

PERCEPTION OF ENTREPRENEURIAL SKILLS REQUIRED FOR SELF EMPLOYMENT IN CLOTHING AND TEXTILES BY COLLEGE OF EDUCATION HOME ECONOMICS STUDENTS IN LAGOS STATE.

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Abstract

The study focused on the entrepreneurial skills required by College of Education Home Economics Students for self-employment. Specifically, the study aimed at finding out the extent the students applied the knowledge they acquired for self-employment and the extent the students perceived instructional methods adequate for providing entrepreneurial skills for self-employment. The population comprise all the Home Economics Students from two Government owned Colleges of Education in Lagos State. The target population for this study was made up of all the final year Home Economics students from these two Colleges of Education. Questionnaire was used for data collection. The data collected were analyzed using mean. The findings revealed, among others, that students apply the knowledge of entrepreneurial skills they acquired from Entrepreneurship education for self-employment. These students apply the knowledge of entrepreneurship education in making financial plans to raise money for their businesses, purchase tools and equipment, among others. The findings also revealed that the teaching methods adopted by the teachers were very adequate and suitable for teaching entrepreneurship education for self-reliance. Based on the findings it was recommended that teaching of Clothing and Textiles entrepreneurial skills in Colleges of Education should be encouraged by the teachers

Introduction

Clothing and Textiles is one of the three major areas of Home Economics taught in Colleges of Education in Lagos State. As an aspect of Home Economics, it is aimed at achieving the following stated objectives at the Nigeria Certificate of Education (NCE) level:

- 1) To train Home Economics teachers with sound basis for professional growth and personal development in Home Economics Education;
- 2) To exhibit thorough knowledge of job skills and career opportunities in Home Economics;
- 3) To demonstrate positive human relationship and ability to work with people; and
- 4) To prepare teachers to qualify them for a full time two year post NCE degree programme in Home Economics in Nigerian Universities and abroad (Federal Republic of Nigeria, 2002).

Clothing and Textiles being an integral part of Home Economics set out to satisfy the above objectives particularly to prepare students to acquire skills necessary for self -employment and effectively teach students in secondary schools. Clothing and Textiles is a practical oriented course that equips individuals with relevant knowledge, skills and career opportunities (Anyakoha, 1992). Arkthurst and Anyakoha (2004) posited that Clothing and Textiles is concerned with teaching the students the origin of fibres and fabrics, choice of fabrics, designing, sewing, interior decoration, textile technology, laundry works and cloth productions. Ezeoguine (2005) also defined Clothing and Textiles as that aspect of Home Economics that is concerned with the origin of fibres, the making, and maintenance of Clothing for individuals and family requirements. From the above definitions of Clothing and Textiles and its objectives, it is very obvious that the recipients after training would be self employed, producing goods and services as entrepreneurs for the benefits of the society.

The National Policy on Education (2004) explicitly spelt out the broad aims and objectives of Vocational Technical Education in paragraph 4, which include among others "To give training and impact the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self reliant". The question then is what is entrepreneurship? The term entrepreneurship is

derived from a French word "entrepreneur" meaning, one who undertakes task in production process. The word entrepreneur may be defined in terms of specific functions which the entrepreneur performs or in terms of characteristics activities generally associated with the entrepreneur. It involves the willingness and the ability of an individual to seek out investment opportunities in an environment and be able to establish and run an enterprise successfully based on the identified opportunities (Gana, 2001). In view of the above, Odah, (2003), Igbo, (2006), and Duru, (2008) all noted that entrepreneurs are those associated with certain attributes of behavioural traits that tend to set them apart. Such traits include, risk bearing, decisiveness in decision making, energetic, individual responsibility, anticipation of future possibilities skills, self directed, self nurturing, self confidence, action oriented, good leadership, creativity, innovativeness, taking initiatives, aggressiveness, loyal and supportive, good planner and organizer, gives feedback, delegates authority and ability to deal with future.

On the other hand, entrepreneurial skills involve the acquisition of abilities, knowledge and competencies that will enable people make use of existing resources to produce goods and services. Generally, entrepreneurial skills consist of effective utilization of ideas, information and facts that help a learner develop competencies needed for firm career commitments such as setting up business in Clothing and Textiles, marketing services, or being productive employees of organizations. The skills comprise such traits as ingenuity, innovativeness, resourcefulness, endurance, risk taker, honesty, aggressive (Lemchi, 2002 and Abiogu, (2008). Experiences and researches have shown that businesses have either failed or collapsed where entrepreneurs have little or no knowledge of the business type. As such for one to establish a medium scale Clothing and Textiles entrepreneurial business, one must have passed through training or skill acquisition programme in Clothing and Textiles. Foster and Hogan (1994) stated that a clothing entrepreneur should have interest in designing, organizing, pay attention to important details in clothing, should have interest in technical side of fibres and fabrics and its properties. The individual should have artistic instincts, knowledge of element of design, good knowledge of colour scheme, and their use, pattern making and tailoring techniques, above all should have knowledge of qualities of wearing apparels for serviceability.

The Federal Government of Nigeria has recognized that entrepreneurship plays a crucial role in innovation that leads to technological changes and growth in productivity, hence, its inclusion in Vocational and Technical Education (Federal Republic of Nigeria, 2004). Stressing further, the Federal Government in her National policy gave a directive for the institutionalization of entrepreneurship programme in the curricula of tertiary institutions in the minimum standard as stated by the National Commission for Colleges of Education (NCCE) "Entrepreneurship in Vocational and Technical Education" is a compulsory course for all students in the second and third year.

The government embarked on this, envisaging that it will prepare graduates who have technical, managerial and entrepreneurial skills to become potential entrepreneurs; who can contribute to solving the problem of high rate of unemployment. Unfortunately, these objectives have not been fully realized as it has been observed that after graduation most of the students hardly become successfully in managing or owing clothing entrepreneurial outfit. It seems that the learning experiences to which the students are exposed to were not sufficiently challenging to equip them with entrepreneurial skills.

Through Clothing and Textiles, students would be trained to select construct, care, for different garment wisely and will get employed in textile mills and clothing factories. Clothing and Textiles skills are needed not just for home and classroom, but for the job market. Students are expected to learn practical skills which would be useful to them for the world of work as entrepreneurs. A major purpose of Clothing and Textiles in Nigeria Certificate of Education levels is to prepare the students to be productive members of the society. Hence, self reliance and income generating activities have to be stressed in Clothing and Textiles (Egbo, 2008). Students must be able to integrate knowledge from other fields into their own specialty.

Arubayi (2004) pointed out to meet these objectives the Clothing and Textiles curriculum has to be adequate in objectives, content and materials, methods and evaluation. There is need to use students appraisal to assess entrepreneurial skills needed by graduates of Home Economics in Colleges of Education. The need to use students appraisal to assess entrepreneurial skills needed by graduates of Home Economics is necessary because students are actually the only direct observers of curriculum delivery and

could reasonably appraise curriculum adequacy if asked questions. It is on this background that there is need to investigate the application of entrepreneurship education acquired by Home Economics students for self employment in Lagos State.

Purpose of the Study

The main purpose of the study was to investigate the application of entrepreneurial skills acquired through entrepreneurship education by NCE Home Economics students for self-employment. Specifically the study determined:

- The extent which College of Education students apply the knowledge of entrepreneurial skills acquired for self-employment; and
- The extent the Home Economics students perceived the adequacy of instructional methods for providing entrepreneurial skills for self employment.

Significance of the Study

The findings of the study will provide opportunities for Home Economics students to be knowledgeable on the various ways of starting their own businesses. This will go a long way to reducing unemployment and poverty facing the country today.

Research Questions:

This study answered the following research questions:

- 1 To what extent do Colleges of Education students apply their knowledge of entrepreneurship education in achievement of entrepreneurial skills for self-employment?
- 2 To what extent do Home Economics students perceive Instructional methods for teaching Clothing and Textiles adequate for providing entrepreneurial skills?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

HO₁: There will be no significant difference in the mean responses of Home Economics students from the two Colleges of Education on the application of their knowledge of entrepreneurship education in achievement of entrepreneurial skills in Clothing and Textiles.

HO₂: There will be no significant difference in the mean responses of Home Economics students from the two Colleges of Education on the adequacy of instructional methods used for providing entrepreneurial skills needed by them.

Methodology

Design of the Study

The design for the study was survey design. The design was used to assess the application of entrepreneurial skills acquired by NCE Clothing and Textiles students for self- employment in Lagos State. This survey would elicit the opinions of the students on the application of entrepreneurial skills for self-employment.

Area of the Study

The area of the study was Lagos State. Two government-owned Colleges of Education in Lagos State were used for the study. They are Federal Colleges of Education (Technical) Akoko, (College I) and Adeniran Ogunsanya Colleges of Education (College II).

Population for the Study

The population for this study was made up of all the Home Economics students in the only two government owned Colleges of Education in Lagos State, named above. Only year three students who have received courses on Clothing and Textiles and Entrepreneurial courses formed the target population which was 104 students. They were all female students.

Sample and Sampling Techniques

The sample for this study comprised 104 year three Home Economics students from the two Colleges of Education. This was due to the small target population size (college 1 had 38 students while college 2 had 66 students). This purposive sample was chosen because these students have been taught courses in clothing and Textiles and Entrepreneurial Education

Instrument for Data Collection

A structured questionnaire was developed and used to collect data for the study. The questionnaire was on a four points scale: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The questionnaire was given content and face validity by four experts from Delta State University, Abraka, Their suggestions were used to correct the instrument before it was administered.

To determine the reliability it was pilot tested on 20 year three students of Federal College of Education Osiele in Ogun state; that did not form part of the sample. Cronbach's Alpha Reliability test was used to determine the internal consistency of the instrument on data obtained. The analyzed data yielded a coefficient of 0.85, which showed that the instrument was reliable.

Data Collection Techniques

One hundred and four copies of questionnaires were distributed by hand with the help of the Heads of Department and Lecturers in these institutions. All the copies distributed were completed correctly and returned, showing a 100% return rate.

Data Analyses

The data collected were analyzed using mean and standard deviation. Since the items were based on a scale of 4 points, the acceptable mean score was 2.50. Thus mean ratings of 2.50 and above were considered as agreed, while items with mean ratings below 2.50 were considered disagreed.

Result

The data used for answering the research questions are presented in the tables below.

Research Question I

To what extent do Colleges of Education students apply their knowledge of entrepreneurship education in achievement of entrepreneurial skills in clothing and textiles?

Table 1: Mean Response and Standard Deviation on Colleges of Education Home Economics Students on the application of their knowledge of entrepreneurship education in the achievement of entrepreneurial skills for self-reliance.

S/N	ITEM	Federal College of Education (Tech) Akoko				Adeniran Ogunsanya College of Education			
		N	- x	Std Deviation	Decision	N	- x	Std Deviation	Decision
1.	I am capable of carrying out a feasibility study in the business of my interest	38	3.32	0.81	Agree	66	3.32	0.66	Agree
2.	I have planned on how I would start my new business after graduation	38	3.29	0.80	Agree	66	3.24	0.63	Agree
3.	I have made financial plans to raise money for my business	38	2.68	0.57	Agree	66	3.09	0.54	Agree
4.	I am capable of	38	2.84	0.61	Agree	66	3.18	0.63	Agree

	purchasing tools and equipment for my new business.								
5.	I can take up risk and bear risk on business deals.	38	3.05	0.69	Agree	66	3.23	0.60	Agree
6.	I am capable of standing on my own as a sole trader.	38	3.37	0.87	Agree	66	2.92	0.41	Agree
7.	I can be efficient in partnership business.	38	3.00	0.65	Agree	66	2.83	0.34	Agree
8.	I hope to assist the community by donating money from my business for road maintenance, money for security e.t.c.	38	2.84	0.59	Agree	66	3.15	0.56	Agree
9.	I can manage my money effectively.	38	3.50	0.92	Agree	66	3.26	0.62	Agree
10.	I can record sales and returns in my business.	38	3.21	0.81	Agree	66	3.24	0.62	Agree
Total mean		3.11	7.32			3.15	5.64		

From the data on Table I, it can be seen that all the items on the table (items 1-10) were scored above 2.50, the cut-off point. The students in both Colleges of Education agreed that the itemized areas were areas where they applied their knowledge of entrepreneurship education for self employment.

Research Question 2

To what extent do Home Economics students perceive Instructional methods for teaching Clothing and Textiles adequate for providing entrepreneurial skills?

Table 2: Mean Response and Standard Deviation on the Extent College of Education Students Perception on the Adequacy of Instructional Methods for Teaching Clothing and Textiles for providing Entrepreneurial Skills.

S/N	ITEM	Federal College of Education (Tech) Akoka				Adeniran Ogunsanya College of Education			
		N	- x	Std Deviation	Decision	N	- x	Std Deviation	Decision
11.	Team work is adequately utilized to demonstrate entrepreneurial skills.	38	2.97	0.69	Agree	66	3.27	0.57	Agree
12.	The teacher uses demonstration method to allow student get enough practice with a skill before moving on to the new skills.	38	3.05	0.75	Agree	66	3.05	0.51	Agree
13.	The teacher encourages us	38	3.29	0.80	Agree	66	3.02	0.44	Agree

	to conduct practical work on clothing skills and report to her.								
14.	Field trips or excursions for clothing and textiles enterprises are usually embarked upon for practical experience in entrepreneurship	38	2.34	0.46	Agree	66	2.86	0.45	Agree
15.	The teacher uses a resource person to evaluate practical work related to clothing and textiles skills.	38	2.29	0.41	Agree	66	2.98	0.52	Agree
16.	Home management residency is being used to encourage students to demonstrate the entrepreneurial skills learnt.	38	3.34	0.86	Agree	66	2.98	0.54	Agree
Total mean			2.88	3.97			3.03	0.74	

Data in the Table 2 reveals that most students in Colleges or Education agreed that the instructional methods were adequate for providing entrepreneurial skills for self employment.

The students from Adeniran Ogunsanya College of Education scored the six items above 2.50 (the cut-off point). Conversely some of the Federal College of Education (Technical) Akoka students indicated that they perceived two of the instructional methods (items 14 and 15) as inadequate methods used for teaching clothing and textiles for providing entrepreneurial skills. The mean scores for items 14(2.34) and 15(2.29) are below the cut-off point or (2.50).

Table 3: Hypothesis (H01)

There is no significance difference between the mean responses of Home Economics students from the two Colleges of Education on the application of the knowledge of entrepreneurship education in the achievement of entrepreneurial skills in Clothing and Textiles.

Table 3: 2-Tailed T-test of no Significant Difference between the Mean Responses of the Respondents on the Application of the Knowledge of an Entrepreneurial Education in the Achievement of Entrepreneurial Skills in Clothing and Textiles.

Item	N	Mean	SD	Df	Critical value	t - Calculated	Remark
Federal College of Education (Technical) Akoka students	38	3.1100	0.26928	37	1.645	57.184	Hypothesis Rejected
Adeniran Ogunsanya College of Education students	66	3.1460	0.15749	65			

Table 3 revealed a t-test statistics at 0.05 significant level with a calculated score of 57.184 exceeding the t - critical value of 1.64. Thus the first hypothesis is rejected. This reveals that there is a significant difference

in the mean responses of Home Economics students from the two Colleges of Education on the application of the knowledge of entrepreneurship education in the achievement of entrepreneurial skills in Clothing and Textiles. Although the mean scores for the students from both Colleges of Education were above the cut-off point, the mean score for AOCOED was higher than that of FCE (T) students. This could be that AOCOED students have good instructional material for the teaching and learning of Clothing and Textile than FCE (T) students.

Hypothesis (HO2) There is no significant difference between the mean responses of Home Economics students from the two Colleges Education on the adequacy of instructional methods used for providing entrepreneurial skills needed by them.

Table 4: 2-Tailed T-test of no Significant Difference between the Responses of the Respondents on the Adequacy of Instructional Methods used for Providing Entrepreneurial Skills Needed by them.

Item	N	Mean	SD	Df	Critical value	t - Calculated	Remark
Federal College of Education (Technical) Akoka students	38	2.8800	0.45965	37	1.645	27.240	Hypothesis Rejected
Adeniran Ogunsanya College of Education students	66	3.0267	0.13560	65			

The result presented in Table 4 shows a t-test statistics at 0.05 significant level with a calculated score of 27.240 exceeding the t – critical value of 1.645. Thus the second hypothesis is rejected. This reveals that there is a significant difference in the mean responses of Home Economics students from the two Colleges of Education on the adequacy of instructional methods used for providing entrepreneurial skills needed by them. Although the mean scores for students from both Colleges of Education are above the cut -off point, the mean score for AOCOED is higher than that of FCE (T) students.

Discussion of Results

In response to research question 1, ten ways of application of students' knowledge of entrepreneurial education for the achievement of entrepreneurial skills in Clothing and Textiles were identified by the two Colleges of Education students. The result showed that most of the students apply their knowledge of entrepreneurship education in making financial plans to raise money for their business, purchase tools and equipment, among others. This shows that the students applied entrepreneurial skills they acquired for self-employment. This finding is in consonant with Anyakoha and Eluwa (1991) views. They stressed that utilization and management will enable students to maximize what resources they have and gain more dividends.

In response to research question 2 six instructional methods for teaching Clothing and Textiles in Colleges of Education were identified by the two Colleges of Education students. These instructional methods include: team work, demonstration, problem solving, field trips and the use of resource persons. This shows that most of the students in both colleges agreed on the six entrepreneurial skills for self employment. This finding is in agreement with Okoro (1993), Olaitan and Agusiobo (1981). The authors believe that demonstration, project, experiment, field trip, assignment, discovery methods are suitable for teaching Home Economics courses.

The result of the first hypothesis was rejected showing that there is a significant difference in the mean responses of Home Economics students from the two Colleges of Education on the application of their knowledge of entrepreneurship education in the achievement of entrepreneurial skills in Clothing and Textiles.

The second hypothesis is rejected. This reveals that there is a significant difference in the mean

responses of Home Economics students from the two Colleges of Education on the adequacy of instructional methods used for providing entrepreneurial skills needed by them.

Conclusion

On the basis of the findings, the following conclusions were made: Home Economics students in Colleges of Education apply the knowledge of entrepreneurial skills they have acquired in the school for self employment. The instructional methods adopted by the teacher for acquiring entrepreneurial skills were adequate.

Recommendations

Based on the findings, the following recommendations were made:

1. Teaching of Clothing and Textile entrepreneurial skills in Colleges or Education should be encouraged by the teachers.
2. Students of College of Education should be encouraged to apply their knowledge or entrepreneurship education in the achievement or entrepreneurial skills in Clothing and Textiles and other areas of Home Economics.
3. The instructional methods identified should be regularly used and varied depending on the topics, space and instructional materials. This will enable teachers to inculcate the spirit of entrepreneurship education to students.

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