95	0.92	1.39	0.71	NS
23	Knowledge of how to remove stains on clothes	3.21	0.77	3.06	0.92	0.85	0.40	NS
24	Ability to know the types of chemicals needed for removing staining	2.93	0.62	3.85	0.73	0.68	0.67	NS
25	Ability to select the appropriate temperature of water for washing articles of clothing	3.95	0.77	3.97	0.66	1.16	0.09	NS
26	Ability to determine the amount of time to soak cloth	3.20	0.73	3.17	0.75	1.49	0.24	NS
27	Knowledge of how to identify clothing material that may be steeped	3.13	0.77	3.01	0.79	0.83	0.95	NS
28	Ability to know the type of soap to use for different fabric	3.93	0.56	3.90	0.68	1.24	0.19	NS
29	Expertise in how to apply blue to white clothes	3.95	0.69	3.89	0.67	0.95	0.28	NS
30.	Ability to determine types of materials that requires starch	2.75	0.92	2.79	0.69	0.91	0.17	NS

The data presented in Table 10 revealed that 10 items had their calculated t-cal values ranged from 0.68 to 1.64 which were less than t-table value of 1.96 at 0.05 level of significance and at 298 degree of freedom (df). This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on the laundry skills needed for improving clothing maintenance skills. Therefore, the null

hypothesis of no significant difference in the mean ratings of the responses male youths in early adolescence and late adolescence on the 10 items was upheld.

#### **Hypothesis Four**

There is no significant difference between the mean response of male youths from rural and urban areas on the ironing skills needed for improving clothing maintenance skills of male youth in tertiary institutions.

The answer to this hypothesis four are presented in Table 11.



**Table 11**

*t-test Analysis of the Male Youths from Rural and Urban Areas on the Ironing Skills Needed for Improving Clothing Maintenance*

$N_1$  (Male Youths from Rural Area) = 102

$N_2$  (Male Youths from Urban Area) = 198

S/N	Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	t-cal	Sig (2-tailed)	Decision
31	Ability to read ironing instruction on fabric label if available	3.66	0.67	3.59	0.46	-0.29	0.77	NS
32	Ability to prepare ironing table prior to ironing	3.40	0.56	3.82	0.41	1.28	0.09	NS
33	Knowledge to damp cloth articles to be ironed with water	3.51	0.47	3.54	0.48	-0.13	0.76	NS
34	Ability to know correct temperature for specific fabrics	3.66	0.70	3.73	0.67	-0.18	0.90	NS
35	Ability to use pressing wood when there is no light	3.29	0.45	3.38	0.48	1.34	0.71	NS
36	Ability to iron pleat and bring out shapes	3.73	0.46	3.73	0.44	-0.18	0.08	NS
37	Ability to iron stones, button clothes without damaging the fabrics	3.38	0.50	3.34	0.47	1.12	0.25	NS
38	Ability to iron different clothes articles such as shirts, trousers	3.42	0.56	3.82	0.44	1.28	0.23	NS
39	Ability to iron starch clothes and regulate steam	3.86	0.49	3.75	0.46	-0.41	0.56	NS
40	Ability to hang ironed clothes properly for future use	3.49	0.48	3.19	0.49	1.43	0.62	NS

The data presented in Table 11 revealed that 10 items had their calculated t-cal values ranged from -0.41 to 1.43 which were less than t-table value of 1.96 at 0.05 level of significance and at 298 degree of freedom (df). This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on the ironing skills needed for improving clothing maintenance skills. Therefore, the null

hypothesis of no significant difference in the mean ratings of the responses male youths from rural and urban areas on the 10 items was accepted.

### **Hypothesis Five**

There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the storage skills needed for improving clothing maintenance skills of male youth in tertiary institutions.

The answer to this hypothesis five are presented in Table 12.

**Table 12**

*t-test Analysis of the Male Youths in Early Adolescence and Late Adolescence on the Storage Skills Needed for Improving Clothing Maintenance*

N<sub>1</sub> (Early Adolescence) = 117  
N<sub>2</sub> (Late Adolescence) = 183

S/N	Items	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	t-cal	Sig (2-tailed)	Decision
41	Lack of knowledge on how to air and brush different types of clothing	3.55	0.72	3.53	0.62	0.17	0.62	NS
42	Lack of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.	3.43	0.82	3.22	0.70	1.64	0.09	NS
43	Inability to use judgment and manipulative skills in various clothing maintenance procedures	3.59	0.64	3.64	0.62	0.19	0.90	NS
44	Inability to read clothing labels and washing procedures	4.29	0.67	4.20	0.77	0.43	0.67	NS
45	Inability remove dust, spots or stains from clothes	3.83	0.71	3.85	0.75	1.11	0.18	NS
46	Inability to determine the repair or cleaning needed by a garment	4.14	0.85	4.10	0.79	0.19	0.85	NS
47	Inability to get water especially during dry season	4.11	0.76	4.05	0.76	0.30	0.47	NS
48	Inability of remove wrinkles from clothes when there is no electricity	3.56	0.49	3.54	0.46	1.13	0.76	NS
49	Inability to maintain a proper storage space or container for storage of personal clothes	3.63	0.57	3.68	0.61	0.39	0.92	NS
50	Inability to pack store clothing for future use	3.96	0.78	4.01	0.67	1.07	0.68	NS

The data presented in Table 12 revealed that 10 items had their calculated t-cal values ranged from 0.17 to 1.64 which were less than t-table value of 1.96 at 0.05 level of significance and at 298 degree of freedom (df). This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on the

storage skills needed for improving clothing maintenance. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses male youths in early adolescence and late adolescence on the 10 items was accepted.

### **Hypothesis Six**

There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the problems encountered by male youths in caring for their clothing.

The answer to this hypothesis six are presented in Table 13.

**Table 13**

*t-test Analysis of the Male Youths in Early Adolescence and Late Adolescence on the Problems Encountered by Male Youths in Caring for their Clothing*

N<sub>1</sub> (Early Adolescence) = 117

N<sub>2</sub> (Late Adolescence) = 183

S/N	Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	t-cal	Sig (2-tailed)	Decision
51	Ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing	3.7 7	0.6 5	3.6 0	0.67	1.31	0.60	NS
52	Ability to flick water from the bristles so the brush is slightly damp	3.6 1	0.7 1	3.7 5	0.77	0.41	0.75	NS
53	Ability to brush the shoulder of coats and jackets using short quick strokes	3.7 3	0.6 1	3.8 5	0.67	1.13	0.82	NS
54	Ability to brush across collars on the interfacing from left to right and right to left.	3.6 1	0.7 0	3.6 0	0.72	0.85	0.19	NS
55	Ability to brush up and down the nap to waistband and to cuff	3.8 9	0.7 8	3.8 1	0.67	1.07	0.95	NS
56	Ability to brush the entire length of trousers with a single long stroke	3.8 4	0.8 5	4.8 0	0.79	0.18	0.85	NS
57	Brush the outside of the leg from the cuff to the waistband in sweeping motions	3.9 1	0.7 5	3.7 5	0.69	1.16	0.25	NS
58	Knowledge on how to air slightly damp clothing inside room by hanger	3.7 4	0.7 8	3.7 9	0.78	1.19	0.17	NS
59	Ability to create an airing area inside room	3.6 3	0.6 4	3.9 2	0.80	0.85	0.60	NS
60	Ability to know the time necessary for airing for different fabrics	3.8 8	0.7 1	3.7 1	0.67	1.05	0.39	NS

The data presented in Table 13 revealed that 10 items had their calculated t-cal values ranged from 0.41 to 1.31 which were less than t-table value of 1.96 at 0.05 level of

significance and at 298 degree of freedom (df). This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on the brushing and airing skills needed for improving clothing maintenance. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses male youths in early adolescence and late adolescence on the 10 items was accepted.

### **Hypothesis Seven**

There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the solutions to the problems encountered by male youths in maintaining their clothing.

The answer to this hypothesis seven are presented in Table 14.

**Table 14**

*t*-test Analysis of the Male Youths in Early Adolescence and Late Adolescence on the Solutions to the Problems Encountered by Male Youths in Maintaining their Clothing

N<sub>1</sub> (Early Adolescence) = 117

N<sub>2</sub> (Late Adolescence) = 183

S/N	Items	$\bar{x}_1$	SD <sub>1</sub>	$\bar{x}_2$	SD <sub>2</sub>	t-cal	Sig (2-tailed)	Decision
61	Provision of knowledge on how to air and brush different types of clothing as children grow up	3.51	0.78	3.82	0.66	1.04	0.37	NS
62	Provision of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.	3.75	0.68	3.61	0.72	1.28	0.95	NS
63	Ability to use judgment and manipulative skills in various clothing maintenance procedures	3.59	0.62	2.99	0.92	1.73	0.07	NS
64	Ability to read clothing labels and washing procedures as applicable to different fabrics	3.72	0.73	2.81	0.63	-0.18	0.74	NS
65	Ability remove dust, spots or stains from clothes	3.81	0.61	2.56	0.65	0.38	0.67	NS
66	Ability to determine the repair such as patching, darning or cleaning needed by a garment	3.63	0.75	2.45	0.74	-0.80	0.15	NS
67	Ability to minimize water for washing especially during dry season	3.71	0.74	3.34	0.92	1.72	0.97	NS
68	Ability of remove wrinkles from clothes when there is no electricity and	3.68	0.83	3.79	0.73	-1.05	0.09	NS
69	Ability to maintain a proper storage space or container for storage of personal clothes	3.74	0.71	2.88	0.64	1.53	0.26	NS
70	Ability to pack store clothing for future use and prevent them from attack	3.92	0.63	3.13	0.75	1.08	0.42	NS

The data presented in Table 14 revealed that 10 items had their calculated t-cal values ranged from -1.05 to 1.73 which were less than t-table value of 1.96 at 0.05 level of significance and at 298 degree of freedom (df). This indicated that there was no significant difference in the mean ratings of the responses of the two groups of respondents on the brushing and airing skills needed for improving clothing maintenance. Therefore, the null hypothesis of no significant difference in the mean ratings of the responses male youths in early adolescence and late adolescence on the 10 items was upheld.

### **Findings of the Study**

The following findings emerged from the study based on the data collected and analyzed and hypothesis tested.

#### **A. Brushing and airing skills needed for improving clothing maintenance are:**

1. Ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing
2. Ability to flick water from the bristles so the brush is slightly damp
3. Ability to brush the shoulder of coats and jackets using short quick strokes
4. Ability to brush across collars on the interfacing from left to right and right to left.
5. Ability to brush up and down the nap to waistband and to cuff
6. Ability to brush the entire length of trousers with a single long stroke
7. Brush the outside of the leg from the cuff to the waistband in sweeping motions
8. Knowledge on how to air slightly damp clothing inside room by hanger
9. Ability to create an airing area inside room
10. Ability to know the time necessary for airing for different fabrics

#### **B. Renovation skills needed for improving clothing maintenance are:**

1. Ability to identify points of renovation or repair
2. Ability to select thread that match clothes to be repaired



3. Ability to mend tore clothes with thread and needle
4. Ability to trim any loose threads or ragged edges
5. Ability to select right notions (buttons, zippers, hooks and eyes etc)
6. Ability to remove the metal stopper at the bottom of the zipper with a pair of pliers
7. Ability to select type of patch work to do (fusing or gluing)
8. Expertise in patching with decorative stitches
9. Ability to darn clothes when damaged
10. Ability to renovate fabric and web at least 1 inch larger than area to be patched

**C. Laundry skills needed for improving clothing maintenance are:**

1. Expertise to in study the clothes labels if available before laundering
2. Ability to identify colour of fabric that may be colour fast
3. Knowledge of how to remove stains on clothes
4. Ability to know the types of chemicals needed for removing staining
5. Ability to select the appropriate temperature of water for washing articles of clothing
6. Ability to determine the amount of time to soak cloth
7. Knowledge of how to identify clothing material that may be steeped
8. Ability to know the type of soap to use for different fabric
9. Expertise in how to apply blue to white clothes
10. Ability to determine types of materials that requires starch

**D. Ironing skills needed for improving clothing maintenance are:**

1. Ability to read ironing instruction on fabric label if available
2. Ability to prepare ironing table prior to ironing
3. Knowledge to damp cloth articles to be ironed with water
4. Ability to know correct temperature for specific fabrics
5. Ability to use pressing wood when there is no light

6. Ability to iron pleat and bring out shapes
7. Ability to iron stones, button clothes without damaging the fabrics
8. Ability to iron different clothes articles such as shirts, trousers
9. Ability to iron starch clothes and regulate steam
10. Ability to hang ironed clothes properly for future use

**E. Storage skills needed for improving clothing maintenance are:**

1. Ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing
2. Ability to flick water from the bristles so the brush is slightly damp
3. Ability to brush the shoulder of coats and jackets using short quick strokes
4. Ability to brush across collars on the interfacing from left to right and right to left.
5. Ability to brush up and down the nap to waistband and to cuff
6. Ability to brush the entire length of trousers with a single long stroke
7. Brush the outside of the leg from the cuff to the waistband in sweeping motions
8. Knowledge on how to air slightly damp clothing inside room by hanger
9. Ability to create an airing area inside room
10. Ability to know the time necessary for airing for different fabrics

**F. Problems encountered by male youths in caring for their clothing are:**

1. Lack of knowledge on how to air and brush different types of clothing
2. Lack of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.
3. Inability to use judgment and manipulative skills in various clothing maintenance procedures
4. Inability to read clothing labels and washing procedures
5. Inability remove dust, spots or stains from clothes

6. Inability to determine the repair or cleaning needed by a garment
7. Inability to get water especially during dry season
8. Inability of remove wrinkles from clothes when there is no electricity
9. Inability to maintain a proper storage space or container for storage of personal clothes
10. Inability to pack store clothing for future use

**G. Solutions to the problems encountered by male youths in maintaining their clothing are:**

1. Provision of knowledge on how to air and brush different types of clothing as children grow up
2. Provision of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.
3. Ability to use judgment and manipulative skills in various clothing maintenance procedures
4. Ability to read clothing labels and washing procedures as applicable to different fabrics
5. Ability remove dust, spots or stains from clothes
6. Ability to determine the repair such as patching, darning or cleaning needed by a garment
7. Ability to minimize water for washing especially during dry season
8. Ability of remove wrinkles from clothes when there is no electricity and
9. Ability to maintain a proper storage space or container for storage of personal clothes
10. Ability to pack store clothing for future use and prevent them from attack

**Findings of the Hypotheses**

The findings from the hypotheses tested revealed that:

1. There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the brushing and airing skills needed for improving clothing maintenance. The null hypotheses no significant difference was accepted for the 10 items.
2. There is no significant difference between the mean response of male youths from rural and urban areas on the renovation skills needed for improving clothing maintenance skills of male youth in tertiary institutions. The null hypotheses no significant difference was accepted for the 10 items.
3. There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the laundry skills needed for improving clothing maintenance skills of male youth in tertiary institutions. The null hypotheses no significant difference was accepted for the 10 items.
4. There is no significant difference between the mean response of male youths from rural and urban areas on the ironing skills needed for improving clothing maintenance skills of male youth in tertiary institutions. The null hypotheses no significant difference was accepted for the 10 items.
5. There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the storage skills needed for improving clothing maintenance skills of male youth in tertiary institutions. The null hypotheses no significant difference was accepted for the 10 items.
6. There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the problems encountered by male youths in caring for their clothing. The null hypotheses no significant difference was accepted for the 10 items.

7. There is no significant difference between the mean response of male youths in early adolescence and late adolescence on the solutions to the problems encountered by male youths in maintaining their clothing. The null hypotheses no significant difference was accepted for the 10 items.

### **Discussion of Findings**

The findings of the study have been organized and discussed according to the seven research questions and seven hypotheses. The research questions were discussed first, followed by the hypotheses as outline below.

This study on research question one as indicated in Table 1 found that the brushing and airing skills needed for improving clothing maintenance of male youth in tertiary institutions include: ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing, ability to flick water from the bristles so the brush is slightly damp, ability to brush the shoulder of coats and jackets using short quick strokes, ability to brush across collars on the interfacing from left to right and right to left., ability to brush up and down the nap to waistband and to cuff, ability to brush the entire length of trousers with a single long stroke, brush the outside of the leg from the cuff to the waistband in sweeping motions, knowledge on how to air slightly damp clothing inside room by hanger, ability to create an airing area inside room, and ability to know the time necessary for airing for different fabrics. This is in agreement with Ager (2001) who enumerates the brushing and airs skills to include: take everything out of the pockets so that they lie flat and if they have flaps, make sure the flaps are not tucked inside, turn up the collar and lapels before laying the jacket flat face downwards, to create an airing area inside room, and ability to know the time necessary for airing for different fabrics.

This study on research question two as indicated in Table 2 found that the renovation skills needed for improving clothing maintenance of male youth in tertiary institutions

include: ability to identify points of renovation or repair, ability to select thread that match clothes to be repaired, ability to mend tore clothes with thread and needle, ability to trim any loose threads or ragged edges, ability to select right notions (buttons, zippers, hooks and eyes etc), ability to remove the metal stopper at the bottom of the zipper with a pair of pliers, ability to select type of patch work to do (fusing or gluing), expertise in patching with decorative stitches, ability to darn clothes when damaged, and ability to renovate fabric and web at least 1 inch larger than area to be patched. This is in accordance with Heaton (2002) who stated that the persons should carefully evaluate the tears, make note of garment/item fiber content, appearance of holes, and other signs or clues in the storage area. The study is also in agreement with Pinset (2007) who stated that fixing tears, rips, replacing zippers, securing/reattaching buttons, and darning are important ways of renovating damaged clothes.

This study on research question three as indicated in Table 3 found that the laundry skills needed for improving clothing maintenance of male youth in tertiary institutions include: expertise to in study the clothes labels if available before laundering, ability to identify colour of fabric that may be colour fast, knowledge of how to remove stains on clothes, ability to know the types of chemicals needed for removing staining, ability to select the appropriate temperature of water for washing articles of clothing, ability to determine the amount of time to soak cloth, knowledge of how to identify clothing material that may be steeped, ability to know the type of soap to use for different fabric, expertise in how to apply blue to white clothes, and ability to determine types of materials that requires starch. This is in concord Nelson (2008) highlighted that the laundry skill needed for clothing maintenance are: There should not be an excessive amount of suds in the water, check the garment when you take it off, looking for spots, tears, lint, or anything else that would send it to the dirty clothes hamper, identify colour of fabric that may be colour fast, and determine types of materials that requires starch.

This study on research question four as indicated in Table 4 found that the ironing skills needed for improving clothing maintenance of male youth in tertiary institutions include: ability to read ironing instruction on fabric label if available, ability to prepare ironing table prior to ironing, knowledge to damp cloth articles to be ironed with water, ability to know correct temperature for specific fabrics, ability to use pressing wood when there is no light, ability to iron pleat and bring out shape, ability to iron stones, button clothes without damaging the fabrics, ability to iron different clothes articles such as shirts, trousers, ability to iron starch clothes and regulate steam, and ability to hang ironed clothes properly for future use. This is in accordance with Dedic (2005) who expressed that the wearer should always check the clothing care labels of garments before ironing them, use correct temperature for specific fabrics, iron pleat and bring out shapes and hang ironed clothes properly for future use. The findings is also in line with the opinion of Tapert(2009) who stated that ability to read ironing instruction on fabric label if available, ability to prepare ironing table prior to ironing, knowledge to damp cloth articles to be ironed with water are essential skills in ironing of clothes.

This study on research question five as indicated in Table 5 found that the storage skills needed for improving clothing maintenance of male youth in tertiary institutions include: ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing, ability to flick water from the bristles so the brush is slightly damp, ability to brush the shoulder of coats and jackets using short quick strokes, ability to brush across collars on the interfacing from left to right and right to left, ability to brush up and down the nap to waistband and to cuff, ability to brush the entire length of trousers with a single long stroke, brush the outside of the leg from the cuff to the waistband in sweeping motions, knowledge on how to air slightly damp clothing inside room by hanger, ability to

create an airing area inside room, and ability to know the time necessary for airing for different fabrics.

This study on research question six as indicated in Table 6 found that the problems encountered by male youths in caring for their clothing of male youth in tertiary institutions include: lack of knowledge on how to air and brush different types of clothing, lack of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c., inability to use judgment and manipulative skills in various clothing maintenance procedures, inability to read clothing labels and washing procedures, inability remove dust, spots or stains from clothes, inability to determine the repair or cleaning needed by a garment, inability to get water especially during dry season, inability of remove wrinkles from clothes when there is no electricity, inability to maintain a proper storage space or container for storage of personal clothes, and inability to pack store clothing for future use. This is in agreement Daters (1990) who stated that adolescents acknowledge clothing comfort as being more important in social and school situations than in leisure, and they reflect limited differences in importance of clothing comfort in social or school situations. This is agreement with Smith, Cox, Pitts, and Tam (1997) which emphasized that teen who do not possess care and repair practices of own and family clothing and disposition of garments not repaired.

This study on research question seven as indicated in Table 7 found that the solutions to the problems encountered by male youths in maintaining their clothing of male youth in tertiary institutions include: provision of knowledge on how to air and brush different types of clothing as children grow up, provision of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c., ability to use judgment and manipulative skills in various clothing maintenance procedures, ability to read clothing labels and washing procedures as applicable to different fabrics, ability remove dust, spots or stains from clothes, ability to determine the repair such as patching, darning or cleaning needed by a garment,



ability to minimize water for washing especially during dry season, ability of remove wrinkles from clothes when there is no electricity, ability to maintain a proper storage space or container for storage of personal clothes, and ability to pack store clothing for future use and prevent them from attack. This is in line with Smith, Cox, Pitts, and Tam (1997), who suggested that teens who do not develop necessary skills for clothing maintenance are likely to discard apparel needing repair resulting in a potentially negative economic and environmental impact for the individual as an adult and society as a whole. The findings of the study can be supported with statement of Sondra (2012), who highlighted the following ways in maintenance of clothing: make sure you put your clothes on a hanger when you get undressed at night if they are going to be worn again and fold all other garments neatly and place in the dresser drawers.

### **Discussion of Findings on Hypotheses**

The test of hypotheses 1 ó 7 as shown in Tables 8 ó 14 indicated the comparison in the mean ratings of the respondents on improving the clothing maintenance skills of male youths in tertiary institutions in Benue state. The t- test analysis for the seven hypotheses revealed that there was no significant difference between the mean responses ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State. The results showed that the age or location of the respondents did not significantly affect their opinion on all items.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presented the summary of the statement of the problem, summary of the procedure used, major findings of the study, implications of the study, conclusion, recommendations and suggestions for further study.

#### **Restatement of the Problem**

The acquisition of maintenance skills of clothing tends to preserve clothes, in order to enable its continuous use and function. Nowadays, youths are not being taught skills to maintain clothing to extend wear, since fewer adult role models exist who practice such skills. Looking at the clothing maintenance skills among students at various tertiary institutions across the nations, especially in the tertiary institutions in Benue State, one observed that some male youths lack of basic clothing maintenance skills. Some male youths in tertiary institutions are fond of engaging the service of service-men in maintenance of their clothes, while some go about on campus with torn or stained clothes, rumple shirts, incomplete button, worn out zip and non-ironed clothes. Some students wore dresses that are torn open, some boys even go about with torn jeans all in the name of fashion. This acts indicated that these male youths are careless or lack how to maintain their clothing.

Clothing maintenance is usually a greater challenge to male youths than their female counterpart as adolescent girls more likely to care for own and family clothing than adolescent boys. This is because it is generally believed that such chore is for female folks. Male youths who do not develop necessary skills for clothing maintenance are likely to discard clothes that require maintenance resulting in a potentially negative economic for parents. Some male youths of tertiary institutions in Benue State still lack adequate clothing maintenance skills such as washing, replace of button, worn out zip ironing and storage of clothes. The idea of given clothing to service-men by male youths in tertiary institutions

nowadays is worrisome and waste of money. Hence, there is need to determine the ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State.

### **Summary of the Procedure Used**

The general purpose of the study is to investigate the ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State. In carrying out this study, seven research questions and seven null hypotheses were developed to guide the study. Descriptive survey research design was employed in selecting the respondents for the study. The study was carried out in Benue State covering the three tertiary institutions in Benue State. The population for the study comprises of 1,932 newly admitted male students in three tertiary institutions across Benue State for 2014/15 academic session. The sample for the study was 300 first year students from three tertiary institutions in Benue state. The sampling technique was a multistage sampling.

The instrument for the study was a structured questionnaire developed by the researcher and it is titled: Improving Clothing Maintenance of Male Youths (ICMMAY) was developed by the researcher based on the review related literature on clothing maintenance. The instrument was divided into eight sections. Section A is on respondent's personal data, while Section B sought for information on the brushing and airing skills needed for improving clothing maintenance skills of male youths; Section C requested for the washing skills needed for improving clothing maintenance skills of male youths; Section D sought the respondent's opinion about the ironing skills needed for improving clothing maintenance skills of male youths; and Section E solicited for the repairs skills needed for improving clothing maintenance skills of male youths. Section F requested for the storage skills needed for improving clothing maintenance skills of male youths; Section G sought to identify the problems encountered by male youths in maintaining their clothing, while Section H sought

the respondents' opinion on solution to the problems encountered by male youths in maintaining their clothing. Sections B ó H are close-ended questions with five response categories. The items are structured on a five-point response option of Strongly Agree (SA) = 5, Agreed (A) = 4, Undecided (U) = 3, Disagreed (D) = 2 and Strongly Disagreed (SD) = 1. The instrument was face-validated by three experts. The experts were requested to assess the items of the instruments in terms of clarity. Their comments and corrections were incorporated in the final draft of the instrument.

To establish the internal consistency of the questionnaire, the instrument was trial tested on 20 male youths at College of Education, Oju, Benue state. The data obtained from the trial testing was analyzed using Cronbach Alpha reliability technique. On cluster basis, Cronbach Alpha ( ) reliability coefficients of 0.76 was obtained for the entire instrument. Data for the study were collected by the researcher with the help of three research assistants. The research assistants were briefed by the researcher in order for them to be acquainted with the system of administering the questionnaire and to enhance the return rate of the instrument from the respondents. The data collected were analyzed using mean for answering research questions while t-test statistics was used for testing the hypotheses at 0.05 level of significance and at 298 degree of freedom.

### **Major of Findings of the Study**

Based on the data analyzed, the following major findings were made as ways of improving the clothing maintenance skills of male youths in tertiary institutions: ability to brush the shoulder of coats and jackets using short quick strokes, ability to brush up and down the nap to waistband and cuff, knowledge on how to air slightly damp clothing inside room by hanger, ability to select thread that match clothes to be repaired, ability to mend tore clothes with thread and needle, ability to select right notions (buttons, zippers, hooks and eyes etc), ability to darn clothes when damaged, ability to select the appropriate temperature

of water for washing articles of clothing, knowledge of how to remove stains on clothes, knowledge to damp cloth articles to be ironed with water, ability to use pressing wood when there is no light, ability to hang ironed clothes properly for future use, ability to regulate the air in storage area or container, ability to select the type of chemicals that can be used to absorb moisture, and ability to determine moderate temperatures for clothing.

The findings revealed the followings as the major problems encountered by male youths in maintaining their clothing are lack of knowledge on how to air and brush different types of clothing, inability to read clothing labels and washing procedures, inability to determine the repair or cleaning needed by a garment, and inability of remove wrinkles from clothes when there is no electricity.

The findings also revealed the followings as the solutions to the problems encountered by male youths in maintaining their clothing: provision of knowledge on how to air and brush different types of clothing as children grow up, provision of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c., training on how to determine the repair such as patching, darning or cleaning needed by a garment, and training on how to maintain a proper storage space or container for storage of personal clothes.

The findings revealed from the hypotheses tested that age of male youths (early adolescence or late adolescence) has no relationship the ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State. The location (rural or urban) where the male youths come from has no effect on the ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State. The perceptions of both male youths from rural and urban area are similar the ways of improving the clothing maintenance skills of male youths in tertiary institutions in Benue State.

### **Implication of the Study**

Findings of this study have positive implications for home economics education teachers in tertiary institutions as the teachers would know vital areas about clothing maintenance skills required in brushing and airing, renovation, cleaning, ironing and storage of clothes especially pertaining to male youths.

The findings of the study implication for male youths. Male youths through their home economics teachers in secondary schools. The findings of the clothing maintenance skills would make available to male youths on how to air and brush clothes properly, renovate torn clothes, shorten their shirts or trousers, patch and replace zippers. Findings of the study revealed the best ways on how to wash and store clothes better even if there is water shortage and electricity problem on campus.

The findings of the study have implication for parents as it revealed to parents the areas where emphasis should be made in training their male children the basic skill areas of clothing maintenance such brushing and airing, renovation, laundry, ironing and storage which they can teach their males children. The knowledge of clothing maintenance by male youths could save parents some money from buying clothes every year.

The findings provide information to administrator of tertiary institutions. The findings could be used by administrators of tertiary institutions to educate both new and old male students on different clothing maintenance skills during orientation week. Male youths can also use the findings of the study to establish laundry services on campus or at their homes to generate income after graduation.

## **Conclusion**

With increased concern for the environment, care and maintenance of youth clothing to extend wear-life becomes more critical. A good number of research have been carried out on importance of clothing and self-esteem among adolescents, factors associated with clothing care practices of adolescents, impact of celebrities on adolescents' clothing choices,

contemporary dressing code and sexual characteristics of younger populations, and clothing maintenance (mending and laundering) practices of women living in rural areas; but not much had been particularly carried out to address the ways of improving the clothing maintenance skills of male youths in tertiary institutions. It can be observed that the ways in which people maintain their clothes has not changed over time but improved upon. The study concluded that male youths in tertiary institutions required proper training of clothing maintenance most especially during their growing up years. Clothing maintenance skills such as brushing and airing renovation, laundry, ironing and storage skills are needed by male youths in tertiary institutions.

Some of the challenges male youths usually experience in maintenance of their clothing include lack of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c., incessant electricity supply to campus and the environs, and inability to maintain a proper storage space or container for storage of personal clothes. Some solutions were suggested that if adopted would help solving the challenges male youths usually experience in maintenance of their clothing especially during their first year at tertiary institutions.

### **Recommendations**

Based on the findings and conclusions drawn from the study, the following recommendations were made for implementation by the government:

1. Home Economics teachers especially in secondary should emphasize more on ways of improving clothing maintenance of male students as care of clothing maintenance is usually regarded as female chore.
2. Male youths should be taught the best ways to wash and store clothes better even if there is water shortage and electricity problem on campus.

3. Male youth should be trained the basic ways of clothing maintenance such brushing and airing, renovation, laundry, ironing and storage.
4. Male youth should be provided withadequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c. when going to tertiary institutions.
5. Male youth should be taught on how to use judgment and manipulative skills in various clothing maintenance procedures such as in clothing renovation, laundry, ironing and storage.

### **Suggestions for Further Study**

The following related areas are suggested for further research:

1. Similar studies should be conducted in other states in Nigeria onimproving the clothing maintenance skills of male youths in tertiary institutions.
2. Clothing maintenance skills required by Home Economics education graduates to establish small and medium scale enterprises.



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**APPENDIX A****TERTIARY INSTITUTIONS IN BENUE STATE**

<b>S/N</b>	<b>NAME OF INSTITUTION</b>	<b>OWNER</b>	<b>LOCATION</b>
1	Federal University of Agriculture, Makurdi	Federal	Urban
2	Benue State University, Makurdi	State	Urban
3	University of Mkar, Mkar	Private	Rural
4	Benue State Polytechnic, Ugbokolo	State	Rural
5	Fidei Polytechnic, Gboko	Private	Urban
6	College of Education, Katsina-Ala	State	Urban
7	College of Education, Oju	State	Rural
8	Akperan Orshi College of Agriculture, Yandev Gboko	State	Urban

**APPENDIX B****FACULTY/COLLEGE WITH HIGHEST NUMBER OF NEWLY ADMITTED MALE STUDENTS INTO THE FIRST YEAR**

<b>S/N</b>	<b>NAME OF INSTITUTION</b>	<b>FACULTY/COLLEGE SCHOOL</b>	<b>NUMBER OF YEAR ONE MALE STUDENTS</b>
1	Federal University of Agriculture, Makurdi	Education	801
2	Benue State Polytechnic, Ugbokolo	Administration	673
3	Benue State College of Education, Katsina-Ala	School of Business	458
	<b>TOTAL</b>		<b>1,932</b>

Source: Records of Students Affairs Department (2013)

**APPENDIX C****INTRODUCTORY LETTER TO RESPONDENT/QUESTIONNAIRE**

Department of Home Economics Education  
University of Nigeria  
Nsukka.

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Dear Respondent,

I am a postgraduate student of the Department of Home Economics Education, University of Nigeria, Nsukka; carrying out a research work titled: **Improving the Clothing Maintenance Skills of Male Youths in Tertiary Institutions n Benue State (ICMSMAY).**

Please find the attached copy of questionnaire which I humbly request you to complete by checking (ç) at the appropriate column that suit your opinion. The required information is strictly for the academic purpose and your response will be confidentially treated.

Thanks for your anticipated cooperation.

Yours faithfully,

**Aji, M. O.**  
**PG/M.Ed/09/51853**

**IMPROVING CLOTHING MAINTENANCE SKILLS OF MALE YOUTHS IN  
TERTIARY INSTITUTIONS IN BENUE STATE (ICMSMAY)**

**SECTION A**

**Personal Data**

Please fill and tick (✓) the appropriate information that is applicable to you.

**Name of Institution:** í

**Faculty/School:** í .

**Level:** í í í í í í í í í í í í í í í í ..

**Age:** (i) 14-19 years [ ] (ii) 20-25 years [ ](iii) 25 years and above [ ]

**Place of Residence:** (i) Rural [ ] (ii) Urban [ ]

**SECTION B**

**Instruction:** Below is a list of statements to find out your opinion on the strategies for improving clothing maintenance skills of male youths in tertiary institutions in Benue State. Please respond to indicate whether the following clothing maintenance skills are Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) or Strongly Disagreed (SD).

**Research Question One**

What are the brushing and airing skills needed for improving clothing maintenance?

S/N	Brushing and airing skills for clothing maintenance are:	SA	A	U	D	SD
1	Ability to remove any stubborn pieces of dirt, hair and other undesirables on clothes prior to overall brushing					
2	Ability to flick water from the bristles so the brush is slightly damp					
3	Ability to brush the shoulder of coats and jackets using short quick strokes					
4	Ability to brush across collars on the interfacing from left to right and right to left.					
5	Ability to brush up and down the nap to waistband and to cuff					
6	Ability to brush the entire length of trousers with a single long stroke					



7	Brush the outside of the leg from the cuff to the waistband in sweeping motions					
8	Knowledge on how to air slightly damp clothing inside room by hanger					
9	Ability to create an airing area inside room					
10	Ability to know the time necessary for airing for different fabrics					

## SECTION C

### Research Question Two

What are the renovation skills needed for improving clothing maintenance?

S/N	Renovation skills for clothing maintenance are:	SA	A	U	D	SD
11	Ability to identify points of renovation or repair					
12	Ability to select thread that match clothes to be repaired					
13	Ability to mend tore clothes with thread and needle					
14	Ability to trim any loose threads or ragged edges					
15	Ability to select right notions (buttons, zippers, hooks and eyes etc)					
16	Ability to remove the metal stopper at the bottom of the zipper with a pair of pliers					
17	Ability to select type of patch work to do (fusing or gluing)					
18	Expertise in patching with decorative stitches					
19	Ability to darn clothes when damaged					
20	Ability to renovate fabric and web at least 1 inch larger than area to be patched					

## SECTION D

### Research Question Three

What are the laundry skills needed for improving clothing maintenance of male youth in tertiary institution?

S/No	Laundry skills for clothing maintenance are:	SA	A	U	D	SD
21	Expertise to in study the clothes labels if available before laundering					

22	Ability to identify colour of fabric that may be colour fast					
23	Knowledge of how to remove stains on clothes					
24	Ability to know the types of chemicals needed for removing staining					
25	Ability to select the appropriate temperature of water for washing articles of clothing					
26	Ability to determine the amount of time to soak cloth					
27	Knowledge of how to identify clothing material that may be steeped					
28	Ability to know the type of soap to use for different fabric					
29	Expertise in how to apply blue to white clothes					
30	Ability to determine types of materials that requires starch					

## SECTION E

### Research Question Four

What are the ironing skills needed for improving clothing maintenance in tertiary institutions?

S/N	Ironing skillsfor clothing maintenance are:	SA	A	U	D	SD
31	Ability to read ironing instruction on fabler label if available					
32	Ability to prepare ironing table prior to ironing					
33	Knowledge to damp cloth articles to be ironed with water					
34	Ability to know correct temperature for specific fabrics					
35	Ability to use pressing wood when there is no light					
36	Ability to iron pleat and bring out shapes					
37	Ability to iron stones, button clothes without damaging the fabrics					
38	Ability to iron different clothes articles such as shirts, trousers					

39	Ability to iron starch clothes and regulate steam					
40	Ability to hang ironed clothes properly for future use					

## SECTION F

### Research Question Five

What are the storage skills needed for improving clothing maintenance of male youth in tertiary institutions?

S/No	Storage skills for clothing maintenance are:	SA	A	U	D	SD
41	Ability to select storage space or contain					
42	Ability to fold clothes properly before storage					
43	Ability to select appropriate hanger for garment					
44	Ability to sorts and store different clothing items in a place without staining one another					
45	Knowledge on how to use pad on hanger to store clothes for a long time					
46	Ability to regulate the air in storage area or container					
47	Ability to select the type of chemicals that can be used to absorb moisture					
48	Ability to determine the type of storage to use during raining or dry season					
49	Ability to know how to remove dampens in the storage area					
50	Ability to determine moderate temperatures for clothing					

**SECTION G****Research Question Six**

What are the problems encountered by male youths in maintaining their clothing?

<b>S/No</b>	<b>Problems encountered by male youths in maintaining their clothing</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
51	Lack of knowledge on how to air and brush different types of clothing					
52	Lack of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.					
53	Inability to use judgment and manipulative skills in					

	various clothing maintenance procedures					
54	Inability to read clothing labels and washing procedures					
55	Inability remove dust, spots or stains from clothes					
56	Inability to determine the repair or cleaning needed by a garment					
57	Inability to get water especially during dry season					
58	Inability of remove wrinkles from clothes when there is no electricity					
59	Inability to maintain a proper storage space or container for storage of personal clothes					
60	Inability to pack store clothing for future use					

## SECTION H

### Research Question Seven

What are the solutions to the problems encountered by male youths in maintaining their clothing?

S/No	Solutions to the problems encountered by male youths in maintaining their clothing	SA	A	U	D	SD
61	Provision of knowledge on how to air and brush different types of clothing as children grow up					
62	Provision of adequate materials for clothing maintenance such as thread, needles, button, zipper e.t.c.					
63	Ability to use judgment and manipulative skills in various clothing maintenance procedures					
64	Ability to read clothing labels and washing procedures as applicable to different fabrics					
65	Ability remove dust, spots or stains from clothes					
66	Ability to determine the repair such as patching, darning or cleaning needed by a garment					
67	Ability to minimize water for washing especially during dry season					

68	Ability of remove wrinkles from clothes when there is no electricity and					
69	Ability to maintain a proper storage space or container for storage of personal clothes					
70	Ability to pack store clothing for future use and prevent them from attack					

## APPENDIX D

### Reliability Test Result

#### Improving Clothing Maintenance

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

#### Reliability Statistics

Cronbach's Alpha	N of Items
.764	70