

**ECONOMIC SIGNIFICANCE OF CLOTHING AND  
TEXTILES EDUCATION IN TERTIARY INSTITUTIONS  
FOR SUSTAINABLE DEVELOPMENT IN NIGERIA**

**BY**

**OBUNADIKE JOY CHINWE (Ph.D)  
DEPARTMENT OF PRIMARY EDUCATION STUDIES  
NWAFOR ORIZU COLLEGE OF EDUCATION, NSUGBE  
[dikejoy@yahoo.com](mailto:dikejoy@yahoo.com)  
08037105761**

**Fourth Regional Conference on Higher Education  
Research for Sustainable Development in Africa.  
Venue: Kampala International University,  
Kampala, Uganda  
August 17 - 20, 2009**

## **ABSTRACT**

This study investigated the economic significance of clothing and textile in tertiary institutions for sustainable development in Nigeria. Two research questions were addressed using ex-post facto design. Data were collected from 743 respondents comprising of both students and teachers of vocational educational institutions who are engaged in the teaching and learning of clothing and textile in the Four Tertiary Institutions. The questionnaire was titled Economic Significance of Clothing and Textile Education Questionnaire (ESCTQ). The selection was done by stratified random sampling. The research questions were analyzed, using the arithmetic mean on a four point Likert Scale. The results indicate that the provision of another source of government revenue, apart from oil, is advocated by students, while the Provision of Research facilities in tying and dying practices of clothing and textiles are chosen by teachers as areas of clothing and textile with the greatest economic significance. The highest constraint to clothing and textile education is lack of adequate infrastructure and equipment in tertiary institutions. It is recommended that 'Government should subsidize the factors of production and provide more scholarship schemes for the learning of clothing and textiles.

## **Introduction**

The theme 'clothing and textiles' is somewhat not a new subject matter in both vocational education and economic institutions in Nigeria. Its first appearance as clothing and needlework in the Home Economics curriculum gave it further acceptance as a vocational course due to its employment prospects, confirmed by Anyakoha and Eluwa (1991), stating that it is a broad **field** of study primarily concerned with the improvement of the welfare of individuals and families. Clothing and textile is defined as an occupational skill, an aspect of Home economics which deals with the origin of clothes, their importance, choice, construction, maintenance, dyeing and knitting (Arubayi,,

*Council on Trade Goods to put the textile quota phase-out on its agenda. Most analysts expect China's textile exports to the United States and Europe to increase even more dramatically with the end of quotas.*

The Turkish textile Director also reported that *"instead of viewing China as a friend on Clothing and Textiles issues, the developing world now sees China as a predator stalking them like prey"*. Therefore the economic strength of a nation is directly proportional to its production and export quota of clothing and textiles. Relating clothing and textiles production to Nigerian economy and level of poverty, World Bank data shows the percentage level of poverty in different regions of the world with different production levels and export quota of clothing and textiles since 1990.

<b>Region</b>	<b>1990</b>	<b>2002</b>	<b>2004</b>
East Asia and Pacific	15.40%	12.33%	9.07%
Europe and Central Asia	3.60%	1.28%	0.95%
Latin America and the Caribbean	9.62%	9.08%	8.64%
Middle East and North Africa	2.08%	1.69%	1.47%
South Asia	35.04%	33.44%	30.84%
Sub-Saharan Africa	46.07%	42.63%	41.09%

Source: <http://eri.wikipedia.org/wiki/Poverty>, 2009

Therefore, the anti-poverty / economic development strategy of the World Bank depends heavily on reducing poverty through the promotion of economic sustenance of individual countries via the increase in economic activities, such as the production of clothing and textile.

A 2002 study by Xavier Sala-i-Martin finds that China, India, the Organization for Economic Co-operation and Development (OECD) and the rest of middle-income and rich countries are likely to increase their

advantage relative to Africa (Nigeria) unless it too achieves economic growth. The 2007 World Bank report "Global Economic Prospects" predicts that in 2030 the number living on less than the equivalent of \$1 a day will fall by half, to about 550 million. Governments are believed to purposefully maintain a 2-10% unemployed populace to act as a 'replacement threat' to unskilled private sector workers, by way of maintaining an existing thriving service economy, and as of late 2007, increased farming for use in biofuels, along with world oil prices at nearly \$130 a barrel, has pushed up the price of grain.

It is against the mentioned points that the researcher is investigating the Economic Significance of Clothing and Textiles education in tertiary institutions for sustainable development.

### **Purpose of the Study**

In view of the foregoing, the main purpose of the study is to:

1. Examine the Economic Significance of Clothing and Textile Education in Tertiary Institutions in Nigeria.
2. Determine the constants of Clothing and Textiles education in Nigerian tertiary institutions.

### **Research Questions**

Two research questions guided this study;

1. What are the economic significance of clothing and textiles education?
2. What are the constraints to clothing and textile education in Nigerian tertiary institutions?

### **Methodology**

#### **Design**

The study was a designed based on the ex-post factor using a descriptive survey. This design enabled the researchers to collect

detailed and factual information on the extent of economic significance of Clothing and Textiles education in Tertiary Institutions for sustainable development in Nigeria.

### **Population**

The population consisting of 743 respondents of both students and teachers of vocational educational institutions which engage in the teaching and learning of clothing and textile in the Four Tertiary Institutions (Nwafor Orizu College of Education, Nsugbe, College of Education, Agbor, College of Education Warri, and Delta State University, Abraka) in Anambra and Delta States of Nigeria respectively.

### **Sample and sampling technique**

The stratified random sampling technique was adopted in selecting 743 respondents from the four different tertiary institutions.

### **Instrument for data Collection**

The questionnaire constructed by the researcher was used to conduct the investigation. The questionnaire was titled Economic Significance of Clothing and Textile Education Questionnaire (ESCTQ). The instrument consisted of three sections. Section one requested the bio-data of the respondent; section two requested the educational qualification and section three requested for the level of experience and general information. A four point Likert Scale was used to measure various opinion levels of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) of respondents scored from 4 to 1 and has proved successful in previous researches (Kyriacou & Sutcliffe, 1977b). The instrument was face validated by three experts in Educational Administration and Planning (in Delta State University and Nwafor Orizu

College of Education) to assess the relevance or irrelevance of the items of the instrument.

### Data Collection and Analysis

The 743 respondents comprising of teachers and students of Vocational Education completed the questionnaires administered by the researcher and four research assistants. The responses to the two research questions were analyzed using the arithmetic mean set for an average of 2.50 mean mark, representing the mean rating of 2.50 and above for agree, and mean rating of less than 2.50 was used to represent the bias (disagree) opinion.

### Result and Discussion

This study investigated the economic significance of clothing and textiles education and the constraints to clothing and textile education in Nigerian institutions.

#### Research Question 1

What are the economic significance of Clothing and Textiles Education?

**Table 1:** Mean ratings of teachers and students on the economic significance of clothing and textiles education

	Items	Students of vocational Education		Teachers of Vocational Education	
		$\bar{x}$	Decision	$\bar{x}$	Decision
1.	Local means of Income	3.59	Agree	3.49	Agree
2.	Reduction of import quota on clothing and textile	3.88	Agree	3.07	Agree
3.	Creation of Agro-allied investment opportunities	3.25	Agree	2.74	Agree
4.	Creation of local job opportunities	2.99	Agree	3.56	Agree
5.	Improvement of vocational skills	3.01	Agree	3.11	Agree
6.	Enhancement of industrialization and development of local Agro-producing communities	2.92	Agree	3.00	Agree
7.	Provides means of specialization in textile production	2.57	Agree	2.94	Agree

9.	Provision of Research practices in tying and dying practices of clothing and textile	3.39	Agree	4.00	Agree
10.	Increment of National GDP through export of textile materials	3.97	Agree	3.73	Agree
11.	Provision of another source of government revenue apart from oil	4.00	Agree	3.79	Agree
12.	Reduction of the country's need for external sources of finance thereby reducing the country's debt	<b>2.60</b>	Agree	3.77	Agree
13.	Increases the GDP composition by the agricultural sector	3.00	Agree	2.75	Agree
	<b>OVERALL MEAN</b>	<b>3.264</b>		<b>3.329</b>	

Source: Field Study 2009

The table 1 provided the answer to research question one, which dealt with the economic significance of clothing and textiles education. With an overall mean score of 3.264 for students and 3.329 for teachers of vocational education in tertiary institutions sampled, agreeing that Provision of another source of government revenue apart from oil, increment in National GDP through export of textile materials, and reduction of import quota on clothing and textiles were chosen by the students as items that have the greatest economic significance of clothing and textile due to their means score of 4.00, 3.97, and 3.88 mean score, while teachers of vocational education opined that Provision of Research practices in tying and dying practices of clothing and textiles, provision of another source of government revenue apart from oil, and reduction of the country's need for external sources of finance thereby reducing the country's debt as items with the highest economic significance of clothing and textile.

**Research Question 2:**

What are the constraints to Clothing and Textiles education in Nigerian tertiary institutions.

**Table 2:** Mean ratings and decisions of teachers and students on the constraints to clothing and textiles education in Nigerian tertiary institutions

	Items	Students of vocational Education		Teachers of Vocational Education	
		<i>x</i>	Decision	<i>x</i>	Decision
1.	Not enough research institutions on clothing and textiles	3.05	Agree	2.77	Agree
2.	Gender Bias on clothing and textile production	3.00	Agree	3.06	Agree
3.	Inadequate financial support for the schools	2.94	Agree	3.74	Agree
4.	Lack of adequate infrastructure and equipment in tertiary institutions	3.79	Agree	3.18	Agree
5.	Lack of adequate financial support from government	3.04	Agree	3.57	Agree
6.	Unconducive office accommodation for teachers involved the teaching of clothing and textile	3.11	Agree	3.33	Agree
7.	Lack of encouragement from the public	2.99	Agree	2.81	Agree
8.	Not enough experience teaching personnel in the area of clothing and textiles	3.13	Agree	3.50	Agree
10.	Lack of adequate scholarship schemes in the area of clothing and textiles	2.57	Agree	3.99	Agree
11.	High financial involvement in large scale production of clothing and textile	3.79	Agree	3.01	Agree
	<b>OVERALL MEAN</b>	<b>3.161</b>		<b>3.290</b>	

Source: field study 2009

The research question two (table 2) show the opinion of the respondents with an overall mean of 3.161 for students and 3.290 for teachers engaged in the teaching and learning of clothing and textiles. The students indicate that lack of adequate infrastructure and equipment in tertiary institutions, high financial involvement in large scale production of clothing and textiles, insufficient experienced

teaching personnel in the area of clothing and textiles and uncondusive office accommodation for teachers involved the teaching of clothing and textiles, are rated as the highest with mean score of 3.79, 3.79, 3.13, and 3.11, while the teachers indicate that lack of adequate scholarship schemes in the area of clothing and textiles, lack of adequate financial support from government, and insufficient experienced teaching personnel in the area of clothing and textiles are the highest constraints to clothing and textile education in Nigerian tertiary institutions.

## **Discussion**

The findings indicate, based on the responses from the research question 1, that the students agree that the highest economic significance of clothing and textile include the provision of another source of government revenue apart from oil, followed by the Increment of National GDP through export of textiles materials and Reduction of import quota on clothing and textiles, while the teachers concluded that Provision of Research practices in tieing and dying practices of clothing and textile, Provision of another source of government revenue apart from oil, and Reduction of the country's need for external sources of finance thereby reducing the country's debt. It should be noted that both students and teachers agree that the greatest economic significance of clothing and textile is ability to provide another source of government revenue, apart from oil. These findings align with Zenith Bank, (2009) economic quarterly publication stating that the percentage share of agriculture (from which clothing and textiles emanates) yielded 42.2% in 2007 and 42.07% in terms of GDP in 2008.

The research question 2, reveals that the greatest constraints to clothing and textile education are lack of adequate infrastructure and equipment in tertiary institutions, lack of financial involvement in large

scale production of clothing and textile, lack of experienced teaching personnel in the area of clothing and textiles, and uncondusive office accommodation for teachers involved in the teaching of clothing and textiles (Anyakoha 2008, Okeke & Anyakoha 2008), while the teachers agree that lack of adequate scholarship schemes in the area of clothing and textiles, lack of adequate financial support from government, and inexperienced teaching personnel in the area of clothing and textiles are areas posing great constraints. It should also be noted that both students and teachers agree that greatest constraint of clothing and textile education is the unavailability of enough experienced teaching personnel in the area of clothing and textiles.

These findings are consistent with those of Oboegbulem, (2007) who emphasized on the re-training of teachers, encouraging creativity in teachers and inviting professionals to the schools to help teachers update their knowledge on current issues in their area of specialization. These were outlined as areas where teachers could gain experience under close supervision of the school administrators.

### **Conclusion and Recommendation**

From the discussion of the findings, the following conclusions are made;

1. The Provision of another source of government revenue apart from oil, increment of National GDP through export of textile materials, and reduction of import quota on clothing and textiles are the highest areas of economic significance to be derived from clothing and textiles education in Nigeria.
2. Provision of research facilities in tying and dying practices in clothing and textiles should be encouraged.
3. Clothing and Textiles is a potential source of revenue to the government.

4. The greatest constraints to clothing and textile education are Lack of adequate infrastructure and equipment in tertiary institutions, lack of financial involvement in large scale production of clothing and textile, uncondusive office accommodation for teachers involved the teaching of clothing and textiles, lack of adequate scholarship schemes in the area of clothing and textiles, lack of adequate financial support from government, and lack of experienced teaching personnel in the area of clothing and textiles.

Based on the findings of this study it is recommended that;

1. The Federal and State Governments should invest more by providing adequate infrastructure and manpower training in the field of clothing and textiles.
2. Government should educate the public on the relevance of vocational education through the media houses to enlighten the populace on the financial benefit of clothing and textiles education, thereby eradicating the gender bias
3. Teacher training programmes should be conducted yearly or bi-yearly to help keep teachers of vocational education up to date
4. The government should provide more scholarship schemes in the area of home economics, clothing and textiles, in general.
5. Government should subsidize the factors of production (Land and Equipment) for local farmers who wish to cultivate cotton or produce clothing and textiles materials for exportation.

## Reference

- Anyakoha E. and Eluwa, M. (1991), Home EconomicSfor Schools and Colleges. Onitsha: Africana-Fep Publishers Ltd.
- Anyakoha , E. U. (1988). "The Role of Clothing Education in National Development" Nigerian Research Association Vol. 1, 182-188.
- Arubayi, D.G. (2004), A Case Study of teaching Area Preference of Home economics Part time degree Students In delta State University, Abraka. Journal or research and development in Education (JORDE) II (1).
- Arubayi D. G. (2002), Students Appraisal of the Teaching of Clothing and Textile in Tertiary Institutions in Delta State - Unpublished Doctorial Dissertation, Delta State University, Abraka - Nigeria.
- Ashong E. L. and Mensah, V.(2009), Clothing the Family for Quality Living. International Journal of Home Economics Research, vol. 1., pp. 94.
- Forrest Laws (2004), China said to be tossing its weight around at the WTO. Delta Farm press. Retrieved December 01, 2008 2:42:46 PM from <http://deltafarmpress.com/>
- Horn M. J. (1968), The Second Skin: An Interdisciplinary Study of Clothing, (3<sup>rd</sup> ed.), Boston: Houghton Mifflin company.
- Oboegbulem, A., (2007), Professional Development of Secondary School Teachers: The Role of the School Administrator in Reform Agenda. International Journal of Educational Planning and Administration. Vol 1, No. 3, Pp 26.
- Okeke, C. A. & Anyakoha E.U. (2008). Identification of Problems Trainees and Trainees Encounter in Dressmaking Apprenticeship in Anambra State. Journal of Home Economics Research Vol. 9, 200-207.
- WTO, (2003), WTO on clothing and textiles post the ATC. Retrieved on the December 01, 2008, 2:21:44 PM from <http://hei.unige.ch/%7Ecuddy/wto%20course/Wk2%20WTO%20on%20Clothing%20and%20Textiles%20post%20the%20ATC.ppt>
- Zenith Bank, (2009) Zenith Economic Quarterly. A Publication of Zenith Bank Pic. Vol. 4, No2. Pp 8, & 40.