**UNIVERSITY OF ILORIN**

**DEPARTMENT OF HOME ECONOMICS AND FOOD SCIENCE**

**SEMINAR REPORT**

**ON**

**CONSTAINTS OF ENTERPRENEURIAL SKILLS ON GARMENT MAKING AMONG UNDERGRADUATES**

**BY**

**ADEYEMO, FATIMOH IRETIOLUWA**

**Matric number: 16/10AR004**

**SUBMITTED TO THE DEPARTMENT OF HOME ECONOMICS AND FOOD SCIENCE, FACULTY OF AGRICULTURE, UNIVERSITY OF ILORIN, ILORIN. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.) IN HOME ECONOMICS**

**MARCH, 2021**

TABLE OF CONTENTS

Content Page

Title page i

Table of content ii

CHAPTER ONE: INTRODUCTION

1.1 Background to the study 1

CHAPTER TWO: LITERATURE REVIEW

2.1 Concept of garments

2.2 Concept of garments construction

2.3 Concept of entrepreneurial skills

2.4 Concept of entrepreneurship education

2.5 Constraints of entrepreneurial skill on garments making

CHAPTER THREE: CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

3.2 Recommendations

REFERENCES

Abstract

Garment making is a utility course filled with a lot of business opportunities. It enlightens students on various kinds of business opportunities during their course of study. The paper focused on the constraints of entrepreneurial skills on garment making among undergraduates. The paper critically looked at the role of entrepreneurship education. The purpose is to equip the individual and create the mindset to undertake the risk of venturing into applying the knowledge and skills gotten from school. Other issues like the provision of individuals with enough training to enable creativity and innovation relevant to skill acquisition (garment making) to encourage self-employment and self-reliant were made mention of. Constraints preventing students in the acquisition of entrepreneurial skills in garment making are; the time allotted for practical courses as inadequate, facilities available are inadequate and that learning resources are obsolete. Students’ personal challenges include: Students have low interest in garment making, financial demand to study garment making is too high, no good motivation to acquire entrepreneurial skill in garment making. Teacher challenges include; Methods utilized for teaching garment making courses are uninteresting, lecturers do not utilize modern learning methods to teach practical courses, lecturers utilize theory methods to teach practical courses. Inadequate funding, lack of training personnel and men availability of equipment were identified as issues facing entrepreneurship education. Recommendations like entrepreneurial base curriculum at all levels of education, provision of enabling environment for entrepreneurial development required for economic advancement and youth empowerment should be the key focus in Nigeria for youths and graduates from various tertiary schools as applicable. Recommendations were made on how such challenges can be overcome towards the practical realization of entrepreneurship education in our higher institutions.

**CHAPTER ONE**

**Introduction**

* 1. **Background to the Study**

Garment making is a utility course filled with a lot of business opportunities. It enlightens students on various kinds of business opportunities during their course of study. Garment making is one course under one of the scopes of home economics which is clothing and textile. Garment also known as apparel or attire, this can be made from textile, animal skin or other sheet of materials put together. Collins (2012) a garment is any article of clothing or an outer covering or outward appearance. The amount and type of garment worn depend on body type, social and geographical consideration. Garment is a necessity for human survival; it provides physical protection against elements and bodily injury. Beside this, there are different body coverings (garments) used for specific reasons. Garments came to being when our forefathers decided to cover their nakedness roughly 83,000 to 170,000 years ago (Dagg and Harding, 2012).

Garment, which is made from textiles, is one of the three basic necessities of man, alongside food and shelter (Adu-Akwaboa, 2010). Although, garment (clothing) is usually prioritized second to food, Agyemang (2011) posits that one can go unnoticed without food or shelter for a moment, but without clothing, he or she may be perceived in a civilized world as insane or a mad person. All items used in covering and ornamenting the body which is found in body arts can be termed as fashion.

Sewing is known to be the major means of constructing garment. Anawalt (2007) defined sewing as the craft of fastening or attaching objects using stitches made with a needle and thread. Sewing is a fundamental process underlining a variety of textiles arts and crafts, including embroidery, tapestry, quilting, appliqué and patchwork. Part of garment can be obtained either through pattern making or free hand Cutting and the parts are joined together either by hand or machine. There are many techniques used in the field of textiles and fashion, The materials used for the construction of garment using the known techniques for garment production come in either natural or man-made forms (Nazrul, 2010). The natural materials originate from cellulosic, animal and mineral sources, the man-made materials are mostly synthetic or semi synthetic.

There are many fields on what make someone an entrepreneur and what an entrepreneurial skill is. An entrepreneur can be defined as the one who organizes, manages and assumes the need of a business enterprise. It can be defined as a person who have decided to take control of his/her future and becomes self-employed whether by creating his own unique business or working as a member of a team at a multi-level vocation. He is a person who has possession of an enterprise or venture and assumes significant accountability for the inherent risks and the outcome. He is an ambitious leader who combines land, labour and capital to create and market new goods or services (Sunday 2009). Thus, entrepreneurial skills are those activities both mental and physical, displayed for development of new product. The role of entrepreneurship education is to make students self-reliant (Saboe, Kantor and Walsh, 2012). It involves the use of entrepreneurial skills such as technical skill, creativity, handiwork, teamwork and initiative innovation, communication skills, perseverance, self-confidence, drive, decisiveness, among others for wealth creation (Anyakoha, 2015). Entrepreneurial skills are skills needed to have to succeed in business, especially in garment making. Entrepreneurial skills are the basic skills necessary to enable you start, develop, finance and succeed in your home enterprise. Entrepreneurial skill can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Peters, 2012).

Entrepreneurship is no doubt a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. In the view of Olawolu and Kaegon (2012), entrepreneurship education prepares youths to be responsible and entering individuals who become entrepreneurial thinkers by exposing them to real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome. Entrepreneurship education entrails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training. Actually entrepreneurship education has its peculiar learning and teaching approaches.

A major defect in the Nigerian educational system, inclusive of the universities, is its theoretical inclination. For instance, most Nigerian universities produce graduate who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance such as garment production. Naturally, such a situation will lead to high unemployment rate especially among university graduates (Ejere & Tende, 2012).

The contribution of an entrepreneur to any nations’ economy can simply be observed in a situation where he acts as an employer, innovator as well as risk-bearer that are extensively recognized by the society. Thus, a major policy aim in fostering entrepreneurship education is therefore the general support and training of entrepreneurs. In view of the positive social and economic effects of entrepreneurship, many Nigerian universities are now advancing entrepreneurial thinking and behaviour to develop students’ awareness of the relevance of entrepreneurship training. Oviawe (2010) had reiterated the massive unemployment of Nigerian universities graduates in the country and had traced the problem to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. In view of the positive social and economic effects of entrepreneurship, many Nigerian universities are now advancing entrepreneurial thinking and behaviour to develop students’ awareness of the relevance of entrepreneurship training.

Entrepreneurial skills acquisition was believed would be more relevant to the development of the nation, that is why in 2006, the Federal Government directed Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session (Aliu, 2008) which led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Most of the universities in Nigeria now have a centre for entrepreneurship education in their respective institutions.

Undergraduate entrepreneurship is a vital stage in life for building the human capital that allows youths to avoid unemployment and possibly have a more fulfilling life (Awogbenle and Iwuamadi, 2010). The promotion of undergraduate entrepreneurship is seen as an important means of creating employment and ensuring that nations are able to benefit from the socio-economic potentials of their young people. Undergraduate entrepreneurship programme is increasingly seen as an important means of improving the capacity of young people and putting them unto a path of economic independence, thereby tackling the global unemployment challenge. As observed by ILO (2016) an important argument for investment in youths entrepreneurship is to turn ‘’necessity’’ entrepreneurship into ‘’opportunity’’ entrepreneurship by instilling an entrepreneurial culture in young men and women, such that youths become entrepreneurs by choice rather than by chance or necessity.

Entrepreneurship education if properly administered to Nigerian undergraduates will empower them, reducing the involvement of youths in illegal and dangerous drug trafficking and trafficking of ladies for prostitution in some foreign countries with the support of some ill-gotten rich men called “God-fathers”. This will reduce the vices of societal disintegration that are embarked upon by the youths on daily bases. Rowaiye (2016) maintained that it is unemployment that forces people to resort to all kinds of crimes like stealing, robbery, pick-pocketing, intolerance, and use of provocative and disuniting statements, breaking and entry into residential and commercial houses. As such if the youths are empowered through entrepreneurship education, it will secure orderliness to the nation’s economy and catapult our urgent quest for industrial development, promote national unity, and maintain peace and security in Nigeria.

.

**CHAPTER TWO**

**Review of Related Literature**

The literature will be reviewed under the following sub-headings.

* Concept of garment
* Concept of garment making
* Concept of entrepreneurial skills on garment making
* Concept of entrepreneurship education
* Constraints of entrepreneurial skills on garment making

**Concept of garment**

According to Collins (2012) a garment is any article of clothing or an outer covering or outward appearance. Thesaurus (2013) synonymously defines garment as clothing. Harding (2012) define garment as fibre and textile material worn on the body. The wearing of clothing is mostly restricted to human beings and is a feature of nearly all human societies.

Based on the definitions given above, garment is perceived as any outer covering put on the body, it is usually worn to cover the upper and lower torso of the human body. Beside this, there are different body coverings (garments) used for specific reasons. Garments came to being when our forefathers decided to cover their nakedness roughly 83,000 to 170,000 years ago (Dagg and Harding, 2012). The amount and type of clothing worn is dependent on physical stature, gender, as well as social and geographic considerations.

Physically, garment serves various purposes that include protection for the body. It can enhance safety during hazardous activities such as hiking and cooking. It protects the wearer from rough surfaces, insect bites, rash-causing plants, splinters, thorns and prickles by providing a barrier between the skin and the environment. Garment can insulate the body against cold or hot weather conditions. Further, they can provide a hygienic barrier, keeping infectious and toxic materials away from the body. Dagg and Harding (2012) state that garments can be made out of fibre plants such as cotton, plastics such as polyester, or animal skin and hair such as wool

A garment is an integral part of our self-image, a means of consciously or unconsciously expressing ourselves and communicating with others (Miller-Spillman and Michelman, 2015). Along with air, water, food and shelter, garment is universally demanded across the globe, with virtually every member of our species requiring garment in some form or another. Most garments are made from 100% cotton. The environmental justice foundation estimates that it takes around 2,720 liters of water to produce one cotton garment; equivalent to what an average person might drink over three years.

Sewing is known to be the major means of constructing garment. Anawalt (2007) defined sewing as the craft of fastening or attaching objects using stitches made with a needle and thread. Sewing is a fundamental process underlining a variety of textiles arts and crafts, including embroidery, tapestry, quilting, appliqué and patchwork. Part of garment can be obtained either through pattern making or free hand Cutting and the parts are joined together either by hand or machine. There are many techniques used in the field of textiles and fashion, The materials used for the construction of garment using the known techniques for garment production come in either natural or man-made forms (Nazrul, 2010). The natural materials originate from cellulosic, animal and mineral sources, the man-made materials are mostly synthetic or semi synthetic.

**Functions of Garment**

Garment, which is made from textiles, is one of the three basic necessities of man, alongside food and shelter (Adu-Akwaboa, 2010). Although, garment (clothing) is usually prioritized second to food, Agyemang (2011) posits that one can go unnoticed without food or shelter for a moment, but without clothing, he or she may be perceived in a civilized world as insane or a mad person. All items used in covering and ornamenting the body which is found in body arts can be termed as fashion. In countries where it is either very warm or very cold most of the time, the same form of garment is worn year after year. Where the temperature is constantly changing, as in the temperate zone, the style of garment is also subject to frequent change; and these varying modes constitute what is called "fashion."

While the primary use of garment is to afford protection from the heat and cold, they should be made and worn with a view to pleasing the eye. It is essential, therefore, that they be carefully cut and neatly made, and they should be kept clean and in good order. Garment performs a range of social and cultural functions, such as individual, occupational and sexual differentiation, and social status. In many societies, norms about garments reflect standards of modesty, religion, gender, and social status. Garment may also function as a form of adornment and an expression of personal taste or style. Elise (2008) also states that fashion exists as a means of creating an outward appearance that reflects something about the individual, whether it is identification with a cultural movement such as punk rock, economic status such as a wealthy businessman.

Garments can and has in history been made from a very wide variety of materials. Materials have ranged from leather and furs, to woven materials, to elaborate and exotic natural and synthetic fabrics. Not all body coverings are regarded as clothing. An object or device not essential in itself but adding to the beauty, convenience, or effectiveness of something else can be an accessory. Examples of fashion accessories include scarves, handkerchiefs, bracelets, and rings.

Humans have shown extreme inventiveness in devising clothing solutions to environmental hazards. Examples include: space suits, air conditioned clothing, armor, diving suits, swimsuits, bee-keeper gear, motorcycle leathers, high-visibility clothing, and other pieces of protective clothing. Meanwhile, the distinction between clothing and protective equipment is not always clear-cut since clothes designed to be fashionable often have protective value and clothes designed for function often consider fashion in their design. Wearing clothes also has social implications. They cover parts of the body that social norms require to be covered, act as a form of adornment, and serve other social purposes (Flugel, 2006). A lot have been said in relation to the functions of garments. It is very imperative for one to wear garment to primarily protect or secure him/her from environmental conditions especially at workplaces. Human without garment is considered as lunatic in this current age. Aside protection, garment is used for other purposes in our societies such as body adornment etc. Fundamentally, man without garment is considered to be uncivilized in the society and loses dignity as human.

**Concept of garment making**

There are diverse ways by which garments can be made, among them are:

* Crocheting
* Sewing

**Crocheting**

The construction is made by interlocking as in knitting but here only one hook or needle is used (Modest, Iren and Doreen 2014). Sackey (2012) confirms that crocheting can be considered as knitting in its simplest form and that only one needle with a hook at the end is used in this method of garment construction. A chain of loops is made from a single yarn that is interloped to form the fabric (Modest, et al 2014). The origin of crocheting is uncertain, perhaps has been practiced by some French nuns long ago and became popular in somewhere 1820 (Sackey, 2012).

**Sewing**

It is the craft of fastening or attaching objects using stitches made with a needle and thread. Sewing is one of the oldest of the textile arts, arising in the Palaeolithic era. Before the invention of spinning yarn or weaving fabric, archaeologists believe Stone Age people across Europe and Asia sewed fur and skin clothing using bone, antler or ivory needles and "thread" made of various animal body parts including sinew, catgut, and vein (Anawalt, 2007). Basically, there are two types of sewing namely hand and machine sewing. The hand sewing makes use of needle and thread used to sew with the hand while machine sewing makes use of machine for stitching.

Procedure for garment production Textile Learner (2012) and Garment-Manufacturing (2015) gave the procedure for garment production as follows:

Design/Sketch:

In garment manufacturing, the first step is designing the sketch for the dresses that have to be prepared. For this purpose the designer first draws several rough sketches in sketchbook. The designer does not go for details at this moment but allows creativity to flow on the paper through variety of sketches.

Pattern Design: The pattern maker now develops the first pattern for the designs in any one standard size. This is made by pattern drafting method and the purpose of making this pattern is to create the sample garment for test fit.

Sample Making: The first patterns are sent to the sewing unit for assembling them into garment. This is usually stitched on calico or muslin which is an inferior quality of fabric to reduce cost. This sample is constructed to analyse the pattern fit and design too. After the sample garment is stitched it is reviewed by a panel of designers, pattern makers and sewing specialists. If any changes have to be made they are made at this time. ·

Production Pattern: The pattern design is now taken for creating the production patterns. The production pattern is one which will be used for huge production of garments. The pattern maker makes the patterns on standard pattern making paper. These papers are made-up of various grades.

Grading: The purpose of grading is to create patterns in different standard sizes. Grading a pattern is really scaling a pattern up or down in order to adjust it for multiple sizes. Pattern sizes can be large, medium and small or else there are standard patterns of size for different figure and stature sizes. This is generally how the following sizes S - small, M - medium, L - large, XL – extra-large, XXL – extra - extra – large are obtained.

Marker Making: The measuring department determines the fabric yardage needed for each style and size of garment. Markers, made in accordance to the patterns are attached to the fabric with the help of adhesive stripping or staples. Markers are laid in such a way that minimum possible fabric gets wasted during the cutting operation. After marking the garment manufacturer will get the idea of how much fabric he/she has to order in advance for the construction of garments.

Spreading: With the help of spreading machines, fabric is stacked on one another in reaches or layers that may go over 100 ft. (30.5 m) long and hundreds of plies (fabric pieces) thick.

Cutting: The fabric is then cut with the help of cloth cutting machines suitable for the type of the cloth. These can be band cutters having similar work method like that of band saws; cutters having rotary blades; machines having reciprocal blades which saw up and down; die clickers similar to die or punch press; or computerized machines that use either blades or laser beams to cut the fabric in desired shapes. ·

Sorting/Bundling: The sorter sorts the patterns according to size and design and makes bundles of them. This step requires much precision because making bundles of mismatched patterns can create severe problems. On each bundle there are specifications of the style size and the marker too is attached with it.

Sewing/Assembling: The sorted bundles of fabrics are now ready to be stitched. There are what is called sewing stations for sewing different parts of the cut pieces. In this workplace, there are many operators who perform a single operation. One operator may make only straight seams, while another may make sleeve insets etc. while another operator joins all parts to form a complete garment. Inspection: The garment is inspected to find out if there is excess yarn or if certain parts of the garment were not sewn, after which finishing is done by ironing or pressing.

**Garments construction methods**

Garments can be constructed either by pattern making or fee hand cutting.

**Patternmaking**

The review of pattern making cannot be ignored since garments are constructed from patterns. Pattern making is the art of designing the outline of the plan or arrangement for sewing a cloth. It is considered as the basic in sewing garment. Thomas (2009) posits that the first step in pattern making for sewing garment is taking of body measurements. Thomas recommends that when taking measurements for pattern making, the person should just wear normal underclothes, and if a lady, normal pantyhose and normal bra. Steele (2012) notes that a system of sizes and patterns made it possible to fit the body, especially the male body, without resorting to custom-made clothing. Varney (2010) also indicates that patterns are needed in dress-making in order “to obtain a better fit and to save material”. Aldrich (2014) justifies the use of block patterns in the clothing industry because the blocks are constructed to standard (average) measurements for specific groups of people but could also be drafted to fit an individual figure using personal measurements. Pattern making involves the design and creation of templates from which clothing and craft items can be sewn. Patterns are made of pieces of paper shapes that are traced onto the fabric to be cut, with each individual pattern piece serving as a form for an individual part of the garment or item to be sewn. Pattern making can be done at home by more experienced sewers, or pre-made patterns can be purchased for home sewing projects (WiseGeek, 2015).

A common way to make a pattern at home is to replicate a garment that one already owns. For example, if one has a particular clothing item that is worn out or aging and a replacement is desired, a pattern can be cut from that garment. This often involves taking apart the garment by ripping out the seams and dismantling the item into individual pieces (WiseGeek, 2015). The researcher is of the view that if the garment is not for commercial purpose, one does not need to go through the whole process but through design/sketches to pattern, cutting, sewing and inspection to ironing can make a complete garment.

Methods of Pattern Drafting

Hollen (2012) advocates three methods of pattern making, namely:

* Flat-Pattern,
* Draping and
* Drafting.

Flat-Pattern

Flat pattern drafting: according to Semptress (2012) “is the art of taking a set of measurements, a sheet of paper, and a pen, and coming away with a pattern”. Flat pattern is based on commercialized basic patterns with standard measurements but when employed in designing, one makes use of fitting darts to increase garment fitting. Flat Pattern has several advantages which include the ability to design patterns to fit into economical fabric layouts, the possibility of restyling old patterns and out-of-date clothing into new ones, the ease for determining causes of mistakes and how to correct them, and flexible planning for new procedures and efficient organization of work.

Flat Pattern has several advantages which include the ability to design patterns to fit into economical fabric layouts, the possibility of restyling old patterns and out-of-date clothing into new ones, the ease for determining causes of mistakes and how to correct them, and flexible planning for new procedures and efficient organization of work.

Draping

Draping is an artistic approach in which the person makes a pattern by fitting a large rectangle of woven cloth around the body so that the folds in the fabric produce the dress pattern according to the curves of the body. Vulker and Cooper (2017) suggest that draping originated from the Greeks and the Romans. The Greeks called their draped garment a chiton whose shape was achieved by draping, girdles and pinning after which embroidery was applied. The Romans had different names for draped garments for males and females. The male garment was called “Tunica” while the female draped dress called “Stola”. Vulker and Cooper (2017) state that draping required little technical skill, as no patterns or sewing were required, hence, draped garments began to be replaced by clothing cut to a pattern. However, anybody who wishes to embark on large scale garment production by draping approach to patternmaking could do so through line-for-line copy of already sewn garment. Draping is 3D pattern design technique. It directly implements the pattern design upon the human body or mannequin. According to Wang (2007), this method is being considered as the best for achieving the required silhouette and fitting because it provides the advantage of “what you see is what you get”.

Drafting

Drafting is a scientific process of pattern designing that is based on a set of body measurements. Therefore, taking accurate measurements is the foundation of creativity in pattern making. Okorie (2010) regards creativity and knowledge of measurements as imperative characteristics of garment designers. Draft patterns usually rely on basic pattern as foundation or master pattern. The basic pattern for men’s wear (shirt and trouser) consists of several measurements to achieve custom fit. ( Anikweze (2012) opines that, for shirt patterns, the needed measurements consist of neck, neckband, shoulder, chest, centre front length, centre back, back width, waist, arm length, arm circumference, and sleeve length. For trousers, the required measurements are the waist, seat (hip), high hip, thigh, knee, out-seam (side lengths), inseam, and hemline. Drafting refers to the direct drawing of patterns on the paper using a construction formulae based on linear measurements, such as length, girth, etc. (also known as pattern construction procedure). Direct drafting is a popular method for the industrial pattern makers, because they need the most efficient way to produce pattern for mass production (Wang, 2007).

**Free-hand Cutting**

Free-hand cutting is a method of cutting a style of garment directly on the fabric without the use of a pattern (Efajemue & Lily, 2011). Many types of garment worn these days apart from ready-to-wear garments are usually made from free-hand cutting. Foster and Ampong (2012) noted that, little has been done on documentation on free-hand cutting. Shailong and Igbo (2009) described free-hand cutting as a method of cutting the fabric marked with chalk based on a measurement and cut directly without the use of a paper pattern. The measurement of the individual is utilized directly on the fabric in free-hand cutting. If a dressmaker or a tailor makes a mistake while using the free-hand cutting, the fabric is usually wasted.

According to Shailong and Igbo (2009), free-hand method of garment construction may spoil the apparel entirely, thereby wasting the fabric. In addition, free-hand cutting is time consuming and slow, therefore cannot be conveniently used for mass construction. Free-hand cutting has in some instances resulted to poorly fitted apparel and quarrels among dressmakers and their clients. Boakye (2010) has stated that, people may prefer ready-to-wear clothes due to the unsatisfactory jobs from some dressmakers and tailors that use free-hand cutting for garment making. This has made the budget for clothing in some cases increase for individuals as a result of fabric wastage or increase in cost when patterns are used (Foster & Ampong, 2012). Thus, affecting the output of the dressmaking and tailoring institutes negatively.

**Concept of Entrepreneurial skills**

There are many fields on what make someone an entrepreneur and what an entrepreneurial skill is. An entrepreneur can be defined the one who organizes, manages and assumes the need of a business enterprise. It can be defined as a person who have decided to take control of his/her future and becomes self-employed whether by creating his own unique business or working as a member of a team at a multi-level vocation. He is a person who has possession of an enterprise or venture and assumes significant accountability for the inherent risks and the outcome. He is an ambitious leader who combines land, labour and capital to create and market new goods or services (Sunday 2009). Entrepreneurship skills as opined by Ayankoha (2015) are grouped into four they are: technical, business, management and personal. Technical involves skills of writing, communication, computer literacy. While occupational skills are skills such as sewing, hair dressing, laundering and baking. Business management skills include planning, goal setting, organizing controlling accounting, negotiating, record keeping, marketing, and personal skills which are discipline, risk taking , imaginative creativity, visionary, commitment, enthusiasm, perseverance, confidence and social skills.

Skill acquisition according to Isibor (2011) is the learning and professional training acquired by an individual to enable him hold a job. Through repetition or practice in an occupation, skill becomes natural and helps the individual to function towards promoting economic development. Any government, who is able to give skills to its populace and ensures that the demand is matched with the supply, is heading towards technological development. The awareness and need for skill acquisition motivate entrepreneurial activities and lessen breakdown in the nation’s monetary systems. Therefore skill acquisition is necessary in the university for entrepreneurial actions. Entrepreneurship skill acquisitions are trainings acquired by individual towards owing his or her own business. Skills acquired in the diverse areas in Home Economics Education are the courses that student are exposed to which they can make careers from or earn a living. For instance, in the study of food and nutrition, graduates can establish and operate a restaurant, operate a day care centre, bake cakes and decorate them for sale, operate a poultry, knowledge from education

Therefore, entrepreneurial skills are skills needed to have to succeed in business, most especially in garment making. Entrepreneurial skills are the basic skills necessary to enable you start, develop, finance and succeed in your home enterprise. Surprisingly, intimately related to classroom activities as the concept of skill may be and necessary as its measurement, assessment and general evaluation may be to the affairs of the school system, little is done about it in science teacher education while its records are seldom kept in continuous assessment in schools. Whereas, the national policy on education enjoins teachers to make instruction concept-centred, activity based and work related. This fact underlines the needs to focus on acquisition of entrepreneurial skills in school instruction for the benefit of school and society.

When examining the vast literature on skills, various definitions of entrepreneurial skills emerge. Here are some samples: Entrepreneurial skill can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Peters, 2012).

Entrepreneurial skill is the ability to of an individual to exploit an idea and create an enterprise (small or big) not only for personal gain but also for social and developmental gain (Olagunju, 2014). Formal descriptions/definitions characterize entrepreneurial skills as ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity. Kilby (2009) states that the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects.

**Promotion of entrepreneurial skills among undergraduate by Institutions**

According to Okello, Obura and Matovu (2011), the growth of any enterprise among other things depends on the entrepreneurship spirit, the qualification of its owner, quality provision of information, knowledge, skills and advice on the various aspect of business. However programmes to prepare for entrepreneurship training to support small businesses have become subject of further education and training. Students are thus equipped with necessary skills to become a successful entrepreneur. The effort of the Federal Government in conjunction with various institutions towards entrepreneurship can be seen in the establishment of the following skill specific enterprise (FRN, 2014):

* Industrial Attachment or Student Industrial Working Experience Scheme (SIWES).
* Vocational and Technical Training.
* Information and Communication Technology Training (ICT).
* Workshops and specific trainings.

**Concept of Entrepreneurship education**

Entrepreneurship is no doubt a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. According to Meziobi (2013) entrepreneurship education is an educational process that creates in an individual the ability and skills to become self-reliant and overcome the dynamic challenges posed by the hash economy of the nation. Also Amadi (2012) in Ogbodo and Oraka (2017) see entrepreneurship skill acquisition as a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education. Entrepreneurship education entrails teaching students, learners and would-be business men, equipping the trainees with skills needed for teaching responsibility and developing initiatives of prospective trainees (Ezeani, 2012). Entrepreneurship education is the type of education which has the ability to impact on the growth and development of an enterprise through technical and vocational training. Actually entrepreneurship education has its peculiar learning and teaching approaches. Entrepreneurship was introduced into educational institutions to provide knowledge needed for survival. The introduction of entrepreneurship education at all levels of education was a means of arresting the unfortunate phenomenon of unemployment. In line with the Federal Government, it is mandatory for all tertiary institutions to offer entrepreneurship at 100 and 200 levels. In view of the positive social and economic effects of entrepreneurship, many Nigerian universities are now advancing entrepreneurial thinking and behaviour to develop students’ awareness of the relevance of entrepreneurship training. Oviawe (2010) had reiterated the massive unemployment of Nigerian universities graduates in the country and had traced the problem to the disequilibrium between labour market requirements and lack of essential employable skills by the graduates. Findings from a three-week large scale, rapid national survey in 2004 jointly sponsored by NUC and the Education Trust Fund (ETF) to determine the needs of the labour market which Nigerian university graduates are failing to meet are shocking. That is why in 2006, the Federal Government directed Nigerian Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session (Aliu, 2008) which led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Most of the universities in Nigeria now have a centre for entrepreneurship education in their respective institutions.

Entrepreneurship education is made of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. As such, it goes beyond business creation (Enu, 2012). It is about increasing student’s ability to participate and respond to societal changes. Entrepreneurship education deals with those attitudes and skills that are necessary for the individual to respond to its environment in the process of conserving, starting and managing a business enterprise. He observed that certain basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons.

**The Purpose of Entrepreneurship Education**

Entrepreneurship education as posited by Nwalado (2012) structured the following as the main purpose of Entrepreneurship education:

* Provide the young graduates adequate training that will enable them to be creative and innovative in identifying great business opportunities.
* To offer functional education to the youths to enable them to be well empowered and self-reliant people in their own right.
* To serve as catalyst for economic growth and development.
* To offer tertiary institution graduates with adequate training in risk management to make learning outcome feasible.
* To reduce the high rate of poverty, insecurity and violence.
* To create job and employment opportunities for its citizenry.
* To reduce the rural-urban migration
* To provide the young graduates with enough training skills and support that will enable them to establish a career in small and medium size business.
* To incubate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on.
* To create a smooth transition from tradition to modern industrial economy.

Unfortunately, several challenges currently face Nigerian universities in their bid to properly entrench entrepreneurship education as important curriculum issue across all disciplines. According to Amoor (2008), these challenges include:

1. Lack of lecturers with practical entrepreneurial training and consciousness. Although lecturers’ awareness of entrepreneurship education has grown in the last five years and attitudes towards the new curriculum has become more positive, majority of lecturers still do not know enough the aims, contents and work method of entrepreneurship education. Consequently, they may unable to effectively impart the desired knowledge and entrepreneurial skills to their students.

2. The task of drawing up course content to be included in the curriculum of entrepreneurship-related education programme in Nigerian universities will require a very long educational process (Blenker, Dreisler, Færgemann, and Kjeldsen, 2008).

3. Entrepreneurship education is capital intensive and both lecturers and students need money to practice the theory of initiating, establishing and running enterprises. This undoubtedly constitute constraints which subsequently frustrate the integration of the entrepreneurship in academic programmes in Nigerian universities.

**Entrepreneurship education as a tool for national transformation**

There is no doubt that several nations in the world are currently experiencing economic meltdown, hiccups or crisis. Nigeria has not been spared of this global malaise even though the country’s situation is not as precarious as others especially in Europe and in the America; there is still an increasing rate of unemployment and poverty. The directives of the Nigerian government through the NUC to integrate entrepreneurship courses into the curriculum of Nigerian universities is a right call and at the right time since entrepreneurship education will provide additional skills, resources, and methodologies to graduates to further transform their ideas into visible and viable businesses after graduating from the university. If this is rightly done, the graduates would not need to queue up in the labour market for paid employment but rather create jobs for themselves and others. This will go a long way to reduce poverty in the society and unemployment in the labour market (Amoor, 2008). It is a well-known fact that, Entrepreneurship constitutes a vital engine for economic, social, practical and all round development of any country. It has been identified by many; both globally and nationally; as a tool for a sustainable, virile and stable economy. No wonder successive governments in Nigeria have attempted to strengthen relevant agencies in order to achieve this position. The present government has put in more and better effort through its transformation agenda.

Entrepreneurship Education is made up of all kinds of experiences that give students the ability and vision of accessing and transforming opportunities of different kinds. It goes beyond business creation. It is about increasing students’ ability to anticipate and respond to societal changes. Besides, it is the type of education that seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It thus empowers students to develop and use their innate creative skills to take initiatives, responsibility and risks.

According to Guerrero and Urbano (2012), an environment where knowledge-based entrepreneurship transpire as a driving force towards job creation, economic growth as well as competitiveness is referred to as an entrepreneurial society. Therefore, entrepreneurial universities play a vital role as both a disseminating institution and a knowledge-producer.

Therefore, the following are the expected roles to be played by entrepreneurship education towards national transformation when properly and actively implemented:

* Training and learning centres: Entrepreneurship education will serves as learning and training centres for the translation of dreams and ideas into successful ventures. As shown in table 1, it will help the students to discover and think entrepreneurial. This will help them to discover their potentials and work towards achieving it and by so doing; it will reduce over reliance on white collar job.
* Facilitates the identification, creation and utilisation of non-existent saving: with the training received by the students, it will expose those to how they can identify, create and utilise capital. The course will expose them to how they can write a good feasibility study and win a grant for starting up a business. According to Erwart (2012), entrepreneurship education builds skills such as managerial, human, technical, conceptual skills in the individuals by teaching and allowing them to start businesses with little or no money for themselves.
* Self-fulfillment for the entrepreneur: entrepreneurship education brings about self-fulfillment to the recipient when he has really discovered the strength, weakness, opportunities and treats in a business.
* Create a balance in rural-urban migration: if entrepreneurship education is implemented in the university system in Nigeria, a lot of student who travel to urban area for search for job will be reduced and the rural area will also develop and more jobs will be created as well. This tends to alleviate and eradicate poverty as well as improving the general security.
* Creates employment. Research has shown that 70% of the entire work force is employed by entrepreneurial ventures and hence, rate of unemployment is greatly reduced (UN, 2010).
* Mobilizes resources that ordinarily would have remained idle in the hands of people and employ them productively and by doing so, capital formulation is encouraged.
* Links up the various sectors of the economy and constitute the market for agricultural extractive and industrial output as well as providing source of material and labour input for big industries.

Entrepreneurship activity generates wealth, and thereby increases the extent of the market and thus brings about positive social changes in the citizenry. There is also specialisation as entrepreneurs see and create niches through innovation. More of entrepreneurship will undoubtedly create jobs, infrastructures necessary for business development (e.g. roads, transport, communication, power supply, education and health services).

When and if properly managed in Nigerian universities, entrepreneurship will contribute to the nation’s economic growth and development. According to Amoor (2008), it will help to discover talented, competitive, creative and very skillful individuals that will be the nation’s innovative assets; prepare individual student to be responsible and entrepreneurially conscious to contribute significantly to economic growth and development; and build a connecting link that creates productive and very thoughtful citizens that can contribute to local, regional and national competitiveness. It will also encourage the university graduates to establish small scale businesses and sustain them. Such small businesses form the cornerstone of future economic growth, job creation and wealth generation.

**Constraints of entrepreneurial skills on garment making**

Within the framework of the National Policy on Education (Federal Republic of Nigeria, 2004), the primary goals of university education in Nigeria are to:

a. Contribute to national development through high level relevant manpower training;

b. Develop the intellectual proper values for the survival of the individual and society;

c. Develop the intellectual capability of individuals to understand and appreciate their local and external environments;

d. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;

e. Promote and encourage scholarship and community service;

f. Forge and cement national unity; and

g. Promote national and international understanding and interaction.

Items a, b, and d of the preceding goals are specific to development of entrepreneurship skills among undergraduates. The efforts of the National Universities Commission (NUC) and Industrial Training Fund (ITF) in this regard are a formidable driving force for entrepreneurship education.

Although the government has done a lot of sensitizations on the merit of acquiring skills, yet the unemployment rate is still increasing. It is against this backdrop that the researcher wishes to look inward into the challenges students encounter in the acquisition of entrepreneurial skills in garment making.

The constraints of obtaining entrepreneurial skill in garment making can be observed from 3 perspectives which include:

* School (university, polytechnics, college of education)
* Student personal challenge
* Lecturers taking the course

One of the challenges under consideration in this study is the challenge emanating from the school.

* A very important unit in the school is the school library which is known to be a strong determinant of purposeful education. Majority of the tertiary institutions may lack good libraries where good Home Economics books are stocked. The school Laboratories and classrooms are expected to attain a good standard capable of having the impact expected.
* There is an enormous increase in students' enrolment in tertiary institutions and there is no corresponding increase in facilities to meet up with the population. Most students who hang on the window and tables on the balcony who have not actually taken active part in the lecture learn by "rumour" because they have blurred understanding.
* Okeke (2012) is of the view that inadequate funding of clothing and textile programmes is a colossal one. As a skill acquisition course, the students should have access to equipment to carry out practical involved in the programme. Most schools find it difficult to continue, as the government is not so interested in boosting the course financially. Dikko and Babalola (2010) who opined that students are likely to develop negative attitude towards the programme if they do not have equipment for continuous practice. The effect is that these students will not have confidence in handling the equipment for business purposes when they graduate from school. Ogwo and Oranu (2006) stated that inadequate materials needed for practical classes and inability of teachers to improvise is a great impediment to the clothing and textile practical lectures.
* Acute shortage of equipment facilities, Most of our laboratories do not have enough infrastructures and those that have are already obsolete, Laboratories should be equipped with modern equipment such as electric sewing machines, embroidery machines, weaving machines etc.
* Nigerian power is epileptic and technology is about electricity, consequently facilities that need power to be functional may be underutilized. As it is, cost of fuelling generators is high and most public schools are unable to fund it. In addition, inadequate and obsolete equipment in schools are likely to have effect in skill acquisition. Due to such reasons most courses in the programme are taught theoretically. In an ideal practice, disciplines where skills are learnt would require that students should to be exposed to intensive practical work for proper mastery.
* Also, the time allocated for the course is usually small, for instance where a garment making course is only once in a week and just for two hours. The course would not be taught has expected which may lead to back drop in taking full advantage of the course.

Another challenge is the students’ personal challenge.

* Majority of students offering garment making courses in public universities are from middle social economic strata of the society therefore may have difficulties with finance for purchasing learning materials. Such student would see may try to skip practical classes. As a result, such students will be poorly motivated to acquire the skills.
* In the same vein, at times students are poorly informed about the benefit of the discipline rather they will see it as stressful and expensive.
* Students have no interest in clothing and textile as a course. Arubayi and Obunadike (2011) who observed that one of the major reasons why students lack skill in clothing and textile is lack of interest in the subject. Interest is very vital, without interest no student would want to put the skill into practice. Skill retention is all about continuous practice.
* Equally, some students have poor rate of class attendance, poor study habit and unserious with practical lessons, but rather they engage in rote learning to pass their examinations. They are after passing examinations to the next level without acquiring knowledge and skills.
* Similarly, some students are habitual late comers to lectures. Okwilagwe (2017) noted that lateness to school is at the top of the list in the nature and frequency of students’ indiscipline in schools, a habit detrimental to skill acquisition. Moral laxity attitude of student
* Most students are no longer interested in education, instead they indulge in social vices such as cultism, and examination misconduct, hooliganism, and this develop a lackadaisical interest in skills acquisition. This altitude makes it almost impossible for the proper acquisition of entrepreneurial skills.

Equally challenging to students are the lecturers teaching the course.

* Lecturers teaching garment making courses have a lot to do in the teaching of the skilled areas. Literature has it that a lot of lecturers handling practical courses do not demonstrate nor utilize modern instructional materials towards scientific teaching (Mba, 2013). Modern leaning systems are scientific innovations for instructional delivery, if well utilized is able to arouse the interest of the students. They serve as aids for teachers, as well as help to attract students to learn.
* In the same vein, Okoro (2010) opined that a teacher cannot be said to be ready to implement a curriculum if he does not have the required competencies and the psychological impetus to deliver the lesson. A good garment making teacher must have the required strategy to impact adequate knowledge to properly train students. Thus, Uwameiye (2010) observed that the act of resorting to theoretical teaching of vocational subjects is a serious deviation from the principles of vocational and technical education which recognize the importance of workshop and laboratories to the teaching of the subject. Therefore this is to confirm the saying that no educational system can ascend above the worth of its teachers.
* In the view of Ehirheme (2011), teachers’ poor knowledge of practical use of equipment and lack of skill facilitator to train students is a threat to skill acquisition in entrepreneurship in tertiary institutions. The teacher should be able to demonstrate to the students. This may be the reason why students lack skills, even after graduating, a lot of students cannot practice skills learnt while in school. This may be why Obiesesun(2010) posited that 80% of Nigeria graduates do not have the required skills and so are deficient of the technical know-how of the new technology to cope within the society outside school.
* Aldrich (2014) states that, competency in pattern cutting is a major factor in the construction of well-fitting garment. Pattern cutting methods taught in schools include draping, drafting, copying and direct cutting on fabric, called freehand cutting. Commercial patterns are usually mentioned but not discussed, because they are not available on the market for teaching in the universities. Dress forms used for the draping process are also not available and students generally find the draping process on their figures expensive and unaffordable, because of the high cost of fabric and equipment. In the opinion of Forster and Adamtey (2009), copied patterns or existing patterns, on the other hand, are not emphasized because students are unwilling to unstitch sewn articles, for fear of not being able to re-assemble them and also for the fact that unstitching and re-stitching are laborious processes. With regard to free-hand cutting, lecturers normally teach the theory and leave the practical aspects for the students to explore because there is not enough documented information on skills for that method (Forster & Adamtey, 2009). For the foregoing reasons, pattern drafting is the method that is emphasized, in the University and students graduate without acquiring practical skills in the other methods. In pattern drafting, students draft a basic block and adapt it to fit their figures.

CHAPTER THREE

SUMMARY, RECOMMENDATION AND CONCLUSION

REFERENCES

Adu-Akwaboa, S. (2010). Art for Schools and Colleges. Kumasi: Samarg Publications,

p.70, 143-144, 156, 162-163.

Ahia C.N. (2011), Effects of Economic Reform Measures on Family Clothing   Patterns in Nigeria. Journal of Home Economics Research (JHER); Nigerian Home Economics Research Association. 3. 46

Aldrich, W. (2014), Metric Pattern Cutting, 3rd Edition, Blackwell Science Ltd., Cambridge, ISBN o-632-03612-5

Agyemang, B. C. (2011). Establishing a Small-Scale Textile Industry. KNUST, Kumasi: Unpublished Seminar Presentation.

Aliu, S. (2008). Recent trends in entrepreneurship education in Nigeria: Prospects and challenges. Retrieved from http://www.isbe.org.uk/ Dr.SolaAliu08

Amoor, S. S. (2008). Integrating entrepreneurship education into business education curriculum in Nigerian universities. Zaria Journal of Liberal Arts, 2(2). Retrieved from <http://ww1.abu.edu.ng/publications/2011-08-24-094933_4831.docx>

Anawait, P, R (2007). The Worldwide History of Dress, Thames and Hudson Ltd.

Anikweze, G. U. (2012). The Challenges of Pattern Drafting and Large Scale Garment Production in Nigeria: Department of Home Science and Management Faculty of Agriculture, Shabu-Lafia Campus Nasarawa State University, Keffi

Anyakoha, E. (2015). *Home Management for Schools and Colleges*. Onitsha, Nigeria. Africana Publishers.

Arubayi, D.O. & Obanidike J.C (2011). Problems of teaching and learning of clothing and textiles in senior secondary schools in Anambra State, Nigeria Studies in Home and Consumer Science, 5(2) 113-119.

Blenker, P., Dreisler, P., Færgemann, H. M., & Kjeldsen, J. (2008). A framework for developing entrepreneurship education in a university context. International Journal of Entrepreneurship and Small Business, 5(1), 45–63.

Boakye, K. (2010). Challenges facing the small-scale textile and apparel industry in Ghana. Unpublished MSc Thesis. KNUST: Kumasi, Ghana.

Collins English Dictionary (2012) – Complete and Unabridged. (Retrieved July 22 2015 from http://www.thefreedictionary.com/yarn

Dagg, A. I. and Harding, L. (2012). “Human Evolution and Male Aggression” Retrieved from http://www.wwd.com/fashion-news

Dikko, H &Babalola, V.O (2010). Teaching aids/instructional materials in clothing and textiles: Types and uses. Nigerian Journal of Home Economics.Vol 5(5) pp22-35.

Efajemue, O. O., & Lily, G. (2011). Analysis of adult female clothing made with adapted patterns and free-hand cutting: constrains and prospects. Proceedings of the First International Technology, Education and Environmental Conference, September 08, Omoku, Nigeria.

Ehirheme, E.P (2011). Etrepreneurship Educationin Tertiary Institutions in Nig eria: Issues and Challenges Journal of Education Health and technology research. Vol 1 (1),138-144.

Ejere, E. S. I., & Tende, S. B. A. (2012). Entrepreneurship and new venture creation. In E. Chuta (Ed.). Small enterprises and entrepreneurship development (pp.). Dakar: Amalion Publishing.

Enu, D. B. (2012). Enhancing the entrepreneurship education in Nigeria. American Journal of Social Issues and Humanities, 2(4), 232–239. Retrieved from http://www.ajsih.org/index.php/ajsih/article/view/54/54

Erwart, E. A. (2012). Higher education and youth empowerment for socioeconomic development in Nigeria. Paper presented at the 10th anniversary conference of HERPNET, held at University of Ibadan.

Ezeani, N.S (2012). Tackling unemployment through vocational education, science education development institute. University of Nigeria

Federal Government of Nigeria 2004. National policy of Nigeria. 4th edition.NERDC Press.Yaba Lagos, Nigeria.

Federal Republic of Nigeria (2011). The transformation agenda 2011–2012. Retrieved from <http://www.npc.gov.ng/vault/Transformation.pdf>

Flugel, J. C. (2006). The Psychology of Clothes, International Psycho-analytical Library, No.18, New York: AMS Press.

Foster, P., & Ampong, I. (2012). Pattern cutting skills in small apparel industries and teacher education universities in Ghana. International Journal of Vocational and Technical Education, 4(2), 14-24.

Garment (2015). Retrieved July 22 2015 from http://www.thefreedictionary.com/garment

Hisrich, R., & Peters, M. (2012). Entrepreneurship (5th ed.). Singapore: McGraw-Hill Higher Education.

Hollen, N. (2012). Pattern making by the Flat Pattern Method, (3rd ed). Minneapolis: Burgess Publishing. Retrieved from https://en.wikipedia.org/wiki/Handkerchief

Isibor, A.O.(2011) Skill Acquisition in Textile and youth empowerment for sustainable economic development in Nigeria. Journal of Educational Health and Technology Research, 2(2) 14-19.

Kilby, P. (2009). *Hunting the Heffalump. In Kilby, P. Entrepreneurship and Economic Development.* New York: The Free Press.

Mbah, P.E (2013). The effect of two instructional methods on junior secondary school Home Economics students academic performance in Lagos State. Unpublished Phd thesis. University of Benin*.*

Meziobi, K.A (2013) Contemporary Issues in Social Studies in Nigeria. Owerri;Omama Publishers

Nazrul M. (2010). Textile-yarn manufacturing [PowerPoint Slides]. Retrieved from <http://www.slideshare.net/ayamgolek/yarn-manufacturing>

Nwalado, I.G. (2012). Entrepreneurship in education Concepts and Constraints. African Journal of Education and Development Studies 4(1) 196 – 207

Obiesesun, M. (2010) Appointment and management; Pay attention to entrepreneurial skills. The punch news paper, Teusday. Pp. 30.

Ogbodo C.O & Oraka, A.O (2017) Challenges and Prospects of Entrepreneurship training and development in Nigeria Envidence from Awka South L.G.A FROM Awka South LGA of Anambra State. Int. J.Initiative Finance and Economics. Res 5(4); 73-86.

Ogwo, B.A &Oranu , R.N.(2006). Methodology in formal non– formal technical and vocational education, Enugu, Ijejas and Publisher Company. [13].

Okello-Obura, C., & Matovu, J. (2011). SMEs and business information provision strategies: Analytical perspective. Library philosophy and practice. [http://webpages.uidaho.edu/-mbolin/okello-obura-matova .htm](http://webpages.uidaho.edu/-mbolin/okello-obura-matova%20.htm)

Okeke, E. O. (2012). Constraints in the Implementation of Vocational and Technical Education proqrammes in Schools. Journal of technical education research and development.

Okorie, P. U. (2010). The Garment Designer and Government in Nigeria, An Operational Manual for Garment Designer. Owerri: Alphabet Nigeria Publishers.

Okoro, J(2010). Assesment of office education skills required for entrepreneurial ventures. Business Education Journal, 7(2). 188- 189.

Okwilague, E.A (2017), Evaluating private and public schools dichotomy; School indiscipline. Nigerian Tribune Newspaper. February 9 pg. 35.au

Olagunju, Y. (2014). Entrepreneurship Small Scale Business Enterprises Development inNigeria. Ibadan: University Press Plc.

Olawolu, O.E & Kaegon, L (2012). Entrepreneurship education as a tool for youth empowerment through Higher education for global work place in Rivers. A paper presented at seventy Regional Conference on Higher Education for a globalized world organized by HERPNET: holding at University of Ibadan Nigeria. 10th – 21st September.

Oviawe, J. I. (2010). Repositioning Nigerian youths for economic empowerment through entrepreneurship education. European Journal of Educational Studies, 2(2), 113–118. <http://ozelacademy.com/EJES_v2n2_7.pdf>

Rowaiye, E. (2016). Neglect of entrepreneurial, technical and vocational education increases youth unemployment and social vices. Daily Vanguard, p.30.

Semptress. T. K. (2012). Pattern drafting techniques. Retrieved from <http://www>. sempstress.org/patterns/drafting/

Shailong C.N. and Igbo C.A. (2009), Establishment of Average Body Measurement and Drafting of Basic Block Patterns for Male Pre-school Children in Enugu State; Journal of Home Economics Research. (JHER); Home Economics Research Association of Nigeria. (HERAN); 10. 90.

Steele, V. (2008) Fashion. Microsoft® Encarta® 2007 [DVD]. Redmond, WA: Microsoft Corporation. Retrieved on 6th March 2015

Sunday, A. (2009). Understanding and acquisition of entrepreneurial skills: A pedagogical re-orientation for classroom teacher in science education, 6(3), 57-65.

Textile learner (2012) One stop solution for textile. Retrieved from http://textilelearner.blogspot.com/2013/07/list-of-garment-accessories features.

Thomas, P.W. (2009) Pattern Drafting Hand Drafting: A Skirt Block Page 2Measuring: retrieved from:https://www.fashionera.com/Pattern\_drafting/pattern\_drafting\_introduction\_skirt2\_measuring.htm

United Nations (UN) (2010). Entrepreneurship education, innovation and capacity building in developing countries. United Nations Conference on Trade and Development. http://unctad.org/en/Docs/ ciimem1d9\_en.pdf

Urbano, D. (2012). The development of an entrepreneurial university. *The Journal of Technology Transfer*, *37*(1), 43–74.

Uwameiye, R (2010).An appraisal of technical and vocational education in Nigeria secondary schools, Journal of Educational Research Association.1(1)14-35.

Varney, L. S. (2010). „An Individualized Pattern System for Drafting Women Skirts, Bodices, sleeves and pants‟. Unpublished Ph. D. Dissertation, Kansas University. U.S.A., University Microfilms International.

Vulker, J. & Cooper, H. (2017).Textiles, Fabrics and Design. London: Heinemann Educational Books, Ltd.

Wang, Z. H. (2007). A study of ease distribution in relation to jacket pattern alteration.Yarn Manufacturing Process: Input and Output in Yarn Manufacturing n.d. Retrieved from http://textilelearner.blogspot.com/2013/02/yarn-manufacturing-process-input-and.html

WiseGeek (2015) Retrieved on 0ctober 23, 2015, from http://www.wisegeek.com/whatis-pattern-making.htm