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RESEARCH ARTICLE

The Entrepreneurial Content in the Industrial Design Curriculum in Southwest Nigeria: Textile Design Techniques and Trends

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ABSTRACT
This paper explored the incorporation of entrepreneurial content in the industrial design curriculum in universities in Southwest Nigeria, with a specific focus on textile design. Acknowledging the landscape of the global textile industry and the cultural significance of textiles in Southwest Nigeria, the study examined the existing industrial design curriculum, highlighting the level of consideration given to entrepreneurship in the development of the curriculum. The study adopted the content analysis approach to investigate the entrepreneurial content of textile design in the industrial design curriculum. The industrial design curriculum of the Federal University of Technology, Akure (FUTA) was selected because FUTA is the only university offering the industrial design curriculum in the region. The curriculum was analyzed across all levels, the entrepreneurial courses were highlighted based on the course synopsis while other courses were classified as general courses. The study revealed that entrepreneurship was given good consideration during the development of the curriculum. It was therefore recommended that the curriculum be updated regularly to ensure it remains relevant and meets the entrepreneurial needs of the students.
KEYWORDS: Entrepreneurship, entrepreneurial content, industrial design, textile design curriculum

INTRODUCTION
Entrepreneurship has been unquestionably one of the most used words in the past few years internationally. Gautam (2015) stated that entrepreneurship is key to the survival of any key economic sector and this awareness should start from the school. Generally, students coming from various fields related to creative arts may benefit considerably from an entrepreneurial mindset, as innovation and multidisciplinary contents are part of these fields and can very well lead to a variety of jobs. Entrepreneurship education is continually gaining massive interest among academics,

policy makers and business professionals. It is opined that entrepreneurial engagement is the twenty-first century strategy for economic growth and development of any nation (Mani, 2015). As a result, the Federal Ministry of Education through the National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) has made entrepreneurship education compulsory for every student in Nigeria tertiary institutions with the hope that it will spur graduate business startups (Adeloye, 2021). However, for over a decade of this policy implementation, Nigerian graduates still wallow in the vortex of unemployment and unrestrained job seeking as opposed to job creation, this includes graduates of vocational courses such as textile and fashion design (Adeloye, Siyanbola, & Adeyemi, 2022).

The Nigerian textile manufacturing industry was once vibrant and recognized globally because of the quality and quantity of textile produced in different textile mills across the country. The textile industry provided ready job for textile design graduates; however, the case is different now as the textile industry in Nigeria is presently in a comatose state and struggling for survival (Adeloye, 2021). It is now obvious that there is no ready white-collar job for textile design graduates. This makes the focus on the entrepreneurial aspect of textile design necessary in tertiary institutions. The objective of the research is to identify the extent to which textile design specialization in industrial design prepares students for entrepreneurship after graduation.

LITERATURE REVIEW

According to Koch (2022), industrial design as a course of study is an interdisciplinary field that integrates creative design principles with practical engineering and business considerations. Industrial design students are trained to have a deep understanding of the entire product development process. The curriculum typically includes a blend of foundational design courses, covering drawing, sketching, and prototyping, to nurture the essential skills for visual communication and ideation. Industrial design programs emphasize human-centered design principles, teaching students to prioritize user experience, and ergonomic considerations (Sinclair, 2017). Beyond the creative aspects, students engage in course works that enhances their business skills, encompassing market analysis, cost considerations, and project management. The collaborative nature of the field is also reflected in the educational experience, with students often working in interdisciplinary teams to simulate real-world design environments (Loy, Canning, & Little, 2015).

In Nigeria, industrial design as a course of study is gaining increased recognition and importance in the context of economic development and innovation (Ilhah, & Oygur, 2020). Industrial design students in Nigerian tertiary institutions undergo a curriculum that covers fundamental design principles, drawing, and computer-aided design (CAD) skills. Industrial design was first taught in Nigeria at Ahmadu Bello University before being taught in other institutions like the Federal University of Technology, Futa, Federal University of Technology, Yola, and Tafawa Balewa University, Bauchi, among others. The program has three specializations in most of these universities, namely, ceramics, graphics, and textiles. Industrial design programs in Nigeria often emphasize the cultural and social dimensions of design, encouraging students to consider the unique challenges and opportunities presented by the Nigerian market (Adeloye, 2021).

According to (Adeloye, Akinbogun, & Ogunduyile, 2023), textile design and entrepreneurship intersect to create a field that combines artistic creativity with business intelligence. Textile design involves the exploration of various techniques, materials, and processes used to create patterns and designs for fabrics. Textile design students often

learn traditional handcraft methods as well as modern digital design tools. They explore the study of colour theory, texture, and the properties of different fibers and gain comprehensive understanding of how design choices can impact the functionality and aesthetics of textiles (Godfrey & Pourmojib, 2017). The combination of textile design and entrepreneurship largely contributes to the economy of a region by generating employment opportunities and driving innovation within the broader textile and fashion sectors (Adeloye, Ogunduyile, & Akinbogun, 2022).

METHODOLOGY

The study adopted the content analysis approach to investigate the entrepreneurial content in the industrial design curriculum, with a specific focus on textile design, in Southwest Nigeria. Industrial design curriculum of the Federal University of Technology (FUTA) was selected for analysis because FUTA is the only university offering industrial design in Southwest Nigeria. The courses in the curriculum were analyzed across all levels. The courses were classified as either entrepreneurial or general based on the course synopsis. Courses that impart students with practical skills capable of making them self-reliant and those that introduce students to theoretical concepts in entrepreneurship were classified as entrepreneurial courses while others were classified as general courses.

RESULTS

The Federal University of Technology, Akure (FUTA) is the only university offering industrial design courses in Southwest Nigeria. Therefore, for this research, the industrial design curriculum used in FUTA was analyzed.

100 Level Courses

Table 1 shows the courses offered by 100 level textile design students in Industrial Design Department, FUTA. It can be deduced from the table that the 100 level courses are basic university courses and introductory courses to designs. There are 20 courses offered in 100 level and none of these courses theoretically or practically introduce students to entrepreneurship. It can be established that the curriculum does not introduce students to entrepreneurship in their first year.

Table 1
100 Level Courses

First Semester				
Course code	**Course Title**	**Units**	**Nature**	**Category**
IDD 101	Introduction to Drawing I	2	Practical	General
IDD 103	Three Dimensional Design 1	2	Practical	General
IDD 105	Design Composition 1	2	Theory	General
GNS 101	Use of English I	2	Theory	General
GNS 103	Information Literacy	1	Theory	General
MEE 101	Engineering Drawing I	3	Practical	General
MTS 101	Introductory Mathematics I	3	Theory	General
IDD 111	Introduction to Textiles I	2	Theory	General
CHE 101	General Chemistry I	3	Theory	General
CHE 103	Experimental Chemistry 1	1	Practical	General
Total Units		22		
Second Semester				
IDD 102	Introduction to Drawing II	2	Practical	General

IDD 104	Three Dimensional Design II	2	Practical	General
IDD 106	Design Composition II	2	Theory	General
GNS 102	Use of English II	2	Theory	General
CSC 102	Introduction to Computing	3	Theory and Practical	General
MEE 102	Workshop Practice	2	Practical	General
MTS 102	Introductory Mathematics II	3	Theory	General
IDD 112	Introduction to Textiles II	2	Theory	General
CHE 102	General Chemistry II	3	Theory	General
CHE 104	Experimental Chemistry II	1	Practical	General
Total Units		22		

Note: Researcher's Fieldwork, 2023

200 Level Courses for Industrial Design

Table 2 shows the courses offered by 200 level textile design students in Industrial Design Department, FUTA. It can be inferred from the table that most of the courses at this level are textile design courses with only five university courses and four general design courses. There are 16 courses at this level and going through the synopsis of the courses, 11 were identified as entrepreneurial courses because they either introduce students theoretically to entrepreneurial concepts or make provisions to instill life skills capable of making students self-reliant. IDD 221 introduces students to the skill of making traditional fabrics such as adire, batik, and aso-oke weaving; IDD 223 and IDD 224 introduce students to the fundamentals of fashion design and the fashion industry; IDD 222, IDD 225 and IDD 226 introduce students to different aspects of surface design such as branding, African print designs and other types of textile prints; IDD 219 and IDD 220 introduce students to practical graphic design principles and software development; CSP 210 exposes students to basic agricultural practices such as farm clearing, planting, harvesting, and storing while PMT 201 and PMT 210 theoretically introduce students to concepts of entrepreneurship such as project handling and understanding demand and supply among others.

It can be deduced from Table 2 that entrepreneurship was giving major consideration during the curriculum development of these courses. At this level, students are exposed to entrepreneurial areas in textiles such as: traditional textile production, fashion design, and branding. Entrepreneurial areas in agriculture, graphic design, and software development were also captured. It can be established that the curriculum at this level adequately introduces students to entrepreneurship.

Table 2
200 Level Courses

First Semester				
Course Code	**Course Title**	**Units**	**Nature**	**Category**
IDD 201	Life Drawing I	2	Practical	General
GNS 203	Nigerian History and Culture	2	Theory	General
IDD 221	Traditional Textiles	2	Practical	Entrepreneurial
IDD 223	Introduction to Garment Construction I	3	Theory and practical	Entrepreneurial
IDD 225	Surface Design I	2	Practical	Entrepreneurial
IDD 219	Computer Aided Design and Software Development in Graphics I	2	Practical	Entrepreneurial

PMT 201	Introduction to Project Management	3	Theory	Entrepreneurial
CHE 203	Organic Chemistry I	2	Practical	General
		18		
	Second Semester			
IDD 202	Life Drawing II	2	Practical	General
CSP 210	General Agriculture Practical	2	Practical	Entrepreneurial
PMT 210	Principle of Economics	3	Theory	Entrepreneurial
IDD 222	Contemporary Textiles	2	Theory and practical	Entrepreneurial
IDD 224	Introduction to Garment Construction II	3	Theory and practical	Entrepreneurial
IDD 226	Surface Design II	2	Theory and practical	Entrepreneurial
IDD 228	Textile Design in the Industry	2	Theory	General
IDD 220	Computer Aided Design and Software Development in Graphics II	2	Practical	Entrepreneurial
		18		

Note: Researcher's Fieldwork, 2023

300 Level Courses

Table 3 shows the courses offered by 300 level textile design students in Industrial Design Department, FUTA. Most of the courses at this level are textile design courses with only two university courses which are entrepreneurial courses; EMT 301 and EMT 302. There are 18 courses at this level and going through the course synopsis, 14 courses were identified as entrepreneurial courses because they either introduce students theoretically to entrepreneurial concepts or make provisions to instill entrepreneurial skills capable of making students self-reliant. EMT 301 introduced students to entrepreneurial concepts like creativity, innovation, risk taking, sourcing for capital, and marketing among others while EMT 302 makes provision for students to practical entrepreneurial training in any field of their choice. IDD 327 and IDD 330 introduce students to quick sketches and fashion illustration which are viable entrepreneurial areas in the fashion industry.

IDD 329 and IDD 332 focus on exposing students to different weaving techniques and weaving on different types of looms such as the inkle loom and table loom. IDD 331 and IDD 334 was designed to introduce students to innovative textile branding and printing techniques such as different types of heat transfer and sublimation printing. IDD 333 and IDD 336 are to further introduce students to techniques in garment construction such as construction skills for basic garments, preparation of various components of garments such as plackets, neckline variations, sleeves, pocket, cuffs, and collars among others. IDD 335 and IDD 338 was designed to provide students with skills for creating and simulating of various African and Western textile prints in 2D using various media. IDD 340 was designed to expose students to textile and fashion industries where they learn practically from the industry and textile entrepreneurs. IDD 340 exposes students to design and creating of fashion accessories such as head gears, scarf, fashion jewellery, tie and bow, belts, bows, hand gloves, bag and purses using various media.

It can be inferred from Table 3 that entrepreneurship was giving major considerations during the curriculum development of these courses. At this level,

students are exposed to more entrepreneurial areas in textiles such as: fashion illustration and ornamentation in textiles. A provision was also made for students to learn directly from practicing entrepreneurs. Students are also introduced to advancements in the traditional textile production, fashion design, and branding. It can be established that the curriculum at this level further introduces students to entrepreneurship.

Table 3
300 Level Courses

First Semester				
Course Code	**Course Title**	**Units**	**Nature**	**Category**
EMT 301	Introduction to Entrepreneurship	2	Theory	Entrepreneurial
IDD 327	Drawing and Illustration I	2	Practical	Entrepreneurial
IDD 329	Weaving Techniques I	2	Practical	Entrepreneurial
IDD 331	Printing and Dyeing Techniques I	2	Practical	Entrepreneurial
IDD 333	Garment Construction I	3	Practical	Entrepreneurial
IDD 335	Surface Design III	2	Practical	Entrepreneurial
IDD 337	Textile Testing	2	Theory	General
IDD 339	Introduction to Textile Science	2	Theory	General
IDD 341	Fashion and Textile Ornamentation I	2	Practical	Entrepreneurial
		19		
Second Semester				
EMT 302	Practical Skills in Entrepreneurship	3	Practical	Entrepreneurial
IDD 330	Drawing and Illustration II	2	Practical	Entrepreneurial
IDD 332	Weaving Techniques II	2	Practical	Entrepreneurial
IDD 334	Printing and Dyeing Techniques II	2	Practical	Entrepreneurial
IDD 336	Garment Construction II	3	Practical	Entrepreneurial
IDD 338	Surface Design IV	2	Practical	Entrepreneurial
IDD 340	Textile Industry Visit and Report	2	Practical	Entrepreneurial
IDD 312	Technical Report Writing and Presentation in Design	2	Theory	General
CHE 310	Colour Chemistry and Textile Technology I	2	Practical	General
		20		

Note: Researcher's Fieldwork, 2023

400 Level Courses

Table 4 shows the courses offered by 400 level textile design students in Industrial Design Department, FUTA. All the courses at this level are textile design courses. At this level, students are taught in school for the first semester, the second semester is dedicated fully for Student Industrial Work Experience (SIWES). The SIWES program runs for six months and it exposes students to practical field experience of what they have been taught in school. There are nine courses to be taken during the first semester at this level and going through the course synopsis, all the courses are

entrepreneurial courses because eight of the courses instill entrepreneurial skills capable of making students self-reliant while IDD 445 was designed to equip students with theoretical knowledge about how to ensure good quality is maintained during textile production so as to enhance the marketability of the finished products.

IDD 429 focuses on improving students' fashion illustration skills. Students are expected to expand the skill to draw & render different fashion accessories used by men and women as well as develop and introduce categories of clothing that are meant for a specific occasion. IDD 431 was designed to enhance students' practical weaving skills. Students are expected learn how to develop original designs using different weaving techniques**.** This course also introduces students to computer-aided design and computer-aided manufacturing in weaving. IDD 433 exposes students to advanced printing and dyeing techniques. Students are expected to learn customization of apparel manufacture, home textiles production and textile finishes among others. IDD 435 was designed to improve student's garment construction skills. Students are expected to learn constructing patterns for children's garments and constructing variations of basic adult male and female clothing.

IDD 437 focuses on improving students' surface design skills. Students will be introduced to creating designs and motifs using computer-aided design. IDD 439 introduces students to interior design and decoration. Students will be taught furniture arrangement, fabric and colour selections, lighting, ventilation, process of space and planning and design of residential and commercial interiors among others. IDD 441 was designed to enhance students' fashion and ornamentation design skills. Students will be introduced to smocking, ribbon work, beads and sequence work, hand fabric painting cording, button hole, French knot, and double knot among others. IDD 443 introduces students to fashion photography. Students are expected to learn principle of photography, indoor photography, lighting techniques, photography techniques, modelling in newspaper, magazines, occasions, and fashion shows.

It can be inferred from Table 4 that entrepreneurship was giving major consideration during the curriculum development of these courses. At this level, students are exposed to more entrepreneurial areas in textiles such as: Interior decoration and fashion photography. A provision was also made for students to learn directly from practicing entrepreneurs and directly from the industry during SIWES. Students were also introduced to advancements in traditional textile production, fashion design and branding, fashion illustration, and ornamentation in textiles. It can be established that the curriculum at this level adequately addressed students' entrepreneurial needs.

Table 4
400 Level Courses

First Semester				
Course Code	**Course Title**	**Units**	**Nature**	**Category**
IDD 429	Drawing and Illustration III	2	Practical	Entrepreneurial
IDD 431	Advanced Weaving Techniques I	2	Practical	Entrepreneurial
IDD 433	Textile Printing and Dyeing Technology	2	Practical	Entrepreneurial
IDD 435	Garment Construction III	3	Practical	Entrepreneurial
IDD 437	Surface Design V	2	Practical	Entrepreneurial
IDD 439	Interior Design and Decoration I	3	Practical	Entrepreneurial

IDD 441	Fashion and Textile Ornamentation II	2	Practical	Entrepreneurial
IDD 443	Fashion Photography	2	Practical	Entrepreneurial
IDD 445	Quality Control, Assurance and Management	2	Theory	Entrepreneurial
		20		
	Second Semester			
IDD 402, 404 & 406	SIWES	12	Practical	Entrepreneurial
		12		

Note: Researcher's Fieldwork, 2023

500 Level Courses

Table 5 shows the courses offered by 500 level (final year) textile design students in Industrial Design Department, FUTA. At this level, students are taught and prepared for their final year projects, they are also guided through the execution of the projects. IDD 501 was design to introduce students to the concept and principles of conducting research, and report writing while IDD 500 guides students through the process of seminar presentation. There are sixteen courses to be taken at this level and going through the course synopsis, ten courses were identified as entrepreneurial courses.

IDD 527 and IDD 526 were designed to fine-tune students weaving skills. Student are expected to proficiently use CAD and CAM for woven fabrics. Students are also expected to creatively produce woven fabric. IDD 529 and IDD 530 were designed to perfect students' skills in textile design generation and fashion design. Students are expected to produce simulated African prints and create original fashion collection incorporating fashion illustration and fashion photography to produce the collection. IDD 531 and IDD 532 focus on perfecting students' surface design and decoration techniques. Students are expected to explore extensive use of CAD for generation of designs, exhibition of textile works and sourcing clients for freelance work among others. IDD 533 and IDD 534 were designed to enhance students' skills in interior design and decoration. Students are expected to exhibit proficiency in 3D drawings, perspectives with measuring point methods, model making of interior scheme and presentation drawings with different media. Students will be introduced to drafting and presentation software like Auto Architect, Home Architect, Auto Desk, Arch CAD, Corel draw, 3D Studio, Paintbrush, and their applications. IDD 535 introduces students to merchandising, fashion marketing, role of merchandiser, product development and product cycle, channels of distribution, and promotional activities of government and organizations among others while IDD 536 introduces students to how to set up small-scale enterprises in fashion and textiles. A provision was also made for interactive sessions on the protocol of client services management, marketing, and appropriation.

It can be inferred from this analysis that entrepreneurship was giving major considerations during the curriculum development of these courses. At this level, students are exposed to the theoretical concepts of textile merchandising and marketing. A provision was made to guide students through the process of setting up small scale enterprises in fashion and textiles and provision was also made for students to fine-tune their skills in weaving, textile prints, fashion design, and interior design and decoration. It can be established that the curriculum at this level adequately addressed students' entrepreneurial needs in preparation for the labour market.

Table 5
500 Level Courses

First Semester				
Course Code	**Course Title**	**Units**	**Nature**	**Category**
IDD 501	Research Methods in Industrial Design	2	Theory	General
IDD 599	Final Year Student's Project	3	Practical	General
IDD 525	Technical Textiles I	2	Theory	General
IDD 527	Advanced Weaving Techniques II	3	Practical	Entrepreneurial
IDD 529	Textile and Fashion Production I	3	Practical	Entrepreneurial
IDD 531	Surface Design VI	2	Practical	Entrepreneurial
IDD 533	Interior Design and Decoration II	3	Practical	Entrepreneurial
IDD 535	Textile Marketing, Merchandising And Advertising	2	Theory	Entrepreneurial
		20		
Second Semester				
IDD 500	Seminar	2	Practical	General
IDD 599	Final Year Student's Project	3	Practical	General
IDD 526	Technical Textiles II	2	Theory	General
IDD 528	Advanced Weaving Techniques III	3	Practical	Entrepreneurial
IDD 530	Textile and Fashion Production II	3	Practical	Entrepreneurial
IDD 532	Surface Design VII	2	Practical	Entrepreneurial
IDD 534	Interior Design and Decoration III	3	Practical	Entrepreneurial
IDD 536	Ethics and Professional Practice in Fashion and Textile Design	2	Theory	Entrepreneurial
		20		

Note: Researcher's Fieldwork, 2023

DISCUSSION

The content analysis of textile design in the industrial design curriculum in FUTA revealed that textile students specialize at 100 level unlike other institutions that specialize in advance levels. It was observed that at hundred level students are expected to do university courses and introductory courses to design. Students are not introduced to entrepreneurship at this level. Students are introduced to several entrepreneurial aspects of textile design such as adire, batik, aso-oke, fashion design, surface design and branding in 200 level. Apart from the entrepreneurial aspect of textile design students are also introduced to entrepreneurship in agriculture. At this level, students are given theoretical background of entrepreneurship in the aspect of project management. Students at this level are adequately introduced to entrepreneurship theoretically and practically.

At 300 level, students are introduced to fashion illustration and ornamentation in textiles. In addition, students are given the opportunity to learn from entrepreneurs on the field and they are introduced to new developments in traditional textiles, branding, and fashion. The curriculum at this level makes adequate provision for students' entrepreneurial training in school and on the field from experts. At 400 level, students are expected to go for six-month industrial training in the industry or with established entrepreneurs. This plays a major role in the entrepreneurial development of textile students. Students are also introduced to the new entrepreneurial areas in textile design such as interior design and fashion photography. These are lucrative entrepreneurial areas in the twenty-first century. At this level, students are practically trained for entrepreneurship in school and in the industry. At 500 level, in preparation for the labour market, students are introduced to the principles of textile merchandizing and marketing and also the guideline to setting up small scale textile enterprise. Students are also introduced to new innovations in weaving, fashion, textile prints, and interior decoration. At this level, students are adequately equipped with entrepreneurial skills theoretically and practically.

It can be established that textile design in the industrial design curriculum in FUTA focuses on equipping students with theoretical and practical entrepreneurial skills to make them relevant textile entrepreneurs after graduation. The curriculum trains students in both traditional and contemporary textile practices. The textile entrepreneurial areas covered in the curriculum include: traditional textiles dyeing (adire and batik), aso-oke weaving, fashion, surface design, branding, ornamentation in textile, interior decoration, and fashion photography.

CONCLUSION

The content analysis of the textile design curriculum in the industrial design program in Southwest Nigeria revealed that the curriculum was designed to prepare students for entrepreneurial success in the textile industry. Unlike other regions where specialization begins at advanced levels, In Southwest Nigeria, a unique model of initiating students into textile specialization from their first year is adopted. This curriculum imparts theoretical knowledge and also places a strong emphasis on practical entrepreneurial skills at each academic level.

The curriculum progression is structured to expose students to diverse aspects of entrepreneurship in textile design. At the early stages, students are introduced to foundational university and design courses, delaying explicit entrepreneurial training until the second year. However, from the second year onwards, a robust framework is in place to familiarize students with various entrepreneurial aspects in textile design, such as adire, batik, aso-oke, fashion design, surface design, branding, and even entrepreneurship in agriculture.

The integration of theoretical and practical elements at every stage of the curriculum, particularly during the six-month industrial training in the fourth year, plays a major role in honing students' entrepreneurial skills. The exposure to real-world scenarios and learning from industry experts contributes significantly to their readiness for the challenges of the textile business. In order to maximize the entrepreneurial potentials in textile design programs in Nigerian tertiary institutions, the researchers recommend a balance between the theoretical knowledge and practical skills in all institutions offering textile design.

AUTHOR CONTRIBUTIONS

Oluwatoyin Funke Akinnibosun: Research conceptualization, data collection, literature review, and manuscript writing; Adebayo Abiodun Adeloye: Data collection, data analysis, and manuscript writing; Olugbenga Benjamin Emidun: Research methodology, manuscript writing, and critical review

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