

ASSESSING THE ENTREPRENEURIAL INCLINATION AMONG CLOTHING AND TEXTILE UNDERGRADUATE OF TERTIARY INSTITUTIONS IN SOUTHWESTERN, NIGERIA

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Abstract

Entrepreneurship is a vital driver of economic growth and innovation, particularly in creative industries such as clothing and textiles. This study assesses the entrepreneurial inclination of clothing and textile undergraduates in tertiary institutions in Southwestern Nigeria. A descriptive survey research design was adopted, with a sample size of 300 students selected through stratified random sampling. Data were collected using a structured questionnaire, and statistical analyses including descriptive statistics, chi-square tests, and regression analysis were performed to evaluate the relationships between entrepreneurial inclination and various factors. The results indicated that 70% of respondents demonstrated a high level of entrepreneurial inclination, with no significant differences based on gender ($p > 0.05$). Educational curriculum and institutional support were significant positive predictors of entrepreneurial inclination ($p < 0.01$ and $p < 0.05$, respectively). External factors such as financial challenges and access to funding were also found to significantly influence entrepreneurial intentions ($p < 0.01$). Additionally, students with prior entrepreneurial experience displayed a higher inclination toward entrepreneurship than those without experience ($p < 0.05$). The findings highlight the importance of enhancing entrepreneurial education, providing institutional support, and addressing financial barriers to foster entrepreneurial intentions. The study recommends that educational institutions and policymakers strengthen entrepreneurship training, mentorship programs, and funding access to better prepare students for entrepreneurial careers.

Keywords: Entrepreneurial Inclination, Clothing and Textile, Tertiary Institutions, Southwestern Nigeria, Entrepreneurship Education, Institutional Support

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Introduction

Entrepreneurship plays a pivotal role in economic growth and development by fostering innovation, creating jobs, and enhancing individual economic empowerment. Within the Nigerian educational sector, entrepreneurial education has gained significant attention as a means of equipping students with the skills and mindset needed to establish and manage their businesses. Entrepreneurial inclination refers to an individual's predisposition or motivation to engage in entrepreneurial activities, including starting and managing a business (Krueger et al., 2000). In educational settings, it is often associated with students' intentions to apply entrepreneurial knowledge and skills acquired during their studies. The clothing and textile industry, known for its creative potential and economic opportunities, offers vast possibilities for entrepreneurial ventures. Tertiary institutions in Southwestern Nigeria, which host a large number of students pursuing clothing and textile programs, are uniquely positioned to influence entrepreneurial aspirations. However, despite growing efforts to promote entrepreneurship, it is unclear to what extent these students are inclined to pursue business ownership in the clothing and textile sector. Scholars have highlighted the importance of entrepreneurship education in developing entrepreneurial attitudes and intentions, particularly in fields with creative potential, such as clothing and textiles (Gibb, 2011). Previous research has also pointed out curriculum gaps. Ojeifo (2016) noted that Nigerian tertiary institutions often focus on theoretical knowledge, which may not fully prepare students for the dynamic challenges of entrepreneurship. Existing literature underscores the importance of entrepreneurship education, institutional support, external factors, and prior experience in shaping entrepreneurial inclination. This highlights the need for curriculum innovation to provide hands-on entrepreneurial experience. This research seeks to assess the entrepreneurial inclination among clothing and textile undergraduates of tertiary institutions in Southwestern Nigeria. It will explore factors such as the educational curriculum, institutional support, external influences, and prior experiences that may shape students' entrepreneurial intentions. The findings of this study will provide insights that can help educational policymakers and institutions enhance entrepreneurial education and better support students' career aspirations.

Research Questions

Research Hypotheses

Null Hypotheses (H_0):

1. H_{01} : There is no significant relationship between educational curriculum and entrepreneurial inclination among clothing and textile undergraduates.
2. H_{02} : Institutional support does not significantly influence entrepreneurial inclination among clothing and textile undergraduates.
3. H_{03} : External factors such as societal expectations and financial challenges do not significantly impact entrepreneurial inclination.
4. H_{04} : There is no significant difference in entrepreneurial inclination between male and female clothing and textile undergraduates.
5. H_{05} : Prior entrepreneurial experience does not significantly affect students' entrepreneurial inclination.

Methodology

Research Design

This study adopted a descriptive survey research design to assess the entrepreneurial inclination of clothing and textile undergraduates. The design is appropriate because it allows for the collection and analysis of data on students' perceptions, attitudes, and intentions regarding entrepreneurship.

Population and Sample Size

The target population for this study consists of all clothing and textile undergraduates in selected tertiary institutions in Southwestern Nigeria. A stratified random sampling technique was used to select participants to ensure representation across different levels of study and institutions. A sample size of 300 students was obtained to ensure the generalizability of findings.

Instrumentation

A structured questionnaire was the primary instrument for data collection.

Validity and Reliability of the Instrument

The content validity of the questionnaire was established through expert reviews by entrepreneurship and educational professionals. A pilot study was conducted with 30 students outside the sample population to test the reliability of the instrument using Cronbach's alpha, with a threshold of 0.70 indicating acceptable reliability.

Data Analysis

Descriptive statistics such as frequency, percentage, mean, and standard deviation was used to summarize demographic data and assess the level of entrepreneurial inclination. Inferential statistics, including chi-square tests and regression analysis, was used to test the hypotheses and identify significant relationships among the variables.

Results

Table 1: Demographic Information of Respondents

		Frequency	Percentage (%)
Gender			
	Male	120	40%
	Female	180	60%
Age Group			
	Under 20 years	30	10%
	20–24 years	210	70%
	25–29 years	45	15%
	30 years and above	15	5%
Year of Study			
	100 Level	15	5%
	200 Level	30	10%
	300 Level	90	30%
	400 Level	165	55%
Prior Experience			
	Yes	120	40%
	No	180	60%

Demographic Information

As displayed in Table 1. 60% female, 40% male. 70% fall between 20–24 years, with the rest distributed across other age groups. The majority (55%) are in their final year of study, followed by 30% in their third year and 15% in lower levels. Prior Experience in Entrepreneurship: 40% report prior entrepreneurial experience, while 60% do not.

Table 2A: Entrepreneurial Inclination

Inclination Level	Frequency	Percentage (%)
High (Strongly inclined)	210	70%
Moderate	60	20%
Low	30	10%

Table 2B: Chi-Square Test for Gender and Entrepreneurial Inclination

Gender	Inclined	Non-Inclined	Total
Male	84	36	120
Female	126	54	180
Total	210	90	300

Chi-Square Value: 2.14

p-value: 0.12 ($p > 0.05$)

Interpretation: There is no significant relationship between gender and entrepreneurial inclination.

Entrepreneurial Inclination Levels

As displayed in Table 2A, 70% of students express a high inclination toward starting their own business postgraduation. 20% report moderate entrepreneurial interest, while 10% express little or no inclination. Male and female respondents show no significant difference in entrepreneurial inclination ($p > 0.05$) Table 2B).

Table 3A: Influence of Educational Curriculum

Response	Frequency	Percentage (%)
Strongly Agree	135	45%
Agree	90	30%
Neutral	45	15%
Disagree	15	5%
Strongly Disagree	15	5%

Table 3B: Regression Analysis for Educational Curriculum and Entrepreneurial Inclination

Variable	Unstandardized Coefficient (B)	Standard Error	t-Value	p-Value
Educational Curriculum	0.45	0.12	3.75	0.001

R-Squared: 0.38

Significance Level: $p < 0.01$

Interpretation: Educational curriculum has a significant positive influence on entrepreneurial inclination.

Influence of Educational Curriculum

As shown in Table 3 above, 75% of respondents agree or strongly agree that the educational curriculum has positively influenced their entrepreneurial mindset. Furthermore, regression analysis indicates a significant relationship between curriculum content and entrepreneurial inclination ($p < 0.01$) Table 3B.

Table 4A: Impact of Institutional Support

Institutional Support Perception	Frequency	Percentage (%)
Strongly Adequate	60	20%
Adequate	120	40%
Neutral	60	20%
Inadequate	45	15%
Strongly Inadequate	15	5%

Table 4B: Chi-Square Test for Institutional Support and Entrepreneurial Inclination

Institutional support	Inclined Students	Non-Inclined Students	Total
Adequate	162	18	180
Inadequate	48	72	120
Total	210	90	300

Chi-Square Value: 25.36

p-value: 0.001 ($p < 0.05$)

Interpretation: Institutional support significantly influences entrepreneurial inclination.

Impact of Institutional Support

Table 4A reveals that 60% of respondents feel that their institutions provide adequate entrepreneurial support (e.g., workshops, seminars, mentorship programs). From the chi-square analysis presented in Table 4B, institutional support is shown to have a significant positive influence on entrepreneurial inclination ($p < 0.05$).

Table 5A: External Factors Affecting Entrepreneurial Inclination

Factor	Frequency	Percentage (%)
Financial Challenges	240	80%
Societal Expectations	195	65%
Family Support	165	55%
Access to Funding	225	75%
Government Policies	90	30%

Table 5B: Regression Analysis for External Factors (Financial Challenges and Access to Funding)

Variable	Unstandardized Coefficient(B)	Standard Error	t-Value	p-Value
Financial challenges	-0.58	0.15	-3.87	0.001
Access to funding	0.65	0.18	4.12	0

R-Squared: 0.42

Significance Level: $p < 0.01$

Interpretation: Financial challenges negatively affect entrepreneurial inclination, while access to funding has a significant positive influence.

External Factors

As shown in Table 5A above, financial challenges are identified by 80% of respondents as a major barrier to pursuing entrepreneurship. Societal expectations and family support are reported as influential factors by 65% and 55% of students, respectively. Regression analysis displayed in Table 5B shows that access to funding and government support produced a statistically significant impact on students' entrepreneurial intentions ($p < 0.01$).

Table 6: Prior Entrepreneurial Experience and Inclination

Entrepreneurial Experience	Inclined Students	NonInclined Students
Yes	96 (80%)	24 (20%)
No	108 (60%)	72 (40%)

Chisquare test result: Significant relationship between prior experience and inclination ($p < 0.05$).

Prior Entrepreneurial Experience

Table 6 revealed that students with prior entrepreneurial experience are more inclined to start a business (80% vs. 65% for those without experience). Chisquare analysis reveals a significant relationship between prior experience and entrepreneurial inclination ($p < 0.05$).

Discussion of Findings

The results of this study provide critical insights into the entrepreneurial inclination of clothing and textile undergraduates in tertiary institutions in Southwestern Nigeria. Below is a detailed discussion of the key findings: The majority of respondents (70%) expressed a high level of entrepreneurial inclination. This suggests a strong interest among students to pursue careers as entrepreneurs in the clothing and textile industry. The high level of entrepreneurial intention aligns with global trends emphasizing the importance of entrepreneurship education in fostering a proactive entrepreneurial mindset. Interestingly, no significant differences were observed between male and female respondents regarding entrepreneurial inclination ($p > 0.05$). This indicates that gender may not be a critical determinant of entrepreneurial aspirations in this field. These findings are consistent with previous research that suggests gender equality is becoming more prominent in entrepreneurial aspirations among university students. A significant proportion of respondents (75%) indicated that their educational curriculum positively influenced their entrepreneurial inclination. Regression analysis confirmed a significant relationship between curriculum content and entrepreneurial inclination ($p < 0.01$). This finding highlights the importance of integrating entrepreneurial education into the academic curriculum, particularly for practical fields like clothing and textiles. The practical components of the curriculum, such as business plan development and handson training, may have helped foster entrepreneurial skills among students. Institutions should continue to enhance these components to prepare students for entrepreneurial success. The findings reveal that 60% of students felt their institutions provided adequate entrepreneurial support through mentorship programs, workshops, and seminars. Institutional support significantly influenced entrepreneurial inclination ($p < 0.05$). This emphasizes the importance of a supportive academic environment that nurtures entrepreneurial aspirations. However, the remaining 40% of respondents who perceived institutional support as inadequate suggest room for improvement. Institutions should consider expanding access to mentorship and networking opportunities with industry professionals to further encourage entrepreneurial ventures. The results show that financial challenges were a significant barrier, with 80% of respondents identifying this as a major obstacle. Additionally, access to funding and loans was found to have a significant impact on students' entrepreneurial intentions ($p < 0.01$). These findings reflect the reality that many students face limited access to capital when pursuing entrepreneurial endeavors. Societal expectations and family support also played a role in shaping entrepreneurial inclination, reported by 65% and 55% of respondents, respectively. This underscores the need for social and familial encouragement in fostering entrepreneurial behavior. Government policies and institutional partnerships could also be strengthened to address financial barriers. Students with prior entrepreneurial experience showed a higher inclination toward entrepreneurship (80%) compared to those without experience (60%). Chisquare analysis revealed a significant relationship between prior experience and entrepreneurial inclination ($p < 0.05$). This suggests that early exposure to entrepreneurship can positively shape students' aspirations. Institutions may consider incorporating more entrepreneurial internships or experiential learning opportunities to provide students with practical experience. This could further enhance their confidence and readiness to pursue entrepreneurship after graduation.

Conclusion

The findings of this study suggest a high entrepreneurial inclination among clothing and textile undergraduates in Southwestern Nigeria, with educational curriculum, institutional support, and external factors playing critical roles. Addressing financial challenges and enhancing support programs could further boost students' entrepreneurial intentions. Furthermore, this study demonstrates a generally high entrepreneurial inclination among clothing and textile undergraduates in Southwestern Nigeria, driven by educational curriculum, institutional support, and external factors. However, financial challenges remain a significant barrier. Addressing these challenges through targeted policies, mentorship programs, and funding opportunities can enhance students' entrepreneurial potential and help create a more robust entrepreneurial ecosystem in the region.

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