



Assessing Nigerian Tertiary Institutions Students' Awareness of Entrepreneurship in Textile Design Education

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Abstract. This research investigated the awareness of entrepreneurship in textile design education among students in Nigerian tertiary institutions. The discipline of textile design stands as a significant field where entrepreneurship can foster creativity, economic sustainability, and industry relevance. Employing a survey design approach, the study used questionnaires to assess the extent of students' awareness and their perceptions about entrepreneurship the textile design. The population for this research are textile design students in selected tertiary institutions in Southwest Nigeria. The sample size used is One hundred and forty-three (143). Random sampling technique was used for sampling the students in order to avoid bias in the sampling process. The data collected was analyzed quantitatively through descriptive analysis using frequency, percentage and mean score. The result of the research revealed that students are adequately aware about the entrepreneurial nature of textile design. It was recommended that tertiary institutions should foster collaborations with textile industry stakeholders and also organize workshops, seminars, and guest lectures featuring successful entrepreneurs from the textile industry. It was also recommended that tertiary institutions should engage with alumni who have pursued entrepreneurial paths after graduation.

Keywords: Textile design, education, tertiary institution, awareness

1. Introduction

In recent years, the global economy has witnessed a paradigm shift towards entrepreneurship, with an increasing emphasis on cultivating innovative and enterprising individuals capable of driving economic

growth and societal progress. In the education sector, this shift has prompted a re-evaluation of traditional curricula, urging educators and policymakers to integrate entrepreneurial content into diverse fields of study. The discipline of textile design stands as a significant domain where entrepreneurship can foster creativity, economic sustainability, and industry relevance. This study delves into the intricate landscape of entrepreneurship education within Nigerian tertiary institutions, specifically focusing on students' awareness of the entrepreneurial nature inherent in textile design education.

Nigeria, a nation celebrated for its rich cultural tapestry and once vibrant textile industry, stands at the crossroads of tradition and innovation. The country's tertiary education system, a hub of intellectual exploration and skill development, plays a pivotal role in shaping the future of its industries, including textile design. As the global marketplace evolves, there is a compelling need for graduates not only to be proficient in their craft but also to possess entrepreneurial expertise. Entrepreneurship in the context of textile design transcends mere business ventures; it encompasses the ability to identify opportunities, innovate, and create sustainable solutions within the industry.

Entrepreneurship in textile design education extends beyond the confines of academic discourse; it equips students with the skills and mindset essential for navigating the complexities of the contemporary textile landscape (Ereh, Anthony & Ikpo, 2019). An entrepreneurial approach nurtures creativity, encourages resourcefulness, and instills a profound understanding of market dynamics. It also empowers students to transform their designs into viable

products, bridging the gap between artistic expression and commercial viability.

Despite the undeniable significance of entrepreneurship in textile design education, there tends to be a gap in the understanding of students' awareness of its entrepreneurial nature within Nigerian tertiary institutions (Kulo, Agbogb & Okudarc, 2017). This study addressed this gap by conducting a comprehensive analysis of students' perceptions, knowledge, and attitudes concerning entrepreneurship in the context of textile design. By illuminating the current state of awareness, the research aims to provide valuable insights for educational institutions, policymakers, and industry stakeholders. These insights are instrumental in refining curricula, designing targeted interventions, and fostering a conducive environment wherein aspiring textile designers can thrive as entrepreneurs.

1.1 Objectives of the Study

The objectives of this study are to:

- assess the current level of awareness among students in Nigerian tertiary institutions about the entrepreneurial nature of textile design education.
- assess their awareness about the capital and space requirements of textile entrepreneurship.

2. Literature Review

2.1 Concepts of Entrepreneurship in Textile Design

Entrepreneurship in textile design represents a dynamic fusion of creativity, innovation, and business expertise. Within the academic and industrial spheres, researchers and practitioners have extensively explored various facets of entrepreneurship in textile design, shedding light on its multifaceted nature and significant implications for both the creative and business sectors (Godfrey & Pourmojib, 2017)

Numerous studies emphasize the central role of creativity and innovation in textile entrepreneurship. Creativity serves as the bedrock of design, enabling textile entrepreneurs to conceive novel patterns, textures, and applications. Innovation, on the other hand, involves transforming creative ideas into marketable products or processes. Sihite and Prihandini (2019) highlight how entrepreneurs in the textile industry continually innovate, incorporating new materials and technologies, and experimenting

with sustainable practices, thus driving the sector's evolution. Understanding market dynamics and consumer preferences is essential for successful textile entrepreneurship. Sanchez (2013) emphasized the importance of market-oriented approaches. Entrepreneurs in textile design closely monitor consumer trends, conduct market research, and adapt their designs to meet evolving demands. Digital platforms and social media have reshaped consumer engagement, enabling entrepreneurs to reach global markets, gather feedback, and tailor their designs to specific consumer segments (Usman, Thomas & Gambo, 2022).

Collaboration and interdisciplinary approaches are recurring themes in entrepreneurship literature within the textile design context. Ted and Friederike (2018) highlight how entrepreneurs collaborate across disciplines, partnering with fashion designers, engineers, and technologists. Such collaborations foster innovation, leading to the development of smart textiles, wearable technology, and other interdisciplinary ventures. These initiatives not only expand the realm of possibilities for textile entrepreneurs but also enhance the industry's competitiveness. The entrepreneurial mindset is a critical concept explored in the literature. Entrepreneurs in textile design exhibit traits such as a willingness to take risks, resilience in the face of failures, and a proactive attitude. Kulo et al (2017) delve into the psychological aspects of entrepreneurship, emphasizing the importance of mindset in navigating challenges and seizing opportunities. Cultivating an entrepreneurial mindset among textile designers is vital for fostering a culture of innovation and adaptability in the industry.

2.2 Entrepreneurship Education in Tertiary Institutions

Entrepreneurship education in tertiary institutions has emerged as a critical component of modern curricula, aligning education with the demands of a rapidly changing global economy. A vast body of literature has explored various aspects of entrepreneurship education, highlighting its importance, methodologies, and impact on students' entrepreneurial mind-set, skills, and intentions.

Fem, Koroye, Opigo & Franklin (2020) emphasize the significance of entrepreneurship education in fostering a culture of innovation and entrepreneurship. Entrepreneurship education goes beyond imparting business skills; it instills creativity, critical thinking, problem-solving abilities, and a proactive mind-set. It equips students with the skills

necessary to identify opportunities, mitigate risks, and adapt to changing market dynamics. It also nurtures an entrepreneurial attitude, encouraging students to explore new ideas, take calculated risks, and pursue entrepreneurial ventures, thereby contributing to economic development and job creation. Sule (2015) delved into pedagogical approaches employed in entrepreneurship education. Experiential learning, case studies, business simulations, and mentorship programs are integral components. Experiential learning, in particular, immerses students in real-world entrepreneurial scenarios, enhancing their decision-making abilities and problem-solving skills. Case studies provide insights into real entrepreneurial challenges, encouraging students to analyze situations and develop strategic solutions. Mentorship programs connect students with experienced entrepreneurs, offering valuable guidance and practical knowledge, thereby bridging the gap between theoretical learning and real-world application.

Entrepreneurship education faces challenges, including the need for continuous curriculum development, faculty training, and the incorporation of emerging technologies (Obogu, 2023). Literatures also addressed the importance of fostering an entrepreneurial culture within educational institutions. This includes creating an ecosystem that supports innovation, risk-taking, and collaboration among students, faculty, and industry professionals (Sanchez, 2013). Successful programs often engage with the local entrepreneurial community, involve alumni, and collaborate with industry partners to enhance the practical relevance of the education provided. Entrepreneurship education varies across cultures and countries. Fems et al (2020) explored cultural influences on entrepreneurship education and highlight the importance of context-specific approaches. Understanding cultural nuances and adapting pedagogical methods to diverse cultural settings are crucial for the effectiveness of entrepreneurship education initiatives globally.

2.3 Relevance of Entrepreneurial Skills in the Textile Design Industry

The textile design industry, like many other creative sectors, is undergoing significant transformations, driven by technological advancements, changing consumer preferences, and global market dynamics. Within this evolving backdrop, entrepreneurial skills have emerged as essential assets for textile designers and businesses. Entrepreneurial skills are crucial for fostering innovation and creativity in textile design. Clara (2019) emphasized how entrepreneurs in the textile industry leverage their creativity to develop

unique designs and products. Entrepreneurial designers often experiment with unconventional materials, techniques, and technologies, pushing the boundaries of traditional textile design. Their ability to envision new possibilities and translate innovative ideas into tangible products allows textile businesses to stay ahead of trends and cater to diverse consumer demands.

Entrepreneurial skills empower textile designers with a deep understanding of market trends and consumer preferences. Mills (2012) highlighted the significance of customer-centric approaches in modern business. Entrepreneurial designers conduct market research, analyze consumer behaviour, and identify niche markets. By aligning their designs with market needs, they create products that resonate with consumers, leading to increased sales and brand loyalty. Entrepreneurial insight enables designers to anticipate market demands and adapt their creations accordingly, ensuring the relevance and commercial success of their designs.

Entrepreneurial skills contribute to the sustainability and adaptability of textile design businesses. Sustainability in the textile industry involves ethical sourcing, eco-friendly production processes, and waste reduction. Entrepreneurial designers, as highlighted by Mwasalwiba (2012), integrate sustainable practices into their designs and production methods. Their ability to balance environmental responsibility with economic viability enhances the long-term sustainability of their businesses. Entrepreneurial skills enable designers to adapt to changing market conditions and emerging trends. Whether through diversifying product lines, exploring new markets, or embracing digital platforms, entrepreneurial designers exhibit a proactive approach to business sustainability.

Entrepreneurial skills facilitate networking and collaborations, essential for the growth of textile design businesses. Clara (2019) emphasized the role of entrepreneurial networks in fostering innovation and knowledge exchange. Entrepreneurs in the textile design industry engage in collaborations with suppliers, manufacturers, retailers, and other designers. These collaborations lead to the exchange of ideas, resources, and market insights. Entrepreneurial designers leverage their networks to access funding opportunities, mentorship, and international markets. Collaborative ventures enhance the visibility and competitiveness of textile design businesses, creating mutually beneficial partnerships within the industry.

Entrepreneurial skills empower individual textile designers and entrepreneurs to create economic opportunities. By establishing their businesses, designers contribute to job creation within the industry and the broader economy. Entrepreneurial ventures often lead to the establishment of small and medium-sized enterprises (SMEs), which, as highlighted by Mills (2012), play a vital role in economic development. Entrepreneurial textile designers not only generate employment but also foster a culture of entrepreneurship, inspiring others to pursue creative ventures. This economic empowerment has a cascading effect, positively impacting communities and contributing to socio-economic development.

3. Impact of Entrepreneurship Awareness on Career Choices

Baskaran, Mahadi and Rasid (2020) highlighted the direct correlation between entrepreneurship awareness and career aspirations. Individuals who are aware of entrepreneurial opportunities often express a desire for self-employment, demonstrating a preference for creating and managing their ventures. Entrepreneurship awareness nurtures a spirit of independence, encouraging individuals to consider non-traditional career paths and explore innovative ventures aligned with their passions and skills. Entrepreneurship awareness significantly influences individuals' educational choices and pursuits. Henderson and Robertson (2000) indicated that heightened awareness of entrepreneurship as a viable career option leads individuals to pursue relevant educational programs. Entrepreneurship-focused courses, degrees, and training programs become attractive choices for those aspiring to venture into business ownership. Entrepreneurship awareness acts as a catalyst, steering individuals toward educational paths that equip them with the necessary skills and knowledge for entrepreneurial endeavours.

Entrepreneurship awareness enhances self-efficacy and confidence among individuals, as demonstrated in studies by Imani (2009) and Mills (2012). Exposure to successful entrepreneurial role models, awareness of entrepreneurial opportunities, and understanding of the entrepreneurial process instill confidence in one's ability to initiate and manage a business. Heightened self-efficacy fosters a proactive

attitude, empowering individuals to overcome challenges, take calculated risks, and pursue entrepreneurial ventures with conviction.

Entrepreneurship awareness augments skill development and employability. Baskaran et al (2020) emphasized that individuals with entrepreneurship awareness are more inclined to develop a diverse skill set encompassing creativity, problem-solving, communication, and adaptability. These skills are not only valuable for entrepreneurial ventures but also enhance employability in various professional domains. Entrepreneurship awareness equips individuals with transferable skills, making them attractive candidates for employers seeking innovative and proactive team members.

4. Methodology

In order to comprehensively explore students' awareness of the entrepreneurial nature of textile design education in Nigerian tertiary institutions, survey research design was adopted for the research. The population for this research are textile design students in selected tertiary institutions in Southwest Nigeria. The total number of textile students in the selected schools is Two hundred and twenty-seven (227). The sample size according to sample size calculator at 95% confidence level and 5% margin error for a population of 227 is 143. Random sampling technique was used for sampling the students in order to avoid bias in the sampling process. This study used structured questionnaires to get the relevant data required for the actualization of the research objectives. A modified Likert-scale which ranges from "strongly agree" to "strongly disagree" (5='Strongly Agree', 4='Agree', 3='Neutral', 2='Disagree' and 1='Strongly Disagree') was used to reflect the opinion of the respondents using questionnaires. The data collected was analyzed quantitatively through descriptive analysis using frequency, percentage and mean score.

5. Data Analysis

Nine questionnaire variables were administered to textile design undergraduate students. Eight of the variables are closed ended while the last one is closed ended.

Table 1: Level of awareness of entrepreneurial opportunities

Variables	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Remarks
V1	97 (67.8)	46 (32.2)	-	-	-	4.68	SA
V2	95 (66.4)	45 (33.5)	3 (2.1)	-	-	4.64	SA
V3	108 (75.5)	32 (22.4)	3 (2.1)	-	-	4.73	SA
V4	73 (51.0)	58 (40.6)	12 (8.4)	-	-	4.43	SA
V5	89 (62.2)	37 (25.9)	16 (11.2)	1 (0.7)	-	4.5	SA
V6	60 (42.0)	54 (37.8)	8 (5.6)	21 (14.7)	-	4.07	A
V7	65 (45.5)	40 (28.0)	30 (21.0)	8 (5.6)	-	4.13	A
V8	55 (38.5)	36 (25.2)	32 (22.4)	14 (9.8)	6 (4.2)	3.84	A

(Source: Researcher’s Fieldwork, 2023)

KEYS: SD= Strongly Agree; A = Agree; N = Neutral; D= Disagree; SD = Strongly Disagree
 Mean score rating Key: 1.00 – 1.80 (SD); 1.81 - 2.60 (D); 2.61 - 3.40 (N); 3.41 – 4.20 (A); 4.21 – 5.00 (SA)

- V1: Textile design is more practical than theoretical
- V2: I can be self-reliant through textile design practice
- V3: Textile design has a lot of business opportunities
- V4: Textile design product are on high demand
- V5: I already have an aspect of textile design I want to explore for business.
- V6: Textile design practice requires a lot of capital
- V7: Textile design business requires a big space
- V8: I opted for textile design because of its business opportunities
- V9: List three entrepreneurial options in textile design

As seen in Table 1, variable 1 (V1) addressed the practical nature of textile design. Ninety-seven (67.8%) of the students strongly agreed that textile design courses are more practical than theoretical and 46 (32.2%) agreed. None of the respondents was neutral, disagreed or strongly disagreed. The mean score for this variable is 4.68. This suggests that the students are fully aware about the practical nature of textile design. Variable 2 (V2) addressed awareness about the possibility of being self-reliant through textile practice. Ninety-five (66.4%) strongly agreed that they can be self-reliant through textile practice, 45 (33.5%) agreed and three (2.1%) were neutral. None of the respondents disagreed or strongly disagreed. The mean score for this variable is 4.64. This suggests that the students are fully aware about the potentials of being self-reliant through textile design practice. Variable 3 (V3) addressed students’ awareness about the business opportunities in textile design. One hundred and eight (75.5%) students strongly agreed that textile design has a lot of business opportunities, 32 (22.4%) and 3 (2.1%) were neutral. None of the respondents disagreed or strongly disagreed. The mean score for this variable is 4.73. This suggests that the students are fully aware that textile design has a lot of business opportunities.

Variable 4 (V4) addressed the awareness of students about the level of demand on textile products. Seventy-three (51.0%) strongly agreed that textile products are on high demand, 58 (40.6%) agreed and 12 (8.4%) were neutral. None of the respondents disagreed or strongly disagreed. The mean score for this variable is 4.43. This suggests that the students are aware that textile products are indispensable and on high demand, thereby making textile design valuable. Variable 5 (V5) addressed the readiness of students to explore the business aspect of textile design. Eighty-nine (62.2%) of the students strongly agreed that they already have an area of textile design to explore for business, 37 (25.9%) agreed, 16 (11.2%) were neutral and 1 (0.7%) disagreed. None of the respondents strongly disagreed. The mean score for this variable is 4.5. This suggests that most of the students have already picked an area of interest in textile design to explore for business.

Variable 6 (V6) addressed the students’ awareness about the capital requirement for textile business. Sixty (42.0%) respondents strongly agreed that textile business requires a lot of capital, 54 (37.8%) agreed, 8 (5.6%) were neutral and 21 (14.7%) disagreed. None of the students strongly disagreed. The mean score for this variable is 4.07. This suggests that students have a premonition that textile business is capital intensive. Variable 7 (V7) addressed students’ awareness about the space requirement for textile design business. Sixty-five (45.5%) strongly agreed that textile design business requires a large space, 40 (28.0%) agreed, 30 (21.0%) were neutral and 8 (5.6%) disagreed.

None of the respondents strongly disagreed. The mean score for this variable is 4.13. This suggests that students believe practicing textile design requires a lot of space because of the equipment needed for the practice. Variable 8 (V8) addressed what prompted students to opt for textile design as a specialization. Fifty-five (38.5%) respondents strongly agreed that they opted to specialize in textile design because of its potential business opportunities, 36 (25.2%) agreed, 32 (22.4%) were neutral, 14 (9.8%) disagreed and 6 (4.2%) strongly disagreed. The mean score for this variable is 3.84. This suggests that most students are aware about the potential business opportunities in textile design which prompted them to specialize in textile design. Table 2 shows the data for variable 9

Table 2: Entrepreneurial options in textile design

S/N	Entrepreneurial Prospects	Frequency	Percentage (%)
	Fashion (Sewing, Pattern making, illustration and embroidery)	67	39.6
	Branding	38	22.5
	Traditional dyeing (Adire and Batik)	25	14.8
	Aso-oke weaving	16	9.5
	Interior Decoration	11	6.5
	Educational training	9	5.3
	Colour technology	3	1.8
		169	100.0

(Source: Researcher’s Fieldwork, 2023)

Variable 9 (V9) was designed to address the awareness of students about the entrepreneurial options in textile design. Open-ended responses were collected to avoid restricting respondents to certain sets of responses. The data collected was cleaned and sorted into seven (7) groups as seen in Table 4.21. The number of responses garnered (167) exceeded the total number of respondents (143) because respondents were allowed to list more than one option. The entrepreneurial options identified are fashion, branding, traditional dyeing, Aso-oke weaving, interior decoration, educational training and colour technology. It can be deduced from the table that students believe fashion design has the highest entrepreneurial prospect because it was listed 67 (39.6%) times, followed by branding listed 38 (22.5%) times, followed by traditional dyeing listed 25 (14.8%) times, followed by Aso-oke weaving listed 16 (9.5%) times, followed by interior decoration listed 11 (6.5%) times, followed by educational training listed 9 (5.3%) times and lastly colour technology listed 3 (1.8%) times. This data suggests that students are adequately aware about the entrepreneurial prospects in textile design.

6. Discussion of Findings

The analysis paints a clear picture of the robust entrepreneurial awareness among students in the textile design program in the selected institutions. Across multiple variables used to address this objective, the data reflects a high degree of understanding about the practical, self-reliant, and business-oriented facets of textile design. This objective was addressed using nine (9) variables.

The first variable addressed the practical nature of textile design, the high mean score of 4.68 clearly indicates that students are highly aware of the hands-on nature of textile design education. This awareness lays a strong foundation for their future entrepreneurial ventures, as they are trained in the practical aspects of their field. The second variable addressed self-reliance through textile practice, the mean score of 4.64 underscores the students' confidence in their ability to sustain themselves through their textile skills. This shows a high level of students' awareness about the entrepreneurial nature of textile design education which will guide them well as they perceive their craft/course of study not just as an academic pursuit but as a viable means of self-reliance. The third variable addressed the awareness of business opportunities in textile design, there was no disagreement or neutrality in the response for this variable, and this shows the students' unanimous belief in the entrepreneurial prospects in textile design. The high mean score of 4.73 reflects their deep awareness of the extensive business landscape in textile design.

The fourth variable addressed students' awareness about the demand for textile products, the mean score of 4.43 affirms the students' understanding that their products are essential in the market, amplifying the value of textile design. This awareness of demand strengthens their entrepreneurial mindsets, ensuring they create products that align with market needs. The fifth variable addresses students' readiness to explore the business aspects of textile design, most of the students strongly agreed that they have chosen a specific area of textile design for business exploration, this signifies their commitments to venturing into textile business. The mean score of 4.5

indicates that most students have not just theoretical knowledge but also practical ideas about their entrepreneurial ventures. This showcases their readiness to explore the business world of textile design. The sixth variable addressed the students' awareness about the capital requirement for textile design business. The data reveals a detailed understanding among students regarding the capital-intensive nature of textile businesses. The students largely agreed that textile business demands substantial capital, this is probably due to the fact that even as students, their assignments and projects require a lot of funds. The mean score of 4.07 underscores a prevailing sentiment among students that textile ventures require substantial financial backing. This awareness could potentially prompt students to seek funding sources or plan their future businesses accordingly.

The seventh addressed space requirement awareness, most of the students agreed that textile design businesses mandate significant space, primarily due to the equipment needed for the practice, however, a substantial percentage remained neutral, suggesting a lack of agreement that textile design practice requires a lot space. This suggests that there are aspects of textile design where large space is not a requirement for setup. The mean score of 4.13 highlights a general consensus among students regarding the spatial demands of their future entrepreneurial endeavours. This awareness is crucial and in line with the capital requirement for textile design practice. The eighth variable addressed entrepreneurial awareness as the motivation for specialization in textile design. Most students agreed that the allure of potential business opportunities was a significant driver for their choice of specialization. A good percentage of the students were neutral while a few disagreed. The mean score of 3.84 suggests that while many students are aware of the business prospects, these prospects are not the sole determinants of their specialization. The ninth variable addressed students' entrepreneurial options in textile design. The analysis in Table 2 revealed a profound awareness among students regarding the diverse entrepreneurial avenues within textile design. The data showcases a clear hierarchy of entrepreneurial prospects based on the students' perceptions as discuss below:

Fashion Design: A significant 39.6% of students identified fashion design as the top entrepreneurial option within textile design. This high percentage suggests that students recognize the vast market and creative opportunities within the fashion industry. Their preference for fashion design indicates a keen understanding of the lucrative prospects in areas such

as clothing lines, haute couture, or even sustainable fashion ventures.

Branding: Following closely, 22.5% of students listed branding as a prominent entrepreneurial avenue. This underscores their awareness of the critical role branding plays in the textile industry. Whether it's creating a unique brand identity for textile products or establishing a textile-focused branding agency, students appear to be cognizant of the entrepreneurial potential in this domain.

Traditional Dyeing: The acknowledgment of traditional dyeing by 14.8% of students emphasizes their awareness of both the cultural significance and market demand for traditionally dyed textiles. This recognition indicates not only a respect for heritage techniques but also an understanding of their commercial viability in a global market interested in sustainable textile products.

Aso-oke Weaving: The recognition of Aso-oke weaving by 9.5% of students signifies an appreciation for the traditional weaving practices specific to certain cultures. This awareness highlights their understanding of niche markets and the potential for preserving cultural heritage while engaging in entrepreneurial endeavours.

Interior Decoration: The inclusion of interior decoration by 6.5% of students showcases their awareness of the textile industry's role in interior design. Textiles play a pivotal role in home decor, and students recognizing this entrepreneurial option demonstrates their ability to explore diverse market segments beyond traditional fashion.

Educational Training: The recognition of educational training by 5.3% of students reflects their understanding of the educational aspect within textile design. This could signify an awareness of the potential in offering specialized courses, workshops, or consultancy services.

Colour Technology: While colour technology was listed by only 1.8% of students, its inclusion demonstrates an understanding of the technical aspects within textile design. This awareness indicates their recognition of the significance of research and innovation in the industry, reflecting a futuristic perspective on entrepreneurial pursuits.

7. Conclusion

The thorough analysis of students in the textile design program offers compelling insights into their entrepreneurial awareness and preparedness. Across nine key variables, students displayed a profound understanding of the practical and business dimensions of textile design. Their high awareness of the hands-on nature of textile education, coupled with

a deep confidence in their self-reliance and a unanimous belief in business opportunities, highlights their entrepreneurial mind-set.

The students exhibited a profound understanding of diverse entrepreneurial avenues within textile design, ranging from fashion design and branding to traditional dyeing and interior decoration. This awareness highlights not only their commercial savvy but also their cultural sensitivity and innovative thinking, positioning them as adaptable and forward-thinking entrepreneurs. This study not only portrays the current landscape of entrepreneurial awareness among textile design students but also signifies a promising future for the industry. These students, armed with practical skills, business acumen, and a keen understanding of market trends, are poised to make significant contributions, not only as entrepreneurs but also as innovators, in the dynamic field of textile design.

8. Recommendations

Based on the findings of the study, the following recommendations are made:

- Tertiary institutions should foster collaborations with textile industry stakeholders. Partnering with textile businesses can offer students practical experiences, mentorship opportunities, and real-world insights, enhancing their entrepreneurial skills.
- Tertiary institutions should organize workshops, seminars, and guest lectures featuring successful entrepreneurs from the textile industry. These events can provide students with first-hand knowledge, inspiration, and networking opportunities.
- Tertiary institutions should engage with alumni who have pursued entrepreneurial paths after graduation. Their experiences and insights can serve as valuable resources for current students, providing practical examples of successful entrepreneurial journeys.

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