

Constraints to Acquisition of Entrepreneurial Skills in Garment Making by Undergraduates: A Case Study of Ignatius Ajuru University of Education, Port Harcourt, Rivers State

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Abstract

The study focused on constraints to acquisition of entrepreneurial skill in garment making by undergraduates of Ignatius Ajuru University of Education (IAUni Ed) Rumuolumeni Campus, Port Harcourt, Rivers State as a case study. Specifically, the study identified students, teachers and school/ facilities related constraints to acquisition of entrepreneurial skills in garment making, as well as strategies that could be applied to ameliorate the constraints. It adopted survey research design. Populations for the study consisted of all lecturers and undergraduate of Department of Home economics IAUni Ed. Questionnaire was used for data collection. Mean were used for data analysis. Major findings include 11 students -related constraints, including among others, lack of interest pattern drafting lack of funds for practical work, 12 teachers-related constraints, including insufficient number of clothing and textile lecturers, lack of in-service training for teachers to upgrade experiences; 17 school / facilities-related constraints, including lack of funds from school authorities to carry out projects in clothing and textiles laboratory, lack of entrepreneurial development center for acquiring skills in garment making in the school among other; 24 strategies that could be applied to ameliorate the constraints. These include establishment of entrepreneurial development center in garment making in the school, provision for excursions and field trips for students, employment of more clothing and textiles lecturers, sewing industries should provide opportunities for undergraduates, industrial training among others. Recommendations include that lecturers should encourage students and arouse their interest in garment making, take students out for field trips, government should employ more professional clothing and textile lecturers and provide funds to assist students practical work.

Keywords: Undergraduates, Acquisition, Entrepreneurial, Skill, Garment Making, Constraints.

Introduction

Entrepreneurial skill is necessary to identify opportunities and put useful ideas into practice by launching a new business or revamping already existing firm (Okafor, 2018). Anyakoha, (2015) noted that an entrepreneur has the ability to seek out investment opportunities, establish and run a business enterprise successfully. Akhurst (2012) defined entrepreneurship as the process by which individuals pursue opportunities. Entrepreneurship education prepares and equips students with entrepreneurial knowledge, attitude and skills (competencies) needed to be self-employed and employers of labor Obeta and Ezema (2019).

Entrepreneurial skills involve the acquisition of competencies that will enable people make use of existing resources to produce goods and services (Edufe, 2008). Such skills enhance effective utilization of ideas, information and facts that can help an individual set up various form of business in clothing and textiles. Awogbenle, Iwuamadu, (2010), Lemchi, (2012) identified such skills.

Garment making is an entrepreneurial activity that could generate income for economic sustainability and development. It can prepare individuals with competencies needed to take body measurements, draft patterns, cut out different forms of garments, assemble and produce finished garments. Dabiri (2005) stated that garment making is the act of cutting, tearing, hemming, stitching, felling, mending, repairing and sewing

clothes of all kinds both old and new for human consumption. The skills to be acquired in garment making include; basic sewing processes such as stitches, seams, edge finishing, body measurements, pattern drafting, adaptation, cutting and ability to sew clothes with a sewing machine among many others According to Anyakoha (2011), there are different stages involved in garment making skills and equipment needed that can produce exact design, style and fitness of any garment of one's choice. It provides learners with great opportunities in the clothing, textiles and fashion industry. It features prominently in course that prepares youths for gainful employment.

At the basic education level, garment making in Home Economics is a pre-vocational subject is designed among others to: provide pre-vocational orientation to learners, to develop essential skills in the learners so as to prepare them for technological application in order to stimulate and enhance creativity in them (Mfon and George 2019). At the senior secondary school level Clothing and Textiles is though as one of the Home Economics subjects. It affords individuals to acquire competencies in garment making, among other things.

At the tertiary education level Clothing and Textile as a Home Economics course of study is commonly made up of several courses including Garment Making. This course Graement Making equips students with relevant competencies or for entry into related occupations or for furtherance of their education. The importance of clothing

as a basic human need emphasis the importance of garments and garment construction. Many studies have revealed the competencies (skills, attitudes and skills) involved in garment construction (Nwokomah, 2010; Cooper and Nye 2010; Ogunsola 2011; Bailey *et. al* 2014; Ahiamufue, *et.al.* 2014; Rumberger 2015).

Obeta and Ezema (2019) also observed that there are some basic skills which are necessary to be acquired by the garment maker. These skills include: the ability to study, interpret drawings, written instructions or sample of design, to have good drawing skills, mathematical skills, particularly making calculations involved in measurement, excellent knowledge of pattern making and sewing. Acquisition of the garment making competencies by learners in the schools is often constrained by problems and challenges.

Alade, Nwadinigwe and Victor (2014) noted that the problems of garment making in the schools are based on the learners personal interest and learning ability. Many students perceive that garment making is difficult and they lose interest in it. Quighey, Marshall, Deaton, Cook and Padilla, (2011) pointed that teachers have the great challenge and responsibility of helping students learn so that they develop the knowledge and skills needed to function in today's world. The teacher has the role to motivate the students. Arubayi and Obunadike, (2011), pointed that the teacher has enormous role to play in motivating and imparting knowledge in clothing and textile students. The effectiveness of the teacher depends on

the transfer of technical and professional skills, knowledge, and competence of the learning environment. Arubayi (2014) stated that funding is the life wire of any educational programme and bed rock for any effective acquisition of practical skills. No practical skill can be acquired without the provision of funds for procurement of consumables and non-consumable materials for teaching and learning garment making in Clothing and Textile. Abramuwe, Seriki and Lemon (2014) pointed that the clothing and textiles laboratories need equipment suitable for the skill to be acquired in such laboratories. These things are however not always there. The constitute constraints to acquisition of entrepreneurial skills garment making in tertiary institutions, including universities such as Ignatius Ajuru University of Education. These constraints could be related to students themselves, or to the teachers, or to the schools and related facilities. There is also need to evolve necessary strategies or ways of ameliorating the constraints. These can be grouped as school related and industry-related strategies. Such strategies will improve skill acquisition.

In Ignatius Ajuru University of Education under Home Economics, clothing and textiles course taught include; introduction to clothing, textiles, weaving and printing HEC 124, housing and interior decoration HEC 311, pattern drafting and clothing construction and Allied crafts HEC 312 (Department of Home Economics and Academic Programme 2020). These various courses are offered at different levels in different semesters in each

academic year. These are to help students acquire skills in garment making and improve their skills in clothing constructions and design, though presently there is no established entrepreneurial development center in garment making in the school. Therefore, developing undergraduate youths with garment making skill in institution, the school have endowed them with both employable and entrepreneurial skills for responsible sustainable nation building and survival.

The problem of garment making has implication for national development. In every society, the quality of clothes and one's appearance to work and their degree of job satisfaction contribute directly or indirectly to economic stability and smooth running of affairs of the nation (Mkpughe, Igberadja, 2016). Mfon and George (2019) stated that jobs now in our society have different types of uniform which are materials made by garment making industries in the society based on the job type that require different uniform with different style and pattern of dressing today. The challenge is that most students do not have the basic skills in sewing processes, they are unable to draft patterns following the basic techniques involved in drafting, layout and cutting fabrics. They do not have entrepreneurial skills and techniques in garment making. When students struggle to draft bodice and sew, it shows that there is problem. Adequate learning by students will bring about positive change and experiences for adequate acquisition of entrepreneurial skills in garment making. It is in the

light of this that the study is carried out to identify the related constraints to acquisition of entrepreneurial skills in garment making by undergraduates of Ignatius Ajuru University of Education Port Harcourt Rivers

Purpose of the Study

The major purpose of the study was to investigate the constraints to acquisition of entrepreneurial skills in garment making by undergraduates of Ignatius Ajuru University of Education Port Harcourt; Specifically, the study determined the constraints to acquisition of entrepreneurial skill in garment making as related to:

1. students themselves
2. teachers
3. school / facilities
4. school-related strategies (Students, Teachers and Faculties) for improving acquisition of entrepreneurial skill in garment making.
5. industry- related strategies for improving acquisition of entrepreneurial skill in garment making.

Research Questions

What are the constraints to acquisition of entrepreneurial skills in IAUE as related to each of following;

1. students?
2. teachers?
3. facilities/school?
4. What strategies could be applied to ameliorate the constraints (Students, Teachers and Faculties)?
5. What strategies could be applied to ameliorate the constraints in the industry?

Methodology

Area of the study: The study was a case study carried out in Ignatius Ajuru University of Education, Port Harcourt Rivers State. The university has three campus namely; Ndele campus, St John campus and Rumuolumeni campus where clothing and textiles under Home Economics and Hotel Management is studied.

Research Design: The study adopted a survey research design to investigate the constraint to the acquisition of entrepreneurial skill in garment making. It is a case Study because most undergraduate find difficult acquiring basic skills in garment construction.

Population of the Study: The population of the study was made up of ten (10) lecturers and 215 undergraduate students. of Home Economics Department. The total population size was 225 (IAUE Academic planning unit 2019/ 2020).

Sample for the Study: A sample of 120 respondents participated for the study. The respondent was made up undergraduate and lecturers of Home Economics and Hotel management. Purposive sampling techniques was adopted. (10 lectures ,30 students from 100 level ,37 students from 200 level, 23

students from 300 level and 20 students from 400 level).

Instrument for Data Collection: Questionnaire developed by the researcher was used for data collection. It was developed through literature review based on the specific purposes of the study. It had a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and values 4, 3, 2 and 1 assigned respectively. The questionnaire had 60items. The questionnaire was validated by three experts in Home Economics and Hotel Management.

Data Collection Techniques: A total of 120 copies of the questionnaire were distributed to respondents by hand. All the 120 copies of questionnaire were retrieved. It was hundred percent return rate.

Data analysis techniques: Data were analyzed using mean. Questionnaire based on the 4-point scale of 2.50 and above were considered as "agreed upon," while items with mean ratings of less than 2.50 and below were considered as disagreed upon.

Finding of the Study

The following results were obtained

Table 1: Mean Responses on Students-related Constraints to Acquisition of Entrepreneurial skill in Garment Making.

S/N	Students related constraints	Mean	Remarks
1.	Students perceive garment making to be difficult	3.60	Agreed
2.	Students are afraid to learn garment making skills	3.53	Agreed
3.	Students are not committed in doing practical assignments as to acquire skills in garment making	3.13	Agreed
4.	Lack of encouragement from teachers, school's authority and government	3.47	Agreed
5.	Students do not go out for fieldtrips to fashion industries	3.33	Agreed

6.	and sewing homes Societal misconceptions that garment making as a course is for academically weak students	3.07	Agreed
7.	Students lack fund for practical work	3.60	Agreed
8.	Students are lazy to learn garment making skills	3.47	Agreed
9.	Poor attitude of students towards body measurement and pattern drafting skills	3.33	Agreed
10.	Students lack patience needed for the skills	3.60	Agreed
11.	Students lack interest and focus on pattern drafting and sewing	3.69	Agreed

Table 1 reveals the students related constraints to acquisition of entrepreneurial skill in garment making. This show that each of the eleven items indicate a mean score of above 2.50. The lowest mean score is 3.07 while the highest mean score is 3.69.

Table 2: Mean Responses on Teacher-related Constraints to Acquisition of Entrepreneurial Skill in Garment Making.

S/N	Teachers related constraints	Mean	Remarks
1.	Teachers lack skills to teach practical aspects of the subject	2.27	Disagreed
2.	Insufficient clothing and textile lecturers	3.73	Agreed
3.	Teachers use wrong teaching methods	2.42	Disagreed
4.	Lack of encouragement and incentives from school authorities and the government	3.53	Agreed
5.	Lack of functional and fruitful entrepreneurial activities among lecturers.	3.32	Agreed
6.	Lack of instructional materials	3.30	Agreed
7.	Lack of in-service training for teachers to upgrade experience	3.60	Agreed
8.	Teachers inability to improve their entrepreneurial skills	3.11	Agreed
9.	Teachers lack rapport with students	2.20	Disagreed
10.	Poor teaching method which may affect Students interest	3.60	Agreed
11.	Teachers do not have information technology gargets to teach students entrepreneurial skills in garment making	3.50	Agreed
12.	Lack of interest among teachers	3.40	Agreed

Table 2 reveals that all the 12 items indicate the lecturers related constraints to acquisition of entrepreneurial skill in garment making. This showed that the respondents agreed that all identified items were lecturers related constraints except item 1,3 and 9 that the mean value were below the cut-off point of 2.50.

Table 3: Mean Responses on Facilities/School Related Constraints to the Acquisition of Entrepreneurial Skill in Garment Making.

S/N	Facilities/school related constraint	Mean	Remarks
1.	Poorly equipped garment construction laboratory	3.40	Agreed
2.	Lack of functional sewing machines	2..76	Agreed
3.	Lack of sewing tools and accessories in the laboratory	2.90	Agreed
4.	Laboratory not equipped with functional modern equipment	3.50	Agreed
5.	Insufficient cutting tables and measuring tool	3.00	Agreed
6.	Epileptic electricity power supply	3.32	Agreed
7.	Lack of ICT gadget like computer use for teaching	3.66	Agreed
8.	Lack of funds for school authorities to carry out project for clothing and textile laboratory	3.79	Agreed
9.	Inadequate infrastructural facilities and poor maintenance	2.91	Agreed
10.	Lack of emphasis of entrepreneurial skill in garment making	3.33	Agreed
11.	Lack of interest for garment making by school authority.	2.73	Agreed
12.	Lack of storage space in the laboratory	3.60	Agreed
13.	Lack of standby generator for clothing and textiles Laboratory	3.20	Agreed
14.	Lack of entrepreneurial development center for acquiring skills in garment making	3.79	Agreed
15.	Insensitivity of school to enterprise creation and expansion strategy in garment making	3.35	Agreed
16.	Lack of proper maintenance of existing equipment and tools	3.66	Agreed
17.	Lack of provision of instructional materials for acquiring practical skills	3.30	Agreed

Table 3 reveals that 17 items show that respondent agreed on the facilities /school constraints to the acquisition of entrepreneurial skill in garment making; the mean responses were above 2.50. The lowest mean score was 2.73 while the highest mean score was 3.79.

Table 4: Mean responses on strategies could be applied to ameliorate the Related Constraints (Students, Teachers and Faculties) to the Acquisition of Entrepreneurial in Garment Making

S/N	Strategies That Will Make Them More Serious	Mean	Remarks
Students related strategies			
1.	Students should go for excursions and field trips	3.55	Agreed
2.	Provision of adequate infrastructures and modern equipment	3.53	Agreed
3.	Parents to support students their wards work	3.52	Agreed
4.	Exhibition of Students finished products would help to motivate and encourage them to develop skills in garment making	3.55	Agreed
5.	Students should develop positive attitude towards acquiring skills in garment making that it not for dropouts	3.53	Agreed
Teachers related strategies			

6.	Teachers to motivate and encourage students to develop skills in garment making.	3.52	Agreed
7.	More time should be allocation for practical classes	3.51	Agreed
8	Adopt teaching methods to arouse students' interest in garment making skills	3.54	Agreed
9	Employ more clothing and textiles lecturers	3.56	Agreed
10	Lectures should engage in in-service training opportunities and entrepreneurial activities that will inculcate skills in garment making on students	3.54	Agreed
School related strategies			
11.	Fashion show and exhibitions should be organized in the school to encourage students	3.54	Agreed
12.	Special fund should be made available for the success of entrepreneurial skills in clothing and textile practical classes to motivate students.	3.57	Agreed
13	Establishment of entrepreneurial development center in garment making in the school	3.60	Agreed
14	Laboratory should be equipped with infrastructures and equipment's	3.53	Agreed
15	School should ensure adequate provision of material and human resources needed for entrepreneurial skills in garment making	3.54	Agreed

Table 4 reveals that respondents agreed on the 15 items stated as strategies could be applied to ameliorate the related constraints (Students, Teachers and Faculties) to the acquisition of entrepreneurial skill in garment making. All the mean responses were 2.50 and above. The lowest mean score was 3.51 while the highest mean score was 3.60.

Table 5: Mean responses on Industry- Related Strategies for Improving Acquisition of Entrepreneurial Skills in Garment Making.

S/N	Strategies That Will Make Them More Serious	Mean	Remarks
Industry related strategies			
1	Adequate provision of sewing tools and machines	3.97	Agreed
2	Availability of funds and loans	3.64	Agreed
3	Adequate power supply	3.97	Agreed
4	There should be room to accommodate undergraduate youths to acquire entrepreneurial skills in garment making	3.55	Agreed
5	The sewing industries should train undergraduate during industrial training to acquire entrepreneurial skills in garment making that will enable them setup a business after graduation	3.99	Agreed
6	Garment making industries should accommodate youths for apprenticeship	3.96	Agreed
7	Organize fashion show and modeling to arouse students' interest	3.95	Agreed
8	Motivate and sensitize undergraduate youths on the entrepreneurial opportunities in garment making industry	3.64	Agreed
9	Organize in-service training for teachers	3.90	Agreed

Table 5 reveals that respondents agreed on the 9 items stated as industry-related strategies for improving acquisition of entrepreneurial skill in garment making. All the mean responses were 2.50 and above. The lowest mean score was 3.55 while the highest mean score was 3.99.

Discussion of Findings

The study investigates the constraints to acquisition of entrepreneurial skills in garment making by undergraduate of Ignatius Ajuru University of Education Port Harcourt, Rivers State. The results in Table 1 reveal the students related constraints to acquisition of entrepreneurial skill in garment making include; lack of interest and focus on pattern drafting, lack of funds for practical work which makes it difficult for students to acquire skill in garment making and Students perceive garment making to be difficult among many others. The study also shows that lack of interest and focus on pattern drafting and sewing is one of the constraints, Obeta and Ezema (2019) pointed that lecturers should employ techniques in teaching clothing and textile students. They should teach students in love as this will certainly arouse student's interest in clothing construction during theory and practical lessons. Also, they should ensure that pattern drafting is taught and mastered practically before graduation of every students to enable the students have knowledge of each techniques and able to compete both locally and internationally. It is the skills students acquire in pattern drafting that will enable them to be

competent in garment making. The study revealed that lack of funds for practical work which makes it difficult for students to acquire skills in garment making is another constraint. Arubayi (2014) pointed that funding is the life wire of any educational programme and bed rock for any effective acquisition of practical skills. No practical skill like garment making can be acquired without the provision of funds. Students are faced with the constraints of buying materials and tools for practical. Arubayi (2010) pointed that clothing and textiles is characteristically skill and activity oriented which when properly taught with relevant tools and equipment will equip the learner with saleable skills needed for self-reliance. If students have fund to purchase the basic materials such as brown papers, calico, measuring, cutting, sewing equipment (sewing machine) and more items for practical. Students will develop interest for acquisition of entrepreneurial skill in garment making.

The result in Table 2 revealed the lecturers related constraints to acquisition of entrepreneurial skill in garment making include; insufficient clothing and textile lecturers, lack of in-service training for teachers to upgrade experiences, poor teaching method which may affect students' interest and many more. Quigley, Marshal, Deaton, Cook and Padiall, (2011) pointed that teachers have the great challenge and responsibility of helping students learn so that they can develop skills and knowledge needed to function in today's world, for students to acquire

salable skill in garment making which will make them employable and self-reliance after graduation, there should be enough lecturers to impact the needed knowledge and skill. The teacher has the role to motivate the students Arubayi and Obunadike, (2011), pointed that the teacher has enormous role to play in motivating and imparting knowledge in clothing and textile students. Akubue, Idumah and David (2018) pointed that it is the presentation of learning experiences and guidance activities from a teacher that enhance the opportunity of learning by the learner. The effectiveness of the teacher depends on the transfer of technical and professional skills, knowledge, and competence of the learning environment.

The findings on Table 3 revealed facilities/ school related constraints to the acquisition of entrepreneurial skill in garment making. The respondents agreed that the major constraints include; lack of funds for school authorities to carry out projects in clothing and textiles laboratory, lack of entrepreneurial development center for acquiring skills in garment making in the school and lack of maintenance of existing equipment. The finding agreed with Abiamume, Seriki and Lemon (2014), who pointed that if clothing and textiles is to meet the policy documented on education (2004), the programme should be properly funded. They agreed that funds are required for the provision of facilities such as classrooms, libraries, laboratories, workshops, furniture and the maintenance of these facilities. The clothing and textiles laboratories need

equipment suitable for the skill to be acquired in such laboratories, if the laboratory is equipped with facilities and modern equipment for effective learning. They also pointed that the learning process is facilitated and made more meaningful when students study in classrooms that are well ventilated and adequately equipped. Mberengwa (2004) agreed that upgrading of clothing and textiles laboratories is a priority especially in technology equipment. Nwanokaomah (2010) recommended that government should assist in funding courses as well as regular maintenance on the existing equipment's so as to keep them in continuous working condition for effective learning. Citeve (2007), stated that it is left for the government and the society in Nigeria to uplift their image by making investments in the clothing and textile sector World Bank Report (2012) pointed that unless government and ministries of education tackle the problem created by inadequate supplies of books and equipment, the reforms in education and student's capacity building, no matter how far reaching, are unlikely to be effective. The government should allocate funds to support entrepreneurial skill like garment making in tertiary institution.

The findings on Table 4 reveal strategies could be applied to ameliorate the related constraints (Students, Teachers and Faculties) to the acquisition of entrepreneurial skill in garment making. All the respondent agreed to the various strategies. The highest response was on establishment of entrepreneurial development center in garment making in the school.

Osifeso and Chigbu, (2018) pointed that entrepreneurship centres where various skills could be learnt and acquire should be built and established at Local Government Areas of each State, so that young graduates could be encouraged to improve on skills acquired when schooling. Nwokomah (2010) identified entrepreneurial skills in clothing and Textiles which includes dress making, clothing construction, designing, fashion merchandizing, pattern illustration and many others. These entrepreneurial activities can help students acquire salable skills needed for self-reliance, generate money and also serve as means of expressing creativity. If school can establishment entrepreneurial development center in garment making in the school it will be of great help as it enables students acquire entrepreneurial skills in garment making before graduation.

The findings on Table 5 reveal the industry-related strategies for improving acquisition of entrepreneurial skill in garment making. The study revealed that the sewing industries should train undergraduate during industrial training to acquire entrepreneurial skills in garment making that will enable them setup a business after graduation, there should be adequate provision of sewing tools and machines, garment making industries should accommodate youths for apprenticeship among others. Olateju(2009)pointed that the undergraduate students are enjoying scholarship scheme of companies and voluntary agency for acquiring entrepreneurship skills, through the Students Industrial Work Experience

Scheme (SIWES) programme of the Federal Government which provides opportunities for students to learn work and do work study within the tertiary and outside the institution in companies with related disciplines of the students in order to serve many purposes such as teaching students dignity of practical experience among other aims. Vandurhoff (2004) agreed that fashion designing provides students with apprenticeship opportunities in clothing and textiles. This have made the fashion industry to gain supremacy in the acquisition scheme of the nation. Garment making is an aspect of clothing and textiles which is an entrepreneurial skill activity, which if acquired by learners can help them to be self-reliant

Conclusion

The study identified the constraints to acquisition of entrepreneurial skill in garment making f undergraduate students: A case study of Ignatius Ajuru University of Education, Rumuolumeni campus Port Harcourt Rivers State with particular references to constraints related to students, teachers/lectures, facilities/school and strategies could be applied to ameliorate the related constraints (Students, Teachers Faculties and industry) to the acquisition of entrepreneurial skill in garment making. The findings on students-related constraints include; lack of interest and focus on pattern drafting, lack of funds for practical work which makes it difficult for students to acquire skill in garment making and many others, the lecturers' related constraints are insufficient clothing and textile lecturers, lack of in-service training for

teachers to upgrade experiences, poor teaching method which may affect students interest and many more. The facilities/school related constraints are lack of funds for school authorities to carry out projects in clothing and textiles laboratory ,lack of entrepreneurial development center for acquiring skills in garment making and ,lack of maintenance of existing equipment The strategies that could be applied to ameliorate the related constraints (Students, Teachers and Faculties) are to establish entrepreneurial development center in garment making in the school, employ more professional lecturers and government/ school authorities to fund clothing and textile practical classes to motivate undergraduate students acquire entrepreneur skill in garment making. The industry-related strategies for improving acquisition of entrepreneurial skill in garment making revealed that the sewing industries should train undergraduate during industrial training to acquire entrepreneurial skills in garment making that will enable them setup a business after graduation, there should be adequate provision of sewing tools and machines and that garment making industries should accommodate youths for apprenticeship among others.

Recommendation

1. Students should be motivated by teachers to acquire entrepreneurial skills in garment making.
2. Lecturers should take students out for fieldtrips and organize fashion show to motivate students' interest.

3. School should equip the clothing and textile laboratory with infrastructural and equipment.
4. School should establish entrepreneurial development center in garment making in the school.
5. Government should employ more professional clothing and textiles lecturers.
6. Government and non-government agencies should fund the clothing and textile students as to encourage the acquisition of entrepreneurial skill in garment making.

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