ENTERPRISES IN CLOTHING AND TEXTILES AVAILABLE TO HOME ECONOMICS GRADUATES

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Abstract
This paper focused on Enterprises in Clothing and Textiles Available to Home Economics Graduates. The paper, examined some enterprises available for Home Economics Graduates. Example; Bead-work enterprise, knitting enterprises, weaving enterprise, sewing enterprise, textile enterprise, dying enterprise, crocheting enterprise, textile clothing merchandising enterprise, among others. It also discussed some strategies for enhancing teaching and learning in clothing and textile education. The recommendations made include: Clothing and Textiles teachers should be encouraged to go teaching training to acquire more knowledge on enterprise issues. More time should be allocated for practical lessons to give students time for mastery of enterprise issues, Seminar on clothing and textiles should be organized by Home Economics lecturers to identify the enterprise knowledge required by students for clothing and textiles and ensure that students are imparted, Government should provide laboratories and equipment for proper infusion of enterprise issues in teaching clothing and textiles among others.

Key Word: Enterprises, clothing and textiles, clothing, Home Economics, graduates.

Introduction:
Home Economics is a field that deals with all aspects of family life. The social economic growth and national stability of any nation depends on how well the citizens are empowered. Home Economics is a vocational subject aimed at developing not only practical courses but activities and habits that makes the recipients creative, enterprising and resourceful. Home Economics Education emphasizes on training for jobs. It equips individuals with knowledge, skills and attitudes to enable them to take a related vocation upon completion of their studies. Home Economics prepare youths for employment in a specific occupation by providing experience that will enable the youths to develop competencies needed for such jobs. Home Economics Education is taught to train teachers, make graduates self employed and employ others to enable them to transform the nation into fully developed and industrialized Nation (Amankw, Gbadegbe, Salase, Selorm and Agra, 2015).

Clothing is one of the basic needs of man. It is used by human beings to cover their naked, adorn themselves and protect them from harsh weather. In Anyakoha, (2015), clothing is described as anything placed on the body to protect, adorn and beautify the body. Articles worn on the body includes; dresses, head coverings, suits, soaks, foot-wears, paints, hand-bags, jewelry, body paintings, scarves, among others (Uloko, Dapaul&Ogiri 2020). In Phyllis, (2016) view, clothing essentially, signifies self-expression.

Textiles are products from fibers, yarns or fabrics. It is felt or spun fibers made into yarns and subsequently netted, looped, knit or woven to make fabrics. Clothing and textiles is one key area in Home Economics taught in tertiary institutions in Nigeria. The courses taught in clothing and textiles include; fabric, garment construction, clothing maintenance, consumer education, decorative process, ward-rope planning among others. Based on the courses taught in clothing and textile in higher institutions, it is believed that National development and economic empowerment of graduates/individuals is not in doubt. But, Clothing and textiles as a field of Home Economics has made slow progress in Nigeria. This is so because, Home Economics being a field of knowledge with skills based, is still primarily concerned with strengthening. One of the challenges faced by school leavers over the years is unemployment which has led to depressed, unfulfilled, and miserable life style giving rise to evil vices that have wrecked many youths (Alabi, 2020). Some of the challenges faced by youth include; unemployment that leads to poverty and manifest itself in violence, kidnapping, hired assassins, child trafficking, robbery, cultism among others. OkonjoIwula (2011) noted that one of the challenges facing Nigeria is creating jobs for empowering youths. Youth's empowerment is the process whereby young people gain the ability and authority to make informed decision and implement change in their own lives and the lives of other people. Since one of the greatest challenges facing Nigeria economy has been unemployment that maintained a rising trend over the years, teaching enterprises in Clothing and textiles in Home Economics for graduates will boost the strength of the youth and the economy at large.

Enterprise is opportunities which students develop in attitude, knowledge and skills. It helps individual
Clothing and textiles is a prominent aspect of Home Economics with versatile courses that can empower graduates for job empowerment (Mbah, 2005). Clothing and textiles education is an aspect of Home Economics which deals with fabric and fibers. Basically, it deals with selection of clothes, pattern drafting, construction and production of garments among others. It is also a branch of Home Economics that is concerned with the acquisition of practical skills by the beneficiary (Lemchi 2002). Enterprises for this study include: Provision of learning opportunities which students develop for change. Whereas, utilization of enterprise in Home economics education includes, Clothing and Textiles enterprises, Home Management enterprises, Food and Nutrition enterprises, Child Development enterprise, Housing and Interior Decoration enterprises among others. According to Anyakoha (2006), clothing and textiles is an aspect of Home Economics which prepares individuals for employment opportunities in occupations relating to clothing maintenance, clothing machinedising, costume designing, clothing care, craft work as well as cloth laundering.

Home Economics philosophy focused on the acquisition of knowledge, attitude and skills that can be applied for purposeful living. Therefore, clothing and textile education enlightens the beneficiaries on how to plan, choose, and maintain good clothing (Olaiton, 2002). It is a skill oriented course that helps equip individuals with saleable skills needed for self-reliance (Njoku, 2002). Clothing and textiles prepares individuals for enormous employment opportunities in occupations relating to clothing and textiles such as clothes construction and cares enterprises, clothing repairs enterprises, clothing merchandising enterprises, knitting enterprises, weaving enterprises among others.

It is worth noting that the realization of the laudable objective of clothing and textile education, depend to a large extent on harnessing the human and material resources and the implementation strategies employed. In clothing and textile education, the human resources are the students, the teachers, and members of the community, while the material resources include the tangible assets which are used to achieve the laudable objectives such as tools, equipment, buildings in workshops, laboratories, classrooms among others. For student to perform well in clothing and textile, it is very vital that the curriculum is effectively implemented so that recipients can earn a living for wealth creation through enterprises in clothing and textiles for graduates. To achieve this, students require enterprise ventures

**Enterprises in clothing and textiles available for graduates**

Enterprises acquired in Clothing and Textiles by Home Economics Graduates are:

1) **Sewing:** Graduates, who studied clothing and textiles in higher institution, can engage themselves in sewing cloth for children and older family members. They can sow and sell the clothes and also sew and sell sewing accessories in the same shop where the sewing is done (Ochonogar and Onyebueke, 2003)

2) **Pattern making:** This is clothing and textiles education that involves making of patterns for both males and females, children and older members of the family for sale. The Home Economics graduates can also train people (Trainees) on how to make patterns for different sizes of pattern for sale or for family use.

3) **Laundry and Dry Cleaning:** Laundry and dry cleaning is a good enterprise in clothing and textiles that is highly selling. This involves washing and finishing of clothing materials for both children and adults. Graduates in clothing and textiles, can also engage in production and selling of starch and homemade stain remover to sell and for use. (Onwunedo, 1998).

4) **Embroidery Making:** Clothing and textile graduates majored in clothing and textiles and can take up embroidery for job. He/she can sew and design garments, embroidery stitches for sale or make embroidery designs. Other sewing items like buttons, Laces, Zippers, threads among others can be sold in the same shop.

5) **Window blinds curtains, bed sheets and bed cover production:** Clothing and textile graduates can earn her living by making the above mentioned materials for sale. She can also make quilted bed sheets, patched works of different kinds, pillow cases and throw pillows for sale (Njoku, 2002).

6) **Textile and Clothing Merchandising:** Clothing and textile graduates can engage in this enterprise in buying and selling of already made uni-sex garments. They can add hats, bags, pants, shoes,
wax, wrappers among others for men and women in the same shop for sale.

7) **Gifts and Toys:** Clothing and textile graduates in Home Economics can engage in making and selling of toys for children and for decoration. They can also make cards for various purposes, such as Christmas cards, Easter greeting cards, birth-day cards, valentine, sympathy, wedding and achievement cards among others. She can make frame work, flower hangers among others for wealth creation and sustain the individual and the family.

8) **Fiber Grass Weaving:** In this venture, fiber/grass is used to make Local baskets after production. They can be used to make hats, bags, hand fan, interior decoration household hangers among others for family use and wealth creation by selling them.

9) **Textile Dyeing:** Clothing and textile graduates can engage in textile dyeing enterprise for wealth creation since it is always in fashion. It can be used to create one's living. They can design materials, use tie-dye, or batik techniques to design it for sale. They can also saw same materials for sale. They can establish textile institute where they can train people for wealth creation, example in skill acquisition centers (Onwunedo, G.O 1998).

10) **Knitting and Crocheting:** Clothing and textile graduates can engage in knitting and crocheting enterprise which is highly lucrative in clothing and textile. They can earn living through knitting cardigan for children and adults. They can knit shovel, hats, table or loose covers, head and arm rest, and blanket among others. They can also train people on how to knit and crotchet articles (Ossai, 2003).

11) **Ose-Oke:** Clothing and textile graduates can engage in Ose-Oke work, knowing that Nigerian Women are conscious of dressing and using uniforms for occasions. Ose-Oke can be produced in large quantity for profit making. Knowledge of the skills in Ose-oke is a way of creating job opportunities for the graduates for self employment.

12) **Bridal shop:** Clothing and textile graduates can engage in sewing wedding garments for sale. They can also hire them out to those who may not have enough money to sew or buy. They can sew flower for bridal train and other bridal accessories for sale in same shop.

13) **Bead working:** Clothing and textiles graduates can engage in bead-work for self-use and wealth creation. Examples: beaded wedding garments, gown cult laces, cooperative gowns and other wears for interior decoration. Bead involves stylistic arrangements. It can be woven, sewed, stung and ties in an endless variety of patterns and design. They can make large quantity of bead articles and sell item to the public for self employment for wealth creation (Madu and Anyakoha, 2018).

**Strategies to Facilitate the Teaching of Clothing and Textiles for Wealth Creation for Graduates.**

There is need for adequate provision for equipment, tools and facilities for clothing and textile in all the tertiary institutions offering clothing and textiles in their schools

- There should be provision for sufficient time for practical work, to enable them to have enough time for departmental practical courses (Oliatan, 2002).

- There should be retraining of clothing and textiles teacher to acclimatize with the technological advancement in the course (Ochonogor and Onyebueke, 2013).

- The government and school authority should encourage the teaching and learning of clothing practical to be more studious.

- There should be provision for adequate equipment for laboratories to enhance the teaching/learning of clothing and textile to be more effective.

- Finally, there should be provision for grants/funds for the smooth running of the courses. The necessary materials in clothing and textile are numerous and demands financial expenditure. It is very vital for students to gain properly the required enterprises in the course to be able to be well equipped with knowledge in the course of study.

**Conclusion**

Clothing and textiles is a prominent aspect of Home Economics with versatile enterprises that can empower graduates for job empowerment. Clothing and textiles education is an aspect of Home Economics which deals with fabric and fibers. It is concerned with the acquisition of enterprises to the beneficiaries. Enterprises include creating, innovating and risk-taking as well as ability to plan and manage projects in order to achieve objectives. It is seen as vital to promoting, innovating, competing for economic growth. Finally, graduates need clothing and textiles enterprises for proper mastery of the clothing and textiles business for wealth creation.

**Recommendation**

Based on the identified entrepreneurial skills in clothing and textiles for graduates, the following recommendations are made.
1. Clothing and textiles teachers should be encouraged to go for training to acquire more knowledge on enterprises on clothing and textiles.

2. More time should be allotted for practical lessons to give students time for mastery the enterprises on clothing and textiles.

3. Seminar on clothing and textiles should be organized by Home Economics lecturers to identify the enterprises required by students for clothing and textiles and ensure that students are imparted.

4. Government should provide laboratories and equipment for proper inculcating enterprise knowledge in clothing and textiles to students.

References


