

A Study on the Assessment of Current and Future Directions for Clothing and Textiles

의류학의 현재와 미래의 방향에 대한 연구

— 의류학과 교수 의견을 중심으로 —

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〈Abstract〉

간학문적 특성이 강한 의류학은 최근 급변하는 사회환경 즉, 학생들의 전문적 경험에 대한 요구, 패션업계와의 유기적 상호관계, 컴퓨터 등 과학기술의 발달, 사회의 전문화, 세분화, 정보화, 세계화 등에 능동적으로 대처하여 의류학 졸업생들의 경쟁력을 강화시키기 위하여 보다 질적으로 향상된 의류학의 방향을 모색하도록 요구받고 있다. 따라서 본 연구의 목적은 1) 의류학의 목표는 무엇이며 현재 강조되고 있는 분야와 교과목 및 취업기회는 어떠한지, 그리고 미래에 의류학이 당면할 수 있는 문제들은 무엇인지, 2) 프로그램이 어떻게 바뀌어졌으며 앞으로 어떠한 방향으로 발전되어 갈 것인가에 대하여 연구하고자 한다.

연구방법은 전국 43개 4년제 대학의 의류학 관련 교수 110명을 대상으로 설문지법을 사용하였으며 회수된 58부(53% 회수율)를 SAS로 통계처리하여 Likert's method of summated ratings로 분석하였다.

연구결과에 따르면 의류학의 목표가 가정중심의 복지 향상(M=2.5, SD=1.0)에서 의류학 분야의 전문인을 양성(M=4.8, SD=0.4)하는 것으로 변화하고 있는 것으로 나타났다. 전반적으로 디자인 분야(M=4.8, SD=0.5)와 구성 분야(M=4.5, SD=0.7)가 풍부한 교과목과 함께 강조되고 있으며 디자인 분야의 취업성향이 가장 많은 것으로 나타났다. 교과목이 많이 증설되었으며(특히 디자인분야) 실험실습시간이 증가되고 인접학문 교과목과 현장실습경험이 증가추세에 있는 것으로 나타났다. 앞으로 의류학의 발전

을 위해 전문적 이미지의 제고와 함께 졸업생의 취업기회의 증가, 의류산업체와의 인턴제도를 통한 산학협동, 그리고 컴퓨터 활용 증대 등이 요구되고 있는 것으로 나타났다.

I. INTRODUCTION

Academic learning would be a function of students' academic careers through program, and these programs would be viewed as sequences of organizational contexts distributed over time. As Bacchus(1990) claimed for improving the quality through program development and reform, program changes can help to improve the quality in clothing and textiles as a state of the art. Laughlin and Kean(1995) noted that clothing and textiles programs are scrambling to adapt in the climate of unforeseen changes and eternal threats in the academic environment. Environmental trends affecting clothing and textiles in recent years, such as students' shifting career expectations and changing demands on faculty, have influenced upon apparel and textile programs to increasingly focus on the expansion and dissemination of information about the textile-apparel-retail industrial complex.

The profession needs to identify and endorse valued programs that supply visionary leadership in development of the field. Assessment of current and future directions for program can be an initial step. Assumption basic to this approach include that the future continually reflects and diverges from the past. Jung, Park, and Hwang(1991) indicated that rapid societal changes have brought upon the needs for professionals to reshape the future of clothing and textiles. Also, Kim(1986) indicated such problem existed in clothing and textiles that the fast paced development in the textile and apparel industry has brought upon the demand for close connection between the clothing and textiles program in school and industry.

But traditionally, clothing and textiles has remained a

limited part of home economics, the overall clothing and textiles in Korea may have not received the full support of the academic circle, and has remained relatively passive in its role. In addition, the interdisciplinary nature of clothing and textiles field, which requires more adaptive and flexible program reflecting such dynamic changes as technology, values, shifting responsibilities, environmental activism, and stressed economies, has created problems.

Thus, to solidify the academic base of clothing and textiles it is very important to recognize the current status of this field to take the next step for the enhanced quality. Driven by the need to keep up with this trends and to enhance the marketability of clothing and textiles graduates, there are several studies focusing on clothing and textiles program in the U. S. A. However, in Korea, less empirical research is made about assessing clothing and textiles program in regard to the current status and future directions.

Therefore, the purpose of the study was to describe and assess Korean clothing and textiles in regard to the current state of the art and future directions. The goal was to enable academic units to use national profile comparison data in marketing themselves and in creating on academic support. The result of this study may be able to provide more substantial information for projecting the future directions based upon our own circumstances in Korea.

II. REVIEW OF THE LITERATURE

Clothing and textiles professionals must be prepared to maintain the viability of clothing and textiles in view of the variety of changes expected to occur in the de-

acades of the 2000's. Knowledge of the past provides a foundation for understanding the dynamics of the present and future. Examination of programs of study and program offerings must occur relative to contributions to the disciplinary role, that is, development and transmission of the theory and technique of clothing and textiles.

Rudd(1981) conducted a study which assesses the status of the programs of clothing and textiles in U.S.A. According to the study, the future of clothing and textiles program was "good" for 25 percent. Only 2.5 percent of the faculties gave responses that were more optimistic ("great" or "excellent"). However, 41 percent of the faculties gave less optimistic and negative responses. The responses indicated faculties believe that better programs are needed.

According to Laughlin and Kean(1995), over 77% of the undergraduate students majored in Retailing/merchandising : 13% were Fashion/Apparel Design majors and 9% were Textiles, Apparel, Clothing, General majors. This finding would support this aspect of Rudd's research (1981). Also, seven elements were identified as common in American clothing and textiles programs : Beginning Textiles, Color and Design Principles, Socio-psychological Aspects of clothing, History of Clothing, Cultural Aspects of Dress, Merchandise Operations and Fashion Theory. Jung, Park, and Hwang(1991) identified the trends of the discipline in Korean clothing and textiles subject-matter published in professional journals from 1959 through 1990. Research areas were categorized as clothing construction, textiles, history of costume, socio-psychological aspect of clothing, design and aesthetics, and fashion merchandising. For the future direction, interdisciplinary and ecological approach were suggested.

The evolving nature of the discipline and changing employment opportunities for graduates also suggest the need for accurate information of the program content. Garner and Buckley(1988) conducted a study to identify the content of American clothing and textiles and then to ascertain which elements of that content were per-

ceived as important to job performance in the occupational field of fashion marketing by apparel retailers, educators, and graduates. It is recommended that educators maintain as much flexibility as possible in their programs of study to enable meeting individual student interests and needs. Belleau and Bourgeois(1991) and Fraser, Christman, Else, Hughes, and Glock(1989) insisted colleges and universities offer courses, such as apparel design/production, to educate students with state-of-the art technologies currently being used in industry. The faculty interns proposed to adapt their experiences with the futuristic technologies.

For the marketability of the clothing and textiles graduates, employments outlet is the important factor. Employment opportunities for baccalaureate graduates may drive program development. There are needs for examining beliefs about what types of information are important in the workplace, how secure graduates are with the information, and what perceived effect such knowledge has on the overall productivity of the organization. Fair, Hamilton, and Norum(1990) examined assessed perceptions of merchandising graduates regarding the usefulness of their textile knowledge in their work environments.

Also recommended for current awareness was a group of comments dealing with the textile and apparel industry. Academic programs providing relevant training for careers and close working relationship with industry, including both student and faculty internships, would help provide input and experience that would ensure relevance. Shanley and Kincade(1991) outlined sources of industry experience that may be used by faculty who teach and develop apparel production course. Providing students with realistic assessments is characterized an important part of preparing them for successful careers. In an industry with rapid changes and dynamic interactions, constant effort must be maintained to keep program stimulating, current, and accurate. For these reasons, the faculty have looked to partnerships between

the academic institutions and the apparel and textiles industries to assist in providing the training equipment, and the experience needed to produce competent graduates. Also, DeLong, LaBat, and Bye(1991) reported an article that involved a collaborative research team working on computer-aided design research between university and industry. The project goal was to develop an expert system that would accurately translate clothing designer's vision into patterns for all body types and sizes. Although it is the responsibility of school to provide industry with the talent for innovation and technology development, physical and financial resources often lack the human resources to support a full time research. Thus, collaborative research between two diverse groups would provide mutual benefits.

Therefore, there are needs for seeking better justification for academic programs in clothing and textiles. Faculties must now update program and facilities to keep up with the accelerated societal changes. It is also imperative that they now plan to prevent a future gap between school and the apparel industry.

III. METHODOLOGY AND PROCEDURES

1. Research Questions

The research questions addressed in this study are as follows

- 1) What perceptions exist among clothing and textiles professionals in regarding :
 - program goals?
 - current program emphases, course offerings, and employment opportunities?
 - issues of concern facing the field of study in the near future.

- 2) To what extent has program revision taken place and in what direction is clothing and textiles heading?

2. Administration of Instrument

The representative sample of college faculty teaching clothing and textiles was chosen randomly from the professional organization : Journal of the Korean Society of Clothing and Textiles. The population in the study was composed of faculties at four-year institutions with programs of study in clothing and textiles.

Since this research is descriptive in nature, a survey research method was employed in collecting data for this study. The items selected for inclusion in the questionnaire were structured to answer the research questions and were initially determined through a review of the literature in clothing and textiles. A pilot study was made in order to try out the clarity of instructions, redundancy, and ambiguity of the instrument, and resulted in minor changes. 110 questionnaires were mailed to 43 institutions in 1992 ; included were stamped, self-addressed return envelopes and a cover letter explaining the purpose of the research, the importance of responding, a reassurance of confidentiality. To insure a high percentage of return, one week later, follow-up letters were sent to faculty members(Dillman, 1978).

The results of the survey were based on 58 usable questionnaires which were returned with appropriate answers. Adjusted return rate was 53percent adequate for analysis and discussion(Babbie, 1986). The completed survey were processed using SAS/STAT and Likert's method of summated ratings. The data were analyzed with statistics such as mean, standard deviation, frequency, and percentages for descriptive study in nature.

IV. RESULTS

1a : What perceptions exist among clothing and textiles professionals regarding program goals?

As can be seen from the Table 1 of Likert scale, 81 percent of the respondents rated mode of five which is "very important" on a five-point scale, for nurturing professionals in this field. For providing opportunity for aesthetic satisfaction and creative expression, 74 percent of the respondents rated mode of five, "very important". Whereas only total 7 percent rated "furthering the well-being of the family" as an important program goal.

The name of department where clothing and textiles courses are taught and the name of colleges where clothing and textiles is housed help describe the current nature of the profession. To determine visibility of clothing and textiles, the faculty was asked to designate the academic name and organizational units to which cloth-

ing and textiles belonged at their institutions. Of greatest visibility was almost every department bearing the name of clothing and textiles by itself. About half of the faculties regarded name "clothing and textiles" as strength of the program. On the other hand, in U.S.A., among the smaller departments the most common department name is Home Economics. However, among the larger departments the name generally indicates a specialized clothing and textiles department separate from other home economics subjects (Lind, 1989).

This study indicated that only 43 percent of the institutions kept their names in home economics. Fifty-seven percent of the institutions stated their organizational names such as human ecology, or natural and/or life science, or applied art and/or design. Cloud (1993) indicated same trends in U.S.A. and defined as the "H" programs (Home Economics, Human Ecology, Human Resources, Human Environmental Sciences). Home economics is the most common college name. Among the smaller departments arts and/or science is next and

TABLE 1. Perception of Program Goals of Clothing and Textiles

Program Goals	Mean	SD	not important 1	2	neutral 3	4	very important 5	NR	Total
Nurturing professionals in this field	4.8	0.4	-	-	-	10	47	1	58
			-	-	-	17.2	81.0	1.7	100%
Providing opportunity for aesthetic satisfaction and creative expression	4.7	0.6	-	-	5	10	43	-	58
			-	-	8.6	17.2	74.1	-	100%
Helping individuals with social-psychological, managerial, and physical needs	3.9	1.0	-	3	21	10	23	1	58
			-	5.2	36.2	17.2	39.7	1.7	100%
Gaining insight into the economic phenomena	3.8	0.9	2	1	15	25	14	1	58
			3.4	1.7	25.9	43.1	24.1	1.7	100%
Furthering the well-being of the family in a society	2.5	1.0	9	13	27	2	2	5	58
			15.5	22.4	46.6	3.4	3.4	8.6	100%

There are rounding errors in 100%.

among the larger departments human ecology or development is next(Lind, 1989).

Such name changes reflected the dynamic professional image of programs, changes in the characteristics of students who pursue the programs, and societal changing needs. The typical home economics student is no longer a young woman preparing only for marriage and homemaking. More emphasis on dynamic professionalism was indicated by the most frequent choice, "nurturing professionals in this field". This study showed the shift of program goals from furthering the well-being of the family to nurturing professionals in this field.

1b : What perceptions exist among clothing and textiles professionals regarding current program emphases, course offerings, and employment opportunities?

The responses indicated that 93 percent of the institutions did not have specialized majors(options) within Korean clothing and textiles program. However, over 60 percent of respondents indicated that they would like to offer specialized majors(options) within the program for improving of clothing and textiles. By contrast, distribution of majors by academic clothing and textiles in U.S.A. are as follow by Classification of Instructional Programs(CIP) : Textiles, Apparel & Clothing Studies, Fashion and Apparel Design Studies, Retailing, Merchandising Studies, Textile Science Studies, Related Art Studies, and History of Costume Studies. But, over three fourths institutions' students majored in Retailing/merchandising ; 13% were Fashion/Apparel Design majors and only 9% were Textiles, apparel, Clothing, General majors (Laughlin and Kean, 1995 ; Rudd, 1981).

Over 80 percent of the respondents rated the fashion design field as very important program. Even though fashion merchandising field was regarded as important program in clothing and textiles, current course offerings indicated that there were not enough course open-

ings.

The perceived importance of potential employment areas for graduates of clothing and textiles are as follows : Fashion design was rated very important employment outlet for graduates with mode of five($M=4.5$, $SD=0.8$). Next, retailing was rated the important employment outlet($M=4.3$, $SD=0.8$). Also, fashion coordination, apparel production, fashion illustration, and production promotion/advertising were rated the important employment outlets. Secondary teaching was not important employment outlet for graduates. This finding has showed changed and shifted outcome since Moon, Kim, Yoon, and Chung's study(1982). Rudd's study, on the other hand, indicated that retailing was overwhelmingly rated as the most important employment outlet for American clothing and textiles graduates.

A list of 37 course offerings was presented to the participants who indicated the opened courses with required, elective, and sequential courses. Many institutions did not offer following courses : Advertising and Children's Wear in about four fifths of the institutions respectively, Intern, and Clothing and Culture in three quarters of the institutions, Men's Wear in over 70 percent of the institutions, and Fashion Display in 60 percent of the institutions. In Korean clothing and textiles program, Clothing Construction, Fashion Design, Textiles, and Korean Costume Construction were offered mostly as a required course among the institutions.

Fashion Illustration, Draping, Dyeing and Finishing, Korean Costume Construction, Social/Psychological Aspects of Clothing, and Fashion Merchandising were courses most offered as elective among the institutions. Clothing Construction, Korean Costume Construction, Fashion Illustration, Fashion Design, and Draping were offered mostly as a sequential course among the institutions. Also, most of the institutions offered Fashion Merchandising and Social/Psychological Aspects of Clothing as elective. In American clothing and textiles program, Beginning Textiles, Color and Design Principles,

TABLE 2. Perception of Clothing and Textiles Program Emphasis

Perceived program emphasis	Mean	S.D.	not important 1	2	neutral 3	4	very important 5	NR	Total
Design & aesthetics	4.8	0.5	-	-	3	8	47	-	58
			-	-	5.2	13.8	81.0	-	100%
Fashion merchandising	4.5	0.7	-	-	5	19	34	-	58
			-	-	8.6	32.8	58.6	-	100%
Clothing construction	4.5	0.7	-	1	5	16	36	-	58
			-	1.7	8.6	27.6	62.1	-	100%
Textiles	4.2	0.9	-	3	11	16	28	-	58
			-	5.2	19.0	27.6	48.3	-	100%
Social/psych. aspects of clothing	4.1	0.9	-	1	14	19	24	-	58
			-	1.7	24.1	32.8	41.4	-	100%

There are rounding errors in 100%.

TABLE 3. Perceived Importance in Rank Order of Employment Outlets for Clothing and Textiles Graduates

Employment outlets	Mean	SD	not important 1	2	neutral 3	4	very important 5	NR	Total
Fashion design	4.5	0.8	-	1	6	13	38	-	58
			-	1.7	10.3	22.4	65.5	-	100%
Retailing	4.3	0.8	-	1	11	16	30	-	58
			-	1.7	19.0	27.6	51.7	-	100%
Fashion coordination	3.8	1.1	2	6	12	16	21	1	58
			3.4	10.3	20.7	27.6	36.2	1.7	100%
Apparel production	3.7	1.1	4	3	14	23	13	1	58
			6.9	5.2	24.1	39.7	22.4	1.7	100%
Fashion illustration	3.6	1.1	1	9	14	19	14	1	58
			1.7	15.5	24.1	32.8	24.1	1.7	100%
Product promotion and advertising	3.5	1.0	2	5	22	16	12	1	58
			3.4	8.6	37.9	27.6	20.7	1.7	100%
University teaching	3.3	0.8	1	5	31	15	5	1	58
			1.7	8.6	53.4	25.9	8.6	1.7	100%
Consumer education	3.2	1.3	6	10	19	8	14	1	58
			10.3	17.2	32.8	13.8	24.1	1.7	100%
Textile testing & development	2.8	1.3	11	13	18	9	7	-	58
			19.0	22.4	31.0	15.5	12.1	-	100%
Secondary teaching	2.1	1.1	24	7	21	3	1	2	58
			41.4	12.1	36.2	5.2	1.7	3.4	100%

There are rounding errors in 100%.

Socio-psychological Aspects of Clothing, History of Clothing, Cultural Aspects of Dress, Merchandise Operations and Fashion Theory are course elements as common(Laughlin and Kean, 1995). Lind(1989) also studied that fashion merchandising, apparel design, and computer applications were being added or strengthened to recent or anticipated program changes. As a result, Korean clothing and textiles emphasized the area of clothing construction and fashion design.

1c: What perceptions exist among clothing and textiles professionals regarding issues of concern facing the field of study in the near future?

Respondents were asked to rank issues affecting clothing and textiles in the future. First, a summation was done of the number of times each item ranked first, second, third, fourth, fifth, and sixth. Responses were then weighted and added together to give a total weighted score for each item: 6 points were assigned to Number 1 rank, 5 points to Number 2 rank, 4 point to Number 3 rank, 3 point to Number 4 rank, 2 point to Number 5 rank, and 1 point to Number 6 rank. The weighted totals were then used to rank order issues which can affect development of the program in the future.

As shown Table 4, availability of qualified faculty was ranked first. Lind (1989) indicated that recent or anticipated changes in programs and in course offerings that would affects future needs for faculty or their qualifications. Merchandising and industry experience, computer literacy and experience is needed in future qualified faculty. The second perceived issue was job opportunities for graduates. The third perceived issue was changing societal needs. General budgets, research funding, and increasing computer use were ranked fourth, fifth, and sixth, respectively. Before incorporating computer studies into clothing and textiles program, qualified faculties should

be available to the students. For that, general budgets, research funding, and assessing societal needs should be provided previously.

TABLE 4. Perceived Rank Order of Concerned Issues Affecting Clothing and Textiles over the Next Decade

Perceived Issue	Weighted Score
Availability of qualified faculty	257
Job opportunities for graduates	242
Changing societal needs	200
General budgets	194
Research funding	178
Increasing computer applications	120

When faculties were asked to foresee the future of clothing and textiles, 85 percent respondents foresaw the future of clothing and textiles positively, 14 percent respondents had a neutral perception. Faculties envisioned good future, if the clothing and textiles program was reviewed based upon societal changes and developed computer applications with improved facilities. Further, maintaining academic relevance keeping current trends facing society, particularly, the fashion industry, were common comments from clothing and textiles faculties.

For future needs of the program, the most frequent comment was offering computer studies related to clothing and textiles(26 percent). The second was incorporating with textile and apparel industry through internship program(18 percent). The third was improving facilities and human resources(15 percent).

2. To what extent has program revision taken place and in what direction is clothing and textiles heading?

Approximately 90 percent of the responding institutions revised their programs since 1988. The greatest percentage(36 percent) of revisions occurred in 1989. Reasons for program revision generally were initiated by

three different groups. One set of reasons related to revision that was faculty initiated and involved group decisions within clothing and textiles. Faculty initiated revision involved an in-depth review of the program. Scheduled revision included on-going review. Another set of reasons referred to revision that was administration initiated, involving administrative or outside decisions. The last type of revision referred to that initiated by students, as in cases of student request.

Faculty initiated revision was most commonly reported, according for 41 percent of all revision. Another reason was scheduled revision listed by 23 percent. Administration initiated revision was listed by 18 percent. Student initiated revision was listed less often than either faculty or administration initiated revision ; it was reported by 16 percent of the response.

Recent program changes were reported for both general and specific aspects of program and tend to indicate directions in which clothing and textiles is moving. Under general aspects of program revision, the greatest

extent of change occurred in subject matter; nearly 60 percent of the schools indicated that the revised program included more subject matter than prior to the revision. Another area reflecting considerable change was laboratory hours with over one-half of the institutions. Interdisciplinary courses was a third aspect in which change occurred, with 39 percent of the schools indicating that their revised program included more course work outside of the major area of study, primarily business/merchandising and social/psychological areas. Hands-on experience was a fourth aspect in which change occurred, indicating that their revised program increased in applied or practical experience. This findings reflect a more professional career emphasis rather than personal use emphasis for clothing and textiles program.

Under the specialized fields in revision, the greatest extent of change was shown in design and aesthetics, with nearly 60 percent of the schools indicating an increase in coverage. Respectively fashion merchandising and clothing construction were areas reflecting the same

TABLE 5. Faculties' Opinions for Future Needs in Clothing and Textiles

Opinions	No. of times mentioned	
Offering computer studies related with clothing and textiles	16	25.8%
Incorporating with textile and apparel industry through internship	11	17.7%
Improving facilities and human resources	9	14.5%
Offering specialized majors (options) within clothing and textiles	6	9.7%
Providing flexible program with more electives and less required courses	5	8.1%
Nurturing professionals based upon societal needs	2	3.2%
Revise program according to societal needs	2	3.2%
Offering courses with emphases on problem solving	2	3.2%
More adequate balance between theory and practice	2	3.2%
Offering more fashion merchandising courses	2	3.2%
Offering more social/psychological aspects of clothing courses	1	1.6%
Scientific approach to the Korean costume construction	1	1.6%
Combine history of costume with Oriental and Western	1	1.6%
More emphasis on consumer education	1	1.6%
Education for developing textile materials	1	1.6%
Total	62	100.0%

amount of increase with 39 percent of the schools. The textiles field was a fourth aspect in which change occurred, with 36 percent of the schools, and then social/psychological aspects of clothing was shown to increase. The aspects showing the greatest reduction in coverage among the specialized fields was the textiles field : 11 percent of the schools said that the amount of courses in their programs had decreased. Under the specific aspects of program revision, the greatest increase was shown in professional preparedness. Computer studies related to clothing and textiles was an area reflecting change. Energy concerns was a third aspect in which change occurred whereas clothing needs of special groups of people increased the least. These changes is to make graduates more employable with changing student demand. This data indicated that a far denser and richer, more compact set of courses will characterize the future.

As a result, faculties indicated to promote career opportunities for graduates with better professional image,

to maintain contact with textile and apparel industry through internship for faculty and students, to review the program constantly, and to offer computer studies related with clothing and textiles with innovative teaching approach like computer-assisted-instruction (Matern, 1987 ; Knoll, 1990).

V. CONCLUSIONS

Clothing and textiles contribute to each person's striving to reach life goals. The healthy future of clothing and textiles depends on the recognition that each institutional unit contributes to the objectives all clothing and textiles share.

1) The importance of the program goals tends to shift from furthering the well-being of the family to nurturing professionals in clothing and textiles field. Baring the name of "clothing and textiles" by the schools would

TABLE 6. Extent of Change Reported in Clothing and Textiles Program Revision

Revision	More		Same		Less		NR		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
<u>General Aspects</u>										
Subject-Matter	16	57.1	10	35.7	-	-	2	7.1	28	100
Laboratory Hours	15	53.6	10	35.7	2	7.1	1	3.6	28	100
Interdisciplinary Courses	11	39.3	12	42.9	1	3.6	4	14.3	28	100
Hands-On Experience	6	21.4	18	64.3	1	3.6	3	10.7	28	100
<u>Specific Aspects</u>										
Design and Aesthetics	16	57.1	9	32.1	1	3.6	2	7.1	28	100
Fashion Merchandising	11	39.3	14	50.0	-	-	3	10.7	28	100
Clothing Construction	11	39.3	12	42.9	2	7.1	3	10.7	28	100
Textiles	10	35.7	13	46.4	3	10.7	2	7.1	28	100
Socio/Psy. Aspects	5	17.9	19	67.9	-	-	4	14.3	28	100
Prof. Preparedness	7	25.0	13	46.4	-	-	8	28.6	28	100
Computer studies	6	21.4	14	50.0	-	-	8	28.6	28	100
Energy Concerns	5	17.9	16	57.1	1	3.6	6	21.4	28	100
Clothing for Spec. Needs	2	7.1	14	50.0	1	3.6	11	39.3	28	100

There are rounding errors in 100%.

TABLE 7. Ways of Overcoming the Unresolved Problems in Clothing and Textiles for Forseeable Future

Perceived overcoming ways	Mean	SD	not important 1	2	neutral 3	4	very important 5	no problem	Total
Promote career opportunities	4.6	0.7	-	-	5	10	34	9	58
			-	-	8.6	17.2	58.6	15.5	100%
Maintain contact with textile apparel & industry	4.5	0.7	-	-	6	16	33	3	58
			-	-	10.3	27.6	56.9	5.2	100%
Constantly review & revise program	4.4	1.0	-	-	11	14	25	8	58
			-	-	19.0	24.1	43.1	13.8	100%
Offering computer studies related with t & c	4.1	1.0	1	2	8	17	21	9	58
			1.7	3.4	13.8	29.3	36.2	15.5	100%

There are rounding errors in 100%.

support the greatest visibility and professional image of clothing and textiles. This trend affects overall clothing and textiles in regarding program emphasis, course offerings including computer studies, employment outlets to graduates, and future trends of clothing and textiles.

2) In the Korean clothing and textiles, most of the schools did not offer specialized majors within the undergraduate program. But over half of the faculties indicated they would like to offer specialized majors (options) within the program for improving clothing and textiles. This study showed that design and aesthetic and clothing construction were the fields of program emphasis with more course offerings and perceived importance and availability of employment outlets. In Korean clothing and textiles program, Clothing Construction, Fashion Design, and Textiles were offered mostly as a required course among the institutions. Fashion Illustration, Draping, Dyeing and Finishing, Korean Costume Construction, Social/Psychological Aspects of Clothing, and Fashion Merchandising were courses most offered as elective among the institutions.

3) Recent program changes tend to indicate directions in which clothing and textiles is moving. The greatest

extent of change occurred in subject matter. Another area reflecting considerable change was laboratory hours. Interdisciplinary courses was the third aspect in which change occurred and hands-on experience was the fourth aspect indicating that their revised program increased in applied or practical experience. Under the specialized fields in revision, the greatest extent of change was shown in design and aesthetics indicating an increase in coverage. Respectively fashion merchandising and clothing construction were areas reflecting the same amount of increase. This data indicated that a far denser and richer, more compact set of courses will characterize the future.

4) Rapid change is a reality of today, and will continue as major force in the future. Overall, the general outlook for clothing and textiles was optimistic; however, faculties generally agreed that many issues will affect clothing and textiles in the future. For improving clothing and textiles, faculties provided the following directions with ample challenge for the future: promote career opportunities; maintain contact with textile and apparel industry; constantly review and revise program in the light of ever-changing conditions and needs; offer internship for faculty and students and independent

study ; offer computer studies related with clothing and textiles with innovative teaching method like computer-aided(assisted) instruction.

As faculties in departments teaching courses in clothing and textiles look to the future of the discipline, the future needs of the field have to be understood to the extent possible so that students anticipating employment in textile and apparel industries can be appropriately educated. The contribution of this study rests not only in the specific findings, but in whether or not those findings cause us to question current situations and to build a vision for the future. The scope of the future we build will become our future.

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