

**STRATEGIES FOR ENHANCING ENTREPRENEURIAL SKILL ACQUISITION THROUGH THE CLOTHING AND TEXTILE CURRICULUM IN HOME ECONOMICS OF SECONDARY SCHOOLS IN PLATEAU STATE, NIGERIA**

**Susan Eloyi Ochigbo, Dr Gavour Pam & Prof. Larai A. Keswet**  
**Science and Technology Education Department, Home Economics unit, University of Jos, Plateau State, Nigeria**

[susanochigbo@gmail.com/08034940480](mailto:susanochigbo@gmail.com/08034940480)

[pamgt@unijos.edu.ng/08100021936](mailto:pamgt@unijos.edu.ng/08100021936)

[keswet@unijos.edu.ng.org/08036180658](mailto:keswet@unijos.edu.ng.org/08036180658)

**Abstract**

This study evaluates the implementation of the Senior Secondary School Home Economics Clothing and Textile curriculum for entrepreneurial skill acquisition in Plateau State, Nigeria. Using an evaluation research design with 202 SS3 students and 44 teachers/administrators from the Central Senatorial Zone, the study employed questionnaires and checklists to assess skill acquisition, challenges, and strategies. Findings indicate that entrepreneurial skill acquisition is slightly above average, though hampered by insufficient funding, inadequate teaching resources, limited practical exposure, and poor infrastructure. A moderate negative correlation was found between implementation challenges and skill acquisition, though not statistically significant. The study recommends increased funding, teacher training, and industry collaboration to enhance curriculum delivery and equip students with market-relevant skills for self-employment in the textile and fashion sector.

**Introduction**

The curriculum contents in Home Economics is a broad and integrative, encompassing key areas such as nutrition and food studies which teach meal planning and preparation; financial literacy and consumer education which cover budgeting and wise resource management; family resource management which addresses interpersonal relationships and home maintenance; clothing and textiles which encompasses garment making and fashion design. According to Pam (2024), the clothing and textiles component is particularly vital as it serves as a direct conduit for entrepreneurial skill development in many economies. This aspect of the curriculum is designed to introduce students to the entire lifecycle of garments from the fundamental principles of fabric science and selection to the technical skills of design, pattern drafting, cutting and construction (Keswet, Yusuf & Kazi, 2019). It integrates both theoretical knowledge such as, understanding textile fibres and their properties with an extensive practical application through hands-on projects like garment production, alteration and recycling.

The curriculum contents often progress from basic hand-sewing techniques and simple repairs to the proficient operation of sewing machines and the creation of complex apparel. Furthermore, it increasingly incorporates elements of fashion design, aesthetics, and the use of local materials fostering creativity and cultural appreciation. The overarching goal is to move beyond mere skill acquisition to instill a deep understanding of the industry that enabling students to make informed decisions as consumers and potential producers in the textile market. Therefore, clothing and textiles contents is not an isolated component but a core pillar of the Home Economics curriculum intricately linked to other areas like consumer education and resource management collectively working to empower students with the competence and confidence for self-reliance and potential business ventures in the dynamic fashion and textile sector.

In the Nigerian educational system, Home Economics is strategically integrated at the secondary school level, with a structured approach that differentiates between junior and senior tiers. At the junior secondary level, it is typically taught as a unified foundational subject providing students with a broad overview of all its core areas. This includes introductory concepts in food and

nutrition, home management as well as clothing and textiles. This foundational exposure aims to equip all students with essential life skills for personal development and effective living. However, at the senior secondary level, the subject undergoes a significant specialization. It is divided into three distinct, examinable vocational subjects: Food and Nutrition, Home Management and Clothing and Textiles. This specialized approach is deliberate and is rooted in the subject's profound objectives that extend beyond personal development to encompass national economic growth and empowerment. The primary reason for teaching Home Economics, particularly in its specialized forms at the senior level was to prepare students for self-employment and entrepreneurial ventures thereby contributing to a skilled workforce. As noted by Quarcoo and Akomaning (2022), the acquisition of practical skills in areas like clothing production is a critical driver for reducing youth unemployment and fostering small-scale enterprise development. The curriculum is designed to foster creativity, innovation, and critical thinking towards equipping students with the problem-solving and decision-making skills necessary for modern living. In the context of Clothing and Textiles, the specific objectives include preparing students for careers in fashion design, garment manufacturing and textile technology. It also encouraging the utilization of local materials and modern technological advancements. Therefore, Home Economics is taught not merely as an academic exercise but as a functional vocational tool for equipping the youth with sustainable livelihood skills, promoting self-reliance and ultimately contributing to national development by creating a pipeline of skilled entrepreneurs capable of thriving in sectors like the fashion industry.

The meticulously designed objectives of the Senior Secondary School Clothing and Textiles curriculum are centered on fostering entrepreneurial skill acquisition and self-reliance remain merely aspirational without successful and effective implementation. The transition from a well-articulated curriculum on paper to tangible acquirable skills in the classroom is a complex process that hinges on the quality of execution of the curriculum contents. Successful implementation means that the planned pedagogical activities, resource allocation and instructional strategies align perfectly with the intended learning outcomes ensuring that students are not just passive recipients of theoretical knowledge but active participants in a hands-on, skill-centered learning process. For the Clothing and Textiles curriculum to achieve its goal of producing graduates capable of starting small-scale garment businesses or securing skilled employment, the practical components must be rigorously and consistently delivered. This involves students regularly engaging in activities such as fabric selection, pattern making, sewing, and finishing techniques under guided instructions. However, as highlighted by Quarcoo, Komla, and Senayah (2022), the availability and adequacy of teaching and learning resources are fundamental to this process. The implementation falters when there is a disconnect between the curriculum's demands and the classroom reality. For instance, a curriculum designed to teach advanced sewing techniques becomes ineffective if students lack access to functional sewing machines. Similarly, lessons on contemporary textile design are irrelevant if teachers are not trained to deliver them or if modern tools like computer-aided design software are absent. Therefore, successful implementation acts as the critical bridge that connects the curriculum's potential to the student's competency. It ensures that the objectives of creativity, technical proficiency, and entrepreneurial mindset move from abstract concepts to ingrained capabilities, thereby validating the curriculum's role in economic empowerment and ensuring that students in Plateau State are genuinely prepared for the demands of the fashion and textile industry.

The successful implementation of the Home Economics Clothing and Textile curriculum is contingent upon a confluence of several critical factors, the absence of any one of which can significantly undermine the entire educational endeavor. Paramount among these factors is teacher qualification and competency. Effective delivery of a skill-based subject like Clothing and Textiles requires instructors who possess both deep theoretical knowledge and proficient practical skills. Teachers must be specialists, adequately trained through programs such as a Bachelor's degree in Home Economics Education (B.Sc. Ed) to deconstruct complex garment construction processes and demonstrate advanced techniques (Ugwu, 2022). A teacher's pedagogical competency directly influences students' ability to acquire and master required entrepreneurial skills. Secondly, the

availability of well-equipped laboratories and modern instructional materials is non-negotiable. A functional Clothing and Textiles laboratory should be a dedicated space outfitted with operational sewing machines, cutting tables, dress forms (mannequins), pressing irons, and a variety of measuring tools and fabrics. Without these resources, practical instruction is severely hampered, forcing teaching to revert to theoretical lectures which contradicts the very essence of the subject.

Furthermore, adequate and sustained funding serves as the lifeblood for all other factors. Financial investment is required to recruit qualified teachers, procure and maintain equipment, purchase consumable materials like fabrics and threads and upgraded facilities to incorporate modern technologies such as digital sewing machines or computer-aided design software. Chronic underfunding, often due to the prioritization of core academic subjects leads to dilapidated laboratories and outdated tools, stifling innovation and student engagement. Finally, relevant and dynamic content implementation strategies are essential. This includes ensuring the curriculum incorporates contemporary industry trends like sustainable fashion and digital design, and that teachers employ learner-centered methods such as project-based learning. The interplay of these factors—qualified personnel, adequate resources, sufficient funding, and innovative teaching—creates an ecosystem conducive to effective learning, enabling the curriculum to fulfill its promise of equipping students in Plateau State with viable entrepreneurial skills in clothing and textile industry.

Therefore, while the Clothing and Textiles curriculum in Nigerian secondary schools holds potential for fostering entrepreneurship and self-reliance, its implementation is hampered by systemic challenges such as inadequate teacher qualifications, insufficient Clothing and Textile materials, poorly equipped laboratories and chronic underfunding collectively undermine the subject's effectiveness. Addressing these issues requires a multi-stakeholder approach, including government intervention to improve funding, teacher training programs to enhance instructional quality and private sector involvement to provide modern equipment and materials. Additionally, curriculum reviews should be conducted periodically to align content with current industrial trends, ensuring that students acquire relevant skills for the evolving fashion and textile markets. Without these reforms, the Clothing and Textiles curriculum will continue to fall short of its objectives, leaving students ill-prepared for entrepreneurial opportunities in the field. Therefore, this study seeks to evaluate senior secondary school Home Economics implementation for entrepreneurial skill acquisition in Plateau State, Nigeria.

### **Statement of the Problem**

The Senior Secondary School Home Economics Clothing and Textile curriculum is fundamentally designed to be a practical and transformative educational experience aimed at moving beyond theoretical knowledge but, to foster tangible entrepreneurial skill acquisition. The implementation of the Clothing and textile curriculum contents is expected to equip students with comprehensive competencies in garment construction, textile design and small-scale fashion business management. The implementation was intended to provide hands-on experience in crucial areas such as fabric selection, pattern drafting, sewing, and finishing techniques, thereby translating abstract concepts into marketable skills. The ultimate goal of the implementation was to produce graduates who are not merely job-seekers but job-creators—individuals equipped with the confidence and capability to initiate and manage small-scale tailoring outfits, fashion design studios, or textile recycling ventures.

Regrettably, the ideal implementation as described has not been realized in the senior secondary schools in Plateau State. Instead of a vibrant, hands-on learning experience in the teaching and learning of Clothing and Textiles is often characterized predominantly using theoretical approach leaving a significant gap between the curriculum's objectives and the students' actual entrepreneurial skill acquisition. Several factors are responsible for this disconnect which may include inadequacy of qualified teachers with specialized training and industrial experience, persistent scarcity of essential instructional materials, diverse fabrics and a widespread lack of well-

equipped laboratories with functional sewing machines, mannequins, and modern tools like computer-aided design software among other stifling innovation and practical engagement.

Despite that stakeholder, including the government and school administrators, have made efforts to integrate vocational subjects into the curriculum these initiatives have been largely undermined by systemic challenges. The Clothing and Textiles curriculum appears to be poorly implemented as evidenced by observations that many students graduated without the practical competence or confidence to undertake entrepreneurial ventures in garment production. These rendered the curriculum ineffective by failing to bridge the gap between its laudable goals and the on-ground reality in classrooms and laboratories across the state. Given the chasm between the curriculum's intent and the prevailing reality of its implementation, there is a compelling and urgent need for a study of this nature to empirically evaluate the situation. Therefore, the fundamental problem which this study seeks to address is declaratively stated as: The ineffective implementation of the Senior Secondary School Home Economics Clothing and Textile curriculum in Plateau State, which has undermined its core objective of equipping students with effective entrepreneurial skills for self-reliance and economic participation. Hence, the study tends to evaluate Home Economics Clothing and Textile curriculum contents implementation and entrepreneurial skill acquisition among Senior Secondary Schools in Plateau State, Nigeria.

### **Aim and Objectives of the Study**

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

1. Determine the entrepreneurial skills acquisition in Clothing and Textile contents in Home Economics curriculum among secondary school students in Plateau State.
2. Determine the challenges of implementing Clothing and Textile curriculum contents in Home Economics for entrepreneurial skill acquisition in secondary schools in Plateau state
3. Determine the strategies for implementing Clothing and Textile curriculum contents in Home Economics for entrepreneurial skill acquisition in secondary schools in Plateau State

### **Research Questions**

The following research questions raised to guide the study:

1. To what extent is the entrepreneurial skills acquisition in Clothing and Textile contents in Home Economics curriculum among secondary school students in Plateau State?
2. What are the challenges of implementing Clothing and Textile contents in Home Economics curriculum for entrepreneurial skill acquisition in secondary schools in Plateau state?
3. What are the strategies for implementing Clothing and Textile contents in Home Economics curriculum for entrepreneurial skill acquisition in secondary schools in Plateau State?

### **Hypotheses**

The following hypotheses formulated and tested at 0.05 level of significance:

1. There no significant relationship between challenges of implementing Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students in Plateau state.

### **Methodology**

This study employed an evaluation research design to assess the effectiveness of the Clothing and Textile curriculum in fostering entrepreneurial skills within Home Economics in Plateau State, Nigeria. The research focused on the Central Senatorial Zone, where a multi-stage sampling technique—combining stratified and purposive methods—was used to select 12 secondary schools, culminating in a sample of 202 SS3 students and 44 teachers/administrators. Data were collected using three researcher-developed instruments: tailored questionnaires for students and for

teachers/administrators (using 4-point Likert scales), and a checklist to assess resource availability and functionality. These instruments were validated by experts and tested for reliability through a pilot study, achieving a Cronbach's alpha above 0.70. Trained research assistants aided in the administration to ensure a 100% return rate. Data analysis utilized descriptive statistics (mean, standard deviation, frequencies, percentages) to address the research questions concerning the extent, challenges, and strategies of entrepreneurial skill acquisition, while inferential statistics (Kendall's Tau correlation) were used to test hypotheses at a 0.05 significance level.

## Results and Discussion

**Research question 1:** To what extent is the entrepreneurial skills acquisition in Clothing and Textile contents in Home Economics curriculum among secondary school students in Plateau State?

**Table 1: Mean of the Students' Checklist on the Entrepreneurial Skills Acquisition in Clothing and Textile Contents in Home Economics Curriculum**

S/n	Checklist items	Very Good	Good	Fairly Good	Poor	$\bar{X}_1$	SD	Remarks
1	Students demonstrate various sewing techniques and garment construction.	27	39	79	55	2.19	.989	Disagreed
2	Students show series of fashion illustrate and demonstrate the designs.	45	53	67	35	2.54	1.03	Agreed
3	Textile care and maintenance learned were practice by the students.	39	47	71	43	2.41	1.03	Disagreed
4	Students demonstrate skills acquired in clothing and textile properly	38	64	68	30	2.55	.965	Agreed
5	They practicalize sewing and tailoring skills effectively in the classes	14	92	68	26	2.47	.808	Disagreed
6	Students demonstrate creativity and innovation in clothing and textile projects	45	52	81	22	2.60	.956	Agreed
7	Students demonstrate how to take body measurement and create patterns	48	76	62	14	2.79	.889	Agreed
8	Students show how to designing and construct a simple garment	60	59	59	22	2.78	.997	Agreed
9	Students learn entrepreneurial aspects of fashion and garment making	39	50	79	32	2.48	.982	Disagreed
10	Students safely operate a sewing machine and other tools	31	63	74	32	2.46	.940	Disagreed
<b>Grand mean</b>						<b>2.53</b>	<b>.175</b>	<b>Agreed</b>

**Criterion Mean = 2.50**

**Grand Mean  $\bar{X}_1 = 2.53$ , SD = 0.175**

The table presents the mean of the checklist items on the entrepreneurship skills acquisition in Clothing and Textile contents in Home Economics curriculum among secondary school students in Plateau State. Items 2, 4, 6, 7 and 8 had mean responses of 2.54, 2.55, 2.60, 2.79, and 2.78 which were greater than the criterion mean score of 2.50. Contrarily, items 1,3, 5, 9 and 10 had mean responses of less than the criterion mean score of 2.50. Furthermore, a grand mean response score of 2.53 was obtained which was also slightly greater than the criterion mean score of 2.50, this indicates that entrepreneurial skills acquisition in Clothing and Textile contents in Home Economics curriculum was acquired based slightly above average show casing the extent of acquisition of skills in clothing and textile among secondary school students in Plateau State.

**Research question 2:** What are the challenges of implementing Clothing and Textile contents in Home Economics curriculum for entrepreneurial skill acquisition in secondary schools in Plateau state?

**Table 2: Mean Response on the Challenges of Implementing Clothing and Textile Contents in Home Economics Curriculum for Entrepreneurial skill acquisition**

S/n	Statement	SA	A	D	SD	$\bar{X}$	SD	Remarks
1	There is insufficient funding for clothing and textile activities in the schools	21	20			3.34	.966	Agreed
2	Inadequate teachers and training on the latest textile technologies.	11	19	6	8	2.75	.945	Agreed
3	There is limited access to modern textile equipment and materials in schools	11	32		1	3.20	.829	Agreed
4	Students have limited opportunities for practical experiences in the schools	14	23	3	4	3.07	.867	Agreed
5	Attitudes towards learning of clothing and textile hinder students' participation.	19	22	1	2	3.32	.922	Agreed
6	Poor infrastructure affects the quality of instruction obtained in clothing and textile	17	5	7	15	2.55	1.12	Agreed
7	Students lack of interest affects the entrepreneurial skills acquisition	19	14	3	8	3.00	.895	Agreed
8	Students have limited opportunities for hands-on experience outside the classroom.	17	25	1	1	3.32	.949	Agreed
	Grand mean					3.07	.291	Agreed

**Criterion Mean = 3.00**

**Grand Mean  $\bar{X}$  = 3.07, SD = 0.291**

Table presents the mean responses on the challenges of implementing Clothing and Textile contents in Home Economics curriculum for entrepreneurial skill acquisition in secondary schools in Plateau state. Eight Items were presented to the participant all the items were agreed to as the means scores were greater than the criterion mean score of 2.50. Furthermore, a grand mean score of 3.07 was obtained which was also greater than the criterion mean score of 2.50, this implies that there are challenges affecting the implementation of Clothing and Textile in Home Economics curriculum contents in senior secondary schools. While insufficient funding limited access to modern textile equipment limited access to practical experience in the classroom and hands-on experience remain high among the challenges other challenges are poor infrastructure, and lack of student interest present further challenges to the effective implementation of the Clothing and Textile contents in Home Economics curriculum for entrepreneurial skill acquisition in Senior Secondary Schools in Plateau State.

**Research question 3:** What are the strategies for effective implementing Clothing and Textile contents in Home Economics curriculum for entrepreneurial skill acquisition in secondary schools in Plateau State?

**Table 5: Table: Mean Response on Strategies for Effective Implementation of Clothing and Textile Contents in Home Economics Curriculum**

S/n	Item Statement	SA	A	D	SD	$\bar{X}$	SD	Remarks
1	Increasing funding and resources for clothing and textile programs.	19	19	2	4	3.20	.904	Agreed
2	Regular professional development and training for teachers.	12	23	4	5	2.95	.914	Agreed
3	Collaboration with local textile industries for practical exposure.	13	29	2		3.25	.534	Agree
4	Incorporating modern technology and equipment in the curriculum.	20	18	2	4	3.23	.912	Agreed
5	Promoting awareness on the importance of clothing and textile	11	26	6	1	3.07	.695	Agreed

6	Encourage student-led textile exhibitions and competitions.	9	32	3		3.14	.510	Agreed
7	Integration of more practical sessions in the curriculum content.	13	28	1	2	3.18	.691	Agreed
8	Update and maintenance of textile equipment and facilities in schools	16	26	2		3.32	.561	Agreed
<b>Grand mean</b>						<b>3.16</b>	<b>.115</b>	

**Criterion Mean = 3.00**

**Grand Mean  $\bar{X}$  = 3.16, SD = .115**

The table presents the mean responses on the strategies for the effective implementation of Clothing and Textile curriculum content in Home Economics in senior secondary schools in Plateau State. Eight Items were presented to the participants and all the items were agreed to as the means scores were greater than the criterion mean score of 2.50. Furthermore, a grand mean score of 3.16 was obtained which was also greater than the criterion mean score of 2.50, this implies that the strategies itemized will ensure effective implementation of Clothing and Textile in Home Economics curriculum contents for entrepreneurial skills acquisition in senior secondary schools in Plateau State central senatorial zone. Furthermore, a grand mean score of 3.16 was obtained regarding the itemized strategies which was also greater than the criterion mean score of 2.50, this implies that strategies such increase funding, training of teachers regularly, collaboration with local textile industries and the use of modern technology will ensure effective implementation of Clothing and Textile curriculum content in Home Economics in senior secondary schools in Plateau State central senatorial zone.

### Hypothesis

**Hypothesis 1:** There no significant relationship between challenges of implementing Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students in Plateau state.

**Table 4: Kendall Tau Correlation Coefficient on Challenges of implementing Clothing and Textile contents and entrepreneurial skill acquisition**

Variable	N	$\bar{X}$	SD	R	Sig
Challenges of implementing Clothing and Textile contents	44	24.55	3.25		
Students Entrepreneurial Skills Acquisition	200	24.50	2.91	<b>-0.400</b>	<b>0.170</b>

The table presents the correlation coefficient using Kendall Tau on the significant relationship between the challenges of implementing Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students in Plateau state. The result revealed a moderate negative correlation between the challenges of implementing Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students. Furthermore, the result suggests that as one variable increase the other tend to decrease and the relationship between the variables tend to be strong but not too extremely strong. However, the hypothesis was accepted since the p-value of 0.170 was greater than the 0.05 significance level. Therefore, it was established that there is no statistically significant relationship between the challenges of implementing Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students in Plateau State. However, there are tendency for the challenges to decrease consistently for the implementation to be improved upon.

### Discussion of Findings

The finding from research question one of the study indicates that entrepreneurial skills acquisition in Clothing and Textile contents in Home Economics curriculum was acquired based on evidences from the students' performance assessment in the study but the skills acquisition was

slightly above average as the extent of entrepreneurial skill acquisition in Home Economic curriculum content in clothing and textile among secondary school students in central senatorial zone in Plateau State. This finding agreed with Awogbemi and Ebokiew (2023) who conducted an evaluation of the implementation of economics curriculum in secondary schools and reported that the implementation of the Economics curriculum content was only at a moderate extent in secondary schools. The finding also agreed with Umoru and Yusuf (2017) which assessed the implementation of entrepreneurship skills component of Home Economics Programme in Nigeria Certificate of Education Curriculum for graduates' self-employment and reported that the Home Economics programme significantly influences job opportunities through entrepreneurial skills acquisition in catering, dressmaking and entrepreneurial skills for self-employment. The finding disagreed with Uloko (2021) which assessed sewing skills in children's wear production across north-central institutions and reported that students demonstrated low competency levels in specific techniques required for children's wear which was largely due to a lack of modern and specialized equipment and teaching methods which were overly theoretical with insufficient hands-on practice.

The finding from research question two revealed the challenges affecting the implementation of Clothing and Textile in Home Economics curriculum contents in senior secondary schools in Plateau State Central Senatorial Zone. The finding revealed that insufficient funding, limited access to modern textile equipment, limited access to practical experience in the classroom and exposure to hands-on experience remain high among the challenges. Furthermore, other challenges include poor infrastructure, lack of student interest poses serious challenges to effective implementation of the Clothing and Textile contents in Home Economics curriculum for entrepreneurial skill acquisition in Senior Secondary Schools in Plateau State Central Senatorial Zone. The hypothesis test further established that no statistically significant relationship exists between the challenges of implementing Clothing and Textile contents in Home Economics curriculum and entrepreneurial skill acquisition among secondary schools' students in Plateau State central senatorial zone. The finding agreed with Fasinro, Akinkuotu & Aina (2024) which investigated curriculum implementation: challenges and the prospect of education resource centres to aid effective implementation and reported that inadequate funding and a gap between the intended and implemented curriculum are major barriers. The finding disagreed with Quarcoo, Komla and Senayah (2022) which investigated available teaching and learning resources for the implementation of clothing and textiles curriculum in senior high schools in Ghana and reported that shortage and obsolescence of essential tools and complete absence of modern equipment like sergers and embroidery machines are inadequate as well as reference and instructional materials for both teachers and students.

The finding from the research question three suggested some strategies to ensure effective implementation of Clothing and Textile in Home Economics curriculum contents for entrepreneurial skills acquisition in senior secondary schools in Plateau State central senatorial zone. The finding revealed that strategies such increase funding, training of teachers regularly, collaboration with local textile industries and the use of modern technology will ensure effective implementation of Clothing and Textile curriculum content in Home Economics in senior secondary schools in Plateau State central senatorial zone. The suggested strategies agreed with Ogunleye (2018) which evaluation of the implementation of Home Economics curriculum at the Junior Secondary Schools in Ibadan Metropolis, Nigeria and suggested that education authorities should ensure the adequate provision and effective utilization of teaching resources, and teachers should be encouraged and trained to adopt a wider range of student-centered, activity-based teaching methods. The suggested strategies also agreed with Keswet, Yusuf and Kazi (2019) which examined the implementation of Home Economics curriculum in Private and Public Secondary Schools in Plateau State, Nigeria and suggested that curriculum developers should reposition the Home Economics curriculum to be more practically oriented and government as well as school proprietors should provide necessary workshops and equipment to translate theoretical knowledge into practical skills for sustainable entrepreneurial skills acquisition in the state.

## Conclusion

The study concludes that while the Clothing and Textile curriculum in Plateau State secondary schools holds potential for fostering entrepreneurial skills, its implementation is constrained by systemic challenges including inadequate funding, lack of modern equipment, limited practical sessions, and insufficient teacher training. Although students show moderate skill acquisition, the gap between curriculum objectives and actual classroom practice remains significant. Addressing these barriers through targeted interventions is essential to transform the curriculum into an effective tool for economic empowerment, enabling graduates to contribute meaningfully to the local fashion and textile industry.

## Recommendations

1. Increase government and private sector funding to equip Clothing and Textiles laboratories with modern tools such as functional sewing machines, mannequins, and computer-aided design software to support hands-on learning.
2. Implement regular professional development programs for teachers to update their practical skills and pedagogical strategies, ensuring alignment with current industry trends and technological advancements.
3. Foster partnerships with local textile industries and fashion enterprises to provide students with workshops, internships, and real-world project opportunities, thereby bridging the gap between theoretical knowledge and practical entrepreneurial experience.

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