ASSESSMENT OF CLOTHING AND TEXTILES OCCUPATIONAL SKILLS NEED AND UTILIZATION FOR ENTREPRENEURSHIP AMONG UNIVERSITY UNDERGRADUATES IN SOUTH-SOUTH ZONE, NIGERIA

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TITLE PAGE

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A THESIS SUBMITTED TO THE DEPARTMENT OF VOCATIONAL EDUCATION (HOME ECONOMICS UNIT), FACULTY OF EDUCATION, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE IN HOME ECONOMICS EDUCATION, DELTA STATE UNIVERSITY, ABRAKA.

JUNE, 2021

DECLARATION

I declare that this is an original research carried out by me in the Department of Vocational Education (Home Economics Unit), Faculty of Education, Delta State University, Abraka.

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OBIAZI, Adama Eunice **Date**

CERTIFICATION

We the undersigned certify that this research was carried out by **OBIAZI, Adama Eunice** in the Department of Vocational Education (Home Economics Unit), Faculty of Education, Delta State University, Abraka.

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DEDICATION

This research work is dedicated to my family.

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ABSTRACT

The purpose of the study was to assess the Clothing and Textiles occupational skills needs for entrepreneurship among university undergraduates in South-South zone Nigeria and to ascertain the extent of acquisition and the readiness to utilize such skills needed for entrepreneurship after graduation. To achieve this purpose thirteen research questions and thirteen null hypotheses were formulated to guide the study at 0.05 level of significance: The researcher adopted the Ex-post facto research design using the descriptive survey research method. The population of the study is 370 comprising 339 undergraduates and 31 lecturers in all the federal and state universities in the South-South Geo-Political Zone that are offering Home Economics (Clothing and Textiles) as a course in the 2018/2019 session. The sample of the study is 178 comprising of 147 (400 level final year) Home Economics university undergraduates that were selected using purposive sampling techniques from the target population and 31 lecturers in the four universities. The instrument for data collection were two parts structured questionnaire entitled: Clothing and Textiles Occupational Skills Need and utilization for Entrepreneurship Questionnaire (CTOSNEQ). Part 1 was the lecturer's questionnaire and part 2 was the undergraduates' questionnaire, both have sections A, B and C. Section A gathered information on respondents Bio-data while sections B and C were designed to elicit the views of respondents on the study under review. The instruments were rated on 4-point scale and comprised of 150 items. The data collected were analyzed using percentages to determine the respondents demographic profile, mean scores, standard deviation and Borich model of assessment were employed to answer the research questions, while one-way Analysis of Variance (ANOVA) and t-test were used to test the null hypotheses formulated to guide the study at 0.05 level of significance. The major findings that emerged from the study include: the university Home Economics Education (Clothing and Textiles) objectives are adequate in meeting the Clothing and Textiles Occupational Skills Need for Entrepreneurship, there are a lot of Clothing and Textiles Occupational Skills available in the university Home Economics (Clothing and Textiles) curriculum, training is needed around 18 out of 20 Clothing and Textile skills and 22 out of 33 employability attribute for entrepreneurship, among others. That there are some challenges facing the acquisition of the skills which include the practical classes being inadequate, inadequate curriculum content, which do not suit the current needs of the society and poor attitude of the undergraduates towards Entrepreneurship. Strategies that should be adopted to improve the acquisition and utilization of the Clothing and Textiles occupational skills for entrepreneurship were suggested. Based on the findings, the following recommendations among others were made: Home Economics (Clothing and Textiles) curriculum should be regularly reviewed to meet the needs of the changing times. There should be further training to equip the undergraduates with requisite skills. The SIWES should take a longer time, at least

one academic session, there should be training and re-training of lecturers. The government should give take-off grants to graduating students willing to venture into entrepreneurship.

CHAPTER ONE
INTRODUCTION

Background to the Study

The desire of Nigeria, like most developing countries of the world is to produce graduates who possess skills to be self-reliant as well as those who have the potentials to be employers of labour. In pursuance of this, the Nigerian government saw the need for the development of competent work-force through the acquisition of practical life skills relevant to the world of work to meet the challenges of the 21st century. For this reason, many growth and developmental policies have been formulated by the government. Such policies include the Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), National Economic Empowerment Development Strategies (NEEDS), and the Seven-Point Agenda of President Yar-adua. The Transformation Agenda of President Goodluck Jonathan was initiated to drive the attainment of NEEDS and the vision 20:2020, and currently, the Three Point Agenda of Buhari's administration. A major focus of all these developmental plans and policies among others is the issue of unemployment which all seeks to address. This study focuses on Acquisition and Utilization of Clothing and Textiles Occupational Skill Needs (AUCTOSN) in the course of study for self- reliance and entrepreneurship.

The issue of unemployment is a global phenomenon which has been a great challenge to Nigeria. The problem of unemployment keeps on increasing. In 2016, the rate of unemployment rose to 13.9% and sky rocked to 33.3% in 2021 which appears to

be the highest since 2009 in the history of Nigeria National Bureau of Statistics (NBS, 2016) Unemployment, according to Abiogun (2008), is a situation that is created when the individual's skills, expertise, and cognitive abilities are not gainfully employed by government and companies or where such an individual cannot by his own initiative employ or utilize his skills to earn a living. The National Bureau of Statistics (NBS, 2016) defines unemployment as a phenomenon that occurs when a person who is actively searching for employment for more than four weeks is unable to find a job. From the perspective of the International Labour Organization (ILO,2007) unemployed persons are those persons aged 15-64 who are not working, have looked for work in the last four weeks and are ready to start work within two weeks. Unemployment is often used as a measure of the health of the economy of any nation. Awogbenle and Iwuamadi (2010) stressed that the level of unemployment is a mirror of the state of a nation's economy.

Youths who are the active work force fall within the age bracket 15 - 35 as stipulated by International Labour Organization (ILO) and are the worst hit, hence, the situation is raising more concern for economic stake holders. Youths/Graduates unemployment does not only mar the prospects of successive generations; it promotes or increases high level of social violence in any given society. Yet it is a matter of fact that the Universities, Colleges of Education and Polytechnics are continually churning out millions of graduates into the existing unemployed group. In addition, the National Bureau of Statistics (NBS, 2016) has revealed that 518,000 to 1.45 million people lost their jobs in the last few months of 2016. This may have been a factor to the country's economic recession then. This phenomenon is indeed worrisome for the government, other stake holders and individuals. It therefore calls for a holistic approach to address this sordid state of affairs.

Employment is giving work to people and paying them; the Webster dictionary defines employment as an occupation by which a person earns a living. Bureau of Labour Statistics (BLS) states that an employed person is any one (sixteen years and older) who worked any hour during the past week. It stresses that such could be paid employees or self-employed. They can be unpaid workers in a family business, as long as they work at least fifteen hours during the week. They can also be those that did not work during the week because of vacation or illness. Employment is the only meaningful option for providing a decent living for the teeming jobless graduates aimed at chasing out hunger and poverty. In developed countries, the government has the responsibility of providing

jobs for their citizens, especially skilled jobs, but the reverse is the case in Nigeria. Hence, Iwu (2010) argued that it will be difficult, if not impossible, for the Nigerian government and private enterprises to provide employment for every graduate. He hinged his argument on political, personal, social, economic and technical reasons. According to Statistics from the Manpower Board (2002) and the Federal Bureau of Statistics, Nigeria has a youth population of 80 million. This represents 50% of the total population of the country out of which 64 million are unemployed and 1.6 million are underemployed. The unemployed figure is more positively skewed towards the university graduates. This argument is supported by International Labour Organization (2016) when it stated that except 1.5 million jobs are created in every quarter or periodically for some of the graduates to cater for the needs of the youths' unemployment, the problems of unemployment will persist. On this note, self- employment becomes a panacea to resolving unemployment problem. Hence emphasis is being laid on the acquisition and utilization of occupational skills.

Skill is the ability to do something expertly well especially as a result of long practical experience (Enemuo, 2001). A skill is a well-established habit of doing things by people. Skills needed for performing certain tasks in work situation are work or occupational skills. Graduates need these skills for adequate employment and be self-reliant. It enables them function maximally in their chosen occupation. Occupational skills, (Career wise.com Edu), are set of knowledge and skills/expertise that an employee needs for a specific job or occupation. Ukpore and Obunadike (2009) stated that occupational skills are best understood as competency or resourceful skills, capable of steering an individual to be self-reliant, independent and productive in meeting life's challenges. In a similar vein, Ifegbo (2002) described occupational skills as those skills which a person acquires that help develop in the person, abilities and competencies needed for firm career commitments. Skill acquisition as defined by Abhuere (2012) is a process of learning or mastering something with a view to obtaining a level of proficiency or perfection which will enable the learner to perform certain task easily and to the satisfaction of all concerned. From the foregoing, occupational skills could be seen as a set of knowledge, survival skills, which have the ability of providing competencies needed by an individual for a paid or self-employment. Acquisition of Occupational skills is about competencies needed for accomplishing a task. There is joy and pride in being

skillful as it accords one confidence, recognition, self-reliance, and preeminence among peers in work places, if one is ready to utilize the acquired skills.

Acquisition of occupational skills without utilization is like an unharnessed available resources meant to meet human needs. Utilization of the acquired Clothing and Textiles Occupational Skills therefore involves the ability of undergraduates to manipulate equipment, tools, and facilities in work situation to develop, create and perform certain tasks easily after graduation. There are various occupational skills applicable to graduates for self -development and self-sufficiency when utilized for entrepreneurship. Acquisition of skills in Clothing and Textiles is not enough until it is utilized for entrepreneurship. University graduates will remain unemployed if they are not able to combine both creative skills and innovative ideas in Clothing and Textiles.

World Bank (1996) posited that Entrepreneurship seeks to discover how best a graduate can convert their education to productive ventures. Entrepreneurship in the words of Oshagemi (1983) is the willingness and ability of an individual to seek investment opportunity, establishes and runs an enterprise successfully. Business Dictionary (2016) states that entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. Describing it further, it is the capacity and willingness to develop, organize and manage a business venture along with its risks in order to make a profit. In the same vein, Sadiku and Odei (2010) defined Entrepreneurship as the total of self- asserting attitude that enables a person to identify business opportunity together with the capacity to organize needed resources with which to profitably take advantage of such opportunities in the face of calculated risks and uncertainties. From the foregoing, entrepreneurship in Clothing and Textiles is the ability of graduates of Clothing and Textiles to willingly seek investment /business opportunities using the acquired Clothing and Textiles skills obtained in the course of study together with other resources to establish, organize and manage the enterprise successfully. Clothing and Textiles undergraduates are prospective entrepreneurs. An entrepreneur according to Abiogun (2008), is the one who “kick-start” an enterprise by mobilizing the available factors of production. The entrepreneur is the one who establishes a new form of industry. The entrepreneur is a pace setter, an innovator, an inventor and a risk bearer.

Entrepreneurial education, according to Agbonlahor (2016) was introduced into the undergraduates’ curriculum in Nigeria in 2006, with focus on equipping undergraduates with requisite skills for entrepreneurial success after school. The

objective of the programme, according to him, was to reduce graduates' unemployment through acquisition of some occupational skills. Some of such occupational skills can be acquired from Clothing and Textiles option of Home Economics.

Clothing and Textiles is one of the major areas of study in Home Economics and it is very significant in vocational education. This type of education prepares people or students for work in a trade, a craft as technicians or in support roles in professions. Vocational Education is sometimes referred to as Career Education which is geared towards acquisition of skills. This aspect of Vocational/Technical Education was introduced into Nigerian educational system with the sole objective of inculcating saleable skills into students to curb unemployment challenges. Clothing and Textiles Education is aimed at acquisition and development of practical skills by the beneficiaries (Ezema, 2002) Clothing and Textiles is about the design, manufacture and marketing of clothing, foot wears and other textiles materials. Bhati (2011) revealed that studying in this area is learning about fabrics and application of other clothing materials –their weaving, dyeing, printing, pattern making, sewing, washing and maintenance. It further stressed that it equally involves the history, sociology and economics of Clothing and Textiles in relation to their characteristics and functions. Arkhust (2004) viewed Clothing and Textiles as an aspect of Home Economics which is concerned with teaching students the characteristics of different fabrics, choice of clothes, care of fabrics, fabrics designing sewing, interior decoration textiles technology and cloth production. In the view of Oranu and Anyakoha (1999) Clothing and Textiles is an aspect of Home Economics which prepares individuals for employment opportunities in an occupation.

The scope of occupational skills in Clothing and Textiles, include Dress Making, Production of Drafted Pattern, Costumes Designing and Production, learning, use and care of fabric materials, Weaving, Knitting, Designing and Merchandizing (Igbo 2001, Awodiya 2008 & Olugbamigbe 2009). Others are Tie/dye Production, Bead Making, Tailoring, Modeling, Garment-manufacturing, Hides and Skins, Embroidery and Interior Decoration. Biao (2008) saw the need for the acquisition and utilization of these skills as relevant as they provide the framework for the capability of augmenting and inspiring productivity thus leading to a further income generating endeavour in entrepreneurship among skilled graduates. Clothing and Textiles not only equips students with skills, it also develops creativity, patience and artistic abilities in them. Clothing and Textiles have the following benefits as outlined by Nwaiwu (1988):

i. It enables the students to develop their creative abilities and good taste.
ii. It enables the students to introduce or develop innovations as they sew classical dresses for themselves and others. This will enable them to be productive members of the society.
iii. It encourages concentration and accuracy.
iv. It forms power judgment and observation.
v. It gives scope for imagination.
vi. It develops an appreciation of colour, style and good taste.

Clothing and Textiles is a Vocational subject course offered in some Nigerian tertiary institutions. Lemchi (2001) noted that one of the objectives of tertiary Institutions especially the universities, is to produce skilled persons who are capable of playing effective roles in the national, economic and technological growth and development. A university is an educational institution at a higher level set up by government or private individuals, with the expectation of providing a learning environment capable of producing morally and academically sound graduates who will be good ambassadors of society. The aim of government in the establishment of universities is to produce high quality graduates in both theory and practice that will meet global standard in terms of employability and job creation. This is in tandem with the following goals of University education as outlined by National Policy on Education (NPE) FRN 2018) are:

i. Contribute to national development through high level manpower training
ii. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of all Nigerians.
iii. Provide high quality career counseling and lifelong learning programme that prepares students with the knowledge and skills for self- reliance and the world of work.
iv. Promote and encourage scholarship, entrepreneurship and community service, among others (NPE, 2018, pg. 39).

If the goals of University education are vigorously pursued and achieved in the course of (Clothing and Textiles) study, there is no doubt that these graduates in clothing and textiles will not be found roaming the streets seeking jobs or facing unemployment risk. The reason is that, a student who specialized in Clothing and Textiles could have job openings in textile industries, as well as other Clothing related arts. They cannot, therefore, be job seekers; but job providers as entrepreneurs. The contrary indicates, that something must be wrong, hence, Ukpore (2010) lamented that there is a fallen standard

of education in Nigeria, asserting that about 70% of Nigerian current graduates including Home Economics graduates are unemployable. Benson (2000) equally found that only 10% of about 100,000 graduates from the tertiary institutions are securing employment on graduation annually. The fact cannot be underscored, that the quality of Clothing and Textiles graduates are on a steady decline hence the goals, benefits and objectives of vocational education are hardly realizable. Pondering on this observation certain questions agitate the mind of educators especially from the geo-political zone of Nigeria as: Are the Home Economics University graduates who specialized in Clothing and Textiles in the South- South geopolitical zone gainfully employable? Do they actually acquire the adequate skills to be self- reliant as entrepreneurs in the course of their study? Do they adequately utilize the Clothing and Textiles skills acquired to raise their standard of living? Are the goals and the benefits of Clothing and Textiles adequately met for their relevance in entrepreneurship?

Abhuere (2012) traced the root of this phenomenon to skill mix-match. This is corroborated by Aworanti (2010), when he attributed the decline to the fact that Nigerian educational system has placed emphasis more on academic activities than skill acquisition or problem solving activities. There is a wide gap between theoretical curriculum taught in tertiary institutions and practical skills needed by employers of Labour. Another major reason is the inability of students to identify their personality traits and make good use of them. Other reasons as stated by Arubayi (2003) include the poor attitude of both teachers and students; inadequate facilities and equipment, poor Clothing and Textiles laboratory, time consuming and expensive nature of the course. It also includes poor awareness of the relevance of the course for self-reliance and dearth of qualified teachers to teach the course especially the practical aspect. In addition to these reasons, a close look at the Home Economics (Clothing and Textiles) reveals some inadequacy in the Curriculum content at the university level because most of these students do not seem to possess the skills to be either employed by organizations or self-reliant as entrepreneurs. To this end, most Home Economics graduates from Nigerian universities find it difficult to make a gown or draft a pattern. With this trend, if unabated, there is bound to be a problem of unemployment in the country. A call for a vigorous attention must be made to address this problem if graduates' unemployment must be a thing of the past. Hence, the need to carry out, a proper Needs Assessment of Clothing and Textiles Education/Programme.

Assessment, according to Okoro (2000) is a form of evaluation that uses collected data for estimating the worth, quality or effectiveness of a programme or project. In the

view of Anderson (1981) Assessment means to determine, appraise or evaluate something or a programme. Assessment could be limited to the process of gathering data and fashioning them into an appropriate form that judgment could be made on the basis of the assessment. Okoro (2000) further stressed that "Assessment" is the documenting, usually in measurable terms of knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class and workshop), organized group of learners, the institution and the educational system as a whole. Assessment in this study therefore, refers to a process of determining or appraising the functionality and performance of Clothing and Textiles undergraduates for entrepreneurship. The assessment effort will be premised on both the level of skill acquired on the achievement of Clothing and Textiles objectives and to remedy areas where more effort is needed.

Need refer to something that is required not just because one would like to have it, but because it is useful or very important. Proceter (1995) posited that need is a condition of lacking or wanting something necessary or very useful. Need defines the result we want to accomplish in relation to our current achievements. The assessment of Need is, therefore, done in the pursuits of improving performance (or Closing gaps in results) in a variety of contexts. Need assessment, according to Ryan Watkins, (2008) is a systematic process of determining and addressing 'need' or gaps between current conditions and desired conditions or "wants". Need are used to identify strategic priorities, define results to be accomplished, guide decision related to appropriate actions to be taken, establish evaluation criteria for making judgments of success and inform the continual improvement of activities within organizations. Needs Assessment play a vital role in the fulfillment of individual, team, organizational and even social results. Needs Assessment can help improve the quality of policy or programme decisions, leading to improvements in performance of the deserved results. From the above, assessment of Clothing and Textiles Occupational Skills Need and Utilization means or could be viewed as a method of finding out the extent of what the students have gained in learning activities in terms of thinking and reasoning abilities, character or moral development, knowledge and skills acquisition while in their various universities in South-South Geo-Political Zone of Nigeria for the purpose of entrepreneurship. The assessment of the graduate's work skills is imperative because it will reveal the level of Clothing and Textiles Occupational skills acquired for utilization on entrepreneurship. It will also reveal the areas where improvement is needed to cater to the performance gap.

The major focus of this research therefore, was to assess the extent to which students from the Universities have acquired proficiency of the occupational skills in Clothing and Textiles. The study also seeks to address the utilization of the acquired skills for entrepreneurship after graduation among the Universities undergraduates in South-South Geo-Political Zone of Nigeria.

Statement of the Problem

The researcher and other stakeholders have observed that graduate unemployment rate is growing at an uncontrollable rate in Nigeria. It rose to 14.20% in the second quarter of 2017 from the previous rate of 13.9% in 2016 and 7.8% in 2014 (See Figure 2:1 for details). Nigeria has one hundred and fifty- two (152) approved universities according to National Universities Commission (NUC) (2017). By estimates, the universities produce an average of 500,000 graduates yearly. This number when added to many other Nigerian graduates, who schooled abroad and have returned home to compete for few existing job vacancies is worrisome. Jobberman.com a recruitment agency affirmed this statement from the result of a survey it conducted in the last quarter of 2016. In the report, the agency, observed that out of the 900,000 job seekers who responded to the survey, 41,032 (47%) were unemployed graduates; the phenomenon the agency described as a "cause for worry".

In the light of this, unemployed graduates are tempted to resort to self-help in form of crime: armed robbery, kidnapping, rituals, pipeline vandalism, cyber-crime (yahoo) and drug abuse. Other crimes perpetuated by these youths include trafficking of girl-child, rape, cultism, corruption and illegal migration to other countries with all its attendant risks (death in the high sea and in the desert). To overcome these challenges, it is pertinent that university undergraduates be empowered in the course of their training to become self -reliant as entrepreneurs and even providers of labour/employment through various occupational skills. Clothing and Textiles Education can be explored in preparing students in the skills for self -employment and entrepreneurship.

In spite of the propriety of the Clothing and Textiles education programme in providing employment, studies into the teaching and learning of Home Economics in Schools by Ajala (2002) and Uko-Aviomoh (2005) revealed the inability of most graduates of Home Economics to effectively utilize occupational skills to ensure productive living or becoming successful entrepreneurs. Different reasons are accountable for this: poor entry behaviour of students in Clothing and Textiles that has resulted in poor

follow-up at different levels of skills acquisition. A proper foundation is necessary for a sound continuity. Other challenges include student's unequal artistic and enterprising, personality traits and inadequate awareness of the scope of utilizing Clothing and Textiles occupational skills for entrepreneurship. Other factor such as the school environment, teacher's factor and socio- economic status of parents and guardians may also contribute to the problem of acquiring Clothing and Textiles occupational skills for entrepreneurship. The teaching of practical skills that could make graduates successful entrepreneurs at the university in particular is a major concern. This is because the outcome of skills acquisition and entrepreneurship has not yielded the expected results. As most graduates including Home Economists cannot boast of becoming gainfully employed or self-reliant on graduation. This could account for the rise of unemployment rate which stood at 24.5% in the last quarter of 2017 and 33.3% in first quarter of 2021. Nebo (2013) reported that the statistics from the Federal Ministry of Education showed that over 71% of those who graduated between year 2000 and 2015 are roaming the streets because of lack of jobs. The unprecedented issue was largely due to possession of inadequate occupational and entrepreneurial skills. This probably describes how worse things have gone with the learning process. For one to be sure that the graduates of Home Economics are well groomed in the skills required for entrepreneurship in Clothing and Textiles, it is pertinent to assess both the graduates' level of acquisition of the required skills and their readiness to utilize the acquired skills. It is also pertinent to proffer solutions where there is doubt in the proficiency of acquiring the required skills and its maximum utilization. The problem of this research, therefore, was to assess the acquisition of occupational skills need in Clothing and Textiles for utilization as tools for entrepreneurship among university graduates in the South-South Geo-Political Zone of Nigeria.

Research Questions

The following research questions were raised to guide the study:

i. To what extent do the objectives of university undergraduates Clothing and textiles programme meet the Clothing and Textiles occupational skills need for entrepreneurship?
ii. To what extent do the Clothing and Textiles occupational areas meet the need of undergraduate students for entrepreneurship?

iii. What are the occupational skills need of Clothing and Textiles university undergraduate students for entrepreneurship using the Borich model?
iv. What are the employability attributes need of Clothing and Textiles undergraduate students for entrepreneurship using the Borich Model?
v. To what extent are the Clothing and Textiles undergraduates ready to utilize the acquired Clothing and Textiles occupational skills for entrepreneurship?
vi. What is the influence practical classes in Clothing and Textiles on the acquisition of Clothing and Textiles occupational skills need for entrepreneurship?
vii. Do the university undergraduate Clothing and Textiles curriculum content meet the Clothing and Textiles occupational skills need of undergraduate students for entrepreneurship?
viii. Do the Clothing and Textiles lecturers' competencies meet the clothing and textiles occupational skills need of university undergraduates for entrepreneurship?
ix. Does the Clothing and Textiles lecturers' attitude meet the Clothing and Textiles occupational skills need of the university undergraduates for entrepreneurship?
x. What is attitudes of university undergraduate students of Clothing and Textiles towards acquisition of Clothing and Textiles occupational skills need for entrepreneurship?
xi. What is the influence of motivation of Clothing and Textiles undergraduate students on their acquisition of Clothing and Textiles skills need for entrepreneurship?
xii. What are the strategies needed to improve the Clothing and Textiles undergraduates' acquisition of Clothing and Textiles occupational skills for entrepreneurship?
xiii. What are the strategies for improving the Clothing and Textiles undergraduates' utilization of the acquired Clothing and Textiles occupational skills for entrepreneurship?

Hypotheses

The following hypotheses were formulated for the study and tested at 0.05 level of significance.

H_{O1}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles University undergraduates in South-South Zone and their lecturers on the level to which the objectives of Clothing and Textiles programme meet the Clothing and Textiles Occupational skills need for Entrepreneurship.

H_{O2}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates in South-South Zone and their lecturers on the extent to which university undergraduate Clothing and Textiles occupational areas meet the Clothing and Textiles occupational skills need of undergraduates for entrepreneurship.

H_{O3}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates from the different universities in South-South Zone on the occupational skills need of Clothing and Textiles university undergraduates for entrepreneurship.

H_{O4}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates from the different universities in South-South Zone on the employability attributes needs of Clothing and Textiles undergraduates' students for entrepreneurship using the Borich Model.

H_{O5}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates from the different universities in South-South Zone on the extent to which the Clothing and Textiles undergraduates are ready to utilize the acquired Clothing and Textiles skills for entrepreneurship.

H_{O6}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates from the different universities in South-South Zone and their lecturers on the influence of practical classes in Clothing and Textiles on the acquisition of Clothing and Textiles occupational skills for entrepreneurship.

H_{O7}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates and their lecturers from the South-South Zone on the extent to which the university Clothing and Textiles curriculum content meet university undergraduates' skills need for entrepreneurship.

H_{O8}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textile lecturers from the different universities in South-South Zone on whether the Clothing and Textiles lecturers' competence meet the skills need of university undergraduates for entrepreneurship.

H_{O9}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles lecturers from different universities in the South-South Zone on whether the Clothing and Textiles lecturers' attitudes meet the skills need of the university undergraduates for entrepreneurship.

Ho_{10}: There is no significant between the mean ($\bar{x}$) responses of Clothing and Textiles lecturers and undergraduates from the universities in South-South Zone on Clothing and Textiles university undergraduates' attitudes towards acquisition of Clothing and Textiles occupational skills need for entrepreneurship.

Ho_{11}: There is no significant difference between the mean ($\bar{x}$) responses of University Clothing and Textiles undergraduates from the different universities on the extent to which motivation affects the acquisition of Clothing and Textiles occupational skills for entrepreneurship.

Ho_{12}: There is no significant difference between the mean ($\bar{X}$) responses of Clothing and Textiles university lecturers and undergraduates from the different universities on the strategies needed to improve the Clothing and Textiles occupational skills acquisition for entrepreneurship.

Ho_{13}: There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university lecturers and undergraduates from the different universities on the strategies needed to improve the utilization of the acquired Clothing and Textiles occupational skills need for entrepreneurship.

Purpose of the Study

The major purpose of this study was to assess Clothing and Textiles occupational skills need and utilization for entrepreneurship among university undergraduates in South –South Zone of Nigeria.

Specifically, the study determined:

i. the extent to which the objectives university undergraduates Clothing and Textiles programmes meet the skills need for Entrepreneurship;
ii. the extent to which Clothing and Textiles occupational areas in Clothing and Textiles programme meet need of undergraduate students for entrepreneurship;
iii. the Clothing and Textiles occupational skills need of Clothing and Textiles university undergraduate students for entrepreneurship;
iv. the Clothing and Textiles employability attributes need of Clothing and Textiles university undergraduate students for Entrepreneurship;
v. the extent to which Clothing and Textiles University undergraduates are ready to utilize the acquired Clothing and Textiles occupational skills needed for entrepreneurship after graduation.

vi. the influence of Clothing and Textiles practical classes on the acquisition of Clothing and Textiles occupational skills for entrepreneurship;
vii. whether the university Clothing and Textiles curriculum meet the university undergraduates Clothing and Textiles occupational skills need for entrepreneurship;
viii. if Clothing and Textiles lecturers' competencies meet the university undergraduates Clothing and Textiles occupational skills need for entrepreneurship;
ix. whether the Clothing and Textiles lecturer's attitude meet the University undergraduates' acquisition of Clothing and Textiles occupational skills need for entrepreneurship;
x. if the attitudes of Clothing and Textiles University undergraduates affect the acquisition of Clothing and Textiles occupational skills need for entrepreneurship;
xi. if motivation of Clothing and Textiles university undergraduates affects their acquisition of Clothing and Textiles occupational skills for entrepreneurship;
xii. strategies needed to improve the acquisition of Clothing and Textiles occupational skills among university undergraduates for entrepreneurship; and
xiii. strategies needed to improve the utilization of Clothing and Textiles occupational skills among university undergraduates for entrepreneurship;

Significance of the Study

The study is on "Assessment of Clothing and Textiles Occupational Skills Need and Utilization for Entrepreneurship among University Undergraduates in the South-South Zone". The findings of this study will be of great benefits to students, prospective learners, researchers, teachers, university administrators, curriculum planners and government.

To the students, the findings obtained from this study are incorporated into the training programme of the prospective Clothing and Textiles students so that they will be adequately prepared for the role they are expected to play in the society as being self-reliant, entrepreneurs, and job creators through acquisition and utilization of Clothing and Textiles Occupational skills.

To prospective learners and researchers, the findings in this work will serve as a source of literature for those who may wish to embark on related research studies.

To the teachers, the findings from this research would provide feedback on the strengths and weaknesses of the teaching methods, knowledge of the subject matter, and

quality of course content. It will also provide feedback on the attitude and competence of teachers and problems militating against the teaching of Clothing and Textiles for the purpose of imparting occupational skills for entrepreneurship. This information can also be used as a basis for planning remedial courses, such as in-service training for teachers in the areas of lapses, Skills Acquisition centers for unemployed graduates of Clothing and Textiles and students still in schools for Industrial Training (IT).

The findings will be of immense benefits to National University Commission (NUC) administrators or policy makers and curriculum planners in making sure that there is a proper implementation of the planned programme like Vocational Education and Entrepreneurship Education. The school administrators will make sure that there are enough facilities for proper implementation.

Finally, the study is beneficial to the government because the study will reveal the skills need of students to the needs of industries in providing easy access on how to fill the gap. It will also enable the government to predict the success of Vocational Education in terms of Cost-benefits analysis.

Scope and the Delimitation of the Study

The study assessed the Acquisition and Utilization of Clothing and Textiles Occupational Skills need for Entrepreneurship among Undergraduates from both Federal and States Universities in the South-South Geopolitical Zone of Nigeria that are offering Home Economics as a course of study. The South-South geo-political Zone comprises six States which are Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. Altogether, there are six Federal and ten State Universities. The researcher used these universities because of the quality of education, university students are exposed to. The study is delimited to the final year Home Economics students and their lecturers. These group of students were targeted because they have been exposed to both the theoretical and practical curriculum as stipulated by Nigerian Universities Commission (NUC). Besides, they have been exposed to real practices around the world during their Students Industrial Work Experience Scheme (SIWES). Clothing and Textiles lecturers were also included in the study because they have in-depth knowledge of the curriculum and experience as they are the once who implement it.

Limitations of the Study

In consideration of the numerous problems associated with the assessment of Clothing and Textiles occupational skills need for entrepreneurship in the South-South

geo-political zone of Nigeria, it was dawn on me to concentrate on the occupational skill and various challenges affecting the course contents and students'/teachers adaptability to the teaching and learning of the course. Other challenges included insufficient population of students resulting from the fewness of the universities offering Clothing and Textiles aspect of Home Economics. It is so gainsaying that only four universities give opportunities to the students in the area and of the sixteen universities, only four universities give opportunity for students' offer of Clothing and Textiles.

Other limitation was inadequate of previous research studies in Clothing and Textiles because not much has been done in that area, in this regard, the researcher sought the need to rely on journals from other related departments. Time limitation was also a great factor together with financial constraints as the researcher was unable to involve graduates of Clothing and Textile as it affects collection of data. Notwithstanding the limitations mentioned above, the researcher was able to produce a study that can be relied upon both in content and in structure.

Operational Definition of Terms

The following terms are described as used in the study:

Active Workforce: The youths ages 16-35yrs who are capable, strong and ready to work.

Assessment: Meaning to determine, appraise or evaluate something or a programme.

Clothing and Textiles: The study of fabrics and other clothing materials–their weaving, dyeing, printing, pattern making, sewing, washing and maintenance, the history, sociology economics of clothes, characteristics and functions.

Entrepreneurship: The capacity and willingness to develop, organize and manage a business venture along with it in order to make profit.

Graduates: Those university students who have completed their entire course work during their study.

Inflation: A continuing increase in prices of commodities or the rate at which prices of commodities increase.

Needs: Something that is required not just because one would like to have it, but because it is useful or very important.

Occupational Skills: A set of knowledge and skills that employees need for a specific job or occupation. Acquired work skills that are useful to be gainfully employed.

Personality traits: Stable qualities that a person shows in most situations. They are enduring inborn qualities or potentials of the individual that naturally make him an Entrepreneur.

Phenomenon: Something that happens to exist, especially something that is studied because it is not understood.

Productivity: The rate or amount of which goods are produced compared with the time, work and money needed to produce them.

Recession: A period of time during which there is less trade, business activity and wealth than usual.

Skills Mix-Match: Acquiring a skill outside the need of the industry and the society.

Skills Need: The real skill that is needed for a particular job.

Skills: An ability and capacity acquired through deliberate systematic and sustained effort to smoothly and adaptively carry out complex activities.

Tandem: To work together with someone to get a good result.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature organized under the following sub-heading.

- Theoretical Framework
- Concept of Unemployment
- Concept of Entrepreneurship
- Concept of Occupational Skills Need Assessment
- Concepts of Clothing and Textiles
- The Extent the Objectives of Clothing and Textiles Education in Universities Met the Skills Need for Entrepreneurship
- The Extent of Acquisition of Clothing and Textiles Occupational Skills Need by University Undergraduates for Entrepreneurship
- Occupational Skills Available in Clothing and Textiles Education Needed by University Graduates for Entrepreneurship
- Employability Attributes Required by Clothing and Textiles Undergraduates to Meet the Skills Need for Entrepreneurship

- Level of Utilization of the Acquired Clothing and Textiles Clothing and Textiles Occupational Skills Need for Entrepreneurship
- Effects of Practical Classes of Clothing and Textiles in Meeting the Skills Need for Entrepreneurship
- The Adequacy of Clothing and Textiles Curriculum Content in Meeting Clothing and Textiles Undergraduates' Skills Need for Entrepreneurship
- The Evaluation of Clothing and Textiles Lecturers' Competencies in Meeting the Clothing and Textiles Undergraduates' Skills Need for Entrepreneurship
- Effects of Universities Clothing and Textiles Lecturers' Attitude Towards Undergraduate Students Acquisition of Skills Need for Entrepreneurship
- The Extent to which Clothing and Textiles Undergraduates' Attitudes affect the Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship
- The Effect of Motivation on the Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship
- The Strategies Needed to Improve the Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship.
- Review of Related Empirical Studies
- Appraisal of the Reviewed Literature

Theoretical Framework

The theoretical framework introduces and describes the theory that explains the research problem under study exists. Theories according to Abend (2008) are formulated to explain, predict and understand phenomena and in many cases to challenge an existing knowledge within the limits of critical bounding assumptions. Explaining further, Abend sees theoretical framework as the structure that can hold or support a theory of a study. It strengthens the study. The researcher used three theories to explain the study under review. The theories are Dreyfus Model of Skills Acquisition which was used to explain Skills Acquisition; Schumpeter's Innovative Theory used in explaining entrepreneurship; and "Kirkpatrick Model" used in explaining Needs Assessment.

Dreyfus Model of Skills Acquisition

The first theory is Dreyfus Model of Skills Acquisition. The Dreyfus Model was propounded in 1980 by two brothers, Stuant and Hubert Dreyfus. The model shows how students acquire skills through formal instructions and practices. The model proposes that a student passes through five distinct stages; each preparing a person to the next stage by

improving on the current skills: Novice, advance beginner stage, competence, proficiency and expertise. In the novice stage, a person follows the rules as given, without context, with no sense of responsibility, beyond following the rules exactly. At Advance Beginner Stage, the learner's perception is situational; all aspects of the work are viewed as equal. Competence develops when the individual or student develops organizing principles to quickly access the particular rules that are relevant to the specific task at hand; hence competence is characterized by active decision making in choosing a course of action. The theory goes further to state that proficiency is shown by individuals who develop intuition to guide their decisions and devise their own rules to formulate plans. Then the expertise stage is shown when the learner develops intuitive understanding of the situation, using numerous approaches during problem solving. The progression is thus from being a novice through rigid adherence to rules to a level of competence and intuitive model of reasoning based on tacit knowledge. Expertise transcends reliance on rules, guidelines and mastery, stressing that the learner has vision of what is possible and uses analytical approaches in new situations or during problems solving.

Dreyfus Model is useful to assess graduates level of skill acquisition since the model is based on acquiring skills by means of instruction and experience. The Dreyfus Model lays a framework for measuring the progress of the university undergraduates while in their course of study i.e from being a novice to becoming an expert at graduation. Clothing and Textiles graduates that have actually passed through these five stages should or ought to be able to apply the skills learnt to become a successful entrepreneur.

Schumpeter Innovative Theory of Entrepreneurship

The second theory is Schumpeter Innovative Theory of Entrepreneurship. The innovative theory is one of the most famous theories of entrepreneurship used all around the world. The theory was advanced by one famous scholar Schumpeter Joseph in 1991. Schumpeter believes that creativity or innovation is the key factor in any entrepreneur's field of specialization. He argued that knowledge can only go a long way in helping an entrepreneur to become successful. He believed development as consisting of a process which involved reformation on various equipment of productions, outputs, marketing and industrial organizations. However, Schumpeter viewed innovation along with knowledge as the main catalysts of successful entrepreneurship. He believed that creativity is necessary if an entrepreneur was to accumulate a lot of profits in a heavily competitive market.

The concept of innovation and its corollary development embraces five functions:

i. Introduction of a new good or goods
ii. Introduction of a new method of production
iii. Opening of a new market
iv. Conquest of a new source of supply of raw materials and
v. Carrying out of a new organization of any industry.

Schumpeter represents a synthesis of different notions of entrepreneurship. His concept of innovation included elements of risk taking, superintendence and co-ordination.

According to Schumpeter,

- Development is not an automatic process, but must be deliberately and actively promoted by some agencies within the system. Schumpeter called the agent who initiates the above as entrepreneur.
- The entrepreneur is the agent who provides economic leadership that changes the initial conditions of the economy and causes discontinuous dynamic changes.
- By nature, he is neither a technician, nor a financier but he is considered an innovator.
- Entrepreneurship is not a profession or a permanent occupation and therefore, it cannot formulate a social class like capitalist.
- Entrepreneurs are not solely motivated by profit.

Features of Schumpeter Theory

- High degree of risk and uncertainty in Schumpeterian World Highly motivated and talented individual.
- Profit is merely a part of objectives of entrepreneurs.
- Progress under capitalism is much slower than what actually it is.
- It is leadership rather than ownership which matters.

Many business people support this theory, and hence its popularity over other theories of entrepreneurship. It is assumed that these graduates have acquired knowledge and skills in Clothing and Textiles during their course of study. For them to be able to utilize or apply these skills to be successful entrepreneurs, the place of “innovation” “creativity” insight according to Schumpeter cannot be underscored.

Kirkpatrick Model of Assessment

The last theory is Kirk Patrick Model of Assessment. The model is propounded by Donald Kirk Patrick in 1954. His idea was published to broader audience in 1959 and published in his book in 1994. The Kirkpatrick Model is probably the best known model for analyzing and evaluating the result of training and educational programmes. It takes into account any style of training, both informal and formal, to determine aptitude based on four levels criteria:

Level 1: Reaction

Measures how participants react to the training. For instance, are they satisfied? What are their perceptions?

Level 2: Learning

Analyzes if they truly understood the training for instance is there increase in the knowledge and skills or experience?

Level 3: Behavioural Change

Looks as if they are utilizing what they learnt at work for instance is there any change in behaviour?

Level 4: Result

Determine if the material had a positive impact on the business/organization.

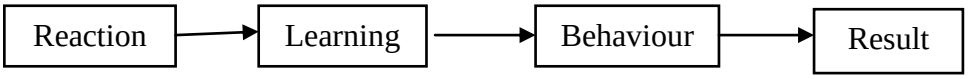


Figure I: Kirkpatrick Model

Level 1: Reaction

Evaluation at this level measures how participants react to the training. The extent to what participants find the training agreeable, relevant and engaging. Are they satisfied? The objective for this level is straight forward. The particular form of evaluation is typically referred to as "smile sheet.'' Kirkpatrick opined that every programme should, at least, be evaluated at this level to help improve the model for future use. In addition, the participant's responses is essential for determining how interested they will be in learning the next level.

Level 2: Learning

Evaluating at this level is meant to gauge the level participants have developed in expertise, knowledge or mindset. It attempts to assess the extent students have advanced in new skills, knowledge and attitudes. It evaluates what was learnt and what was not learnt. Is there any change? Exploration, at this level also is far more challenging and time consuming compared to level one. Techniques vary from informal to formal and self-assessment to team assessment. If at all possible, individuals take the text or evaluation prior to the training (pre-test) and (post-test) to figure out how much the participants comprehended.

Level 3: Behaviour

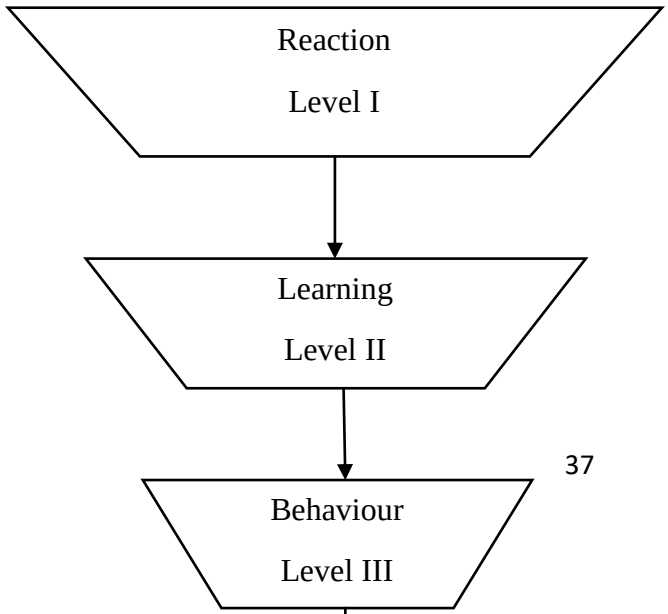
This level helps to understand how well participants apply or utilize the training or knowledge acquired; this level analyzes the differences in the participants' behaviour at work after completing the programme. Assessing the change makes it possible to figure out if the knowledge, mindset, or skills the program taught is being used in workplace. For majority of individuals this level offers the truest evaluation of a program's usefulness. However, testing at this level is challenging since it is generally impossible to anticipate when a student will start to properly utilize what they have learnt from the program, making it more difficult to determine when, how often and exactly how to evaluate a participant's post-assessment. The evaluation on this level starts 3-6 months after training.

Level 4: Result

The evaluation at this level determines the overall success of the training model by measuring factors such as lowered spending, higher returns on investment, improved quality of products, less accidents in workplace more efficient production times and a higher quality of sales. This level will likely be the costliest and time consuming. The evaluation attempts to assess training in-terms of change in the organization served. Level four results are not typically addressed because they are difficult to measure and hard to link directly with learning.

The study was hinged on Kirkpatrick Assessment Model because the model is probably the best model for analyzing and evaluating the results of training and educational programmes. It equally takes into account the styles of training, both formal and informal. The Model identifies assessment and evaluation as the key factors for identifying gaps that exist in something. These gaps are discrepancies between what

should be and what the current condition is. These gaps between "what is" and "what should be" established the basis for more training program as propounded by Kirkpatrick. The Model equally identifies the areas of personal, group or company needs. Clothing and Textiles as an aspect of Home Economics is loaded with a lot of skills that could make Clothing and Textiles graduates employable or entrepreneurs. But according to some researchers some of these graduates still roam the streets without job. Therefore, Kirkpatrick Model will help to evaluate or assess the gaps between what the current conditions are and what should be "Kirkpatrick Model of Assessment to help develop passion in student to actively participate in learning activities even in the face of difficulties. The Model equally assesses the application and utilization of the acquired skills. In conclusion, for University Clothing and Textiles graduates to be successful in their entrepreneurial careers, the entire programme leading to the students' acquisition of some work skills relative to the skills acquired by students must be assessed to know the level of acquisition of skills according to Dreyfus (1980) and Kirkpatrick (1954).



Measure your participants' initial reaction to gain an understanding of the training programme and valuable insights into material quality, educator and more.

Measure how much your training has influenced the behaviour of the

participants and evaluate how they apply this information on the job.

Measure how much information was effectively absorbed during the training and map it to the programme or individuals learning objectives.

Measure and analyze the impact your training has had at the business level and be sure to tie it to the individual programme.

Figure II: Kirkpatrick's Model of Assessment
Source: Kirkpatrick (1955)

Concepts of Unemployment

The alarming rate of unemployment among university graduates in Nigeria in general and South-South geo-political zone in particular has reached a crises stage. This is true considering the way graduates in the zone roam the streets in search of jobs that actually do not exist. Many have been pushed into various crimes such as pipeline vandalism, Kidnapping (both foreign and local investors), armed robbery, Prostitution, Human trafficking and thuggery.

Unemployment, according to Oladedo (1988) is when skilled/unskilled, well-educated and able bodied men and women in a society openly and actively look for employment but cannot get it. It also includes those who have been deprived of their employment work-life patterns via dismissal, sack, retrenchment, termination of appointment and premature retirement probably for lack of particular skill required for production or non-matching skill (skills mismatch) to work. In a similar vein, Fajana (2000) and Standing (1983) described unemployment as the state of "worklessness'' experienced by persons who are members of the labour force, who perceived themselves and are perceived by others as capable of working. Therefore, unemployment could be seen as a state where someone who is physically, socially and mentally qualified in terms of educational training and skills, can neither find a paying job nor use their initiative to create job for themselves. Unemployed persons could be categorized into two: those who have never worked after graduation from the university and those who have lost their job thereby re-entering into the labour market.

Unemployment in Nigeria

Before the Nigerian Civil war which occurred between 1967 and 1970, there was ample opportunity for employment for both university graduates and low level manpower. There was better life for all to the extent that university undergraduates and polytechnic students were offered internship or vacation jobs while in school.

Emphasis was laid on Agriculture. Much income was derived from the exportation of cotton, cocoa, groundnut and oil palm produce, to mention but a few. This was a period where craftsmen also flourished in their various vocations. Industrial complexes were common in cities such as Lagos, Ibadan, Onitsha, Kano, Kaduna, Enugu and Port-Harcourt; in these towns factories were prominent producing goods for both local consumption and export. Due to massive wave of industrialization, the government promulgated certain measures to remove obstacles to the path of industrialization. For example, the Land Use Act which was aimed at removing bottlenecks for acquiring land for industries. Then, it was remarkable that managers of companies and industries used to visit universities and even National Youth Service Corp (NYSC) camps to solicit for graduates to fill existing vacancies in their companies and industries. Degree certificates were guarantees for better jobs and better living. It came to a time that expatriates and neighbouring West African countries started migrating to Nigeria for job opportunities which they were faithfully offered. The discovery of oil and the building of refineries in Port-Harcourt, Warri and Kaduna, offered a boost to creating more job opportunities. The Steel Rolling Mill at Ajaokuta, Delta Steel Mill at Aladja, Warri, Jos Rolling Mill and Textile Industries in Asaba and Kaduna gave a fillip to the oil refineries, as they provided employment opportunities to both skilled and unskilled workers.

However, the down turn to this employment trend, according to Fajana (2000) was first suspected, rumoured and feared after the 1967-1970 Civil War in Nigeria. At this time, bribery and corruption, nepotism, impunity, mediocrity and lack of commitment have begun to creep into the Nigerian system and then the industries gradually started to fold up and close down. Lack of foresight on the part of government to save for the rainy day is another factor. Employees were then being thrown back into the labour market. The Nigerian Textile industry which used to be the single largest employer of labour after the Government, for a significant part of the history of the country began to fold up. The industry watchers observed that in the early 80's textile operators alone numbering about 250 provided about 350,000 skilled persons apart from the millions of indirect jobs placement. By 1995 the workforce has reduced to 100,000 workers and in 2004, 50,000

and 30,000 by the end of 2007. Many other industries such as Michelin and Dunlop Tyres relocated to other countries. Government Palm Oil Producing Mills in the eastern part of Nigeria became obsolete and dilapidated to the extent that the workers in such mills lost their jobs. All these factors culminated in the reduction of the nation's economy as observed in the RMRDC (2002) reports that anything that affected these industries touched the nerves of the country.

The factors responsible for the closure of industries are not far-fetched. Lack of political will, abuse of power and corruption are major factors. Poor enabling environment and insecurity for companies to thrive are other factors. The incidence of kidnapping, armed robbery, insurgency and other forms of militancy attack discouraged foreign and local investors from embarking on serious investment. Lack of political will on the part of government to address the catastrophe is alarming and discouraging. Other factors include lack of maintenance culture and discontinuity of political programmes on the part of government for advancement, leadership irresponsibility on education and poor electricity to power machinery are reasons for winding down of industries. Investors see doing business under the above conditions as threatening and unprofitable. Many artisans such as furniture makers, machinists, aluminum window fitters, welders, tailors, hair dressers, barbers are out of job because of energy crisis. As a substitute, many graduates and other educated persons are now 'Okada' riders, cab drivers, street hawkers and sachet/bottle water sellers for lack of dignifying jobs. They are unemployed because their effort cannot be dignified as 'workers'. There is gross abuse of talent and under-utilization of human resources in Nigeria with direct impact on nation's productivity and competitiveness.

In conclusion, from the 70's till date, the rate of unemployment keeps increasing and is even worse by the day. Ekpo (2015) described the situation where graduates remained at home without jobs as "time bomb ready to explode. Below is an analysis of unemployment situation in Nigeria from 1995 till 2018 in percent.

Table 1
Rate of Unemployment in Nigeria

Year	Percentage (%)
1995	1.9
1996	2.8
1997	3.4
1998	3.5

1999	17.5
2000	13.1
2001	13.6
2002	12.6
2003	14.8
2004	13.4
2005	11.9
2006	13.7
2007	14.6
2008	14.9
2009	19.7
2010	21.1
2011	23.9
2012	24
2013	24.9
2014	7.8
2015	8.2
2016	14.2
2017	18.80
2018	23
2019	17.7
2020	27.1
2021	33.3

Source: National Bureau of Statistics (NBS) (2018)

The report from National Bureau of Statistics shows that the rate of unemployment and underemployment is highest in Rivers State with 41.82% followed by Akwa-Ibom with 36.58% and Bayelsa state with 30.36%. The unemployment population is heavily distributed in Southern states which is the focus of this research work.

Types of Unemployment

Different types of unemployment exist. According to Ohanmu (2010), Anyadike, Emeh and Ukah (2012) and Abbott (2013), the following types of unemployment were listed.

i. Frictional Unemployment: This type of unemployment exists when people are only temporarily unemployed due to a transition. For instance, when a person is leaving the former Job to a new one; yet the person has not started with the new company. Frictional unemployment is caused by industrial friction, such as immobility of labour, ignorance of Job opportunities, shortage of raw materials and breakdown of machinery.

ii. Structural Unemployment: This type of unemployment occurs when there are not enough Jobs to support the people who are trained in a certain field. That is, too

many people competing for a few Job vacancies. According to Ohanmu (2010) changes in technology and taste could be the major cause for the absence of workers in a particular industry.

iii. Cyclical Unemployment (Keynesian Unemployment): This type of unemployment occurs when there is not enough aggregate supply in the economy to provide job for everyone who wants to work. Demand for most goods and services fall, and less production is needed and consequently fewer workers are needed, wages are sticky and do not fall to meet the equilibrium level. This results to mass unemployment. According to Ohanmu (2010) with cyclical unemployment, the number of unemployed workers exceeds the number of job vacancies, so that even if full employments were attained and all open jobs were filled, some workers would still remain unemployed.

iv. Seasonal Unemployment: This type of unemployment is when unemployment rate change according to the seasons; as there are certain times of the year when the labour force has a higher demand for workers. During the winter for example, there are more opportunities for retail positions, this is because there is increase in shopping.

v. Voluntary Unemployment: People face this type of unemployment because they choose to be unemployed as a result of the fact that they have some wealthy parents or relations to depend on. This could also happen when such persons are bent on getting particular types of jobs they find more rewarding than the existing ones. Then they may prefer to remain unemployed if such highly rewarding jobs have not come.

vi. Residual Unemployment: People face this type of unemployment because they are considered unemployable due to physical or mental deficiencies. The people in this category have a productivity that is relatively too low because of their handicap, while some people are so mentally retarded that they cannot handle simple task efficiently.

Causes of Unemployment

Having looked into the history of graduates' unemployment in Nigeria and South-South zone in particular, it is necessary to check the causes of the phenomenon. Many factors have been attributed to the cause of graduates' unemployment by many researchers.

According to Ojo (1979); Fajana (2000) the following causes were discussed.

High Rate of Admission into the Universities: Available record from JAMB revealed high rate of undergraduates' legibility and admission into Nigerian Universities (Both private and public), which is actually one of the transformation agenda of Nigeria like other countries in the world. Nigeria is committed to such an international goals of development that it recognizes education as a means of empowering the people for the attainment of the Development Education for All (EFA) which is one of the Millennium Development Goals (MDGs) and NEEDS Goals. But as good as it sounds Nigeria, according to Onwubike (2009) continues to experience its own share of social, political and economic upheavals which have often stunted its growth and development. Considering the high rate of admission and its consequent high rate of graduation, it is pertinent to note that it will be difficult, if not impossible, for the Government alone to provide employment for the large turnout of graduates from over 84 universities in Nigeria.

Utomi (2011) in support stated that Nigerian economy is too weak to absorb the unemployed graduates from the numerous universities and other tertiary institutions. In the same vein Anyadike, Emeh and Ukah (2012) posited that, there are inadequate vibrant manufacturing sectors/industries which have the capacity to absorb the unemployed graduates, as there are over 800 collapsed industries and over 37 factories that have closed operation.

Shortage of Skilled Manpower: From the foregoing it has been discovered that it is difficult if not impossible for the government and organized private sectors to provide Jobs for every graduate. Viewed from this perspective, it becomes imperative that it is only with skilled men that, materials can be harnessed, processed and transformed into products. It is appalling that the high rate of unemployment among the youths in Nigeria has been traced to poor or lack of occupational skills. According to Jobber Man-com, some employers of labour have described some graduates as "unemployable," because they lack the required skills to perform well on their Jobs. This manifest in the number of deficiencies the graduates exhibit in the work place. They lack analytic and technical skills required in the work place as exhibited by the inability to appropriately utilize acquired knowledge in the workplace. Ignorance in the use of instrument/equipment resulting from inadequate practical experience, minimal comprehension of problems and problem solving ability are also factors. In the same vein, the Guardian (2009) asserted that the unemployment index is rising, not just because there are no Jobs, but essentially because skills available are not sufficient or relevant to the need of the employers

/industries, this they adduced to the quality of education the graduates had acquired. In support, the proceedings from National Ministry of Youth Development stated "whereas there are jobs to be filled available man power is largely unsuitable for employment in the 21st Century for lack of requisite skills and knowledge".

Rapid Population Growth: The current Nigerian Population as at December 17th, 2020 was 202,623,137 according to World Meter-Com; while National Population Commission (NPC) reports that Nigeria population has hit an estimate of 200 million people. National Population Commission (NPC) reports that Nigeria is one of the most populated countries in the world topping the 7th most populous nation in the world and number one in Africa, (a little above India and China). In the last 50 years its population has grown exponentially with a yearly increase of an average of 2.35 million. The reports equally have it that Nigeria's population represents 2.64% percent of the world's total population which arguably means that one person in 43 people on the planet is a Nigerian. Considering the above information, one is afraid if the Government will actually be able to cater for everybody in terms of employment. Table 3 shows that as at 17th December 2020, the Nigerian population was 206,454,530.

Table 2

The Population of Nigeria in 2020 Compared with the Countries of the World

Country	Population
Nigeria	206,140,000
Bangladesh	165,000,000
Russia	146,749,000
Mexico	128,933,000
Japan	125,930,000
Ethiopia	114,964,000
Philippines	108,097,000
Egypt	101,097,000
Turkey	83,155,000
Germany	83,123,000
France	64,812,000
United Kingdom (UK)	66,800,000
Thailand	66,414,000
Italy	60,244,000
Spain	47,100,000

Source: **World Meter.com (2020)**

National Youth Service Corps Programme (NYSC): One of the measures adopted by the government in developing countries as parts of their policy package to solve manpower problem is the `establishment of NYSC programmes. The NYSC programmes in Nigeria came into being in 1973 in response to the particular urgent needs

of fostering National Unity and a means of recouping government investments in graduates. Unfortunately, according to Oluseyi and Elegbede (2012) the NYSC scheme has encouraged employers (public and private) to shy away from employing graduates as they take advantage of the corps members for cheap labour.

Ban on employment: Ban on employment by government and organized private sector due to recession is another major cause of unemployment.

Attitude of Employers: The attitude of employers of labour towards employment of (foreign) expatriates, reservation of employment position to graduates with foreign certificates, casualization and contract employment are all causes of unemployment in Nigeria.

Trade Union Agitation: Trade Union agitation and rigidity during negotiation are all problems.

Individual's attitudes: The attitudes of individuals in Job preference, wage rigidity and lack of right Occupational skills make graduates unemployable and constitute unemployment.

Consequences and Effects of Unemployment

The fact that unemployment has grievous consequences both on the Government, Economy and persons or graduates cannot be underscored. Fashoyin (1987) affirms that graduate initial unemployment and idleness have adverse psychological, social, occupational and financial effects on the university graduates. Supporting this statement, Fajana (2000) affirms that unemployment has serious effects both on the present living conditions, and the future outlook of the graduates. He went further to state that unemployment is the undoing of graduates because it literally destroys them morally and rupture the ties and relationship they form. Graduates that have no jobs feel insignificant and inferior. They exhibit a complex that they are ostracized from the rest of the society. Worst still, they are regarded as parasites by friends and other members of the society.

Unemployment may cause the unemployed graduates to find any type of Job no matter what (Hayes & man 2000) states that, at the beginning of the search period, they look for Jobs suited to their qualification, training or trade but later on they look for any kind of work. Unemployment causes migration to urban areas or other countries. It is the major reason for brain drain to advanced countries. International Labour Organization (ILO, 2001) reported that the permanently unemployed have no income and many choose the alternative way to income which is crime.

Crimes associated with unemployment according to Obiazi (2014) includes some undesirable hardships like women and girl child trafficking, cultism, illegal bunkering, armed robbery, pipeline vandalism, corruption, kidnapping, forming area boys, illegal migration that may lead to death in the high sea and so many other social vices like thuggery and militancy. In some cases, it can lead to suicide and death resulting from low medical care. Banks and Ullah (1988) affirm that unemployment leads to increase in admission in psychiatric hospitals (for mental illness) and imprisonment resulting from criminal tendencies of idle hands. In the opinion of Anaehe and Oviawe (2010) unemployment leads to hunger and poverty accompanied by stress to many individuals and families. President Buhari in (2016) emphasized that poverty, injustice and unemployment were the main causes of conflict in the country, including youth's restiveness in the Niger Delta region (South-South zone, Nigeria). The youths see Education as not "paying" well and so prefer having their private illegal refinery which is a major reason for pipe line vandalism, to going for skill acquisition in the university. The question now is how can this problem be solved?

Employment is the life-line of any economy. Without it, human resource development will be grossly undermined and impaired. The position of NEEDS (2004) is that "the earlier Nigeria sets to address the problems of mass unemployment, low productivity, high inflation and poverty, the more speedily it is able to develop millions of its labour force. Knowledgeable and skilled people must be built for the required change in labour force. This in essence invokes a functional Vocational Education for entrepreneurial/skill development.

Considering the rate at which unemployment is growing one cannot underscore the words of former Nigerian president, Obasanjo (2004) when he said that graduates should start thinking about how to create Jobs because public sectors Jobs were shrinking. In line with this, Okebukola (2004) asserted that efforts were on, to enshrine entrepreneurial and skills acquisition education/program in the various university curricula in a positive response to public agitation. Amazed by the economic situation of Nigeria in terms of unemployment and its attendant crime rate, NEEDS laid emphasis on the fact that, any course of study in Nigerian universities should be able to equip youths/ graduates with saleable and employable skills that are sustainable. This is in tandem with the World Bank report (2016) that a transmutation in a more productive employment requires more skills, stressing that Nigeria needs to improve their basic skills level of their students.

Concept of Entrepreneurship

The word "entrepreneurship" has several definitions; Steveson (1983) defines entrepreneurship as the pursuit of opportunity without being constrained by resources currently controlled. In the same vein, Igbo (1995) and Stein, Hoff and Burger (1993) see entrepreneurship as that which occurs when an individual creates a new venture, a new approach to an old idea, using resources in a new way under the condition of risk. Busenitz (1999) and Anyakoha (2012) observed that entrepreneurship is the ability to create and build something from nothing, that it involves initiating, doing, achieving, and building an enterprise or an organization. Busenitz (1999) went further to stress that entrepreneurship is the knack of sensing opportunities where others sense chaos, hopelessness, contradiction and confusion and also moving forward to utilize these opportunities. Likewise, Osuala (1999) states that entrepreneurship is the process of bringing together creative and innovative ideas and combining them with management and organizational Skills in order to combine people, money and other resources to meet an identified need and thereby create wealth. Almost all the definitions have some common underlying facts as rightly observed by Akhurst (2012) that entrepreneurship is about opportunities seeking, creativity, innovation, risk taking and making something valuable out of scarce resources which is the aim and objectives of Clothing and Textiles education.

On the other hand, there will be no entrepreneurship without entrepreneur. An entrepreneur according to Marriotti (2007) is someone who recognizes an opportunity to start a business that other people may not have noticed and jumped on it, or may have been an already existing business and apply creative ways thereby offering new and adaptive results to her clients, while Anyakoha (2012) sees an entrepreneur as someone who undertakes to make things happen and also does make things happen. From the foregoing, it is a well-known economics fact that human beings have unlimited needs but scarce resources to meet such needs therefore acquiring entrepreneurial skills is important because it involves making something valuable from the available scarce or limited resources.

In support of the definitions above, Aladekomo (2004) defines entrepreneurship as the ability to set up business enterprises as different from being employed. Stressing that, this ability should be acquired to enable a person secure paid employment. In addition, this ability involves the acquisition of skills, ideas, managerial abilities necessary for a

person to be self-reliant/ entrepreneur. While Ogalanya (1999) said it is relying on oneself, to make it by oneself, relying on ones' entrepreneurial skills and ability to create, sustain and project a coherent definition of one's work or projects. Ogalanya went further to state that, this personal or individual self-reliance effort when put together transform into national growth development and self-reliance. This is because when the individuals are employed through self-employment, the Gross National product (GNP) is enhanced and income per capital is also increased.

This was the major reason for the introduction of entrepreneurial education courses into the Nigerian undergraduate universities curriculum in 2006. The focus was to equip undergraduates with requisite skills for entrepreneurial success after graduation thereby reducing the rate of unemployment. Entrepreneurial education according to Ekong and Williams (2014) is the acquisition of practical knowledge and skills, which are imparted for self-sustenance, self-employed and self-reliance. Entrepreneurship education therefore is the act of acquiring practical knowledge and skills for self-employment. It is an act of imparting into individuals the ability to turn ideas into action. Abiogu (2008) on the other hand, stated that entrepreneurship education aims at instilling in the learner, such traits as innovativeness, ingenuity, resourcefulness and endurance. Entrepreneurship education prepares students to leaders rather than following, to operate within a global parameter rather than within a parochial perspective, to exhibit and uphold basic value rather than hoping for the fast buck and to add role to the market place, and invest in innovation, technology and human resources that offer long-term solutions rather than being seduced by quick fixes and initiative practices (Marchigiano–Monraoy in Abiogun, 2008). Entrepreneurship enhances self-employment and skills acquisition. Entrepreneurial skills therefore provide benefits regardless of whether a person sees their future as starting a business. Entrepreneurial skills encompass creativity, initiative, tenacity, teamwork, and understanding of risk and a sense of responsibility.

Entrepreneurial skills are not related to a specific occupation, discipline or qualification. However, the greater emphasis on entrepreneurship education and developing entrepreneurial skills has brought more analysis and agreement of entrepreneurial abilities and competence. The Organization for Economic Cooperation Development (OECD) has identified three main groups of skills required by entrepreneurs which every entrepreneurship curriculum must have as its integral element so as to provide the students with cherished skills and capacities that can make them self-sufficient and productive.

i. Technical skills: Communication, environment, monitoring, problem solving, technology implementation and use, interpersonal, Organizational Skills
ii. Business management skills: Planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business lunch, growth management, compliance with regulations skills.
iii. Personal Entrepreneurial skills: self-control and discipline, risk management, innovation, persistence, leadership change management, network building and strategic thinking.

The National Content Standard for Entrepreneurship Education (NCSEE) (2004) stated the objectives of entrepreneurship education can positively impact a learner at all levels in a wide number of context. Entrepreneurship is a key driver of any economy. Wealth and a high majority of Jobs are created by small business started by entrepreneurially minded individuals, many of whom go on to create big businesses. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall greater sense of control over their own lives. As a result, many experienced business people, political leaders, economist, and educators believe that fostering a robust entrepreneurial culture will maximize individuals and collective economic and social success on a local, national, and global scale. While Osuala (2008) stated that through entrepreneurship education, students learn organizational skills, leadership skills, development and inter personal skills, all of which are transferable skills sought by employers.

Esiowu and Obunadike (2017) stated that entrepreneurship education motivates students to develop a comprehensive knowledge of entrepreneurship and the requirement to start a business such as financial and managerial accounting and marketing, writing business plans, business management, business communication and networking. Stressing further, that well cherished objective of university education cannot be achieved if emphasis is not laid on importance of entrepreneurship and skills acquisition while implementing curriculum at the university level. According to Agim, Kulo and Effah (2013), Esiowu and Obunadike (2017), the following are the objectives of entrepreneurship:

i. To create wealth;
ii. harness ideas and concepts that ordinarily would not have seen the light of the day in the context of government business setting;

iii. create jobs;
iv. provide students of Clothing and Textiles with meaningful education to make them self-reliant;
v. provide graduates with training skills that will enable them meet the manpower needs of the society; and
vi. provide graduates with enough training in risk management to make uncertainty bearing possible and easy.

The collapse of the teaching of basic skills in Education is the collapse of the nation. Ezeji and Okorie (1988) supported this when they stressed on the importance of skills acquisition in national growth when they emphatically contended that Nigeria's social and economic problem will be drastically reduced if their youths/graduates are given adequate vocational training. They also opined that it is only with skilled men, that materials can be harnessed, processed and transformed into products.

Concept of Occupational Skills Need Assessment

Skills are learned or natural ability to accomplish a particular task. According to Nwokolo (2010) skills are knowledge, competencies which an individual can apply and gainfully utilize for the purpose of achieving optimum productivity in industries. Cowan (1997) defined skills as a measure of a worker's expertise, specialization and supervisory capacity. From the foregoing, skills are the capacity, technique or ability to do something well as a result of the application of the acquired knowledge. Ibezim and Okwueze (2006) revealed that skills are described as "cognitive" when it involves the use of logical intuitive and creative thinking or practical" when it involves manual dexterity and the use of methods, materials, tools and instruments.

Consequently, occupational skills are the essential skills that enable a person to perform task required by their occupation and other activities daily. Ukpore and Obunadike (2009) defined occupational skills to be best understood as competence or resourceful skills, capable of steering an individual to be self-reliant, dependent and productive in meeting life's challenges. Occupational skills are set of knowledge and skills that employee need for a specific job or occupation. Occupational skills prepare individuals for any job. Acquisition of Occupational Skills is needed for career commitment.

Skills acquisition according to Wikipedia (2013) is the process of mastering skills characterized by applying them in particular work situation. It is the process of learning

and mastering a task with the view of obtaining a level of expertise or perfection which will enable the learner to perform a task easily with intuitive level of understanding of the situation using numerous approaches during problem solving to the satisfaction of all concerned Skills acquisition is the possibility to learn. Wikipedia (2013) went further to state that a skill is an activity, which is developed by a person with time and becomes automatic in terms of performing it. A certain skill can be considered acquired when a person can perform it without thinking about the techniques of performing this action or dividing a process into conventional parts. The importance of skills acquisition for Clothing and Textiles graduates to be successful entrepreneurs in Clothing and Textiles and its related arts cannot be underestimated. This may be a major reason that the Nigerian government started the advocacy for skills acquisition and entrepreneurship.

Home Economics university graduates who specialized in Clothing and Textiles were assumed to have acquired all the necessary skills during their course of study. However, according to Anidi and Eya (2011) an average graduate of our tertiary institutions is far from being self-reliant. They stated further that different companies and industries are complaining openly that some of these graduates are unable to perform expectantly. Therefore, many questions come to mind, as to where the problem lies; Is the problem with the institution of learning? Is it with the lecturers? Or is the problem with the students themselves? For these reasons it becomes imperative to carry out needs assessment.

Needs assessment is a systematic process of determining and addressing needs or gaps between current (actual) conditions and desired (ideal) conditions or "want." The discrepancy between the current condition and wanted condition must be measured to approximately identify the training needs. Training Needs Assessment can be a desire to improve current performance or to correct a deficiency. Wikipedia went further to state that Needs Assessment is a part of planning processes, often used for improvement in individuals, education/training organizations or communities. It can refine or improve a product such as training or service a client receives. A training needs assessment is an analysis designed to determine the type of training needed by employees and the best way to implement that training Assessment can be used to address training short falls, to develop new training programmes, all to improve the quality of training to make it more effective and valuable for employees. To assess the training needs of Clothing and Textiles graduates some stages must be involved. They include:

i. To identify the specific skills needed to be successful Clothing and Textiles entrepreneurs (importance rating); and
ii. to work for means/method to meet the identified skills need (level of possession).

In assessing the skills need of Clothing and Textiles undergraduates, both students and lecturers should be involved in the process. Clothing and Textiles is a functional Vocational Education by which materials are harnessed and processed into useful products. It is a vital means to acquisition of different kinds of knowledge and skills. Vocational Education is concerned with development of skills, knowledge and attitude for any occupation which prepares individuals for gainful employment. It lays emphasis on acquisition of knowledge, skills and the utilization of scientific laws in solving daily employability problem. It has the potentials of making people self-reliant. The importance of NEEDS cannot therefore be under estimated as it aims at achieving the goals of entrepreneurship through acquisition of occupational skills in Clothing and Textiles Education, Clothing and Textile holds significant position in national developments. So, if Home Economics university undergraduates are made to acquire sufficient vocational/ occupational skills in the course of their training through Clothing and Textiles, the question of graduates roaming the streets as a result of inability to generate income through entrepreneurial competence will be a thing of the past or will be drastically reduced. "Always remember that skills make you, not theories – Rich Dad" (Ferreira, 2020).

Concept of Clothing and Textiles

Clothing and Textiles education is aimed at acquisition and development of practical skills by the beneficiaries. Wikipedia (2014) states that studying in this area is learning about fabric and other clothing materials – their weaving, dyeing, printing, pattern making, sewing, washing and maintenance. In addition, it equally involves the history, sociology and economics of Clothing and Textiles as well as their characteristics and functions. It is a field of study with various marketable skills that can ensure self-reliance/employment (Anchor, 2014).

Clothing means anything that is used to cover the body, to provide warmth, beauty, decency and modesty. Clothing is one of the essential needs of human beings. It is very valuable because one's dress defines one. Textiles on the other hand, are any type of cloth made by weaving or knitting. Textiles Education refers to the study of fibers, yarns,

construction of fabrics and finishes. The study of the properties of fibers will help us to understand why some fabrics are more durable and more suitable for specific purposes.

Clothing and Textiles as a major area of Home Economics is noted for its capacity of equipping learners with saleable skills that make for self-reliance and self-employment. Anyakoha (2004) noted that Home Economics as a vocational course has intensified emphasis on skill acquisition for undergraduates with a view to enhancing their capacity for self-employment/entrepreneurship. Home Economics is one of the courses offered in Nigerian Tertiary Education Institutions; with the mission of producing skilled persons who are capable of playing effective roles in national economy, technological growth and development (Lemchi, 2001). Clothing and Textiles can play these roles effectively.

Clothing and Textiles according to Arubayi (2011) is one of the major areas of Home Economics taught in both secondary and tertiary institutions in Nigeria. Clothing and Textiles is a characteristic skill and activity oriented subject, which when properly taught will equip the learners with saleable skills needed for self-reliance. Anyakoha (1993) sees Clothing and Textiles and its related arts as an area of Vocational and Technical Education which enables an individual to acquire the necessary skills, knowledge, abilities and attitudes required to function effectively for the development of self and society, thereby contributing to the economic advancement of the nation. Clothing and Textiles is thus a lucrative and interesting course which is of an inestimable value. Akhurst (2012) maintained that Clothing and Textiles can prepare graduates of Home Economics for enormous employment opportunities in occupations relating to Clothing Selection, Construction and Care, Costume Designing and Clothing Economics. Egbo (2002) stated that Clothing and Textiles is the study of textile materials, uses and care of each. The aim of Clothing and Textiles as a skilled-oriented course is to teach the learners how to strategically plan and use available resources in the environment to improve the home, family and society's clothing needs.

Clothing and Textiles has a lot of marketable skills that can help a student to be self-reliant after graduation. Ozougwu (2008) figured out that Clothing and Textiles in Home Economics include outdoor decoration, mass or retail production of decoration apparels, supply and sales of indoor/outdoor fabric decoration accessories. In support, Jodie and Dirk, (2008) as cited in Osei, Dedume and Dogbey (2015) noted that Clothing and Textiles is vital in the socio-economic development of Countries by creating jobs and income for the individuals and also add to the foreign exchange of the country. The

authors have noted that countries such as Cambodia, Bangladesh, Pakistan and Srilanka depend on Clothing and Textiles for their foreign exchange.

The Extent the Objectives of Clothing and Textiles Education in Universities Met the Skills Need for Entrepreneurship

Clothing and Textiles Education is an interesting branch of Home Economics offered in the Universities. Lemchi (2001) noted that tertiary institutions such as the university, has the function of producing skilled persons who are capable of playing effective roles in economic and technological growth in national development. This can be achieved through Clothing and Textiles Education, as it concerns the acquisition and development of practical skills by the beneficiaries. Lemchi (2001) stressed further that Home Economics which is the umbrella body of Clothing and Textiles is a skilled oriented field of study noted for its capability of equipping learners with saleable skills that make for self-reliance, self-employment, and paid employment. It possesses the capability of alleviating or eliminating unemployment problems in Nigeria.

One of the objectives of Home Economics in the university as posited by NPE (2018) is to provide training that enables students to acquire specialized craftsman skills that empowers them to compete globally. Arubayi (2003) stated that the aims of Clothing and Textiles are to help learners acquire knowledge, skills and techniques for meeting personal and societal needs. Abendroth (1986) on his part stated that the general objectives of the Clothing and Textiles study is aimed at helping learners to become aware of career opportunities in Textiles and Clothing and to be self-employed. There is no doubt that the aims and objectives of entrepreneurship together with that of the university with regards to Vocational Education is laudable.

However, as laudable as these visions are, it is still common to find unemployed graduates of Vocational Education including those of Clothing and Textiles skills many years after graduation. This confirms the survey conducted by Adesulu (2015), that the problem of graduates' unemployment has remained unabated. Many have settled for salaried employment instead of self-employment. It boils down to the fact that the expected success by the aim, objectives and vision of Clothing and Textiles in the university is yet unachievable. Those who are in a worse situation are holders of primary and secondary school qualifications, where much emphasis is not laid on practical skills for self- employment but for support staff employment. There is therefore the need for greater emphasis to be laid or focused on acquiring sufficient skills for entrepreneurship

and for creation of employment for others. Acquiring Skills in Clothing and Textiles in the area of Home Economics Education in the university to boost the proficiency of graduates for employability is thus a panacea. Clothing and Textiles has the following objectives as pointed out by Akinsola (2008);

i. equips and enriches the perception of individuals to be gainfully employed;
ii. enables individuals to be self- reliant;
iii. provides opportunities for individuals for the procurement of jobs; and
iv. working independently by establishing small scales business.

While specific objectives of Clothing and Textiles education in secondary schools as stated in the National Curriculum Guide for secondary schools Home Economics (1986) cited in Arubayi (2002) are as follows:

i. To apply decorative process on garment and household articles
ii. To construct and Renovate different articles
iii. To acquire basic knowledge in Clothing and Textiles including their origin and manufacture.
iv. To develop skills in drafting simple patterns for garment making
v. To choose, use and care for clothes
vi. To develop interest in local materials and self-made clothes and curtail spending on imported clothes.

Arubayi (2002) went further to state that for these objectives, to be achieved, Clothing and Textiles curriculum is designed around six main themes namely:

i. The study of fabrics
ii. Garment construction
iii. Clothing maintenance
iv. Consumer education
v. Decorative processes
vi. Wardrobe planning.

Arubayi (2002) went further to stress that to attain these objectives of teaching Clothing and Textiles in the secondary schools, it would be necessary to look at the objectives of teaching Clothing and Textiles in the teacher preparation programme in tertiary institutions, which is taught as an area of Home Economics. The objectives of teaching Home Economics (Clothing and Textiles) in tertiary institution as stated in

Curriculum Guide of Delta State University (DELSU), Abraka and as recommended by the National University Commissions (NUC) are as follows:

i. To produce professional qualified teachers who are qualified to teach Home Economics at the secondary school level.
ii. To equip students with skills that are required for self-reliance
iii. To inculcate in the students, the need to strengthen firmly life through improving personal, family and community living
iv. To produce practical and production oriented graduates that will successfully utilize their skills for self-employment or for services in government, industry and other careers in clothing and textiles industries.

Arubayi (2002) therefore concluded that Home Economics which include Clothing and Textiles programme at the university level is designed;

i. To train students to acquire competent skills in the field of Home Economics
ii. To prepare competent Home Economics teachers for post primary and post - secondary institution
iii. To prepare Home Economists with industrial experience.

From the foregoing it is evident that the major objectives of Clothing and Textiles is to train individuals with the skills and knowledge that will equip them with employable skills to enable them contribute meaningfully towards the development of selves and society at large through entrepreneurship. The Clothing and Textiles skills are relevant in the following areas:

i. Knowledge and skills for Clothing production and management.
ii. Acquire basic scientific knowledge in Textiles fibers.
iii. Develop skills in the selection, use and maintenance of equipment for serving.
iv. Appreciate this creative use of fabrics in Clothing production.
v. Developing appropriate work ethics in the Textiles and Clothing industry.
vi. Develop production skills.
vii. Acquire skills in repair care and renovation of Clothing.
viii. Acquiring skills in selecting appropriate skills for different occasions.
ix. Become aware of opportunities in Textiles and Clothing related areas.

In view of the above circumstances, many questions may bother the minds of employers and individuals as to why university graduates of Clothing and Textiles cannot be successful entrepreneurs in spite of the laudable objectives geared towards acquiring the employable skills.

i. Have they sufficient skills for employability?
ii. Do they have the competence to demonstrate the acquired skills?
iii. What is responsible for lack of skills or competence to perform well?
iv. Is there any deficiency in the learning/teaching patterns?
v. What is the way out of the situation?

These and many others are the thrust of this research work. It is hoped that at the end of the study, the problems will be identified and solutions proffered.

The Extent of Acquisition of Clothing and Textiles Occupational Skills Need by University Undergraduates for Entrepreneurship

It is absurd to find, in a country a countless number of Clothing and Textiles university graduates roam the streets with no hope of getting a job from any government or private individuals. The acquisition of Clothing and Textiles Occupational Skills therefore provides succor for the development of individuals and graduates for entrepreneurship. It cannot be over emphasized that skills acquisition is important to cater to the special training of the individual with the ability to carry out tasks without much struggle.

Abhuere (2012) defined skills acquisition as a process of learning to perform a task or set of tasks with increasing facilities. It is a process of learning and acquiring new skills. It requires practice until one becomes competent or an expert. The possession of the appropriate or right skills in Clothing and Textiles and its related arts is thus, very critical. Okeke (2005) opined that Clothing and Textiles Education is an aspect of Home Economics which is skill oriented and taught at all levels of Nigerian Education. At the tertiary level of Education, Clothing and Textiles Education helps to develop in the individuals the needed skills for employability However, it is discovered that most graduates of Home Economics from Nigeria tertiary institutions lack the needed skills and knowledge in Clothing and Textiles. Despite its relevance to job opportunities students do not show zeal for this particular course, as they deliberately shy away from it. It is unfortunate that this aspect of knowledge is receiving very little awareness in most universities. Arubayi, (2003), and Aburime (2000) observed that inadequate equipment and facilities, the general nature of the course, the quality of the course, the expensive nature of the course among others have been the reasons for students' lack of interest in this option.

In addition, Adamu (2015) equally observed that Nigerian University Education is at a cross road as far as producing graduates that are skillful and creative in their work place is concerned. Research showed that most graduates from Nigerian Universities including Home Economics lack the needed skills and knowledge in Clothing and Textiles. Most Home Economics graduates cannot boast of making their own dresses or being able to draft a pattern. They still patronize road side tailors. The result of a survey jointly sponsored by National University Commission (NUC) and Educational Trust Fund (ETF) on skills need like entrepreneurship, information technology, analytical problem solving, among others rated Nigerian graduates, poor. This, according to Oviawe (2010) is the major cause of unemployment in the country. In support, Bulk, Barrick and Kirby (1990) wrote; they are trained, but are they employable?

Skills acquisition and entrepreneurship have remained a focal point in Nigerian Government policy between1986 and now, various administrations have come up with different initiative to promote self- dependence, self- reliance and generation of gainful self- employment. Yet none have actually yielded a good result. It is hoped that at the end of this research work measures of improving the teaching and learning of Clothing and Textiles would be identified, and focus on the practical aspect of it for gainful employment and self- dependence would be addressed.

Occupational Skills Available in Clothing and Textiles Education Needed by University Graduates for Entrepreneurship

The high rate of unemployment among Nigerian graduates has brought untold hardship among the youths. This has necessitated a call for these graduates, particularly Home Economics (Clothing and Textiles) graduates to be equipped adequately with occupational skills to make them self-reliant or employable after graduation by the government, private sectors and industries. The skills can if adequately acquired make them even creator of jobs for others. One of the missions of Clothing and Textiles according to Istanbul University is to nurture graduates to be creative, critical, innovative and ethical leaders; it is also to advance knowledge, pushing the boundaries in fashion, textiles, and designs to support and collaborate with industries to achieve a sustainable progress.

The National Policy on Education (NPE) (2018) equally reiterated that Home Economics provide training that enables students to acquire specialized craftsman's skills that empowers them to compete globally. In agreement Uko-Aviomoh (2005) stated that

Home Economics is a skill- oriented field of study that is expected to equip learners with survival skills that make for self- reliance, self- employment and paid employment. Skill according to Hanks (1979) in Olaitan, Dumbiri and Uko (2010) is the ability that comes from knowledge, practice and attitude to be able to do something well. Okorie (2000) stated that to possess skills is to demonstrate habit of acting, thinking, and behaving in a specific activity in such a way that the process becomes natural to the individuals through repetition or practice. Skills in the context of this research work is the ability of Clothing and Textiles graduates to sequentially and competently play the role or carry out any of the Clothing and Textiles related activities or functions. These activities include sewing, decorating, fashion designing, among others. Graduates that possess skills have qualities that will enable them to succeed in a particular work or employment. It involves the acquisition of performance capabilities. Occupational skills according to Minnesota State Careerwise (2015), are a set of knowledge, abilities and skills/ expertise that an employee needs to perform a specific job or occupation.

Ukpore and Obonadike (2009) sees Occupational Skills as those Skills that are best understood as competency on resourceful skills capable of steering an individual to be self-reliant independent and productive in meeting life's challenges. She stressed that occupational skills are those skills which an individual acquire that help develop in the person, abilities, and competencies needed for firm career commitments. The teaching of these occupational skills has the capability to augment inspired productivity, and further income generating life endeavour among the people. The philosophy of tertiary institution is also centered on the acquisition of knowledge, attitudes and skills that can be applied for purposeful living (Dada, 2007). Clothing and Textiles as a skilled oriented course, helps to equip individuals with saleable skills needed for self- reliance. This field of knowledge can prepare an individual for employment opportunities relating to Clothing and Textiles such as Clothes repairs, Clothing construction, Clothing Merchandizing, Tie and Dye and others (Njoku 2002, Anyakoha 1992; Olaitan 1996). The US Department Bureau of Labour Statistics also listed so many areas relating to Clothing and Textiles that can help in entrepreneurship. These are: apparel workers: Cutters, Fashion Designers, Laundry and Dry Cleaning Workers, Merchandize Displayers and Window Dressers, Pattern Makers, Photographers (fashion and glamour), Pressers, Production Management/Engineering, Sewing Machine Operators, Shoe and Leather Workers, Textiles Bleaching and Dying and Textiles Machine Operator. Ombugadu and Yusuf (2007) also identified weaving as a major commercial occupation which women can take

as a common economic or leisure activity as a major field in Clothing and Textiles, for instance weaving of Akwete in Akwete community, Aso-oke in Yoruba communities and others.

In addition, Dada (2007) enumerated the following as small scale business enterprises available in Clothing and Textiles sewing (fashion designing) tie-dying and baking, laundry and dry-cleaning. Others are operating a bridal shop, toys and gift shops, embroidery, knitting crocheting shop, making of bed sheets and bed cover, curtains designing, sewing of sports wears insignias such as badges and emblems and beads making. Ifoye (2011) adding to the list, stated that Home Economics graduates could be fashion coordinators, fashion writer and artists, teachers or instructors, dyeing designers and clothing recyclers. Others according to Chukwudum (2010) are barbing, hair dressing, shoe making and making of cane chairs, research and development, designs and marketing which are all prospective aspects for increased wages. All these Occupational Skills for Entrepreneurship can meet the skills need for increased wages.

Employability Attributes Required by Clothing and Textiles Undergraduates to Meet the Skills Need for Entrepreneurship

Employability skills also called work skills or occupational skills are ideas, insight, creativity, and knowledge which are relevant to contemporary work place. Osuala (1987) defined employability skills as skills which enable individuals to acquire and keep a job. Robinson's (2000) definition stated that employability skills are those basic skills that are necessary for getting, keeping, and doing well on the job. In support of this, Effiong and Agbola (2014) see employability skills as the ability of an individual to gain and maintain employment at any given level. Employment is dependent on the level of practical knowledge and skills an individual possesses. No wonder Bhaerman and Spill (1998) pointed out that being employable indicates possessing qualities or skills that are needed to maintain employment and progress in the work place. They went further to say that a person who can think critically, act logically, and evaluate situations to make decisions and solve problems is a valuable asset.

In the aspect of Okpala (2009) work skills are knowledge, attribute, technical competencies, skills, capabilities, procedures, potentials among others which are relevant to contemporary work place, as well as performing a job or occupation, role, well such that the maximum satisfaction and benefit are achieved. These occupational skills are often referred to as employability skills and examples according to Okpala (2009) include

communication, leadership, problem solving, team work, initiative and enterprise, planning, organizing, implementing and evaluating. Spitze (1983) in Ukpore 1999 supported this idea when he stated that Home Economics is unique in Vocational Education, that it has dual functions of preparing persons for wage earnings and occupation of home making. Individuals are assisted to achieve the requirements for employability, listing them (the employability skills/attributes) as:

i. Positive Self Concept (PSC)
ii. Human Relationship (HR)
iii. Management Skills (MS)
iv. Positive Attitude Towards Work (PATW)
v. Solution to Many Social Problems (SMSP)

Personal characters relevant to work places include enthusiasm, commitment to on-going learning and work, being honest, flexible and adaptable, having a sense of humor, as well as a balanced attitude to work and life. In the opinion of Rossman, Parson and Holman (1983) that even though the background of Home Economics teachers combines pedagogical skills with study in content areas of basic and social sciences, family nutrition, human development, clothing, housing and consumer education, there are still certain skills needed beyond school room occupation which are currently lacking in the Home Economics education graduates' preparation. This must have led to Bulk, Barrick and Kirby (1987)'s question; "they are trained, but are they employable?" Lemchi (2001) therefore advised that in addition to professional skills acquired in the formal school education, graduates of Home Economics must possess job seeking expertise and other employability skills/competences as well. He stressed that learners should be taught entry level employment skills and those needed to advance in a given occupation.

However, it has been noted that there is a significant decline in the employability "skills" and "fits" among graduates of higher education in Nigeria for the few jobs available. This is the major reason for the decline of trust by industries in the quality of local certificates earned by graduates from Nigerian Universities. As many students/graduates do not possess these work skills they are left to be unemployed. Buck, Barrick and Kirby (1990) supported this notion when they noted that the absence of occupational skills for Clothing and Textiles jobs is the major reason that appropriate skills have not been acquired by students. The acquisition of the relevant occupational skills in Clothing and Textiles related jobs, like fashion designing, pattern making, clothes merchandizing is crucial to getting people for job placement.

Gone are the days as observed by Colbort (2007) that in the past, those who had the raw materials and the infrastructures were those with the competitive advantage. Today what matters most is who has the ideas, the insight and creativity. In the future, it will not only be the shortage of jobs but, also the shortage of the right occupational skills that will be the biggest barrier to employment. So, there is the urgent need to equip students of Home Economics (Clothing and Textiles) with adequate occupational skills that will be required for both today and in the future to function well. Rossman, et al. (1983) therefore revealed that some of these skills needed by Home Economics graduates who seek alternative jobs other than teaching include planning, organizing, relating to people, persuading, communicating, managing and decision making. Other employability skills that should be acquired by the graduates include carrier development competences, work ethic competences, job seeking skills, resume writing skills, job retention and carrier development skills, life-long learning, Economic Education skills, balancing work and family skills and citizenship in the work place skills. The author went further to opine that these employability skills should constitute a new course in Home Economics curriculum and to be taken in the final year of undergraduates programme, suggesting that it should be entitled "Education and Training for Employability".

Level of Utilization of the Acquired Clothing and Textiles Occupational Skills Need for Entrepreneurship

The importance of skill acquisition to national growth cannot be over emphasized. Nigeria is a country with numerous business and investment potentials. It has vibrant and dynamic natural and material resources. These resources need to be harnessed, processed and transformed into finished products, hence the need for skilled men.

According to Momoh (2000), it is with Skill Acquisition Program, that countries like America, Britain, Japan and Germany rehabilitated drug addicts, Schools drop outs and destitute. Nigeria can take a cue from these developed nations by encouraging development of programs in Skill acquisition through Vocational Education especially in Clothing and Textiles. The essence is to guarantee entrepreneurship because of the various employability skills available in it that can transform natural materials into useful end products.

Arubayi (2004) pointed out that Clothing and Textiles is developed around six central themes which include: the study of fabrics, garment construction, clothing maintenance, consumer education, decorative processed and ward robe planning. Many

skills are variously acquired from these schemes that individually stand out to provide job opportunities for those who have sufficiently acquired the skills. It is for this reason that Byrd (as cited by) Anyakoha (1993) states that Clothing and Textiles helps the individuals to learn how to make a living for a better life. The essence of acquiring Clothing and Textiles occupational skills is for effective utilization for an enhanced living.

Utilization is thus defined by the Oxford Dictionary as the action or process of making practical and effective use of something. For effective utilization of skills, the students or graduates must be able to manipulate equipment, tools and facilities in a work situation to create, develop and perform task easily so as to impress satisfaction on consumers. The ease of performance of the task for effective utilization is determined by the level of training in the necessary job skills. There is the enthusiasm for the utilization of Skills if properly and genuinely acquired or otherwise if not properly and adequately acquired. If the skills were adequately acquired, and put into use, then there won't be a countless number of unemployed Clothing and Textiles graduates also there won't be a scare to embark on the skills of job creation for self and others among the Clothing and Textiles graduates.

Nwagwa (1987) agreed that many graduates are unemployed, impoverished and belong to the underclass because they cannot apply (utilize) the Occupational skills to raise their standard of living. Moses, Ezugu, Apagu and Okoye (2014) attributed the non-utilization of skills to a mix- match between skills demanded in the workplace and those provided by schools. It can be inferred therefore, that something vital must be missing in the course of study which the schools have failed to provide. This forms the thought of this research to correlate the levels of skills acquired in Clothing and Textiles in the school with the job utilization of skills after graduation.

Effects of Practical Classes of Clothing and Textiles in Meeting the Skills Need for Entrepreneurship

Clothing and Textiles, an aspect of Home Economics and a major branch of Vocational Education, is a skill, and practical oriented course. It is a Subject taught at all levels of education from primary to secondary schools and then, to tertiary institutions including the University if the students retain the interest to major in it. Clothing and Textiles Education helps to develop individuals in the needed skills for personal enhancement and improved livelihood. According to Osuala (1995) skills comprise two components: the "knowledge "and the "activity" component. Clothing and Textiles

Education prepares students with saleable skills for gainful employment through these components. For Clothing and Textiles to realize its goals, it must be taught and learnt well; the teaching and learning must involve both the knowledge component (theory) and the activity (practical) component; Horby (1999) defined "practical" as concerned with practice and action rather than a theory. It also referred "experienced" as knowledge or skills gained while doing a job.

Practical experience is therefore knowledge to exercise a profaned action through observing, hypothesizing, analyzing, formulating and drawing inferences. Practical skills are much more remembered than theory. Practical Skills enable students to observe with their eyes and other senses in order to find out and describe certain things as they are. Learning of Clothing and Textiles should involve seeing, handling and manipulating real objects and materials. According to Alcorn (1970) in Agholor (2008), students generally remember: 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say as they do the thing. Therefore, the theory of Clothing and Textiles must be taught with the practical; none should be allowed to go in isolation of the other so that its beneficiaries can favourably compete with other graduates around the world.

The challenges of most graduates of Home Economics who specialized in Clothing and Textiles are enormous as they lack the needed skills and knowledge in Clothing and Textiles, despite the emphasis laid on the importance of skills development. These challenges must be addressed as the Skills are required for proficiency in all aspects of Clothing and Textiles education. However due to numerous problems affecting its teaching and learning in schools at all levels, it is difficult to achieve this proficiency. One of these problems as identified by Anozie and Okoli (2013) is the issue of practical orientation. They stated that since Clothing and Textiles is a skill oriented course, most of the problems affecting it are practical oriented. In a study conducted by Obiazi (2014) it was discovered that undergraduates have poor previous knowledge before proceeding to their higher institutions. In the primary and secondary schools, not much is done to expose them to Clothing and Textiles practical. They don't have adequate practical background to build upon. Most teachers in primary and secondary schools would not give what they did not have because they too were not exposed to these practical basics while on their own course of training. A teacher cannot lift his pupils above himself.

The researcher has been a West African Examination Council (WAEC) Examiner in Edo State for several years now. It was observed that most of the secondary schools

had no laboratories at all and where it was available the equipment was either inadequate or obsolete. This lack of well-equipped Clothing and Textiles Laboratories and facilities deny students the opportunities of doing well in WAEC and NECO exams and has a spiral effect on their higher institutions because the foundation has been destroyed. The universities are not left out because it is common to find only few sewing machines available for more than forty (40) students with inadequate cutting tables, to the extent that students sometimes cut their materials on the floor. More discouraging is the fact that present undergraduates are not exposed to modern equipment for lack of fund. For the country to witness a generation who can stand and showcase their skills in Clothing and Textiles and related arts again there is need to begin to "catch them young". All levels of education should be involved in the training of these youths to be practically equipped and oriented. This is necessary because the degree of success in the acquisition and utilization of Clothing and Textiles occupational skills is highly dependent on the correct use of practical skills towards productive work.

The Adequacy of Clothing and Textiles Curriculum Content in Meeting Clothing and Textiles Undergraduates' Skills Need for Entrepreneurship

The wealth or poverty of a nation depends on the content of their school curriculum (Gbamaja, 1997). The reason is that, it is primarily through the curriculum that values, dreams and desires of a nation, are better articulated and realized. Curriculum has been variously defined by many authors. Aboho, Aboho and Egwasi (2011) perceived curriculum to consist of a carefully mapped out program consisting of what to teach and how to teach it. Olugbamigbe (2009) defined Curriculum as a comprehensive scheme, which specifies and fully describes the person (Whom) to be educated, the content of their education (What); how and within what time (span); they are to be educated, and the expected outcome of their education, within the limit of a given environment. He went further to stress that a good curriculum design must be able to cover the above stated aspects.

Oyekan (2000), Eneogwe (1996) and Okafor (1984) see curriculum as a consciously planned learning experiences/ programme which are provided to the students under the direction of the school. Okafor went further to explain that these experiences may not be attained within the school environment but must be a product of planning and purposive direction which should have a built in flexibility. Curriculum thus embraces all the activities experienced by an individual learner under the supervision of the school.

Therefore, Home Economics curriculum refers to a group of courses or planned experience in proper sequence of topics designed to prepare an individual for efficient services in the Home Economics vocation, while instruction is the means of implementing the curriculum by teachers or educators.

The level of development in a country is a reflection of the nature of education programs in existence. Over the years, education has been identified as a major key player in national development. This is anchored on the nation's determination to build a self-reliant nation. For this to be in reality, priority attention must be given to technological, technical and vocational education. Although this is evident in the policy statement on Vocational Education, there is a wide gap between the theoretical curriculum taught in tertiary institutions and the practical skills needed by employers of labour. Igbinazaka (2009) stated that the educational system in Nigeria is dysfunctional, stressing that most graduates cannot create jobs because of the kind of education they received. Lemchi (2001) noted that the major cause why the curriculum generally lags falls short of the needs of the society, is the hold that tradition has on education, stressing that certain topics and methods of teaching are followed because these topics and methods have been taught in the past and not because there is need for them or have been proved to be wonderful. Thus, tradition blocks desirable changes in the curriculum. Lemchi (2001) therefore advised that the curriculum needs to be constantly reviewed in order for any programme to remain relevant and meet the present and future needs of the society.

A critical examination and evaluation of the Home Economics (Clothing and Textiles) Curriculum reveals that a little time is allocated for the real practical work in many areas of clothing. Apart from sewing, there is no provision in the NUC curriculum where awareness and the relevance of Clothing and Textiles and other related arts in Vocational Education are taught. There is therefore the need for a broad-based curriculum where students will be exposed to acquiring all functional areas relevant to industries and the needs of society.

The educational curriculum of a nation determines the knowledge to be attained, the experiences the learner will be exposed to with the intent of making the child useful to the nation. Understanding the magnitude of the problem facing the Nigerian graduates, it is expected that Nigeria education must rise up to the challenges of equipping their undergraduates with the requisite Occupational Skills required for self-reliance and Job creation. Home Economics Education stands the gap of identifying with these problems and dealing appropriately with them. Hence, Anyakoha (1993) noted that Home

Economics as a Vocational subject must be responsive to social changes with emerging demands which affect both individual graduates and families. The primary concern of Home Economics is to help individuals live a useful, purposeful and satisfying life particularly for self-reliance.

This assertion is corroborated by Lemchi (2001), when she stated that the present curriculum of Home Economics in the Nigerian educational system pursues this object of self-reliance. However, the rate of high unemployment of Home Economics graduates, show that there is a missing link somewhere which researchers have reportedly pointed out to be due to curriculum lags which have not met the needs of the society. Lemchi (2001) equally noted that "tradition" blocks desirable changes in the curriculum, this is because certain topics and methods of teaching are followed conservatively only because these topics and methods have been taught in the past and not because they have been proven to be wonderful. For any programme to remain relevant, the curriculum needs to be constantly reviewed to meet the present and future needs of the industries and society, generally. There should be continual review of the curriculum because the information and skills that are relevant today may become obsolete tomorrow. According to Lela (1981) in Lemchi (2001), the undergraduates' Home Economics Curriculum is guided by the following purposes.

i. Prepare students for effective roles in Homes and family living for the present and the future.
ii. Help the students to understand their scheme as individuals and to work effectively towards the development of their potentials.
iii. Contribute to students' preparations for intelligent participation as effective citizens in the community, nation and the world.
iv. Enable students to acquire competences either of professional or pre-professional in order that they may be qualified for further professional training for career in fields relating to the basic well-being of the family.
v. Prepare individuals to be self-reliant so that they can create job for themselves and others.

But the question is "How far are the objectives of producing self-reliant graduates being achieved through the present curriculum?

The Evaluation of Clothing and Textiles Lecturers' Competencies in Meeting the Clothing and Textiles Undergraduates' Skills Need for Entrepreneurship

Competency is a contested concept, the meaning of which is shaped by the users of the word. The related concepts are skill and ability, all of which are elusive and can be defined from various angles. Competence, according to the Longmans dictionary means the ability and skill to do what is needed. Agbamu (2011) sees competence as an appropriate way of combining knowledge of what to do and how to do it. In the words of Raivola and Vuorensyria (1998:23-24) competency refers to the application of an art in a social context where knowledge received through studying and experience is taken into use. Achilike and Okwuanaso (2001) supported that competency means those abilities or power and authorities or knowledge, attitudes and facts necessary for accomplishing tasks while competency according to Arubayi and Aghanta (1998) means possessing ability, power, authority, skill or knowledge to do what is needed to be done.

In the same view, competency according to Olaitan, Alaribe and Eze (2010) is a set of skills an individual requires in order to properly perform a specific job. Stressing that competency is a state of being functionally adequate or having sufficient knowledge, judgment, skills or strengths in carrying out a particular job or task. Olaitan (2003) also stated that to be competent means that the individual has acquired the knowledge, skills and attitudes required in order to perform successfully at a specific proficiency level in a given work. Competencies are essential knowledge and skill obtainable in a particular field that a learner must possess to be able to demonstrate at optimal level of functionality (Enete, Amusa & Eze, 2009).

Therefore, for the work of teaching and learning to be effective, the teacher needs some competencies to perform in his/her area of specialization. That is why Arubayi (2003) defined competency of a teacher as an embodiment of the degree to which a teacher is fitted or suitable for the purpose of achieving the objectives of education. They went further to describe the teacher's competency as the attitudes, understanding, skills and behavior that a teacher needs for the attainment of the objectives of the teaching job. Olaitan and Aguisobo (1981) also describe the word 'competency' as it relates to a teacher to be interpreted broadly to include those qualities or characteristics of a teacher which should make him an effective professional in his/her field. Some of the areas of competency in professional Home Economics as rightly identified by Olaitan and Aguisobo are: planning instruction, implementing instruction, evaluating instruction, student - teacher professional relationship, programme management, school discipline and

student behavior, school community relations, guidance, students' organization, recruitment and selection of students and finally professional ethics and development. For the teacher to be competent he must have enough skill, knowledge and attitude to perform his teaching duty to a satisfactory standard.

A competent Home Economics teacher according to Arubayi (2003) needs the ability to make sound judgment which is involved in the choice of teaching methods, instructional materials and evaluations techniques. A competent Home Economics teacher has been described by Olaitan and Aguisobo (1981) as a guide, a director and a supervisor of students' activities and not just a purveyor of knowledge. The qualities and characteristics of a competent Home Economics teacher should arouse curiosity, generate ideas, permit students to express themselves, be supportive and provides understanding and affection for students when needed. Arubayi (2003) citing Flecks (1974) also pointed out that competent Home Economics teacher should be able to interpret democracy in communication; in counseling students in the areas of specialization and must have knowledge of the World around him. A competent Home Economics teacher must be able to produce students who are knowledgeable and skillful in Clothing and Textiles related arts/occupation and who must be able to convince the employers as such.

Shyllon (1992) noted that employers are eager to employ workers who have received adequate training and are competent to execute the work with little or no supervision. The National University Commission minimum standard stated clearly that the objectives of Clothing and Textiles Education at University are to equip graduates with the right skills to engage in a life of work in the office as well as for self-employment.

i. Are the lecturers experienced enough to cope with the academic challenges?
ii. Do they lack the zeal for hard work?
iii. Are the lecturers deficient of learning materials and methods?
iv. Is the teacher –student ratio proportional?

A close look at the labour market reveals that the objectives of NUC are not being achieved because many University graduates of Home Economics roam the street unemployed. If majority of Home Economists graduates who have expectedly acquired some occupational skills in Clothing and Textiles are unemployed it becomes doubtful about their possession of the needed competencies that are required for employability. Questions may arise as to the root of the problem. Have they not been adequately taught? Arubayi (2003) noted that the ability of a teacher to teach Clothing and Textiles

competently largely depends on the teachers' abilities and skills developed in an area of the discipline in which he/she has developed great interest. In the opinion of Maduka (1997), it has been observed generally that many lecturers and teachers perceive Clothing and Textiles as a difficult aspect of Home Economics. This also confirms the assertion of Obrifor (1993) Aiyede (1995) when they said that 70% and 55% respectively of Home Economics teachers preferred to teach Foods and Nutrition to Clothing and Textiles. Students cannot learn from teachers who are incompetent or lack the knowledge to teach this subject. No wonder Farrant (1976) opined that a teacher cannot enlighten his pupils if he himself is ignorant. He can lift them no higher than himself.

Clothing and Textiles is practical oriented and requires that the teacher should be skillful with a strong background in related disciplines to enable him teach effectively. A teacher who lacks skills in this aspect must definitely shy away from teaching the subject. Another reason that students may not possess these skills is the inadequacy in the number of qualified lecturers handling the course. Arubayi (2003) opined that many inexperienced teachers are made to handle the subject. At least a Master's Degree with the aim of updating to do will Doctorate Degree necessary to inculcate in the students the necessary abilities and skills to enable them competently cope with the challenges of employability. Fafunwa (1990) states that apart from the shortage of qualified teachers, most teachers are not dedicated and committed to the job stressing that the teaching job demand much from the teacher who should know what to teach (subject matter) and how to teach it. In conclusion, a teacher of Clothing and Textiles should be competent to handle the course so that students or graduates from this field should be able to express themselves in offices or in self-employment.

Effect of Universities Clothing and Textiles Lecturers' Attitudes towards Undergraduate Students Acquisition of Skills Need for Entrepreneurship

Skill is defined as an organized sequence of actions, proficiency executed and usually displays a flexible, but systematic temporal patterning (Okorie 2000) while Arubayi (2009) and Okeke (2005) see skill as the ability to do something expertly or competently well. According to Njoku (2002) to possess skills means, to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individuals through repetition or practice. Arubayi (2009) supported this notion when she stated that "Skills can only be acquired through learning and practice" Home Economics in which Clothing and Textile is a part involves the

transfer of skills through apprenticeship or in a formal system. Opportunities are opened to learners toward self-employment, income generation, earning a living and even generating employment for others. Thus, there is an opportunity for a functional living as it guarantees self-reliance which ensure economic survival for a depressed economy like that of Nigeria.

An attitude is a settled way of thinking or feeling about something, especially when it is shown in the way you behave. It is a manner of acting, thinking and feeling that shows one's disposition, opinion and mental set. An attitude is a mental disposition towards oneself, another person or a thing. It is the feeling given to any stimulus around us. According to Femi (2009), an attitude is the off spring of nature, nurture and environment. He stressed that nature refers to all genetically inherited attributes, nurture talks about the accumulation of life and living experiences (culture) over time, while environment is centered on present surrounding. Attitude, otherwise called perception, dictates and controls our behaviors either consciously or subconsciously.

Attitude begins in childhood and they are often acquired through verbal contacts rather than from personal experience. Attitude is essential for effective transfer and acquisition of skills (Ukpore, 2009). According to Okoye (1998) the three factors that affect skill acquisition are: Attitude of the teacher/lecturer; Attitude of the learner/student; and the importance of the skill to be learnt.

Attitude of Lecturers

The teacher is someone who impacts knowledge. Gayagay (2009) stated that a teacher is a complex person in one body with diverse roles, because the teacher not only impacts knowledge but has the responsibility of shaping and molding the minds and hearts of all those whom he/she teaches. He also molds the child's personality and aid in his attitudes towards learning. Quinton (2009) sees a teacher as a mentor, a friend, a parent and a guide. A competent teacher should be a good educator, organizer and role model, good listener and should have lots of patience. He is also creative and passionate about his job.

A competent Home Economics teacher should be able to carry out the above functions. According to Lemchi (2001) in addition to professional skills acquired in the formal school education, graduates of Home Economics must possess the job seeking expertise and other employability skills and must be able to convince others of their qualifications. The teacher's factors can promote or hinder effective skills acquisition for entrepreneurship. According to Okoye (1998) the factors are: teacher's personality,

Professional attribute like knowledge of the subject, likeness for his subject, command of language of instruction, planning for instruction and learning experiences.

i. **Teacher's Personalities:** Two participants are involved in teaching/learning process, the teacher on one hand and the student on the other hand. The teacher is the principal actor whose personality has to affect and sometimes determine the nature of interaction between the learner and the learning situation. Learners generally form a lasting impression about the teacher with whom they come in contact during teaching. Okoye (1998) believed that the first order of business is for teachers to establish themselves in the eyes of the student as likeable, respectable, credible, trust-worthy and generally attractive individuals. A teacher therefore must be organized. A well-organized teacher is likely to perform better than the one who is poorly organized or not organized at all. There are certain physiological attributes of the teacher which tend to portray his personality. These attributes or components according to Otubelu (1996) in Okoye (1998) are physical appearance, comportment and honesty/sincerity, dedication to duty, self-confidence, competence, organization, responsibility, adaptability, consistency, resourcefulness and sociability. The teacher should therefore make effort to ensure that his personality is enhanced by integrating some of these components in its work of teaching. For example, a teacher of Clothing and Textiles that is resourceful will be able to plan and identify available job opportunities and area of entrepreneurship and provide necessary training in those directions. Clothing and Textiles teacher, for instance, provides opportunities in occupation relating to construction, costume designing, garment making and others (Okeke 2005). Ochonogor and Ohwovoriole (2008) also has it that dying, batik making and embroidery are other areas of interest of Clothing and Textiles which a resourceful teacher must give direct attention to. Therefore, it is necessary that a teacher in Clothing and Textiles programme should be familiar with these areas of job opportunities and develop the right attitude towards them.

ii. **Professional Attribute (Adequate knowledge (know-how) of skills to be imparted):** The teacher cannot give what he does not have. Therefore, the teacher must be adequately knowledgeable in his skills before he or she can effectively impart it on learners. Skills can also be referred to as “know-how” hence training for something involves the acquisition of appropriate skills or knowhow. Clothing and Textiles is practical and skill oriented; it is imperative that the teacher of the subject should not only be knowledgeable in the subject matter but resourceful, skillful and

creative in careful planning, selection and organization of learning experiences tailored towards the actualization of the set objectives of the teaching process (Arubayi 2009). Ughamadu (1998) also agreed with this point that a good teacher should or is expected to have an indebt knowledge and understanding of concepts, principles, generalization of the subjects he is assigned to teach. The Clothing and Textiles teacher should possess a correct attitude towards teaching the learners the importance of developing the right Skills that will enable the undergraduates to become successful entrepreneur in Clothing and Textiles. It should be noted that experience and interest breed positive attitudes. Therefore, lecturers that are experienced and interested in the areas of Clothing and Textiles skills (practical aspect) should be made to teach the course.

iii. **Likeness for His Subject:** Likeness breeds interest. A good teacher must essentially like his subject. The teacher is usually enthusiastic about his subject and his enthusiasm interest others (Onyemerekeya, 1998). Likeness or interest in one's subject will give the person a steadily increasing knowledge. If a teacher enjoys his subject, he will be yearning to teach even when he is tired (Ughamadu, 1998). Clothing and Textiles is both theory and practice based. Teacher interested in the subject should do everything possible to make these two areas well covered.

iv. **Command of Language of Instruction:** The teacher is expected to have a good command of the language being used for teaching the learner (Ughamadu 1998). English language is the main language of instruction in Nigeria. Therefore, there must be an easy flow of communication from the teacher to the learner. The good teacher should have the ability to present ideas in a logical sequence from the lowest level of simplicity to a more complex form. An effective teacher has the ability to impregnate others with his knowledge of standard language inside and outside of the classroom by adapting his usage to the needs of the learners.

v. **Planning for Instruction and Learning Experience:** A good and competent Clothing and Textiles teacher makes systematic and adequate plans for teaching. Learning experiences could be defined as those activities students will perform during the teaching and learning situations that help in the achievement of the set goals of any teaching process (Arubayi, 2003). A good teacher always plans his lesson in a systematic way, formulates appropriate and specific instructional objectives and is noted for orderly presentation of his lessons (Ughamadu 1998).

The Extent to which Clothing and Textiles Undergraduates' Attitudes Affect the Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship

The learners (students) occupy a unique position in teaching-learning process. This is because he is at the receiving end of any instructional process. Therefore, understanding the learner's attitude is required for a purposeful teaching and learning situation. Arubayi (2009) and Okoye (1998), listed the following as considerations for selecting learning experiences;

i. **Maturity (Age and Readiness):** The learner's age and readiness show his level of maturity for learning specific tasks. Okoye (1998), states that if the child is not ready for a particular task, teaching becomes cumbersome, stressing that maturation represents the natural development and growth of the abilities and potentialities which were present at birth in a child's life. In other words, the level of the learner's intelligence quotient (IQ) can determine his degree of adaptation, creativity or innovation. Maturation could be physical, emotional, social, and mental. Some students cannot mentally adapt to the skills in Clothing and Textiles, no matter the method of teaching and how they are used because they are not ready for entrepreneurship. They are only prepared for white collar job that does not exist.

ii. **The Undergraduate's Interest:** Interest is one of the necessary conditions that facilitate the learning of a skill. Okoye (1998) states that interest is a kind of feeling which one has for something which is valuable and beneficial. If the students are aware of the relevance of the employability skills in Clothing and Textiles, there is no doubt that they will find the course very interesting. To this end, the teachers of Clothing and Textiles should try as much as possible to perform activities that can arouse the learner's interest. Imogie in Mbah (2005) stated that the teacher should provide the necessary direction, explanation and demonstration to enable the learners decode and to rearrange the knowledge towards discovery and finding solutions to a particular skill. To sustain the interest of the child, the teacher should reduce monotony, avoid too much variety, make pupils active, introduce new lessons well and transfer his likeness or his interest to the learners.

iii. **Attention of Undergraduates:** Jedo in Okoye (1998) sees attention as the act of directing one's thought to something at a particular time. It is one of the factors affecting learning. Okoye (1998) listed the following as causes of inattention in the class: poor health, lack of facilities, task too easy or too difficult, and lack of working materials, lack of students' participation and so on. Therefore, for students to pay full

attention to learning the skills in Clothing and Textiles, the teacher should make the students actively involved in participating in the skills.

iv. **Experience or Home Background:** The exposure of a learner to any given process of teaching /learning entails his level of entry behaviour from home background. The experience is acquired through interaction with the environment while at home. The learning experience planned for and selected should provide opportunity for students to have enough learning experience that would stimulate the practice for proficiency and self- reliance (Arubayi, 2009).

The attitudes of undergraduates, no doubt, can either mar or promote the acquisition of Clothing and Textiles occupational skills need for entrepreneurship. According to Duru (2011), oil boom has destroyed and distorted our attitudes to work and has affected the physiological quotient of an average Nigerian who prefers to avoid investment that requires special expertise and innovation. In consonance with the findings Onwuzo (2011), said majority of the undergraduates used for her study agreed that earning monthly salary is better than self-employment, their reasons being that civil servants earn money while self-employed end up in purvey. They went further to state that there is no job security for the entrepreneurs and that there is no money to start up the business. The government on its own makes unfulfilled propaganda.

The Importance of the Skills to be learnt: Teaching and learning involves imparting skills from the teacher to the learner. This is the knowledge, skills concepts, principles, attitudes and values to be learnt noted Onwuka in Okoye (1998). The skills to be learnt must be relevant to the learner in terms of the society. The skills that are not worthwhile should not be considered. Lemchi (2001) suggested that in addition to the professional skills acquired in the formal school education, graduates of Home Economics must possess job seeking expertise and other employability skills/competencies as well. They must have the skills to convince others of their qualifications. They should be taught entry level employment skills as well as those needed to advance in a given occupation and entrepreneurship.

The Effect of Motivation on the Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship

Motivation is one of the driving forces affecting the acquisition of a skill. A learner needs to be motivated because the success of learning a skill or task depends on this. Motivation has been defined differently by many authors. Ekere (2012) defines

motivation as the process of stimulating individuals to perform their jobs effectively. In the opinion of Nwakpa (2013) motivation is a process of satisfying both the physical, economic and physiological needs to learners in the school environment stressing that, it is an incentive or encouragement given to somebody to enable him behave in a desired manner. Okoye (1998) described motivational factors as incentives, urges and drives which often make people perform any act satisfactorily or well.

Motivation could also be a proponent state that energizes and guides behaviours. It is an emotion or desire operating on a person and causing that person to act. In educational system motivation is the boosting of the teachers and learners' morale to enable them put in their best efforts needed to achieve the educational goals. Therefore, motivation is the entire class of drives, desires, needs, wishes and similar forces. Motivation breeds interests. In the assumption of Frank Parson in the trait-factor theory; every person has a unique pattern of traits made up of their interest, values, abilities and personality characteristics. These traits are motivating factors for learning a task or a skill. There are two types of motivation.

i. The Intrinsic Motivation, which according to Okoye (1998) is a self-propelled interest to perform a task.
ii. Extrinsic motivation arises from outside influence and is propelled by such factors as reward and punishment.

Motivation is needed at every stage of learning and utilizing a task. At the beginning of a task, during Plateau stages (a stage when children find it difficult to make any progress in their work), during difficult period in their use of equipment and as they set high objectives. If they are motivated in all these stages, then there is bound to be progress in the skills acquisition. If the graduates are motivated by incentive (monetary drive) in the field of entrepreneurship, no doubt, utilizing the skill will not be a problem. There are many theories regarding motivations in learning a task or skills. This research will consider two that are related to the work theory by Mc Gregor and Vroom expectancy theory.

Vroom's Expectancy Theory places emphasis on the process and content of Motivation. Victor Vroom (1964) Expectancy Theory explains how people choose from the available actions. Vroom defines Motivation as a process that governs our choices among alternative forms of Voluntary behaviour. The basic rationale of this theory is that motivation stems from the belief that decisions will have their desired outcomes. The

Motivation to engage in an activity is determined by appraising the following three factors.

i. Expectancy: A person's belief that more efforts will result in success. If you work harder, it will result in better performance.
ii. Instrumentality: The person's belief that there is a connection between activity and goal, if you perform well, you get reward.
iii. Valence: The degree to which a person values the reward, the result of success.

Vroom supposes that expectancy, instrumentality and valence are multiplied together to determine motivation. This means that if any of these is zero, then motivation to do something will be zero as well. This is clearly illustrated in Figure III.

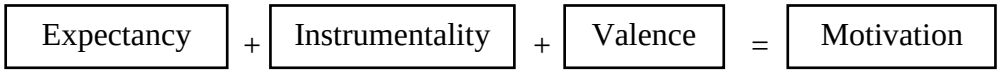


Figure III: Illustration of Vroom's Expectancy Theory

Mc Gregor Theory: This theory has some features which are applicable to learning a task. They are:

i. Men are loving and creative.
ii. That most people would be more interested in work in a given situation.
iii. That talents and creative potentials of a man must be properly tapped and utilized.
iv. That it discourages the use of force or coercion in order to achieve results.

From the above points, Mc Gregor urges that man should be given room to perform, to create and achieve by bringing into his job accepted measure of freedom, independence and opportunity. He discovered that an average man excels if properly mobilized and strengthened through forces of opportunity, recognition and morale. Theory Y discourages the use of force and strict supervision because man as a being, is enriched with creative traits with proper tapping and utilization.

Learning a task or a skill in Clothing and Textiles requires that the learners be motivated through adequate rewards and punishment. Incentives like praise, good marks, encouragement can go a long way to motivating learners to learn some skills in Clothing and Textiles. Therefore, having a good job or becoming employed or doing well as a self-employed individual is a great reward and motivation for entrepreneurship.

The Strategies Needed to Improve the Acquisition and Utilization of Clothing and Textiles Occupational Skills for Entrepreneurship

The strategies needed to improve the acquisition and utilization of Clothing and Textiles Skills for entrepreneurship are of great significance. The need for well trained and skilled graduates in Clothing and Textiles and its related areas is more appealing now than ever. For these graduates to be demand driven and saleable in the society there is the need for efficiency in their work skills. In this context, there must be improvement in the acquired Clothing and Textiles Skills, by updating its content to meet the world's changing competitive demand. The teaching must therefore be geared towards advocacy in the relevance of possessing sufficient Clothing and Textiles occupational skills.

For jobs in Clothing construction such as designing sophisticated styles of dresses worn by men, women, children and youths, and preparation of seasonal halls like decoration of banks, hospitals and commercial places at Christmas periods and decorations of hall for events like weddings and funerals and other parties. Other areas of advocacy include photography, making different types of Souvenir, making of house hold crafts, clothes recycling, tie and dye production, laundry and so on. The improvement of these skills is a motivation for diligence and hard work. Efficiency in work Skills commands respect and enhances dignity of labour.

Uwaifo (2009) opined that what is needed today and the futures are, workers with good technological background, rugged enough to transform Nigeria into a positive technological breakthrough with the ability to meet its immediate demand. Skills according to Hull (1992), is a well-established habit of performing tasks in a manner acceptable by workers in a trade and Vocation. If university graduates of Clothing and Textiles must be self-employable or employed by establishments, they must possess expertise in practical ability in the production of goods and services with speed and accuracy.

For the proper and effective utilization of Clothing and Textiles occupational skills, the graduates must have dexterity in both basic and complex solving skills used to solving the complex situations of world settings. Also, other skills which are relevant to competence in work include resources management skills used to allocate resources efficiently, social skills used when working with people to achieve goals and technical skills used to design, setting-up, operate and correct malfunctioning machines (Akujo and George, 2010). Chukwudum (2010) reiterated that skills can be a gift (inbuilt), but that gift can be learnt or developed. He went further to state that there are four basic factors in

Skill improvement which include: Interest, Value, Conduct and Time. The explanation is that the graduates must have interest in the skill to be developed because interest has to do with the feeling which one has for something that is valuable and beneficial. He must place reasonable value on the skills and get convinced that he/ she would profit from it. He must acquire the right mind and good conduct naturally required for improving the skills. Finally, he/she must devote enough time to learning the skills.

Many reasons have been adduced for or attributed to the low or haphazard acquisition, vis-a-vis the utilization of the Clothing and Textiles Occupational Skills by Home Economics graduates in the course of their study. They would have learnt with insufficient and obsolete facilities in a poorly equipped laboratory, under the tutelage of few qualified lecturers who are skilled in Clothing and Textiles. Therefore, the exposure of students to the acquisition and utilization of Clothing and Textiles Occupational Skills must be directed in the following strategies:

i. Graduates of Home Economics should immediately after graduation, be enrolled into National Open Apprenticeship Scheme (NOAS) where youths are placed under firms for one full year to learn the real practical aspects of Clothing and Textiles which maybe deficient in the formal school system.
ii. There should be adequate provision of modern Clothing and Textiles equipment in the universities. Lecturers must be conversant with the use of the modern equipment if available. Induction course can be organized for them, if possible
iii. Parents, lecturers and undergraduates should have positive attitudes towards acquisition and utilization of Clothing and Textiles occupational skills.
iv. Enough time should be devoted to the learning of the skills.
v. There should be adequate awareness of the importance of acquisition and utilization of Clothing and Textiles occupational skills
vi. More value, interest, conduct and time should be placed on the acquisition of Clothing and Textiles occupational skills.
vii. Employability skills should be included in the Home Economics curriculum.
viii. A pro-active industrial attachment/internship should form a part of the study programmes.

If these and many other strategies are put in place, there is, no doubt, that Home Economics graduates will stand out in the midst of other graduates. This will equally encourage others prospective students to be interested in the course.

Review of Related Empirical Studies

Boyo and Dada (2013) carried out a study on Entrepreneurship Education in Clothing and Textiles programme in tertiary institutions in Rivers state. The study adopted a survey research design. The sample for the study was 400 students which were randomly selected. Data was collected through a questionnaire and analyzed using mean scores. The findings revealed five (5) problems such as negative attitude of students, inadequate qualified teachers, inadequate time/instructional materials and poor admission requirement as challenges of teaching and learning of entrepreneurship education in Clothing and Textiles in tertiary institutions. The study recommended that to reduce the problems, it is important that adequate qualified teachers, sufficient time and instructional materials are employed in the teaching and learning of Entrepreneurship Education in Clothing and Textiles. The previous study aimed at investigating the challenges of teaching and learning of entrepreneurship in Clothing and Textiles in tertiary institutions. While this current study seeks to assess the Clothing and Textiles Occupational skills needs for entrepreneurship among Home Economics (Clothing and Textiles) undergraduates from the universities in South-South Nigeria. This current study is related to the present one as both studies seeks to identify the challenges facing the acquisition and utilization of the Clothing and Textiles Occupational Skills for Entrepreneurship.

Esiowu and Obunadike (2017) carried out an investigation, on promoting entrepreneurship skill development in Clothing and Textiles Education for economic empowerment in the University in the south-East. They implored the use of survey research design for the study. The population for the study was 37 and 65 final year Clothing and Textile students. Face validated 102 structured questionnaires were used for data collection. Mean ($\bar{x}$ scores and standard deviation was used to answer the research questions, while t-test was used to test the hypotheses formulated to guide the study at 0.05 level of significance. The study discovered that entrepreneurship skills were not extensively developed or just developed to a little extent. Problems were enumerated from the finding that, Clothing and Textiles has not yet produced qualitative and quantitative graduates to lead the future. The researchers made the following recommendations, Clothing and Textiles curriculum should be reviewed to include entrepreneurship skills and regular supervision of educators should be encouraged by giving to them enough resources to work on. This study is related to the previous study as

it also investigates whether the undergraduates have acquired the needed Clothing and Textiles occupational skills to make them successful entrepreneurship. The previous study also pin-pointed curriculum content as a challenge facing the acquisition.

Obiazi and Ukpore (2014) carried out a study on factors influencing students' attitude towards Clothing and Textiles in Colleges of Education in Edo and Delta States. The study involved 154 final year students of three colleges of Education in Edo and delta states. The instrument for the data collection was a structured questionnaire. Mean score was used to analyze the data collected. The findings revealed that the lecturers illustrate their teaching with practical, lecturers are knowledgeable in teaching of the skills relating to Clothing and Textiles construction and that the lecturers have positive attitude towards impacting Clothing and Textiles skills to their student. The study equally revealed the following students– related factors; students not being matured for the task of Clothing and Textiles, do not like the course, and not being matured was a factor affecting the negative attitudes of the students. The researchers thus recommended that; Lecturers should use simple construction terms/methods to encourage their students. School authorities should equip Clothing and Textiles laboratories with modern equipment/facilities and allocate more time to the teaching/learning of Clothing and Textiles practical skills. This present study is related to the previous one as both studies investigated the influence of student's attitudes towards acquisition and utilization of Clothing and Textiles skills need for entrepreneurship.

Adebisi, Unomah & Arubayi (2014) carried out an assessment of skills possessed and not possessed by youths that engaged in Resist Fabric Dyeing Enterprise. Area of the study was Abeokuta Ogun State, Nigeria. The population was made up of 2,500 youths between 20-24 years. A purposive sampling technique was adopted to select 10 per cent of the population. Questionnaire was used for date collection. Data were analyzed using frequency and percentages. The major findings of the study were that majority of the youths possessed dying preparation, motif preparation dyeing application and post dyeing operation skills. They therefore conclude that if the youths can invest more on this enterprise, it will occupy them and enhance their sustainability. The researchers recommended that resist dyers should wear more of their products for societal awareness and utilization. The present study is related to this previous study as both studies assessed the skills possessed and not possessed by Youths for entrepreneurship.

Onwuzo (2011) investigated the attitude of students of Federal College of Education, (Technical) Umunze and Federal Polytechnics Oko, towards self-employment

after graduation. A sample of 800 out of 1,330 students and 200 out of 470 final year students were selected using stratified random method from Federal Polytechnics Oko, and Federal College of Education (Technical) Umunze respectively. Mean was used to analyze the data collected. The result from the study revealed that most students have negative attitude towards self-employment and that the skills which they were exposed to during the program was not enough to equip them to be self- employed after graduation. It was recommended among others that curriculum designers should plan Vocational Technical Education curriculum to have a balance on theory and practical courses. This present study is related to the previous one as both investigated the attitudes of students towards self-employment. They are also related because the findings of both study were the same. That is; the skills which they were exposed to during the programme were not enough to equip them to be self- employed after graduation.

Ofodile (2013) carried out a study on Achieving peace and security in Nigeria through Effective Entrepreneurship Education. The paper aims at determining the level of entrepreneurship skills acquired by NCE graduates. The researcher developed a lone research question and hypothesis was formulated. The researcher used a sample of 184 respondents drawn from the population of 227 in two colleges of Education in Anambra State. It was revealed that NCE graduates acquired some of the entrepreneurial skills while it was also revealed that the graduates lack certain entrepreneurial skills. The researchers concluded that entrepreneurial skills however have not been used to combat life challenges after graduation. The present study is related to the previous one as both studies examined the level of entrepreneurship skills acquired by students.

Ekere (2012) conducted a study on Motivational factors for Job satisfaction among Liberian in Nigerian Universities; the researcher used the survey research design to determine the factors that motivate Liberians. A sample of 458 Liberians from 31 universities in Nigeria was used. Questionnaire was adopted from Minnesota satisfaction questionnaire. Data were analyzed using mean. The finding showed motivational factors including among others; work itself, achievement, recognition, responsibility, and advancement. Based on the findings it was recommended that library management in Nigeria should promote the motivational factors among the Liberians. This present or current study is related to this previous study as both of them investigated the effect of motivation on the work or academic achievement.

Ntombozuko and Duku (2014) carried out a study on skills lecturers possess for quality delivery of the Clothing and Textiles curriculum in Zimbabwean University. The

researcher employed a mixed method research paradigm. The sample comprised 60 respondents (32 lecturers, 2 head of Department, 24students and 2 Operations managers). Questionnaires, Interviews, Focus group discussion, Observations and Document analysis were used as data collection instrument. Qualitative data was analyzed through the use of themes and qualitative data was analyzed using SPSS software. Findings revealed that lecturers were finding difficulties in teaching the core courses in Clothing and Textiles due to incompetency. The study concedes that although lecturers possess the minimum academic qualification that is Masters and Ph.D. to teach in the university, it is the professional aspect of the delivery of Clothing and Textiles that is a source of concern. The study therefore recommends that in order to accurately inform early recognition, intervention and training programme for lecturers who are not competent enough especially in practical areas in Clothing and Textiles, or any other areas of weakness should be identified first so as to enable university administrators to plan for improvement. They should be trained through extensive staff development programmes. Those lecturers who were trained long ago should acquaint themselves with the new technical skills in line with new technologies and global trends. The current study is related to the previous one as both examined the skills lecturers possess for quality delivery of Clothing and Textiles curriculum. They are also related in that both involved both the lecturers and students in the investigation.

Vambe and Ozohu-Sulieman (2014) equally carried out a study on promoting youth employment in Benue State; A study of Open Apprenticeship Scheme of the National Directorate of Employment (NDE). The study interrogated the implementation of the National Open Apprentice Scheme (NOAS) in Benue State. The study employed both analytic and empirical approaches. The former reflects on the state of research on existing literature, the latter utilized survey research design to probe into the implementation of NOAS. The finding revealed that NDE development programme in Benue State is an initiative that can address youth unemployment. The researchers stated further that, the Objective of enhancing job opportunities through the skills acquisition of NOAS however leaves much to be desired. The study recommends among others that funding of NDE should be improved upon, the Scope of NOAS should be expanded to accommodate graduates of tertiary institution and the general policy frame work on education be reviewed to create a synergy between the formal school system and the job market in Benue state and by extension, Nigeria. The current study is related to the previous one as both investigated the objectives of enhancing job opportunities through

skills acquisition programme. Whereas the previous study is emphasizing skills acquisition through National Open Apprenticeship Scheme (NOAS) this current study emphasis skills acquisition through formal setting in the University.

This study also examined the research carried out by Olaosebikan and Haruna (2008). The study was on entrepreneurship competencies possessed by Nigerian college of Education Graduates of Agriculture and Home Economics in Yobe State. They adopted a survey research design. A total of sixty-five (65) graduates were purposely selected for the study. A -30 items questionnaire was used while means was employed to analyze the data collected. The result indicated there were many entrepreneurial skills not possessed for self-reliance by NCE graduates of Agriculture and Home Economics in Yobe State. The implications of these findings were highlighted by the researchers. Based on theses, recommendations were made for the training of NCE graduates with entrepreneurial consciousness, resourcefulness and creativity for self-reliance. This study is related to the previous study because both studies examined the entrepreneurial competencies possessed by Nigeria graduates. Although, the formal involves Agricultural and Home Economics graduates; this present one involve only Home Economics undergraduates.

Appraisal of Reviewed Literature

The literature review started with Theoretical Framework for the Study, The Concept of Unemployment, Entrepreneurship Skills, Needs Assessment of Clothing and Textiles. Other areas reviewed were Objectives of Clothing and Textiles Programmes, Extent of Acquisition of Clothing and Textiles Occupational Skills for entrepreneurship, Clothing and Textiles Occupational Skills Available for Entrepreneurship and Extent of Acquisition of Employability Attributes for Entrepreneurship. The literature equally reviewed Extent of Clothing and Textiles Graduates Readiness to Utilize the Acquired Clothing and Textiles Occupational Skills in Nigeria for Entrepreneurship, Extent of Clothing and Textiles Practical Classes to Meet the Skills Need for Entrepreneurship, Adequacy of Clothing and Textiles Curriculum Content, Effect of Motivation on Clothing and Textiles Graduates in the Acquisition of Clothing and Textiles Occupational Skills in Nigeria for Entrepreneurship, Lecturers' Competency, Lecturers' Attitude, and Students' Attitude were all reviewed. Lastly the literature review covered Effect of Government Employment Policies on Acquisition of Clothing and Textiles Occupational Skills in Nigeria for Entrepreneurship, Strategies Needed to improve the Clothing and Textiles

Graduates Acquisition, and Utilization of Clothing and Textiles Occupational Skills in Nigeria for Entrepreneurship.

The researcher applied the following three theoretical frameworks for the study, Dreyfus Model of Skills Acquisition which is based on acquiring skills through instruction and experience. The Model laid a framework for measuring the progress of the undergraduates during the course of their study that is from novice stage to expert stage. The second theory is Schumpeter Innovative theory of entrepreneurship. Schumpeter believes that creativity, innovation and insight are the key factors in any entrepreneur's field of specialization. While the third theory is Kirkpatrick Model which is used to explain Needs assessment, the model emphasizes the need to analyze and evaluate the result of training and educational programmes. The model identifies assessment and evaluation as the key factors for identifying gaps that exist. The gaps are discrepancies between what exists and what should be. From the review of literature, it was revealed that despite the numerous Occupational Skills available in Clothing and Textiles, many of her graduates remained unemployed, therefore Kirkpatrick Model will help to evaluate or assess the gaps between what the current condition is (work Skills) and what should be.

The review of Literature showed that although unemployment issue is a global phenomenon, it has reached a crises stage, as it is heavily distributed in the Southern States of Nigeria which forms the focus of this research work. For example, National Bureau of Statistics (NBS) revealed that the rate of unemployment and underdevelopment is highest in River State with 41.82%, Akwa Ibom with 36.58% and Bayelsa State with 30.36%. The review pointed out high rate of Admission into universities, shortage of Skilled man power, rapid population growth, NYSC programs, ban on employments, trade Union agitation and attitudes of both employer and individuals as causes of unemployment. The review identified social vices, youth restiveness, high rate of imprisonment, untimely death, migration, thuggery, militancy among others as effects of unemployment in the South-South Zone of Nigeria.

The literature review revealed that employment could be through the acquisition of Clothing and Textiles entrepreneurial skills like interior decoration, fashion designing, tailoring, laundry and dry cleaning and weaving among others. It equally showed that the major Objectives of Clothing and Textiles education in the university is to train undergraduates with knowledge and employable Skills that will equip them to contribute meaningfully towards self- sustenance and the society at large.

The literature review identified positive self-concept, human development and management Skills, positive attitudes towards work and solution to many social problems as work Skills for entrepreneurship. The literature review revealed that some graduates have actually acquired some of the Skills during their course of study and are utilizing them while others who are unable to apply the skills remain jobless. They may have lacked the acquisition of the relevant skills, probably because of poor entry behaviour due to deficiency from their Primary and Secondary schools especially in the practical aspect.

The review of literature identified faulty curriculum, obsolete infrastructure, negative attitude of students toward learning a skill and refusing to venture into self-employment. Inadequate motivation from the Clothing and Textiles lecturers and lack of government concern are factors for poor acquisition and utilization of the Clothing and Textiles Occupational Skills. The Literature review equally revealed that goals of government employment policies are yet to be adequately or fully realized.

The conclusion from the researcher's findings is that there are lots of occupational skills available in Clothing and Textiles. Even if some of the students have acquired some of these skills to a large extent, it is not out of place that unemployment is still a problem in Nigeria. This points to the fact that the occupational skills learnt are not being utilized for entrepreneurship. Does it then mean that the undergraduates have not been adequately equipped for the world of work (Entrepreneurship) while in school? Besides, the review of literature attributed this problem to factors such as inadequate time allocation to the teaching and learning of Clothing and Textiles, inadequate facilities/equipment, faulty curriculum, poor students' attitudes to Clothing and Textiles, poor teaching methods where theories are preferred to practical, among others. In addition, there is no evidence in the literature available that the unemployed, especially undergraduates are being encouraged to utilize the occupational skills they have learnt for entrepreneurship by way of funding. The difference between the skills needed (ideal) on the job to become successful entrepreneurs and those possessed and acquired (actual) by the undergraduates creates a Skill gap which is the major concern of this research work. This study therefore seeks to assess the Clothing and Textiles occupational skills needs for entrepreneurship among Home Economics undergraduates from the Universities in the South-South zone of Nigeria in order to bridge the gap.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

This chapter discussed the methods and procedures which the researcher adapted in carrying out the research. It is being discussed under the following sub-headings:

- Research Design

- Population of the study
- Sample and sampling techniques
- Research Instrument
- Validity of the instrument
- Reliability of the instrument
- Methods of data collection
- Method of data Analysis

Research Design

The study adopted the ex-postfacto research design using the descriptive survey research method. Ex-postfacto research design was adopted for the study because the design otherwise known as "after-the-fact" research design is a category of research design in which the investigation starts after the fact has occurred and therefore there is no interference or manipulation from the researcher (Neil, 2010). Osuala (2005) defined the survey method as the collection of detailed description of public opinion on existing phenomena with the intent of justifying current conditions and practices to make better plans for improving the phenomena. Descriptive survey is primarily concerned with what exists, without questioning why/how/when it exists. Rather it addresses the "what" questions. It is highly accurate because it does not gather the causes behind a situation but just an exploration of what exists. Descriptive survey research uses questionnaires, interviews and observation to gather data about the opinions, attitude, preferences and perceptions of persons of interest or events to the investigators which will in turn be organized, tabulated, depicted and described the data collected (Anyakoha, 2009). The researcher was after facts and not manipulations of variables. In this study therefore, assessment of Clothing and Textiles occupational skills need for entrepreneurship among university undergraduates has already occurred, so no variables were manipulated by the researcher.

Population of Study

The population of the study is 370 comprising of 339 university undergraduates and 31 lecturers in the departments of Home Economics in all the Federal and State Universities in the South-South Geo-Political Zone that are offering Home Economics as a course of study in the 2018/2019 academic session. The six States in the zone include

Akwa Ibom, Bayalsa, Cross River, Delta, Edo and River States. There are six (6) Federal and ten (10) State Universities making a total of sixteen (16) Universities in the South-South Zone, but only four (4) out of these sixteen (16) Universities are offering Home Economics. They are University of Benin, Benin City (UNIBEN=135), Ambrose Ali University, Ekpoma, (AAU=38), Delta State University and its affiliate campus (DELSU=45), and Ignatus Ajuru University of Education, Rumolumeni, Port Harcourt (IAUE=121) (Table 3)

Sample and Sampling Techniques

The sample size is 178 comprising of 147 (400-Level) Home Economics University Undergraduates from the four (4) Universities; University of Benin, (UNIBEN =45), Ambrose Ali University, (AAU=11), Delta State University (DELSU=16) and Ignatus Ajuru University (IAUE=55) (Table 3) and 31 lecturers' in the four universities. Purposive sampling technique was used to select 147 undergraduate students from the four (4) universities. This is because the final year undergraduates that are at the verge of graduation, have been taught courses in Clothing and Textiles both the theory and practical and have also acquired practical knowledge during their SIWES.

Table 3
Distribution of Respondents

S/N	State	School	Total Population	Final Year 400L	Lecturers
1.	Edo	UNIBEN	135	65	8
2.	Edo	AAU	38	11	6
3.	Delta	DELSU	45	16	7
4.	Rivers	IAUE	121	55	10
			339	**147**	**31**

Source (Field Survey) 2018

Research Instrument for Data Collection

The instrument for data collection was a structured questionnaire entitled: Clothing and Textiles Occupational Skills Need and Utilization for Entrepreneurship Questionnaire (CTOSNUEQ). The questionnaire is made up of two (2) parts. Part one (1) which is the lecturer's instrument was divided into sections A, B and C. Section A elicit information on lecturers' bio data. Section B and C was used to answer the research questions and test the null hypotheses. The sections have six (6) research questions with a total of 70 items. Part two (2) is the student's questionnaire. It was divided into three

sections: A, B and C. Section 'A' was designed to elicit information on the student's demographic data. While sections B and C which comprised 13 research questions with 150 items, were used to answer the research questions and test the null hypothesis formulated to guide the study at 0.05 level of significance.

Research questions 3 and 4 were computed using Mean Weighted Discrepancy Scores (MWDS). Borich (1980) model to Needs Assessment describe an approach to conducting educational Needs based upon a discrepancy model. This model utilized survey methodology in which respondents provided data that could be weighed and ranked in order of priority. (Bryan and Nanyang 1997) Research question 3 has 20 Clothing & Textiles occupational skills while research question 4 has 31 employability attribute skills needed for entrepreneurship. The undergraduates indicated the level of assessment of how important they consider the occupational/employability attribute skills and the level of possession of such skills in Clothing and Textiles. Both scales for the important and possession rating were rated on 4-point scale ranging from 1= not important to 4- highly important and 1= very lowly acquired to 4 = very highly acquired.

Response obtain from the rating scales were treated as interval data and means were calculated to summarize the data. To rank both the clothing and Textiles occupational skills and employability attribute skills MWDS (Borich 1980) were used to determine, (A) The importance ratings and (B) level of possession of the identified clothing and textile occupational skills and Clothing and Textiles employability attributes skills. To obtain the discrepancy, the level of possession was subtracted from the importance of rating. To achieve the MWDS, the obtained discrepancies were multiplied by the importance rating. Then, the obtained discrepancies were ranked in order of relative weight (Ikeoji 2019). According to Ikeoji (2019), if the importance rating is higher than the level of possession, it results in a positive (+) MWDS and this indicate a need for further training; while a negative (-) or neutral (0) MWDS indicate that the level of skill possession meets or is in excess of the needs of the undergraduates. Items on sections B and C were on 4-point scale and they are rated as follows:

Strongly Agree (SA), Very High Level of Acquisition (VHLA), Very High Extent (VHE), and Very Highly Ready (VHR) = 4 points

Agree (A), High Level of Acquisition (HLA), High Extent (HE), and Highly Ready (HR) = 3 points

Disagree (D), Low Level of Acquisition (LLA), Low Extent (LE) and Moderately Ready (MR) = 2 points

Strongly Disagree (SD), Very Low Level of Acquisition (VLLA), Very Low Extent (VLE), and Not Ready (NR) = 1 point.

Validity of the Instrument

The instrument was given face and content validity by five experts: two (2) lecturers from Home Economics unit (the two supervisors), two Professors from Agricultural Science Unit of Vocational Education and another experienced Professor knowledgeable in research and measurement all from Faculty of Education, Delta State University, Abraka. Their suggestions and input were used to produce the final instrument for data collection.

Reliability of the Instrument

To determine the reliability of the instrument entitled; Clothing and Textiles Occupational Skills Need and Utilization for Entrepreneurship Questionnaire among University undergraduates (CTOSNUEQ), a pilot study was administered by the researcher on twenty (20) final year undergraduates and seven (7) lecturers of Adeyemi College of Education Degree programme affiliated to Obafemi Awolowo University using two separate instruments (lecturers' and students' questionnaire) who were not part of this study sample. Split half reliability method was used and Cronbach co-efficient alpha method was used to establish the reliability of the study. Section B and C of students' instrument yielded a reliability co efficient of 0.79 and 0.79 respectively while the reliability co-efficient of sections B and C of lecturers' instrument yielded 0.87 and 0.86 respectively. In addition, the reliability co-efficient of the full scale for lecturers' and students' questionnaires were 0.79 and 0.87 respectively (see Appendix B). The instrument was found to be reliable. The calculated 0.79 and 0.87 values show that there was a positive correlation between the responses of respondents in the two groups used for the survey, because according to Ary, Jacobs and Razaviah (1979) it is possible to get a measure of reliability from a single administration of one form of a test by using split-half procedures. They went further to say that scores are obtained for each individual on the comparable halves and co-efficient of correlation calculated for the two scores, that if each subject has a very similar position on the two, the test has high reliability. On the basis of this, it was concluded that the instrument was reliable for the actual study.

Method of Data Collection

A total of 178 copies of the questionnaire for both lecturers (31) and students (147) were administered with the help of four trained research assistants, to handle each of the four universities used for the study to the students and lecturers at the various Universities at different times. Adequate instruction was given on how to complete the copies of the questionnaire. The completed copies were retrieved immediately so as not to lose anyone.

Method of Data Analysis

The data for the study was analyzed using percentages, mean ($\bar{x}$) scores, One-Way Analysis of Variance (ANOVA), and t-test. Percentages were used to analyze the demographic profile of the respondents which is section 'A'.

To answer research questions 1, 2, 5, 6, 7, 8, 9, 10, 11, 12, and 13, mean ($\bar{x}$) scores and standard deviation were used to analyzed the data collected from respondents. Since the items were rated on a 4-points rating scale (4+3+2+1) ÷ 4=2.50. A mean ($\bar{x}$) of 2.50 - 4.00 was regarded as "agree", while those below 2.50 indicated disagree.

Research question 3 and 4 were computed using Mean Weighted Discrepancy Scores (MWDS) Borich (1980) Approach of Needs Assessment. To achieve the MWDS the obtained discrepancies were multiplied by the importance rating. Then the MWDS were ranked in order of relative weight. If the importance rating is higher than the level of possession, it will result in a positive MWDS which indicates a need for further training. A negative or a neutral MWDS indicates that the level of skill possession meets or is in excess of the needs of undergraduates.

One-way Analysis of Variance (ANOVA) was used to test null hypotheses 3,4,5,9 and 11, because it is used to determine whether there is any statistical significant difference between the three or more variables or groups. The t-test statistic was used to test hypotheses 1, 2, 6, 7, 8, 10, 12 and 13. The t-test statistic is always used to test if two samples are statistically different from each other. If the table value is greater than 0.05, there is no significant difference between the variables leading to an acceptance of the stated null hypotheses. On the other hand, if table value is less than or equal to 0.05, then there is be significant difference leading to rejection of the stated null hypothesis.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

This chapter presents the analysis of data collected for the study according to specific research questions and hypotheses. It is organized into two sections: presentation of results and discussions of findings.

Table 4

Frequency and Percentages of Lecturers and Students of University Home Economics (Clothing and Textiles) Demographic Profile

	Lecturers		University Undergraduates	
Variables	**Frequency**	**Percentages (%)**	**Frequency**	**Percentage (%)**
Age				
20-29 years	-	-	127	86.40
30-39 years	-	-	20	13.60
40-49 years	6	19.35	-	-
50-59 years	18	58.06	-	-
60-69 years	7	22.58	-	-
Total	**31**	**100**	**147**	**100**
Name of School				
Ignatus Ajuru University of Education, Rumolumeni, Port-Harcourt	10	32.26	55	37.42
University of Benin, Benin City	8	25.80	65	44.22
Delta State University, Abraka	7	22.58	16	10.88
Ambrose Ali University, Ekpoma	6	19.35	11	7.48
Total	**31**	**100**	**147**	**100**
Area of Specialization				
Food and Nutrition	10	32.26	-	-
Clothing and Textiles	10	32.26	-	-
Home Management	4	12.90	-	-
Child Development	4	12.90	-	-
All	3	9.68	147	100
Total	**31**	**100**	**147**	**100**
Highest Qualification				
B.Sc.	-	-	-	-
Master's Degree	17	54.84	-	-
Doctorate Degree	14	45.16	-	-
Total	**31**	**100**	**-**	**-**
Mode of Entry				
Direct	-	-	30	20.41
Though JAMB	-	-	117	79.60
Total	**-**	**-**	**147**	**100**
When exposed to Clothing and Textiles				
JSS	-	-	30	20.41
SSS	-	-	-	-
NCE	-	-	30	20.41
In the University	-	-	87	59.18
Total	**-**	**-**	**147**	**100**
Qualification of your Clothing and Textiles Lecturer				
B.Sc.	-	-	-	-
Master's Degree	-	-	17	11.56
Doctorate Degree	-	-	14	9.52
Total			**147**	**100**

Source: Field Work (2018)

Presented in Table 4 is the demographic profile of respondents who participated in the study. The information was obtained from section "A" of the questionnaire for both lecturers and undergraduate students. The findings on age range of respondents indicated that 127 (86.40%) of the respondents (students) were between the age range of 20-29 years. Twenty (20) (13.60%) were between the age range of 30-39 years. Lecturers' age range of 6 (19.35%), 18 (58.06%) and 7 (22.58%) were 40-49 years, 50-59 years and 60-69 years respectively. With regards to the names of their Universities, the results indicated that ten (32.26%) lecturers and 37.42% undergraduates were from Ignatus Ajuru University of Education, Rumolumeni, Port-Harcourt. Eight (8) (25.80%) lecturers and 65 (44.22%) undergraduates were from University of Benin, Benin City. Also, 7 (22.58%) lecturers and 16 (10.88%) students were from Delta State University, Abraka. While 6 (19.35%) lecturers and 11 (7.48%) were from Ambrose Ali University, Ekpoma.

Concerning the area of specialization, ten (32.26%) of the lecturers specialized in Food and Nutrition. Ten (32.26%) of them specialized in Clothing and Textiles. Also Four (12.90%) specialized in Home Management, another four (12.90%) specialized in Child Development. Only Three (9.68%) have no area of specialization. All the undergraduate students agreed that they are offering all the areas in Home Economics. In regards to the qualification of the Home Economics University lecturers in South-South Zone of Nigeria, the findings indicated that Seven (54.84%) of them have Master Degree, twenty-four (45.16%) have Doctorate Degree.

The findings equally indicated that 30 (20.41%) undergraduate students were admitted into the university through Direct Entry. One hundred and Seventeen (79.60%) of them came in through Joint Admission and Matriculation Board (JAMB). Finally, in regards to when they were exposed to Clothing and Textiles, 30 (20.41%) indicated JSS, thirty (20.41%) indicated NCE. Over half (87) (59.18%) agreed that they were exposed to Clothing and Textiles in the university.

Research Question 1

To what extent do the objectives of university undergraduates Clothing and Textiles programme meet the skills need for Entrepreneurship?

Table 5

Mean ($\bar{x}$) and Standard Deviation on Appraisal of Lecturers and Undergraduates' Students on the Extent to which the Objectives of University Undergraduates Clothing and Textiles Programme Meet the Skills Need for Entrepreneurship (Students, N=147; Lecturers, N=31)

		Students			Lecturers		
S/N	**Statements**	**Mean ($\bar{x}$)**	**SD**	**Decision**	**Mean ($\bar{x}$)**	**SD**	**Decision**
5.	Production of professional qualified teachers who are competent to teach Clothing and Textiles at the secondary school level	2.84	0.87	High	3.10	1.04	High
6.	Inculcate in the students the need to strengthen family life through improving personal, family and community living	3.09	0.71	High	2.94	0.89	High
7.	Well-equipped for the skills to be self-reliant	3.32	0.78	High	3.61	0.56	High
8.	Produce practical and production oriented graduates that will successfully utilize their skills for self-employment or for service in government, industry and other careers in Clothing and Textiles industries	3.66	0.48	High	2.97	0.41	High
9.	To promote desirable attitudes in the students	3.17	0.49	High	2.65	0.49	High
	Grand Mean ($\bar{x}$)	**3.22**	**0.67**		**3.05**	**0.68**	

Source: Field Work (2018)

Table 5 showed the extent to which the respondents agreed to items 5,6,7,8 and 9 with a grand mean ($\bar{x}$) of 3.22 and standard deviation of 0.67 for undergraduate students and 3.05 and standard deviation of 0.68 for lecturers respectively which were above the cut-off mark of 2.50 that was regarded as acceptable. Each of the mean ($\bar{x}$) responses of the students and lecturers were above the cut of point of 2.50. this implies that both the undergraduate students and lecturers rated the objectives of university undergraduates Clothing and Textiles programme to have met the Clothing and Textiles occupational skills need for entrepreneurship to a high extent. Some of such objectives are the Production of professional qualified teachers who are competent to teach Clothing and Textiles at the secondary school level, to promote desirable attitudes in students.

Research Question 2

To what extent do the Clothing and Textiles Occupational Areas meet the needs of undergraduate students for entrepreneurship?

Table 6

Mean ($\bar{x}$) and Standard deviation of the extent to which the Clothing and Textiles Occupational Area Meet the Needs of Undergraduate Students for Entrepreneurship (Students, N=147; Lecturers, N=31)

		Students			Lecturers		
S/N	Statements	Mean ($\bar{x}$)	SD	Decision	Mean ($\bar{x}$)	SD	Decision
10.	Tailoring of household articles	2.64	0.68	High	2.94	1.00	High
11.	Interior decoration (sewing curtains and blinds for windows and doors)	2.38	0.75	Low	3.26	0.51	High
12.	Decoration for occasions such as marriages, birthdays	2.16	0.78	Low	2.97	0.18	High
13.	Renovating household articles	3.10	0.60	High	2.90	0.30	High
14.	Funeral packaging (decoration of funeral beds and palour, making wreaths)	3.16	0.90	High	2.77	0.99	High
15.	Produce tie and dye materials	3.00	0.69	High	2.65	0.71	High
16.	Produce and design sport wears for schools	2.14	0.51	Low	2.81	0.79	High
17.	Laundry and dry cleaning jobs	3.31	0.65	High	2.97	0.98	High
18.	Making of toys and models	3.42	0.72	High	3.39	0.88	High
19.	Weaving of aso-oke (Yoruba)	2.92	0.79	High	3.16	1.27	High
20.	Designing of bed sheet, bed covers and pillow cases for sale	3.49	0.72	High	3.29	1.01	High
21.	Commercial pattern drafting	2.43	0.97	Low	2.39	0.50	Low
22.	Making of wedding gowns and accessories	3.42	0.70	High	2.90	1.16	High
23.	Making costumes for articles	2.59	0.65	High	2.77	0.84	High
24.	Engaging in dressing brides for marriages	2.52	0.77	High	2.77	0.84	High
25.	Production of fashion glamour	2.38	0.99	Low	3.00	0.00	High
26.	Fashion writers and artists	3.10	0.60	High	2.90	0.30	High
27.	Teachers or instructors	2.83	0.79	High	3.71	0.46	High
28.	Barbing and hair dressing	3.24	0.57	High	3.35	0.49	High
29.	Research and development	2.97	0.76	High	3.45	0.51	High
30.	Shoe making	1.42	0.67	Low	3.10	0.47	High
31.	Fashion merchandizing	1.68	0.79	Low	3.58	0.50	High
	Grand Mean ($\bar{x}$)	**2.74**	**0.73**		**3.05**	**0.66**	

Source: Field Work (2018)

Table 6 also showed that the grand mean ($\bar{x}$) of 2.74 and standard deviation of 0.73 for university undergraduates students while the grand mean ($\bar{x}$) of 3.05 and standard deviation of 0.66 for lecturers were above the cutoff mark of 2.50. This implied that both the students and lecturers agreed that the Clothing and Textiles Occupational Skills such as interior decoration, sewing of wedding gowns, fashion merchandizing among others met the need for entrepreneurship to a high extent.

Research Question 3

What are the occupational skills needs of university undergraduates of Clothing and Textiles for entrepreneurship using the Borich Model?

Table 7

Borich Needs Assessment of Occupational Skills Needs of University Undergraduates Clothing and Textiles for Entrepreneurship

S/N	Skills	$\bar{x}_1$	$\bar{x}_2$	D	MWDS	Ranking
32.	Sewing fashionable clothes	3.88	1.71	2.17	8.42	Needed
33.	Interior decoration	3.43	1.54	1.89	6.48	Needed
34.	Sewing of bedsheet, bedcover, food cover	3.27	1.49	1.78	5.82	Needed
35.	Drafting of commercial patterns for sale	3.10	1.50	1.60	4.96	Needed
36.	Making of wedding gowns and accessories	3.05	1.50	1.55	4.72	Needed
37.	Research writing	2.90	1.51	1.39	4.03	Needed
38.	Production of tie and dye materials/batik	3.12	1.83	1.29	4.02	Needed
39.	Production of sport wears for schools	2.95	1.61	1.34	3.95	Needed
40.	Weaving of aso-oke fabric	2.96	1.63	1.33	3.93	Needed
41.	Knitting, weaving, embroidery and crocheting of household articles like headdress, table cover, food cover	2.63	1.43	1.20	3.16	Needed
42.	Sewing of costumes for artist	2.61	1.57	1.04	2.71	Needed
43.	Fashion glamour	2.66	1.68	0.98	2.61	Needed
44.	Fashion and textiles instructors	2.78	1.88	0.90	2.50	Needed
45.	Running of barbing shop	2.61	1.73	0.88	2.30	Needed
46.	Shoe making and repairs	2.39	1.65	0.74	1.77	Needed
47.	Decoration for occasion such as funerals, birthdays and marriages	2.59	1.97	0.62	1.61	Needed
48.	Clothes recycling	1.73	1.47	0.26	0.45	Needed
49.	Clothes merchandizing	1.68	1.53	0.15	0.25	Needed
50.	Repairs of household articles and clothes	1.63	1.71	-0.08	-0.13	Not Needed
51.	Laundry and dry cleaning	1.14	3.09	-1.62	-2.22	Not Needed

Key: $\bar{x}_1$ = Mean Importance Rating; $\bar{x}_2$ = Mean Level of Possession; D = Discrepancy; MWDS = Mean Weighted Discrepancy Scores

Source: Field Work (2018)

Table 7 shows that 18 out of 20 Clothing and Textiles occupational skills identified had positive MWDS ranging from 8.42 to 0.25. Seven (7) of such skills with the greatest improvement or training needs include: sewing fashionable clothes (MWDS=8.42), interior decoration (MWDS = 6.48), sewing of bed sheets, bedcovers and foods covers (MWDS = 5.82), drafting of commercial patterns (MWDs=4.96), sewing of wedding gowns and accessories (MWDS=4.72) and fashion merchandising (MWDS=4.03). Two out of the 20 Clothing and Textiles occupational skills had a negative MWDS indicating that there is no need for further training. These skills are laundry and dry cleaning (MWDS = -2.22), and repairs of household articles (MWDS = -0.13).

Research Question 4

What are the employability attributes needs of university undergraduates of Clothing and Textiles for utilization and entrepreneurship using to Borich Model?

Table 8

Borich Needs Assessment of Students Employability Attributes for Utilization and Entrepreneurship in Clothing and Textiles (N=147)

S/N	Skills	$\bar{x}_1$	$\bar{x}_2$	D	MWDS	Ranking
52.	Communication skills	3.71	1.53	2.18	8.09	Needed
53.	Team spirit	3.76	1.65	2.11	7.93	Needed
54.	Cooperation with other students during practical classes	3.58	1.67	1.91	6.84	Needed
55.	Self-discipline	3.44	1.60	1.84	6.33	Needed
56.	Neglect of things entrusted to your care	3.47	1.71	1.76	6.11	Needed
57.	Waste of time on a particular assignment	3.34	1.59	1.75	5.85	Needed
58.	You do not feel like working	3.42	1.75	1.67	5.71	Needed
59.	Having enthusiasm to work	3.07	1.58	1.49	4.57	Needed
60.	Possession of qualities for maintaining personal image	3.10	1.70	1.40	4.34	Needed
61.	Ability to complete assignment	2.82	1.50	1.32	3.72	Needed
62.	Improving ones skills	2.92	1.75	1.17	3.42	Needed
63.	Using ones initiative in doing things	2.74	1.64	1.10	3.01	Needed
64.	Demonstrate appropriate social work skills in work place	3.42	2.75	0.67	2.29	Needed
65.	Resourceful	3.49	2.90	0.59	2.06	Needed
66.	Being creative	3.25	2.70	0.55	1.79	Needed
67.	You do not have task and target plans	3.17	2.66	0.51	1.62	Needed
68.	You are ready to borrow money from your employer whenever you are stranded	3.07	2.64	0.43	1.32	Needed
69.	You worry about finances	3.14	2.89	0.25	0.79	Needed
70.	You do not make budget for task to be done	3.12	2.90	0.22	0.69	Needed
71.	You do not plan your time before doing anything	3.02	2.87	0.15	0.45	Needed
72.	Being patient	2.89	2.79	0.10	0.29	Needed
73.	Being honest	3.00	2.99	0.01	0.03	Needed
74.	Being flexible	3.10	3.15	-0.05	-0.16	Not Needed
75.	People cannot depend on you to do any job effectively	2.93	3.00	-0.07	-0.21	Not Needed
76.	You do not relate well with your employer	3.26	3.56	-0.30	-0.98	Not Needed
77.	You do not relate well with other employees	2.37	2.81	-0.44	-1.04	Not Needed
78.	You have not developed practical skills for everyday job	2.67	3.07	-0.40	-1.07	Not Needed
79.	You like violence when you are tired	2.71	3.18	-0.47	-1.27	Not Needed
80.	You do not demand for your right when the need arises	2.04	2.79	-0.75	-1.53	Not Needed
81.	You are not aware that acquired occupational skills in Clothing and Textiles can make you employable	1.67	2.66	-0.99	-1.65	Not Needed
82.	You believe you have nothing to offer your employer	1.86	2.84	-0.98	-1.82	Not Needed
83.	You do not ask for a job	2.07	3.24	-1.17	-2.42	Not Needed
84.	You have not learnt how to dress and groom yourself for social acceptance	2.86	3.95	-1.09	-3.12	Not Needed

Key: $\bar{x}_1$ = Mean Importance Rating; $\bar{x}_2$ = Mean Level of Possession; D = Discrepancy; MWDS = Mean Weighted Discrepancy Scores

Source: Field Work (2018)

Table 8 indicates that twenty-two (22) out of 33 employability skills had positive (+) MWDS ranging from 8.09 to 0.03. Nine of these employability skills that have the

greatest improvement or training needs include: Communication skills (MWDS = 8.09), team spirit (MWDS = 7.93), cooperation with other students (MWDS = 6.84), self-discipline (MWDS = 6.33), neglect of things entrusted to your care (MWDS = 6.11), waste of time on a particular assignment (MWDS = 5.85), you don't feel like working (MWDS = 5.71), having enthusiasm to work (MWDS = 4.57), and possession of qualities for maintaining personal image (MWDS = 4.34). While 11 out of 33 Clothing and Textiles Employability attributes had a negative (-) MWDS, indicating that there is no need for further training. Such skills include poor social acceptance (MWDS = -3.12), you do not ask for a job (MWDS = -2.42) you believe you have nothing to offer your employer (MWDS = -1.82)

Research Question 5

To what extent are the Clothing and Textiles undergraduates ready to utilize the acquire Clothing and Textiles occupational skills for entrepreneurship?

Table 9

Mean ($\bar{x}$) and Standard Deviation on Clothing and Textiles Undergraduates' Readiness to Utilize the Acquired Clothing and Textiles Occupational Skills Need for Entrepreneurship (N=147)

S/N	Statement	Mean ($\bar{x}$)	SD	Decision
85.	Establishment of clothing merchandizing and garment production business	3.00	0.79	Highly Ready
86.	Sales of fashion accessories	3.46	0.76	Highly Ready
87.	Decoration/wedding shops	3.52	0.76	Highly Ready
88.	Bead making	2.90	0.81	Highly Ready
89.	Sewing and sales of curtains blinds for windows and doors, making of bed sheet covers	3.56	0.66	Highly Ready
90.	Sewing of souvenir bags for marriages, funerals, birthdays, among others	3.64	0.55	Highly Ready
91.	Researches, teaching and instructing	3.11	0.75	Highly Ready
	Grand Mean ($\bar{x}$)	**3.31**	**0.73**	

Source: Field Work (2018)

Table 9 showed that all the items from 85-91 each had mean ($\bar{x}$) score above the cut-off point of 2.50. The table showed the extent the respondents agreed that all the items with a grand mean ($\bar{x}$) of 3.31 and standard deviation of 0.73 which was above the cut off mark of 2.50. This indicated that undergraduates of Clothing and Textiles are ready to utilize the acquired Clothing and Textiles occupational skills such as establishment of clothing merchandizing and garment production business, bead making among others for entrepreneurship.

Research Question 6

What is the influence of practical classes in Clothing and Textiles on the acquisition of Clothing and Textiles Occupational skills for entrepreneurship?

Table 10

Mean ($\bar{x}$) and Standard Deviation on the Influence of Practical Classes in Clothing and Textiles on the Acquisition of Clothing and Textiles Occupational Skills for Entrepreneurship (N=147)

S/N	Statement	Mean ($\bar{x}$)	SD	Decision
92.	My practical classes has exposed me to occupational skills	3.75	0.66	Agree
93.	My practical classes has provided me with knowledge of all the sewing tools and their usage	3.31	0.87	Agree
94.	My Clothing and Textiles practical classes aroused my interest in clothing construction	3.80	0.47	Agree
95.	My Clothing and Textiles practical classes influenced my knowledge in pattern drafting	3.35	0.83	Agree
96.	The equipment in my Clothing and Textiles laboratory made the practical classes in clothing construction to be easy	3.51	0.82	Agree
97.	My practical classes has actually equipped me with enough skills for entrepreneurial adventure after graduation	3.40	0.64	Agree
98.	My Clothing and Textiles lecturers are very good in teaching practical skills	3.10	0.91	Agree
	Grand Mean ($\bar{x}$)	**3.46**	**0.74**	

Source: Field Work (2018)

Table 10 showed that all the items from 92-98 each had a mean ($\bar{x}$) score above the cut-off point of 2.50. The table also showed, that the grand mean ($\bar{x}$) score of 3.46 and standard deviation of 0.74 was above the cut off mean ($\bar{x}$) of 2.50. This implied that the practical classes in Clothing and Textiles meet the undergraduate students' occupational skills need as contained in the curriculum for entrepreneurship.

Research Question 7

Do the university undergraduates Clothing and Textiles Occupational Skills curriculum content in tandem with the Skills Need of Undergraduates for Entrepreneurship?

Table 11

Mean ($\bar{x}$) Scores and Standard deviation on Whether the Clothing and Textiles Curriculum Content Meet the Clothing and Textiles Occupational Skills Need of Entrepreneurship (Students, N=147, Lecturer, N=31)

		Students			Lecturers		
S/N	Statements	Mean ($\bar{x}$)	SD	Decision	Mean ($\bar{x}$)	SD	Decision
99.	The curriculum content of Clothing and Textiles is adequate for skills in craft	2.67	0.74	Agree	2.84	1.04	Agree
100.	The content of Clothing and Textiles is adequate for skills in tie and dye, batik making	3.00	0.00	Agree	2.81	1.08	Agree
101.	The content of Clothing and Textiles is enriched with skills in interior decoration	1.00	0.00	Disagree	3.48	0.51	Agree
102.	The content is well organized for patterns making, sewing and designing	2.29	0.70	Disagree	3.35	0.48	Agree
103.	The content for Clothing and Textiles is adequate for skills in laundry	1.86	0.99	Disagree	3.48	0.72	Agree
104.	The content for Clothing and Textiles is adequate for fabric merchandizing	2.71	1.16	Agree	2.74	1.09	Agree
105.	The content is adequate for making household furnishing for sales (e.g. Armrest, headrest, foot match)	2.59	0.77	Agree	3.48	0.51	Agree
	Grand Mean ($\bar{x}$)	**2.30**	**0.62**		**3.17**	**0.78**	

Source: Field Work (2018)

Table 11 showed that all the items for the students except items 101, 102, 103, each had mean ($\bar{x}$) scores above 2.50 (which is the cut-off point). All the items from 99-105 for the lecturers each had a mean ($\bar{x}$) score above the cut-off point of 2.50. The table also indicated the grand mean ($\bar{x}$) of 2.30 and standard deviation of 0.62 for undergraduates which was below the cut-off mark of 2.50. This implied that the students disagreed with some of the listed items in the Clothing and Textiles occupational curriculum contents were not in tandem with the skills need for entrepreneurship. The grand mean ($\bar{x}$) of 3.17 and standard deviation of 0.78 for lecturers was above the cut-off mark of 2.50, this implied that the lecturers agreed that the university undergraduates Clothing and Textiles occupational skills curriculum contents are in tandem with the skills need for entrepreneurship.

Research Question 8

Do the Clothing and Textiles lecturers' competencies meet the Clothing and Textiles occupational skills need of university undergraduates for entrepreneurship?

Table 12

Mean ($\bar{x}$) Scores and Standard Deviation on Whether the Clothing and Textiles Lecturers' Competencies Met the Clothing and Textiles Occupational Skills Need of the University Undergraduates for Entrepreneurship (N=147)

S/N	Statement	Mean ($\bar{x}$)	SD	Decision
106.	My Clothing and Textiles lecturers illustrate their teachings with practical	2.59	0.77	Agree
107.	My Clothing and Textiles lecturers are qualified to teach the course	2.49	1.15	Disagree
108.	My Clothing and Textiles lecturers displays high level of competence in teaching pattern drafting	3.73	0.44	Agree
109.	Garment making	3.69	0.91	Agree
110.	Craft making	1.78	0.42	Disagree
111.	My Clothing and Textiles lecturers have adequate knowledge of the course	2.80	0.81	Agree
112.	My Clothing and Textiles lecturers have good sense of judgment	3.45	1.17	Agree
113.	My Clothing and Textiles lecturers are committed to their duty	1.97	0.16	Disagree
	Grand Mean ($\bar{x}$)	**2.81**	**0.73**	

Source: Field Work (2018)

Table 12 showed that, all the items from 107-114 (except items 107, 110 and 113 each had a mean ($\bar{x}$) score above 2.50. The table showed that the grand mean ($\bar{x}$) score of 2.81 and standard deviation of 0.73 was above the cut off mark of 2.50. This result implied that the Clothing and Textiles lecturers' competencies such as illustrating their teachings with practical, having adequate knowledge of the course, having good sense of judgement among others meet the occupational Skills need of university undergraduate for entrepreneurship.

Research Question 9

Does Clothing and Textiles lecturers' attitude meet the Clothing and Textiles occupational skills need of the university undergraduates for entrepreneurship?

Table 13

Mean ($\bar{x}$) Scores and Standard deviation on Whether Clothing and Textiles Lecturers' Attitudes Met The Occupational Skills Need of the University Undergraduates for Entrepreneurship (N=147)

S/N	Statement	Mean ($\bar{x}$)	SD	Decision
114.	My Clothing and Textiles lecturers demonstrate high level competence through practical experience to exceptional skills	4.00	0.00	Agree
115.	My Clothing and Textiles lecturers portray their personality well	2.73	0.57	Agree
116.	My Clothing and Textiles lecturers are always organized, punctual/regular in class	2.60	1.01	Agree
117.	The lecturers are able to arouse students' interest in Clothing and Textiles	2.05	1.09	Disagree
118.	My Clothing and Textiles lecturers are knowledgeable in the skills relating to Clothing and Textiles construction	3.06	0.58	Agree
119.	My Clothing and Textiles lecturers show positive attitude towards teaching the students	3.80	0.40	Agree
120.	My Clothing and Textiles lecturers makes the teaching environment conducive for learning	1.88	1.03	Disagree
	Grand Mean ($\bar{x}$)	**2.87**	**0.67**	

Source: Field Work (2018)

Table 13 showed that all the items 115-121, (except item 118 and 121) each had a mean ($\bar{x}$) score above the cut-off point of 2.50. The result presented in Table 13 showed that the grand mean ($\bar{x}$) of 2.87 and standard deviation of 0.67 was above the cut off mark of 2.50. this indicated that the students agreed that Clothing and Textiles lecturers' attitude such as portraying their personality well, being able to arouse students interest, among others, meet the Clothing and Textiles occupational skills need of the university undergraduates for entrepreneurship.

Research Question 10

What is the Attitude of university undergraduate students of Clothing and Textiles towards acquisition of Clothing and Textiles Occupational Skills Need for entrepreneurship?

Table 14

Mean ($\bar{x}$) Scores and Standard Deviation on the Attitude of University Undergraduate Students of Clothing and Textiles Towards Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship (N=147)

S/N	Statement	Mean ($\bar{x}$)	SD	Decision
121.	I don't like Clothing and Textiles as a course	3.26	0.68	Agree
122.	I am not matured for the task of Clothing and Textiles	3.88	0.48	Agree
123.	Nothing motivates me to acquire the skills needed in Clothing and Textiles	3.42	0.70	Agree
124.	My Clothing and Textiles lecturers are not organized, punctual and regular in class, this therefore affect my interest	2.39	1.17	Disagree
125.	The lecturers are not creative and are unable to arouse students' innate abilities in Clothing and Textiles	3.47	0.81	Agree
126.	My Clothing and Textiles lecturers are knowledgeable in the skills relating to Clothing and Textiles construction	3.59	0.79	Agree
127.	My Clothing and Textiles lecturers do not show positive attitude towards teaching the subject, thus I am discouraged	3.54	0.61	Agree
128.	My Clothing and Textiles lecturers makes the teaching environment conducive for learning	3.27	0.82	Agree
	Grand Mean ($\bar{x}$)	**3.35**	**0.76**	

Source: Field Work (2018)

Table 14 showed that all items (except item 124) each had a mean ($\bar{x}$) score greater than the cut-off point of 2.50. The table also grand mean of 3.35 and standard deviation of 0.76 which was above the cut off mark of 2.50. This implied that the undergraduate students agreed on the ways Clothing and Textiles University undergraduates' attitude such as not being matured for the task, not being creative among others met the Clothing and Textiles occupational skills need for entrepreneurship.

Research Question 11

Does motivation of Clothing and Textiles undergraduates affect the acquisition of Clothing and Textiles Occupational Skills need for entrepreneurship?

Table 15

Mean ($\bar{x}$) Scores and Standard Deviation on Whether Motivation of Clothing and Textiles Undergraduates Affect the Acquisition of Occupational Skills Need for Entrepreneurship (N=147)

S/N	Statement	Mean ($\bar{x}$)	SD	Decision
129.	My Clothing and Textiles lecturer attitude motivated me to acquire Clothing and Textiles for entrepreneurship	3.07	0.58	Agree
130.	The incentive (praise, good work and encouragement) from my Clothing and Textiles teacher do not actually motivate me	2.66	0.48	Agree
131.	The equipment in the Clothing and Textiles lab motivated me to acquire Clothing and Textiles skills	3.10	0.55	Agree
132.	The method of teaching adopted by my Clothing and Textiles lecturer motivated me to acquire the skills for entrepreneurship	2.16	1.32	Disagree
133.	The team spirit from my co-students motivated me to acquire the skills	2.82	0.70	Agree
	Grand Mean ($\bar{x}$)	**2.76**	**0.73**	

Source: Field Work (2018)

Table 15 showed that all the items (except item 132) each had a mean ($\bar{x}$) score greater than the cut-off point 2.50. The table indicated that the grand mean ($\bar{x}$) of 2.76 and Standard deviation of 0.73 was above the cut off mark of 2.50. Therefore, the undergraduates agreed that motivation of Clothing and Textiles such as team spirit from co-students, method of teaching adopted by the lecturers, incentives from their lecturers among others affects the acquisition of occupational skills need for entrepreneurship.

Research Question 12

What are the Strategies needed to improve the Clothing and Textiles undergraduates' acquisition of Clothing and Textiles occupational skills need for entrepreneurship?

Table 16

Mean and Standard deviation on the Strategies needed to improve the Clothing and Textiles Undergraduates Acquisition of Occupational Skills Need for Entrepreneurship (Students, N=147; Lecturers, N=31)

		Students			Lecturers		
S/N	Statements	Mean ($\bar{x}$)	SD	Decision	Mean ($\bar{x}$)	SD	Decision
134.	There should be curriculum review to meet the need of the changing times	2.60	1.08	Agree	3.35	0.49	Agree
135.	Provision of adequate equipment and facilities for teaching/learning practical skills	3.98	0.12	Agree	3.61	0.50	Agree
136.	Lecturers in Clothing and Textiles need to be retrained to equip them with skills adequate for today's technological advanced economy	3.37	0.49	Agree	3.55	0.51	Agree
137.	Adequate time needs to be allotted to the teaching of the practical skills in Clothing and Textiles	3.23	0.42	Agree	3.45	0.72	Agree
138.	There should be improved teacher students relationship	3.55	0.50	Agree	3.55	0.72	Agree
139.	Lecturers should make Clothing and Textiles construction classes interesting and lively by teaching them relevant life skills	3.28	0.52	Agree	3.39	0.67	Agree
140.	Lecturers should be motivated by giving them incentives	3.41	0.65	Agree	3.10	0.83	Agree
141.	School management need to encourage students' participation through adequate provision of funds for practical teaching	3.17	0.59	Agree	3.52	0.51	Agree
	Grand Mean ($\bar{x}$)	**3.32**	**0.55**		**3.44**	**0.62**	

Source: Field Work (2018)

Table 16 showed that the for the students and lecturers all the items 134-141 each had a mean ($\bar{x}$) scores greater than 2.50. The result in Table 16 also showed that the grand mean ($\bar{x}$) of 3.32 and standard deviation of 0.55 for Students and grand mean ($\bar{x}$) of 3.44 and standard deviation of 0.62 for lecturers were above the cut-off mark of 2.50. These finding indicated that both the undergraduates and lecturers agreed that the items listed such as constant curriculum review, provision of adequate equipment and facility for practical skill among others are the strategies needed to improve the Clothing and Textiles undergraduates' acquisition of occupational skills need for entrepreneurship.

Research Question 13

What are the Strategies for improving the Clothing and Textiles undergraduates' utilization of acquired Clothing and Textiles Occupational Skills needs for entrepreneurship?

Table 17

Mean ($\bar{x}$) Scores and Standard deviation on the Strategies for Improving the Clothing and Textiles Undergraduate Utilization of Acquired Occupational Skills Need for Entrepreneurship (Students, N=147; Lecturers, N=31)

		Students			Lecturers		
S/N	Strategies	Mean ($\bar{x}$)	SD	Decision	Mean ($\bar{x}$)	SD	Decision
142.	Provision of adequate funds by the government for graduates to takeoff entrepreneurship venture	3.59	0.63	Agree	3.42	0.56	Agree
143.	There should be industrial/institutional collaboration	2.88	0.74	Agree	3.29	0.86	Agree
144.	Clothing and Textiles graduates should develop positive attitude towards self-employment	3.08	0.83	Agree	3.61	0.50	Agree
145.	Resource persons knowledgeable in Clothing and Textiles should be made to teach the practical aspect of the course	3.64	0.68	Agree	2.97	0.67	Agree
146.	Students Industrial Work Experience Scheme (SIWES) should take a longer period	3.10	0.77	Agree	3.35	0.80	Agree
147.	Excursion to Clothing and Textiles related industries should be encouraged	3.21	0.50	Agree	3.39	0.49	Agree
148.	Attendance to seminars and workshops by undergraduates should be encouraged	3.22	0.66	Agree	3.40	0.56	Agree
149.	There should be compulsory enrolment into National Open Apprenticeship Scheme (NOAS) for one year, immediately after graduation	3.21	0.61	Agree	3.40	0.58	Agree
	Grand Mean ($\bar{x}$)	**3.25**	**0.69**		**3.31**		

Source: Field Work (2018)

Table 17 showed that all the items 142-149 each for the students and the lecturers. Table 17 showed a grand Mean ($\bar{x}$) of 3.25 and Standard deviation of 0.69 for undergraduates, while a grand mean ($\bar{x}$) of 3.31 and Standard deviation of 0.65 for lecturers. Each of these scores was above the cut off mark of 2.50. This implied that both the undergraduates and the lecturers agreed that the listed items such as attendance to seminars and workshop, SIWES taking a longer period among others are strategies for improving the Clothing and Textiles undergraduates' utilization of acquired Clothing and Textiles occupational skills need for entrepreneurship.

Testing of Hypotheses

Hypothesis 1

There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles University undergraduates in South-South Zone and their lecturers on the level

to which the achievement of the objectives of Clothing and Textiles programme met the skills need for entrepreneurship.

Table 18

t-test of Independent of the Responses of Clothing and Textiles University Undergraduates in South-South Zone and their Lecturers on the Level to Which the Achievement of the Objectives of Clothing and Textiles Programme Met the Skills Need for Entrepreneurship

Variable	N	Mean ($\bar{x}$)	SD	Df	t-value	Sig	Decision
Undergraduates	147	16.07	1.81	176	2.170	0.031	Significant
Lecturers	31	15.26	2.29				

Significant Level = ($P < 0.05$)

Key: N = Number of respondents; SD = Standard Deviation; df = degree of freedom

Source: Field Work (2018)

The result in Table 18 showed the t-value of 2.170 and a P-value of 0.031. On testing the null hypothesis at an alpha level of 0.05, the P- value of 0.031 was found to be less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This implied that there was significant difference between the responses of Clothing and Textiles university undergraduates in South-South Zone and their lecturers on the level to which the achievement of the objectives of Clothing and Textiles programme met the skills need for entrepreneurship.

Hypothesis 2

There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates in South-South Zone and their lecturers on the extent to which Clothing and Textiles Occupational Areas meet the needs of undergraduate students for entrepreneurship.

Table 19

t-test of the Independent Variable of the Mean ($\bar{x}$) Responses of Clothing and Textiles University Undergraduates in South-South Zone of Nigeria and their Lecturers on the Extents to Which Clothing and Textiles Occupational Areas Meet the Needs of Undergraduates for Entrepreneurship

Variable	N	Mean ($\bar{x}$)	SD	Df	t-value	Sig	Decision
Undergraduates	147	60.29	4.04	176	-9.005	0.000	Significant
Lecturers	31	67.03	2.24				

Significant Level = ($P < 0.05$)

Key: N = Number of respondents; SD = Standard Deviation; df = degree of freedom

Source: Field Work (2018)

Table 19 showed the t-value of -9.005 and a p-value of 0.000 when testing the null hypothesis at an alpha level of 0.05. The p-value of 0.000 was less than the alpha level of 0.05. Hence, the null hypothesis which states that "there is no significant

difference between the responses of Clothing and Textiles university undergraduates in South-South Zone and those of their lecturers on the extent to which Clothing and Textiles occupational skills met the skills need of undergraduates for entrepreneurship was rejected.

Hypothesis 3

There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university undergraduates from the different universities in South-South Zone on the occupational skills need of Clothing and Textiles university undergraduate students for entrepreneurship.

Table 20

One Way Analysis of Variance among the Responses of Clothing and Textiles University Undergraduates' from Different Universities in South-South Zone on the Occupational Skills of Clothing and Textiles University Undergraduate Students for Entrepreneurship

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	103.496	3	34.499	1.870	0.137	Not Significant
Within Groups	2638.504	143	18.451			
Total	2742.000	146				

Significant Level = (P > 0.05)
Source: Field Work (2018)

Table 20 showed the F-value of 1.870 and a P-value of 0.137. On testing the null hypothesis at an alpha level of 0.05, the P-value of 0.137 was greater than the alpha level of 0.05. Hence, the null hypothesis was accepted. This showed that there was no significant difference among the responses of Clothing and Textiles' university undergraduates from the different universities in South- South Zone on the extent to which students acquired the Clothing and Textiles occupational skills to meet the skills need for entrepreneurship.

Hypothesis 4

There is no significant difference among the mean ($\bar{x}$) responses of Clothing and Textiles' university undergraduates from the different universities in South-South Zone on the employability attribute needs of Clothing and Textiles undergraduate students for entrepreneurship.

Table 21

One Way Analysis of Variance among the Mean ($\bar{x}$) Responses of Clothing and Textiles University Undergraduates from the Different Universities in South-South Zone on the Employability Attribute Needs of Clothing and Textiles Undergraduate Students for Entrepreneurship

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	364.688	3	121.653	6.275	0.000	Significant
Within Groups	277.210	143	19.372			
Total	3134.898	146				

Significant Level = (P < 0.05)
Source: Field Work (2018)

Table 21 indicated the F–value of 6.275 and a p-value of 0.000 were obtained. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.00 was less than the alpha level of 0.05. Therefore, the null, hypothesis was rejected. This implied that there was significant difference among the responses of Clothing and Textiles University undergraduates from the different universities in South-South Zone on the extent to which the acquisition of employability attributes met the undergraduates' skills need for entrepreneurship.

Hypothesis 5

There is no significant difference among the responses of Clothing and Textiles University Undergraduates from different universities in South-South Zone on the extent to which the Clothing and Textiles undergraduates are ready to utilize the acquired skills for entrepreneurship.

Table 22

One Way Analysis of Variance Among the Responses of Clothing and Textiles University Undergraduates from the Different Universities in South-South Zone on the Extent Which Undergraduates are Ready to Utilize the Acquired Skills for Entrepreneurship

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	87.348	3	29.116	4.544	0.004	Significant
Within Groups	916.217	143	6.407			
Total	1003.565	146				

Significant Level = (P < 0.05)
Source: Field Work (2018)

Table 22 showed the F–value of 4.544 and a p-value of 0.004. When the null hypothesis was tested at an alpha level of 0.05, the p-value of 0.004 was less than the

alpha level of 0.05. Hence, the null, hypothesis was rejected. This indicated that there was significant difference among the responses of the Clothing and Textiles university undergraduates from the different universities in South-South Zone on the extent to which the Clothing and Textiles undergraduates are ready to utilize the acquired skills for entrepreneurship.

Hypothesis 6

There is no significant difference among the mean ($\bar{x}$) responses of the Clothing and Textiles university undergraduates from the different universities in South-South Zone and those of their lecturers on the influence of practical classes in Clothing and Textiles on the acquisition of Clothing and Textiles occupational skills for entrepreneurship.

Table 23

One Way Analysis of Variance Among the Responses of Clothing and Textiles University Undergraduates from the Different Universities in South-South Zone and those of their Lecturers on the Influence of Practical Classes in Clothing and Textiles on the Acquisition of Clothing and Textiles Occupational Skills for Entrepreneurship.

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	105.547	3	35.182	4.789	0.003	Significant
Within Groups	1050.453	143	7.346			
Total	1156.000	146				

Significant Level = ($P < 0.05$)
Source: Field Work (2018)

Table 23 indicated the F–value of 4.789 and a p-value of 0.003. On testing the null hypothesis, the p-value of 0.003 was less than the alpha level of 0.05. Therefore, the null, hypothesis was rejected. This implied that there was significant difference among the responses of Clothing and Textiles university undergraduates from different universities in South-South Zone and those of their lecturers on whether the practical classes in Clothing and Textiles met the undergraduates Clothing and Textiles occupational skills need for entrepreneurship.

Hypothesis 7

There is no significant difference between the responses of Clothing and Textiles University Undergraduates and those of their lecturers from South-South Zone on the extent to which University Clothing and Textiles curriculum content meet university undergraduates' skills need for entrepreneurship.

Table 24

t-test of Independent Samples on the Responses of Clothing and Textiles University Undergraduates and their Lecturers from South-South Zone on the Extent Curriculum Content Meet University Undergraduates Skills Need for Entrepreneurship

Variable	N	Mean ($\bar{x}$)	SD	Df	t-value	Sig	Decision
Undergraduates	147	16.12	3.42	176	-9.540	0.000	Significant
Lecturers	31	22.19	1.97				

Significant Level = ($P < 0.05$)

Key: N = Number of respondents; SD = Standard Deviation; df = degree of freedom

Source: Field Work (2018)

The result in Table 24 showed the t–value of -9.540 and a p-value of 0.000. On testing the null hypothesis, the p-value of 0.000 was less than the alpha level of 0.05. therefore, the null, hypothesis which state that "there is no significant difference between the responses of Clothing and Textiles university undergraduates and those of their lecturers from South-South Zone on the extent to which University Clothing and Textiles curriculum content met university undergraduates' skills need for entrepreneurship was rejected. This implies that there was a significant difference.

Hypothesis 8

There is no significant difference among the mean ($\bar{x}$) responses of Clothing and Textiles lecturers from the different Universities in South-South Zone on whether the Clothing and Textiles lecturers' competence meet skills need of University undergraduates for entrepreneurship.

Table 25

One-way Analysis of Variance among the Mean ($\bar{x}$) Responses of Clothing and Textiles Undergraduates from the Different Universities in South-South Zone on Whether the Clothing and Textiles Lecturers Competence Meet Skills Need of Undergraduates for Entrepreneurship

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	721.303	3	240.434	34.023	0.000	Significant
Within Groups	1010.548	143	7.06			
Total	1731.850	146				

Significant Level = ($P < 0.05$)

Source: Field Work (2018)

Table 25 showed the F–value of 34.023 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Therefore, the null, hypothesis was rejected. That is there was significant difference

among the responses of Clothing and Textiles lecturers from different universities in South-South Zone on the extent to which the Clothing and Textiles lecturer's competence met Skills need of university undergraduates for entrepreneurship.

Hypothesis 9

There is no significant difference among the mean ($\bar{x}$) responses of Clothing and Textiles undergraduates from the different Universities in South-South Zone on the extent to which the Clothing and Textiles lecturers' attitude met skills need of university undergraduates for entrepreneurship.

Table 26

One-Way Analysis of Variance Among the Responses of Clothing and Textiles University Undergraduates from the Different Universities in South-South Zone and the Extent to Which Lecturers' Attitude Met Skills Need for Entrepreneurship

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	90.147	3	30.049	4.021	0.000	Significant
Within Groups	1068.520	143	7.472			
Total	1158.667	146				

Significant Level = ($P < 0.05$)

Source: Field Work (2018)

Table 26 showed the F–value of 4.021 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Therefore, the null, hypothesis which State that there is no significant difference among the responses of Clothing and Textiles undergraduates from different universities in South-South Zone on the extent to which the Clothing and Textiles lecturer's attitude met Skills need of university undergraduates for entrepreneurship was rejected. This implies that there is a significant difference.

Hypothesis 10

There is no significant difference among the mean ($\bar{x}$) responses of Clothing and Textiles and undergraduates from different universities in South-South Zone on the undergraduates attitude towards acquisition of Clothing and Textiles occupational skills need for entrepreneurship.

Table 27

One-Way Analysis of Variance among the Mean ($\bar{x}$) Responses of Clothing and Textiles and Undergraduates from Different Universities in South-South Zone on the Undergraduates Attitudes Towards the Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship.

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	4.413	3	1.471	0.177	0.912	Not Significant
Within Groups	1188.254	143	8.309			
Total	1192.667	146				

Significant Level = (P > 0.05)
Source: Field Work (2018)

The result in Table 27 indicated the F–value of 0.177 and a p-value of 0.912. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.912 was higher than the alpha level of 0.05. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference among the responses of Clothing and Textiles undergraduates from different universities in South-South Zone on the ways the undergraduates met skills need for entrepreneurship.

Hypothesis 11

There is no significant difference among the mean ($\bar{x}$) responses of university Clothing and Textiles undergraduates from the different universities on the extent to which motivation affects the acquisition of Clothing and Textiles occupational skills need for entrepreneurship.

Table 28

One-Way Analysis of Variance Among the Responses of University Clothing and Textiles Undergraduates from the Different Universities on the Extent to which Motivation Affects the Acquisition of Clothing and Textiles Occupational Skills Need for Entrepreneurship

Source of Variance	Sum of Squares	Df	Mean Square	F-value	Sig	Decision
Between Groups	93.104	3	31.035	5.455	0.001	Significant
Within Groups	813.593	143	5.689			
Total	906.697	146				

Significant Level = (P < 0.05)
Source: Field Work (2018)

Table 28 showed the F–value of 5.455 and a p-value of 0.001. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.001 was less than the alpha level of 0.05. Hence, the null, hypothesis was rejected. That is, there was significant difference among the responses of University Clothing and Textiles undergraduates from different

universities on the extent to which motivation affects the acquisition of Clothing and Textiles Occupational skills need for entrepreneurship.

Hypothesis 12

There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles University lecturers and undergraduates from the different universities in South-South Zone on the strategies needed to improve Clothing and Textiles undergraduates acquisition of occupational skills need for entrepreneurship.

Table 29

t-test of Independent Samples of the Responses of Clothing and Textiles University Lecturers and Undergraduates from the Different Universities in South-South Zone on the Strategies Needed to Improve Clothing and Textiles Undergraduates Acquisition of Occupational Skills Need for Entrepreneurship.

Variable	N	Mean ($\bar{x}$)	SD	Df	t-value	Sig	Decision
Undergraduates	147	27.59	1.54	176	0.215	0.830	Not
Lecturers	31	27.52	1.47				Significant

Significant Level = (P > 0.05)
Key: N = Number of respondents; SD = Standard Deviation; df = degree of freedom
Source: Field Work (2018)

Table 29 showed the t–value of 0.215 and a p-value of 0.830. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.830 was greater than the alpha level of 0.05. Therefore, the null, hypothesis was accepted. This implies that there was no significant difference between the responses of Clothing and Textiles university lecturers and undergraduates from the different universities on the strategies needed to improve Clothing and Textiles undergraduates' acquisition of occupational skills need for entrepreneurship.

Hypothesis 13

There is no significant difference between the mean ($\bar{x}$) responses of Clothing and Textiles university lecturers and undergraduates from the different universities in South-South Zone on the strategies for improving the Clothing and Textiles undergraduates' utilization of acquired occupational skills need for entrepreneurship.

Table 30

t-test of Independent Sample of the responses of Clothing and Textiles University Lecturers and Undergraduates from the Different Universities in South-South Zone on the Strategies for Improving the Undergraduates Utilization of Acquired Occupational Skills Need for Entrepreneurship.

Variable	N	Mean ($\bar{x}$)	SD	Df	t-value	Sig	Decision
Undergraduates	147	19.7149	1.92	176	-1.906	0.058	Not
Lecturers	31	19.87	1.98				Significant

Significant Level = (P > 0.05)

Key: N = Number of respondents; SD = Standard Deviation; df = degree of freedom

Source: Field Work (2018)

The result in Table 30 showed the t–value of -1.906 and a p-value of 0.058. On testing the null hypothesis at an alpha level of 0.05, the p-value of 0.058 was greater than the alpha level of 0.05. Hence, the null, hypothesis was accepted. This indicated that there was no significant difference between the responses of Clothing and Textiles university lecturers and those of undergraduates from the different universities on the strategies for improving the Clothing and Textiles undergraduates' utilization of acquired Occupational skills need for entrepreneurship.

Discussion of Findings

The Extent to which the Objectives of University Undergraduates Clothing and Textiles Programme Meet the Skills Needs for Entrepreneurship

The findings revealed that the universities Home Economics (Clothing and Textiles) objectives are adequate in meeting the Clothing and Textiles occupational skills need for entrepreneurship. They are as follows: Producing professionally qualified teachers who are competent to teach Clothing and Textiles at secondary school level; inculcating in the students the necessity to strengthen family life through improving personal, family and community living, equipping students for skills to be self-reliant, producing practical and production oriented graduates that will successfully utilize their skills for self-employment or for services in government, industry and other careers in Clothing and Textiles industries, and promoting desirable attitude in the students. The findings corroborated with that of Lemchi (2001) who stated that Home Economics which is the umbrella body of Clothing and Textiles is a skill oriented field of study noted for its capability of equipping learners with saleable skills that make for self-reliance, self-employment and paid employment. The study is in congruence with the National Policy on Education (NPE) which stated that one of the objectives of Home Economics (Clothing and Textiles) in the University is to provide training that enables

students to acquire specialized craftsman skills that empower them to successfully compete globally. In the same vein, the findings also validated that of Arubayi (2003) who opined that one of the aims of Clothing and Textiles is to help learners acquire knowledge, skills and techniques for meeting personal and societal needs.

However, this finding that the identified objectives are adequate in the Clothing and Textiles Occupational skills need for entrepreneurship by the undergraduates does not underscore the fact that the stated objectives have been grossly achieved as the study conducted by Adesulu (2005) revealed that many graduates including Home Economist remained unemployed even years after graduation. Adesulu went further to state that it boils down to the fact that the expected success by the aims, objectives and visions of Clothing and Textiles in the University is yet unachievable/unrealizable.

The null hypothesis was accepted. This implies that there is no significant difference between the responses of Clothing and Textiles University lecturers and the undergraduates on the level the Objectives of Clothing and Textiles Programmes met the Clothing and Textiles Occupational Skills need for entrepreneurship. This no significant difference further affirmed that the stated objectives can meet the Clothing and Textiles Occupational Skills need for entrepreneurship if all other variables adequately are put in place.

The Extent to which the Clothing and Textiles Occupational Skills Met the Skills Need for Entrepreneurship

The findings showed that all the Clothing and Textiles Occupational Skills met the university undergraduates Skills need for entrepreneurship. These include Tailoring of household articles, Interior Decoration, Commercial Pattern Drafting, Shoe Making, making of crafts, souvenirs among others are all Clothing and Textiles Occupational Skills. These findings are in line with researches done by Njoku (2002), Anyakoha (1992), Olaitan (1996), the U.S Department Bureau of Labour Statistics and Ombugadu and Yusuf (2007) that listed many Clothing and Textiles Occupational Skills viz: Tailoring, Interior Decoration, Barbing, Shoe Making, Pattern Drafting, Production of Tie and Dye, Instructors, Fashion Merchandizing, Laundry among others. They further stated that Clothing and Textiles as a skilled oriented course, helps to equip individuals with saleable skills needed for self-reliance. This field of study can prepare an individual for knowledge and skills for employment opportunities relating to Clothing and Textiles.

In addition, the test of null hypothesis 2 as presented in Table 19 showed p-value of 0.000 was less that the alpha level of 0.05. Hence, the null hypothesis was accepted

which implies that there is no significant difference between the responses of university Clothing and Textiles undergraduates and their lecturers. This further connotes that all the Clothing and Textiles Occupational Skills met the students Skills need for entrepreneurship.

The Extent of Acquisition of Clothing and Textiles Occupational Skills by University Undergraduates for Entrepreneurship

The findings showed that 18 out of 20 items raised such as: sewing fashionable clothes, interior decoration, drafting of commercial patterns, sewing of wedding gowns among others have positive MWDS indicating that there is high need for further training in these areas. Just in consonance with Njoku (2002), Anyakoha (1992), and Olaitan (1996) that Clothing and Textiles is a skill-oriented course which has the ability to equip learners with saleable skills needed for self-reliance or entrepreneurship. The authors emphasized that this Clothing and Test can prepare an individual for employment opportunities relating to Clothing and Textiles such as clothes repairs, clothing construction, clothing merchandizing, tie and dye production and many others. This finding is in support of Egbule (2018) who stated that Entrepreneurship Education is needed because it is an educational programme specifically designed to train the individual especially students and youths, to enable them acquire requisite skills, ideas, capabilities and motivations to establish and run a business successfully for self-employment.

The reason for low possession of occupational skills need which invariably result in high training needs could be due to quality of education the undergraduates were exposed to. The finding is in consonance with Anosike in Okoli (2007) who, pointed out that in Africa, schools train students for the wrong kind of jobs and create skills workforce inappropriate to the demands of the labour market. Noting that this is buttressed by the issue of credentialism sometimes called “Diploma Disease” in Nigeria and Togo. The findings are also in agreement with Adamu (2015) who revealed that Nigerian University Education is at cross road as far as producing graduates who will work and bring creativity into their work is concerned. According to Adamu the results of the survey jointly sponsored by the National University Commission (NUC) and Education Trust Fund (ETF) on skills need such as in entrepreneurship, technology, analytical problems solving and decision making rated Nigerian graduates as poor.

The findings revealed that more training is needed around 18 occupational skills equally rhyme with Muzenda and Duku (2014) that courses such as Organic Chemistry,

Textiles Science and Technology, Garment Construction, Pattern Making and Fabrics Printing and Dyeing were adjudged by lecturers in Zimbabwe University as areas of difficulty in discharge of their teaching especially the practical aspect of Clothing and Textiles. In the same vein, the findings are equally in line with a study conducted by Muzenda and Duku (2014) to find out the relationship between the Clothing and Textiles curriculum and the world of work. Their findings revealed that Universities were producing graduates who lacked the "hand-on-skill" needed for them to be acceptable in the world of work. The author's reason was that the training the undergraduates received no longer match the fast changing modern technology.

The results equally support the opinion of Egbule (2018) who reported the State of Entrepreneurship Education Delivery in Nigeria. Egbule reported that since 2005, Nigerian Universities and all higher institutions have started implementing programmes of Entrepreneurial studies in the curriculum using the National University Commission (NUC) minimum standards as guide. The author while quoting Okebukola (2012) found that a recent report in 2011; showed that over 72% of the universities have senate-approved entrepreneurial study courses adopted/adapted from the NUC curriculum guide; while 15% of the Universities have started full implementation of the programme, 51% have partial implementation while 36% are yet to start. The report further indicated that only four (4) Universities in Nigeria have resumed full-fledged and actively operational entrepreneurial programme. They are: Covenant University, Pan African University, University of Ilorin and University of Ibadan.

Laundry and Dry Cleaning, Repairs of household articles and clothes merchandizing were the 3 items with negative MWDS which indicated there is no need for further training. This point to the entry behaviours of the undergraduate. They have been involved in laundry and clothes repairs which do not require much technical skills. Clothes merchandizing which involves just knowing how to buy and sell could be due to previous knowledge acquired even before entry into the university. Muhittin (2014) investigated the effect of pre-learning on the academic achievement of students. The author found that pre-learning is a key variable regarding the level of learning, that pre-learning was reported to have had positive and facilitating effect on learning level in 95% studies. Another student quality in the mastery learning model involves effective characteristic, that during the learning process students who have positive entry characteristics tend to be more attentive, more insistent and more successful. (Anderson and Bourke 2013).

This study therefore recommended that there should be further training of both the lecturers who are at the giving end and the students who are at the receiving end. This recommendation is in conformity with that of Dimelu (2010) in a study carried out on improvement need of teachers of Home Economics in the use of ICT for effective teaching in Colleges of Education in South East Nigeria. It was found out that the teachers of Home Economics needed improvement in sixteen (16) competency items. The study is also in consonance with Onipede and Lawal (2019) who recommended that the lecturers of Agricultural Education in Colleges of Education be re-trained in the seven areas of curriculum content of Agricultural Education so that they could train and produce competent teachers for Junior Secondary Schools.

The test of null hypothesis 3 (HO_3) showed that there was no significant difference among the responses of Clothing and Textiles University Undergraduates from the different Universities in South South Zone on the extent to which students acquired the Clothing and Textiles Occupational Skills to meet the skills need for entrepreneurship. This further affirmed that all the students from both Federal and State Universities in the zone agreed to the ranking perceived ranking importance of Clothing and Textiles Occupational Skills and the level of possession. The finding further should that all undergraduates need improvement or more training before they can venture into any entrepreneurial business.

The Extent of Acquisition of Clothing and Textiles Employability Attributes Required to Meet the Skills Need for Entrepreneurship

The finding of the survey revealed that 22 out of 33 employability attributes/skills raised had positive (+) MWDS. This indicates that more training is needed around these 22 items which include: having the enthusiasm to work, being creative, being honest, being patient and using one's initiatives/creativity to perform duties unsupervised. Others are positive self-concept (PSC), Human Relationship (HR), Positive Attitude Towards Work (PATW) Management Skills (MS) and Solution to Many Social Problems (SMSP) among others. It is believed that possession of these Skills by the University Clothing and Textiles undergraduates will be of Immerse benefit to boosting their skills and the world of work. This result supports the findings of Audu, Yusri and Muhammed (2013) that the soft skills include, courtesy, honesty, flexibility, self-direction, personal energy, good attitude, and positive work ethics among others.

Audu, et al. (2013) further stated that employability skills play vital roles in employment or entrepreneurship ventures. The result equally affirms Hargies (2011) in

Williams (2015) that described employability skills (soft skills) to include communication, team-work and other interpersonal skills that promote improvement in job performance. These findings equally aligned with the notion of Ramlee (2002) which stated that there are complaints world-wide that the present undergraduates programme in the Universities are not producing graduates with life long and generic skills which they require to succeed in their chosen careers. Ramlee (2002) went further to state that some graduates of Vocation and Technical Education usually do well in Vocational skills but that employees do not usually feel satisfied with their employability skills because they lack motivation skills, Communication skills, Critical thinking skills, problem solving skills, inter-personal skills and entrepreneurial skills. The author further emphasized that just because a student is undergoing a Vocational Programme does not guarantee that the individual's employability is automatic. It should be noted that employers need both Occupational Skills and employability attributes to be able to secure, maintain and stay on the job. This finding further support Kamaul, Wamutiku and Mbugua (2013) who noted that employers stressed the necessity of acquiring both occupational skills and also demand other skills which enable employees to get task done efficiently, confidently and also relate well with employer and other employees.

The findings revealed also that 11 out of 33 employability attributes had negative MWDS indicating that no further trainings in these areas are needed. According to Ikeoji (2018) no training is needed around these 11 employability attributes. Some of the items include: you do not relate well with employers and other employees, you like violence when you are tired among others. This study supports the findings of Obiazi (2014) that University Home Economics undergraduates are acquiring the five employability attributes namely: (PS), Positive Attitude towards work (PATW), Positive Self Concept (PSC), Human Relationship (HR), Management Skills (MS) and Solution to many social Problems (SMSP).

There was significant difference among the responses of Clothing and Textiles Universities undergraduates from the different universities in South-South Zone on the extent to which the acquisition of employability attributes met the undergraduate skills need for entrepreneurship. This further affirmed that possession of the employability attributes by the university Clothing and Textiles undergraduates will be of immersed benefits to boosting their skills acquisition in the world of work.

The Extent to which Clothing and Textiles University Undergraduates Are Ready to Utilize their Acquired Clothing and Textiles Occupational Skills for Entrepreneurship

Findings revealed that Clothing and Textiles University Undergraduates from South-South Zone are ready to utilize the acquired Clothing and Textiles Occupational Skills for entrepreneurship. This finding is in concordance with the works of Adebisi, Unomah and Arubayi (2014) when they pointed out that youths are productive through acquisition of meaningful Skills. Amubode (2008) concluded that it is for this reason that there is the willingness and ability of the youths to continue seeking investment opportunities and to manage such. The study is at variance with the study carried out by Jacob and Ariya (2015) on Entrepreneurship Education in tertiary institutions with reference to the disposition of Social Studies students towards self -reliance in Plateau State. In this study, more than 75% of the undergraduates claimed that the training has not prepared them for self-reliance after graduation. The reason is self -explanatory for the fact that social studies is not a vocational Subject and does not require vocational skills to be learnt for self-reliance. Invariably not less than 53% of the potential graduates in the Universities and 79.3% of the College of Education students preferred government paid jobs. This implies that about 47% of these universities undergraduates and 20.7% of the Colleges undergraduates respectively will opt for self-employment. Onwuzo (2011) in his research affirmed that most students have negative attitude towards self-employment because they were not fully exposed to sufficient work skills for self-employment during their course of study. The same researcher also added that up to 78% of the graduates preferred white collar jobs to self-employment. According to them, there is a greater dignity in white collar jobs than there is in self-employment. Another factor for preferring white collar jobs is financial challenges to be able to stand on one's legs. Aladekomo (2004) added that Nigeria's educational system has produced graduates who have no professional skills to enable them to stand on their own as entrepreneurs. This is because the Nigerian Industrial Policy that came after independence had placed more emphasis on the establishment of big industries at the negligence of the small scale sectors. According to the author, this neglect adversely affected entrepreneurship at the beginning and negatively influenced its importance for economic growth and development. Inegbenebor (2005) reported that despite the compulsory nature of Entrepreneurship Education in the universities in Nigeria, many graduates still remain unemployed after graduation because the content and management of the course is still

porous with its objectives grossly defeated. Nwagwa (1987) had earlier noted that many graduates including Home Economists are unemployed, impoverished and belong to the underclass because they cannot utilize the expected occupational skills to raise their standard of living.

Moses, et al. (2014) attributed the non-utilization of skills to a mismatch between skill demanded in the workplace and those provided by schools. This mismatch in the study showed that one cannot give what one does not have. This means that the undergraduates programme have not equipped them with enough skills to be self-employed. The reasons from the research showed that there is a problem from the preparatory institutions. In addition, a study conducted by Kamaul, Wamutitu and Mbuga (2013) revealed that there are gaps in occupational skills, interpersonal, empowerment and critical thinking Skills. This points to the fact that the undergraduates lacked the right combination of skills motivation and ideas to motivate themselves to be effective employees or establish productive and creative ventures.

The null hypothesis was rejected. This indicates that, there was a significant difference among the responses of Clothing and Textiles University Undergraduates from different universities in South South Zone on the extent to which the Clothing and Textiles undergraduates are ready to utilize the acquired Skills for entrepreneurship. The reason for the significant difference could be due to environment, different methods through which the undergraduates have received their training. Other reasons could be interest of the undergraduates, previous knowledge, exposure to the needs of the society and the extent of the skills acquired.

Influence of Practical Experience Achievement of Clothing and Textiles Occupational Skills Need for Entrepreneurship

The analysis on Research Question 6 revealed that Clothing and Textiles practical experience of the university undergraduates in the South-South Zone of Nigeria, was not enough to meet the skills need for entrepreneurship after graduation. This implies that the influence of practical experiences on the achievement of Clothing and Textiles Occupational Skills need for entrepreneurship is very low. The items which included, my practical experiences have exposed me to occupational skills, my practical experiences have provided me with knowledge of all the sewing tools and their usage, my University Clothing and Textiles Laboratory is not well equipped among others were in negative affirmation. This finding is in alignment with Igbojinwaekwu (2011) who stated that the inadequacy in Science practice in terms of Laboratory and equipment and in some cases

their complete absence in Nigerian Schools, have negatively affected the teaching and learning of Science Subjects. In the same vein, the study also affirms the notion of Aghanta (2001) that materials needed for quality learning in Nigerian Schools at all levels are acutely in short supply, stating that buildings are adequately old and dilapidating, with insufficient classrooms and laboratories that are ill equipped. The study equally confirmed the assertion of Arubayi (2003) that inadequate facilities and equipment, poor Clothing Textiles Laboratory among others are reasons that some of our graduates are ill equipped in terms of skills for entrepreneurship. The same author in (2009) also noted that laboratory facilities in schools are grossly inadequate to meet the needs of the expanding population of students. Okeke (2005) also stated that lack of facilities and equipment seriously affects the teaching of Clothing and Textiles. In confirmation, Obasigie and Orunmwese (2010) also added that there is chronic inadequacy of science equipment of which Home Economics is inclusive nation-wide. That study also corroborated the findings of Maiyo, Abongo and Tuigon's (2014) that carried out a study to establish the training needs of Kenya University Fashion and Apparel Design Graduates. The findings revealed that the weakest area with the highest percentage is inadequate practicals. This implies a skew towards theory than practical training. Iyere (2002) pointed out that inadequate equipment in Clothing and Textiles laboratories is the major reason why teachers and students concentrate more on the theoretical aspect of the course, while the practical aspect is neglected. This study is also in congruence with that of Lemchi (2001) who found that majority of the schools offering Home Economics (Clothing and Textiles) in Tertiary Institutions lack well equipped Laboratories resulting to poor students' exposure to practical works which negatively affects the trainee's proficiency on the job especially in Clothing construction. It equally showed their different perception and views between lecturers and the undergraduates.

The null hypothesis 6 which indicated that there was significant difference between the responses of the University lecturers and the undergraduates further strengthened the findings of the research that the practical experiences of the undergraduates is not enough to meet the Clothing and Textiles Occupational Skills need for Entrepreneurship.

Extent to which Clothing and Textiles Curriculum Contents Meet the University Undergraduates Skills Need for Entrepreneurship

The finding showed that the university undergraduates' Clothing and Textiles Curriculum content is not adequate for the skills need for entrepreneurship. This finding

is in alignment with Muzenda and Duku (2014) who established from a study they carried out that there was no collaboration between universities, with other higher institutions of learning and industries. The authors concluded that the lack of a clear link between Universities and industries was a major contributing factors to the type of graduates who lack the qualities for the world of work. The study agreed with Sadiku and Odei (2011) that one of the problems facing entrepreneurial training is the lack of necessary information for well-designed curriculum. This verifies Olaitan (2001) statement that the teaching programmes in Home Economics are at variance with the demands of relevant occupations in the discipline. Stressing further that certain programmes in Home Economics create gaps between the levels to the detriment of the learners who deliberately wish to aspire for skills in the several occupations. Although there is evidence on policy statement by Government on Technology, Technical and Vocational Education as revealed in National Policy of Education (2004), there is a wide gap between the theoretical curriculum taught in tertiary institutions and the practical skills needed by employers of labour. The findings supported Igbinazaka (2009) that the educational system in Nigeria is dysfunctional, stressing that most graduates cannot create jobs because of the kind of education they received. The findings were in line with Akinkugbe (2001), Okoh (2005) who pointed out that schools have produced or graduated students who are incompetent in their fields of study because they are not exposed to quality education. Anosike (1998) in Okoli (2007) pointed out that in Africa, schools have trained students for the wrong kinds of jobs and created a skilled workforce inappropriate to the demands of the labour market. In support also, Abhuere (2012) identified curriculum developed and operated by institutions of learning which do not seem to put into consideration the actual need of industries thereby chumming out graduates that have no place in their country's workforce and therefore leading to skill mismatch. Onoriode and Odjegba (2010) therefore advised that the school curriculum needs urgent review to make the system relevant and patience-oriented, which implies that there is need for more attention to be paid to functional, practical skill-based education in Nigeria. The study also supports Obasaya (2010) who stated that the curricula were narrowed and stereotypically lopsided taking into consideration only the need of the colonial masters without considering the students in the whole world as their catchment area and should be able to function in the global market. As a consequence, many of the curricula in Nigeria educational system, particularly at the tertiary level, are not geared towards effective national and economic development This is because the

graduates of such programmes are not easily employed or self-employed and in most cases have to wait for many years after graduation to secure jobs.

The null hypothesis 7 was accepted and this implies that there was no significant difference between the responses of Clothing and Textiles University Undergraduates and their lecturers on the adequacy of the university Clothing and Textiles curriculum content in meeting the Clothing and Textiles Occupational Skills need for entrepreneurship. This is because both the lecturers and the undergraduates from the various Universities in the South-South adjudged the curriculum to be inadequate to meet the skills need for entrepreneurship after graduation. Both lecturers and students agree for a constant review of the curriculum to meet the current needs of the learners and society (industries).

Clothing and Textiles Lecturers Competencies in Meeting the Clothing and Textiles Occupational Skills Need of the University Undergraduates for Entrepreneurship

The findings showed that the undergraduates from different Universities in South-South Zone of Nigeria agreed that their Clothing and Textiles lecturers' competencies met the Clothing and Textiles Occupational Skills need of the undergraduates for entrepreneurship. The responses further revealed that their lecturers are competent in four (4) out of the seven (7) questions raised. The four (4) areas of competencies include: lecturers illustrate their teaching with practical, lecturers are qualified to teach the course, lecturers have good sense of judgment, display high level of competence in garment construction, and that Clothing and Textiles lecturers are committed to their duties. The findings are in alignment with Arubayi (2003) who stated that a competent Home Economist needs the ability to make a sound judgment which is involved in the choice of teaching methods instructional materials and evaluation techniques.

The study also verifies Arubayi's (2009) finding that students in tertiary institutions in Delta State appraised the quality of institutional materials and the method of evaluation adopted by Clothing and Textiles lecturers as satisfactory. The author however, noted that students from the university in the state were not as satisfied as students from Colleges of Education. This according to the author implies that there is need for improvement in the instructional materials and evaluation strategies adopted by the University lecturers in the delivery of Clothing and Textiles programme.

Although, the undergraduates agreed that their lecturers are competent in helping the undergraduates to acquire the needed occupational skills to meet the Clothing and Textiles occupational skills need for entrepreneurship, they also agreed that there are still some areas of weakness on the part of the lecturers. The respondents reported that some

lecturers cannot display high level of competence in pattern drafting techniques and in craft making. Some also disagreed that their Clothing and Textiles lecturers direct students towards the needs of the society. This finding aligned with Duku and Muzenda (2014) who explained that Clothing and Textiles lecturers had areas of strength and areas of weakness in teaching. The areas of strength as itemized by the author include: Wardrobe planning, groom fabric construction, product development among others. The areas of weakness include garment construction, pattern making, fabric printing and dyeing. Komolafe (2016) also listed some areas of difficulty in teaching and learning of Clothing and Textiles technical skills to include: development of patterns using different methods, construction and adaptation of basic patterns to fit body measurements, craft work such as quilting, patch work among many others. Oga and Anozie (2016) noted that teaching of crafts in Home Economics Education has not received the required attention practically as students are exposed to minimal craft production skills, which has resulted to university Home Economics students buying readymade Craft for exhibitions and for submissions to lecturers for assignment or paying someone to produce for them. The finding also agreed with Ezema (2017) who listed the causes of low interest of students in the study of Clothing and Textiles to include construction and drafting of patterns which is time demanding and ordinarily requires patience and high level of accuracy. Ezema concluded that patterns-drafting is very difficult.

The findings equally aligned with the notions of Arubayi (2003) who stated that a competent teacher is an embodiment of the degree to which a teacher is fitted or suitable for the attainment of the objective of education. Olaitan and Aguisobo (1981) lent their voices to the fact that a competent Home Economics teacher is a guide, a director and a supervisor of students' activities and not just a purvey of knowledge. The author went further to state that the qualities and characteristics of a competent Home Economics teacher should arouse curiosity, generate ideas, permit students to express themselves, be supportive and provide understanding and affection for students when needed. Arubayi (2009b) noted that the importance of adequately taught Clothing and Textiles lessons are of inestimable value to skills acquisition, economic enhancement and empowerment of the individual for self or paid employment. In support also Muhammed (2012) noted that skills can only be learnt under the guidance of a skilled teacher. Komolafe (2016) observed that teaching of Clothing Practical requires proficiency for effective transfer of skills. Arguing further, the author stated that the ability and performance of students in Clothing and Textiles courses to a large extent depend on the course content and

effectiveness of the teacher. This implies that lecturers' capacity is crucial if quality results are to be achieved by university undergraduates.

In the same vein, Adamu (2015) noted that the reason for low quality Nigerian graduates is not because they are running a different curriculum from other countries, but that the problem maybe lack of delivering and clear translation of the content to the understanding of the students. This author emphasized that lecturers should be retrained because many changes have taken place outside their own training. Muzenda and Duku, (2014) agreed that beside lecturers being qualified, that any lack of experience may affect learning as failure to handle practical skills in Clothing and Textiles may amount to most lecturers teaching theoretically.

The study equally verifies Olaitan (2002) finding that there are insufficient number of Clothing and Textiles teachers who are adequately trained to teach the technical skills (Occupational Skills). Arubayi and Obunadike (2011) supported this finding as they stated that, there are inadequate Clothing and Textiles lecturers in Schools, that most teachers lacked resourcefulness and innovativeness. In addition, Kamiri (1992) observed that the teaching methods frequently used in the delivery of Clothing and Textiles lessons are teacher-centered such as lecture method. That the lecturers ignore that crucial and students-centered methods such as going on field-trips, demonstration, projects-based, problem solving and seminars which are rarely used especially because of time and funds.

The study identified the problem of shortage of qualified teachers. Fafunwa (1990) research finding also supported the study that apart from the shortage of qualified teachers, most teachers are not dedicated and committed to the job. For lecturers to be competent, they must have acquired the knowledge, skills and attitude required to perform successfully at a specific proficiency level in a given work. It also means that the products (graduates) from Clothing and Textiles field of study should be able to express themselves in the world of work.

The null hypothesis 8 was rejected. This implies that there was a significant difference among the responses of Clothing and Textiles undergraduates from the different universities in South-South Zone on the extent to which the Clothing and Textiles Lecturers Competence met the Skills need of University Undergraduates for Entrepreneurship. This significant difference may be due to individual differences that exist between the lecturers in their methods of teaching and the quality of lecture

delivery. It could also be due to the level of lecturers' exposure to skills acquisition and facilities available for practical skills.

Clothing and Textiles Lecturers' Attitudes Towards the Acquisition and Utilization of Clothing and Textiles Occupational Skills Need for Entrepreneurship

The findings showed that Clothing and Textiles lecturers' attitude influenced the acquisition of Clothing and Textiles occupational skills for entrepreneurship. The areas of agreement according to some undergraduates are that: lecturers demonstrate high level of competence through practical experience, the lecturers portray their personality well; the lecturers are well organized as well as knowledgeable in the skills relating to Clothing and Textiles Construction. Finally, the lecturers show positive attitude towards teaching the course. These findings agreed with the assertion made by Harrell (1998) that "Attitude is everything". The author emphasized that attitude affects or influences a person's behaviour which in turn affects performance. It involves feelings, opinions and dispositions which affects behaviours. In other words, how successful a person is in achieving his or her set goals is a function of the person's attitude. These findings equally affirm Obiazi and Ukpore's (2014) assertion that attitude otherwise known as perception dictates and controls behaviours either consciously or sub-consciously, and that it is essential for effective transfer and acquisition of skills. Earlier, Okoye (1998) stated that attitude of the teacher is very essential in impacting knowledge to the learners. The findings support the opinion of Akinknolle and Orifa (2012) that there is a correlation between teachers' experience and students' achievement. Bandura (1971) in his Observation Theory demonstrated that behaviours are acquired by teaching another (the role model, teacher, parents, mentor, and friend) that performs the behaviour. Therefore, teachers are invariably role models, whose behaviour and characters are easily copied by students. For teaching and learning of the acquisition and utilization of Clothing and Textiles occupational skills need for entrepreneurship to be interesting, arousing and stimulating, there must be a motivation on the part of the teacher and the learner so as to ensure the development of positive attitudes and subsequently maximum academic achievement.

Ejiogu (1999) stated that effective education largely depends on the attitudinal dispositions of teachers. However, the finding differs from Hooley and Jones (2006), Kurgat and Gordon (2014) in their respective studies that poor performance of students could be as a result of factors other than teachers' attitudes. Such factors according to Arubayi (2003) include; Clothing and Textiles Construction being perceived by students

as very difficult, time consuming, and expensive nature of the course, inadequate and unavailable equipment, negative attitudes of students themselves and tensed atmosphere for learning the skills and lastly the little time allotment for teaching practical skills. one of the findings is that Clothing and Textiles lecturers make teaching environment conducive for learning. However, Anyakoha (2012) assertion that an enabling learning environment is one where students are not only allowed to be encouraged for initiative on projects but also driven to learn from mistakes and with confidence not to be afraid of failure.

In support also, Arubayi (2003) listed tensed environment as one factor that can adversely affect the learning of a skill she therefore advocated that teaching environment should be made conducive for learning. In conclusion, considering the consensus of the opinions and the consequent results of the findings, it can be inferred that lecturers possess positive attitudes towards helping learners to acquire Clothing and Textiles Skills need for entrepreneurship, even in the midst of minor short coming that might be associated with acquiring skills.

The test of null hypothesis 9 was accepted, implying therefore, that there is no significant difference among the responses of the respondents from different Universities in the South-South Zone of Nigeria. This strongly supports Ejiogu's (1999) finding that effective education largely depends on the attitudinal disposition of teachers. It equally supports Akinkuolle and Orifa's (2012) finding that there is a correlation between teachers' experience and students' achievement. This is also in support of National Policy on Education (NPE) (2004) that no educational system may rise above the quality of its teachers, who are looked upon as instruments of social progress for immediate diagnosis and treatment.

The Extent of Clothing and Textiles University Undergraduates' Attitudes Towards the Acquisition and Utilization of Clothing and Textiles Occupational Skills Need for Entrepreneurship

The findings showed that a greater number of the undergraduates agreed to high extent that they possess negative attitude towards acquisition and utilization of Clothing and Textiles Occupational Skills need for entrepreneurship because all the questions were in the negative form. The undergraduates agreed strongly that they do not like Clothing and Textiles as a course, nothing motivates them to acquire the skills, and even their lecturers are not able to arouse their innate abilities. This finding is in consonance with the finding of Owuzo (2011) who found out from her study that majority of the

respondents were of the opinion that civil servants (government workers) earn consistently money than those who are self-employed as they see those who are self-employed ending up in penury. They also argued that there is no job security and the money to start up a business is not actually available because the government is silent about it. The borrowing policy of collateral to stand for the loan is also a problem. Another factor according to Owuzo (2011) is the parental factor. Parents prefer their children to study Law, Medicine and other disciplines rather than encouraging them for skills acquiring courses such as Clothing and Textiles by saying "how can they be proud that their children are tailors?" The study also supports Adamu (2015) finding that a majority of the undergraduates are looking for white collar jobs, and that self-employment is only reserved as an alternative to white collar job. Furthermore, the finding supports the assertion of Uwamaiye and Osho (2011) that attitude is capable of predicting academic achievement. Arubayi and Obunadike (2011) also enumerated negative attitude among others as the problems impeding the teaching and learning of Clothing and Textiles.

The Extent University Undergraduates are motivated to Acquire Clothing and Textiles Occupational Skills Need for Entrepreneurship.

The findings showed the extent the university undergraduates are motivated to Acquire Clothing and Textiles occupational skills need for entrepreneurship is high. This finding supports Mc Gregory's Theory that motivation is an inner drive or urge which often propels students to perform any act satisfactorily. The author emphasized that students excel when they are properly mobilized and strengthened through forces of opportunity, recognition and moral. This means that learning a task in Clothing and Textiles requires that the learners be motivated through adequate reward and punishment. Motivation is one of the driving forces affecting the acquisition of a skill. The finding further revealed that the success of Clothing and Textiles entrepreneur motivated them to acquire Clothing and Textiles Occupational skills. The finding supports Igbo (2008) who stated that for someone to be motivated there must be an issue, an incentive and a prospect. The issue according to the author is the outcome of acquiring Clothing and Textiles skills aimed at becoming an entrepreneur (your own boss) is a very big motivator. The author further stated that when students are properly directed, motivation as to the need to achieve seem to be valuable; the more achievement made, the more the students are induced to increase their desire for mastering skills and creating challenges for rapid attainment of high standard. For this singular reason one could face a lot of

challenges with curiosity and interest. Meyer (2002) stated that achievement motivation is what the students need to attain success in different types of activities especially when competing with others, stressing that it is the pre-requisite for mastering skills, for control and for rapidly attaining a high competence. The study supports Bloom (1985) that a study of students with achievement motivation implied that all the students were highly motivated, self-disciplined, creative and readily willing to dedicate hours every day in pursuing their goals.

The finding supports that the methods of teaching adopted by the Clothing and Textiles lecturers motivated them to acquire the Clothing and Textiles Occupational skills need for entrepreneurship. Nwaka (2002) stated that the, quality of lecturing staff is a major determinant of the quality of graduates the universities produce and their eventual impact on the world of work and economic development. Rogan and Grayson (2003) stipulated that lecturers' capacity is a critical factor if quality results are to be realized in universities. However, the findings are at variance with the findings of many other researchers such as Arubayi (2003) who stated that lack of competence and ability of Clothing and Textiles lecturers attributed to the reason why skills are not competently acquired by undergraduates. The study supports the assertions of Anyakoha (1993), Arubayi (2003), and Fafunwa (1990) that many students lack interest in Clothing and Textiles area of Home Economics; as they are encumbered with many unqualified and inexperienced teachers who are made to teach the course without proper teaching methods and poor investment of time into the students' practical experience. They went further to state that some lecturers are neither dedicated, nor committed to their job. It was noted that the job of teaching Clothing and Textiles demands much more from the lecturers than merely impacting knowledge to earn a living. Some lecturers also lack creativity and skills. The undergraduates agreed that all the lecturers are qualified academically. Duku and Muzenda (2014) opined that besides being academically qualified, experience to handle practical skills in Clothing and Textiles is paramount to skill acquisition.

The authors established in their study that universities had some academically qualified lecturers who lack professional skills. Their compliant often centers on the difficult and time consuming nature of Clothing and Textiles. However, the finding affirmed that team-spirit from co-students is a motivating factor to acquiring skills. This is in alignment with Johnson and Johnson (1986) who found out that teams achieve greater levels of thought and retains information longer than students who work on

individual basis. They went further to state that such learning not only helps to achieve higher retention, but also encourages students to become more motivated to take greater responsibility for their own learning; participate in class discussion and application of knowledge. The findings also support Tucker (2014) who stated that team-based-learning has been suggested to help students who seem uninterested in skills acquisition, who do not do their homework and have difficulty in understanding materials, that team learning is important for developing such skills/abilities student need to arouse their interest in acquisition that are useful for success. Further findings showed that the undergraduates agreed that the incentives (praise, good work and encouragement) from the Clothing and Textiles lecturers do not actually motivate them enough. These findings verify the opinion of Pintrick and Schunk (2002) who found out that rewards are not used to control students' performance in their learning activities, but that the students desire reward upon a well-completed task either from their parents or from their teachers for encouragement. Students have the desire to perform well as long as there is potential external rewards that may be received as a result of their performance on whether they were motivated to acquire the skills because of the equipment in their Clothing and Textiles laboratory.

The students disagreed that the equipment in the Clothing and Textiles laboratory motivated them to acquire Clothing and Textiles Occupational Skills need for entrepreneurship. Lemchi (2000) found out that majority of schools offering Home Economics in tertiary institutions lack well equipped laboratories. Audu (2014) asserted that one of the controversial issues among vocational and technical educators is the issue of poor state of workshop tools and equipment in the institutions. In the same vein the study supports Oladokun (2007) who observed that most of the equipment needed for effective teaching and learning are not available and even when they are available, they are in short supply and obsolete. Komolafe (2016) argued that acquisition of technical skills in Clothing and Textiles depends on adequate and functional facilities and equipment. Also, Duku and Muzanda (2014) found that industrial personnel used as study sample reported that Clothing and Textiles students sent to their organizations on Students' Industrial Work Experience Scheme (SIWES), could not operate some machines in the industry. They reported that the equipment used in the universities are obsolete and of low qualities compared to those used in the industries.

Clothing and Textiles is a skill-oriented course perceived to be a difficult course. It requires that students should be well motivated in order to be able to acquire the necessary skills to be entrepreneurs. Lecturers should see themselves as mentors, friends,

guide and parents because a teacher is a complex person in one body with diverse roles. This is because a teacher does not only impacts knowledge but mounds the hearts and minds of his students.

The null hypothesis 11 was rejected. This indicates that there was a significant difference among the responses of the University Clothing and Textiles Undergraduates from different Universities on the extent to which they are motivated to acquire Clothing and Textiles Occupational Skills need for entrepreneurship. The reason for the significant difference could be due to school environment and individual differences on the part of both lecturers and undergraduates Students.

Strategies to Improve University Undergraduates Acquisition of Clothing and Textiles Skills Need for Entrepreneurship

The findings showed the strategies needed to improve the undergraduate's acquisition of Clothing and Textiles occupational skills need for entrepreneurship. These are as follows: there should be curriculum review to meet the needs of the changing times. The findings showed that the curriculum content is not adequate to effectively equip university undergraduates for the world of work. In the light of this, one of the strategies to improve the acquisition of Clothing and Textiles Occupational skills need for entrepreneurship is that the curriculum should regularly be reviewed to meet the needs of the changing times. This finding is in alignment with Muzenda and Duku (2014) who suggested that Clothing and Textiles curriculum should be modified in line with industrial practices. Therefore, there should be collaboration among curriculum planners (NUC), universities management and the industries in designing the Clothing and Textiles curriculum. The author equally advocated for a clear link between universities and industries with the aim of coming up with desirable results beneficial to the learners and society.

In the same vein, Odunuga (2015) opined that the entrepreneurial education curriculum be reexamined; Anyokoha (1993) recommended that Home Economics (Clothing and Textiles curriculum must be responsive to social changes with emerging demands which affects both individual and society. Lemchi (2011) equally advocated that the Clothing and Textiles curriculum should be constantly reviewed to meet the present and future needs of the industries and society. Stressing that there should be a continual review of the curriculum because the information and skills that are relevant today may become obsolete tomorrow.

The findings showed that there should be adequate equipment and facilities for teaching/learning practical skills. This is supported by various researchers such as Aghenta (2001), Arubayi (2003), Arubayi (2009), Okeke (2005), Iyere (2002), Orumwense and Obasogie (2010), that provision of adequate, modern facilities, laboratories and equipment are very paramount in the teaching and learning of Clothing and Textiles practical skills. Igbojiwaekwu (2013) noted that laboratories are indispensable tools that enhance students' interest in the learning of science of which Home Economics is inclusive.

The study equally corroborated the findings of Anindo, Mugambi and Matula (2016) who asserted that availability of training equipment plays a role in influencing skills acquisition by students for the world of work. The researchers further stated that modern technological equipment such as industrial sewing weaving and knitting machines and computer aided design (CAD) machine software should be integrated into the Clothing and Textiles programme in Nigerian Universities. There should be provision of appropriate, good and new edition of Clothing and Textiles textbooks in the laboratories for both lecturers and students use.

The findings indicated that lecturers of Clothing and Textiles need to be trained from time to time to equip them with skills relevant and adequate for today's technological advanced economy. This is in alignment with Arubayi (2003) and Farrant (1976) who stated that a teacher cannot enlighten his pupils if he, himself is ignorant, and can hardly lift his pupils higher than himself. To make up for the findings of Muzenda and Duku (2014) that Clothing and Textiles University lecturers, have areas of strengths and weakness, and for that fact that a lecturer cannot give what he does not have, there should be training and retraining of the lecturers from time to time. This is to enable them upgrade their knowledge to meet the 21st century demand as emphasized in the National Policy Framework.

The findings showed that adequate time should be allotted to the teaching of practical skills in the Universities. This is in line with Arubayi (2003), Lemchi (2001) and Anyakoha (2003) who agreed that Clothing and Textiles is time consuming, therefore more time should be allotted to its teaching if meaningful learning must be achieved. The findings equally affirmed that there should be improved teacher-students' relationship. This aligned with Asare (2009) who posits that the interaction between teachers and students is a very important element in education. The author re-iterates that good teachers-students' relationship facilitates learning while poor teacher-students'

relationship retards learning process. Also the study aligned with Odunuga (2015), who revealed that teacher-students' relationship affects learning outcome. The author went further to suggest that lecturers in Clothing and Textiles should improve on their relationship with their students by using students-centered method of teaching. Clothing and Textiles lecturers should love and care about the welfare of the students.

The findings affirmed that Clothing and Textiles lecturers should make Clothing Construction classes lively and more interesting by teaching those crafts and life-skills relevant to the society under a conducive atmosphere as this will invariably contribute to students' interest to participate in practical classes and thereby increasing their work efficiency. This is in congruence with Okoye (1998) that interest is one necessary condition that facilitates the learning of a skill. Mbah (2005) also noted that for teachers to sustain interest of the learners, the teacher should reduce monotony, avoid too much variety, make pupils active, introduce new lessons well and transfer his likeness on the course in the interest of the learners. The findings indicated that incentives and motivation for both Home Economics lecturers and Undergraduates are strategies for the improvement of Skills acquisition. In affirmation, Nwakpa (2013) stated that motivation is a catalyst for effective job in Nigeria. He sees motivation as a boast to lecturers' confidence to be able to teach zeal to students to be attentive to be able to acquire and utilize the skills learnt. The findings affirmed that school administration need to encourage student's participation through provision of funds for practical teaching. Some students keep away from practical classes because of financial constraint.

The null hypothesis was accepted implying that there was no significant difference between the responses of Clothing and Textiles University lecturers and Undergraduates of the different universities in the South-South Zone on the Strategies to improve Clothing and Textiles undergraduates' acquisition of Occupational skills need for entrepreneurship. This is a strong affirmation that the items in research question 12 are all Strategies to improve the Clothing and Textiles need. It also means that those items can serve as a bridge in the gap between the discrepancy of "what exist" and "what should be".

Strategies Aimed at Improving University Undergraduate Utilization of the Acquired Clothing and Textiles Skills Need for Entrepreneurship

The findings showed that (both lecturers and undergraduates) in the universities in South-South Zone of Nigeria agreed that all the items in Table 17 are strategies to improve the utilization of the acquired Clothing and Textiles skills need for

entrepreneurship. The respondents agreed that there should be provision of adequate funds by the government for graduates to take off entrepreneurship venture. This is in support of Pitan (2016) who posits that the Nigerian government has to commit more financial resources to entrepreneurship for capital expenditure than recurrent expenses to University education. The government should provide funds for the students' practical work. Muzenda and Duku (2014) agreed that the government should fund the equipment of Clothing and Textiles laboratories with adequate modern equipment; provide fees for practical and other scholarship to student who are good in the course to attract other students. The government should grant sponsorship to Clothing and Textiles lecturers abroad for more exposure to Clothing and Textiles skills. The government should make Clothing and fashion industries lucrative so as to attract more youths into the fashion industries.

The findings indicated that there should be industrial/institutional collaboration. The university undergraduates will be motivated to utilize the skills acquired; there must be a congruent relationship between the Universities of learning and Clothing and Textiles industries. This will enhance learner professional development for in-depth knowledge and skills on new technologies in the industry. In the same vein, the respondents equally agreed that the undergraduates should develop positive attitude towards self-employment. This is in alignment with Owuzo (2011) who advocated for orientation and career development day. This is according to Adamu (2015) aims at preparing students for successful employment when they leave the university system. Attitude is everything.

The findings affirmed that resource persons knowledgeable in Clothing and Textiles skills should be invited to teach the practical aspect of the course. This is in agreement with Adamu (2015) that only well-trained lecturers/personnel should be employed to educate and train the prospective entrepreneurs. This is because some graduates' negative attitude towards self-employment may be due to inadequate requisite skills for creativity to be able to operate on their own. Another strategy is for Students Industrial Work Experience Scheme (SIWES) to take a longer period. The institution should work with industries through industrial attachment programmes and linkage for learners and lecturers to enhance their professional development to acquiring new knowledge and skills. This is in line with Harvard and Simpson and Kemevor (2014) who agreed that industrial attachment programmes put in the learners the right kind of work attitude and professionalism through interaction with workers in the organization, adding

that the scheme provide privilege for the learners to use their initiative to translate theories learnt in the school to practical experience. Industrial attachment enables organizations to get the students ready for their own self-development. For SIWES to be more fruitful it should take longer period of at least 6-12 months just like French and not the 3-4 months that it is now. The longer period of SIWES should be encouraged as it gives students kudos for a larger expanse of work training and experience. On this note, Muzenda and Duku (2014) argued that the time for attachment should be lengthened so that students leave the industries well equipped with relevant skills and knowledge.

The findings equally affirmed that field trips/excursion to Clothing and Textiles industrial firms should be encouraged. Attendance to seminars and workshop by undergraduates should be encouraged. This supports Imonikebe (2013) who stressed need for in service training, attendance to conference and workshop and ways of improving teachers' competence. She emphasized that teachers who undergo in service training are usually better equipped for the task of teaching Home Economics than those who do not. She further recommended that NUC should make attendance to conferences and workshop by lecturers compulsory. Retraining of lecturers on job can help them to become competent.

The null hypothesis was accepted. This indicates that there was no significant difference between the responses of both university lecturers and undergraduates from different universities on the strategies for improving Clothing and Textiles Undergraduates utilization of the acquired occupational skills need for entrepreneurship. This further affirms that all the items listed in research questions 13 are all Strategies for improvement to bridge the gap between the discrepancies observed in the study. This supports the assertion of Awo and Ukonze (2012) that field trips and individual working experience are areas that can adequately complement entrepreneurial learning competencies in the school environment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusion, recommendations, contribution to knowledge and suggestions for further study.

Summary

The study was conducted to assess the Clothing and Textiles occupational skills need and utilization for entrepreneurship among universities undergraduates in South-South Zone, Nigeria. To achieve this, thirteen research questions were raised with thirteen null hypotheses formulated to guide the study. A comprehensive review of the literature was carried out on the theoretical frame work, using three theories namely: Dreyfus Model of Skill Acquisition to explain skills acquisition, Schumpeter`s Innovative Theory to explain entrepreneurship, and lastly, Kirkpatrick Model to explain Needs Assessment. Other areas treated in the literature review include concepts of unemployment entrepreneurship, Skills Need, and Clothing and Textiles Education

among others. The study adopted the ex-post-facto research design using the descriptive survey research methods. The total population of the study was 370 comprising of university undergraduate students and 31 lecturers in the department of Home Economics in all the Federal and State Universities in the South-South Geo-Political Zone that are offering Home Economics as a course of study in 2018/2019 session. Although there are sixteen (16) Universities in the Zone (6 Federal and 10 States) only four are offering Home Economics (Clothing and Textiles) the Universities include University of Benin (135), Ambrose Alli University, Ekpoma (38), Delta State University, Abraka (45), Ignatus Ajuru University of Education, Rumoluomeni Port-Harcourt (121).

The sample size of the study was 178 (147 400 level (final year) undergraduates from the four (4) universities and 31 lecturers in their department). The instrument for data collection was a structured questionnaire entitled: Clothing and Textiles Occupational Skills Need for Entrepreneurship questionnaire (CTOSNEQ) which comprises two parts (part 1 Lecturers Questionnaire and part 2 Students Questionnaire. Both questionnaires have sections A, B and C. Both Lecturers and Students Questionnaire contain 150 items. The responses to all the research questions except questions 3 and 4 were weighted on a 4-point scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1); Very High Level of Acquisition (4), High Level of Acquisition (3), Low Level of Acquisition (2), and Very Low Level of Acquisition (1); Very High Extent (4), High Extent (3), Low Extent (2), and Very Low Extent (1); and Very Highly Ready (4), Highly Ready (3), Lowly Ready (2), and Very Lowly Ready (1). Research Question 3 and 4 were analyzed using MWDS Borich (1980) model to Need Assessment. The scales for these questions were rated on 4-point scale ranging from 1 - Not Important to 4 - Highly Important, and 1 - Very Highly Possessed/Acquired to 4 - Very Highly Acquired. Thereafter, the obtained MWDS were ranked in order of priority from highest to the least which indicated a need for further training.

The 178 questionnaires were administered to the respondents; all were retrieved and used. The thirteen (13) research questions were answered using Mean Scores and Standard Deviation. The demographic profile of the respondents was analyzed using percentages, while the hypotheses were tested using One Way Analysis of Variance (ANOVA) and t-test. Hypothesis 1, 2, 6, 7, 12 and 13 were tested using t-test, while hypotheses 3, 4, 5, 8, 9, 10 and 11 were tested using ANOVA, at 0.05 level of significance.

Findings

The major findings that emerged from the study include the following:

i. Lecturers and undergraduates from both Federal and State Universities agreed that Home Economics (Clothing and Textiles) objectives are adequate in meeting the skills need of undergraduates in South-South Zone of Nigeria for entrepreneurship. There was a significant difference between mean responses of Clothing and Textiles University Undergraduates in South-South Zone and their lecturers on the level to which the objectives of Clothing and Textiles programme met the Clothing and Textiles Occupational skills need for entrepreneurship.

ii. Both lecturers and undergraduates from Federal and States Universities indicated that all the Clothing and Textiles Occupational area met the university undergraduates Skills need for entrepreneurship. There was no significant difference between the mean responses of University Clothing and Textiles undergraduates and their lecturers on the extent Clothing and Textiles Occupational area met the skills need for entrepreneurship.

iii. The undergraduates from both Federal and States Universities in South-South Zone of Nigeria affirmed 18 occupational skills need of university undergraduates in Clothing and Textiles for entrepreneurship pointing towards a positive need gap value which means that improvement or more training is needed around 20 items raised. There was no significant difference among the mean responses of Clothing and Textiles university undergraduates from both Federal and State universities in South-South Zone on the Clothing and Textiles occupational skills need for entrepreneurship.

iv. The undergraduates from both the Federal and State universities in South-South Zone of Nigeria established 22 employability attributes needs of university undergraduates in Clothing and Textiles for entrepreneurship indicating that more training is needed. There was significant difference among the mean response of Clothing and Textiles university undergraduates from the different universities in South-South Zone on the extent to which acquisition of employability attributes met the undergraduates' skills needs for entrepreneurship.

v. The undergraduates from both Federal and States universities from South-South Zone indicated high readiness to utilize the acquired Clothing and Textiles occupational skills for entrepreneurship, though, they complained of low level of

skills acquired. There was a significant difference among the mean responses of Clothing and Textiles University Undergraduates from Federal and State Universities on the extent to which the Clothing and Textiles undergraduates are ready to utilize the acquired skills for entrepreneurship.

vi. The University undergraduates from both Federal and State Universities from South-South Zone admitted that the practical experience or class in their different universities had influence on the skills need for entrepreneurship after graduation. There was no significant difference among the mean responses of Clothing and Textiles University Undergraduates from both Federal and State Universities on the influence of practical experience on the achievement of Clothing and Textiles Occupational Skills need for entrepreneurship.

vii. Both the lecturers and the undergraduates from Federal and States universities in the South-South Zone of Nigeria indicated that the University Undergraduates of Clothing and Textiles curriculum content is not adequate for the skills need for entrepreneurship. There was no significant difference between the mean responses of lecturers and undergraduates from South-South Zone Universities on the extent Clothing and Textiles curriculum content met the university undergraduates' skills need for entrepreneurships.

viii. The undergraduates from both Federal and State Universities in the South-South Zone of Nigeria agreed that their Clothing and Textiles lecturers' competencies met the Clothing and Textiles Occupational Skills need of the undergraduates for entrepreneurship. There was no significant difference among the mean responses of the Clothing and Textiles undergraduates from different universities in South-South Zone on the extent to which their Clothing and Textiles lecturers' competences met the Skills need of university undergraduates for entrepreneurship.

ix. Undergraduates from Federal and State Universities in South-South Zone, Nigeria agreed that lecturers' positive attitudes have influence on the acquisition of Clothing and Textiles Occupational Skills need for entrepreneurship. There is no significant difference among the Mean responses of Clothing and Textiles university undergraduates from different universities in South-South Zone on the extent to which Clothing and Textiles lecturers' attitudes met the skills need of the university undergraduates for entrepreneurship.

x. Undergraduates from both Federal and States Universities in South-South Zone of Nigeria agreed that the undergraduates possess negative attitude towards acquisition

and utilization of Clothing and Textiles Occupational skills for entrepreneurship. There was no significant difference among the Mean responses of Clothing and Textiles undergraduates from different universities in South-South Zone, Nigeria on whether the undergraduates' attitudes met the skills need for entrepreneurship,

xi. The undergraduates from both Federal and State Universities South-South Zone agreed to a high extent that they are motivated to acquire the required Clothing and Textiles Occupational skills need for entrepreneurship. There was significant difference among the Mean responses of Clothing and Textiles undergraduates from different universities on the extent to which motivation affects the acquisition and utilization of Clothing and Textiles Occupational Skills need for entrepreneurship.

xii. Both lecturers and undergraduates agreed with the identified strategies were needed to improve the Clothing and Textiles undergraduates' acquisition of Clothing and Textiles Occupational Skills need for entrepreneurship. There was no significant difference between the mean responses of Clothing and Textiles undergraduates and lecturers on the strategies needed to improve the Clothing and Textiles undergraduates' acquisition of Clothing and Textiles Occupational Skills for Entrepreneurship.

xiii. Both lecturers and undergraduates agreed with the identified Strategies needed to improve the Clothing and Textiles undergraduates' utilization of Clothing and Textiles Occupational Skills for entrepreneurship. There was no significant difference between the mean responses of Clothing and Textiles undergraduates and lecturers on the Strategies needed to improve the Clothing and Textiles undergraduates' utilization of Clothing and Textiles Occupational Skills for Entrepreneurship.

Conclusion

As a follow-up to the study, the following major conclusions were drawn:

- The objectives of Home Economics (Clothing and Textiles) are adequate in meeting the skills need of the undergraduates in south-south for entrepreneurship.
- Clothing and Textiles Education have enough Occupational areas that can meet the university undergraduates' skills need for entrepreneurship which were all perceived to be very important.

- There are 18 Occupational skills need of Clothing and Textiles university undergraduate students for entrepreneurship.
- There are 22 Employability attributes skills need of Clothing and Textiles university undergraduate students for entrepreneurship.
- The undergraduates indicated readiness to use their acquired skills for entrepreneurship.
- Lecturers in the universities have adequate competence and positive attitudes towards assisting undergraduates to achieve the skills need for entrepreneurship.
- Clothing and Textiles undergraduates have negative attitude towards self-employment and entrepreneurship due to low level possession of skills in Clothing and Textiles.
- There are some inadequacies in the Clothing and Textiles Curriculum Content especially on the technical skills aspect which is needed for entrepreneurship.
- The undergraduates equally agreed that they were motivated to a large extent to acquire Clothing and Textiles Occupational Skills for entrepreneurship. However, they pointed out that there are some gaps between the skills acquired in Clothing and Textiles Education and the needs of the fashion and Clothing industries of the 21st century, thus constituting the major reasons for the negatives attitude towards utilization of the skills for entrepreneurship. The strategies of improving the acquisition and utilization of the needed Clothing and Textiles Occupational skills were identified.

Recommendations

Based on the findings of the study and the Conclusion, the following recommendations were made in order to improve the acquisition of the skills which will enable the undergraduates to boldly venture into entrepreneurial business.

i. The government to provide adequate funds to the universities to equip Home Economics Clothing and Textiles laboratories with modern technological and industrial facilities and equipment for effectives teaching and learning of Clothing and Textiles skills.
ii. The government and the university administrators should ensure the recruitment of adequately qualified manpower (lecturers).
iii. The government should provide take off funds to Clothing and Textiles graduates to enable them to establish their entrepreneurial ventures.

iv. SIWES should be made to take a longer period of time at least (six months) as it is done in the French department. This should be in their 3rd year of study course.

v. Enough time should be allotted to the teaching of the practical aspects or Clothing and Textiles for a better comprehension.

vi. There should be a clear link between the university, industries and the needs of the society.

vii. The Clothing and Textiles Curriculum should be regularly modified in line with industrial practices. There should be a collaboration among curriculum planners (NUC), universities management and the industries when designing the Clothing and Textiles curriculum.

viii. The government should sponsor Clothing and Textiles lecturers to seminars, workshop and in-service training both at home and abroad for more exposure to Clothing and Textiles.

ix. Resource personnel knowledgeable in Clothing and Textiles Occupational Skills should be enlisted into the training programme of the Clothing and Textiles university undergraduates.

x. Government should ensure the implementation of identified strategies for enhancing Clothing and Textiles Occupational Skills need for entrepreneurship in the Universities.

xi. There should be specialization in the three major areas of Home Economics viz food and nutrition, Clothing and Textiles and Home Management.

xii. Lecturers should improve on their inter-personal relationship with the students to make the learning atmosphere conducive.

xiii. Lecturers should improve upon themselves because a teacher cannot give what he does not have.

xiv. There should be a constant orientation on the importance of proper skills acquisition for entrepreneurship.

xv. The lecturers of Clothing and Textiles should consider team-based-teaching for effective implementation of Clothing and Textiles Skills for entrepreneurship.

Contributions to Knowledge

The study will contribute to knowledge in the following ways:

i. The study established that the Universities Home Economics (Clothing and Textiles) objectives such as production of professional qualified teachers who are competent to

teach Clothing and Textiles at the secondary school level, to promote desirable attitudes in students among others are adequate in meeting the undergraduate's employment needs in South-South Zone, of Nigeria.

ii. The study established that the undergraduates in south-south zone have acquired some Clothing and Textiles Occupational area such as clothes repair, bead making, sewing fashionable clothes, making of bed sheets and bed cover for sale among others for entrepreneurship.

iii. The study established 18 Occupational skills need of university undergraduate students in Clothing and Textiles among which are: sewing fashionable clothes, sewing and sales of curtain blinds for windows and doors, making of souvenirs bags for marriages, funerals and birthdays, and productions of sport wears for schools.

iv. The study also confirmed that the Clothing and Textiles curriculum content of university undergraduate students have some inadequacies especially on the technical skills aspect which is needed for entrepreneurship.

v. The study confirmed that the following are challenges militating against the acquisition and utilization of Clothing and Textiles Occupational Skills need for entrepreneurship, among which are: inadequate curriculum content to match the needs of the society, poor undergraduates' attitudes towards entrepreneurship, inadequate laboratory facilities, too short SIWES period, and inadequate time for practical classes among others.

vi. The study also provided that there should be constant curriculum review to match the needs of the changing times. Provision of adequate equipment and facilities for learning practical skills among others.

vii. The study equally established that the difference between the skills needed (ideal) on the job to become success entrepreneurs and those possessed and acquired (actual) by the undergraduates creates a skill gap which is the major concern of this project.

Suggestions for Further Study

This study is by no means conclusive. The study can be replicated using more than one senatorial zone. Further study could be done employing experimental design to compare the achievement or acquisition of Clothing and Textiles occupational skills need for entrepreneurship. Further studies should be carried out using Clothing and Textiles graduates already in the field to find out how they are utilizing the Clothing and Textiles skills need for entrepreneurship.

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APPENDIX I

PART 1

CLOTHING AND TEXTILES OCCUPATIONAL SKILLS NEED FOR ENTRPRENEURSHIP QUESTIONNAIRE (CTOSNEQ)

LECTURERS' QUESTIONNAIRE

This questionnaire is designed to elicit the opinions of respondents on the extent of acquisition and Utilization of Clothing and Textiles Occupational Skills Need for entrepreneurship among University graduates from South-South zone, Nigeria.

The researcher is a Ph.D student from Home Economics unit in Delta State University, Abraka. You are therefore, kindly requested to provide assistance by completing the questionnaire as honest as you can. All information provided shall be treated with strict confidence and please it should be noted that it is purely for this research purpose.

OBIAZI, Adama Eunice

Please thick [√] as appropriate.

SECTION A

Respondents Bio Data

1. What is your age range? (A) 20-29 years [ ] (B) 30-39 years[ ] (C) 40-49 years [ ] (D) 50-59 years [ ] (E) 60-69 years [ ]
2. Name of your School? (A) IAUE [ ] (B) UNIBEN [ ] (C) DELSU [ ] (D) AAU [ ]
3. What is your area of specialization? (A) Food and Nutrition [ ] (B) Clothing and Textiles [ ] (D) Child Development [ ] E) ALL [ ]
4. Your highest Qualification? (A) B.Sc. [ ] (B) Master's Degree [ ] (C) Doctorate Degree [ ]

Key:

Strongly Agree	----	SA	Very High Extent	----	VHE
Agree	----	A	High Extent	----	HE
Disagree	----	D	Low Extent	----	LE
Strongly Disagree	----	SD	Very Low Extent	----	VLE
Very High Level of Acquisition	----	VHLA	Very Highly Ready	----	VHR
High Level of Acquisition	----	HLA	Highly Ready	----	HR
Low Level of Acquisition	----	LLA	Lowly Ready	----	LR
Very Low Level of Acquisition	----	VLLA	Very Lowly Ready	----	VLR

SECTION B

Research Question 1

The extent the objectives of Clothing and Textile programmes met the skills need for entrepreneurship

S/N	Statements	VHE	HE	LE	VLE
5.	Production of professional qualified teachers who are competent to teach Clothing and Textiles at the Secondary School level				
6.	Inculcate in the Students the need to strengthen family life through improving personal, family and community living.				
7.	Well equipped for the skills to be self-reliant				
8.	Produce practical and production oriented graduates that will successfully utilized their skill for self-employment or for services in government, industry and other careers in Clothing and Textiles industries.				
9.	To promote desirable attitudes in the students.				

Research Question 2

The extent Clothing and Textiles occupational skills met the skills need for entrepreneurship

S/N	Statements	VHE	HE	LE	VLE
10.	Tailoring of Household articles				
11.	Interior decoration, (sewing curtains and blinds for windows and doors.				
12.	Decorations for Occasions such as marriages, birthday				
13.	Renovating household articles				
14.	Funeral packaging (decoration of funeral beds and parlor, making wreaths).				
15.	Produce tie and dye materials				
16.	Produce and design sport wears for schools				
17.	Laundry and dry cleaning jobs				
18.	Making of toys and models				
19.	Weaving of Aso- oke (Yoruba)				
20.	Designing of bed sheet, bed covers and pillow cases for sale				
21.	Commercial pattern drafting				
22.	Making of wedding gowns and accessories				
23.	Making costume for artistes				
24.	Engaging in dressing brides for marriages				
25.	Production of Fashion Glamour				
26.	Fashion writers and artists				
27.	Teachers or Instructors				
28.	Barbing and Hair Dressing				
29.	Research and Development				

30.	Shoe Making				
31	Fashion merchandizing				

Research Question 3

What is the extent of acquisition of Clothing and Textiles Occupational Skills by University undergraduates for entrepreneurship?

S/N	Statements	VHE	HE	LE	VLE
32.	Sewing of clothes				
33.	Interior decoration (sewing of curtains and blinds for windows and doors)				
34.	Decorations for occasion such as funerals, birthdays and marriages				
35.	Renovation of household articles				
36.	Clothes recycling				
37.	Production of tie and dye materials and batik				
38.	Production of sports wears for schools				
39.	Laundry and dry cleaning				
40.	Weaving of aso-oke fabric				
41.	Knitting, weaving, embodying and crocheting of household articles, examples are head rest, table cover, food cover				
42.	Sewing of bed sheet, bed covers and pillow cases for sale				
43.	Drafting of commercial pattern for sale				
44.	Making of wedding gowns and accessories				
45.	Sewing of costume for artists				
46.	Fashion glamour				
47.	Fashion and textile instructors				
48.	Running of barbing shop				
49.	Shoe making and repairs				
50.	Research writing				
51.	Fashion merchandizing				

Research Question 7

The extent Clothing and Textiles curriculum content met the University undergraduate skills need for entrepreneurship.

S/N	Statements	SA	A	D	SD
52.	The curriculum content of Clothing and Textiles is adequate for skills in craft work				
53.	The content of Clothing and Textiles is adequate for skills in tie and dye, batik making.				
54.	The content of Clothing and Textiles is enriched with skills in interior decoration, such as decorating halls for ceremonial events, among others.				

55.	The content is well organized for pattern making, sewing and designing.				
56.	The content of Clothing and Textiles is adequate for skills in laundry.				
57.	The content of Clothing and Textiles is adequate for fabric merchandizing				
58.	The content is adequate for making household furnishing for sales. (Such as armrest, headrest, footmatch)				

SECTION C

Strategies needed to improve the acquisition and utilization of Clothing and Textiles occupational skills for entrepreneurship.

S/N	Statements	SA	A	D	SD
59.	They should be served to meet the need of the changing times.				
60.	There should be appropriate awareness/enlightenment of the importance of Clothing and Textiles				
61.	Provision of adequate equipment and facilities for teaching/learning practical skills				
62.	Lecturers in Clothing and Textiles need to be retrained to equip them with skills adequate for today's technological advanced economy.				
63.	Adequate time needs to be allotted to the teaching of the practical skills in Clothing and Textiles				
64.	Lecturers should have positive attitude towards Clothing and Textiles				
65.	Lecturers need to make clothing construction classes interesting and lively by making sure that all the students participate				
66.	School administration need to encourage students' participation through making adequate provision for funds for practical teaching.				
67.	Exhibition should be carried out occasionally from time to time to motivate students, parents, and management's interest				
68.	Lecturers of Clothing and Textiles need to be kind and ready to assist and correct students				
69.	Teaching of Clothing skill should start from simple to complex				
70.	Resource persons knowledgeable in Clothing and Textiles should be invited to teach practical skills.				
71.	Students' Industrial attachment should take a long period so that students could be adequately exposed to practical work outside the school.				
72.	There should be a link between the industries and the school				

PART 2

CLOTHING AND TEXTILES OCCUPATIONAL SKILLS NEED FOR ENTRPRENEURSHIP QUESTIONNAIRE (CTOSNEQ)

STUDENTS' QUESTIONNAIRE

This questionnaire is designed to elicit the opinions of respondents on the extent of acquisition and Utilization of Clothing and Textiles Occupational Skills Need for entrepreneurship among University graduates from South-South zone, Nigeria.

The researcher is a Ph.D student from Home Economics unit in Delta State University, Abraka. You are therefore, kindly requested to provide assistance by completing the questionnaire as honest as you can. All information provided shall be treated with strict confidence and please it should be noted that it is purely for this research purpose.

OBIAZI, Adama Eunice

Please thick [√] as appropriate.

SECTION A

Respondents Bio Data

1. What is your age range? (A) 15-19 years [ ] (B) 20-24 years [ ] (C) 25-29 years [ ] (D) 30-34 years [ ] (E) 35-39 years [ ]
2. Name of your School? (A) IAUE [ ] (B) UNIBEN [ ] (C) DELSU [ ] (D) AAU [ ]
3. What is your mode of entry into the university? (A) Direct [ ] (B) Through JAMB [ ]
4. When were you exposed to Clothing and Textiles? (A) JSS [ ] (B) SSS [ ] (C) NCE [ ] (D) In the university [ ]
5. What is the qualification of your Clothing and Textiles lecturers? (A) B.Sc. [ ] (B) Master [ ] (C) Doctorate [ ]

Key:

Strongly Agree	----	SA	Very High Extent	----	VHE
Agree	----	A	High Extent	----	HE
Disagree	----	D	Low Extent	----	LE
Strongly Disagree	----	SD	Very Low Extent	----	VLE
Very High Level of Acquisition	----	VHLA	Very Highly Ready	----	VHR
High Level of Acquisition	----	HLA	Highly Ready	----	HR
Low Level of Acquisition	----	LLA	Lowly Ready	----	LR
Very Low Level of Acquisition	----	VLLA	Very Lowly Ready	----	VLR

SECTION B

Research Question 1

The extent the objectives of Clothing and Textile programmes met the skills need for entrepreneurship

S/N	Statements	VHE	HE	LE	VLE
5.	Production of professional qualified teachers who are competent to teach Clothing and Textiles at the Secondary School level				
6.	Inculcate in the Students the need to strengthen family life through improving personal, family and community living.				
7.	Well equipped for the skills to be self-reliant				
8.	Produce practical and production oriented graduates that will successfully utilized their skill for self-employment or for services in government, industry and other careers in Clothing and Textiles industries.				
9.	To promote desirable attitudes in the students.				

Research Question 2

The extent Clothing and Textiles occupational skills met the skills need for entrepreneurship

S/N	Statements	VHE	HE	LE	VLE
10.	Tailoring of Household articles				
11.	Interior decoration, (sewing curtains and blinds for windows and doors.				
12.	Decorations for Occasions such as marriages, birthday				
13.	Renovating household articles				
14.	Funeral packaging (decoration of funeral beds and parlor, making wreaths).				
15.	Produce tie and dye materials				
16.	Produce and design sport wears for schools				
17.	Laundry and dry cleaning jobs				
18.	Making of toys and models				
19.	Weaving of Aso- oke (Yoruba)				
20.	Designing of bed sheet, bed covers and pillow cases for sale				
21.	Commercial pattern drafting				
22.	Making of wedding gowns and accessories				
23.	Making costume for artistes				
24.	Engaging in dressing brides for marriages				
25.	Production of Fashion Glamour				
26.	Fashion writers and artists				
27.	Teachers or Instructors				
28.	Barbing and Hair Dressing				
29.	Research and Development				

30.	Shoe Making				
31	Fashion merchandizing				

Research Question 3

What is the extent of acquisition of Clothing and Textiles Occupational Skills by University undergraduates for entrepreneurship?

		Importance Rating				**Level of Acquisition**			
		Highly Important	**Moderately**	**Slightly Important**	**Not Important**	**Very High**	**High Acquisition**	**Low Acquisition**	**Very Low**
S/N	**Statements**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**
32.	Sewing of clothes								
33.	Interior decoration (sewing of curtains and blinds for windows and doors)								
34.	Decorations for occasion such as funerals, birthdays and marriages								
35.	Renovation of household articles								
36.	Clothes recycling								
37.	Production of tie and dye materials and batik								
38.	Production of sports wears for schools								
39.	Laundry and dry cleaning								
40.	Weaving of aso-oke fabric								
41.	Knitting, weaving, embodying and crocheting of household articles, examples are head rest, table cover, food cover								
42.	Sewing of bed sheet, bed covers and pillow cases for sale								
43.	Drafting of commercial pattern for sale								
44.	Making of wedding gowns and accessories								
45.	Sewing of costume for artists								
46.	Fashion glamour								
47.	Fashion and textile instructors								
48.	Running of barbing shop								
49.	Shoe making and repairs								
50.	Research writing								
51.	Fashion merchandizing								

Research Question 4

The extent of acquisition of Clothing and Textiles employability attributes required to meet the skills needs for entrepreneurship

		Importance Rating				Level of Acquisition			
		Highly Important	Moderately Important	Slightly Important	Not Important	Very High Level of Acquisition	High Level of Acquisition	Low Level of Acquisition	Very Low Level of Acquisition
S/N	**Statements**	**4**	**3**	**2**	**1**	**4**	**3**	**2**	**1**
52.	Having the enthusiasm to work								
53.	Being creative								
54.	Being honest								
55.	Being patient								
56.	Being flexible								
57.	Possession of qualities for maintaining professional image								
58.	Ability to complete assignment								
59.	Improving ones skills								
60.	Using ones initiatives in doing things								
61.	Demonstrate appropriate social skills in the work place								
62.	Resourceful								
63.	Ability to accept responsibilities								
	Positive Self-Concept (PSC)								
64.	You have never asked for a job								
65.	You believe you have nothing to offer your employer								
66.	You have not learnt how to dress and groom yourself for social acceptance and pride								
67.	You have not developed practical skills for everyday use								
	Human Relationship (HR)								
68.	You do not get along with other people easily								
69.	You do not have good relationship with your family members								
70.	You do not co-operate with everybody you work with								
71.	You do Home Economics practically work individually								

72.	**Positive Attitude Towards Work (PATW)** You do not feel like working								
73.	People cannot depend on you to do any work effectively								
74.	You do not relate well with your employer								
75.	You do not relate well with other employees								
76.	**Management Skills (MS)** You do not have task and target plans, thus you waste a lot of time								
77.	You will be ready to borrow money from your employer whenever you are stranded								
78.	You worry about finances								
79.	You do not make budget for task to be done								
80.	You do not plan your time before doing anything								
81.	**Solution to Many Social Problems (SMSP)** You like violence when you are tired								
82.	You can neglect the things entrusted to you								
83.	You do not demand your right even when the need arises								
84.	You are aware that acquired occupational attributes in Clothing and Textiles can make you employable, thus improving your standard of living								

Research Question 5

The extent of readiness to utilize the acquired Clothing and Textiles Occupational Skills met the skills need for entrepreneurship after graduation.

		VHR	**HR**	**MR**	**NR**
85.	Establishment of clothing mechanizing and garment production businesses				
86.	Sales of fashion accessories.				
87.	Decoration, wedding shop.				
88.	Bead making.				
89.	Sewing and sales of curtain blinds for windows and doors, making of bed sheets cover.				
90.	Sewing of souvenirs bags for marriages, funerals, birthdays, among others				
91.	Researches, teaching and instructing.				

Research Question 6

Influence of practical classes on the achievement of Clothing and Textiles Occupational Skills need for entrepreneurship.

S/N	Statements	SA	A	D	SD
92.	My practical classes have exposed me to occupational skills				
93.	My practical classes have provided me with knowledge of all the sewing tools and their usage				
94.	My Clothing and Textiles practical's classes aroused my interest in clothing construction				
95.	My Clothing and Textile practical classes influence my knowledge in pattern drafting				
96.	The equipment in Clothing and Textiles laboratory made the practical classes in clothing construction to be easy				
97.	My practical classes have actually equipped me with enough skills for entrepreneurial adventure after graduation				
98.	My Clothing and textiles lecturer are very good in teaching practical skills				

Research Question 7

The extent Clothing and Textiles curriculum content met the University undergraduate skills need for entrepreneurship.

S/N	Statements	SA	A	D	SD
99.	The curriculum content of Clothing and Textiles is adequate for skills in craft work				
100.	The content of Clothing and Textiles is adequate for skills in tie and dye, batik making.				
101.	The content of Clothing and Textiles is enriched with skills in interior decoration, such as decorating halls for ceremonial events, among others.				
102.	The content is well organized for pattern making, sewing and designing.				
103.	The content of Clothing and Textiles is adequate for skills in laundry.				
104.	The content of Clothing and Textiles is adequate for fabric merchandizing				
105.	The content is adequate for making household furnishing for sales. (Such as armrest, headrest, footmatch)				

Research Question 8

Clothing and Textiles lecturers' competencies required in meeting the skills need of Clothing and Textiles undergraduate for entrepreneurship

S/N	Statements	SA	A	D	SD
106.	My Clothing and Textiles lecturers illustrate their teachings with practical				
107.	My Clothing and Textiles lecturers are qualified to teach the course				
108.	My Clothing and Textiles lecturers displays high level of competence in teaching patterns drafting.				
109.	Garment making				
110.	Craft making				
111.	My Clothing and Textiles lecturers have adequate knowledge of the course				
112.	My Clothing and Textiles lecturers have good sense of judgment				
113.	My Clothing and Textiles lecturers are committed to their duty.				

Research Question 9

The extent Clothing and Textiles lecturers' attitudes influence the acquisition of skills in Clothing and Textiles

S/N	Statements	SA	A	D	SD
114.	My Clothing and Textiles lecturers demonstrate high level competence through practical experience to exceptional skills				
115.	My Clothing and Textiles lecturers portray their personality well				
116.	My Clothing and Textiles lecturers are always organized and punctual/regular in class.				
117.	The lecturers are creative and able to arouse students interest in Clothing and Textiles through creativity.				
118.	My Clothing and Textiles lecturers are knowledgeable in the skills relating to Clothing and Textiles construction				
119.	My Clothing and Textiles lecturers show positive attitudes towards teaching the students.				
120.	My Clothing and Textiles lecturers make the teaching environment conducive for learning.				

Research Question 10

Attitudes of Clothing and Textiles University undergraduates towards acquisition of Clothing and Textiles skills for entrepreneurship.

S/N	Statements	SA	A	D	SD
121.	I don't like Clothing and Textiles as a course.				
122.	I am not matured for the task of Clothing and Textiles.				
123.	Nothing motivates me to acquire the skills needed in Clothing and Textiles				
124.	My Clothing and Textiles lecturers are not organized, punctual and regular in class, this therefore affects my interest.				
125.	The Lecturers are not creative and are unable to arouse student's innate abilities in Clothing and Textiles.				
126.	My Clothing and Textiles lecturers are knowledgeable in the skills relating to clothing and Textile construction.				
127.	My Clothing and Textile lecturers show positive attitudes towards teaching the subjects, thus I am discouraged.				
128.	My Clothing and Textile lecturers make the teaching environment not conducive for learning, thus I hate the subject.				

Research Question 11

To what extent are you motivated to acquire the Clothing and Textile Skills for entrepreneurship?

S/N	Statements	SA	A	D	SD
129.	My Clothing and Textiles lecturers' attitude motivated me to acquire Clothing and Textile skills for entrepreneurship.				
130.	The incentives (praise, good work and encouragement) from my Clothing and Textile teacher actually motivated me.				
131.	The equipment in the Clothing and Textiles lab motivated me to acquire Clothing and Textiles skills.				
132.	The method of teaching adopted by my Clothing and Textiles lecturer motivated me to acquire the skills for entrepreneurship				
133.	The team spirit from my co-student motivated me to acquire the skill.				

SECTION C

Research Question 12

Strategies needed to improve the acquisition of Clothing and Textiles Skills need for Entrepreneurship?

S/N	Statements	SA	A	D	SD
134.	There should be curriculum review to meet the need of the changing times.				
135.	Provision of adequate equipment and facilities for teaching/learning practical skills				
136.	Lecturers in Clothing and Textiles need to be retrained to equip them with skills adequate for today's technological advanced economy.				
137.	Adequate time needs to be allotted to the teaching of the practical skills in Clothing and Textiles				
138.	There should be improved teacher students' relationship.				
139.	Lecturers should make clothing construction classes interesting and lively by teaching them relevant life skills				
140.	Lecturers should be motivated by giving them incentives.				
141.	School management need to encourage student's participation through adequate provision for funds for practical teaching.				

Research Question 13

Strategies needed to improve the utilization of Clothing and Textiles occupational skills for entrepreneurship.

		SA	A	D	SD
142.	Provision of adequate funds by the government for graduates to take off entrepreneurship venture.				
143.	There should be industrial/institutional collaboration.				
144.	Clothing and Textiles graduate should develop positive attitude towards self-employment.				
145.	Recourse persons knowledgeable in Clothing and Textiles skills should be made to teach the practical aspect of the course.				
146.	Students industrial work experience scheme (SIWES) should take a longer period.				
147.	Excursion to Clothing and Textiles related industries should be encouraged.				
148.	Attendance to seminar and workshops by undergraduates should be encouraged.				

149.	There should be compulsory enrolment into National open apprenticeship Scheme (NAOS) for one year immediately after graduation.				

APPENDIX II

STUDENTS' QUESTIONNAIRE RELIBILITY FOR SECTION B

[DataSet1] C:\Users\MY PC\Documents\spss3\clothing and textiles.sav Reliability Scale: ALL VARIABLES Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.792	122

RELIBILITY FOR SECTION C

Reliability Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.788	12

RELIBILITY FOR FULL SCALE

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.790	134

LECTURERS' QUESTIONNAIRE

RELIABILITY OF SECTION B

Reliability Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	7	100.0
	Excluded[a]	0	.0
	Total	7	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.871	71

RELIABILITY OF SECTION C

Reliability Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	7	100.0
	Excluded[a]	0	.0
	Total	7	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.858	12

RELIABILITY OF FULL QUESTIONNAIRE

Reliability Scale: ALL VARIABLES Case Processing Summary

		N	%
Cases	Valid	7	100.0
	Excluded[a]	0	.0
	Total	7	100.0

a. Listwise deletion based on all variables in the procedure.

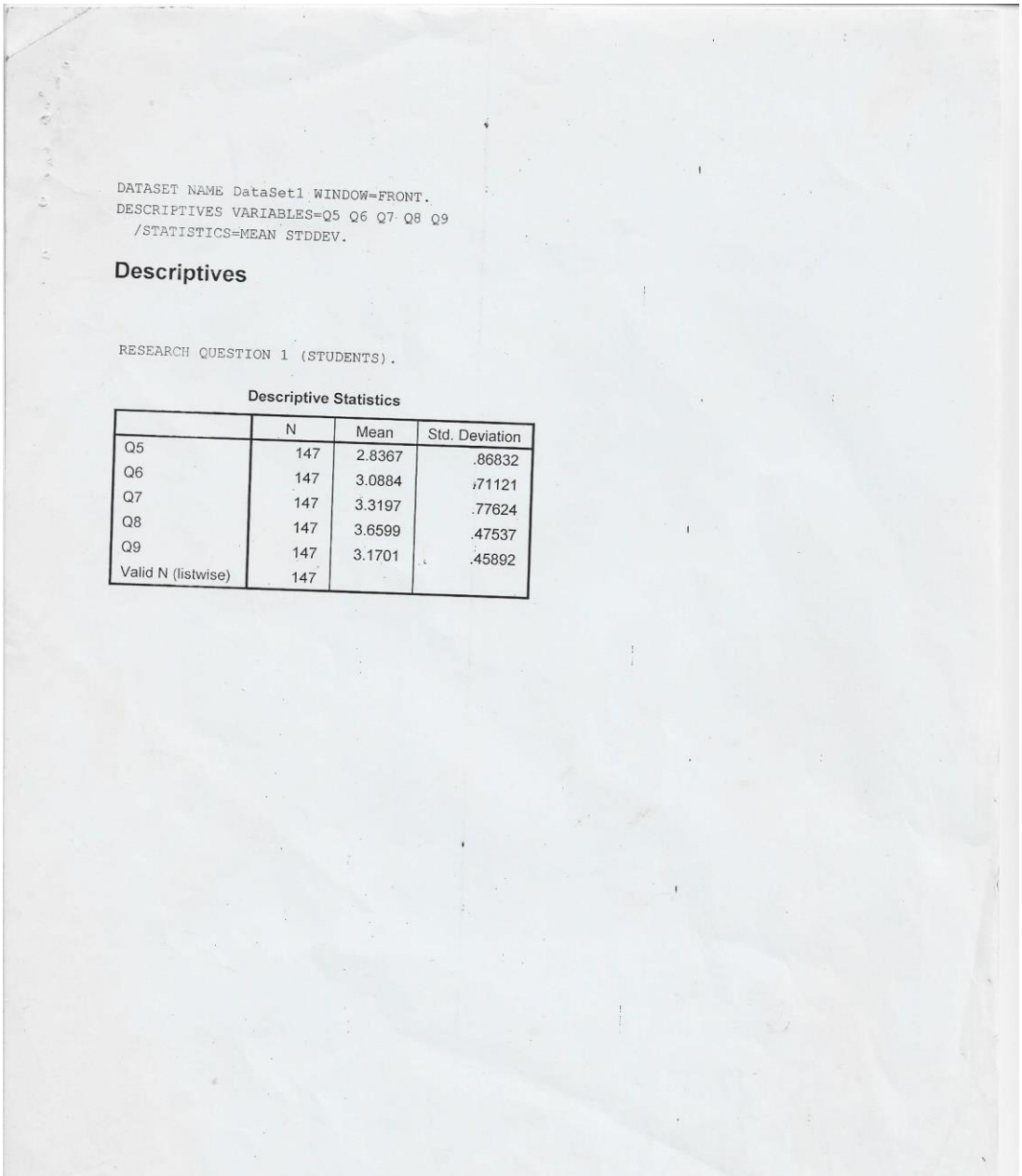
Reliability Statistics

Cronbach's Alpha	N of Items

.867	83

APPENDIX III

DATA ANALYSIS



```
DATASET NAME DataSet1 WINDOW=FRONT.
DESCRIPTIVES VARIABLES=Q5 Q6 Q7 Q8 Q9
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 1 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q5	147	2.8367	.86832
Q6	147	3.0884	,71121
Q7	147	3.3197	.77624
Q8	147	3.6599	.47537
Q9	147	3.1701	.45892
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 Q27
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 2 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q10	147	2.6395	.68191
Q11	147	2.3810	.75247
Q12	147	2.1633	.77672
Q13	147	3.0952	.60061
Q14	147	3.1565	.90433
Q15	147	3.0000	.69242
Q16	147	2.1361	.50531
Q17	147	3.3061	.64757
Q18	147	3.4218	.72078
Q19	147	2.9184	.78957
Q20	147	3.4898	.72497
Q21	147	2.4286	.96515
Q22	147	3.4218	.70152
Q23	147	2.5850	.65001
Q24	147	2.5238	.77046
Q25	147	2.3810	.98852
Q26	147	3.0952	.60061
Q27	147	2.8299	.78839
Q28	147	3.2381	.56536
Q29	147	2.9728	.75802
Q30	147	1.4218	.67159
Q31	147	1.6803	.79369
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q4
5 Q46 Q47 Q48 Q49 Q50 Q51 Q52
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 3 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q32	147	1.6803	.79369
Q33	147	2.8844	.76317
Q34	147	2.6599	.91034
Q35	147	2.7755	.70997
Q36	147	2.6122	.83131
Q37	147	2.6327	1.02758
Q38	147	3.1020	.58209
Q39	147	1.4694	.50077
Q40	147	3.2653	.56528
Q41	147	1.7347	1.04898
Q42	147	3.8776	.48112
Q43	147	3.4286	.70225
Q44	147	2.9524	.78804
Q45	147	2.8980	.95612
Q46	147	2.3878	.90242
Q47	147	2.9592	.77528
Q48	147	2.6122	.72574
Q49	147	3.1224	.62918
Q50	147	2.5850	.99205
Q51	147	1.6327	.69323
Q52	147	1.5238	.73404
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q4
5 Q46 Q47 Q48 Q49 Q50 Q51 Q52
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEARCH QUESTION 3 (LEVEL OF ACQUISITION / POSSESSION).

Descriptive Statistics

	N	Mean	Std. Deviation
Q32	147	1.5306	.93857
Q33	147	1.6395	.95045
Q34	147	1.6803	.96505
Q35	147	1.8844	1.00353
Q36	147	1.5714	1.00683
Q37	147	1.4626	.92360
Q38	147	1.4966	.87095
Q39	147	3.0884	1.23269
Q40	147	1.4898	.86299
Q41	147	1.4694	.86251
Q42	147	1.7143	.83584
Q43	147	1.5442	.77840
Q44	147	1.6054	.85654
Q45	147	1.5102	.83064
Q46	147	1.6531	.83299
Q47	147	1.6327	1.00738
Q48	147	1.7279	.99007
Q49	147	1.8095	1.03589
Q50	147	1.9660	1.02312
Q51	147	1.7075	1.06121
Q52	147	1.5578	.99402
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q53 Q54 Q55 Q56 Q57 Q58 Q59 Q60 Q61 Q62 Q63 Q64 Q65 Q6
6 Q67 Q68 Q69 Q70 Q71 Q72 Q73 Q74 Q75 Q76 Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEARCH QUESTION 4 (STUDENTS).

Descriptive Statistics

	N	Mean	Std. Deviation
Q53	147	2.7415	.74105
Q54	147	2.6667	.95324
Q55	147	3.7143	.45330
Q56	147	3.3401	.47537
Q57	147	3.4694	.50077
Q58	147	3.0680	.44813
Q59	147	3.5782	.49553
Q60	147	2.8163	.79399
Q61	147	3.4218	.49553
Q62	147	3.4422	.49834
Q63	147	3.1020	.30374
Q64	147	3.4898	.50160
Q65	147	2.6599	.70707
Q66	147	3.7619	.42737
Q67	147	2.3741	.48556
Q68	147	1.6735	.47055
Q69	147	2.0680	.86531
Q70	147	2.7075	.88527
Q71	147	2.0408	.71075
Q72	147	1.6599	.47537
Q73	147	2.8912	.86902
Q74	147	2.9320	.82479
Q75	147	2.6803	1.22187
Q76	147	3.1429	.60816
Q77	147	2.6054	1.11379
Q78	147	3.2585	.75024
Q79	147	3.2517	.69088
Q80	147	3.4218	.87527
Q81	147	3.1429	.90660
Q82	147	3.0204	.70681

Descriptive Statistics

	N	Mean	Std. Deviation
Q83	147	2.8639	.94825
Q84	147	3.0000	.97222
Q85	147	3.1224	.72996
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q53 Q54 Q55 Q56 Q57 Q58 Q59 Q60 Q61 Q62 Q63 Q64 Q65 Q6
6 Q67 Q68 Q69 Q70 Q71 Q72 Q73 Q74 Q75 Q76 Q77 Q78 Q79 Q80 Q81 Q82 Q83 Q84 Q85
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEACHQUESTION4 LEVEL OF ACQUISITION AND POSSESSION.

Descriptive Statistics

	N	Mean	Std. Deviation
Q53	147	1.6395	.97183
Q54	147	3.0748	1.23914
Q55	147	1.5238	.85475
Q56	147	1.5918	.95627
Q57	147	1.7075	.88527
Q58	147	1.5782	.81866
Q59	147	1.6735	.93752
Q60	147	1.5034	.79703
Q61	147	1.7483	.89782
Q62	147	1.5986	.99767
Q63	147	1.7007	.98908
Q64	147	2.3741	1.28325
Q65	147	1.7619	.98157
Q66	147	1.6531	1.03138
Q67	147	2.8095	.71513
Q68	147	2.6599	1.06948
Q69	147	3.2449	.74569
Q70	147	3.1769	.79983
Q71	147	2.7891	1.43933
Q72	147	2.8367	.91443
Q73	147	2.9728	.76700
Q74	147	3.0000	.78514
Q75	147	3.4830	.50142
Q76	147	3.3878	.48890
Q77	147	3.5646	.82817
Q78	147	2.7007	.65600
Q79	147	2.7483	1.13984
Q80	147	2.8912	.67367
Q81	147	2.8707	.87798
Q82	147	2.7483	1.22666

Descriptive Statistics

	N	Mean	Std. Deviation
Q83	147	2.9932	.83990
Q84	147	2.9048	.98852
Q85	147	3.3469	.84928
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q86 Q87 Q88 Q89 Q90 Q91 Q92
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 5 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q86	147	3.0000	.79381
Q87	147	3.4626	.76097
Q88	147	3.5238	.76152
Q89	147	2.9048	.81370
Q90	147	3.5578	.66342
Q91	147	3.6395	.54829
Q92	147	3.1088	.75061
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q93 Q94 Q95 Q96 Q97 Q98 Q99
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 6 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q93	147	3.7483	.66046
Q94	147	3.3061	.87282
Q95	147	3.7959	.46727
Q96	147	3.3537	.82597
Q97	147	3.5102	.82235
Q98	147	3.4014	.63742
Q99	147	3.0952	.90911
Valid N (listwise)	147		

```
DATASET NAME DataSet1 WINDOW=FRONT.
DESCRIPTIVES VARIABLES=Q100 Q101 Q102 Q103 Q104 Q105 Q106
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 7 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q100	147	2.6735	.74174
Q101	147	3.0000	.00000
Q102	147	1.0000	.00000
Q103	147	2.2857	.70225
Q104	147	1.8571	.99313
Q105	147	2.7143	1.16454
Q106	147	2.5918	.77420
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q107 Q108 Q109 Q110 Q111 Q112 Q113 Q114
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 8 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q107	147	2.5918	.77420
Q108	147	2.4898	1.15490
Q109	147	3.7347	.44301
Q110	147	3.6939	.91121
Q111	147	1.7755	.41867
Q112	147	2.7959	.81037
Q113	147	3.4490	1.16562
Q114	147	1.9728	.16325
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q115 Q116 Q117 Q118 Q119 Q120 Q121
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 9 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q115	147	4.0000	.00000
Q116	147	2.7347	.56528
Q117	147	2.5986	1.01131
Q118	147	2.0476	1.08750
Q119	147	3.0612	.57606
Q120	147	3.7959	.40441
Q121	147	1.8844	1.03047
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q122 Q123 Q124 Q125 Q126 Q127 Q128 Q129
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 10 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q122	147	3.2585	.68335
Q123	147	3.8776	.48112
Q124	147	3.4218	.70152
Q125	147	2.3946	1.16782
Q126	147	3.4694	.81347
Q127	147	3.5850	.79246
Q128	147	3.5374	.61122
Q129	147	3.2653	.82201
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q130 Q131 Q132 Q133 Q134
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 11 (STUDENTS).
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q130	147	3.0680	.58121
Q131	147	2.6599	.47537
Q132	147	3.1020	.54565
Q133	147	2.1565	1.31743
Q134	147	2.8163	.70245
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q135 Q136 Q137 Q138 Q139 Q140 Q141 Q142
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEARCH QUESTION 12 (STUDENTS).ACQUISITION

Descriptive Statistics

	N	Mean	Std. Deviation
Q135	147	2.5986	1.07690
Q136	147	3.9864	.11624
Q137	147	3.3741	.48556
Q138	147	3.2313	.42310
Q139	147	3.5510	,49909
Q140	147	3.2789	.52057
Q141	147	3.4082	.64908
Q142	147	3.1701	.58957
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q143 Q144 Q145 Q146 Q147 Q148
  /STATISTICS=MEAN STDDEV.
```

Descriptives

```
RESEARCH QUESTION 13 (STUDENTS).UTILIZATION
```

Descriptive Statistics

	N	Mean	Std. Deviation
Q143	147	3.5918	.62762
Q144	147	2.8776	.73929
Q145	147	3.0816	.83182
Q146	147	3.6395	.68191
Q147	147	3.1020	.77402
Q148	147	3.2109	.49974
Valid N (listwise)	147		

```
DESCRIPTIVES VARIABLES=Q5 Q6 Q7 Q8 Q9
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEARCH QUESTION 1 (LECTURERS)

Descriptive Statistics

	N	Mean	Std. Deviation
Q5	31	3.0968	1.04419
Q6	31	2.9355	.89202
Q7	31	3.6129	.55842
Q8	31	2.9677	.40693
Q9	31	2.6452	.48637
Valid N (listwise)	31		

```
DESCRIPTIVES VARIABLES=Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q2
3 Q24 Q25 Q26 Q27 Q28 Q29 Q30 Q31
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEARCH QUESTION 2 (LECTURERS)

Descriptive Statistics

	N	Mean	Std. Deviation
Q10	31	2.9355	.99785
Q11	31	3.2581	.51431
Q12	31	2.9677	.17961
Q13	31	2.9032	.30054
Q14	31	2.7742	.99028
Q15	31	2.6452	.70938
Q16	31	2.8065	.79244
Q17	31	2.9677	.98265
Q18	31	3.3871	.88232
Q19	31	3.1613	1.26746
Q20	31	3.2903	1.00643
Q21	31	2.3871	.49514
Q22	31	2.9032	1.16490
Q23	31	2.7742	.84497
Q24	31	2.7742	.84497
Q25	31	3.0000	.00000
Q26	31	2.9032	.30054
Q27	31	3.7097	.46141
Q28	31	3.3548	.48637
Q29	31	3.4516	.50588
Q30	31	3.0968	.47292
Q31	31	3.5806	.50161
Valid N (listwise)	31		

```
DESCRIPTIVES VARIABLES=Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 Q41 Q42 Q43 Q44 Q4
5 Q46 Q47 Q48 Q49 Q50 Q51
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEARCH QUESTION 3 (LECTURERS)

Descriptive Statistics

	N	Mean	Std. Deviation
Q32	31	2.8065	.79244
Q33	31	2.8065	1.47013
Q34	31	2.7097	.78288
Q35	31	2.1613	1.03591
Q36	31	2.7097	.52874
Q37	31	2.4839	.72438
Q38	31	3.3226	1.01282
Q39	31	2.9032	.78972
Q40	31	2.7419	.96498
Q41	31	2.6774	1.30095
Q42	31	3.2258	1.11683
Q43	31	2.7742	1.14629
Q44	31	3.0645	.77182
Q45	31	2.5484	1.02758
Q46	31	3.0323	1.22431
Q47	31	2.5484	1.15004
Q48	31	2.8710	.71842
Q49	31	2.9355	1.23654
Q50	31	2.5484	.96051
Q51	31	2.8065	.98045
Valid N (listwise)	31		

```
DESCRIPTIVES VARIABLES=Q52 Q53 Q54 Q55 Q56 Q57 Q58
  /STATISTICS=MEAN STDDEV.
```

Descriptives

RESEARCH QUESTION 7 (LECTURERS)

Descriptive Statistics

	N	Mean	Std. Deviation
Q52	31	2.8387	1.03591
Q53	31	2.8065	1.07763
Q54	31	3.4839	.50800
Q55	31	3.3548	.48637
Q56	31	3.4839	.72438
Q57	31	2.7419	1.09446
Q58	31	3.4839	.50800
Valid N (listwise)	31		

```
DESCRIPTIVES VARIABLES=Q59 Q60 Q61 Q62 Q63 Q64 Q65 Q66
  /STATISTICS=MEAN STDDEV.
```

Descriptives

QUESTION 12 (LECTURERS) IMPROVE ACQUISITION

Descriptive Statistics

	N	Mean	Std. Deviation
Q59	31	3.3548	.48637
Q60	31	3.6129	.49514
Q61	31	3.5484	.50588
Q62	31	3.4516	.72290
Q63	31	3.5484	.72290
Q64	31	3.3871	.66720
Q65	31	3.0968	.83086
Q66	31	3.5161	.50800
Valid N (listwise)	31		

```
DESCRIPTIVES VARIABLES=Q67 Q68 Q69 Q70 Q71 Q72
  /STATISTICS=MEAN STDDEV.
```

Descriptives

QUESTION 13 (LECTURERS) UTILIZATION

Descriptive Statistics

	N	Mean	Std. Deviation
Q67	31	3.4194	.56416
Q68	31	3.2903	.86385
Q69	31	3.6129	.49514
Q70	31	3.2258	.66881
Q71	31	2.9677	.79515
Q72	31	3.3548	.48637
Valid N (listwise)	31		

```
T-TEST GROUPS=CODE(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=OBJECTIVES
  /CRITERIA=CI(.95).
```

T-Test

HYPOTHESIS 1

Group Statistics

	CODE	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS LECTURERS'	1.00	147	16.0748	1.81353	.14958
	2.00	31	15.2581	2.29445	.41210

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of
		F	Sig.	t
STUDENTS LECTURERS'	Equal variances assumed	6.514	.012	2.170
	Equal variances not assumed			1.863

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
STUDENTS LECTURERS'	Equal variances assumed	176	.031	.81677
	Equal variances not assumed	38.289	.070	.81677

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.37632	.07408	1.55946
	Equal variances not assumed	.43840	-.07051	1.70404

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS	Equal variances assumed	.37632	.07408	1.55946
	Equal variances not assumed	.43840	-.07051	1.70404

```
T-TEST GROUPS=CODE(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=OCCUPATIONALSKILLS
  /CRITERIA=CI(.95).
```

T-Test

HYPOTHESIS 2

Group Statistics

	CODE	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS LECTURERS'	1.00	147	60.2857	4.03580	.33287
	2.00	31	67.0323	2.24327	.40290

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of
		F	Sig.	t
STUDENTS LECTURERS'	Equal variances assumed	4.331	.039	-9.005
	Equal variances not assumed			-12.909

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
STUDENTS LECTURERS'	Equal variances assumed	176	.000	-6.74654
	Equal variances not assumed	77.510	.000	-6.74654

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.74918	-8.22507	-5.26801
	Equal variances not assumed	.52262	-7.78710	-5.70598

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.74918	-8.22507	-5.26801
	Equal variances not assumed	.52262	-7.78710	-5.70598

```
ONEWAY ACQUISITIONOFOCCUPATIOALSKILLS BY CODE2
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 3

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	56.3846	4.67938	.58041	55.2251	57.5441	39.00
2.00	11	54.1818	3.70994	1.11859	51.6894	56.6742	48.00
3.00	16	54.0625	2.90904	.72726	52.5124	55.6126	45.00
4.00	55	56.0909	4.24383	.57224	54.9436	57.2382	41.00
Total	147	55.8571	4.33368	.35744	55.1507	56.5636	39.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	65.00
2.00	62.00
3.00	57.00
4.00	65.00
Total	65.00

ANOVA

UNIBEN IAUE AAU DELSU

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	103.496	3	34.499	1.870	.137
Within Groups	2638.504	143	18.451		
Total	2742.000	146			

```
ONEWAY EMPLOYABILITY BY CODE2
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 4

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	96.5385	4.81883	.59770	95.3444	97.7325	85.00
2.00	11	100.9091	3.41920	1.03093	98.6120	103.2061	95.00
3.00	16	94.6875	4.43800	1.10950	92.3227	97.0523	83.00
4.00	55	98.4727	4.01781	.54176	97.3866	99.5589	88.00
Total	147	97.3878	4.63378	.38219	96.6324	98.1431	83.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	107.00
2.00	105.00
3.00	102.00
4.00	107.00
Total	107.00

ANOVA

UNIBEN AAU DELSU IAUE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	364.688	3	121.563	6.275	.000
Within Groups	2770.210	143	19.372		
Total	3134.898	146			

```
ONEWAY READINESS BY CODE2
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 5

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	24.5231	1.90483	.23626	24.0511	24.9951	20.00
2.00	11	24.1818	1.07872	.32525	23.4571	24.9065	22.00
3.00	16	24.8125	1.83371	.45843	23.8354	25.7896	22.00
4.00	55	22.9636	3.39370	.45761	22.0462	23.8811	16.00
Total	147	23.9456	2.62178	.21624	23.5182	24.3729	16.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	28.00
2.00	25.00
3.00	28.00
4.00	27.00
Total	28.00

ANOVA

UNIBEN AAU DELSU IAUE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	87.348	3	29.116	4.544	.004
Within Groups	916.217	143	6.407		
Total	1003.565	146			

```
ONEWAY PRACTICALCLASS BY CODE1
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 6

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	24.0615	2.15694	.26754	23.5271	24.5960	19.00
2.00	10	24.8000	1.39841	.44222	23.7996	25.8004	22.00
3.00	17	23.5882	2.62342	.63627	22.2394	24.9371	19.00
4.00	55	22.3818	3.40202	.45873	21.4621	23.3015	16.00
Total	147	23.4286	2.81386	.23208	22.9699	23.8872	16.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	27.00
2.00	26.00
3.00	27.00
4.00	27.00
Total	27.00

ANOVA

UNIBEN AAU DELSU
IAUE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	105.547	3	35.182	4.789	.003
Within Groups	1050.453	143	7.346		
Total	1156.000	146			

```
T-TEST GROUPS=CODE(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=CURRICUIUMCONTENT
  /CRITERIA=CI(.95).
```

T-Test

HYPOTHESIS 7

Group Statistics

	CODE	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS LECTURERS'	1.00	147	16.1224	3.42012	.28209
	2.00	31	22.1935	1.97348	.35445

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of
		F	Sig.	t
STUDENTS LECTURERS'	Equal variances assumed	23.116	.000	-9.540
	Equal variances not assumed			-13.402

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
STUDENTS LECTURERS'	Equal variances assumed	176	.000	-6.07110
	Equal variances not assumed	73.942	.000	-6.07110

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.63636	-7.32698	-4.81522
	Equal variances not assumed	.45300	-6.97373	-5.16847

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.63636	-7.32698	-4.81522
	Equal variances not assumed	.45300	-6.97373	-5.16847

```
ONEWAY LECTURERSCOMPETENICES BY CODE1
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 8

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	25.7846	2.63683	.32706	25.1312	26.4380	18.00
2.00	10	26.3000	.48305	.15275	25.9544	26.6456	26.00
3.00	17	24.4118	1.93839	.47013	23.4151	25.4084	20.00
4.00	55	21.1091	3.05307	.41168	20.2837	21.9345	14.00
Total	147	23.9116	3.44412	.28407	23.3502	24.4730	14.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	28.00
2.00	27.00
3.00	26.00
4.00	23.00
Total	28.00

ANOVA

UNIBEN AAU DELSU IAUE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	721.303	3	240.434	34.023	.000
Within Groups	1010.548	143	7.067		
Total	1731.850	146			

```
ONEWAY LECTURERSATTITUDES BY CODE1
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 9

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	19.5385	2.84537	.35293	18.8334	20.2435	14.00
2.00	10	21.4000	2.11870	.66999	19.8844	22.9156	18.00
3.00	17	17.7059	2.25734	.54749	16.5453	18.8665	14.00
4.00	55	19.3455	2.81674	.37981	18.5840	20.1069	14.00
Total	147	19.3810	2.81710	.23235	18.9217	19.8402	14.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	25.00
2.00	25.00
3.00	23.00
4.00	25.00
Total	25.00

ANOVA

UNIBEN AAU DELSU IAUE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	90.147	3	30.049	4.021	.009
Within Groups	1068.520	143	7.472		
Total	1158.667	146			

```
ONEWAY ATTITUDEOFUDERGADTOWARDSACQUISITION BY CODE1
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 10

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	26.7231	2.91820	.36196	26.0000	27.4462	18.00
2.00	10	26.2000	2.57337	.81377	24.3591	28.0409	21.00
3.00	17	26.2941	3.31219	.80332	24.5911	27.9971	18.00
4.00	55	26.6727	2.74910	.37069	25.9295	27.4159	18.00
Total	147	26.6190	2.85814	.23574	26.1532	27.0849	18.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	30.00
2.00	30.00
3.00	30.00
4.00	30.00
Total	30.00

ANOVA

UNIBEN AAU DELSU IAUE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.413	3	1.471	.177	.912
Within Groups	1188.254	143	8.309		
Total	1192.667	146			

```
ONEWAY MOTIVATEDTOACQUIRE BY CODE1
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.
```

Oneway

HYPOTHESIS 11

Descriptives

UNIBEN AAU DELSU IAUE

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
1.00	65	13.2462	2.43048	.30146	12.6439	13.8484	10.00
2.00	10	15.7000	1.82878	.57831	14.3918	17.0082	12.00
3.00	17	11.8824	1.99632	.48418	10.8559	12.9088	10.00
4.00	55	13.4545	2.51527	.33916	12.7746	14.1345	10.00
Total	147	13.3333	2.49200	.20554	12.9271	13.7395	10.00

Descriptives

UNIBEN AAU DELSU IAUE

	Maximum
1.00	18.00
2.00	18.00
3.00	16.00
4.00	18.00
Total	18.00

ANOVA

UNIBEN AAU DELSU
IAUE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	93.104	3	31.035	5.455	.001
Within Groups	813.563	143	5.689		
Total	906.667	146			

```
/VARIABLES=STRATEGIESFORAQUISITION
/CRITERIA=CI(.95).
```

T-Test

HYPOTHESIS 12

Group Statistics

	CODE	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS LECTURERS'	1.00	147	27.5918	1.53835	.12688
	2.00	31	27.5161	2.68168	.48164

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of
		F	Sig.	t
STUDENTS LECTURERS'	Equal variances assumed	25.627	.000	.215
	Equal variances not assumed			.152

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
STUDENTS LECTURERS'	Equal variances assumed	176	.830	.07571
	Equal variances not assumed	34.274	.880	.07571

Page 1

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.35293	-.62082	.77223
	Equal variances not assumed	.49808	-.93621	1.08762

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.35293	-.62082	.77223
	Equal variances not assumed	.49808	-.93621	1.08762

Page 2

```
/VARIABLES=STRATEGIESFORUTILIZATION
/CRITERIA=CI(.95).
```

T-Test

HYPOTHESIS 13

Group Statistics

	CODE	N	Mean	Std. Deviation	Std. Error Mean
STUDENTS LECTURERS'	1.00	147	19.1429	1.92318	.15862
	2.00	31	19.8710	1.97892	.35542

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of
		F	Sig.	t
STUDENTS LECTURERS'	Equal variances assumed	.000	.996	-1.906
	Equal variances not assumed			-1.871

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
STUDENTS LECTURERS'	Equal variances assumed	176	.058	-.72811
	Equal variances not assumed	42.792	.068	-.72811

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.38199	-1.48199	.02577
	Equal variances not assumed	.38921	-1.51315	.05692

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
STUDENTS LECTURERS'	Equal variances assumed	.38199	-1.48199	.02577
	Equal variances not assumed	.38921	-1.51315	.05692

APPENDIX IV

UNIVERSITY CLOTHING AND TEXTILES CURRICULUM

YEAR ONE FIRST SEMESTER

HEE 103 INTRODUCTION TO TEXTILE AND CLOTHING

- Physical and chemical characteristic of various types of fibres (natural and synthetic).
- Fabrics and finishes selection, uses and care for home use and apparel.
- Study of clothing needs based on physical, economics, methods, equipment, measurements.
- Test of fabric abrasion, elongating colour fastness to perspiration, etc.

HEE 107 CLOTHING TECHNIQUES

- Practical selection of clothing.
- Basic principles and process of clothing construction for children, pre-school and primary school children.
- Simple pattern drafting.
- Make an album showing different stitches, seams, edge finishes, facing, etc.

YEAR ONE SECOND SEMESTER

HEE 112 APPLIED HOME ECONOMICS II (CLOTHING AND TEXTILES)

- Training in arts techniques such as weaving, knitting and crocheting
- Design and fashion in the home.
- Embroidery, tie and dye.
- Construction, garments for toddlers or pre-scholar.
- Clothing renovation and patchwork.

YEAR TWO FIRST SEMESTER

HEE 211 CLOTHING DESIGN BY FLAT PATTERN METHOD

- Creation of styles.
- Different necklines, sleeves, collars and skirts and effects of direction of lines.
- Apply the principle of arts to dress design.
- Clothes for special fabrics in creation fashion

YEAR THREE FIRST SEMESTER

HEE 302 BASIC CLOTHING CONSTRUCTIONS

- Basic construction techniques with commercial patterns
- Fabrics selection
- Aspect of clothing, taking into account the economics, climate and special aspects of fabrics.

HEE 306 BASIC CLOTHING CONSTRUCTIONS

- Basic stitches
- Chains and stitches made using embroidery machine
- Creating simple designs to decorate garments in other clothing course

YEAR THREE SECOND SEMESTER

HEE 313 TAILORING TECHNIQUES

- Tailoring apparel using various tailoring techniques
- Contemporary fabrications identified with problems in constituted tailored garments and costumes.
- Evaluating customs and factors made garments.

HEE 315 SOCIO PSYCOLOGICAL ASPECTS OF CLOTHING

- Clothing and culture
- Clothing and human behaviour
- Clothing and self-image
- The philosophy of clothing, influence of clothing
- Fashion and fashion cycle

YEAR FOUR FIRST SEMESTER

HEE 402 ADVANCED CLOTHING CONSTRUCTIONS

- Study of advanced construction of clothes and techniques of handling new fabrics.
- The use of ready-made (commercial) patterns.
- Alteration principle: fabrics selection, colour and lines as related to individual and family needs.

HEE 403 CLOTHING MAINTENANCE

- Laundry apparatus and equipment
- Laundry process for general and specific natural and man-made fabrics and stain removal agents e.g. water, soap, abrasives, bleaches etc.
- Clothing care, upholstery and household linen, repairs, storage etc.

YEAR FOUR SECOND SEMESTER

HEE 416 PRINCIPLES AND TECHNIQUES OF TEXTILE DESIGN

- Theories, methods and practices of textile design.
- History of textiles, their materials and techniques, traditional and contemporary.
- Methods of design application and printing with special emphasis on African traditional motifs.
- Advances in textiles product by appliques, resist (black or tie-dye).