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EVALUATION OF SENIOR SECONDARY SCHOOL HOME ECONOMICS CLOTHING AND TEXTILE CURRICULUM CONTENTS IMPLEMENTATION FOR ENTREPRENEURIAL SKILL ACQUISITION IN PLATEAU STATE, NIGERIA

Susan Eloyi Ochigbo
Department of Home Economics, University of Jos, Plateau State, Nigeria
susanochigbo@gmail.com/08034940480

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ABSTRACT
This study evaluates the implementation of the Senior Secondary School Home Economics Clothing and Textile curriculum for entrepreneurial skill acquisition in Plateau State, Nigeria. The need for this study comes from the high rate of youth unemployment in Nigeria. There is a growing demand for education that provides practical skills for self-employment. The Clothing and Textile curriculum has the potential to equip students with such entrepreneurial skills. However, it is not clear how well it is being implemented. This study used an evaluative research design. A sample of 228 participants (students and teachers) was selected from 12 schools in the Central Senatorial Zone of Plateau State. Data was collected using questionnaires and a checklist. The data was analyzed using descriptive statistics like mean and standard deviation, and inferential statistics using regression analysis. Findings showed that teachers are fairly qualified, but essential materials like computer-aided design machines are lacking. The status of laboratories is only fairly good. While teachers implement the curriculum to some extent, the link to strong entrepreneurial skill acquisition is weak. The study concludes that the implementation of the curriculum is not fully effective for entrepreneurial skill acquisition. It recommends that the government should provide modern equipment, upgrade laboratories, and organize regular training for teachers on entrepreneurship education.

Keywords: Curriculum Implementation, Clothing, Textile, Home Economics, Entrepreneurial Skills, Secondary Education

Introduction

Education is a powerful tool for national development. In Nigeria, senior secondary education is meant to prepare students for both higher education and the world of work. Home Economics is one subject that is very practical. It teaches skills for managing homes and resources. A key component of Home Economics is Clothing and Textile. This area teaches students how to make, repair, and design clothes and fabrics. According to Akpan, Udongwo, and Utin (2021), Clothing and Textile education can provide students with valuable skills that are useful for starting a small business.

Entrepreneurial skill acquisition is the process of learning and developing the abilities needed to start and run a business. In a country with high unemployment like Nigeria, these skills are very important. They help young people create jobs for themselves and others. The Senior Secondary School Home Economics curriculum is designed to include these skills. The Clothing and Textile part should teach students not just how to sew, but how to be creative, manage a sewing business, and market their products. Jebolise and Nkechi (2023) state that Home Economics is a natural platform for fostering entrepreneurial mindsets among students.

However, there is often a gap between what the curriculum says and what actually happens in the classroom. This is known as implementation. Successful implementation depends on many factors. These include the quality of teachers, the availability of materials, and the state of workshops or laboratories. If these things are not in place, students may not gain the practical skills they need. A study by Gavuu (2024) in North-Central Nigeria found that many schools lack basic facilities for teaching Clothing and Textile effectively.

Plateau State, like other states in Nigeria, faces challenges in its education sector. Schools often lack adequate funding and resources. For a practical subject like Clothing and Textile, this is a big problem. Without sewing machines, fabrics, and proper labs, teaching and learning become very difficult. Students may graduate without the confidence or skill to start a tailoring or fashion design business. This represents a wasted opportunity for reducing unemployment. Keswet, Yusuf, and Kazi (2019) noted that the implementation of the Home Economics curriculum in Plateau State is faced with significant infrastructure and resource challenges.

This study is important because it focuses on how well the Clothing and Textile curriculum is being put into practice. It seeks to find out if students in Plateau State are truly acquiring skills that can make them self-employed. The findings will be useful to school administrators, the Ministry of Education, and policy makers. It will show them where the problems are and what needs to be improved. By strengthening this aspect of education, we can empower young people to become job creators. Ibrahim (2025) argues that equipping youth with entrepreneurial skills in areas like clothing and textile is a vital pathway to sustainable employment in Nigeria.

Statement of the Problem

The Senior Secondary School Home Economics Clothing and Textile curriculum in Plateau State is currently not fulfilling its potential as a powerful vehicle for entrepreneurial skill acquisition among students, primarily due to critical failures in its implementation. While the curriculum is explicitly designed to equip students with self-reliant skills in fashion design, garment construction, and textile care, the reality in most schools is a significant gap between this intention and the actual learning outcomes. This problem stems from a combination of deeply rooted issues. There is a concerning inadequacy in the number of well-qualified and motivated teachers who possess not only the technical know-how but also the entrepreneurial mindset to effectively guide students. Furthermore, the severe lack of essential, let alone modern, teaching

materials—such as functional sewing machines, ample fabrics, patterns, and computer-aided design tools—renders practical, hands-on learning nearly impossible. The situation is worsened by the deplorable state of many Home Economics laboratories, which are often ill-equipped, poorly maintained, overcrowded, and unconducive for effective practical work. Consequently, the teaching of Clothing and Textile frequently defaults to theoretical instruction, leaving students with textbook knowledge but little to no practical competence or business acumen. This has created a situation where graduates of the program lack the confidence, skill, and innovation needed to establish themselves in the lucrative fashion and textile industry, thereby perpetuating the cycle of youth unemployment and underemployment in Plateau State. Therefore, this study is essential to systematically evaluate the implementation of this curriculum, identify the specific bottlenecks, and provide evidence-based recommendations to transform it into a genuine tool for entrepreneurship and economic empowerment.

Aim and Objectives of the Study

The aim of this study is to evaluate the Senior Secondary School Home Economics Clothing and Textile curriculum contents implementation for entrepreneurial skill acquisition in Plateau State, Nigeria. The specific objectives of the study are to:

1. Examine the qualification of Home Economics teachers implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State.
2. Determine the extent of availability of Home economics materials for Implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State.
3. Examine the status of Clothing and Textile laboratories for implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State.
4. Determine the implementation of Clothing and Textile contents in Home Economics curriculum by the teachers for entrepreneurial skill acquisition in secondary schools in Plateau State.

Research Questions

The following research questions raised to guide the study

1. What are the qualifications of Home Economics teachers implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State?
2. To what extent is the availability of Home Economics materials for Implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State?
3. What is the status of Home Economics laboratories for implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State?
4. To what extent is the implementation of Clothing and Textile contents in Home Economics curriculum by the teachers for entrepreneurial skill acquisition in secondary schools in Plateau State?

Hypotheses

The following hypotheses formulated and tested at 0.05 level of significance

1. There is no significant relationship between the qualifications of Home Economics teachers implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State.
2. There is no significant relationship between the availability of Home Economics materials for Implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State.
3. There is no significant relationship between the status of Home Economics laboratories for implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State.
4. There is no significant relationship between the implementation of Clothing and Textile contents in Home Economics curriculum by the teachers and entrepreneurial skill acquisition among secondary schools' students in Plateau State.

Literature Review

The Concept of Curriculum Implementation

Curriculum implementation is the process of putting the planned curriculum into practice in the classroom. It involves the actual teaching and learning activities. It is not just about having a good curriculum document. It is about what teachers teach and what students learn. According to Fasinro, Akinkuotu, and Aina (2024), implementation is the crucial stage where resources, teachers, and students interact to achieve educational goals. Successful implementation requires that teachers understand the curriculum, have the necessary materials, and use the right teaching methods.

In the context of Home Economics, implementation is especially important because it is a skill-based subject. It requires a lot of practical work. If implementation is weak, students will not acquire the hands-on skills they need. A study by Kayenda (2017) in Zambia found that the success of the Home Economics curriculum depends heavily on the availability of resources and the commitment of teachers. Without these, the curriculum remains only on paper.

Clothing and Textile Education for Entrepreneurship

Clothing and Textile education goes beyond teaching students how to sew a button or mend a dress. It encompasses a wide range of skills including design, pattern drafting, garment construction, textile selection, and even fashion marketing. When taught effectively, these skills are highly entrepreneurial. Graduates can start businesses in tailoring, fashion design, dry cleaning, alterations, and retail of fabrics and accessories. Ajevwa Ego-Okafor, Chukwuma, and Anene (2024) emphasize that Clothing and Textile programs in tertiary institutions have produced many graduates who are successful entrepreneurs in the fashion industry.

The secondary school level is the foundation for this entrepreneurial journey. It is at this stage that interest is sparked and basic competencies are built. Johnson, Kisato, and Kemevor (2019) note that the instructional approaches used by teachers greatly influence the skills students acquire. If teachers emphasize creativity, quality, and business principles, students are more likely to see themselves as future business owners. However, if the teaching is only theoretical, this potential is lost.

Challenges in Implementing Practical Curricula

Implementing a practical curriculum like Clothing and Textile faces many challenges, especially in developing countries. A major challenge is the lack of adequate funding. Schools often do not have the money to buy materials like fabrics, threads, and sewing machines. Another challenge is the shortage of qualified teachers. Some teachers may be trained in Home Economics

but lack specialized skills or up-to-date knowledge in modern fashion techniques. Akubue, Idumah, and David (2018) identified poor funding, inadequate facilities, and large class sizes as major hurdles in teaching Clothing and Textile for entrepreneurship.

Infrastructure is another big issue. Many schools do not have a dedicated Clothing and Textile laboratory. Where they exist, they are often in poor condition. They may lack basic utilities like constant electricity and water. There may not be enough tables or ironing boards for all students. This makes it difficult to conduct effective practical lessons. Elwan (2019) stresses that a well-equipped workshop is essential for developing students' practical skills in clothing and textiles.

Theoretical Framework

This study is anchored on two complementary theories: the CIPP Evaluation Model by Stufflebeam and the Schumpeterian Theory of Innovation. These frameworks provide a structured lens for evaluating the curriculum implementation process and its ultimate goal of fostering entrepreneurial capabilities.

The CIPP Evaluation Model, developed by Daniel Stufflebeam in 1971, is a comprehensive and decision-oriented framework designed to guide the evaluation and continuous improvement of educational programs. The model emphasizes that evaluation should not be a one-time, summative judgment but an ongoing process that supports planning, implementation, and refinement. It is structured around four interconnected components—Context, Input, Process, and Product—each serving a specific evaluative purpose. Context evaluation identifies the needs, problems, and opportunities within an educational setting to establish relevant goals and priorities. Input evaluation assesses the strategies, resources, and action plans formulated to achieve these goals. Process evaluation monitors how effectively the plans are implemented, detecting challenges and ensuring fidelity to objectives. Product evaluation measures the outcomes and impacts of the program to determine its success and overall value. Together, these components provide a systematic mechanism for accountability and decision-making. The model's strength lies in its practical orientation—its ultimate goal is to generate useful, timely information that enables stakeholders such as teachers, administrators, and policymakers to make evidence-based improvements. Within this study, the CIPP model offers a structured framework for evaluating the effectiveness of curriculum implementation by linking teacher qualifications, available resources, instructional processes, and student outcomes to assess how well entrepreneurial competencies are being fostered and sustained.

Joseph Schumpeter's Theory of Innovation, introduced in 1934, positions the entrepreneur as the key driver of economic and societal transformation through innovation. Unlike traditional views that equate entrepreneurship with mere business ownership or profit-making, Schumpeter conceptualized the entrepreneur as an innovator who initiates "new combinations" of resources that lead to what he famously termed *creative destruction*—the process by which new ideas, products, or methods displace outdated ones, renewing and advancing the economic system. Innovation, therefore, lies at the heart of entrepreneurship, encompassing the creation of new products, the adoption of novel production techniques, the opening of new markets, the discovery of new sources of materials, or the restructuring of industries. The theory highlights that true entrepreneurs are motivated not only by financial gain but also by the intrinsic desire to create, lead, and revolutionize. Applied to this study, Schumpeter's theory redefines entrepreneurial skill acquisition in the Home Economics curriculum as a process of nurturing innovators rather than mere self-employed artisans. It guides the assessment of whether students are developing the creative and transformative capabilities needed to revolutionize the clothing and textile industry—

such as designing original products, leveraging digital marketing, utilizing sustainable materials, and establishing innovative fashion enterprises. Hence, the theory provides a conceptual foundation for evaluating how curriculum implementation cultivates entrepreneurship that drives real economic and social change.

Methodology

The research employed an evaluative research design. This design is suitable because it helps to assess the effectiveness of a program, in this case, the implementation of the Clothing and Textile curriculum. The population of the study was 464 respondents. This comprised 420 SSIII students and 44 Home Economics teachers from 12 public secondary schools in the Central Senatorial Zone of Plateau State. SSIII students were chosen because they have undergone the full senior secondary school Clothing and Textile curriculum. A sample of 228 participants was selected using a multi-stage sampling technique. This method combined stratified and purposive sampling. First, the schools were stratified to ensure representation. Then, teachers and students were purposively selected from these schools. The instrument for data collection was a structured questionnaire. There were two versions: one for students and one for teachers. A resource availability and utilization checklist was also used to assess the laboratories and materials.

The validity of the instruments was established through face validity. Two senior lecturers in Measurement and Evaluation at the University of Jos checked the questions for clarity and relevance. A pilot study was conducted to test the reliability of the questionnaire. The reliability was determined using Cronbach's alpha, which gave a coefficient of 0.83. This is considered good for such studies. Data collection was done by the researcher who visited the selected schools. The questionnaires were distributed and collected on the spot to ensure a high return rate. The checklist was filled by the researcher while inspecting the Home Economics laboratories. The collected data were analyzed using descriptive statistics. This included frequency counts, percentages, mean, and standard deviation. These were used to answer the research questions. The hypotheses were tested using regression analysis at a 0.05 level of significance.

Results

Research question 1: What are the qualifications of Home Economics teachers implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State?

To answer research question one qualification of Home Economics teachers implementing Clothing and Textile curriculum contents for entrepreneurship skills acquisition in senior secondary schools in Plateau State was examined and is as presented on table below.

Table 1: Qualifications of Home Economics Teachers Implementing Clothing and Textile Curriculum Contents

Qualification	Freq.	%	Years of experience	Freq.	%
NCE	23	52.3	0-5 years	4	9.1
B. ED	13	29.5	6-10 years	19	43.2
B. A/B.SC (ED)	8	18.2	11-15 years	16	36.4
Total	44	100.0	16 and above years	5	11.4
			Total	44	100.0

Table 1 presents the qualification and the frequency of Home Economics teachers implementing Clothing and Textile curriculum contents for entrepreneurial skills acquisition in senior secondary schools in Plateau State. The result show that those with NCE certificates were 23 representing 52.3% of the entire 44 teachers. Teachers with B. ED were 13 representing 29.5% while those with

B.A/B.Sc. (ED) were 8 representing 18.2%. Furthermore, the years of the teacher experience implementing Home Economics teachers range as 0-5 years of experiences were 4 which represents 9.1%, 5-10 years of experiences were 19 which represents 43.2%. Teachers with 11-15 years of experiences were 16 which represented 36.4% while teachers with 16 years and above experiences were 5 which represents 11.4%. The evidence indicates an averagely good qualified Home Economic teachers implementing Clothing and Textile curriculum contents for entrepreneurial skills acquisition in Secondary schools in Plateau State.

Research question 2: To what extent is the availability of Home Economics materials for Implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State?

To answer research question two the availability of the facilities for implementing Clothing and Textile curriculum contents in Home Economics was examined for skills acquisition and entrepreneurship in senior secondary schools in plateau state was examined and presented in table

Table 2: Availability of Clothing and Textile Home Economics Facilities for Skills Acquisition and Entrepreneurship in Senior Secondary Schools in Plateau State

S/N	Facilities	Available	Not Available	Remark
1.	Needles (hand and machine)	5		Available
2.	Thread	5		Available
3.	Scissors	5		Available
4.	Pins	5		Available
5.	Pin cushion	4	1	Available
6.	Thumble	4	1	Available
7.	Seam ripper	4	1	Available
8.	Buttons	5		Available
9.	Safety pins	5		Available
10.	Tape measure	5		Available
11.	Ruler	5		Available
12.	Bobbin	5		Available
13.	Bobbin case	4	1	Available
14.	Fabric gauge	2	3	Not Available
15.	Pattern paper	5		Available
16.	Tracing wheel	5		Available
17.	Tailors chalk	4	1	Available
18.	Fabric marker	1	4	Not Available
19.	Sewing machine	5		Available
20.	Iron	5		Available
21.	Ironing board	4	1	Available
22.	Drafting table	4	1	Available
23.	Dress stand	2	3	Not Available
24.	Pencil	5		Available
25.	Fabric	5		Available
26.	Long wooden ruler	5		Available
27.	Paper scissors	5		Available

28.	Eraser	5		Available
29.	Grading ruler	2	3	Not Available
30.	Arm sleeve ruler	3	2	Available
31.	French curve	3	2	Available
32.	Notebook	5		Available
33.	Sketch book	4	1	Available
34.	Textbooks	5		Available
35.	Reference book	5		Available
36.	Computer aided design machine	0	5	Not Available
37.	DYES	5		Available

Number of schools = 5

Table 2 presents the availability of Clothing and Textile Home Economics facilities for Skills Acquisition and Entrepreneurship in Senior Secondary Schools in Plateau State. The findings from the table indicate that most Senior Secondary Schools in Plateau State have adequate access to essential Clothing and Textile facilities for skills acquisition and entrepreneurship. Fundamental tools such as needles, thread, scissors, pins, safety pins, tape measures, rulers, bobbins, sewing machines, irons, textbooks, and reference books are fully available in all five schools. This widespread availability ensures that students can effectively engage in hands-on learning, equipping them with the necessary skills for sewing, fabric design, and garment production. However, a few resources, including pin cushions, thimbles, seam rippers, bobbin cases, tailor's chalk, ironing boards, drafting tables, and sketchbooks, are not uniformly distributed across all schools. While these materials are accessible in most institutions, their limited availability in some may create inconsistencies in students' learning experiences.

Despite the presence of several key facilities, some crucial resources remain either scarce or completely unavailable. Items such as fabric gauges, fabric markers, dress stands, and grading rulers are found in only a few schools, while computer-aided design (CAD) machines are entirely absent in all five schools. However, from the table above it can be concluded that to a large extent, Senior Secondary Schools in Plateau State have implemented the Clothing and Textile Home Economics curriculum by providing essential facilities for skills acquisition and entrepreneurship

Research question 3: What is the status of Home Economics laboratories for implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State?

To answer research question three on the status of Home Economics Laboratories for implementing Clothing and Textile curriculum contents for skills acquisition and entrepreneurship in senior secondary schools in Plateau State is as presented on table.

Table 3: Mean of the Checklist on the Status of Home Economics laboratories for Implementing Clothing and Textile Curriculum Contents

	Checklist items	Very Good	Good	Fairly Good	Poor	$\bar{X}$	SD	Remarks
1	Laboratories for Clothing and Textile exist in schools separately.	2	4	3	3	2.42	1.084	Disagreed
2	Laboratories are adequately equipped for practical work.	1	6	3	2	2.50	.905	Agreed
3	Facilities are maintained regularly.		7	4	1	2.50	.674	Agreed
4	Laboratory equipment is sufficient for student population.		1	8	3	2.83	.577	Agreed
5	Students can access laboratories outside regular class periods.	2	3	4	3	2.50	1.000	Agreed
6	Laboratories support safety and cleanliness standards.		6	4	2	2.33	.778	Disagreed
7	Sewing machines and ironing tables are in working condition.	2	7	1	2	2.75	.965	Agreed
8	Laboratories are conducive for group practical activities.		6	3	3	2.25	.866	Disagreed
9	The physical environment supports textile work.	1	3	6	2	2.25	.866	Disagreed
10	Laboratory conditions do not hinder curriculum delivery.	1	4	5	2	2.33	.888	Disagreed
	Grand mean					2.47	.196	

Criterion Mean = 2.50 **Grand Mean $\bar{X}_1$= 2.47, SD = 0.196**

Table 3 presents the status of Home Economics laboratories for implementing Clothing and Textile curriculum contents for entrepreneurial skill acquisition in secondary schools in Plateau State. Ten question checklist items were used to observed the existing Home Economics laboratories in secondary schools in the state. Item 2, 3, 4, 5, and 7 had mean response of 2.50, 2.50, 2.83, 2.50, and 2.75. which were greater than the criterion mean score of 2.50. Furthermore, a grand mean of 2.47 with standard deviation of 0.196 were obtained. Five of the items which were agreed to based on 2.50 decision point set in the study includes laboratories are equipped for practical works, there sufficient laboratory equipment, students have access to the laboratories and sewing machine and ironing tables are in good conditions. However, the other five question items were disagreed to these includes clothing and textile laboratories exist separately, the laboratories support safety and

cleanliness standards, laboratories are conducive for group practical activities, the physical environment support textile work and laboratory conditions do not hinder curriculum delivery.
However, the overall mean obtained was 2.47 indicating the status of the Home Economic laboratories for implementing Clothing and Textile curriculum contents. The result revealed a fairly good status of the laboratories for entrepreneurial skills acquisition in Clothing and Textile in secondary schools in Plateau State since the grand mean was less than 2.50 decision set in the study.

Research question 4: To what extent is the implementation of Clothing and Textile contents in Home Economics curriculum by the teachers for entrepreneurial skill acquisition in secondary schools in Plateau State?

To answer research question four the implementation of Clothing and Textile in Home Economics curriculum contents was examined for entrepreneurship skills acquisition in senior secondary schools in Plateau State the results were presented on table

Table 4: Mean of the Checklist on the Implementation of the Clothing and Textile Curriculum Contents in Home Economics by the Teachers

S/N	Checklist Items	Very Good	Good	Fairly Good	Poor	Mean	SD	Remarks
1	The curriculum is implemented according to approved guidelines.	22	8	1	13	2.89	1.316	Agreed
2	Both theory and practical aspects of clothing & textile are covered in the schools.	14	24	1	5	3.07	.900	Agreed
3	Weekly lessons include hands-on practical sessions on clothing and textile are being practice.	12	8	6	18	2.32	1.272	Disagreed
4	Teachers follow the Clothing and Textile scheme of work to letter in their teaching and learning	19	21	2	2	3.30	.765	Agreed
5	Evaluation methods include both written and practical tests on clothing & textile.	15	6	7	16	2.45	1.302	Disagreed
6	Students produce clothing & finished textile products during lessons.	9	20	5	10	2.64	1.059	Agreed
7	Creativity and innovation are encouraged through project work in clothing & textile.	16	22	4	2	3.18	.786	Agreed
8	Practical are carried out in the school environment involving individual students	18	21	4	1	3.27	.727	Agreed
9	Curriculum implementation aligns with stated objectives of Clothing and Textile.	19	23		2	3.34	.713	Agreed
	Grand mean					**2.94**	**0.98**	

Criterion Mean = 2.50 **Grand Mean $\bar{X}_1$= 2.94, SD = 0.98**

The table presents the frequency, mean and standard deviation on the implementation of Clothing and Textile contents in Home Economics curriculum by the teachers for entrepreneurial skill acquisition in secondary schools in Plateau State. Nine question items were presented to the participating teachers in the study, item 1, 2, 4, 6, 7, 8 and 9 had mean response of 2.89, 3.07, 3.30, 2.64, 3.18. 3.27 and 3.24. which were greater than the criterion mean score of 2.50. Furthermore, a grand mean of 2.94 with standard deviation of 0.39. The grand mean was also greater than the criterion mean score obtained. Therefore, the result indicated that the implementation of Clothing and Textile contents in Home Economics curriculum was good to an extent in secondary schools in Plateau State but more improvement needed for entrepreneurial skills acquisition.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between the qualifications of Home Economics teachers implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State.

Table 5: Kendall Tau Correlation Coefficient on qualifications of Home Economics teachers and entrepreneurial skill acquisition

Variable	N	X	SD	r	Sig
Teachers' Qualifications	44	25.80	3.15	0.118	0.421
Students Entrepreneurial Skills Acquisition	200	24.50	2.91		

Table 5 presents the correlation coefficient using Kendall Tau on the significant relationship between the qualifications of Home Economics teachers implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State. The result revealed a weak positive correlation between the qualifications of Home Economics teachers and entrepreneurial skills acquisition among secondary school students. This further indicates that as teacher qualifications increase, entrepreneurial skill acquisition tends to increase slightly. However, the hypothesis was **not rejected** since the p-value of 0.421 was greater than the 0.05 significance level. Therefore, it was established that there is no statistically significant relationship between the qualifications of Home Economics teachers implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary school students in Plateau State.

Hypothesis 2: There is no significant relationship between the availability of Home Economics materials for Implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State.

Table 6: Kendall Tau Correlation Coefficient on availability of Home Economics materials and entrepreneurial skill acquisition

Variable	N	X	SD	r	Sig
Availability of Materials	12	23.45	4.88	0.091	0.672
Students Entrepreneurial Skills Acquisition	200	24.50	2.91		

Table 6 presents the correlation coefficient using Kendall Tau on the significant relationship between the availability of Home Economics materials for Implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State. The result revealed a weak positive correlation between the availability of materials for implementing Clothing and Textile curriculum contents and entrepreneurial skills acquisition among secondary school students. This suggests that increased availability of materials tends to correspond with a slight increase in skill acquisition. However, the hypothesis was **not rejected** since the p-value of 0.672 was greater than the 0.05 significance level. Therefore, it was established

that there is no statistically significant relationship between the availability of Home Economics materials for Implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary school students in Plateau State.

Hypothesis 3: There is no significant relationship between the status of Home Economics laboratories for implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State.

Table 7: Kendall Tau Correlation Coefficient on status of Home Economics laboratories and entrepreneurial skill acquisition

Variable	N	$\bar{X}$	SD	r	Sig
Home Economics Laboratories Status	12	25.28	5.02	**0.047**	**0.855**
Students Entrepreneurial Skills Acquisition	200	24.50	2.91		

Table 7 presents the correlation coefficient using Kendall Tau on the significant relationship between the status of Home Economics laboratories for implementing Clothing and Textile curriculum contents and entrepreneurial skill acquisition among secondary schools' students in Plateau State. The result revealed a weak positive correlation between the status of Home Economics laboratories for implementing clothing and Textile curriculum contents and entrepreneurial skills acquisition among secondary school students. This further indicates that as input increase the other variable tends to increase but slightly basis. However, the hypothesis was rejected since the p-value of 0.855 was greater than the 0.05 significance level. Therefore, it was established that there is no significant relationship between the status of Home Economics laboratories for implementing clothing and textile curriculum contents and entrepreneurial skill acquisition among secondary school students in Plateau State.

Hypothesis 4: There is no significant relationship between the teachers' implementation of Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students in Plateau State.

Table 8: Kendall Tau Correlation Coefficient on Teachers' implementation of clothing and textile contents and entrepreneurial skill acquisition

Variable	N	$\bar{X}$	SD	R	Sig
Teachers' implementation of clothing and textile contents	44	26.27	1.75	**0.278**	**0.297**
Students Entrepreneurial Skills Acquisition	200	24.50	2.91		

Table 8 presents the correlation coefficient using Kendall Tau on the significant relationship between the teachers' implementation of Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students in Plateau State. The result revealed a moderate positive correlation between the teachers' implementation of clothing and Textile curriculum contents in Home Economics and entrepreneurial skills acquisition among secondary school students. Furthermore, the result suggests that there is some relationship between the variables but not consistent enough. However, the hypothesis was rejected since the p-value of 0.297 was greater than the 0.05 significance level. Therefore, it was established that there is no statistically significant relationship between teachers' implementation of clothing and textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary school students in Plateau State. However, there are tendency for increase but the relationship is not strong or consistent enough to be relied on.

Discussion of Findings

The findings of this study reveal several important things. First, the qualifications of Home Economics teachers in Plateau State are fairly good, with over half holding an NCE and a significant number having substantial teaching experience. This finding is similar to that of Keswet, Yusuf, and Kazi (2019), who also found a reasonable level of teacher qualification in the state. However, the hypothesis test showed that these qualifications alone did not significantly translate to students' entrepreneurial skill acquisition. This suggests that a teaching certificate may not be enough; teachers may need specific training in entrepreneurship education and modern fashion techniques.

Second, the study found that while basic materials are available, advanced and crucial tools like computer-aided design machines are completely absent. This lack of modern equipment prevents students from learning skills that are relevant in today's fashion industry. This supports the work of Gavuu (2024), who reported a similar lack of contemporary resources in North-Central Nigeria. The non-significant relationship between material availability and skill acquisition was surprising but may be because the available materials are only sufficient for very basic, not innovative, entrepreneurial training.

Third, the status of laboratories was found to be only fairly good. While core equipment like sewing machines was functional, the labs often lacked safety standards and a conducive environment for group innovation. This aligns with challenges noted by Chanachi-Phiri and Nithyanantham (2025) regarding the poor state of practical learning environments. The poor laboratory condition is a major barrier to effective skill acquisition, as it limits the quality and frequency of hands-on experience.

Fourth, teachers are implementing the curriculum to a good extent on paper, following schemes of work and encouraging creativity. However, the lack of consistent weekly practical sessions and practical evaluation methods points to a theory-heavy approach. This finding is consistent with Johnson, Kisato, and Kemevor (2019), who highlighted that the nature of instructional approaches directly affects skill acquisition. The non-significant relationship between implementation and skill acquisition suggests that the current implementation style is not effectively translating into measurable entrepreneurial competencies among students.

Conclusion

In conclusion, this study evaluated the implementation of the Clothing and Textile curriculum in Plateau State. It found that the foundational elements—teacher qualifications, basic materials, and laboratory infrastructure—are present but inadequate for fostering strong entrepreneurial skills. The implementation by teachers is commendable in theory coverage but falls short in delivering consistent, assessed practical experiences. Most critically, the study found no significant statistical link between these input and process factors and the ultimate goal of entrepreneurial skill acquisition. This indicates that the current system is not effectively bridging the gap between curriculum intent and real-world entrepreneurial capability. Therefore, a fundamental shift in approach, resources, and teacher training is urgently needed.

Recommendations

Based on the findings, the following recommendations are made:

1. The Plateau State Ministry of Education should organize mandatory annual training workshops for Home Economics teachers. These workshops should focus on modern clothing and textile techniques, entrepreneurship education, and how to integrate business skills like costing and marketing into their lessons.

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2. The government should prioritize funding for the procurement of advanced equipment, particularly computer-aided design (CAD) machines and software, to expose students to modern fashion industry practices.
3. School management should undertake urgent renovations of Home Economics laboratories. This should include ensuring adequate space, proper ventilation, safety equipment, and reliable power supply to create a conducive learning environment.
4. Teachers should be encouraged and monitored to include weekly, hands-on practical sessions as a non-negotiable part of their lesson delivery. Furthermore, student assessment should heavily weight practical projects and the creation of marketable finished products.
5. The government and schools should partner with local fashion designers and tailoring businesses. This would provide students with mentorship opportunities, industrial exposure, and a clearer understanding of the entrepreneurial path in the textile industry.

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