

## ASSESSMENT OF AWARENESS AND CAREER MOTIVATION FOR ENTREPRENEURSHIP PRACTICE IN CLOTHING AND TEXTILES BY STUDENTS OF HOME ECONOMICS IN FEDERAL COLLEGE OF EDUCATION, ZARIA

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### ABSTRACT

*The paper focused on the awareness and career motivation for entrepreneurship practice in clothing and textiles by students of Home Economics in Federal College of Education, Zaria. The study adopted the survey research design. Two objectives and two research questions and one null hypothesis were formulated to guide the study. The population for the study was NCE 3 and 400 level students of Home Economics Education in Federal College of Education, Zaria. A total of seventy-five students were purposively sampled. A researcher designed questionnaire was used to collect data from the respondents. The results showed that the respondents have a fair knowledge of the entrepreneurship opportunities available in Home Economics. The average level of awareness was 42% and many of the respondents would like to take up entrepreneurship in clothing and textiles if the motivating factors are put in place. The hypothesis test revealed that level of awareness has a negatively strong relationship -0.712 with motivation factors for entrepreneurship practice among students of Home Economics in FCE, Zaria. The study concluded that the school curriculum through the clothing and textiles related courses made provision for the students to take up entrepreneurship opportunities in clothing and textiles. The paper recommended amongst others that successful entrepreneurs should be involved in curriculum planning.*

**Keywords:** *Entrepreneurship, motivation, Home Economics, awareness, clothing and textiles.*

### INTRODUCTION

Graduates from the Nigerian education system leave school with the hope of being absorbed into a job where they hope to earn a good pay no matter what they studied in school but with the present situation, this is not feasible because the opportunities are rarely there. Government in response to this introduced entrepreneurship education in tertiary institutions in Nigeria with a view to equip the students with skills that they can use to create jobs for themselves by themselves. One of the factors responsible for this is lack of motivation for entrepreneurship. Home Economics is a vocational subject that is offered in Colleges of Education and Universities at NCE and Degree levels in Nigeria.

Entrepreneurship has been considered a way to increase economic welfare and create employment. The inclusion of entrepreneurship in the general studies in tertiary institutions (Polytechnic, Colleges of Education and University) is to enlighten students about what it takes to be an entrepreneur and how the business world operates.

Erstwhile, Clothing and Textiles/Fashion is one of the vocational courses that is concerned with imparting knowledge and creating awareness about career opportunities in Clothing and Textiles, these include development of clothing production skills as well as development of appropriate work ethics in the Clothing and Textiles industry (CRDD, 2008). This means that the training provided in clothing and textiles/fashion focuses on providing skills in specific areas where emphasis is laid on students' practical experiences with the view to securing employment in that field (Bakar, Mohamed & Hanafi, 2007).

Anyakoha (2002), Weber (2004) and Meyer-McDevitt (2011) identified forty-five careers in the textiles and garment industry and said other occupations may be generated since new technology brings changes to production procedure. Among these are textile scientist; textile stylist; textile designer; textile merchandiser; computer aided designer; cutter; sewer or machinist; presser; marker planner; weaver; knitter; wrapper; garment designer; printer; inspector; wardrobe consultant; fashion designer; fashion stylist; textile consultant; knit grapher; fashion consultant; operator of machines for drawing, carding and beaming; dresser; and assembler.

Anyakoha, (2007) posits that in most cases students of Clothing and Textile are ignorant of some job opportunities and requirements in the textile and garment industries, which can help them to prepare for the job market, this results in graduating students who cannot be employed or be self-employed.

Entrepreneurship is generally defined as the process of creating something different with value by devoting the necessary time and assuming the accompanying financial psychological and social risks and reviewing the resulting rewards of most personal satisfactions (Lankford 2004; Ode, 2006; Dabson & Malkin, 2003). For an individual to take up entrepreneurial activities before or after graduation from Polytechnic, College of Education or University, he/she must aware and is motivated by some factors such as the ones emphasized in this study. This paper intends to investigate awareness and career motivation for entrepreneurship practice in clothing and textiles by students of Home Economics in Federal College of Education, Zaria.

## **MOTIVATION FOR ENTREPRENEURSHIP**

The term, "Motivation" is derived from the Latin word 'movere' meaning "to move". That means to move from present situation to better situation. Motivation is the willingness to do something and is conditioned by this action's ability to satisfy some need for the individual. entrepreneurship is most likely to emerge either under a specific set of social conditions or when a society has a sufficient supply of individuals possessing particular psychological but the advocates of economic factors suggest that economic growth and development and entrepreneurship will occur most likely in those situations where particular economic conditions are most favourable.

Sharma (2010) classified the factors motivating the people to venture into entrepreneurship into two which are internal factors and external factors. Internal factors include the desire to do something new, educational background and occupational background or experience. External factors are government assistance and availability of labour and raw-material.

In Turkey, entrepreneurs are motivated to start their own business so they could provide security for themselves and their family and to increase income (Ozsoy, Oksoy & Kozan, 2001). In Romania, income and job security needs were stronger motivators than self-satisfaction and personal needs (Benzing, Chu & Szabo, 2005). On the other hand, entrepreneurs in India were most strongly motivated by the desire for autonomy and then to increase their income. The motivation for entrepreneurship in clothing and textiles varies from one person to another.

### **CLOTHING AND TEXTILE IN HOME ECONOMICS**

Clothing and textiles is an important part of Home Economics education. it reflects in the basic education curriculum for Home Economics and at the senior secondary level, it is offered as a vocational course. In tertiary institutions such as college of education and universities, clothing and textile related courses are offered in Home Economics department. At the NCE level, the clothing and textiles are taught. These include Introduction to textile Science, Introduction to clothing, Pattern drafting and development, Clothing construction and alteration, Clothing selection and maintenance, Textile Design, Advanced Clothing Design and Construction. At the degree level clothing and textile related courses includes Laundry Work, Basic Designs and Allied Craft, Advance Textile Design, Housing Design and Management, Clothing Construction and Alteration. After exposure to these courses, the students are expected to be able to start up related ventures before or after graduation from the programme.

### **STATEMENT OF THE PROBLEM**

The high level of unemployment in Nigeria has a direct link to poor entrepreneurship and skills development among students in tertiary institutions. In Nigeria, many graduates complain of unemployment but a closer observation showed that the definition of unemployment among the unemployed is actually lack of white collar jobs (office work) not that they are not busy in a trade or profession. Many of the skills acquired by students of Home Economics especially in clothing and textiles are geared towards helping them to become self-reliant after graduation. Despite the acquisition of the marketable skills by students of clothing and textiles, they still fail to take up entrepreneurial opportunities in clothing and textiles. Students of Home Economics are unaware of the entrepreneurial and career opportunities that are available in clothing and textiles. This paper intends to assess the motivation for entrepreneurship among students, the factors that encourage and or limit them.

### **OBJECTIVES OF THE STUDY**

The objectives of this study are to

1. Identify the level of awareness of students of the career opportunities available to students of Home Economics in clothing and textiles.
2. Examine the factors that motivate students to take up entrepreneurship in clothing and textiles after graduation.

### **RESEARCH QUESTIONS**

The following research questions will be answered in this study

1. What is the Level of awareness among students of the careers and entrepreneurial opportunities available to students of Home Economics in clothing and textiles?
2. What are the motivating factors that lead students to take up entrepreneurship practice in clothing and textiles after graduation?

### **RESEARCH HYPOTHESIS**

H<sub>01</sub> There is no significant relationship between the level of awareness and career motivating factors for entrepreneurship practice among students of Home Economics in Federal College of Education, Zaria.

### **METHODOLOGY**

#### **Research Design**

This study adopted the survey research design.

#### **Population for the Study**

The population of 275 Home Economics students in Federal College of Education, Zaria in their final year. This includes the regular NCE students, part time NCE students and the Degree Students.

#### **Sample and Sampling Technique**

The sample size for this study is seventy-five students. This comprises of the NCE and degree students of Home Economics education in Federal College of Education, Zaria. Purposive sampling technique was adopted and the respondents were selected from NCE III and 400 level students of Home Economics education. They were purposively selected because they are in their final semester and have been exposed to the various courses in clothing and textiles and entrepreneurship. There are seventeen 400 level students and twenty-five NCE III regular students at the time of the study.

#### **Instruments for Data Collection**

The instrument for data collection is a researcher designed questionnaire. This was adapted by the researcher after reviewing the instrument of other related studies. The instrument has three sections. section a contains the demographic data, section b contains the statements on the motivating factors that lead students to take up entrepreneurship in clothing and textiles and it has 10 items while section c contains statements on the careers and entrepreneurial opportunities available to students of Home Economics in clothing and textiles.

#### **Procedure for Data Analysis**

Data will be analyzed using suitable descriptive statistics. The demographic data was analyzed using percentage and frequency counts while simple mean will be used to analyze the responses from section B and C of the instrument.

### **RESULTS**

Thirty-seven questionnaires were distributed, filled and returned. Fifteen respondents were 400 level students while twenty-two were NCE III students.

**Research Question One**

What is the level of awareness among students of the careers and entrepreneurial opportunities available to students of Home Economics in clothing and textiles?

**Table I: Responses on the level of awareness of students on the careers and entrepreneurial opportunities available in-Home Economics.**

S/N	STATEMENT	AWARE	NOT AWARE
1	Textile Scientist	15%	85%
2	Textile Stylist	75%	25%
3	Textile Designer	80%	20%
4	Textile Merchandiser	10%	90%
5	Computer Aided Designer	40%	60%
6	Cutter	30%	70%
7	Presser	26%	74%
8	Marker Planner	14%	86%
9	Weaver	20%	80%
10	Knitter and Wrapper	20%	80%
11	Garment Designer	100%	0
12	Textile Printer	10%	90%
13	Inspector	60%	40%
14	Wardrobe Consultant	50%	50%
15	Fashion Designer	100%	0
16	Fashion Stylist	100%	0
17	Textile Consultant	82%	18%
18	Knit Grapher	5%	95%
19	Fashion Consultant	87%	13%
20	Operator of Machines for Drawing	4%	96%
21	Carding and Beaming	2%	98%
22	Dresser	17%	83%
23	Assembler	20%	80%
<b>Grand Average</b>		<b>42%</b>	<b>58%</b>

The grand average was 42% aware and 58% not aware. This implies that many of the students were not aware of the opportunities available in clothing and textiles.

**Research Question Two**

What are the motivating factors that lead students to take up entrepreneurship in clothing and textiles before and after graduation?

**Table II: Mean of responses on the motivating factors that lead students to take up entrepreneurship in clothing and textiles.**

S/N	STATEMENT	MEAN
1	The success I have seen recorded by other entrepreneurs informs my desire to be an entrepreneur	3.82
2	Desire for independence after school motivates me to become an entrepreneur	3.03
3	Desire for autonomy motivates me to become an entrepreneur	2.36
4	I intend to go into entrepreneurship as it can help to provide economic security for my family	4.00
5	Family financial support motivates me to go into entrepreneurship	2.51
6	Opportunities in my environment motivate me to go into entrepreneurship	3.85
7	Practical exposure I had while in school motivates me to become an entrepreneur	3.70
8	Availability of market for the service and product motivates me to become an entrepreneur	3.62
9	Availability of raw material motivates my desire for entrepreneurship	3.52
10	My educational qualification and exposure motivates me to go into entrepreneurship	3.81
Grand Mean		3.42

The results in Table II show that 3.82 mean was obtained for Item 1 which assess the statement "The success I have seen recorded by other entrepreneurs informs my desire to be an entrepreneur". This was above 3.0 which is the benchmark for acceptance. This shows that majority of the respondents can be motivated by the success they have seen recorded by other entrepreneurs to be an entrepreneur.

Item 2 contains the responses to the statement "desire for independence after school motivates me to become an entrepreneur" and the mean was 3.03. This implies that majority of the respondents are motivated by the desire to be independent after school to become an entrepreneur.

Item 3 contains responses to the statement "desire for autonomy motivates me to become an entrepreneur" and the mean was 2.36. This shows that majority of the respondents disagree with the statement that desire for autonomy is a motivating factor to become an entrepreneur.

Item 4 contains responses to the statement "I intend to go into entrepreneurship as it can help to provide economic security for my family" and the mean was 4.00. This shows that majority of the respondents can be motivated to go into entrepreneurship to provide economic security their families.

Item 5 contains responses to the statement "Family financial support motivates me to go into entrepreneurship" and the mean was 3.51. This shows that majority of the respondents can be motivated by the availability of funds and support from their family to become an entrepreneur.

Item 6 contains responses to the statement "Opportunities in my environment motivate me to go into entrepreneurship" and the mean was 3.85. This implies that majority of the respondents can be motivated by opportunities available in their environment to become an entrepreneur.

Item 7 contains responses to the statement "Practical exposure I had while in school motivates me to become an entrepreneur" and the mean was 3.70. This shows that majority of the respondents can be motivated by the exposure they had during their study to become an entrepreneur.

Item 8 contains responses to the statement "availability of market for the service and product motivates me to become an entrepreneur" and the mean was 3.62. This shows that majority of the respondents can be motivated by the availability of market for the service and product they have to become an entrepreneur

Item 9 contains responses to the statement "Availability of raw material motivates my desire for entrepreneurship" and the mean was 3.52. This shows that majority of the respondents can be motivated by the availability of raw material to become an entrepreneur.

Item 10 contains responses to the statement "my educational qualification and exposure motivates me to go into entrepreneurship" and the mean was 3.81. This shows that majority of the respondents can be motivated by their educational qualification and exposure to go into entrepreneurship.

The grand mean of 3.42 showed that the respondents generally agreed that there are motivating factors that lead to them taking up entrepreneurship practice in clothing and textiles.

### Test of Hypothesis

Ho1 There is no significant relationship between the level of awareness and career motivating factors for entrepreneurship practice among students of Home Economics in Federal College of Education, Zaria.

**Table III: Pearson Product Moment Correlation of the relationship between the level of awareness and career motivating factors for entrepreneurship practice among students of Home Economics in Federal College of Education, Zaria.**

Variables	N	Mean	Std. Dev.	Df	r	P-value
Level of Awareness	42	1.48	0.50	82	**-.0712	0.000
Career Motivating Factors	42	3.42	0.78			

\*\*Correlation is significant at the 0.05 level (2-tailed).

The results in Table III revealed that level of awareness have a negatively strong relationship with career motivating factors among students of Home Economics in FCE, Zaria ( $r = 0.712$ ,  $P < 0.000$ ). Therefore, the hypothesis which state there is no significant relationship between the level of awareness and career motivating factors for entrepreneurship practice among students of Home Economics in Federal College of Education, Zaria is hereby rejected. This implies that level of awareness has a relationship with career motivating factors among students of Home Economics in FCE, Zaria.

## DISCUSSION OF FINDINGS

The main purpose of this study is to investigate the awareness and career motivation for entrepreneurship practice in clothing and textiles by students of Home Economics in Federal College of Education, Zaria.

The results from the data analyses showed that many Home Economics students are not aware of the career opportunities available in clothing and textiles. This agrees with the Nwaokamah (2010) who asserted that students do not engage in entrepreneurial practice in clothing and textiles because they are unaware of the opportunities available therein. This can be attributed to the problems faced in the teaching of clothing and textiles as outlined by Arubayi and Obunadike (2017) to include negative attitudes and lack of confidence among the lecturers, curriculum content, shallow topic content taught, from inadequate topics and tests, inappropriate methods of teaching adopted, to lack of pedagogical skills among teachers; and lack of funds to support practical skills amongst others. Many of the Home Economics students shy away from clothing and textiles courses due to its practical nature. Akintolu (2011) also found out that the nationwide challenges in the teaching of clothing and textiles hinder students' awareness of the entrepreneurship practices and opportunities available to them in clothing and textiles.

It was also discovered that motivating factors can lead students to take up entrepreneurship practice and opportunities that are available in clothing and textiles. This agrees with the findings of Williams and Williams (2012) that need for independence, interesting job, and passion to be some of the main motivations of entrepreneurs. Nwaokamah (2010); Visser, Frederich and Brijlal (2007) also agree that the factors identified in this research can motivate Home Economics students to become entrepreneurs.

There is a negatively strong relationship between level of awareness and career motivating factors for entrepreneurship practices among students of Home Economics in FCE, Zaria. This means that despite the low level of awareness of the career opportunities, the presence of the motivation factors can propel Home Economics students to entrepreneurship practices or opportunities. This is contrary to the findings of Munir, Idrus, Shukur, Ithnin, and Mohamad (2015) who found that awareness is a motivator in students' entrepreneurship practice. They concluded that when students are aware of the opportunities available to them, they can be intrinsically or extrinsically motivated to work on it.

## CONCLUSION

This study explored the level of awareness of Home Economics education students and the likely motivating factors to take up entrepreneurship in clothing and textiles. Many of the students though are aware of the numerous opportunities available to them in clothing and textiles, they are still not motivated to take many of them up. If the motivating factors are put in place, many of the students are willing to take up entrepreneurship in clothing and textiles. The teaching of entrepreneurship to a large extent does not exposes the students to available motivating opportunities in clothing and textiles. If this is done, the students will become successful entrepreneurs.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made.

1. Clothing and Textiles teachers should assist in creating awareness of entrepreneurship opportunities in clothing textiles.
2. Adequate guidance should be provided for students to enable them take up businesses in clothing and textiles.
3. Practical entrepreneurship should be included in the training of students such that they will be required to start up a venture which will be assessed before graduation.

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