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ENTREPRENEURIAL CONTENT OF TEXTILE DESIGN IN FINE AND APPLIED ARTS CURRICULUM IN SOUTHWEST NIGERIA

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Abstract

This article explored the incorporation of entrepreneurial content in the Fine and Applied Arts curriculum in Universities in Southwest Nigeria, with a specific focus on textile design. Acknowledging the landscape of the global textile industry and the cultural significance of textiles in Southwest Nigeria, the study analyzed the existing Fine and Applied Arts curriculum, highlighting the level of consideration given to entrepreneurship in the development of the curriculum. The study adopted the content analysis approach to investigate the entrepreneurial content of the textile design curriculum. Universities in Southwest Nigeria use a unified curriculum (BMAS) to teach Fine and Applied Arts. The curriculum of the Ladoké Akintola University, Ogbomoso (LAUTECH) was selected to represent that of other universities in the region because it runs for five years while others run for four years. This is because it is a university of Technology. However, the content of the curriculum for four years duration (B. A) and that of five years (B. Tech) are similar. The curriculum was analyzed across all levels, the entrepreneurial courses were highlighted based on the course synopsis while other courses

were classified as general courses. The study revealed that practical exposure to entrepreneurship was a good consideration during the development of the curriculum. However, the study observed that the curriculum did not make adequate provision for a theoretical introduction to entrepreneurship. The study recommends exposure of students to entrepreneurial seminars and workshops. Similarly, as the curriculum is being updated from BMAS to CCMAS, courses that will adequately introduce students to theoretical concepts of entrepreneurship should be sufficiently incorporated.

Keywords: Curriculum, Entrepreneurial content, Industrial design, Nigeria, Textile Design

Introduction

Entrepreneurship has been recognized as a major factor that influences economic growth and development, leading to the creation of small and medium-scale businesses and providing employment opportunities (Rae and Woodier, 2012). Mani (2013) observed that entrepreneurship occupies a prominent place in the process of economic development. It has become the key concept in social and human development discourse; it is a factor of economic and human development. Consequently, focusing on the entrepreneurial prospects of vocational courses such as textile and fashion design becomes vital. Mani (2015) explained that the aim of introducing entrepreneurial education is for tertiary institutions to produce graduates with the appropriate entrepreneurial skills and attitude for creativity, innovation, and enterprise. This will enable graduates create rather than seek jobs, thereby stemming the wave of graduate unemployment in the country. Gautam (2015) stated that, entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of various kinds. It goes beyond business creation; it is about increasing the student's ability to anticipate and respond to societal changes. Textile design is a field that offers vast opportunities for entrepreneurs in Nigeria, as it presents a range of skills that can be harnessed to create products for various industries (Adeloye, 2021). In recent years, there has been a growing recognition of the importance of entrepreneurship in the textile design curriculum in Nigerian schools. This has led to the inclusion of entrepreneurial content in textile design programs across the country.

Literature Review

Textile Entrepreneurship

Textile entrepreneurship plays an essential role in the global economy, incorporating a diverse range of activities from fiber production to garment manufacturing (Adeloye, Akinbogun & Ogunduyile, 2023). Entrepreneurs in the textile industry face many challenges marked by rapid technological advancements, changing consumer preferences, and the need for sustainable practices. Successful textile entrepreneurs often demonstrate a profound understanding of market trends, innovation in production processes, and an ability to navigate global supply chains (Baron, 2007). They often leverage the use of modern technologies, such as automation and digitalization, to enhance efficiency and reduce costs. The textile sector offers opportunities for sustainable entrepreneurship, with a growing emphasis on eco-friendly materials, ethical sourcing, and waste reduction. Entrepreneurs who prioritize sustainability contribute to environmental conservation and align themselves with the evolving preferences of environmentally conscious consumers (Adeloye, Siyanbola & Adeyemi, 2022). The textile sector is notable for its substantial influence on regional economies, offering job possibilities for workers with a range of skill levels.

Textile entrepreneurship fosters creativity and design innovation, driving fashion trends and influencing cultural expression (Godfrey & Pourmojib, 2017). Dyer, Gregerson, and Christensen (2008) noted that entrepreneurs in this field must balance the creative aspects of design with the practicalities of production and distribution. Effective management of the entire value chain, from sourcing raw materials to delivering finished products, is crucial for sustained success. According to Adeloye, Ogunduyile, and Akinbogun (2022), globalization has opened new markets for textile entrepreneurs. This necessitates the need for them to understand diverse consumer demands and international trade ethics.

Textile design education

Textile design education is a specialized field that equips individuals with the skills and knowledge needed to create innovative and aesthetically pleasing textiles. A comprehensive textile design curriculum typically covers a range of topics, including colour theory, fabric construction, surface pattern design, and digital textile printing (Quinn, 2010). Students studying textile design are typically exposed to both classic and contemporary methods, allowing them to experiment with varied materials and procedures.

The curriculum often integrates firsthand projects, encouraging students to experiment with different textile mediums and develop their creative skills. They also learn the historical and cultural contexts of textiles which provides students with an in-depth understanding of the industry (Sinclair, 2015).

Kooroshnia (2017) noted that technology plays a crucial role in textile design education. Students are introduced to design software, digital weaving, and other technological advancements that have transformed the field. This integration of technology enhances the design process and prepares students for the rapidly evolving landscape of the textile industry. Textile design education emphasizes the importance of sustainability and ethical practices. With an increasing awareness of environmental concerns, programs often include modules on eco-friendly materials, responsible sourcing, and the development of sustainable design practices (Kettley, 2016).

Textile Design Education and entrepreneurship

Textile design education and entrepreneurship are intrinsically linked, forming a symbiotic relationship that prepares students for the textile industry after graduation. Textile design education serves as the foundation for textile entrepreneurs, providing them with a comprehensive understanding of design principles, fabric technology, and the creative processes involved in textile production (Baron, 2007). Students in textile design programs often engage in firsthand projects, gaining practical experience in experimenting with various materials, mastering design software, and understanding the applications of colour, pattern, and texture. This educational background nurtures creative talent and instils a critical awareness of market trends, consumer preferences, and the significance of sustainability in the contemporary textile industry (Godfrey & Poumojib, 2017).

Entrepreneurship in textile design involves leveraging the knowledge and skills acquired in school to establish and grow successful ventures. Adeloje et al (2023) noted that Entrepreneurs in this field often find opportunities in niche markets by offering unique and innovative textile products. They also navigate the complexities of supply chains, manage production processes efficiently, and create a brand identity that resonates with target audiences. The integration of entrepreneurship with textile design education equips students with the business skills necessary for establishing and sustaining a textile-based enterprise (Adeloje et al, 2022). In an

era where conscious consumerism is on the rise, textile entrepreneurs who merge creativity with a commitment to ethical and sustainable practices are well-positioned to make a significant impact in the industry. The synergy between textile design education and entrepreneurship empowers students to contribute creatively to the field of textile design and also to build viable businesses (Godfrey & Pourmojib, 2017).

Methodology

The study adopted a content analysis approach to investigate the entrepreneurial content in the Fine and Applied Arts curriculum, with a specific focus on textile design specialization, in Southwest Nigeria. The curriculum of Fine and Applied Arts of Ladoke Akintola University, Ogbomoso (LAUTECH) was selected for analysis because LAUTECH has the most comprehensive Fine and Applied Arts curriculum in Southwest Nigeria. This is because other institutions in the region run a four-year curriculum for the course while LAUTECH runs a five year curriculum because it is a university of technology. Courses in the curriculum were analyzed across all levels. The courses were classified as either entrepreneurial or general based on the course synopsis. Courses that impart students with practical skills capable of making them self-reliant and those that introduce students to theoretical concepts in entrepreneurship were classified as entrepreneurial courses, while others were classified as general courses.

Data Presentation

Analysis of Textile Design in Fine and Applied Arts Curriculum

The curriculum for Fine and Applied Arts, Ladoke Akintola University, Ogbomosho, was analyzed. This curriculum makes provision for students to specialize in textile from 300 level, thereby students have three years to spend in their area of specialization.

100 Level Courses

Table 1 shows the courses offered by 100-level textile students in Fine and Applied Arts, Ladoke Akintola University, Ogbomosho. The majority of the courses offered at this level are university courses offered by all the students in the university regardless of the department. As a university of technology, students are compelled to do courses in sciences such as biology, physics, and chemistry as seen in Table 1. The students are expected to do only one departmental course FAA 101 (Fundamentals of basic drawing), which is also a university

course. It can be deduced from the table that at this level, the curriculum does not expose the students to entrepreneurship.

Table 1: 100 Level Courses

First Semester				
Course Code	Course Title	Units	Nature	Category
BIO 101	General Biology I	3	Theory	General
BIO 103	Experimental Biology I	1	Practical	General
CHM 101	General Chemistry I	4	Theory	General
CHM191	Experimental Chemistry I	1	Practical	General
FAA 101	Fundamentals of Basics Drawing	2	Practical	General
GNS 101	Use of English I	2	Theory	General
LIB 101	Use of Library	0	Theory	General
MTH 101	Experimental Mathematics I	5	Theory	General
PHY 101	General Physics I	4	Theory	General
PHY 103	Experimental Physics I	1	Practical	General
		23		
Second Semester				
BIO 102	General Biology II	3	Theory	General
BIO 104	Experimental Biology II	1	Practical	General
CHM 102	General Chemistry II	4	Theory	General
CHM192	Experimental Chemistry II	1	Practical	General
CSE 100	Introduction to Computer	1	Theory	General
GNS 102	Use of English II	2	Theory	General
GNS 110	History OF Settlement	2	Theory	General
MTH 102	Experimental Mathematics II	5	Theory	General
PHY 102	General Physics II	4	Theory	General
PHY 104	Experimental Physics II	1	Practical	General
		24		

Source: LAUTECH Student Handbook

200 Level Courses

Table 2 shows the courses offered by 200-level textile students in Fine and Applied Arts, Ladoke Akintola University, Ogbomoso. At this level, the number of university courses has reduced to three. Most of the courses here are introductory courses to Fine and Applied Arts. There are fifteen (15) courses at this level and the synopsis revealed that eight (8) of these courses are entrepreneurial courses. CSE 201 introduces students to computer programming which is a viable entrepreneurial field. FAA 241 introduces students to two dimensional designs. Students are expected to explore the following areas: poster design, printmaking, mosaic and printed fabrics among others. FAA 271 introduces students to three dimensional designs. Students are expected to explore the following areas: clay building techniques, traditional pottery, and ceramics. FAA 242 introduces students to painting skills in various media and general colour studies. FAA 252 introduces students to graphic communication, illustration, and lettering, among others. FAA 262 introduces students to techniques for producing traditional African printed and dyed fabrics. FAA 272 introduces students to coil, pinch, slab, and hand building methods in ceramics. Students are expected to learn the compartments and props of a kiln. FAA 282 introduces students to subtractive and additive sculpting techniques. Students are also expected to be introduced to different tools and materials used for sculpting.

It can be deduced from this analysis that at this level, students are introduced to all the specializations in the department to know their area of chief strength and interest. Since the courses at this level focuses on instilling practical skills capable of making students self-reliant, it can be inferred that the curriculum at this level paid attention to the entrepreneurial development of students.

Table 2: 200 Level Courses

First Semester				
Course Code	Course Title	Units	Nature	Category
FAA 201	Basic Drawing I	2	Practical	General
FAA 211	Art Appreciation I	3	Theory	General
FAA 241	Two-Dimensional Design	6	Practical	Entrepreneurial
FAA 271	Three-Dimensional Design	6	Practical	Entrepreneurial
CSE 201	Computer Programming I	2	Practical	Entrepreneurial

Electives from Environmental Science	4	Theory	General
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23**Second Semester**

FAA 202	Basic Drawing II	2	Practical	General
FAA 212	Art Appreciation II	3	Theory	General
FAA 242	Painting	2	Practical	Entrepreneurial
FAA 252	Graphic Design	2	Practical	Entrepreneurial
FAA 262	Textile Design	2	Practical	Entrepreneurial
FAA 272	Pottery	2	Practical	Entrepreneurial
FAA 282	Sculpture	2	Practical	Entrepreneurial
GNS 202	Logic and Philosophy	2	Theory	General
GNS 204	Science and Society	2	Theory	General
CSE 204	Introduction to Computer Application	1	Theory	Entrepreneurial
ESM 200	Environmental Science and Management	0	Theory	General
Electives from Environmental Science	3	Theory	General	

23

Source: LAUTECH Student Handbook

300 Level Courses

Table 3 shows the courses offered by 300 level textile students in Fine and Applied Arts, Ladoké Akintola University, Ogbomosho. This is the level where students specialize in a specific area of interest or strength. Textile students are expected to pass FAA 262 (Textile Design) as a pre-requisite before they can be allowed to specialize in textile option. There are twenty-one (21) courses offered at this level and based on the synopsis, ten (10) of the courses can be classified as entrepreneurial courses because they instill lucrative practical skills in students. FAA 331 introduces students to different African crafts such as wood carving, metal work, textile production, beads and glasswork among others. In FAA 361 and FAA 362, students are expected to explore different weaving techniques. Students are expected to learn yarn preparation processes. Students are also expected to work on both vertical and horizontal

looms. FAA 363 was designed to introduce students to batik techniques, textile dyeing processes with emphasis on traditional motifs. FAA 364 and FAA 365 were designed to introduce students to surface design in textile. Students are expected to learn different printing techniques such as: screen printing, block printing and design formation. Students are expected to focus on traditional textiles. FAA 366 introduces students to production of traditional textiles. Students are expected to produce decorative textiles for home and public spaces with emphasis on apparel and body. FAA 322 was design to introduce students to practical use of Computer Aided Design (CAD) software like CorelDraw, Mac-Draw and Macromedia freehand among others and FAA 332 was designed to guide students in the production of art tools and equipment.

It can be deduced that at this level, the curriculum focused on Art history courses. The curriculum also made provision for students to be trained in general entrepreneurial crafts such as wood and metal work, beads and glass work. The curriculum at this level also catered to the entrepreneurial aspects of textiles such as: resist dyeing, printing and decorative textiles. It can be inferred that the curriculum at this level meets the entrepreneurial needs of the students.

Table 4: 300 Level Courses

First Semester				
Course Code	Course Title	Units	Nature	Category
FAA 301	Still life Drawing	2	Practical	General
FAA 311	Western Art I	2	Theory	General
FAA 313	African Art	2	Theory	General
FAA 315	Oriental and Islamic Art	2	Theory	General
FAA 321	Introduction to Computer Art	2	Theory	Entrepreneurial
FAA 331	African Crafts Technology	2	Practical	Entrepreneurial
FAA 361	Woven Textile Design	2	Practical	Entrepreneurial
FAA 363	Resist Dye Technique	2	Practical	Entrepreneurial
FAA 365	Fabric Surface Design	2	Practical	Entrepreneurial
GNS 207	Science in History: Bio Historical Approach	2	Theory	General
	Electives from Environmental Science	2	Theory	General
		22		
Second Semester				
FAA 302	Life Drawing	2	Practical	General
FAA 312	Western Art II	2	Theory	General
FAA 314	African Architecture	2	Theory	General
FAA 316	Nigerian Peoples & Culture	2	Theory	General
FAA 322	Computer Art I	2	Practical	Entrepreneurial
FAA 332	Forms and Material Technology	2	Practical	Entrepreneurial
FAA 362	Weaving	2	Practical	Entrepreneurial
FAA 364	Textile Printing Processes	2	Practical	Entrepreneurial
FAA 366	Decorative Textiles	2	Practical	Entrepreneurial
	Electives from Environmental Science	2	Theory	General
		20		

Source: LAUTECH Student Handbook, 2023

400 Level Courses for Fine and Applied Arts

Table 4 shows the courses offered by 400 level textile students in Fine and Applied Arts, Ladoke Akintola University, Ogbomoso. This is the level where students go for the SIWES programme. There are ten (10) courses offered at this six (6) of which are classified as entrepreneurial based on the synopsis. FAA 401 was designed to develop the drawing skills of students using different media. Students will explore memory drawing, gestures and poses among others. FAA 421 was designed to instill in students the skills of producing different types of designs using Computer Aided Design (CAD) software. FAA 431 was designed to help students acquire the skills in designing, constructing/fabricating art equipment. FAA 463 introduce students to the principles of industrial organization, furniture, fabric usage and lighting among others with emphasis on local material. FAA 465 was designed to expose students to traditional African technology for fabric production. FES 400 (SIWES) is a university course, and it makes provision for students to go out for industrial attachment in the industry for a period of six months. Students are expected to fine-tune their practical skills during this period. This analysis suggests that the curriculum at this level addresses the entrepreneurial needs of the students.

Table 4: 400 Level Courses

First Semester					
Course Code	Course Title	Units	Nature	Category	
FAA 401	Draughtsmanship	2	Practical	Entrepreneurial	
FAA 403	Outdoor Studies	2	Practical	General	
FAA 411	Art and Society in Africa	2	Theory	General	
FAA 421	Computer Arts II	2	Practical	Entrepreneurial	
FAA 431	Forms and Materials Technology	2	Practical	Entrepreneurial	
FAA 461	Design Theory	2	Theory	General	
FAA 463	Interior Decoration	2	Practical	Entrepreneurial	
FAA 465	Textile Technology	2	Practical	Entrepreneurial	
GNS 209	Citizenship, Education and Elements of Administration	2	Theory	General	
		18			
Second Semester					
FES 400	SIWES	4	Practical	Entrepreneurial	
		4			

Source: LAUTECH Student Handbook, 2023

500 Level Courses

Table 5 shows the courses offered by 500 level textile students in Fine and Applied Arts, Ladoké Akintola University, Ogbomoshó. There are fifteen courses at this level and eleven (11) are classified as entrepreneurial based on the course contents. FAA 501 and FAA 502 were designed to improve students' proficiency in general drawing, moods, movement, contour drawing and memory drawing. FAA 531 was designed to enhance students' creativity in the invention of art materials/equipment using natural sources. FAA 561 was designed to enhance students' weaving skills. Students will be introduced to tapestry, rug weaving, lace and macramé weaving. FAA 563 was designed to enhance students' skills in tie-dye, batik and other resist dyeing techniques using traditional motifs. FAA 565 was designed to enhance organizational and managerial skills for the cottage and contemporary textile industry. FAA 567 focuses on enhancing students' sewing and fashion illustration skills using traditional and contemporary materials. FAA 522 makes provision for students to engage in a special project in contemporary art that will showcase their creativity and originality. FAA 562 was designed to enhance students' surface design techniques. Students will work on surface decoration, motif development, printing, patchwork and applique. FAA 564 focuses on textile design as art. Students will explore textile printing, dyeing and stitching decorations. FAA 566 and FAA 522 makes provision for students to engage in a special textile project that will showcase their creativity and originality. At this level, students' skills in different textile entrepreneurial areas such as fashion, weaving, surface decoration and wall hanging among others are enhanced. This suggests that the curriculum at this level also attends to the entrepreneurial needs of the students, both theoretically and practically

Table 4.16: 500 Level Courses for Fine and Applied Arts

First Semester				
Course Code	Course Title	Units	Nature	Category
FAA 501	Advance Draughtsmanship I	2	Practical	Entrepreneurial
FAA 511	Contemporary African Art	2	Theory	General
FAA 531	Advanced Form Material Technology	2	Practical	Entrepreneurial
FAA 591	Thesis	4	Practical	General

FAA 561	Creative fabric/loom weaving	2	Practical	Entrepreneurial
FAA 563	Advanced dyed fabric	2	Practical	Entrepreneurial
FAA 565	Textile Organization and Management	2	Practical	Entrepreneurial
FAA 567	Fashion Designing	2	Practical	Entrepreneurial
		18		
Second Semester				
FAA 502	Advance Draughtsmanship II	2	Practical	Entrepreneurial
FAA 522	Special Project in Computer Art	2	Practical	Entrepreneurial
FAA 592	Thesis	4	Practical	General
FAA 562	Advanced Fabric Surface Design	2	Practical	Entrepreneurial
FAA 564	Decorative Textiles	2	Practical	Entrepreneurial
FAA 566	Special Project in Textile Design and Technology	2	Practical	Entrepreneurial
FAA 568	Advance Textile Technology	2	Theory	General
		16		

Source: LAUTECH Student Handbook, 2023

Discussion

The content analysis of textile design in the Fine and Applied Arts curriculum revealed that at 100 level, all students are compelled to do university courses regardless of the department. These courses are majorly science-based courses such as biology, physics and chemistry. At this level, students are not introduced to entrepreneurship, theoretically or practically. However, at this level students are introduced to basic drawing which is believed to be a preparatory course for design courses at higher levels across all areas of specializations. At 200 level, students are introduced to introductory courses to art and design. Students are also introduced to different practical entrepreneurial skills such as computer programming, poster designs, mosaic production, traditional pottery, painting, graphics, traditional textile production and sculpture. At this stage, students are practically introduced to all aspects of Fine and Applied arts. There is no theoretical introduction to entrepreneurship at this level.

At 300 level, students specialize in specific areas of specialization. For students to specialize in textile design, it is required of them to pass introduction to textiles in 200 level as a pre-requisite course. Textile students at this level are introduced to different entrepreneurial skills

in general arts such as wood carving, metal, bead and glass work. They are introduced to specific skills in textiles such as weaving on different types of looms, surface designs such as African prints, curtains and beddings among others, textile printing, traditional textile production and Interior decoration. It is important to note that students are expected to do a lot of Art history courses at this level. At this level, students are only exposed to practical entrepreneurship without theoretical background.

At 400 level students are expected to go for a six-month industrial training in the industry or with established entrepreneurs. This plays a major role in the entrepreneurial development of textile students. Students are also introduced to professional draughtsmanship, the use of CAD for textile design, fabrication of art tools and interior decoration using local materials. Students at this level are trained both in school and in the industry at this level. At 500 level, students are prepared for the labour market by fine tuning all the entrepreneurial skills already acquired both in general arts and textile design. Students are introduced to new weaving techniques such as: tapestry, rug weaving and macramé. Students are introduced to theoretical concepts in entrepreneurship, such as: organizational and managerial skills for the cottage and contemporary textile industry. Students are also expected to showcase their entrepreneurial skills by exhibiting special projects showing creativity and originality.

It can be established that textile design in Fine and Applied Arts curriculum focuses on equipping students with practical entrepreneurial skills to make them relevant textile and general arts entrepreneurs after graduation. Students are also trained in Art tool fabrication. This curriculum focuses more on traditional themed textile production than contemporary designs. The textile entrepreneurial aspects captured in this curriculum are weaving, surface design, traditional resist textile, interior decoration and textile tool fabrication.

Conclusion

The curriculum focuses on students acquiring basic science knowledge in their first year. As students advance through the levels, there is a commendable shift towards practical applications, with a comprehensive exploration of various entrepreneurial skills encompassing computer programming, traditional pottery, painting, graphics, adire and batik among others. It is worthy of note that there is no concurrent theoretical introduction to entrepreneurship captured in the curriculum. Specialization in textile design at the 300 level introduces students to specific entrepreneurial skills in textile and general spectrum of arts. While practical

entrepreneurship is a focal point, the curriculum at this stage lacks a theoretical foundation in entrepreneurship.

Students are exposed to real world textile practice at the 400 level, where students undergo industrial training, contributing significantly to their entrepreneurial development. The curriculum strategically incorporates professional draughtsmanship, CAD utilization for textile design, and the fabrication of art tools, blending in-school training with industry experience. At 500 level, the curriculum refines their entrepreneurial skills acquired over the years and are introduced to theoretical concepts in entrepreneurship, preparing students for the labour market. The emphasis on showcasing creativity and originality through special projects reflects a commitment to nurturing entrepreneurial mindsets in the students. It can be concluded that the textile design curriculum is geared towards producing graduates who are skilled in traditional textile production and adept entrepreneurs in both textile and general arts sectors.

To maximize the entrepreneurial potentials in textile design programs in Nigerian tertiary institutions, the researcher recommends the following:

1. Tertiary institutions should organize workshops and seminars conducted by successful textile entrepreneurs. These events can provide students with valuable networking opportunities.
2. There should be further integration of theoretical entrepreneurship education in the Fine and Applied arts curriculum with the transition to CCMAS from BMAS.

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