Issues in Choice of Clothing and Textile Career among Senior Secondary School Students inAbeokuta South, Ogun State

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Abstract

The broad objective of this study was to investigate issues related to choice of Clothing and textile careers among Senior Secondary School (SSS) students in Abeokuta. Specifically the study determined: students' awareness of careers in Clothing and textiles, attitude of students towards choosing a career in Clothing and textiles, and factors that influenced career choice of SSS students in Abeokuta South LGA. The study utilized a descriptive survey design. Population of the study comprised of students from public secondary schools in the study area. Questionnaire was used to collected data. Data was analyzed using frequency counts, percentages and means. Findings revealed 12 awareness of Clothing and Textiles related careers among the SSS students. These include; costume designing (.); runway modeling .); fashion journalism and others. Findings also revealed 12 attitudes of SSS students towards career choice in clothing and textiles. These include; if I had the opportunity and resources I would go into fashion business (...........), being a fashion designer would give me a great satisfaction (.) among others. Furthermore, 14 factors influencing choice of clothing and textile career among students. These include; role models (.); the knowledge); and financial; status of my parents (...........). Based on the findings, the study recommended that career guidance and counseling should become prominent in Secondary Schools, providing students with up-to date information regarding career selection.

Keywords: Attitude, Awareness, Career, Choice, Clothing, Textile.

Introduction

Career choice is one of the biggest dilemmas and challenges in many students' lives. Choosing a career involves decision-making. This process is usually influenced by the amount of information that an individual has to work with. Jones and Larke (2005) posited that one of the major factors that influence career choice is lack of awareness. Career awareness is fundamental that it is seen as the basis for making choices that affects the direction of a person's career (Robert, Charner& Randour, 1976; Whiteley and Resknikoff, 2018). Career choice has a great impact on a person's future such that the choice of an individual can either make or mar the future. Certain prevailing factors guide individuals while choosing a career and showing proficiency in it. These include among others, personality, environment, experiences, religion, academic achievement, family, socio-economic

status. Other factors such as interest and values like parents, teachers, peer group, friends, radio, television and books also affect the choice of an individual (Agbo, Akpan and Odeh, 2015).

According to Issa (n.d), career development occurs in broad sequential stages, starting from childhood till death. The earliest stage is often a non-realistic conceptualization of one's potential and the world but with time the child begins to be more realistic in appraising himself with potential jobs, the second stage normally extends from about the end of primary school to secondary school and the third stage is referred to as realistic choice making. A study carried out by Shumba and Naong (2012) found that the majority of the respondents attributed their career choice at universities to subject choices they made whilst they were still in high schools. This suggests that Senior Secondary School (SSS) students are already at the stage where they are beginning to form ideas about the career they want to pursue in life, and this spurs them to select subjects that are relevant to t their desired careers.

The world is facing a serious crisis due to competitions, unemployment rate of educated youths, self-fulfillment (Humayon, Raza, Khan and Ansari, 2018). In Nigeria, it is common to find graduates from different professions venturing into the Clothing and textile industry as a result of unemployment and the need for self-employment. Available report indicate that unemployment rate in Nigeria increased to 33.30 percent in the fourth quarter of 2020 from 27.10 percent in the second quarter of 2020 and it is still increasing (Trading Economics 2021). Consequently, parents are now encouraging their children to learn a trade or skill in

addition to their formal education, so as to prepare them for possible self-employment. It was observed in Abeokuta, for instance, it can be observed that most of the SSS students are already engaging in one craft or trade along family trade line. While this is a good practice, it can prevent adolescents who may have developed original interest in other crafts such as clothing and textile from venturing into the profession as they have been engaged differently.

Clothing and textiles as a course of study provides practical and entrepreneurship skills which could help equip students in production of different Clothing and textile items, articles and crafts. A career choice in this field may have been the best choice for some students without their being aware of it. In actual sense, most university students originally apply for professional courses such as engineering, medicine, law, nursing, accounting among others, but might, for some reasons beyond their control drop-out before the completion of their courses. Statistics reveals that there is a three times higher ratio of drop-outs of adolescents from their courses of study than from the university itself. The Higher Education Authority (HEA) attributes this scenario to incorrect career choices (Kazi and Akhlaq, 2017).

Some of the career options in Clothing and textiles include fashion designing, pattern drafting, fashion journalism, fashion merchandising, consultancy in interior decoration, wardrobe planning, event organizing, laundry services, haberdashery dealer (Jd Institute, 2021).These career options create avenue for students to be self-employed especially in a developing country such as Nigeria where there are minimal employment opportunities

available to graduates. It has been observed that very few candidates apply to study clothing and textile related courses in higher institutions of learning and this may be attributed to their lack of awareness or interest. Kazi and Akhlaq (2017) found that students have misconceptions about some professions due to lack of information, and this prevents them from choosing such areas of study. It is therefore possible that if students were aware of some career opportunities in fashion, Clothing and textiles, they might begin to enroll to study Clothing and textile. Salami (2006) posited that many youths in Nigeria make wrong career choices due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers without adequate vocational guidance and career counseling. When this occurs, these youths constitute nuisance to themselves and their employers and are unable to contribute meaningfully to the society. Hence, the problem of this study is the low enrolment of students in Clothing and Textile course at the SSS level even though this subject has a lot of potential opportunities in them. Hence this study intended to investigate into how much of these students have an interest in careers associated with clothing and textiles.

Objectives of the Study
The broad objective of this study was to investigate issues related with choice of Clothing and textile related careers among SSS students in Abeokuta South Local Government Area (LGA) of Ogun state. Specifically, the study determined;
1. extent to which SSS students are aware of available Clothing and textiles related careers.

2. attitude of the students towards choosing Clothing and textiles related careers.
3. Factors that influence choice of Clothing and textiles related careers among SSS students in Abeokuta South LGA of Ogun state.

Methodology
Research Design: The study made use of descriptive survey design.
Area of Study: The study was carried out in Abeokuta South LGA of Ogun state. This LGA is usually referred to as the Premier Local Government, owing to the historic eminence of that geographical entity as the traditional seat of the Local or Native Authority in Egba since 1898 as well as the seat of the Government of Ogun State. The Occupation of its indigenes are poetry, tie and dye, amongst others (Ogun State Biz., n.d). There are 42 secondary schools in this LGA; 20 Junior Secondary Schools, 20 Senior Secondary Schools and two schools have both Junior and Senior Secondary schools (Ogun State School Management Board).
Population for the Study: The population of this study comprised of SSS students of public Secondary Schools in Abeokuta South LGA. Students in the SSS must have taken Home economics in their junior secondary years where they would have been introduced to Clothing and textile. At the senior secondary level, they are given the option to choose among some subjects under Home economics like Food and nutrition, Clothing and textile, Home management and Bleaching and dyeing.
Sample for the Study: A total of 404 SSS students were selected using multi-stage sampling procedure. The first stage was simple random selection of three public

senior secondary schools in the LGA. At the second stage, SS1 and SS2 classes were selected purposively. This was because students in SS3 class were considered very busy since they were preparing for their secondary school leaving examinations. At the third stage, the respondents were selected using simple random technique through balloting.

Instrument for Data Collection:
Questionnaire was used to collect data. It was developed based on the specific objectives and literature review. The questionnaire was divided into four sections; Section A dealt with socio-demographic characteristics of respondents, Section B measured respondents awareness of Clothing and textile careers using "aware" and "not aware", Section C measured their attitude towards choosing a career in clothing and textiles and Section D dealt with factors influencing career choice. Sections C and D had a four-point scale ranging from strongly disagree to strongly agree and were assigned numeric values 1 to 4 respectively.

The instrument was validated by three experts in Clothing and textiles. To establish reliability of the instrument 10 copies of the questionnaire were administered to ten respondents from senior secondary school located outside the study area. A Cronbach's alpha coefficient 0.85 was obtained which showed that the instrument was reliable.

Method of Data Collection: Permission was obtained from Vice-principals and relevant class teachers of the selected schools to carry out the research in their schools. A total of 404 questionnaires were administered to the students with the help of their class teachers. All the 404 copies were retrieved the same day. This gave a hundred percent (100%) retrieval of the instrument. However, only 400 copies were analyzed due to incomplete responses in four copies.

Data Analysis Techniques: Data were analyzed using frequency counts, percentages and means. In interpreting the data, the mean was compared with the mean range. For section B on SSS Students' awareness of clothing and textiles related careers, the range of mean was used as decision rule with mean ranging from 1.00 - 1.50 is "Not Aware" while 1.60 – 2.00 is "Aware". Likewise, for Section C and D, the mean ranging from 1.00 – 1.75 (Strongly Disagree); 1.85 – 2.50 (Disagree); 2.60 -3.25 (Agree); and 3.35- 4.00 (Strongly Agree).

Results

Socio-demographic Characteristics of Respondents: Data analysis reveals that 43% of the respondents were between the ages of 16-17 years while (28.5%) of the respondents fell below the age of 15years and 28.5% were above 18years old. About half (52.5%) of the respondents were in S.S1 while 47.5% were in S. S2 class.52.5% female and 47.5% male students responded to the survey. The level of education of their parents was also determined; majority (61.5%) claimed that their fathers had Secondary School education while 24.25% of their fathers had tertiary level of education. Less than half (43%) claimed that their mothers had tertiary education and 33.25% of their mothers had Secondary education. Finally, most (67.25%) of the respondents were Yorubas while the others were from other ethnic groups such as, Igbo, Hausa and Igede.

Table 1: Percentage ( ) Responses on SSS Students' Awareness of Clothing and Textiles Related Careers

S/N	Items Are you Aware of These Careers in Clothing and Textile?	Yes, I'm Aware Freq. (%)	No, I'm Aware Freq. (%)	Mean	Decision.
1	Costume designing	284 (71.0)	116 (29.0)	1.71	Aware
2	Fashion styling	286 (71.5)	114 (28.5)	1.72	Aware
3	Runway modeling	265 (66.3)	135 (33.8)	1.66	Aware
4	Fashion journalism	284 (71.0)	116 (29.0)	1.71	Aware
5	Fashion merchandising	226 (56.5)	174 (43.5)	1.57	Not Aware
6	Garment manufacturing	322 (80.5)	78 (19.5)	1.81	Aware
7	Interior decoration	227 (56.8)	173 (43.3)	1.57	Not Aware
8	Wardrobe consultancy	245 (61.3)	155 (38.8)	1.61	Aware
9	Fashion designing	324 (81.0)	76 (19.0)	1.81	Aware
10	Accessory designing	264 (66.0)	136 (34.0)	1.66	Aware
11	Tailoring	286 (71.5)	114 (28.5)	1.72	Aware
12	Textile production e.g weaving	207 (51.8)	193 (48.3)	1.52	Not Aware

Decision Rule, mean 1.00 – 1.50 "Not Aware" and 1.60 -2.00 "Aware

Table 1 shows the respondents awareness of career options in clothing and textiles. Majority of the respondents were aware of fashion designing ( ) and garment manufacturing ( ) as a career, followed by tailoring ( ), fashion styling ( ), costume designing ( )and fashion journalism ( ). Most of the students were aware of careers in runway modeling ( ), accessory designing (1.66) and wardrobe consultancy (1.61) while respondents are not aware of career opportunities in interior decoration ( ), fashion merchandizing ( ) and textile production- weaving ( ). Therefore, the mean responses above shows that the respondents have awareness of clothing and textile related careers.

Table 2: Mean ( ) Responses on Attitude of SSS Students towards Career Choice in Clothing and Textile

S/N	Attitude Indicators	Mean	Std. dev	decision
1	Careers in clothing, textile and fashion are attractive to me	2.18	1.11	Disagree
2	I can choose a career in clothing, textiles and fashion	2.41	0.65	Disagree
3	If I had the opportunity and resources I would go into fashion business.	2.23	1.00	Disagree
4	If I had the opportunity and resources I would go into textile production.	2.36	1.07	Disagree
5	If I had the opportunity and resources I would go into runway modeling.	2.50	0.94	Disagree
6	Being an interior decorator implies more advantage than disadvantage.	2.00	0.80	Disagree
7	Being a Fashion journalist implies more advantage to	2.32	0.98	Disagree

me than disadvantage.

8	Being a costume designer implies more advantage to me than disadvantage.	2.36	1.07	Disagree
9	Being a fashion stylist and wardrobe planner implies more advantageous to me	2.32	0.92	Disagree
10	Being a fashion designer would give me a great satisfaction.	2.36	0.98	Disagree
11	Being an accessories designer would give me a great satisfaction.	2.19	0.89	Disagree
12	Being a garment producer implies more advantage to me than to disadvantage	2.27	0.81	Disagree

Grand mean= Total Mean / N= 27.5/12 = 2.29 (Unfavorable attitude)

The following mean range were used in evaluate the responses of respondents attitude towards their choice of clothing and textiles related careers, Strongly Disagree = 1.00 – 1.75; Disagree = 1.85 – 2.50; Agree = 2.60 -3.25; and Strongly Agree 3.35- 4.00. These responses were further categorized into Unfavourable Attitude = 1.00 – 2.50 and Favourable Attitude = 2.60 – 4.00.

Table 2 shows the attitude of the SSS students towards a career choice in clothing and textiles. It shows that the respondents disagree that the careers in Clothing, textile and fashion are attractive to them ($\overline{X}$ 2.18). in fact they disagree with all the 12 attitude indication. In each case the mean response was less than 2.60 (·

Table 3: Mean ( ) Responses on Factors Influencing Choice of Clothing and Textile Related Career among Students

S/N	Factors Influencing Career Choice	Mean	Std. Dev	decision
A.	**Sociological Factors**	**2.57**		
1	My parents	2.22	1.24	Disagree
2	My friends	2.50	1.16	Disagree
3	Role models	2.64	1.02	Agree
4	My gender	3.32	0.97	Strongly Agree
5	My tribe	2.18	1.11	Disagree
B.	**Educational Factors**	**2.44**		
6	My teacher	2.41	1.16	Disagree
7	My intellectual capability	2.23	1.08	Disagree
8	The knowledge	2.68	1.06	Agree
C.	**Economic Factors**	**2.51**		
9	Financial status of my parents	2.64	1.02	Agree
10	The rate of poverty in the nation	2.37	1.19	Disagree
D.	**Psychological Factors**	**2.46**		
11	Personal interest	2.54	1.03	Disagree
12	My personality	2.37	1.23	Disagree
E.	**Chance Factors**	**2.32**		
13	Available job opportunities	2.27	1.18	Disagree
14	The privileges in a career	2.36	1.11	Disagree

The following mean ranges were used in evaluate the responses of respondents on factors influencing their choice of clothing and textiles related career; Strongly Disagree = 1.00 – 1.75; Disagree = 1.85 – 2.50; Agree = 2.60 -3.25; and Strongly Agree 3.35- 4.00. These responses were further categorized into Low influence factor = 1.00 – 2.00; Moderate Influence factor = 2.10- 3.00 and High influence factor = 3.10 – 4.00. Table 3 shows majority of the respondents agreed that gender as a sociological factor is influential on their career interest ($\overline{X}$ 3.32), next to this is role models ($\overline{X}$ 2.64) and then friends ($\overline{X}$ 2.50)·The participants predominantly agreed that the knowledge they have influences their career choice ($\overline{X}$ 2.68). Also, the financial status of their parents was agreed to be influential on the career they want to pursue ($\overline{X}$ 2.64) as well as their personal interest ($\overline{X}$ = 2.54). The results show that the factors that influences students the most are the sociological factors ($\overline{X}$ 2.57), followed by economic factors ($\overline{X}$ 2.51), psychological factors ($\overline{X}$ 2.46), educational factors ($\overline{X}$ 2.44), and then chance factors($\overline{X}$ 2.32).

Discussion of Findings

This findings of the study shows that majority of the respondents were aware of career opportunities in clothing and textiles; the respondents were aware of fashion designing and garment manufacturing as a career ( ), tailoring (   ), fashion styling (   ), costume designing ( ) and fashion journalism( ).This high level of awareness could have been as a result of the use of internet, particularly social media platforms. Sander and Teh (2019) posited that social media is responsible for influencing the awareness of individuals; this could be through ads, pop-ups or engagements. Therefore, information that is not readily available in people's physical environment are learnt or seen on the internet.

The findings also reveal that the attitude of the respondents towards choosing a career in clothing and textiles is unfavorable ($\overline{X}$ = 2.29).Even though career choice is sometimes as a result of individual interests and personality, some students mentioned that they have not been well exposed to clothing and textile as a subject and that their teachers focused more on the other aspects of Home economics when they were in Junior Secondary School (JSS) - this may have prevented the students from developing an interest in this field. Zhang(2007) found that personal liking of an individual towards a particular subject contributes in his career selection decision. But how can you like something that you have little knowledge about? The study of Arugbayi and Obunadike (2017) which was done in Anambra, Nigeria, found that students have a negative attitude towards learning of clothing and textile and also determined some of the problems in teaching and learning of the subject as perceived by students; some of which were instructional impediments ranging from inadequate topics and tests, inappropriate methods in the curriculum, to lack of pedagogical skills among teachers; and lack of funds and failure of teachers to improvise and utilize instructional materials.

According to Agbo et.al, (2015), there has been a misconception of clothing

careers by the society for a long time, most of the knowledge about clothing is reduced to just sewing of dresses which is viewed as job for school drop-outs and this has produced negative attitude towards it. It is therefore possible that the participants view careers in the clothing and textile field as not professional enough for them to venture into. This study identified factors that could influence students to make a choice of career in clothing and textile related careers. Results showed that the career choice of students was mostly influenced by sociological factors. Majority of the respondents agreed that their gender has a high influence on their choice of a career in clothing and textile ($\overline{X}$ 3.32). It has been observed that male students tend to aspire for professional careers mostly known as white collar jobs; this is in line with Edwinsson and Nilson's (2009) study who found that students, especially male ones, were discouraged about joining the fashion design profession as it was regarded with a lower status. This study found that participants were influenced more by role models and friends rather than parents in taking career decisions; this is contrary to the findings of Edward and Quinter(2017) who posited that when adolescents require information on topics such as career planning, they consult their parents. It appears that in recent times, parents are now allowing their wards chose what they like as a career unlike in the past where parents exerted emotional pressure on their wards regarding the choice of careers (Nyarko-Sampson, 2013). Some parents who had pre-determined careers for their children tend to steer them to go in that direction and they go as far as making independent consultations regarding the

career that they think is most suitable for their children.

Findings further revealed that the participants of this study predominantly agreed that the knowledge they have influences their career choice ($\overline{X}$ 2.68). This is because students usually make career choices based on their level of awareness about certain professions which might be as a result of some people they know excelling in that field or based on the information they gather regarding that field. Also, economic factors such as the financial status of their parents was agreed to be influential on the career they want to pursue ($\overline{X}$ 2.64). The availability of funds in the home environment usually influences a child's career path. Saleem et al., (2014)suggested that parents' profession, income level and their knowledge on various professional areas, the norms, beliefs, information about modern occupations, spotlight to local and international job market, and the skills they acquire can affect children of their career selection.

The findings also indicate that the respondents are influenced in their career choice by their personal interest ($\overline{X}$ 2.54) which is a psychological factor. Obiunu and Ebunu (2013) established that psychological factors impress on the mentality and mind set of individuals. Edward and Quinter (2012) also suggested that an individual's proclivity towards a particular field or subject, its predilection for a particular job and match between his personality and selected professions is an important factor contributing in career path.A mismatch of personality with a course/ career can be challenging for anyone; hence,in the process of making career choices, personality plays a significant

role; productivity, fulfillment and motivation are directly related to the individual (Kazi, Nimra and Nawaz, 2017).

Conclusion
The study found that the respondents of this study had an awareness of most clothing and textiles related careers. However, they have negative attitude towards choosing careers related to Clothing and textiles. This implies that their awareness did not translate to a positive attitude. The factors that influenced participants' career choice in clothing and textile were also established; their gender had a high influence on their choices while other sociological factors such as, role models, friends and parents had a moderate influence on them. It was found that the students were also moderately influenced by all the other factors such as students' knowledge about the career, parents' financial status and students' personal interest.

Recommendations
Based on the findings of the study, the study recommends that:
1. Career guidance and counseling should become prominent in Secondary schools, providing students with up to date information regarding career selection.
2. Entrepreneurial studies and vocational skills should be learnt in secondary schools while providing experimental opportunities for students to attract them to relevant professions.
3. Schools should encourage field trips and excursion to various organizations which can help stir interest of students in Clothing and textiles.

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