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Factors influencing Choice of Clothing and textiles among undergraduate students: A study of Teaching Facilities, Career Prospects and Strategies for improvement

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Abstract

This study explores the factors influencing choice of Clothing and textiles among undergraduate students in Delta State, with a focus on teaching facilities, career prospects, and strategies for improvement. The study adopts a descriptive survey method and Pearson Product Moment Correlation research design. The population comprises 220 undergraduates' students of Clothing and textiles in Delta State, Nigeria, Data is collected through a structured questionnaire, titled " Factors Influencing Choice of Clothing and Textiles among Undergraduates Students, teaching facilities, Job Prospects and Strategies for Improvement Questionnaire" (FICCTUSTFJPSIQ), which was validated and tested for reliability. The analysis includes mean and standard deviation for research questions and Pearson product moment correlation for hypotheses. The findings indicate that teaching facilities, such ICT facilities, computer aided instruction, well-equipped laboratories, enough conducive classrooms, instructional materials, with educational facilities and equipment significantly influence choice of Clothing and textiles undergraduate students. Many career opportunities in Clothing and Textiles such as Fashion designing, Pattern and Clothing production, Interior and Exterior designing, weaving, knitting/crocheting and tie dye/ batik production also play significant role. Strategies to improve students' choice involve we're giving incentives, donation of equipment, excursion to clothing manufacturing industries among others. In conclusion, the study emphasizes the importance of teaching facilities and career prospects in shaping students' choice of Clothing and Textiles. To enhance this choice, educators should consider students' vocational and entrepreneurial skills need while employing effective teaching strategies. It is recommended for educators to base teaching and learning more on

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practical skills for business operations and stakeholders should support in motivating students' that excel in productivity in the area of Clothing and textiles education.

Keywords: Choice, clothing and textiles, undergraduate students, teaching facilities, career prospects and strategies for improvement.

1. Introduction

Clothing and textiles are a very vital area in Home Economics studied at different levels of education with emphasis on the learner's acquisition of knowledge, skills and development of capabilities. It concerns the development and enhancement with practicable skills of borderless possibilities, relevance and opportunities for effective national economic and technological growth. Clothing and textiles being skill-cent red course equips the students with sellable skills for self- reliance, entrepreneurial and occupational/employability opportunities in clothing construction, garment making, tie-dye and batik making, clothing merchandizing, cosmetology, laundry and dry cleaning, among others for productive for product living (Olubiyi et al, 2018; Bob-Eze, 2023). Clothing and textiles enable the students to be equipped with needed reasonable knowledge and abilities to plan, source, and provide clothing, enhance the clothing products and services, recognize and meet the clothing needs of individuals and families even globally (Azonuche & Anyakoha,2018; Adilo et al 2023). Clothing and textiles education provide adequate knowledge, understanding, attitude for proper and appropriate clothing for self and environment for the students who become acquitted with wearing and care of clothing items (Olasebehkan & 2019). Obiana et al (2022) noted that Clothing and textiles skill development contribute to optimal capacity building for individuals, sustain families and grow and develop the nation through adequate application and utilization of acquired knowledge and capabilities. They further stressed that the development of human capacity acquired through Clothing and textiles practical skill innovation and creativity can help to advance competences in methods and motivations that boost students' curiosity, interest and choice for skill learning,

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mastering, exploration and development (Obiana et al, 2022).

The study of Clothing and textiles in the university as the highest citadel of knowledge and learning is quite beneficial, but it seems from observation that students most often place more value on choice and learning food and nutrition than clothing and textiles due to some predisposing factors (Anerua & Azonuche 2010), even when it offers a wide range of career options. As such, it is paramount for the students equipped with the knowledge, skills, and abilities to possess sound foundational based subject in order to be competent to make informed decisions necessary for the career choice options.

Choice deals with preference or value of what is considered worthwhile to another or to her available options to someone. It entails selection of one thing amidst several alternatives based on some disposing factors. Clothing and textiles leverage on job prospects and benefits derived as motivation to students' choice despite challenges encountered in the teaching and learning process; such as teaching facilities, qualified personnel, fund, subject mastering, among others. Aruybayi (2014) buttressed that individuals have preference for different outcomes; greater desirability of outcomes result from higher preferences or choice.

Clothing and textiles cut across different areas of humanities and sciences studies, its multidisciplinary character often times are challenging to both students and educators. Given the subject's complexity, it follows that lecturers/instructors must be competent in or have specialized understanding of the main facets of the course in instruction. This will allow the instructors to have an influence on the information, abilities, and fundamental ideas that students need to succeed in the Clothing and textiles field of study (Stewart et al., 2023).

The under graduate students majorng in the area of clothing and textiles sometimes have to make tough choices with resilience on the particular fields of study in which they choose to focus. These decisions may have a big impact on their schooling and future employment. Students give careful thought to their future job options while choosing a concentration (Chen et al.,2022). Students in the discipline of Clothing and textiles frequently consider the employment opportunities related to several subfields. These students are more likely to select

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specialties like nutrition or hotel management that believed to provide bright futures for their careers (Goleman, 2018). Demand in the job market and prospective earnings capacity have a big influence on students' choices. Prior studies by Broberg et al., (2017) and Kennepohl (2023) has demonstrated that a variety of factors, including instructional resources, facilities, employment opportunities, and development tactics, may have an impact on students' choice of subject/course of study in an educational programme.

The school facilities involve materials; physical structures and other technical systems support in organization's program or an educational setting that enhance teaching and learning. School facilities as defined by Maier et al., (2022) as the process of coordinating the physical workspace with the personnel and organizational tasks. It combines the ideas of engineering, architecture, behavioral science, and educational management. School facilities raise the standard of the learning environment within the school, raising the standard of instruction. It is of note that students are able to pay more attention to teaching and learning with teachers experiencing fewer distractions if the classroom layout takes the room's acoustics into consideration (Kim, 2020). The availability and quality of instructional resources enable students internalize learning and this have a big influence on what pupils choose. Other facilities in the schools include; Information communication technology (ICT), furniture, storage facilities, toilet facilities, parking lots, lightings, acoustics, cleaning materials and special facilities for special needs (Onyebuenyi et al, 2022). Resources, contemporary classrooms, and well-equipped practical laboratory are crucial in drawing students to certain choice of course. Modern facilities have a favorable impact on students' choice and selections in addition to improving the learning experience (Liao & Li, 2022). Adequacy of facilities and resources in teaching clothing and textiles courses foster an atmosphere where students may successfully explore their interests and acquire practical skills. Lai et al., (2014), highlighted school facilities as key determinant of a high-quality education that is core condition of educational advancement. It suggests a significant investment in the school system's setup, which might have an impact on students' academic achievement if it is not effectively managed

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and maintained. Quarcool et al., (2022) stated that if the activities involved in high-quality teacher preparation meet the requirements of vocational and technical teacher education, which include; all preferential activities aimed at producing competent teachers who may influence students' choice of clothing and textiles, regardless of other factors, these activities could be deemed fundamental.

Clothing and Textile education as skill-oriented course contributes greatly to human resource and economic growth, development and productivity. Ability to do something well with expertise constitutes skill. Adewuyi (2017) pointed that skill development is very necessary in harnessing one's level of acquisition in a particular task or activities and clothing and textiles is inclusive. However, the students' needs to devise workable strategies through skill acquired vocation such as Clothing and Textiles to sustainable economy. To achieve this, there should be a shifted to students' participation and involvement in sustainable capacity building on business ventures that will sustain them after graduation financially and ensure they are stabile in life. The knowledge and skills students acquired from clothing and textiles provide available jobs that can be utilized for self-reliance or employer of labour in formal or non-formal set up (Abamba et al, 2022)

There are many career prospects/options in the area of clothing and textiles readily available at students' disposal on their graduation from the Universities, which include; pattern illustration and making, garment making, fashion designing, teaching, modeling, fashion merchandizing, fabric dying, textiles and accessories trade, fashion writing, knitting, crocheting, among others (Olubiyi, et al 2018; Abamba et al, 2022). These occupational jobs promote resourcefulness that ensure productive living, help combat unemployment and poverty among graduates and human productivity for enhanced life. Obiana et al (2022) pointed that Clothing and textiles vocational jobs can furnish the students, families and the whole nation with needed human capital development for financial stability. Clothing and textile entrepreneur innovate inside these dimensions with creativity and constant change as well as be goal oriented, making it attractive and sellable to increase choice among students to be sustainable. Students should be taught with modern facilities in

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teaching and learning, proficient personnel for instructional delivery, motivation of students, practical and individualized instructional teaching and learning, provision of funds, field trips, exposure to job opportunities among others to enhance their choice of clothing and textiles.

There appear to be a strong choice and like for one area of Home Economics profession over another, despite the wide range of need and opportunities available to other areas. The students may be influenced by a variety of plausible factors, including their lack of interest in the subject, phobia, peer influence, environment, lack of information, inadequate parental and school guidance and counseling services, a lack of training facilities, a shortage of qualified and competent teachers, and a poor outlook for their future careers (Baiden et al., 2022; Resch & Schrittesser, 2023; AL-Smadi, 2015). These factors are assumed to have an impact on students' choice of course of study as well as government and societal policies. Therefore, the purpose of this study is to determine if teaching facilities and career prospects influence undergraduate students' choice of Clothing and textiles; and ascertain strategies that can improve students' choice. Although it makes sense for students to enroll in all of the subject's aspects given the advantages it affords graduates, close examination of students' selections, choice and preferences suggest that some topics are more favored than others in instruction. Due to this, it looks like there is an imbalance in the way resources are being used, with some places seeming to be overusing their human and material resources while others appear to be underusing them. The precise determinants that impact Clothing and textiles choice/selection among undergraduate students have remained empirically unknown, despite the possibility that these factors differ depending on a student's geographic location. Therefore, this study is designed to determine the factors influencing choice of Clothing and textiles of undergraduates: A study of Teaching facilities, Career prospects and Strategies for improvement

2. Study framework

Education consists of three main parts: intake, process, and output. Olaoye (2014) provided support for this claim by stating that an educational system consists of a collection of inputs that are subject to procedures intended to produce outputs. The outputs are made to meet the goals of the systems. The

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independent variable of topic choice is related to the input variable in this study. The teaching and learning process involves the input variable. Process variables (moderating variables) are those that relate to how the instructor, students, and school resource provision—teaching facilities and occupation/employment prospects—interact. The Clothing and textiles students that arise from the process of the teacher-student interaction are the subject of the output variable.

The study was based on Hull's theory of behavioural paradigm of Stimulus Organism Response (S – O – R) equation which was propounded in 1943. Hull developed a hypothesis on how animals might learn by being trained to exhibit particular behaviors. In biological terms, Hull's model goes as follows: an organism experiences deprivation; this leads to demands, which in turn trigger drives, which in turn trigger behavior; behavior is goal-directed, and reaching the goal is important for survival. Connecting this to the research being reviewed, the entity in this instance is the students of Clothing and textiles at a certain school were exposed to the stimulation of their preferred topic. The organism's deficit (knowledge deficiency) made the stimulus required. The organism develops a demand as a result of the stimuli. When the organism responds favorably to its demands through the specified objectives set forth by the instructor, it changes its behavior and becomes a Clothing and textiles student, which is a survival value. The model displayed in Figure 1 serves as an example of this

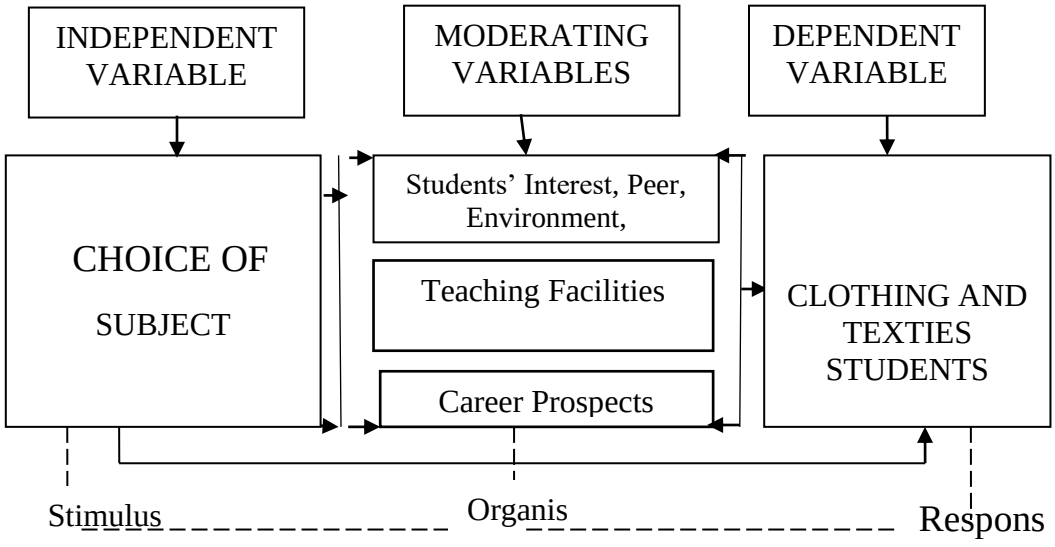

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Figure 1: Conceptual Framework on Clothing and Textiles Choice of undergraduate students.

The independent factors' effects on the dependent variable were examined in this study. Choice of subject is the independent variable, as shown in the research model. This is because it was the variable that was changed to affect changes in the dependent variable, or the result, it was referred to as the independent variable. The stimulus (S) dimension in the behavior paradigm is represented by these independent variables. It was assumed that a few elements would function as a mediator between this stimulus and the result (responses). As shown in the study's model, these were referred to as moderating factors. In the behavioral paradigm, these variables correspond to the organism variable (O). The organism's reaction mechanism is impacted by these variables. The outcome (responses) as a result of the stimulus's impact Clothing and textiles choice of undergraduate students on the organism is represented by the dependent variable. A positive or negative reaction depends on how the organism reacts to the stimuli.

3. Purpose of the Study

i. To determine the influence teaching facilities on Clothing and textiles choice of undergraduate students in universities.
ii. How career prospect influence Clothing and textiles choice of undergraduate students in universities.
iii. The strategies to be adopted to improve on the undergraduate students' choice of clothing and textiles in the universities.

4. Research Questions

i. How does teaching facilities influence Clothing and textiles choice of undergraduate's students?
ii. How does career prospect influence Clothing and textiles choice of undergraduate's students in universities?
iii. What are the strategies to be adopted to improve on the undergraduate students' choice of clothing and textiles in the universities?

5. Research Hypotheses

i. There is no significant relationship between availability of teaching facilities and undergraduate students' choice of clothing and textiles in the universities.
ii. There is no significant relationship between career prospect and undergraduate students' choice of clothing and textiles in the universities.

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iii. There is no significant relationship between Strategies to be adopted and undergraduate students' choice of clothing and textiles in the universities.

6. Design of the Study

The descriptive survey design and Pearson product moment correlation research methodology were used in this investigation. Since the study project examines the link between variables, this design was chosen. This is because the study would concentrate on the interaction between students and variables influencing undergraduate students' desire and choice of Clothing and textiles in the universities, the design was deemed acceptable. A total of 220 students from all the universities and affiliate programmes of the universities operating in Delta State both full and part time based made up the study's population.

The sample size was 220 students with no sampling approach used. Since the population was thought to be modest and controllable, the entire population was used for the research. Delta State University, Abraka = 30, University of Delta, Agbor =17, Dennis Osadebe University, Asaba =20 Affiliate programmes viz: Colleges of Education, Warri =55, from Mosogar =44, Federal College of Education (Technical), Asaba = 54 students. The researcher created a structured questionnaire called " Factors influencing Choice of Clothing and Textiles among Uundergraduate Sstudent's, the Teaching Facilities, Career Prospect and Sstrategies for Improvement" (FICCTUSTFCPSI) as the tool for gathering data. It has two components. The respondents' demographic information was requested in Section A, while items derived from the study's goal and the studied literature were found in Section B on a four-point rating scale of Strongly Agreed (SA) = 1, Agreed (A) = 2, Disagreed (D) = 3, and Strongly Disagreed (SD) = 4, which respondents specified their views.

Two lecturers in Clothing and textiles and a lecturer in measurement and evaluation, carefully analyzed each item to assess how effectively it represented the problem expressed in order to determine the validity of the research instrument. Their input led to the instrument's inclusion of recommendations and adjustments, which is how the validity of the instrument was determined. Twenty (20)) Clothing and textiles undergraduate students from Ignatius

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Ajuru University, Port Harcourt, River State, who were not involved in the study, were given the instrument as part of a pilot test retest to determine the instrument's reliability. The replies were examined using the Cronbach alpha technique of reliability, and an internal consistency reliability coefficient of 0.76 was discovered. With the assistance of three research assistants, the researcher conducted the questionnaire with the respondents. The 220 completed questionnaire copies were promptly returned. One year and three months were spent on the study.

In order to address all of the study questions and ascertain whether or not the respondents' mean scores were homogeneous, the data were analyzed using the mean and standard deviation. Strongly Agreed is defined as a mean of 2.50 or higher, and Strongly Disagreed as a mean of 2.50 or below. At the 0.05 level of significance, the study's hypotheses were tested using the Pearson product moment correlation statistics. The mean and standard deviation were the statistical instruments employed to address the study topic.

7. Results

Research question 1: How does teaching facilities influence Clothing and textiles choice of undergraduate students in universities?

Table 1: Mean rating of the influence of teaching facilities on Clothing and textiles choice of undergraduate students in universities.

S/N	Items	Mean ($\bar{X}$)	SD	Decision
1.	The use of ICT facilities teaching and learning facilitated my choice of Clothing and textiles	3.53	0.56	Agreed
2.	Computer aided instruction is utilized in teaching and learning pattern making.	2.73	1.02	Agreed
3.	Adequately equipped laboratory is available for practical teaching and learning.	3.38	0.57	Agreed
4.	Students have access to the use of teaching and learning facilities for practice.	3.32	0.65	Agreed
5.	Enough conducive classrooms are available for teaching and learning.	3.54	0.61	Agreed

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6.	Cutting equipment/tools are used as instructional material in practical teaching and learning	3.43	0.54	Agreed
7.	Functional departmental library equipped with current educational facilities is available.	3.46	0.56	Agreed
8.	Classroom furniture is adequate making the students comfortable in teaching and learning. Measuring tools are available for teaching and learning Pressing tools/equipment are available for teaching and learning	3.50 3.30 3.64	0.63 0.69 0.74	Agreed Agreed Agreed
9.	Clothing cutting equipment is adequate for students' practical teaching and learning.	3.43	.507	Agreed
10.	Clothing fitting facilities are available for students for use.	3.51	0.51	Agreed
11.	Sewing tools/equipment is adequate for use in teaching and learning. Reference materials (catalogues, magazines, work presentation among others) are utilized in teaching and learning	3.41 3.68	0.53 0.74	Agreed Agreed
12.	I handle practical items personally for learning.	2.67	0.51	Agreed
13.	I model products during practical class.	3.51	0.50	Agreed
14.	Mannequins/dress forms are available for use in teaching and learning practical demonstration.	3.39	0.59	Agreed

Result as seen from Table 1 shows influence of teaching facilities on clothing and textiles choice; all the items had their mean greater than 2.50, mean ranged from 2.67-3.68. Reference materials as catalogue had highest mean of 3.68, Pressing tools/equipment are available had mean 3.64, availability of ICT mean was 3.53, among

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other teaching facilities. This indicates that Clothing and textiles choice is influenced by a variety of teaching facilities, including use of catalogue as reference material, available pressing tools/equipment, the availability of ICT, computer aided instruction, enough conducive classrooms, adequately equipped laboratory, functional library with educational facilities and equipment, access to the use of teaching and learning facilities for practice, cutting, sewing tools, among others.

Research question 2: How does career prospects influence Clothing and textiles choice of undergraduate's students in universities?

iv. Table 2: Mean rating of the influence of career prospects on Clothing and textiles choice of undergraduate's students in universities?

S/N	Items	Mean ($\overline{X}$)	SD	Decision
1.	There are many available career/ job opportunities in choosing Clothing and textiles as area of study.	3.58	0.50	Agreed
2.	Clothing and Textile has broad area of career and job opportunities that can help meet people's clothing needs.	2.90	1.05	Agreed
3.	The choice of Clothing and textiles will help exhibit skill in Fashion designing as Fashion designer My choice of Clothing and textiles will help me to skillful in batik/tie dye production	3.53 3.65	0.50 0.72	Agreed Agreed
4.	Choice of Clothing and textiles will enable me produce pattern for sale	2.74	1.02	Agreed
5.	Choice of Clothing and textiles will enable me become Clothing Entrepreneur	2.58	1.05	Agreed
6.	Choice of Clothing and textiles will enable me become Interior designer	3.50	0.57	Agreed

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7.	Choice of Clothing and textiles will enable me become Exterior/Event designer	2.56	1.03	Agreed
8.	Choice of Clothing and textiles will enable me gain skills in wool work (knitting and crocheting) articles production for sales	3.53	0.51	Agreed
9.	Choice of Clothing and textiles will enable me become Pattern Illustrator	3.49	0.52	Agreed
10.	Choice of Clothing and textiles will enable me become Clothing Merchandiser	3.45	0.57	Agreed
11.	Choice of Clothing and textiles will enable me gain skills in embroidery on articles.	3.47	0.52	Agreed
12.	Choice of Clothing and textiles will equip me with skills to operate Laundry and dry-cleaning services	3.35	.659	Agreed
13.	Choice of Clothing and textiles will enable me become researcher as well as render consultancy services	3.60	0.47	Agreed
14.	Choice of Clothing and textiles will equip me skills to go into Akwa Ocha/ Aso Oke production Choice of Clothing and textiles will enable me go into hat/fascinator making venture. Choice of Clothing and textiles will enable me operate make up/ tying of head gear / bead making outfit for occasions.	2.89 3.66 3.45	1.03 0.72 0.74	Agreed Agreed Agreed

SD=Standard deviation

Result in Table 2 shows the mean and standard deviation rating of responses on influence of career prospects on Clothing and textiles choice of undergraduates, all the items had mean with mean range between 2.56 and 3.58. This indicates that they exceeded the established threshold of 2.50. This suggests that the undergraduate students' choice of Clothing and textiles are influenced by many career opportunities to meet clothing

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needs of people, exhibit skill in Fashion designing as Fashion designer, to produce batik/tie dye, produce pattern for sale, be clothing entrepreneur, interior and exterior designer, pattern illustrator, clothing merchandiser, among others. The items' standard deviations varied from 0.50 to 1.50

Research question 3: What are the strategies to be adopted to improve on the undergraduate students' choice of clothing and textiles in the universities?

i.Table 3: Mean rating of the strategies to be adopted to improve on the undergraduate students' choice of clothing and textiles in the universities?

S/N	Items	Mean ($\bar{x}$)	SD	Decision
1.	Graduates of Clothing and textiles should put into practice knowledge/skills learnt in school	3.38	0.56	Agreed
2.	Emphasis should be more on practical drill of students for subject mastery	3.42	0.64	Agreed
3.	Engage Lecturers with Clothing and textiles mastery in practical and theory in its teaching and learning process.	3.56	0.63	Agreed
4.	Give incentives to students who exhibit excellence in the course	3.40	0.54	Agreed
5.	Organize excursion to Clothing and textiles manufacturing industries to get acquainted with the industrial set up	3.50	0.55	Agreed
6.	School authority should help to subsidize for the purchase of practical materials used in teaching and learning	3.52	0.56	Agreed
7.	Involve donors in the promotion of Clothing and textiles skill acquisition through donation of needed tools and equipment.	3.44	0.51	Agreed

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8.	Award of scholarship to student with best academic performance in clothing and textiles each session	3.61	0.52	Agreed
9.	Give attention to individualized instruction	3.50	0.66	Agreed
10.	In-service training of lecturers to improve the teaching/learning output.	3.62	0.53	Agreed
11.	Give more time to practical class	3.50	0.50	Agreed
12.	Proper supervision of Instruction	3.54	0.51	Agreed
13.	Students should model products after production	3.40	0.56	Agreed
14.	Organize exhibition of products at the end of each semester's work	3.56	0.50	Agreed
15.	Provision of modern instructional facilities for effective teaching and learning	2.90	1.05	Agreed
16.	Effective participation in Students Industrial Work Experience Scheme (SIWES) to expose them to professional work techniques	3.52	0.51	Agreed

SD=Standard deviation

Result in Table 3 is mean rating and standard deviation of strategies to improve on the undergraduate students' choice of clothing and textiles in the universities with mean range from 2.90 to 3.62 for all the items. This indicates that all the items are the strategies to be adopted to improve students' choice include; graduates to practice knowledge and skills learnt, more emphasis on practical drill of students for subject mastery, Engage Lecturers with Clothing and textiles mastery in practical and theory teaching and learning process, give incentives to students with excellence in the course, organize excursion to Clothing and textiles manufacturing industries, subsidize for the purchase of practical materials, donation of needed tools and equipment to promote the course among others. The items' standard deviations varied from 0.50 to 1.05

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Hypothesis 1

There is no significant relationship between teaching facilities and undergraduate students' choice of clothing and textiles in the universities.

Table 4: Pearson Product Moment Correlation of the relationship between teaching facilities and undergraduate students' choice of clothing and textiles in the universities.

		Teaching Facilities	Clothing and textiles
Teaching Facilities	Pearson Correlation	1	.233**
	Sig. (2-tailed)		.000
	N	220	220
Clothing and textiles	Pearson Correlation	.233**	1
	Sig. (2-tailed)	.000	
	N	220	220

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4 showed Pearson Product Moment Correlation between availability of teaching facilities and student subject area preference. It showed a correlation value (r) = .233 and a p-value of .000. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between teaching facilities and undergraduate students' choice of clothing and textiles in the universities.

Hypothesis 2

There is no significant relationship between career prospects and undergraduate students' choice of clothing and textiles in the universities.

Table 5: Pearson Product Moment Correlation of the relationship between career prospects and undergraduate students' choice of clothing and textiles in the universities.

	Job Prospects	Subject Area

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Job Prospects	Pearson Correlation	1	.269**
	Sig. (2-tailed)		.000
	N	220	220
Subject Area	Pearson Correlation	.269**	1
	Sig. (2-tailed)	.000	
	N	220	220

**. Correlation is significant at the 0.05 level (2-tailed).

Table 5 showed Pearson Product Moment Correlation between job prospect and student subject area preference. It showed a correlation value (r) = .269 and a p-value of .000. Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between career prospects and undergraduate students' choice of clothing and textiles in the universities.

Hypothesis 3

There is no significant relationship between strategies to be adopted for improvement and undergraduate students' choice of clothing and textiles in the universities.

Table 6: Pearson Product Moment Correlation of the relationship between strategies to be adopted for improvement and undergraduate students' choice of clothing and textiles

		Strategies for improvement	Clothing and textiles
Strategies for improvement	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.000
	N	220	220
Clothing and textiles	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.000	
	N	220	220

**. Correlation is significant at the 0.05 level (2-tailed).

Table 6 showed Pearson Product Moment Correlation between teaching method and students' subject area preference. It showed a correlation value (r) = .470 and a p-value of .000.

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Testing at an alpha level of .05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between strategies to be adopted for improvement and undergraduate students' choice of clothing and textiles

8. Discussion of findings:

Finding showed that a variety of teaching facilities influence choice of Clothing and textiles which include; use of catalogue as reference material, available pressing tools/equipment, the availability of ICT, computer aided instruction, enough conducive classrooms, adequately equipped laboratory, functional library with educational facilities and equipment, access to the use of teaching and learning facilities for practice, cutting, sewing tools, among others. There was a significant relationship between teaching facilities and undergraduate students' choice of clothing and textiles in the universities. This finding is in agreement with Kennepohl (2023); Kim (2020); and Onyebuenyi et al, (2022) who reported that workshops, laboratories, sufficient and functional instruments, practical experience, and training were necessary for effective teaching and learning. Quarcoo (2022) reported reference books and textbooks, fashion magazines and catalogues that make teaching and learning meaningful and interesting. In contrast to this finding, Quarcoo (2021) in study found that, clothing and Textiles teachers did not have conducive classroom for Clothing and Textiles teaching and learning while students reported not having adequate ventilation, dangerous hanging wires in clothing laboratories, distractions among others were observed in the classroom environment This type of situation, Resch and Schrittesser (2023) stressed that there is a significant divide between theory and practice in the institutions due to non-functional and non-available facilities, which make it difficult to provide adequate instruction and negatively affect students' choice of courses. AL-Smadi (2015) stated that choosing and utilizing instructional spaces effectively can help students stay motivated and engaged, clarify material, introduce fresh concepts, spark discussions, test their ability to think independently, summarize what they have learned, and provide opportunities for applying what they have learned to new tasks.

Finding also showed that the undergraduate students' choice of Clothing and textiles are influenced by many career opportunities such as to meet clothing needs of people, exhibit skill in Fashion designing as

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Fashion designer, to produce batik/tie dye, produce pattern for sale, be clothing entrepreneur, interior and exterior designer, pattern illustrator, weaving, clothing merchandiser among others. Hypothesis indicated a noteworthy correlation between the likelihood of career prospects and undergraduate students' choice of clothing and textiles. This suggested that Clothing and textiles undergraduate students' choice is based on their employment prospects. This finding supports the finding of Broberg et al, (2021); Janfry (2019) studies that found career/job opportunities for vocational professions and occupational skills as a possible strategy for human capacity development for sustenance, social and economic development as its impart felt in the sphere of modern Clothing and textiles industries in various ways, uses and especially in the areas of manufacturing processes and production new product designs (Obiana et al, 2022).Weaving of Akwa Ocha an indigenous fabric used in special occasions such as marriages, burial, cultural festivals and chieftaincy ceremonies are of very high demand and only few persons are skilled in the production, hence it is expensive to purchase. Presently, Aso Oke fabric is also on a very high demand due to its value in culturally and fashion wise Depending on the student's capacity development, those with specific expertise skill and entrepreneurial drive have potentials to work as Fashion designers, Interior and Exterior decorators, Clothing merchandiser, Pattern illustrator, Tie dye/batik producer and cloth weaving after graduation (Bob-Eze, 2023) which help them overcome job seeking saga and unemployment. Knowledge and skills acquired through education and training empowers learners to tackle economic and social challenges that may face them and ensure stability in life.

Furthermore, finding showed the strategies to be adopted to improve students' choice to include; graduates to practice knowledge and skills learnt, more emphasis on practical drill of students for subject mastery, Engaging Lecturers with Clothing and textiles mastery in practical and theory teaching and learning process, giving incentives to students with excellence in the course, organizing excursion to Clothing and textiles manufacturing industries, subsidizing for the purchase of practical materials, donation of needed tools and equipment to promote the course among others. There wass a significant

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correlation between strategies to be adopted for improvement and undergraduate students' choice of clothing and textiles. This is in consonance with Olubiyi et al, (2018) who reported that employing qualified skill/technologists, provision of fund, well equipped laboratories, in service training for teachers and students, more time for practical class among others for effective teaching of entrepreneurial/ trade subjects to achieve set objectives. Federal Republic of Nigeria (2013) stated that in-service training is developed as an integral part of continuity in teacher education to take care of in adequacies. Since clothing and textiles is a practical skill acquisition course, it needs funding as a life wire for educational programme and bedrock for effective practical skills acquisition (Arubayi, 2014).

It is glaring that Clothing and textile vocation needs creativity drive to achieve its oriented goal to be sustainable and increase students' choice. This is Stewart et al (2020) who pointed that teaching and learning process is continuous for stability and are facilitated when there is conducive environment to give the students experiences targeted at achieving certain set goals (Comings, 2023). Innovation is an important factor in the scope of clothing and textile vocation with its complex economic, socio-psychological, socio-cultural and aesthetic dimension. It is strategically necessary incorporating relevant areas that emphasize work practical skills like learning weaving, crocheting, knitting and more entrepreneurial areas like event decoration, textile trade, bead making and tie and dye. Furthermore, practical oriented skills equally have to be emphasized more than the theoretical knowledge to create jobs and employment. This is because education is tasked with influencing the course of the next generation of instruction and practice for optimum development.

9. Conclusion

In conclusion, this study delves into the intricate factors that influence the choice of clothing and textiles education as a vocational and entrepreneurial skill that needs critical strategies for human capital development. Findings shed light on the pivotal role of teaching facilities, job prospects and specific strategies in shaping the choice. The results reveal that the availability of adequate teaching facilities significantly impacts

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students' choices of Clothing and textiles course. Notably, resources like ICT facilities, computer aided instruction, well-equipped laboratories, enough conducive classrooms, instructional materials, with educational facilities and equipment, and practical tools all contribute to the students' inclination toward particular field. The access to these resources enhances their learning experiences and fosters a more favorable academic environment. Many career opportunities are also a factor such as Fashion designing, Pattern and Clothing production, Interior and Exterior designing, weaving, knitting/crocheting and tie dye/ batik production. Practicing knowledge and skills learnt after graduation, more practical drill of students for subject mastery, Engaging Lecturers with subject mastery in practical and theory teaching, giving incentives to students who excel in the course, excursion visits to Clothing and textiles manufacturing industries, subsidy for practical materials, donation of needed tools and equipment among others were strategies to be adopted to improve students' choice.

Recommendations

1. Teaching and learning should focus more on the development of practical skills useful for practice and business venture operations.
2. Workshops and training should be organized for both lecturers and students to update them with skills relevant for mastery in modern clothing and textiles to meet consumers' needs.
3. Stakeholders in education should motivate students to increase their interest in the course and improve participation through rewarding excellence in productivity

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