

---

# INTELLIGENCE Journal of Multidisciplinary Research

(A Peer-Reviewed, Open Access International Journal)

ISSN 2822-1869 (Print); ISSN 2822-1877 (Online)

Volume 3, Issue 1, March 2024, pp 49-60

Research Management Cell, Pokhara Multiple Campus, Pokhara, Nepal

Email: research.intelligencepmc021@gmail.com

URL: www.pmcpokhara.edu.np

---

## Article History

Received: 15 December 2023

Revised: 12 February 2024

Accepted: 25 February 2024

## Abstract

## Keywords

Textile design graduate  
Entrepreneurship  
Engagement  
Nigeria

## Assessing the Engagement of Textile Design Graduates in Textile Entrepreneurship

<sup>1</sup>Adebayo Abiodun Adeloje, <sup>2</sup>Olugbenga Benjamin Emidun, <sup>3</sup>Oluwatoyin Funke Akinnibosun

*This research investigated the trend of textile design graduates venturing into entrepreneurship, exploring the motivating factors and strategies employed by these entrepreneurs. The study adopts survey research design using a questionnaire as the data gathering tool. The population of the study are textile graduates in selected schools in Southwest Nigeria comprising of federal universities, state universities and polytechnics. One hundred and four (104) graduates were sampled using snowball sampling techniques. The data collected were analyzed quantitatively through descriptive analysis using frequency, percentage and mean score. The result of the research reveals that they are increasingly involved in textile entrepreneurship. It was discovered that fashion design is the most subscribed entrepreneurial area by textile design graduates closely followed by Adire production. It was also revealed that textile design graduates engage in entrepreneurial areas outside the textile design field such as banking, real estate and web development among others. It is recommended that tertiary institutions should encourage students to participate in entrepreneurial competitions, both within and outside the institution to enlighten them more about textile entrepreneurship. It is also recommended that tertiary institution should update their curricula to ensure that they have adequate theoretical and practical content to produce graduates well-prepared for the competitive textile market.*

## ENTREPRENEURSHIP IS BECOMING an essential

---

1. Lecturer II, Fine and Applied Arts Department, Olabisi Onabanjo University, Ago-Iwoye. Email: adebayoadeloje04@gmail.com
2. Senior Lecturer, Industrial Design Department, Federal University of Technology, Email: Akureobemidun@futa.edu.ng
3. Researcher, Industrial Design Department, Federal University of Technology, Akure. Email: akinnibosunfunke@gmail.com

aspect of higher education globally, as there is a growing interest in entrepreneurship education to address the unemployment challenge, especially in developing countries like Nigeria. The textile industry is a vital sector in Nigeria, which has the potential to create employment opportunities for individuals with skills in textile design (Akinnibosun, 2024). Textile entrepreneurship reflects the synergy of creativity and commerce. It serves as a source of income for persons endowed with artistic skills and a profound business intelligence. Textile design is not just about fabrics, patterns, and colours, it is a field that encompasses innovation, craftsmanship and entrepreneurship to shape trends, lifestyles, and economies (Fnae, Adeniji and Adu, 2008). In recent years, there has been a notable surge in the number of graduates venturing into textile entrepreneurship, harnessing their creative skills to establish businesses that cater to diverse textile markets. Traditionally, textile design graduates seek employment in established industries or pursue further academic qualifications but in recent times, the textile industry has witnessed a transformation, driven by the rise of e-commerce, sustainable fashion movements, and changing consumer preferences. This has increased the entrepreneurial initiatives in the field of textile design, opening avenues for graduates to express their creativity and also have a source of income (Okafor, 2011). Advancement in technology and change in consumer preferences has opened up more opportunities for entrepreneurship in the textile industry.

Entrepreneurship has been defined by different authors in different ways. According to Santos, Pache, and Birkholz (2020), entrepreneurship refers to the process of creating, managing, and developing a new business venture to make a profit or social impact. Entrepreneurship is a vital component of economic growth, as it creates new jobs, products, and services that drive innovation and improve the standard of living. Textile design is intertwined with entrepreneurship, being a field that combines creativity and business expertise. There is a paradigm shift among textile design graduates who are increasingly embracing entrepreneurial pursuits. According to (Emidun, Akinnibosun & Adeloje, 2023), this shift is marked by a change in the conventional perception of textile designers as sole creators of aesthetically pleasing patterns and fabrics to proactive business thinkers shaping the textile industry to conform to the 21st century needs.

Education plays a pivotal role in textile entrepreneurship, as design programs increasingly emphasize the development of a holistic skill set that includes both creative prowess and entrepreneurial acumen. Graduates are equipped with the technical skills to bring their design visions to life and also with the strategic thinking and business knowledge necessary to navigate the competitive landscape. This integration of education and entrepreneurship ensures that emerging designers are well-prepared to translate their creative talents into sustainable and viable businesses, fostering a new generation of textile entrepreneurs (Akinnibosun, 2024). The integration of entrepreneurship in textile design education helps to produce balanced graduates that are creative and also self-reliant.

Understanding the engagement of textile design graduates in entrepreneurship sheds light on the evolving dynamics of the textile industry. It also provides valuable information for educational institutions and policymakers on curriculum development and

the organisation of programs that nurture entrepreneurial skills among textile design students. The objectives of this study are to identify the different areas textile graduates engage in entrepreneurship and also assess their level of engagement in entrepreneurship.

## **Literature Review**

### **Theoretical Background**

The engagement of textile design graduates in textile entrepreneurship has become a subject of increasing interest within the academic and industry spheres. The shift towards entrepreneurship in the textile design field is influenced by the dynamic nature of the industry, with graduates seeking to leverage their creative skills and business knowledge. Recent studies emphasize the need for comprehensive assessments to understand the factors that contribute to the successful engagement of textile design graduates in entrepreneurship. For instance, Mittel and Raghuvaran (2021) explored the role of education and mentorship programs in shaping the entrepreneurial mindset of textile design graduates, finding that targeted educational interventions significantly enhanced their readiness for entrepreneurial endeavours. This highlights the importance of academic institutions and industry stakeholders in fostering an entrepreneurial ecosystem that supports the transition of textile design graduates into successful entrepreneurs.

The digital transformation of the textile industry has opened new avenues for entrepreneurial ventures, as highlighted by Sankas and Ceviz (2021). Their study demonstrated how graduates who embrace technological advancements and digital platforms are better positioned to navigate the challenges of entrepreneurship in the textile sector. This emphasizes the need for educational programs to integrate digital literacy and business acumen into the curriculum to prepare graduates for the evolving landscape of textile entrepreneurship. Collectively, these recent findings emphasize the multidimensional nature of assessing the engagement of textile design graduates in entrepreneurship, pointing towards the significance of educational interventions and technological proficiency in shaping successful entrepreneurial ventures in the textile industry.

### **Textile Entrepreneurship**

Textile entrepreneurship is a multifaceted concept that combines textile design, business innovation, and creative enterprise. Textile entrepreneurship refers to the process of initiating, developing, and managing innovative business ventures within the textile industry (Godfrey & Pourmojib, 2017). These ventures can range from fashion startups, traditional resist dyeing, sustainable textile initiatives and cottage textile weaving. Textile entrepreneurs leverage their creativity, technical knowledge, and market insights to create products and services that meet consumer demands and also contribute to the growth and sustainability of the textile sector (Gartner, 1990). Textile entrepreneurship covers a wide range of activities, including textile design, manufacturing, marketing, and retail, all approached with an entrepreneurial mindset. It involves identifying market gaps, envision-

ing unique textile products, and employing strategic business practices to bring these ideas to fruition. Entrepreneurs in this field often integrate elements of sustainability, ethical practices, and innovation into their business models, aligning with the evolving demands of conscious consumers (Okafor, 2011). Textile entrepreneurs promote ethical practices and innovations in textile design.

Textile entrepreneurship plays a major role in economic development through job creation and revenue generation. Small and medium-sized textile enterprises contribute significantly to employment rates, especially in developing economies, providing livelihoods for a vast workforce (Adebayo, 1999). Gartner (1990) noted that entrepreneurs in the textile industry invest in research and development which leads to the discovery of novel materials, sustainable production methods, and new technologies that enhance the industry's competitiveness. Textile entrepreneurs are increasingly championing sustainable and eco-friendly approaches by embracing the use of recycled materials and environmentally conscious production methods to mitigate the ecological impact of the industry. Textile entrepreneurship often involves the preservation of traditional crafts and cultural heritage. Entrepreneurs collaborate with artisans and local communities, ensuring the survival of indigenous textile techniques by infusing them with contemporary designs to preserve cultural diversity (Kizner, 1997). Entrepreneurs with a keen understanding of global trends and consumer preferences facilitate the industry's penetration into international markets through e-commerce platforms and digital marketing strategies.

### **Factors Influencing Entrepreneurial Engagement among Textile Design Graduates**

There are several factors influencing the engagement of graduates in textile entrepreneurship. According to Ogunduyile, Kayode and Ojo (2008), one of the primary factors influencing entrepreneurial engagement among textile design graduates is their educational background. Graduates equipped with a comprehensive education in textile design, encompassing both creative and business-related courses, are better positioned to identify entrepreneurial opportunities within the industry. Skill development programs that focus on business, marketing strategies, and financial management provide graduates with the necessary toolkit to navigate the complexities of entrepreneurship. Entrepreneurial engagement is profoundly influenced by the graduates' ability to innovate creatively. Entrepreneurs who can conceptualize unique designs, experiment with unconventional materials, and incorporate innovative techniques into their work gain a competitive edge. Textile design graduates often bring fresh perspectives and unconventional ideas to the market, attracting consumers seeking distinctive and trendsetting products (Amubode & Goriola, 2015). Successful textile entrepreneurs invest time and effort in understanding market trends and consumer preferences. Graduates who engage in thorough market research can identify niche markets, emerging trends, and gaps in the industry. Textile entrepreneurs align their designs with consumer demands to create products that meet the needs of the target audience which in turn leads to increased sales and brand loyalty.

In the digital age, technological proficiency is crucial for entrepreneurial success. Textile

design graduates who are proficient at using design software, e-commerce platforms, and social media marketing tools can showcase their work to a wider audience. Establishing a strong digital presence through websites, social media, and online marketplaces enhances visibility and accessibility, enabling entrepreneurs to reach global markets and connect with potential customers. Entrepreneurial engagement is often sustained by networking and collaborations within the industry. Textile design graduates who actively participate in industry events, collaborate with other designers, artisans, or manufacturers, and build professional relationships with suppliers and retailers can access valuable resources and opportunities. Networking provides entrepreneurs with insights, mentorship, potential partnerships and support for the business (Akinyemi, Ofem & Ikuenomore, 2012). Engagement in textile entrepreneurship fosters networking in the textile industry which provides textile design graduates opportunities for mentoring and partnership.

Financial intelligence and access to funding significantly impact entrepreneurial engagement. Graduates who possess knowledge of budgeting, pricing strategies, and financial planning can manage their businesses effectively (Okafor, 2011). Access to funding through grants, loans, or investors also provides the necessary capital for product development, marketing, and expansion, enabling entrepreneurs to scale their ventures and explore new market avenues.

### **Challenges Facing Textile Entrepreneurship**

The textile industry is characterized by creativity and innovation. It is a fertile ground for entrepreneurial engagements (Adeloye, Ogunduyile & Akinbogun, 2022). However, aspiring textile entrepreneurs face several challenges that negatively affect their ability to establish and maintain successful business ventures (Diogu, Nwigwe, Anne & Diogu, 2014). The textile market is often saturated with established brands and businesses, making it challenging for newcomers to gain a foothold. Intense competition demands exceptional creativity and unique value propositions. Entrepreneurs must navigate through market saturation by developing distinctive designs, exploring niche markets, and employing effective marketing strategies to differentiate their products and services. Textile entrepreneurship has unique supply chains, from sourcing raw materials to manufacturing processes and distribution to retailers and end users. Most textile entrepreneurs struggle with supply chain complexities, including quality control, logistics, and vendor management. Disruptions in the supply chain, such as raw material shortages, inferior materials and transportation issues adversely affect production and profitability (Granger & Sterling, 2012).

Technological advancements in textile manufacturing, digital design, and e-commerce platforms are double-edged swords for entrepreneurs. These innovations offer opportunities for efficiency and market reach, for entrepreneurs but entrepreneurs must continually invest in technology to remain competitive. Keeping pace with evolving technologies and integrating them into business operations poses a challenge, especially for small-scale entrepreneurs with limited resources (Okafor, 2011). Consumers increasingly demand

sustainable and ethically produced textiles. Entrepreneurs face challenges in sourcing eco-friendly materials, adopting environmentally conscious production practices, and ensuring fair labour conditions. Meeting these ethical standards and also trying to maintain affordability and quality is quite challenging for entrepreneurs. This requires innovative solutions and a deep understanding of sustainable practices. Protecting intellectual property, including unique designs and innovative processes, is a significant concern in the textile industry (Adeloye, 2021). Entrepreneurs face challenges related to copyright infringement, counterfeiting, and imitation. Legal processes to protect intellectual property can be time-consuming and costly, especially for startups making it essential for entrepreneurs to navigate intellectual property challenges effectively (Adeloye, Akinbogun & Ogunduyile, 2023). Textile entrepreneurship is closely tied to fashion trends and consumer preferences. Entrepreneurs must anticipate and adapt to rapidly changing styles, colors, and materials demanded by consumers. Failure to align with these trends can result in unsold inventory and financial losses, emphasizing the importance of market research and trend forecasting.

## Methodology

A survey research design was adopted for the research. The study was conducted between August and September 2023. The population for this research are textile design graduates from selected tertiary institutions in Southwest Nigeria. Snowball sampling technique was used since the population is infinite, without an official record list and geographically dispersed. The sample size for textile design graduates is 104, based on the number of samples through referral. This study used structured questionnaires to get the relevant data required for the actualization of the research objectives. The questionnaire was administered online using Google form and all the forms sent to the respondents were submitted giving a response rate of 100%. 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 by using SPSS to calculate frequency, percentage and mean score. Cronbach alpha was calculated to ascertain the reliability of the research instrument. Cronbach alpha’s value equals 0.765. Since this value is greater than 0.7, this suggests a good level of reliability for the questionnaire items, indicating that the items are sufficiently consistent to indicate the measure is reliable. Table 1 shows the Cronbach alpha’s calculation.

**Table 1**  
*Cronbach Alpha’s Calculation*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
<b>.765</b>	<b>.773</b>	<b>8</b>

## Data Analysis

Two sets of data were collected from textile design graduates in the selected schools. The first was to highlight their current area of practice while the second examined their level of engagement in entrepreneurship. Table 2 shows the different areas of practice of textile design graduates. The table shows that most graduates specialize in fashion design, followed by adire, teaching, branding, banking, sales, web development, real estate, Ankara and leather craft and illustration. This suggests that fashion design and adire production are lucrative entrepreneurial areas of textile design. The analysis also revealed that textile design graduates also diversify in other areas such as banking, web development and real estate among others.

**Table 2**  
*Current area of practice*

Current Area of Practice	Frequency	Percent	Valid Percent
Fashion Design	37	35.6	36.3
Adire	31	29.8	30.4
Teaching	15	14.4	14.7
Branding	7	6.7	6.9
Banking	3	2.9	2.9
Sales	2	1.9	2.0
Web Development	2	1.9	2.0
Real estate	2	1.9	2.0
Ankara and leather craft	2	1.9	2.0
Illustration	1	1.0	1.0
Total	102	98.1	100.0
Missing System	2	1.9	
Total	104	100.0	

(Researcher's Fieldwork, 2023)

In Table 3, Variable 1 (V1) assessed the extent of job satisfaction enjoyed by textile entrepreneurs. Sixty-three (60.6%) respondents strongly agreed that they enjoy practising textile design as entrepreneurs, 18 (17.3%) agreed, 21 (20.2%) were neutral and 2 (1.9%) disagreed. None of the respondents strongly disagreed. The mean score for this variable is 4.37. This analysis

suggests that not all textile design graduates enjoy entrepreneurial practice but most of them do. Variable 2 (V2) addressed the willingness of textile design graduates to venture into textile entrepreneurship. Only 2 (1.9%) strongly agreed that they were into textile entrepreneurship because they had no better option, 10 (9.6%) agreed, 26 (25.0%) were neutral, 47 (45.2%) disagreed and 19 (18.3%) strongly disagreed. The mean score for this is 2.32. This suggests that only a few textile design graduates venture into textile entrepreneurship as a last resort. Textile design graduates averagely venture into textile entrepreneurship willingly and not circumstantially. Variable 3 (V3) addressed how financially rewarding textile entrepreneurship is. Twenty-six (25.0%) strongly agreed that they earn enough money to meet their needs from the textile business, 28 (26.9%) agreed, 34 (32.7%) were neutral, 14 (13.5%) disagreed and 2 (1.9%) strongly disagreed. The mean score for this variable is 3.60. This analysis suggests that average, textile entrepreneurship is financially rewarding. Variable 4 (V4) also addressed the level of job satisfaction of graduate textile entrepreneurs. Twenty-seven (26.0%) strongly agreed that they have job satisfaction as textile entrepreneurs, 40 (38.5%) agreed, 23 (22.1%) were neutral, 12 (11.5%) disagreed and 2 (1.9%) strongly disagreed. The mean score for this variable is 3.75. This also suggests that average, graduate textile entrepreneurs have job satisfaction.

Variable 5 (V5) assessed competition between graduate textile entrepreneurs and unschooled textile entrepreneurs. Twenty-six (25.0%) respondents strongly agreed that they compete favourably with their field-trained counterparts, 39 (37.5%) agreed, 33 (31.7%) were neutral and 6 (5.8%) disagreed. None of the respondents strongly disagreed. The mean score of this variable is 3.82. This analysis suggests that graduate textile entrepreneurs compete relatively favourably with their field-trained counterparts. Variable 6 (V6) addressed the relevance of the entrepreneurial training received in school to textile business start-ups. Twenty-four (23.1%) strongly agreed that the training received in school was sufficient to help them start up their businesses, 16 (15.4%) agreed, 22 (21.2%) were neutral, 32 (30.6%) disagreed and 10 (9.6%) strongly disagreed. The mean score for this variable is 3.12. This analysis suggests that the entrepreneurial training received in the classrooms alone may not be sufficient to adequately guide a textile graduate in setting up a business. Variable 7 (V7) also assessed the sufficiency of training gotten in school to start up a textile business. Sixteen (15.4%) respondents strongly agreed that they registered for more training before they started their textile businesses, 49 (47.1%) agreed, 15 (14.4%) were neutral, 18 (17.3%) disagreed and 6 (5.8%) strongly disagreed. The mean score for this variable is 3.50. This suggests that some respondents were able to start up their textile business with the training received in school while most graduates got additional on-field training before practicing. Variable 8 (V8) addressed the benefit of the training received in school. Twenty-five (24.0%) strongly agreed that the training received in school gave them an edge over their competitors, 51 (49.0%) agreed, 20 (19.2%) were neutral, 8 (7.7%) disagreed and none strongly disagreed. The mean score for this variable is 3.90. This analysis suggests that entrepreneurial training in school gives textile design graduates a relative advantage in the market.



**Table 3***Level of engagement in entrepreneurship*

<b>Variabl es</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean Score</b>	<b>Rema rks</b>
<b>V1</b>	63 (60.6)	18 (17.3)	21 (20.2)	2 (1.9)	-	4.37	SA
<b>V2</b>	2 (1.9)	10 (9.6)	26 (25.0)	47 (45.2)	19 (18.3)	2.32	D
<b>V3</b>	26 (25.0)	28 (26.9)	34 (32.7)	14 (13.5)	2 (1.9)	3.60	A
<b>V4</b>	27 (26.0)	40 (38.5)	23 (22.1)	12 (11.5)	2 (1.9)	3.75	A
<b>V5</b>	26 (25.0)	39 (37.5)	33 (31.7)	6 (5.8)	-	3.82	A
<b>V6</b>	24 (23.1)	16 (15.4)	22 (21.2)	32 (30.8)	10 (9.6)	3.12	N
<b>V7</b>	16 (15.4)	49 (47.1)	15 (14.4)	18 (17.3)	6 (5.8)	3.50	A
<b>V8</b>	25 (24.0)	51 (49.0)	20 (19.2)	8 (7.7)	-	3.90	A

(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 I enjoy practising Textile Design as an entrepreneur
- V2 I am practising textile design because I do not have a better option
- V3 I earn enough money to meet my needs from textile design business
- V4 I have job satisfaction as a textile design entrepreneur.
- V5 I compete favourably well with my unschooled competitors
- V6 The training I got from school was sufficient for my business startup
- V7 I registered for extra training on the field before I started practising
- V8 The training I got in school gave me an edge over my competitors.

## Discussion

The data presented in Table 2 provide valuable insights into the diverse areas of practice pursued by textile design graduates, shedding light on their entrepreneurial endeavours beyond the traditional realms of textile design. The data highlight that a significant number of graduates specialize in fashion design, which aligns with the conventional path in textile design. Moreover, adire production, a traditional textile art form, also stands out as a popular choice. This emphasizes the cultural significance and commercial viability of traditional textile practices. The dominance of fashion design and adire production suggests these areas are perceived as highly lucrative entrepreneurial avenues within the textile design industry. This corroborates the findings of Adelabu and Akinmoye (2020) that fashion is a major entrepreneurial area that students venture into. Graduates, recognizing the market demand for fashionable clothing and culturally rich textiles, are capitalizing on these niches to establish their entrepreneurial ventures. This aligns with the earlier findings regarding students' and graduates' awareness of the practical and business aspects of textile design. The research also identified branding and textile merchandizing (sales) as entrepreneurial areas ventured into by textile design graduates. This is in line with the submission of Ibeto and Ogunduyile (2015) that textile mechanizing is a thriving area in textile entrepreneur-

ship. Beyond the traditional domains, graduates are diversifying their skills and knowledge into diverse sectors such as banking, web development, real estate, and illustration. This diversification indicates the adaptability and versatility of textile design graduates. The presence of teaching in the list also signifies a trend where graduates are not only entrepreneurs but also educators. This supports the submission of Akinnibosun (2024) that textile students are trained to be able to train others. Their expertise is not limited to commercial ventures; they are also contributing to the education and skill development of future generations.

Eight variables were used to address this objective. The first variable addressed the extent to which textile graduates enjoy textile entrepreneurship. The mean score of 4.37 indicates a high level of job satisfaction among a significant majority of graduates. While not unanimous, the data suggests that a substantial portion of textile design graduates find fulfilment in their entrepreneurial endeavours. The second variable addressed graduates' lack of willingness to venture into textile entrepreneurship. The data shows that only a small fraction of graduates (1.9%) ventured into textile entrepreneurship because they had no better option. The mean score of 2.32 underscores that most textile design graduates willingly venture into entrepreneurship, indicating a proactive choice rather than a last resort. This willingness is indicative of their confidence in the industry and their preparedness for entrepreneurial challenges. This corroborates the submission of Emidun et al, (2023) that textile design education instils entrepreneurial confidence in students. The third variable addressed how financially rewarding textile entrepreneurship is. The mean score of 3.60 suggests that, on average, textile entrepreneurship provides a satisfactory level of financial reward. While not everyone strongly agrees, the majority find textile entrepreneurship financially viable for their financial needs. The fourth variable addressed the level of job satisfaction derived from textile entrepreneurship. The mean score of 3.75 suggests an overall average level of job satisfaction. While not exceptionally high, the majority of textile design entrepreneurs find their work satisfying. This could indicate a balance between the challenges of entrepreneurship and the fulfilment derived from creative and business autonomy.

The fifth variable addressed competition with field-trained entrepreneurs: The mean score of 3.82 indicates that textile design graduates tend to compete relatively well with field-trained entrepreneurs. This suggests that the education received in school equips graduates with practical skills and knowledge, enabling them to compete in the market effectively. The sixth variable addressed the relevance of the entrepreneurial training received in school. The data reveals a mixed response regarding the relevance of entrepreneurial training received in school for starting a textile business. The mean score of 3.12 suggests that there is room for improvement in the curriculum or teaching methodology to better prepare graduates for the challenges of entrepreneurship. The seventh variable addressed the need for additional training after graduation before venturing into textile entrepreneurship. The mean score of 3.50 implies that a significant portion of graduates sought additional training before venturing into entrepreneurship, indicating the need for supplementary practical knowledge beyond academic learning. The eighth variable assessed the benefits of school training in entrepreneurial practice. Most of the respondents agreed that the training received in school gave them an edge over their competitors. The mean score of 3.90 suggests that classroom education provided textile design graduates with a relative advantage in the market. This implies that while there might be gaps in the curriculum, the education received

in school does confer valuable skills and knowledge, giving graduates an edge in their entrepreneurial pursuits. This is in line with the submission of Akinnibosun (2024) that there is a need to improve the textile design curricula used in Nigerian tertiary institutions to increase their entrepreneurial content.

## **Conclusion**

This research assessed textile design graduates' engagement in textile entrepreneurship and provided insights into their diverse entrepreneurial pursuits beyond traditional textile design. A significant number of graduates specialize in fashion design and adire production, indicating the perceived lucrative nature of these avenues. Graduates are capitalizing on market demand for fashionable clothing and culturally rich textiles. The research also revealed that textile design graduates venture into branding, textile merchandizing, and diversification into sectors like banking, web development, real estate, and teaching. The research revealed that graduates generally exhibit high job satisfaction in textile entrepreneurship with most willingly choosing this path. Textile entrepreneurship offers a satisfactory financial reward for many. Graduates tend to compete effectively with field-trained entrepreneurs though there is room for improvement in entrepreneurial training in schools. Many graduates seek additional training before venturing into entrepreneurship, highlighting the need for practical knowledge beyond academic learning. Despite curriculum gaps, school education provides graduates with valuable skills, giving them a relative advantage in the market. The study's exploration of graduates' entrepreneurial pursuits unveiled a diverse and dynamic landscape. Graduates are not confined to traditional paths but are venturing into various domains, including fashion, traditional textile production, branding, textile merchandizing and even sectors like banking and web development. Their high job satisfaction and willingness to seek additional training showcase their proactive approach to entrepreneurship, emphasizing the importance of continuous learning in the ever-evolving business landscape. The study highlighted the importance of education despite existing curriculum gaps. While improvements are needed, the education provided in schools equips graduates with valuable skills, offering them a relative advantage in the competitive market.

## **Recommendation**

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

1. Institutions should continuously evaluate and update their curriculum to ensure a balance between theoretical knowledge and practical skills.
2. Collaborate with industry professionals and entrepreneurs to create modules that reflect real-world challenges and opportunities, ensuring graduates are well-prepared for the competitive market.
3. Encourage students to participate in entrepreneurial competitions, both within and outside the institution.

## **Scope for Future Research**

This research can be improved by conducting further studies in the following areas.

1. Teaching methodology of textile design curriculum.
2. Factors negating entrepreneurial practice by textile design graduates.

## References

- Adebayo, A. (1999). Youth unemployment and national directorate of employment and self-employment programmes. *Nigerian Journal of Economics and Social Sciences*, 41(1), 81-102.
- Adelabu, O. & Oluwambe, A. (2020). Engagement of industrial design graduates in fashion design practice: A case study in Nigeria. *Journal of Art and Technology*, 13(1), 50-59.
- Adeloye, A. A. (2021). *Evaluation of design praxis in African prints production in Southwest Nigeria* [Unpublished doctoral dissertation]. Federal University of Technology Akure.
- Adeloye, A. A., Akinbogun, T.L. & Ogunduyile, S.R. (2023). The production of African print fabric designs: A user-centric design approach. *Prithvi Academic Journal*, 6(1), 32-48.
- Adeloye, A. A., Ogunduyile, S. R. & Akinbogun, T. L. (2022): Sustomary practices in African print fabric design process in the Nigerian textile industry. *SCHOLARS: Journal of Arts and Humanities*, 4(2), 32-42.
- Akinnibosun, O. F. (2024). Entrepreneurial prospects of textile design programmes in selected tertiary institutions in Southwest Nigeria [Unpublished master's thesis]. Federal University of Technology, Akure.
- Akinyemi, S., Ofem, I. B., & Ikuenomore, S. O. (2012). Graduate turnout and graduate employment in Nigeria. *International Journal of Humanities and Social Science*, 2(14), 257-265.
- Amubode, A. & Goriola, O. (2015). Assessment of entrepreneurial traits among undergraduate students of clothing, textile and interior decoration. *International Journal of Marketing Studies*, 7 (4), 94-104.
- Diogu, G., Nwigwe, C., Anne, C. & Diogu, N. (2014). Problems and the prospects of the Nigerian textile industry. *Nsukka Journal of Humanities*. 22(2014), 265-273.
- Emidun, O. O., Akinnibosun, O. F. & Adeloye, A. A. (2023). Assessing Nigerian tertiary institutions students' awareness of entrepreneurship in textile design education. *KIU Journal of Social Sciences*, 9(4), 79-87.
- Fnae, K. A., Adeniji, I. A., & Adu, E. O. (2008). Graduate unemployment in Nigeria: a blind spot in the nation's educational system. *The African Symposium*, 8(2), 77-96.
- Gartner, W. B. (1990). What are we talking about when we talk about entrepreneurship? *Journal of Business Venturing*, 5(1), 15-28.
- Godfrey, A. & Pourmojib, S. (2017). Innovation, entrepreneurship and textiles. *IOP Conference Series: Materials Science and Engineering*. 254(21), 1-6.
- Granger, M. M., & Sterling, T. M. (2012). *Fashion Entrepreneurship: Retail Business Planning* (2nd ed.). USA: Fairchild Publications, Inc
- Ibeto, F. O. & Ogunduyile, S. R. (2015). Design and marketing of clothing and textiles in Nigeria. *Nigerian Journal of Clothing and Textile*, 1(1), 68-76.
- Mittal, P. & Raghuvaran, S. (2021). Entrepreneurship education and employability skills: the mediating role of e-learning courses. *Entrepreneurship Education*, 4(1), 153–167.
- Ogunduyile, S.R; Kayode, O, & Ojo, B. (2008). Art and design practices in Nigeria: the problem of dropping out. *International Journal of Education & the Arts*. 9(4), 1-22.
- Okafor, E. E. (2011). Youth unemployment and implications for stability of democracy in Nigeria. *Journal of Sustainable Development in Africa*, 13(1), 358-373.
- Santos, F. M., Pache, A. C., & Birkholz, C. (2020). Making hybrids work: Aligning business models and organizational design for social enterprises. *California Management Review*, 62(3), 131-152.
- Sarıkaş, A. & Ceviz, N. (2021). Digital transformation in the textile industry. *Social Mentality and Researcher Thinkers Journal*, 7(54), 3700-3709.