
ENTREPRENEURSHIP EDUCATION FOR ECONOMIC DEVELOPMENT THROUGH DRESSMAKING EDUCATION

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***Abstract:** The paper highlights entrepreneurship education for economic development through dressmaking education. Entrepreneurship is not a new term to Africa society and even over the globe. In business, it denotes a person who undertakes to supply a goods or service to the market for personal profit usually investing personal capital in the business and taking in the risks associated with it. If the art is properly utilized it suppose to meet society needs which will help to build a great and dynamic economy. Dressmaking is a unique area in Clothing and Textiles Education which involves making garment and other articles with special attention to exact fit or appropriate well suited garment. If this small business is taken with more seriousness and attention given for competency, it might improve the economic situation of Africa. It is because is compulsory for normal person to cover his nakedness and to look good in the society. The paper concludes by encouraging more research on entrepreneurship education for better economic development through dressmaking skills.*

Keywords: Entrepreneurship, Economic Development, Dressmaking and Education

Introduction

The sub-theme: Entrepreneurship small Business Creation and Economic Development is not only tropical but timely particularly when there is high rate of unemployed youths and underemployed adults. Emphasis is now placed on job creation initiative, skills building, small and medium scale enterprise development, training and retraining. As Educational Administrators, it is worthwhile to look at how our graduates or products are getting along about employment, job creation and entrepreneurial development. An understanding of the organization of an enterprise and basic entrepreneurial concepts will be beneficial to their success in the world of work. Hence, it is the right step in the right direction for researchers to look into innovation for economic development in the globe.

I am conscious that several papers would be presented on the various sub-themes. By my background, I am concerned with issues on Entrepreneurship Education, Small and Medium Enterprises (SME) and Vocational Education. How each of these aspects can promote sustainable development in globalizing Africa.

What is Entrepreneurship?

Entrepreneurship is not a new term to the Africa society even over the globe. The concept of entrepreneur has undergone a process. In business, it denotes a person who undertakes to supply a good or service to the market for personal profit; usually investing personal capital in the business and taking in the risks associated with the investment (Nwafor, 2007).

The current conceptualization of entrepreneur includes getting things done, organize some social and economic mechanism and acceptance of risk of failure. It is a wrong notion to think that to be an entrepreneur, you must be in business like Alhaji Aliko Dangote, the Chairman of Dangote Group of Companies, or Chief Arumeni-Johnson, the Chairman of Arik Airline, or Mr. Bill Gate, the President of Bill and Melinda Gates Foundation. Entrepreneur primarily is an innovator, whose dynamic "creative response" to the economic environment makes him central to the promotion of material growth.

More often than not, very little consideration is given to the entrepreneurial function. According to Schumpeter (1950).

The entrepreneurial function is that of undertaking new and untried business possibilities, producing a new commodity or producing "an old one in a new way", re-organizing an industry opening up a new market, developing a new source of supply, or exploiting an invention. "This function" he said, "does not essentially consist in either inventing anything or otherwise creating the conditions which the enterprise exploits. It consists in getting things done".

In effect, the initiative of entrepreneur creates a society's wealth. Therefore, the governments should establish conditions in which entrepreneurs will thrive. Many people wrongly employ the term entrepreneurship to mean small, medium or large firms or organization. Although most entrepreneurship start off as small businesses, the concept includes the behavioural dimension such as creativity and innovation.

Meaning of Economic Development

Education and training are essential for moving society toward sustainability. In a period of sustained economic growth, the development trend continues without becoming less because there is enough of what is needed to live or exist on. So, Education for Economic Development (EED) involves giving people knowledge and skills for lifelong learning to help them find new solutions to their environmental, economic and social issues. For example, a healthy and prosperous society relies on a healthy environment to provide food, resources, safe drinking water, regular supply of electricity and clean air for its citizens.

Beyond the definition, economic development can be interpreted to mean “meeting society’s needs for effective workers which will help to build a great and dynamic economy. This position is supported by the national education goals in Nigeria as contained in the National Policy on Education (FRN, 2004) which is based on:

1. “The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.
2. Acquisition of competencies necessary for self-reliance.

Economic development according to the World Commission on Environment and Development (established in 1983) by the General Assembly) is characterized by (i) development that would ensure economic well-being for present and future generations (ii) protecting the environment resources since development cannot be achieved unless the environment is protected. Also in 1997, the General Assembly Earth Summit recommended the adoption of Agenda 21, which included:

- Sustainable patterns of energy production, distribution and use
- Focusing on poverty eradication as a prerequisite for sustainable development
- Reduction in emission of greenhouse gases leading to climate change (United Nations, 2008:214-218).

It is important to state that the United Nations has been a leading advocate for environmental concerns; such as marine pollution especially oil spills, controlling the movement of toxic waste, protecting the ozone layer and a leading advocate of sustainable development.

Entrepreneurship Education

Entrepreneurship education is the process of providing individuals with the ability to recognize business opportunities and the insight, self-esteem, knowledge and skills to act to them (Colin & Jack, 2004). Entrepreneurship education is about transforming an idea into reality.

One of the crucial factors for encouraging entrepreneurial attitude is to develop entrepreneurship education (Kourilsky & Walstad, 1988). This is based on the fact that many aspects of entrepreneurship can be taught.

Entrepreneurship initiative exists in every individual and most people have the ability to start a business, it may be dormant but needs to be activated. This can be achieved through core knowledge about starting a business; figure 1 presents a conceptual model for entrepreneurship education. This model presents a sequence for helping potential entrepreneurs to become actual entrepreneurs. In fostering entrepreneurship spirit, the student needs specific and general instruction in business disciplines using appropriate

teaching methods such as case studies, internships and study projects. With this knowledge and skill, the student can identify business opportunities and develop entrepreneurial ability. This is followed by implementation plans/activities. There is the need to evaluate and monitor specific aspects of the process such as profit, number of people employed, adequacy of the branches and identify aspects that need improvement or re-structuring. Thereafter, determine experiences needed which can be in the form of retraining, further education, strengthening publicity, or seeking for enterprise or sponsorship.

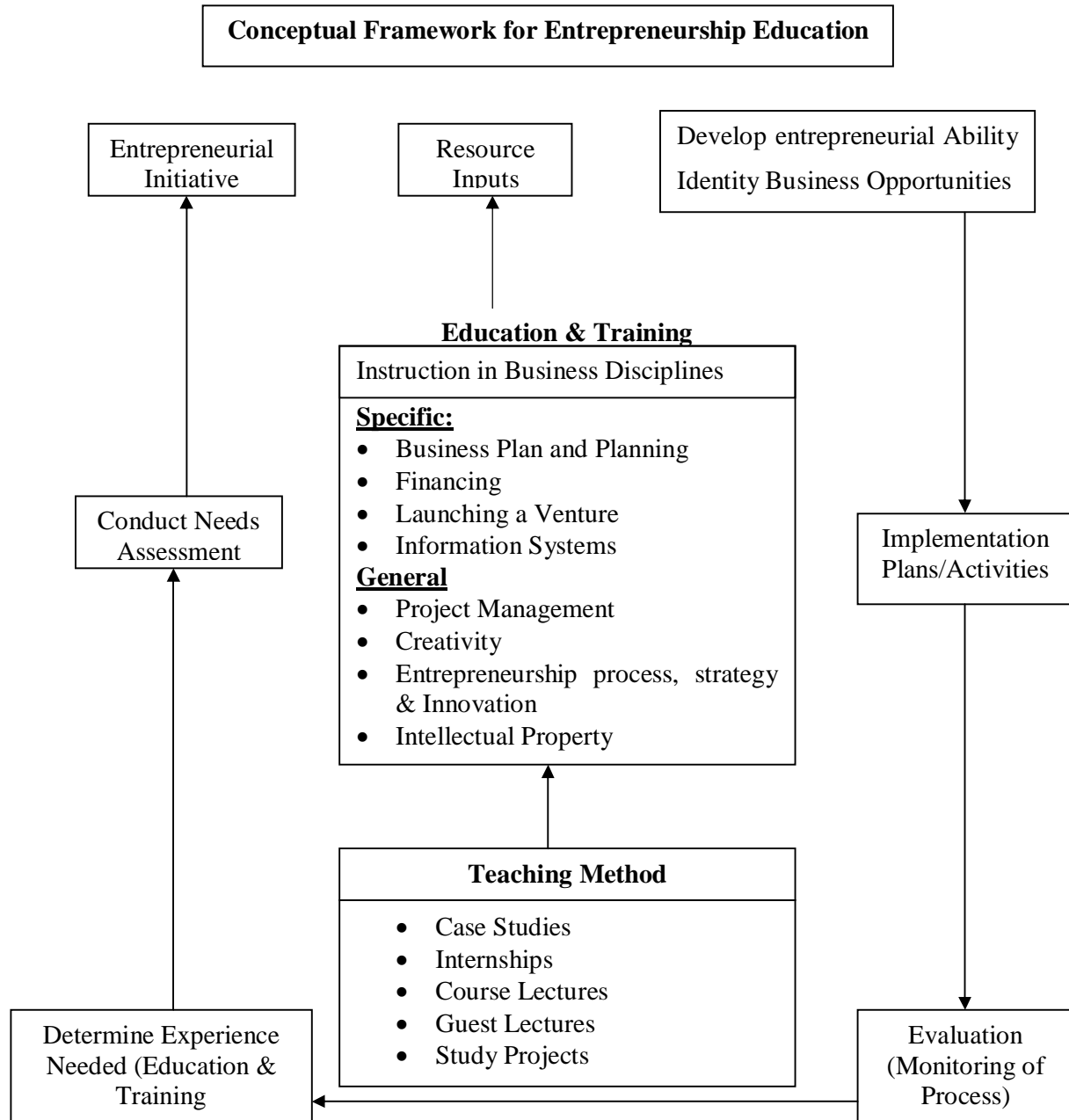


Fig. 1: Hypothetical Model for Entrepreneurship Education and System

Source: Akinseinde (2011).

Education and training for entrepreneurship is coming up and it is going to take a larger dimension in Nigeria. People need to be exposed to complete entrepreneurship education courses that will assist to develop entrepreneurial ability of Nigerians, reduce entrepreneurs' ignorance and increase the survival rate of newly established enterprises, such training is organized by Centre for Management and Development. Individual management consultants also organize seminars and workshops on planning and implementation of entrepreneurship education.

In Nigeria, Colleges, Polytechnics and Universities have started fostering entrepreneurship spirit of students by offering entrepreneurship courses and promote cooperation between the industries and universities. It is important to caution that entrepreneurship education should not be scattered in lead paper and keynote speeches at conferences, class lectures and general studies. There is the need to have systematic course planning that will produce specific effects of entrepreneurial work of the graduates (Chang & Sung, 2009). This should be supported by appropriate course structure, teaching contents, teaching methods and instructional resources.

Small and Medium Scale Enterprises for Economic Development

For decades, Nigeria's economy has been dominated by the public sector while the private sector remains relatively weak with a large segment of small and medium-size enterprises that have very little linkage to the multinationals (National Planning Commission, 2004). The dynamic roles and prospects of small and medium scale enterprises (SMES) have been emphasized by many researchers (Egboh, 2009, Emmanuel, 2008; Musa & Danuma, 2007, Okpe, 2006).

In a developing country like Nigeria, Local, State and Federal Governments are the largest employer of labour. On the long run, this role produces inefficiency in the economy because there is no healthy competition and proper supervision or monitoring that is found in the entrepreneur economy. It is important, therefore, that government should encourage individual entrepreneur to absorb part of the labour market. In this way, the society will have more entrepreneurs that are economically productive. Emmanuel (2008) identified advantages of small and medium-scale enterprise to include the following:

1. Independence of action (ownership and control are invested in the owners; they act and take decisions independently),
2. Adaptability to local needs (most SMEs are situated among communities and the business methods suit local peculiarities).
3. Lower operational cost. They are suitable for mobilizing small savings for productive purposes.
4. Flexibility and efficient management.

SME is a powerful tool for creating a developed economy, and for creating appropriate business environment for sustainable development. There is the need to effectively utilize the activities of the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) to enhance sustainable development in Nigeria.

UNDP (2006:133) once noted that:

Small and medium enterprises often look too limited to make any meaningful impact on the economy. But when taken as a group, their contribution can be significant. It is estimated that about 87 percent of business in Africa are small but they employ over 70 percent of the total workforce.

Small and medium enterprises are essential to sustain livelihood hence the programmes and policies should be nurtured for better economic development.

Dressmaking Education and Training for Sustainable Development

Dressmaking is a unique area in Clothing and Textiles Education which involves making garment and other articles with special attention to exact fit or appropriate well-suited garment. This is an area of competence in which an individual after training possesses abilities that should enable him set up an enterprise for self employment and self investment opportunity. Arubayi (2004) emphasized that clothing and textiles is a field of study which combines both theoretical and practical knowledge from other subject areas such as Arts and Social sciences in the use of apparel to create an acceptable illusion on the family and society. Therefore, dressmaking is a skill oriented subject which could be taught for capacity building for sustainable development of an individual and society at large. If the skill is properly imparted and systematically completed, the graduates involved will be able to run a skilled cottage industry and thus become entrepreneurs that will benefit sustainable living Adebisi, (2013).

Dabiri (2005) viewed dressmaking as an act of cutting, tearing, lemming, felling, mending, repairing and sewing of cloths of all kinds both old and new for human consumption. He stressed further that is an essential service that clothing and textile fabrics are being converted into clothe wears or dresses. This is to say that tailoring is the making of clothe wears for the consumption of humanity. This is also to see to the sustainment of the high caliber of the clothe wears through the maintenance services in respect of that the dressmaking industry renders to the generality of the people. It is in collaboration with the scientific stressed along with all other agents of tailoring acids such as the sewing machines, cutter machines, scissors and needles.

In Ajala (2006), he stressed that dressing making is the ability to explore the available resources whereby the unlimited sophisticated and classical tailoring can work in collaboration with the arts of work.

Essentially, dressmaking was first noticed with our fore-fathers and mother – Adam and Eve in their bid to knit for themselves a net to cover their nakedness when they found themselves naked after they had contravened or circumvent God's injunctions by breaking God's commandments. Evidently, modern dressmaking was originated and aggravated by the white people as a result of the civilization that brought about the development and advancement in the world body: Politics, Economics, Sciences, Technology and Commerce which was propagated and giving prominence by the spirit or only break of industrial revolution of 1748 in Europe. Subsequently, modern dressmaking was brought to Africa by the white people. Hence, the successfulness of dressmaking devoid of racial discrimination does not limit, confine or restrict to the white race or European countries, but wide extended to and cut across the globe of Africa, Asia, Latin American and particularly the whole world at large.

Dabiri (2005) emphasizes precisely that the principle of dressmaking is the process of the study of collectivity of the occupational ideas of the reality of production, consumption and maintenance of clothes along with all other components. This also includes the effective utilization of fabrics to be functional and physical in a case of reality.

Dressmaking construction skill development requires training in practical selection of clothing, the basic principles and processes of clothing construction for people. According to Vanderhoff, Frank and Campbell (1985), Igbo (2003 and Arubayi (2005), they identified different stages involved in dressmaking skills development. These are;

- (i) Equipment and tools for the trade
- (ii) Body measurement
- (iii) Pattern drafting
- (iv) Pattern layout and cutting
- (v) Fitting
- (vi) Modeling
- (vii) Sewing Techniques such as: seams, underlining, Interfacing, Dart, Collar, Bound Buttonhole, Button and Hem.

Conclusion

At attempt has been made to highlights the remaining of entrepreneurship, economic development and Dressmaking Education (DE). It has been established that skill acquisition has prominent role to play in training potential entrepreneurs. The Nigerian Educational Research and Development Council (NERDC) reformed and enhanced the curriculum of secondary education to make it relevant and functional so that it can produce youths that have vocational and entrepreneurial skills and competencies (Obioma, 2008).

Also, Tertiary institutions have improved their course contents in General Studies related course and introduced core courses in entrepreneurship education. As a result of increased awareness, the small-scale enterprises are growing in number and effectiveness.

Since entrepreneurship and economic development are integral part of skill acquisition for small and medium business, it is important to ensure skill acquisition effectiveness in the packaging preparation and quality of dressmaking education programmes. This programme is to prepare individuals for lifelong learning by developing the necessary mental tools entrepreneurial skills and attitudes. It enables the individual to cope with the rapid advances in information and communication technology.

The usefulness of dressmaking Education is not in question but we need to be abreast with the current trends in sewing, adopt competency based on training and invest generously in the skill upgrading of our people through appropriate techniques and principles.

Recommendations

The following recommendations were made:

- (1) More courses should be offered in entrepreneurial education, lower the emphasis on certificate and place greater emphasis on competence in areas of specialization.
- (2) It is equally important that we promote entrepreneurial courses and emphasize how entrepreneurial skill and knowledge can facilitate the learning of other courses and motivate the learner.
- (3) Society should patronize home made and indigenous fabrics sewn in our country better. This will motivate and reinforce the producers. Therefore, the sustainability and economy development will be enhanced.

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