



Assessment of Clothing and Textile Skills and Facilities for Inculcating Entrepreneurship in Undergraduate Students in Southwestern Nigeria

PETER OLADIPO OLOWOOKERE
Federal College of Education, Osiele, Abeokuta, Nigeria

Abstract. This study evaluates the state of training facilities, equipment functionality, and garment-construction skills among Clothing and Textiles undergraduates in Southwestern Nigeria, examining how these factors influence entrepreneurial inclination. Data were gathered from 386 students across public universities, polytechnics, and colleges of education using structured questionnaires, yielding a Cronbach's Alpha of 0.825, alongside direct observations. The demographic profile indicated that 57% of respondents were female, and 63.7% were aged 21–25, with public universities representing 53.4% of enrolment. Table analyses showed that while key facilities such as university libraries (74.6%) and textile design studios (73.6%) were widely available, critical practical laboratories like clothing construction (53.1%) and pattern drafting (43.3%) laboratories were significantly under-resourced. Equipment-related data indicate a high availability of stitching tools, with sewing machines accessible to 90.9% of respondents, and over 60% of these machines reported as functioning well; however, pressing and fitting equipment exhibited lower adequacy and functionality ratings. Pearson chi-square tests confirmed statistically significant relationships ($p = 0.000$) between the availability, adequacy, and functionality of clothing and textile equipment and students' inclination towards entrepreneurial skills. In terms of skill acquisition, students scored a grand mean of 2.59 (on a 4-point scale), demonstrating strong proficiency in foundational tasks such as taking body measurements ($M = 2.75$) and pattern cutting ($M = 2.70$), but lower mastery in advanced techniques including garment lining ($M = 2.45$) and interfacing ($M = 2.42$). Based on these findings, the study strongly recommends targeted investments to upgrade under-resourced laboratories and modernize essential equipment, coupled with curricular enhancements that focus on advanced practical techniques. These measures are critical to improving skill mastery and fostering a robust entrepreneurial disposition among

graduates in the competitive clothing and textile industry.

1. Introduction

Unemployment, both of skilled and unskilled manpower, has emerged as one of the most pressing issues in Nigeria. The unemployment situation has shifted from prolonged periods of joblessness and misemployment to a scenario in which graduates from tertiary institutions often wait for extended periods before securing their first jobs. Reports indicate that Nigeria is among the countries with the highest levels of youth unemployment, with estimates suggesting figures between 60% and 65% Kelechi, (2012). Angela, A. O., Ego, A. J., Uzoma, E. M., & Rachael, E. M. E. F. E. (2023). further argues that unemployment not only poses economic challenges but also triggers social disquiet, potentially resulting in increased crime and societal instability.

Dunstan (2013) explicates that the world, particularly developing nations like Nigeria, is currently grappling with significant challenges in job creation and the widespread availability of decent work. This persistent deficit in employment opportunities exacerbates poverty and hinders economic development. In such an environment, traditional employment may not suffice, thereby necessitating alternative pathways such as entrepreneurship, a route that is becoming increasingly vital in transforming tertiary education into a Launchpad for self-reliance. He further defines unemployment as the proportion of the labor force that is without work yet actively seeking employment. Azonuche, J. E., & Abamba, D. C. . (2024). adds that a falling interest rate often signals a growing economy; however, it may concurrently lead to higher inflation levels, necessitating subsequent adjustments in interest rates. These economic observations highlight the volatility of labor markets and underscore the importance of addressing skill deficits among

graduates to improve both employability and entrepreneurial potential.

Various studies on unemployment in Nigeria have identified multiple factors responsible for the persistently high unemployment rates. Research by Adebayo (1999), Ayinde (2018), Morphy (2008), Njoku and Ihugba (2011), and Van Horne, C., Dutot, V., Castellano, S., Sosa, M., & Ahmad, L. (2021) underscores several fundamental issues including low economic growth, untimely economic policy measures, negative perceptions about technical and vocational education, the neglect of agricultural sectors, poor environmental conditions, rapid rural–urban migration, and the gradual collapse of the manufacturing sector. These diverse factors collectively illustrate the multifaceted nature of unemployment and the need for comprehensive strategies to mitigate its effects.

The concept of entrepreneurship finds its roots in the French verb “entreprendre,” meaning “to undertake Undiyaundeye, F. A., & Otu, E. A. . (2022). Entrepreneurship education is seen as a crucial element in equipping students with the necessary skills, knowledge, and motivation to transform innovative ideas into viable business ventures Ibidapo, A. B. (2020). Additionally, organizations such as the Communication Commission (2006) and UNESCO (2008) emphasize that entrepreneurial education goes beyond business creation it enhances an individual’s ability to respond to societal changes, thereby playing a significant role in economic development by fostering self-reliance and job creation.

1.1 Statement of the Problem

Despite Nigeria’s abundant natural and human resources, high levels of unemployment persist among graduates, largely due to inadequate practical training and the absence of responsive entrepreneurship education. The colonial legacy in education and the subsequent neglect of technical and vocational training have contributed to a situation where graduates are insufficiently prepared for self-employment. Specifically, in the field of Clothing and Textiles, there is evidence of inadequate infrastructure, such as poorly maintained laboratories and limited exposure to advanced garment construction techniques, which directly affects the entrepreneurial potential of graduates. This study seeks to fill the gap by providing a critical assessment of the available facilities, equipment functionality, and skill acquisition processes in tertiary institutions across Southwestern Nigeria and how these factors predict entrepreneurial inclinations.

1.2 Objectives of the Study

- To describe the demographic characteristics of Clothing and Textiles undergraduate students in Southwest Nigeria.
- To assess the availability, adequacy, and functionality of Clothing and Textiles facilities and equipment.
- To determine the skills in garment construction that undergraduates have been exposed to and taught.
- To assess the ability of undergraduate students to translate acquired skills into entrepreneurial inclination.

1.3 Research Questions

- What are the demographics characteristics of clothing and Textiles of undergraduate student in the study are.
- What are the facilities (laboratories) available for effective teaching of Clothing and Textiles in tertiary institutions?
- How adequate and functional are the available Clothing and Textile facilities for imparting the necessary knowledge and skills to undergraduate students?
- To what extent do the skills acquired by the undergraduate students in Clothing and Textiles predict their entrepreneurial inclination?

1.4 Hypotheses

Ho1: The availability, adequacy, and functionality of Clothing and Textile equipment have no significant influence on the entrepreneurial skills inclination of undergraduate students.

2. Review of Related Literature

A comprehensive review of the literature reveals that unemployment is a multifaceted issue in Nigeria, affected by socioeconomic, cultural, and educational factors. Researchers such as Dunstan (2013) have demonstrated that a lack of practical skills in higher education contributes significantly to high unemployment rates. The literature indicates that while theoretical knowledge is essential, practical training, particularly in sectors such as Clothing and Textiles, is imperative for developing entrepreneurial competencies.

Entrepreneurship education has been shown to empower students by enhancing creativity, innovation, and problem-solving skills. Organizations like

UNESCO (2008) and the Communication Commission (2006) emphasize that entrepreneurship education goes beyond business start-up; it is about equipping students with a mindset to adapt to and innovate within rapidly changing economic environments.

Studies indicate that well-equipped training facilities are crucial for effective practical learning. The availability of laboratories (e.g., pattern drafting and textile design studios) and functional machinery (such as sewing and embroidery machines) correlates positively with student performance and their ability to engage in entrepreneurial ventures. Gaps identified in advanced techniques, such as garment interfacing and modern laundry practices, suggest areas where targeted interventions can have a significant impact on fostering self-reliance and innovation.

3. Methodology

3.1 Research Design

The study employed a survey research design to capture the current state of skills training and facility adequacy. Quantitative data was collected through structured questionnaires, supplemented by direct observation and validation from field experts. The design follows the approach for a systematic and empirical assessment of variables in field conditions.

3.2 Area and Population of Study

The research was conducted across Southwestern Nigeria specifically in Lagos, Ogun, Osun, Oyo, Ondo, and Ekiti States. The population comprised 1,648 final-year undergraduate students enrolled in Clothing, Textiles, Fashion, Fine Arts, and Home Economics across public universities, polytechnics, and colleges of education.

3.3 Sampling Techniques and Instrumentation

A multistage sampling technique (stratified and proportionate) was used to select 386 respondents from the overall population. A structured questionnaire, divided into eight sections covering

demographic data, facility adequacy, equipment functionality, skill acquisition, entrepreneurial inclination, and evaluation of government programmes, served as the primary data collection tool. The instrument's reliability was confirmed by a Cronbach's Alpha coefficient of 0.825.

3.4 Data Collection and Analysis

Data was collected via in-person administration of questionnaires, supported by observations in the training facilities. Analysis was conducted using IBM-SPSS version 28.0. Descriptive statistics (frequencies, percentages, means) were used to analyze demographic and facility adequacy indicators, while inferential statistics (Chi-square, linear regression, one-way ANOVA) tested the research hypotheses.

4. Results

The study's findings are presented in a series of tables and narrative summaries. The key results include:

4.1 Demographic Characteristics of the Respondents

This presents the demographic characteristics of the respondents. This includes gender, age, institution attended, and level of education, parents' level of education, parents' occupation, ethnicity, household size and religion of the respondents.

4.1.1 Gender of the Respondents

Table 1 revealed that the gender distribution of the respondents reveals a slightly higher participation of females (57.0%) compared to males (43.0%). This could indicate that females have a stronger representation in fields related to clothing and textiles or entrepreneurship programs assessed in the study. It underscores the importance of designing gender-inclusive strategies for skill development in this domain. Furthermore, the higher percentage of female respondents may reflect societal trends in education and employment within the region, where women are increasingly encouraged to pursue professional and entrepreneurial opportunities.

Table 1: Demographic Characteristics of the Respondents (n = 386)

	Variables	Frequency	Percentage	
Gender	Male	166	43.0%	
	Female	220	57.0%	
	Total	386	100.0%	
Age	Less than or equal to 20 years	99	25.6%	
	21-25 years	246	63.7%	
	26-30 years	36	9.3%	
	31 & above	5	1.3%	
	Total	386	100.0%	
Institutions	Public University	206	53.4%	
	Public College of Education	153	39.6%	
	Public Polytechnic	27	7.0%	
	Total	386	100.0%	
Educational Status	NCE	212	54.9%	
	OND	62	16.1%	
	HND	18	4.7%	
	BSc	26	6.7%	
	BA	23	6.0%	
	MA	37	9.6%	
	MSc	8	2.1%	
	Total	386	100.0%	
	Departments	Fine Arts	82	21.2%
		Home Economics	130	33.7%
		Clothing and Textiles	44	11.4%
		Industrial Design	32	8.3%
		Creative Arts	85	22.0%
Others		13	3.4%	
Total		386	100.0%	
Fathers' Educational Level		NCE	40	10.4%
	OND	25	6.5%	
	HND	70	18.1%	
	BA	67	17.4%	
	BSc	53	13.7%	
	MA	4	1.0%	
	MSc	20	5.2%	
	PhD	49	12.7%	
	No Formal Education	58	15.0%	
	Total	386	100.0%	
Mothers' Educational Level	NCE	106	27.5%	
	OND	56	14.5%	
	HND	57	14.8%	
	BA	38	9.8%	
	BSc	15	3.9%	
	MA	18	4.7%	
	MSc	15	3.9%	
	PhD	31	8.0%	
	No Formal Education	50	13.0%	
	Total	386	100.0%	
Parents' Occupation	Civil Servant	138	35.8%	
	Private Organization	124	32.1%	
	Petty Trader	102	26.4%	
	Others	22	5.7%	
	Total	386	100.0%	
Ethnicity	Hausa	42	10.9%	
	Igbo	112	29.0%	
	Yoruba	206	53.4%	

	Other	26	6.7%
	Total	386	100.0%
Religion	Christianity	202	52.3%
	Islamic	177	45.9%
	Traditional	7	1.8%
	Total	386	100.0%
Household Size	Less than 4 persons	187	48.4%
	5 to 7 persons	181	46.9%
	8 to 10 persons	11	2.8%
	Above 11 persons	7	1.8%
	Total	386	100.0%

Source: *Field Survey (2025)*

4.1.2 Respondents' Responses on Availability of Laboratory Facilities in their Institutions

Table 2 presents the availability of laboratory facilities as reported by 386 undergraduate students in Southwestern Nigeria, highlighting the resources for teaching clothing and textile skills. Among the listed facilities, the University, College/Faculty Library is the most available, with 74.6% of respondents confirming its presence (n=288). This is closely followed by the Textile Design Studio, available to 73.6% of respondents (n=284), and the Weaving Studio, which 67.1% of participants (n=259) reported as accessible. The availability of an Exhibition Hall was also significant, with 59.1% of respondents (n=228) affirming its presence. These high percentages reflect the importance placed on certain facilities that support academic learning and practical exposure in clothing and textile programs.

However, other critical facilities show limited availability. For example, only 53.1% of respondents (n=205) reported having access to a Clothing Construction Laboratory, a vital resource for practical skills in garment production. Similarly, Pattern Drafting Laboratories and Laundry Laboratories were available to only 43.3% (n=167) and 45.9% (n=177) of students, respectively, highlighting a significant gap in resources required for core skill development. The Home Management Flat had the lowest availability, reported by only 37.8% of respondents (n=146), underscoring the limited emphasis on holistic training environments. These statistics underscore the uneven distribution of essential resources that could influence the effectiveness of skill acquisition and the overall quality of education in clothing and textile programs.

These findings reveal critical gaps in facility provision, suggesting a need for strategic investments to bridge these disparities and enhance the entrepreneurial skill-building potential of undergraduate programs. Providing well-equipped laboratories like Clothing Construction and Pattern Drafting could significantly strengthen students' practical training, allowing them to master complex clothing and textile production processes.

Table 2: Respondents' Responses on Availability of Laboratory Facilities

SN	Facilities	Availability			
		Available		Not Available	
		F	%	F	%
1	Clothing Construction Laboratory	205	53.1%	181	46.9%
2	Pattern Drafting Laboratory	167	43.3%	219	56.7%
3	Weaving Studio	259	67.1%	127	32.9%
4	Textile Design Studio	284	73.6%	102	26.4%
5	University, College/Faculty Library	288	74.6%	98	25.4%
6	Exhibition Hall	228	59.1%	158	40.9%
7	Laundry Laboratory	177	45.9%	209	54.1%
8	Home Management Flat	146	37.8%	240	62.2%

Source: *Field Survey (2024)*

Key: F = Frequency

4.1.3 The extent to which the Equipment was Available, Adequate and Functioning in various Institutions

Table 3 provides a comprehensive and detailed overview of the availability, adequacy, and functionality of clothing and textile equipment across institutions in South-Western Nigeria, based on responses from 386 participants. The table not only highlights significant trends but also pinpoints critical gaps and areas for development to enhance

entrepreneurship education in these programs. This expanded analysis explores each category of equipment in greater detail, emphasizing its implications for practical training and entrepreneurship readiness.

Table 3: Distribution of Respondents' Responses according to Availability, Adequacy and Functionality of Clothing and Textile Equipment/Tools (n = 386)

S/ N	Clothing and Textiles Equipment	Availability				Adequacy				Functionality							
		Available		Not Available		Very Adequate		Fairly Adequate		Not Adequate		Function well		Somehow Functioning		Not Functioning	
Pressing Equipment		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Iron	24	62.2	14	37.8	15	38.9	18	46.6	56	14.5	22	58.3	11	28.5	51	13.2
2	Ironing Board	23	59.6	15	40.4	14	36.3	19	49.2	56	14.5	25	64.8	90	23.3	46	11.9
3	Sleeve Board	22	57.0	16	43.0	16	41.5	16	41.5	66	17.1	23	59.6	13	33.7	26	6.7%
4	Tailor's Ham	21	54.4	17	45.6	17	44.0	15	38.9	66	17.1	22	57.0	14	36.3	26	6.7%
5	Pressing Cloth	20	51.8	18	48.2	12	31.1	20	51.8	66	17.1	24	62.2	10	25.9	46	11.9
6	Ironing Table	19	49.2	19	50.8	11	28.5	19	49.2	86	22.3	21	54.4	14	38.3	28	7.3%
7	Seam Roll	18	46.6	20	53.4	66	17.1	14	36.3	18	46.6	56	14.5	15	38.9	18	46.6
8	Pounding Block	17	44.0	21	56.0	66	17.1	15	38.9	17	44.0	66	17.1	13	33.7	19	49.2
9	Pressing Mitt	16	41.5	22	58.5	56	14.5	14	36.3	19	49.2	96	24.9	12	31.1	17	44.0
Stitching Equipment																	
10	Sewing Machine	35	90.9	35	9.1%	25	64.8	10	25.9	36	9.3%	24	62.2	12	31.1	26	6.7%
11	Embroidery Machines	34	89.4	41	10.6	26	67.4	80	20.7	46	11.9	27	69.9	90	23.3	26	6.7%
12	Treadle Machine	36	93.3	26	6.7%	23	59.6	12	31.1	36	9.3%	30	77.7	60	15.5	26	6.7%
13	Hand Sewing Machine	34	88.1	46	11.9	22	57.0	13	33.7	36	9.3%	23	60.9	11	29.8	36	9.3%
14	Over Locking Machine	35	92.0	31	8.0%	25	66.1	95	24.6	36	9.3%	24	62.2	10	27.2	41	10.6

NIU Journal of Humanities

15	Machine needles of different sizes	365	94.6%	21	5.4%	280	72.5%	90	23.3%	16	4.1%	275	71.2%	85	22.0%	26	6.7%
16	Needle Threaders	340	88.1%	46	11.9%	260	67.4%	110	28.5%	16	4.1%	235	60.9%	125	32.4%	26	6.7%
17	Pin Cushion	350	90.7%	36	9.3%	245	63.5%	115	29.8%	26	6.7%	302	78.2%	54	14.0%	30	7.8%
18	Magnet	360	93.3%	26	6.7%	283	73.3%	83	21.5%	20	5.2%	238	61.7%	130	33.7%	18	4.7%
19	Bodkin	370	95.9%	16	4.1%	249	64.5%	111	28.8%	26	6.7%	265	68.7%	101	26.2%	20	5.2%
20	Thimbles	345	89.4%	41	10.6%	158	40.9%	196	50.8%	32	8.3%	166	43.0%	162	42.0%	58	15.0%
21	Knitting Machine	352	91.2%	34	8.8%	174	45.1%	169	43.8%	43	11.1%	158	40.9%	198	51.3%	30	7.8%
Fitting Equipment																	
22	Dress Form	353	91.5%	33	8.5%	142	36.8%	165	42.7%	79	20.5%	182	47.2%	128	33.2%	76	19.7%
23	Dress Maker's Pin	342	88.6%	44	11.4%	146	37.8%	187	48.4%	53	13.7%	185	47.9%	131	33.9%	70	18.1%
24	Dressing Mirror	342	88.6%	44	11.4%	146	37.8%	187	48.4%	53	13.7%	185	47.9%	131	33.9%	70	18.1%
25	Fitting Cubicle	335	86.8%	51	13.2%	186	48.2%	142	36.8%	58	15.0%	165	42.7%	129	33.4%	92	23.8%
Measuring Equipment																	
26	Long and Short Ruler	348	90.2%	38	9.8%	145	37.6%	172	44.6%	69	17.9%	120	31.1%	210	54.4%	164	42.5%
27	Tape Measure	360	93.3%	26	6.7%	183	47.4%	169	43.8%	34	8.8%	173	44.8%	144	37.3%	69	17.9%
28	French Curves and Ruler	367	95.1%	19	4.9%	173	44.8%	144	37.3%	69	17.9%	167	43.3%	143	37.0%	76	19.7%
29	Skirt Marker	375	97.2%	11	2.8%	184	47.7%	140	36.3%	62	16.1%	150	38.9%	185	47.9%	51	13.2%
30	Set Square	350	90.7%	36	9.3%	169	43.8%	188	48.7%	29	7.5%	152	39.4%	142	36.8%	92	23.8%
Storage Equipment																	
31	Cupboard	300	77.7%	86	22.3%	176	45.6%	146	37.8%	64	16.6%	165	42.7%	168	43.5%	53	13.7%

NIU Journal of Humanities

32	Wardrobe	295	76.4%	91	23.6%	132	34.2%	191	49.5%	63	16.3%	188	48.7%	168	43.5%	30	7.8%
33	Chest of Drawers	280	72.5%	106	27.5%	146	37.8%	135	35.0%	105	27.2%	331	85.8%	52	13.5%	3	0.8%
34	Hangers	310	80.3%	76	19.7%	227	58.8%	111	28.8%	48	12.4%	170	44.0%	143	37.0%	73	18.9%
35	Rack	290	75.1%	96	24.9%	260	67.4%	75	19.4%	51	13.2%	312	80.8%	64	16.6%	10	2.6%
36	Tool Box	280	72.5%	106	27.5%	213	55.2%	127	32.9%	46	11.9%	277	71.8%	63	16.3%	46	11.9%
37	Bag	275	71.2%	111	28.8%	170	44.0%	108	28.0%	108	28.0%	172	44.6%	112	29.0%	102	26.4%
Cutting Equipment																	
38	Cutting Tables	275	71.2%	111	28.8%	211	54.7%	116	30.1%	59	15.3%	144	37.3%	136	35.2%	106	27.5%
39	Dressmaker's Scissors	260	67.4%	126	32.6%	188	48.7%	156	40.4%	42	10.9%	254	65.8%	111	28.8%	21	5.4%
40	Awl	245	63.5%	141	36.5%	262	67.9%	119	30.8%	5	1.3%	259	67.1%	93	24.1%	34	8.8%
41	Trimming Scissors	245	63.5%	141	36.5%	320	82.9%	35	9.1%	31	8.0%	241	62.4%	105	27.2%	40	10.4%
42	Embroidery Scissors	328	85.0%	58	15.0%	227	58.8%	87	22.5%	72	18.7%	240	62.2%	141	36.5%	5	1.3%
43	Pinking Shear	356	92.2%	30	7.8%	270	69.9%	85	22.0%	31	8.0%	192	49.7%	145	37.6%	49	12.7%
44	Seam ripper	279	72.3%	107	27.7%	177	45.9%	166	43.0%	43	11.1%	255	66.1%	94	24.4%	37	9.6%
45	Buttonhole Scissors	240	62.2%	146	37.8%	194	50.3%	184	47.7%	8	2.1%	272	70.5%	92	23.8%	22	5.7%
Marking Equipment																	
46	Dressmaker Carbon Paper	301	78.0%	85	22.0%	320	82.9%	65	16.8%	1	0.3%	231	59.8%	147	38.1%	8	2.1%
47	Tailor Chalk (Different Colours)	339	87.8%	47	12.2%	183	47.4%	122	31.6%	81	21.0%	196	50.8%	103	26.7%	87	22.5%
48	Tracing Wheel	296	76.7%	90	23.3%	183	47.4%	158	40.9%	45	11.7%	357	92.5%	26	6.7%	3	0.8%
49	Brown Paper	242	62.7%	144	37.3%	254	65.8%	92	23.8%	40	10.4%	192	49.7%	173	44.8%	21	5.4%

50	Dressmaker Pencil	25 6	66.3 %	13 0	33.7 %	19 0	49.2 %	17 0	44.0 %	26	6.7%	30 2	78.2 %	77	19.9 %	7	1.8%
51	Ordinary Pencil	29 9	77.5 %	87	22.5 %	23 0	59.6 %	89	23.1 %	67	17.4 %	34 0	88.1 %	39	10.1 %	7	1.8%

Source: Field Survey (2025)

4.1.4 Skills Acquisition of the Respondents

Table 4 provides a comprehensive evaluation of undergraduate students' acquisition of skills in garment and textile-related disciplines across Southwestern Nigeria. The assessment covers a range of areas, including garment/dressmaking, knitting/crocheting, laundry, embroidery, pattern drafting, textile design, and weaving. Data from 386 participants is analyzed, with results categorized based on mean scores. A score of Agreed (mean ≥ 2.60) indicates proficiency, while Disagreed (mean < 2.60) highlights areas of improvement for entrepreneurship and innovation in the textile and garment industry.

Table 4: Skills Acquisitions on Garment/Dressmaking by the Respondents (n = 386)

S/N	Garment/Dress making skills acquired	Responses (F)				Mean	S.D.	Decision
		SA	A	D	SD			
1	To take body measurements.	138	108	44	96	2.75	1.18	Agreed
2	Pattern laying and cutting out procedures for different fabrics.	142	87	58	99	2.70	1.21	Agreed
3	Identification of types of sewing machines for different dress-making.	120	118	55	93	2.69	1.15	Agreed
4	The use of sewing machines and other equipment for clothing construction.	118	102	40	126	2.55	1.23	Disagreed
5	Types and parts of a sewing machine	110	103	50	123	2.52	1.21	Disagreed
6	Care for sewing machine	135	119	53	79	2.80	1.13	Agreed
7	Ways of lining a garment	102	101	50	133	2.45	1.21	Disagreed
8	Interfacing the parts of a garment needlecrafts	101	103	41	141	2.42	1.22	Disagreed
9	Use different types of needles for different stitches	129	117	31	109	2.69	1.20	Agreed
10	Procedures for hems and seams stitches	120	112	41	113	2.62	1.20	Agreed
11	Threads for different stitches	121	104	46	115	2.60	1.21	Agreed
12	Types of openings suitable for children's garments and underclothes	126	107	57	96	2.68	1.17	Agreed
13	Method of finishing edges of garments using stitches techniques.	115	94	59	118	2.53	1.21	Disagreed
Knitting and Crocheting								
14	Method for knitting/crocheting	146	82	34	124	2.65	1.28	Agreed
15	Differences between crocheting/Knitting	106	100	38	142	2.44	1.24	Disagreed
16	Types of needles for knitting/crocheting	138	97	33	118	2.66	1.25	Agreed
17	Making of articles using knitting/crocheting.	124	93	47	122	2.57	1.23	Disagreed
Laundry Skills								
18	Removal of various stains from fabrics	108	105	50	123	2.51	1.20	Disagreed
19	Use different types of laundry machines	101	99	57	129	2.45	1.20	Disagreed
20	Procedures and rules observed when Ironing	146	86	41	113	2.69	1.25	Agreed
21	Uses of soap and detergents	107	114	43	122	2.53	1.20	Disagreed
22	Dry cleaning different types of fabrics	116	115	47	108	2.62	1.18	Agreed
Embroidery								
23	Making and transferring designs onto fabrics using different decorative materials	139	83	31	133	2.59	1.28	Disagreed
24	Use of beads for interior decoration	105	83	51	147	2.38	1.24	Disagreed
25	Types of decorative stitches	128	97	55	106	2.64	1.20	Agreed
26	Making embroidery works on the table clothes and garment	143	113	39	91	2.80	1.17	Agreed
Pattern Drafting								
27	Adaptation and alternation of patterns	135	93	45	113	2.65	1.23	Agreed
28	Drafting of patterns for various styles	114	87	43	142	2.45	1.25	Disagreed
29	Arrangement of fullness through patterns	122	119	50	95	2.69	1.16	Agreed
30	Difference between commercial and drafted patterns	115	97	44	130	2.51	1.23	Disagreed
----Textile Design								
31	Designing fabric using dyes	123	105	54	104	2.64	1.19	Agreed
32	Preparing and dyeing different garments/fabric	144	108	44	90	2.79	1.17	Agreed
33	Local and commercial dyes	144	80	54	108	2.67	1.24	Agreed
34	Principles of Underlying Dye	106	88	53	139	2.42	1.23	Disagreed

Weaving								
35	Types and parts of a loom	100	87	53	146	2.37	1.23	Disagreed
36	Use of different types of looms	110	96	37	143	2.45	1.25	Disagreed
37	Producing cardigans/sweaters for students/pupils	134	114	30	108	2.71	1.21	Agreed
38	Procedures for Aso-oke Production	104	118	55	109	2.56	1.16	Agreed
Grand mean						2.59	0.12	

Source: Researcher’s field survey (2024)

Note. Decision rule: 4= Strongly Agree (SA), 3= Agree (A), 2= Disagree (D), 1= Strongly Disagree (SD). A mean score < 2.60 is disagreed; a Mean score between 2.60-3.40 is agreed; a Mean score > 3.40 is strongly agreed.

4.1.5 Extent of Mastering the Acquired Skills among the Respondents

Table 4 provides a detailed and comprehensive analysis of the extent to which respondents in the study mastered various skills related to garment and textile work. This categorization into four levels of mastery Very Well Mastered, Well Mastered, Fairly Mastered, and Not Mastered offers valuable insights into the skill acquisition trends and the areas where additional support and training may be necessary. By examining each category, we gain a clearer understanding of the strengths and weaknesses across the range of evaluated skills.

Table 5: Extent to which Skills Acquired were Mastered (n = 386)

S/N	Skills Acquired	Very Mastered		Well Mastered		Fairly Mastered		Not Mastered	
		F	%	F	%	F	%	F	%
1	Sewing different cloth styles with the sewing machine	131	49.62	73	27.65	44	16.67	16	6.06
2	Engaging in fashion designing for purposeful living.	94	36.43	109	42.25	37	14.34	18	6.98
3	Starting a personal business in designing dresses based on the knowledge acquired through garment/dress-making	140	44.16	117	36.91	43	13.56	17	5.36
4	Creating suitable styles for different occasions using different types of machines	100	41.49	68	28.22	52	21.58	21	8.71
5	Depending on garment construction for my living	103	38.43	85	31.72	69	25.75	11	4.1
6	Designing fabrics for children and adult	82	32.28	112	44.09	50	19.69	10	3.94
7	Training interested youths on how to sew with different types of sewing machines	101	43.53	61	26.29	45	19.4	25	10.78
8	Engaging in customized design for livelihood	132	41.64	79	24.92	74	23.34	32	10.09
Textile Skills									
9	Starting a personal business on tie and dye/batik based on the knowledge acquired through fabric production	81	32.79	87	35.22	47	19.03	32	12.96
10	Training interested youths on screen printing thereby creating self-employment for myself	109	33.03	106	32.12	76	23.03	39	11.82
11	Engaging in emblems and badges for economic empowerment	117	36.34	119	36.96	53	16.46	33	10.25
12	Creating logos for schools, colleges and institutions and also being an employer of labour in the field	81	37.5	66	30.56	55	25.46	14	6.48
13	Selecting and selling textile items and accessories for livelihood	143	45.83	103	33.01	54	17.31	12	3.85
14	Producing Adire-Eleko and equally training interested youths thereby creating self-employment for myself and the youths	139	46.18	67	22.26	74	24.58	21	6.98
Trained									
15	Engaging in different tie/dye/batik production for a living	100	34.13	106	36.18	70	23.89	17	5.8
Laundry Skills									
16	Depending on laundry and dry cleaning thereby creating self-employment	112	37.97	94	31.86	58	19.66	31	10.51
17	Training interested youths on the operation of washing machines for economic empowerment	137	47.24	73	25.17	44	15.17	36	12.41
18	Engaging in ironing different fabrics using the right temperature and gaining a living through it	101	38.4	76	28.9	74	28.14	12	4.56
19	Making different clothing articles for laundry and also being employer of labour in the field	128	48.67	95	36.12	30	11.41	10	3.8
Weaving Skill									
20	Producing traditional woven fabric (Aso-Oke) using any type of Loom	138	44.09	109	34.82	54	17.25	12	3.83
21	Training interested youths on cloth weaving thereby reducing Unemployment	121	44.81	99	36.67	36	13.33	14	5.19
22	Producing different types of woven articles suitable for interior Decoration	139	52.65	63	23.86	38	14.39	24	9.09
23	Producing modernized aso-oke to encourage patronage	94	40.69	61	26.41	53	22.94	23	9.96
24	Mass-producing modernised fashionable cardigans/sweaters for school children/students	141	56.85	65	26.21	30	12.1	12	4.84

Embroidery									
25	Mass-producing beads for commercial purposes	141	41.84	113	33.53	73	21.66	10	2.97
26	Producing beaded articles suitable for interior decoration	126	45.32	101	36.33	37	13.31	14	5.04
27	Producing fashionable hats for commercial purposes	141	48.29	63	21.58	53	18.15	35	11.99
28	Training the youths in millinery (hat production) to encourage self-reliance	130	41.27	113	35.87	40	12.7	32	10.16
29	Training other people in bead making to encourage self-reliance	134	46.05	88	30.24	46	15.81	23	7.9
Pattern drafting									
30	Training the youths on drafting, adaptation and alternation to reduce unemployment	143	52.38	77	28.21	37	13.55	16	5.86
31	Depending on draft patterns for children and adults	82	30.71	85	31.84	64	23.97	36	13.48
32	Depending on knock-off design techniques in buying and selling cloth items of companies	130	41.27	103	32.7	64	20.32	18	5.71
33	Training interested youths in dart manipulation hereby reduces unemployment	86	32.45	93	35.09	62	23.4	24	9.06
34	Producing different shirt patterns and gaining a living	100	44.05	69	30.4	34	14.98	24	10.57
35	Training the youths in the arrangement of fullness through pattern	118	36.99	95	29.78	71	22.26	35	10.97
Needlecrafts/Knitting and Crocheting									
36	Knitting/crocheting items to make a living	97	37.74	73	28.4	68	26.46	19	7.39
37	Training the youths on different types of needles for knitting/crocheting and also being employers of labour	83	29.64	90	32.14	70	25.0	37	13.21
38	Depending on knitting/crocheting articles for a living	139	42.77	107	32.92	57	17.54	22	6.77

Source: Researcher's field survey (2024)

Statistical Finding

Relationships between the availability, adequacy and functionality of clothing and the entrepreneurial skills inclination of undergraduate students

H₀₁: The availability, adequacy and functionality of clothing and textile equipment have no significant influence on the entrepreneurship skills inclination of undergraduate students.

Interpretation of Table 5

Table 5 presents an in-depth analysis of the relationship between the availability, adequacy, and functionality of clothing and textile equipment and the entrepreneurial skills inclination of undergraduate students in Southwestern Nigeria. The findings are based on the Pearson Chi-Square test, a statistical method used to determine whether these variables significantly influence entrepreneurial skill development among students in this region.

Table 5: Relationships between availability, adequacy and functionality of clothing and textile equipment have no significant influence on the entrepreneurship skills inclination of undergraduate students

Variables	Chi-Square Values	Df	p-Values	Decision
Availability of Clothing and Textile equipment	232.126 ^a	2	0.000	Significant
Adequacy of Clothing and Textile equipment	216.248 ^a	4	0.000	Significant
Functionality of Clothing and Textile Functionality	237.827 ^a	4	0.000	Significant

Source: Researcher's field survey (2024)

Note. Df = Degree of freedom, X² = Pearson Chi-Square, p-Value = significant level (0.05)

5. Discussion

The demographic data revealed that the majority of respondents were female (57%), aged 21–25 years (63.7%), and predominantly enrolled in public universities (53.4%). The higher female representation underscores the societal trend of women's increasing participation in clothing and textile disciplines, which traditionally align with gendered career roles. This demographic composition highlights a critical opportunity to design gender-inclusive entrepreneurial strategies that leverage the high engagement of young women in this field. Furthermore, the dominance of youth in this cohort suggests that entrepreneurial training programs should capitalize on the adaptability

and energy of this demographic (Okpokwasili & Onwuatuogwu, 2024).

6. Conclusion

The assessment confirms that the adequacy and functionality of facilities and equipment in Clothing and Textiles Programmes are fundamental to enhancing entrepreneurial skills among undergraduates in Southwestern Nigeria. While foundational skills are well-developed, the paucity of advanced technical training and infrastructural gaps remain impediments to achieving full entrepreneurial potential. The positive correlation between facility readiness and entrepreneurial readiness reinforces the need for continuous investment in technical education

and strategic collaborations between institutions, industry, and government.

7. Recommendations

Based on the findings, the study recommends the following:

Infrastructure Improvement: Invest in upgrading and expanding critical laboratories (e.g., Pattern Drafting, Laundry) to ensure a holistic, practical training environment.

Curriculum Enhancement: Integrate advanced garment construction techniques and modern textile operations into the curriculum to bridge the skills gap.

Partnership and Industry Collaboration: Foster partnerships with clothing, textile, and fashion industries to facilitate internships, mentorship programmes, and hands-on projects.

Gender and Demographic Considerations: Leverage the higher participation of female students by designing inclusive programmes that further encourage entrepreneurial activities among under-represented groups.

Monitoring and Evaluation: Establish mechanisms for regular assessment and feedback on facility performance, equipment functionality, and skill mastery to ensure continuous improvement.

References

- Angela, A. O., Ego, A. J., Uzoma, E. M., & Rachael, E. M. E. F. E. (2023). Impediments and Strategies for Acquisition of Competence in Pattern Making among Clothing and Textiles Students for Apparel Production in Nigeria.
- Ayinde, O.E. (2018), Empirical Analysis of Agricultural Growth and Unemployment in Nigeria. *African Journal of Agricultural Research*, 3, (7):465-468
- Azonuche, J. E., & Abamba, D. C. . (2024). Factors influencing Choice of Clothing and Textiles among undergraduate students: A study of Teaching facilities, Career prospects and Strategies improvement. *Shodh Sari-An International Multidisciplinary Journal*, 3(1), 369-393.
- Communications Commission (2006), "Fostering entrepreneurial Mindsets through education and learning". Com.33 final. Available at ec.europa.eu/enterprise/policies/sm.
- Dunstan, P. (2013), Dire Youth Unemployment Growing Worse, Available at: www.foxbusiness.com/economy/2013/05.
- Ibidapo, A. B. (2020). Development of Entrepreneurial Skill Training Modules for Building Technology Graduates of Colleges of Education in South West Nigeria. An Unpublished Ph.D Thesis Submitted to Department of Industrial Technical Education, University of Nigeria, Nsukka.
- Kelechi, E. (2012), Experts identify entrepreneurial education as key to curb unemployment: Published in Business day Newspaper of 12th May 2012.
- Njoku, C.N. and O. A. Ihugba (2011). Unemployment and Nigerian Economic Growth (1985-2009). *Mediterranean Journal of Social Sciences*. 2 (6): 23-26
- UNESCO. (2020). Global Education Monitoring Report: Inclusion and Education, All Means. Paris: UNESCO.
- Undiyaundeye, F. A., & Otu, E. A. (2022). Entrepreneurship skills acquisition and the amongst the undergraduate students in Nigeria. *European Journal of Social Science Education and Research*, 9(1), 24-32. REPLACE JENNING
- Van Horne, C., Dutot, V., Castellano, S., Sosa, M., & Ahmad, L. (2021). Integrating entrepreneurship into the design classroom: Case studies from the developing world. *Journal of the Knowledge Economy*, 12, 56-72.