

Entrepreneurship Education in Clothing and Textiles Programmes of Tertiary Institutions in Rivers State

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Abstract

The aim of this study was to investigate the challenges of teaching and learning of entrepreneurship education in Clothing and Textiles in Tertiary Institutions in Rivers State. The study adopted a survey research design. The study was guided by three research questions. A sample of 400 students taking courses in clothing and textiles in tertiary institutions involved in the study, were randomly selected and used for the study. Data was collected through a questionnaire and analyzed using mean scores. The findings revealed 5 problems such as negative attitudes of students, inadequate qualified teachers, inadequate time/instructional materials and poor admission requirements. To reduce these problems, it is important that adequate qualified teachers, sufficient time and materials are employed in the teaching and learning of entrepreneurship education in Clothing and Textiles.

Keywords: Entrepreneurship, Clothing, Textile, Learning, Education, Instructional materials.

Introduction

Clothing is one of the basic needs of man, which influences an individual's health, wellbeing and status (Molokwu, 1990; Arubayi, 2003; Ukpore, 2006). Clothing and textiles education is a branch in Home Economics education that is concerned with the acquisition and development of practical skills, by the beneficiaries (Ezema, 2002 and

Lemchi, 2001). Ossai (2001) noted that clothing and textiles is one of the courses offered in Nigerian tertiary institutions. One of the objectives of Nigerian education is to produce skilled persons who are able to play effective roles in National economic and technological growth and development (Lemchi, 2001). This was supported by Arubayi's (2003) view, who noted that

the aim of Clothing and Textiles is to help learners acquire knowledge, skills and techniques for meeting personal and societal clothing needs. The aim of Clothing and Textiles is to teach the learners how to strategically plan and use available resources in his/her environment to improve his/her home, family and societal clothing needs (Osisefo, 2004).

Clothing and Textiles as a skill-oriented course helps to equip individuals with saleable skills needed for self-reliance. Clothing and Textiles, according to Mberengwa (2004) provides students with apprenticeship opportunities in clothing, textiles, and fashion.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education equips people with the ability to seek investment opportunities. Through entrepreneurship education, success habits are imparted as the individuals develop entrepreneurial integrity. It ensures that skills, ideas, attitudes, etc are utilized to create employment for self and others.

Entrepreneurship is defined as the process of creating something different with value by devoting necessary time and assuming the accompanying financial psychic and social risks and reviewing the resulting rewards of most personal satisfaction (Lankford, 2004). Hence, Entrepreneurship Education is about learning self-reliance, creativity and taking risk. Entrepreneurship education is the continuous process of

utilizing resources to produce new goods and services.

Ode (2006); Dabson and Malkim (2003) defined entrepreneur as a person who makes money by running a business especially when it involves taking financial risk. Entrepreneurship is the continuous process of combining resources to produce new goods and services Ode (2006); Dabson and Malkin (2003) further stated that an entrepreneur is a person who creates and manages a business undertaking, assuming the risk for the sake of profit. An entrepreneur should be self-confident; that is, he or she should believe in himself or herself, be self-reliant, innovative and creative, hardworking, be a goal setter and be able to take risks from financial investment.

In the context of this study, entrepreneurship implies the investment of one's resources in planning, organizing, implementing Clothing and Textiles education objectives in order to generate wealth for one's economic survival. The goal of entrepreneurial skills education, therefore, is to orient students towards self-reliance if wage-earning jobs become inaccessible. In summary, if Clothing and Textiles education, which is one of the major areas in Home Economics, should be studied at the tertiary and university levels, emphasis should be on entrepreneurship education for its graduates with a view to enhancing their capability for self-employment ventures.

Entrepreneurship education in Clothing and Textiles programme can

equip students that will enable them create and develop enterprises in various areas of Clothing and Textiles. This will in-turn help to enhance graduate employment and reduce unemployment. The realization of these laudable objectives of entrepreneurship education in Clothing and Textiles education depend largely on the implementation strategies employed for students to be able to perform adequately in Clothing and Textiles.

This paper therefore, focuses on the identification of entrepreneurial opportunities available in Clothing and Textiles, problems associated to the teaching and learning of entrepreneurship education in Clothing and Textiles and solutions to the problems of the teaching and learning of entrepreneurship education in Clothing and Textiles.

Purpose of the Study

The main purpose of the study was to investigate the challenges of teaching and learning of entrepreneurship education in clothing and textiles in tertiary institutions in Rivers State. Specifically, the study sought to:

- (i) find out entrepreneurial opportunities available in clothing and textiles in tertiary institutions in Rivers State.
- (ii) identify the problems of teaching and learning of entrepreneurship education in clothing and textiles in tertiary institutions in Rivers State.
- (iii) find out the solutions to the problems of teaching and learning entrepreneurship education in

clothing and textiles in higher institutions in Rivers State.

Research Questions

The following research questions were formulated to guide the study:

- (i) What are the entrepreneurial opportunities available in clothing and textiles?
- (ii) What are the problems associated with the teaching and learning of entrepreneurship education in clothing and textiles?
- (iii) What are the solutions to the problems of teaching and learning of entrepreneurship education in clothing and textiles?

Methodology

Area of Study: The area of the study is Ignatius Ajuru University of Education, Rumuolumeni and Federal Government College of Education (Technical) Omoku, both in Rivers State. These are the only tertiary institutions in the state where clothing and textiles education is offered.

Design of the Study: This study employed the survey type of the descriptive research. This was considered suitable for this study because it will enable information to be gathered from the students involved in this study.

Population for the Study: The population for this study consisted of all the regular and part-time students in the Home Economics Departments of the Ignatius Ajuru University of Education, Rumuolumeni and Federal Government College of Education (Technical), Omoku in Rivers State.

Sample for the Study: The sample for the study consisted of all the 130 Home Economics students of the Ignatius Ajuru University of Education, Rumuolumeni and 270 Home Economics students of the Federal Government College of Education, Omoku; making a total of 400 Home Economics students that were used for the study.

Instrument for Data Collection: The instrument used to generate data for the study was a structured questionnaire which was developed based on literature and research objectives.

Validation and Reliability of Instrument: The instrument was validated by three Home Economics Education Lecturers. The instrument was adjudged to be reliable and consistent in measurement. To ensure the reliability of the instrument, it was trial-tested on 50 students taking courses in Vocational Education who were not part of the respondents that were used in this study. The data from the trial-testing was analyzed. The Cronbach Alpha reliability coefficient index was used to determine the reliability of the instrument, which yielded and was consistent in measuring what it is supposed to measure because a coefficient of 0.87 is high and acceptable.

Data Collection and Analysis Techniques: Four Hundred copies of the questionnaire were distributed to the students involved. All questionnaires were properly completed, retrieved and used for the study. Data collected were analyzed using Mean scores. A cut-off point of 3.50 and above is regarded as

Agreed, while any point below 3.50 is regarded as Disagreed.

Findings: The following findings were discovered:

1. Twelve (12) entrepreneurial opportunities were identified as the entrepreneurial opportunities available in clothing and Textiles Education. Each had mean ratings above 3.50. See Table 1.
2. Problems associated with the teaching and learning of entrepreneurship Education in clothing and Textiles include poor admission requirements, students' attitudes towards practical lessons, lack of facilities/equipment and insufficient time allocated to the teaching and learning of the course.
3. Solutions which will help to a great extent solve the problems of teaching and learning entrepreneurship education in Clothing and Textiles were proffered by the respondents which includes allocation of sufficient instructional time and materials to the teaching and learning of practical lessons in entrepreneurship education, adoption of appropriate methods to the teaching of entrepreneurship skills, reviewing of Senior Secondary Schools Curriculum to include entrepreneurship education and review of students' admission requirements to make room for only qualified students to offer the course, provision of internet facilities on entrepreneurship education in clothing and textiles among others.

Table 1: Mean Scores of Responses on the Entrepreneurial Opportunities Available in Clothing and Textiles Education.

S/No	Entrepreneurial Opportunities	Means Rating	Remark
1.	Designing	3.54	Agreed
2.	Dress making/clothing Construction.	3.88	Agreed
3.	Dry Cleaning and Laundering	4.00	Agreed
4.	Tie-Dyeing and Batiking	3.85	Agreed
5.	Modelling	3.55	Agreed
6.	Beauty Care and Hair Dressing.	3.56	Agreed
7.	Fashion/Textile Merchandising.	4.00	Agreed
8.	Pattern Illustration	3.89	Agreed
9.	Knitting and Crocheting.	3.55	Agreed
10.	Textile Production.	3.99	Agreed
11.	Interior Decoration	4.00	Agreed
12.	Production of curtains, Bed sheet/pillow cases and other household linens.	4.00	Agreed

The entire items in Table 1 scored above 3.5. Hence, the study indicated that these entrepreneurial opportunities are available in clothing and textiles education.

Table 2: Mean Scores of Responses on the Problems Associated to the Teaching and Learning of Entrepreneurship Education in Clothing and Textiles.

S/No	Problems Associated to the Teaching/ Learning of Entrepreneurship Education.	Means Rating	Remark
1.	Poor attitude of students towards practical lessons.	3.50	Agreed
2.	Inadequate number of Teachers in Entrepreneurship Education in Clothing & Textile Teachers.	3.53	Agreed
3.	Lack of resourcefulness and innovation by the Clothing & Textile Teachers.	3.33	Disagreed
4.	Lack of Funds for the Purchase of Materials for Teaching/ Learning of Entrepreneurship Education in Clothing and Textiles.	4.00	Agreed
5.	Lack of sufficient Time Allocated to the Teaching and Learning of Clothing and Textiles.	3.98	Agreed
6.	Lack of well-equipped Clothing and Textiles Laboratories.	3.67	Agreed
7.	Students spend more time on Elective courses than core courses.	3.50	Agreed
8.	Inability Of Teachers To Improve Instructional Materials.	2.56	Disagreed
9.	Irregular power supply for using electronic materials.	2.55	Disagreed
10.	Students' population affect the teaching and learning of clothing and Textiles Practical Lessons.	3.68	Agreed
11.	Sharing of limited equipment for Clothing and Textiles Practical among Students.	4.00	Agreed
12.	Poor admission requirements.	3.54	Agreed

In Table 2, only items 3, 8 and 9 had a mean rating below 3.50, while the remaining 9 items had mean ratings above 3.50. This indicates that the students did not see, “The Clothing and Textiles teachers are not innovative and resourceful”, “Inability of Teachers to

improvise instructional materials” and “Irregular power supply for using electronic materials” as problems associated to the teaching and learning of entrepreneurship education in clothing and Textiles.

Table 3: Mean Scores of Responses on the Solutions which will help to a great extent solve the Problems of Teaching and Learning of Entrepreneurship Education in Clothing and Textiles.

S/N	Possible Solutions to the Problems of Teaching and Learning of entrepreneurship education in Clothing and Textiles.	Means Rating	Remarks
1.	Qualified Teachers should be used in the teaching/ learning of entrepreneurship education in Clothing and Textiles.	3.56	Agreed
2.	Sufficient instructional time and materials should be allotted to the teaching and learning of entrepreneurship education in Clothing and Textiles.	3.85	Agreed
3.	Appropriate methods of Teaching of entrepreneurship education in Clothing and Textiles should be designed and implemented for effective learning of entrepreneurial skills in the subject.	4.00	Agreed
4.	Teachers in entrepreneurship education should be regularly sponsored to seminars and workshops for updates of new skills.	3.99	Agreed
5.	In-service training for teachers of entrepreneurship education should be organized annually.	3.50	Agreed
6.	Regular Research works/ seminar presentations in entrepreneurship education should be encourages among the teachers in the areas of entrepreneurship.	3.85	Agreed
7.	Curriculum for Senior Secondary Schools should be reviewed to include Entrepreneurship Education in Clothing and Textiles.	3.56	Agreed
8.	Students’ Admission Requirements should be reviewed to make room for only qualified students to offer the course..	3.59	Agreed
9.	Internet facilities on entrepreneurship education in clothing and textiles should be provided.	3.60	Agreed

The entire items in Table 3 scored above 3.50. Hence, the students indicated that the items in table 3 are solutions which

will help to a great extent solve the problems of teaching and learning of

entrepreneurship education in clothing and textiles.

Discussion

Responses to research question 1 revealed that the entire items are entrepreneurial opportunities available in Clothing and Textiles education. This finding agrees with the view of Anaykoha, 2007; Okeke and Anyakoha, 2004 who noted that Clothing and Textiles education should equip students in tertiary institutions with saleable skills such as Designing, Dress making/clothing construction, Dry cleaning and Laundering, Tie-Dyeing and Batiking, Modelling etc. Furthermore, Osisefo (2004) asserted that the aim of clothing and textiles curriculum at tertiary level is to teach the learners how to strategically plan and use available resources in his or her environment to improve his or her home, family and societal clothing needs. Clothing and Textile also provides students with an apprenticeship in clothing, textiles and fashion, which if properly carried out will equip them with strategies for earning income in the future (Mberengwa, 2004).

In research question 2, it was found that students' attitude and teacher quantity also presented great problems to the teaching and learning of entrepreneurship education in clothing and textiles. The study indicated that there were inadequate Clothing and Textiles teachers in their institutions. This finding collaborates with the observation of Mberengwa (2004) that, the insufficient quantity of teachers have

the tendency to influence teaching and learning negatively with its implications on performance. Azih (2001) also found that the quantity of teachers in Nigerian tertiary institutions is so low. It was further revealed that lack of funds for the purchase of materials, lack of well-equipped Clothing and Textiles laboratories, students' population affect the teaching and the sharing of equipment among the students during practical lessons, among others constituted problems to the teaching and learning of entrepreneurship education in clothing and textiles.

Finally, responses to research question 3, preferred some solutions which will help to a great extent solve the problems associated to the teaching and learning of entrepreneurship education in clothing and textiles. These, among others include; reviewing of the curriculum for Senior Secondary Schools to include Entrepreneurship Education in Clothing and Textiles; reviewing of students' Admission Requirements to make room for only qualified students to offer the course and using of qualified teachers to teach entrepreneurship education in clothing and textiles (Osisefor, 2004).

Conclusion

Findings of the study have shown that there are varieties of entrepreneurial opportunities available in clothing and Textile education. These opportunities are summarized as follows: Designing, Dress making/clothing construction, Dry cleaning and Laundering, Modeling, Tie-Dyeing and Batiking production of curtains, Bed

sheets/Pillow cases, Bed spreads, throw pillow, Head Rests and other household linens.

The findings of the study also revealed that the teaching and learning of these entrepreneurial opportunities in clothing and textiles are beset with variety of problems, such as poor attitude of students towards practical lessons, inadequate number of Clothing and Textiles teachers, students' admission requirements, lack of funds for the purchase of materials for teaching and learning of the subject, lack of well-equipped Clothing and Textiles Laboratories, lack of sufficient time allocated to the teaching and learning of Clothing and Textiles, lack of resourcefulness and innovations by the clothing and textiles teachers among others.

Under the situations mentioned above, the desired goals of the teaching and learning of entrepreneurship education can handily be attained. It become imperative that enough quality teachers, appropriate methods for the teaching and learning Textiles practicals should be employed for effective teaching and learning of the subject. New technological innovation should be provided for Clothing and Textiles teachers, Clothing and Textiles teachers should be sponsored regularly to seminars and workshops. In-service training should be organized for the teachers to learn the new innovations in the teaching/learning of entrepreneurship in clothing and Textiles. Entrepreneurship education is a practical oriented programme, where emphasis is on skills acquisition.

Therefore, the desired objectives cannot be achieved without making provisions for these basic resources stated above.

Recommendations

Considering the importance of entrepreneurship education in Clothing and Textiles, the following recommendations are made:

1. Clothing and Textiles lecturers should be pragmatic, innovative, acquaint themselves to the new technological inventions and be committed to the teaching of entrepreneurship education in clothing and Textiles.
2. Opportunities for in-service training in entrepreneurship education programme be given to Clothing and Textiles teachers by the government.
3. Government should provide adequate fund for the provision of adequate facilities and equipment for Colleges of Education and Universities where the subject is offered.
4. Clothing and Textiles lecturers should improvise when it is imperative to do so.
5. Government and school management should produce new and relevant information on entrepreneurship education in clothing and textiles.
6. Entrepreneurship education in Clothing and Textiles in senior secondary schools' curriculum in Nigeria be planned and implemented.
7. There should be an annual workshop and exhibition in clothing and Textiles entrepreneurship education

in the department of Home Economics.

8. The students of Home Economics should be allowed to specialize in one of the major areas, after two years of General Home Economics study. In this way, enough time and attention will be given to the area of specialization by the students, thereby encouraging professionalism.
9. The students should be provided materials for their practical works by school management.
10. Industrial Training (IT) or SIWES should be encouraged and well supervised. The duration should be extended to six months, instead of the usual 16 weeks.

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