

## **Entrepreneurial Opportunities for Graduates of Clothing and Textiles of Tertiary Institutions in Anambra State**

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### **Abstract**

This study investigated the entrepreneurship for graduates of clothing and textiles of tertiary institutions in Anambra State. Three research questions guided the study. It was a survey. The population for the study was 40 lecturers of Home Economics in the area of study. Questionnaire was used for data collection. Data were analysed using mean. Major findings include 18 entrepreneurship opportunities available to graduates of clothing & textiles in the area of fabric and clothing construction, 26 entrepreneurship opportunities in the area of production of household articles, costume and jewelry making and 9 factors militating against students acquisition of entrepreneurial skills. It was recommended that students should be exposed to entrepreneurship opportunities in textile and clothing, well qualified lecturers should be employed to handle textile and clothing courses and workshop and training should be given to clothing and textile lecturers.

**Key words:** Entrepreneurship, Opportunities, Clothing, Textiles, Graduates.

### **Introduction**

Every society across the globe has its peculiar problem and challenges. Nigeria as a developing country faces her own share of social, political, economic and cultural problems which have in no small measure affected the wellbeing of the populace. Among the problem bedeviling the country is youth unemployment which has a serious implication for national development. According to the national bureau of statistics (NBS), youth unemployment rate in Nigeria

increased to 33.10 percent in the third quarter of 2017 from 29.50 percent in the second quarter of 2017 (Okudo 2017). According to Nwanna (2018) The increasing number of unemployed graduates in Nigeria which is obviously threatening the sustainability of the nation's economic development is sending disturbing signal to the global environment.

In the face of current global job crisis, the rate of youth unemployment has become alarming. According to Babalola (2017) chronic youth

unemployment is evident in Nigeria. Every year, thousands of graduates are produced but there are no jobs for majority of them. According to him, Nigeria streets are littered with youth hawkers who ordinarily would have found gainful employment in some organization, government parastatals or rather be self-employed with initial seed capital from government or finance houses. The recurring ugly decimal of youth unemployment in Nigeria that keeps worsening by the decades calls for serious concern and urgent actions. According to Olatoye (2018) such intervention should come from a sustained pragmatic synergy involving the federal and state government, the private sector and richly endowed individuals. According to him, if nothing is done to check the level of unemployment in Nigeria, we may soon be agonizing over split milk as the wave of sundry crimes such as armed robbery, hostage taking for ransom, terrorism, prostitution as well as drug peddling and its addition takes over our directionless youths. This has brought to the fore the need for increased participation of youths in entrepreneurship as it will not only enable them to be economically empowered but also to create job for other people.

According to Adeleke (2018) youth unemployment in Nigeria remains the most traumatic societal ills facing the country. He asserted that the only solution to this menace is for the Nigerian government in collaboration

with private organization's and universities to embark on entrepreneurship drive for social development and self employment.

Entrepreneurship is the ability to seek out investment opportunities, establish and run a business enterprise successfully (Anyakoha 2015). According to her, it involves the following activities and more: Identifying investment opportunities, choosing investment opportunities, making business plan, mobilizing resources - establishing the business/creating something new and bearing risk.

Akhurst (2012) defined entrepreneurship as the process by which individuals pursue opportunities without regard to resources they currently control. They add that the essence of entrepreneurial behavior is to identify opportunities and to put useful ideas into practice by launching a new business or revamping an already existing firm.

According to Kembe (2014) when people are exposed to entrepreneurship, it is evident that they would be exposed to opportunities that would enable them to become creative and productive. Success in such venture should raise self-esteem and improve on the quality of an individual's life. Anikweze (2006) opined that entrepreneurial opportunities lead to creation of goods and services for the satisfaction of the needs of the society as well as the creation of jobs and employment. It calls for an

individual's ability to fashion out ways of making livelihood in an existing venture.

According to Nwokomah (2010) entrepreneurial opportunities in clothing and textile include dressmaking/clothing construction, designing, dry cleaning and laundering, he-dying and batiking, beauty care, fashion merchandising and pattern illustration etc. Ugwu (2012) has identified entrepreneurship opportunities in textile and clothing as tailoring and dressmaking, dyeing, embroidery, crocheting, weaving and hair dressing. Entrepreneurship opportunities in textile and clothing according to Ene-Obong (2009) include designing, clothing maintenance, dressmaking, seamstress, costumers, and modeling. There is no doubt that a student who has been exposed to any one or two of the above opportunities is in a better position to start his/her own business.

Clothing and textile is a branch of Home Economics which is studied in colleges of education, polytechnics and universities. According to Ossai (2001) Clothing and textile education is a branch of Home Economics education that is concerned with the acquisition and development of practical skills by the beneficiaries.

Graduates of clothing and textiles are expected to be equipped with skills and knowledge that will make them employable and self-reliance thus reduce unemployment and poverty. The aim of clothing and textile curriculum at the tertiary level

is to teach the learners how to strategically plan and use available resources in their environment to improve their homes, families and societal clothing needs (Abiamuwe, Seriki and Lemon 2014). They therefore require entrepreneurial opportunities in the following areas to make them productive and self reliance on graduation such as fabric construction, pattern drafting techniques, clothing construction, production of household article and crafts, production of costume and jewelry making among others.

The high rate of poverty, unemployment and many other vices are increasing at an alarming rate. Ochonoger and Onyebueke (2003) observed that the current rate of unemployment with its related problems and growth in technology places an increased demand for students to be skillfully productive. Against the background of the foregoing, it therefore become imperative to investigate the entrepreneurship opportunities available to graduates of textile and clothing of tertiary institution for sustainable national economy.

### **Purpose of the Study**

The major purpose of the study was to investigate entrepreneurial opportunities in textile and clothing available Home Economics graduates of tertiary institutions. Specially, this study determined entrepreneurship opportunities available to the graduates in the area of:

1. fabric and clothing construction.
2. production of household articles, costume and jewelry making.
3. factors militating against students acquisition of entrepreneurial skills.

### Research Questions

The following research questions guided the study:

1. What are the entrepreneurial opportunities in the area of clothing construction
2. What are the entrepreneurial opportunities available in the production of household articles, costume and jewelry making.
3. What are the factors militating against students acquisition of entrepreneurial opportunities.

### Methodology

**Design of study:** The study adopted a survey research design.

Survey Research design was considered appropriate for the study.

**Area of Study:** The study was carried out in Anambra and Enugu States. The study was conducted in Nwafor Orizu College of Education Nsugbe, Federal Polytechnic Oko, Federal College of education (technical) Umuze, Institute of Management and Technology (IMT) Enugu and State College of Education (technical) Enugu. These institutions were selected based on the fact that they offer clothing and textiles as one of their courses.

**Population for the Study:** The population for the study was (40) lecturers and technologists from

Federal Polytechnic Oko, Nwafor Orizu College of Education Nsugbe, Federal College of Education (technical) Umuze, The whole population was used for the study because of the manageable size. The entire population was lecturers and technologists from these institutions are as follows:- Federal Polytechnic Oko - 12 lecturers and 6 technologist, Nwafor Orizu College of Education Nsugbe 11 lecturers, Federal College of Education (technical) Umuze 11.

**Instrument for Data Collection** - Data was collected using structured questionnaire. The questionnaire was divided into two parts. Part one contained three items designed to seek background information about the respondents. The second part was divided into four sections to correspond to the research question.

This section consisted of 59 items based on literature review. The questions sought information on entrepreneurship opportunities available by graduates of clothing and textile of tertiary institutions. The response options were based on a 4 - point rating scale. The questionnaire was validated by three experts from Home Economics department. The reliability index using Cronbach Alpha coefficient for each of the objectives were 0.72.

**Method of Data Collection:** The questionnaires were administered by the researcher to the respondents by hand with the help of two assistants. Forty (40) copies of the questionnaire

were retrieved. This shows a 100% return rate.

**Method of Data Analysis:** The data were analysed using mean to answer the research questions. The mean scores were used to determine the perceived importance level expressed on a 4-point scale for each of the item. A mean rating of 2.50 was used for decision making.

### Findings

The study identified the following

1. 18 entrepreneurship opportunities available in the area of fabric and clothing construction.
2. 26 entrepreneurship opportunities available in the production of household articles, costume and jewelry making.
3. 9 factors militating against students acquisition of entrepreneurial skills.

**Table 1: Mean Responses on Entrepreneurship Opportunities Available to Graduates of Clothing and Textile in Area of Fabric and Clothing Construction.**

SN	Entrepreneurship opportunities available in the area of fabric	Mean	Remark
1.	Weaving fabrics	2.70	Available
2.	Kitting articles	2.71	Available
3.	Crocheting articles	2.65	Available
4.	Dye to fabrics	3.02	Available
5.	Batic making	3.06	Available
6.	Textile printing	3.00	Available
7.	Construction of shirts and trousers	2.82	Available
8.	Construction of blouses and shirts	3.01	Available
9.	Construction of clothing accessories like shoes, slippers, hats, belts, etc.	3.04	Available
10.	Construction of traditional and corporate wears for males	3.05	Available
11.	Construction of traditional and corporate wears for females	3.05	Available
12.	Grading of patterns	2.62	Available
13.	Clothes alternations - pattern alteration	2.71	Available
14.	Clothes adaptations - pattern adaptation	2.68	Available
15.	Mending of clothes	2.79	Available
16.	Laundry work	2.68	Available
17.	Dry cleaning	2.62	Available
18.	Clothing merchandising	2.56	Available

Table 1 reveals that all the items have mean scores of 2.50 and above ( $x \geq 2.50$ ). This means that these entrepreneurship opportunities are all available to graduates of clothing and textiles of tertiary institutions in Anambra state.

**Table 2: Mean Responses on the Entrepreneurship Opportunities Available To Graduates in Production of Household Articles, Costume and Jewelry Making.**

SN	Entrepreneurship opportunities in the Production of household articles, Costume and jewelry making.	Mean	Remark
Making of:			
1.	toys and macramé	2.83	Available
2.	table clothes	2.78	Available
3.	head rest	2.72	Available
4.	throw pillows	3.01	Available
5.	bed sheet and bed covers	3.02	Available
6.	wall hanging	2.96	Available
7.	foot mats and rugs	2.80	Available
8.	quitted bed covers and pillow cases	2.78	Available
9.	flowers and flower vases	2.97	Available
10.	soap and detergents	2.76	Available
11.	perfumes	2.62	Available
12.	air freshener	2.65	Available
13.	window and door blinds	2.71	Available
14.	patch work articles	2.62	Available
15.	embroidery on clothes	2.82	Available
16.	sewing of dance costume	2.62	Available
17.	bead making like necklace, bangles	2.92	Available
18.	beaded handbag	2.82	Available
19.	beaded belt	2.81	Available
20.	beaded slippers	2.61	Available
21.	beaded hair bands	2.72	Available
22.	beaded hats	2.60	Available
23.	beaded table cover	2.71	Available
24.	beaded table mat	2.83	Available
25.	beaded flower vase	2.97	Available
26.	oven gloves	2.57	Available

Table 2 reveals that all the items have mean scores of 2.50 and above. ( $\bar{x} \geq 2.50$ ). This means that these entrepreneurship opportunities are all available to graduates of clothing and textile of tertiary institutions in Anambra state.

**Table 3: Mean Responses on Factors Militating Against Students Acquisition of Entrepreneurial Skills**

SN	Factors militating against students Acquisition of the entrepreneurial skills	Mean	Remark
1.	Lack of qualified teachers teaching the subject.	2.56	Agreed
2.	Lack of adequate equipment in clothing and textile laboratory	2.83	Agreed
3.	Lack of workshop and training for lecturers teaching the subject.	2.69	Agreed
4.	Lack of proper maintenance and care of existing equipment.	2.72	Agreed
5.	Lack of sufficient fund for the purchase of materials for practicals.	2.80	Agreed
6.	Lack of seriousness and dedication on the part of the lecturers handling the course.	2.59	Agreed
7.	Lack of seriousness and dedication on the part of the students.	2.62	Agreed
8.	Lack of proper awareness about incomplete entrepreneurial skills available in clothing & Textile education	2.42	Not Agreed
9.	Large classes were regimentatives is essential instead of effective Practical exercises	2.53	Agreed

Table 3 indicates seven factors are militating against students' acquisition of entrepreneurial skills as each item has a mean ranging from 2.56 to 2.83 ( $x \geq 2.50$ ). Only one item on lack of proper awareness has the mean of 2.42.

#### Discussion of Findings

The study shows entrepreneur opportunities by clothing and textile graduates. The findings of this study revealed that graduates of clothing and textile required entrepreneurship opportunities in fabric and clothing construction such as activities in weaving, knitting, crocheting, application of dye to the fabric, batic making, printing, construction of shirts, construction of trousers, construction of blouses, construction of skirts, construction of clothing accessories like shoes, slippers, hats, belts etc.

These findings were in agreement with the opinion of Sarpong, Howand and Amankwah (2012) who stated that students are expected to be equipped with entrepreneurship skills and knowledge that will make them self reliance to help reduce unemployment and poverty. When students offering clothing and textile are exposed to entrepreneurship activities in the above mentioned items they will become self reliance on graduation and this will help in reducing the unemployment problem in the country. These findings were also in agreement with the opinion of Anozie (2006) which stated that the different areas of Home Economic which is also a vocational technical education can keep the graduates gainfully employed where they cannot find paid employment. This include interior decoration, production of toys, gift

items, dress making and merchandising.

Table 2 showed that all the 28 entrepreneurship opportunities in the production of household articles, costume and jewelry making were required by graduates of clothing and textile. These include production of toys and macramé, production of table clothes, production of head rest, production of throw pillows, production of bed sheets and bed covers, production of wall hanging, production of rugs and foot mats, production of quilted bed covers and pillow cases, production of flower and flower vases, production of perfumes, production of air freshener, production of doors and windows blinds, making of patch work articles and embroidery work, sewing of dancing costume, bead making like beaded handbag, bead slippers, beaded belt, table cover, table mat, flower vase. When students have acquired all these entrepreneurial opportunities it will open doors of opportunities for them to survive in the world of work. This finding is in line with the opinion of Woodcock (2012) who posited that graduates cannot rely on their certificate alone to automatically open doors for them, but on the right mix of skills, abilities and personal qualities. Also, Ideh (2012) asserted that encouraging students to prepare and plan is one way to encourage entrepreneurship to students at all levels of educational training. The need for a country to explore its full potential and achieve

sustainable national economy necessitated the need to train students to enhance their possession of entrepreneurship opportunities.

These entrepreneurial opportunities when incorporated in the students can make them self-reliance as they raise money and their standard of living. This view is in line with the opinion of Onu (2008) who is of the opinion that through well planned and executed entrepreneurship education, Nigerian youths will learn to be happy and fulfilled persons. They will be productive and committed as employees or employers. Entrepreneurship education is a planned instruction and training that equips an individual with relevant knowledge and skills in a particular occupation of vocation. It stimulates investment interest with business, brings about weak creation and eradicates hunger and poverty in the society.

Table 3 shows the factors militating against students acquisition of entrepreneurial skills. These include lack of qualified teachers teaching the course, lack of adequate equipment in clothing and textile laboratory, lack of workshop and training for lecturers teaching the course, lack of proper maintenance and care for the existing equipment, lack of sufficient fund for lack of seriousness and dedication on the part of lecturers and students.

These findings were in agreement with the opinion of Osho, Aluigor, Nwike and Onyia (2014) who said that many factors militates against the



teaching and learning of clothing and textiles in schools which include lack of laboratory facilities and lack of qualified teachers to handle the subject.

According to Opoku (2004) digital technologies have been integrated into virtually every facets of education including commerce, health, governance and ant society and have become critical factors in creating wealth worldwide. Nigerian university have not yet taken advantage of this to strengthen entrepreneurial studies in the universities.

In the opinion of Sassenberg (2001) Absence of technical support for the teaching of entrepreneurship education is a big obstacle to acquiring entrepreneurial opportunities.

### **Conclusion**

Twelve entrepreneurship activities were required by graduates of clothing and textiles in fabric and clothing construction. 18 entrepreneurship activities were required in the construction of household articles while 26 entrepreneurship activities were required in production of household articles, costume and jewelry making. 9 factors militates against students acquisition of entrepreneurial opportunities. If students of clothing and textiles were exposed to these entrepreneurial activities they will be productive and self employed and the issue of unemployment will be solved to some extent.

### **Recommendations**

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

- ❖ Unemployed youths should be informed on the identified entrepreneurship opportunities in clothing and textile.
- ❖ Government should provide funds for clothing and textile practical classes.
- ❖ Lecturers in this department should be trained on the identified opportunities to train the trainee through seminars, workshop and conferences.
- ❖ All these entrepreneurship opportunities identified should be inculcated in the curriculum of clothing and textile course. This will enrich the entrepreneurial knowledge of the students.

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