

Garment Making: A Way Forward To Sustainable Development Of Individuals

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Abstract: This paper aimed at sensitizing all and sundry with particular reference to acquisition of skills in garment making for sustaining the development of individuals. The purpose of the study is to promote garment making skills thereby eliminating poverty, hunger, increase economic buoyancy and provide job opportunities. The objectives of the study were to document the level of skill acquisition in garment making, identify challenges confronting individuals in acquiring skills in garment making, record the economic aspects of garment making and document the acceptance of respondents in acquiring skills in garment making among others. Research questions were generated in line with the stated objectives and descriptive survey research design was adopted for the study. The study was carried out in Ondo West Local Government Area of State, Nigeria, population of the study consisted of male and female (parents, junior and senior secondary school pupils, secondary school leavers, under-graduates and graduates of tertiary institutions). Convenience sampling technique was used to select three hundred (300) respondents. A validated four point Likert scale structured questionnaire was used to elicit information from respondents. Data collected were analyzed using mean (\bar{x}), cut off point of 2.50 was used to determine accepted and rejected items. Findings of the study showed that larger percentage of parents did not have any knowledge in garment making thus they could not transfer the skills to the children, parents preferred white collar jobs to garment making, many secondary school pupils, undergraduates, graduates and other school leavers were willing to acquire skills in garment making however, they were faced with challenges ranging from lack of funds among others. Suggestions were made such that simple garment making processes should be introduced into secondary schools scheme of work, garment making skill acquisition centre be established in rural and urban areas of the state among others. Conclusively, the study was able to educate different categories of individuals about acquisition of skills in garment making as a tool for sustaining economy buoyancy.

Keywords: Skill, Garment, Poverty, Challenges

I. INTRODUCTION

Garments are of importance to man in his environment no matter the age, as soon as a child begins to express the need for wearing clothes such a child is expressing his individuality thereby developing preference of certain styles and mode of dressing. The types of garments an individual acquires are determined by the environment, workmanship, availability of good sewing equipment required in garment making among others.

The origin of garment making is as old as man himself. Cordra (2013) holds that in the middle ages and particularly in the 19th century garments were in form of draped blouses and girdled Kimono dresses and many other dresses characterized

by full belled shaped sleeves and low cut necklines for women. However, Gray (1973) averred that men dressed in trunk trousers and loose shirts with broad shoulder and full sleeves to replace the fitted doublet.

In Africa particularly Nigeria people constructed their ancient garments made from strips of locally woven fabrics, these were made into loose garments such as 'agbada', 'gbariye', 'dansiki', 'kembe' among others for men while women folks joined strips of locally woven fabrics into loose blouse (buba), wrapper (iro) with head gear (gele) and shoulder dressing cloth (iboron). These Nigerian dresses were joined together with hand sewing needle (tapestry needle) using matching twisted cotton yarn. Likewise, before the invention of sewing machine people beyond African

communities around the world constructed their garments using hand sewing methods and loose stitches in form of over-sewing, tacking, and running stitches among others were employed as means of obtaining seams and edge finishes. The garments constructed were made by members of the family without fee for workmanship, and the younger ones within the family acquired garment making skills from parents and older relations.

Today, various garments styles are constructed by experts in different parts of the world using various types of sewing machines which may be manually or electrically driven in nature for accomplishing garment making processes. These sewing machines are grouped under peculiar functions performed such as those for straight sewing, neatening of raw edges (edge finishes) and for embroidery designs purposes.

Garment making has come to stand a chance for generating income for an individual and the family at large likewise it offers opportunities for continued wages thereby creating job opportunities for both young and old. To acquire adequate skills in garment making an individual is expected to pass through training under the supervision of qualified garment making instructors, acquisition of skill in garment making can be accomplished under formal education (within school system) and informal (out of school system). In both, systems of skill acquisition, the major purpose is to earn a gainful employment worthy of good living and to avert poverty. Pitman (1996) holds that learning a trade in garment making is meant to provide an individual the opportunity to take diverse activities, develop internal motivation and direct their efforts towards challenging goals.

Skill according to Okorie (2000) is the ability to do something expertly and well and that to possess a skill is the demonstration of acting or behaving in a specific activity in such a way that the process becomes natural to the individual through repetition and practice. Osiem (2008) and Wikipedia (2009) submit that skill is also a measure of expertise with the capacity of talent to carry out pre-determined results often with minimum outlay of time and energy. Likewise, Okorie (2000) averred that skill is measured expertise of worker and also ability of proficiency displayed in an individual. Skill acquisition is a kind of empowerment that provides its beneficiaries with high standard training in handcrafting. Soul (2018) remarked that youth engagement is a priority as the large group can make positive change within the environment they serve.

Skill acquisition in garment making can be in the areas of traditional wears relating to fashion trends in different parts of the world including garments relating to traditional activities in Africa and beyond which is accepted to all and sundry.



Traditional Garments in Nigeria

Poverty is the state of one who lacks a usual or socially accepted amount of money to

Satisfy processions leading to lack of means to satisfy their basic needs (www.britanian.com 2016). Garment refers to wardrobe addresses in general or distinctive style of dressing of a particular people, class or period it is also termed as a particular style of clothing worn to portray the wearer as a character other than their regular person at social events such as festivals, wedding party or a theatrical performance. It is also a form of clothing of a special kind for men, women and children (Williams, 2017 and www.goggle.com, 2019).

A garment maker is the person who constructs clothing and apparels for either male or female gender for the purpose of casual or occasional wears. The fitness of the garment on the figure is determined by perfect sewing skills. Garments are essential for the purpose of:

- ✓ Protection against adverse weather conditions.
- ✓ Protection against dangerous animals
- ✓ Fixing status and exhibiting professional prowess.
- ✓ As mark of identity as it helps to distinguish between various cultural tribes, clans (nurses, lawyers, paramilitary among others) and religious around the world.
- ✓ Preserving people's cultural heritage linking the people to their past thereby creating awareness for the coming generations.
- ✓ Boosting the national economy through foreign exchange gotten from exportation of goods from one country to another through trading processes.
- ✓ Encouraging emergency for fashion designing experts in garment making industries and
- ✓ Promotes advancement in fashion throughout the world among others.

However, here are various groups of garments which are classified in relation to the purpose they are meant to serve. such as :

- ✓ **NATIONAL GARMENT:** Regional costume that deals with identity and emphasizes cultural unique attributes which offers a source of natural pride.
- ✓ **HOLIDAY AND FESTIVAL GARMENT:** Such as Christmas and Easter. Banbara and Cleus (2005) affirm that some Easter costumes typically portray mythical characters such as putting on an animal costume for Easter celebration.
- ✓ **CHILDREN'S GARMENT:** This serves as an avenue for children to explore and acquire role play such as dressing up in garments of nurses, princesses, officers and also to portray a character.

- ✓ *MASCOTS EVENT GARMENTS*: Used for sporting activities where supporters dress in their team representatives to rally round the team courses.

Much as acquisition of skills in garment making is of a necessity, it is essential that every individual be encouraged to partake in garment making skills processes geared towards personal needs or commercial purposes coupled with earning a living thereby denoting means of satisfying individual and family needs among young and old.

PURPOSE OF THE STUDY

The purpose of the study is to promote garment making skills among inhabitants (secondary school students, secondary school levers, undergraduates, graduates of tertiary institutions and parents in Ondo West Local Government Area (OWLGA) of Ondo State.

The specific objectives of the study were to:

- ✓ document the level of skill acquisition in garment making among inhabitants (secondary school students, secondary school levers, undergraduates, graduates of tertiary institutions and parents) in Ondo West Local Government Area (OWLGA) of Ondo state ;
- ✓ identify challenges confronting individuals in acquiring skills in garment making among inhabitants of Ondo West Local Government Area (OWLGA) of Ondo State;
- ✓ record the economic aspects of garment making among inhabitants of Ondo West Local Government Area (OELGA) of Ondo State and ;
- ✓ document the level of respondent's acceptance to acquire skills in garment making;.
- ✓ seek parents opinion concerning their children's acquisition of skills in garment making;
- ✓ provide recommendations towards eliminating challenges confronting inhabitants of Ondo West Local Government Area (OWLGA) of Ondo state in acquiring skills in garment making;

RESEARCH QUESTIONS

The under-listed questions were raised to support the findings of the study.

- ✓ What is the level of skill acquisition in garment making among inhabitants of Ondo West Local Government Area (OWLGA) of Ondo State?
- ✓ What are the challenges confronting individuals in acquiring skills in garment making in Ondo West Local Government Area (OWLGA) of Ondo State?
- ✓ What are the economic aspects of garment making among inhabitants of Ondo West Local Government (OWLGA) of Ondo State?
- ✓ What is the level of respondent's acceptance to acquiring skills in garment making? and
- ✓ What is the opinion of parents concerning the children's acquisition of skills in garment making?

STATEMENT OF THE PROBLEM

Acquisition of skills in garment making is virtually reducing among different groups of people such as secondary

school students, secondary school levers, undergraduates and graduates of tertiary institution who are yet to secure gainful employment nor set into business of their choice for better living. This situation has greatly increased the adverse effects of economic buoyancy among people of various societies causing poverty and self insufficiencies among others. Much as acquisition of skill in garment making is of a necessity, it is essential that every individual be encouraged to to partake in sewing processes geared towards personal or commercial purposes for earning a living thereby denoting means of satisfying individual and family needs among young and old. Hence the need for this research.

II. RESEARCH METHODOLOGY

RESEARCH DESIGN

Descriptive survey research aims to accurately and systematically describe a population, situation or phenomenon. It can answer, what, where, when and how questions but not why questions and the research does not control or manipulate any of the variables but only observes and measure them (Shona, 2019).

AREA OF THE STUDY

The study was carried out in Ondo West Local Government Area (OWLGA) of Ondo state. Ondo West Local Government Area is one of the eighteen (18) local government areas in Ondo State, Nigeria.

POPULATION OF THE STUDY

Population of the study consisted of three hundred male and female respondents (secondary school pupils, secondary school levers, undergraduates, graduates of tertiary institutions and parents (literate and non-literate) in (OWLGA) of Ondo state.

SAMPLE SIZE AND SAMPLING TECHNIQUES

Convenience sampling technique was used to select three hundred (300) respondents in this order secondary school students, (50), secondary school levers fifty (50), undergraduates fifty (50), graduates pf tertiary institutions fifty (50) and parents of the respondents one hundred (100).

RESEARCH INSTRUMENT

Validated four point Likert scale structured questionnaire was used to elicit information from selected respondents. Twenty three (23) items of the test instrument were constructed in English language in line with the stated objectives and research questions,

DATA COLLECTION AND DATA ANALYSIS

Two hundred and sixty copies (260) of the test instrument were personally administered to the students, undergraduates,

graduates and literate parents, the filled copies were collected immediately to avoid loss in transit. However, items of the remaining forty (40) copies of the test instrument were interpreted to the non-literates parents and their responses recorded. Responses of the selected respondents to the items of the test instrument were collated using frequency counts and mean (\bar{x}) based on the statistical real limit of 2.50 as cut off point (COP)

$$\text{Formula: COP } \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

Decision Rule: Any mean of 2.50 and above were regarded as accepted and any mean below 2.50 were regarded as rejected.

S/N	Items/Variab	SA	A	SD	D	Total	x4 SA	x3 A	x2 SD	x1 D	Total	Mean (\bar{X})	Decision
1.	Very high	5	15	69	11	100	20	45	138	11	224	2.2	R
2.	High	11	22	56	11	100	44	66	112	11	233	2.3	R
3.	Low	60	22	10	8	100	240	66	20	8	334	3.3	A
4.	Very low	79	8	9	4	100	316	24	18	4	362	3.6	A
5.	No knowledge at all	40	26	19	15	100	160	52	38	30	250	2.5	A

Table 1: Level of Skill Acquisition in Garment Making among Students and Graduates in Ondo West Local Government Area of Ondo State

Table 1 above revealed that item number four obtained a mean of 3.6. Thus majority of the respondents have very low level of skill acquisition in garment making.

S/N	Items/Variables	SA	A	SD	D	Total	x4 SA	x3 A	x2 SD	x1 D	Total	Mean (\bar{X})	Decision
6.	Lack of parents knowledge in garment making	80	10	8	2	100	360	40	16	2	418	4.2	A
7.	Ignorance on the part of parents who preferred white collar jobs to garment making	99	1	0	0	100	396	3	0	0	396	4.0	A
8.	Lack of fund to accomplish training	79	10	9	2	100	316	30	18	2	366	3.7	A
9.	High cost of sewing equipments and tools	89	10	1	0	100	356	30	2	0	356	3.7	A
10.	Consumes more time in training than that of hair dressing, manicuring, cake making etc.	75	15	4	6	100	300	45	8	6	359	3.6	A

Table 2: Challenges Confronting Acquisition of Skill in Garment Making Among Secondary School Students and Undergraduates and Graduates of Tertiary Institutions in Ondo West Local Government Area of Ondo State

Table 2 revealed that all items scored well over cut off point of 2.50 thus responsible for challenges confronting respondents towards acquiring skills in garment making.

S/N	Items/Variables	SA	A	SD	D	Total	x4 SA	x3 A	x2 SD	x1 D	Total	Mean (\bar{X})	Decision
1.	Fund generating venture	99	1	0	0	100	296	3	0	0	396	3.9	A
2.	Creativity in garment making	95	5	0	0	100	380	15	0	0	395	4.0	A
3.	Creation of job opportunities and self employment	97	2	0	0	100	388	6	0	0	394	3.9	A
4.	Brings about self reliance venture	93	7	0	0	100	372	21	0	0	393	3.9	A
5.	Prevents poverty	96	4	0	0	100	384	12	0	0	396	3.9	A
6.	Enhances economic buoyancy	87	9	4	0	100	348	27	8	0	383	3.8	A

Table 3: Economic Aspects of Skills Acquisition in Garment Making

Table 3 disclosed that all items enumerated are associated with economic aspects of skill acquisition in garment making which is geared towards self sufficiency of an individual.

S/N	Items/Variab	SA	A	SD	D	Total	x4 SA	x3 A	x2 SD	x1 D	Total	Mean (\bar{X})	Decision
17.	Not interested in acquiring skills in garment making	90	9	1	0	100	360	27	2	1	390	3.9	A
18.	Wish to acquire skills in garment making	95	5	0	0	100	0	0	380	15	595	4.0	A
19.	Yet to take decision	85	5	6	4	100	340	15	12	4	371	3.7	A

Table 4: Respondents Acceptance in Acquiring Skill in Garment Making

In table 4 respondents who are willing to acquire skills in garment making scored mean of 4.0 respectively, those who were not interested in acquiring skills in garment making scored mean of 3.9, however those who were yet to take decision scored mean of 3.7.

S/N	Items/Variab	SA	A	SD	D	Total	x4 SA	x3 A	x2 SD	x1 D	Total	Mean (\bar{X})	Decision
20.	Have knowledge of skill acquisition in garment making	5	10	20	70	100	20	30	40	70	160	1.6	R
21.	Some of your children have knowledge of skill acquisition in garment making	8	11	36	45	100	32	33	72	45	182	1.82	R
22.	Your children can be allowed to acquire skills in garment making	0	2	45	50	100	0	6	96	50	152	1.52	R
23.	Prefers white collar jobs for the children rather than acquisition of skills in garment making	80	16	1	3	100	320	48	2	3	373	3.7	A

Table 5: Parents Opinion Concerning the Children's Acquisition of Skills in Garment Making

In table 5, item 21 showed that parents who preferred white collar jobs for the children obtained mean of 3.7 while items 18, 19, and 20 obtained mean score below 2-50 and were rejected respectively.

III. DISCUSSION

The study registered that larger percentage of the respondents (secondary school pupils, secondary school levers, undergraduates and graduates of tertiary institutions have no knowledge of skills in garment making Likewise the parents did not have any knowledge in garment making thus they could not transfer the skills to the children, parents preferred white collar jobs to garment making, It was also recorded that many secondary school pupils, secondary school levers, undergraduates and graduates of tertiary institutions were willing to acquire skills in garment making. However respondents who have interest in acquiring skills in garment making are faced with challenges ranging mostly from lack of fund, inadequate time, lack of support from parents among others. Inability of the respondents (secondary school students, secondary school levers, undergraduates, graduates of tertiary institutions and the parents to acquire skills in garment making was spopular which implies that they may not be able to generating funds to support their personal needs and the

family economy. This situation is against the opinion of Olaitan, Ali, Onyemachi and Nwachukwu (2000) that acquiring skills by an individual is to be productive, self employed and create wealth for the purpose of reducing the level of poverty emanating from joblessness. It was also gathered that the respondents were confronted with varying degrees of challenges ranging from poor funding among others in acquiring skills in garment making. This is against the submission of Okeke. and Eze (2010) that insufficient finances is a realistic factors inhibiting implementation of vocational and technical education. The study also confirmed that considerable number of respondents do not have high level of knowledge concerning skill acquisition in garment making. This finding is contrary to the submission of Soul (2018) that empowering and engagement of youths is priority for sustainable impact and positive change. It was also evident in the study that ignorance, neglect and poor motivation on part of the parents who declined on the children acquisition of skills in garment making, This is against the submission of Barau and Mufutau (2018) that elites, the rich and political parents do not encourage their wards to obtain Vocational and Technical education in which garment making. is embedded. The negative attitudes of the parents against skill acquisition in garment making was also against the submission of Akanbi (2004) and National Policy on Education (2004) which says that economic growth is the improvement of quality of life of an average citizen and that every individual should be given the opportunity of developing manipulative skills that will enable him function effectively in the society within the limit of his capacity

IV. CONCLUSION

Conclusively, the study was able to educate different categories of individuals about benefits associated with acquisition of skills in garment making as a tool for enhancing and sustaining economic recovery and buoyancy for better living. Recommendations provided will go a long way in encouraging the selected respondents to improve their quality of life.

V. RECOMMENDATIONS

The following recommendations are provided that:

- ✓ Establishment of skill acquisition centers in garment making in strategic places in Ondo West Local Government Area
- ✓ Synthesizing parents on the importance if skill acquisition in garment making through mass media (radio, television, seminars/conferences and adult education etc).
- ✓ Provision of sewing equipments and tools to schools at secondary and tertiary institution levels and
- ✓ Mass training of instructors in garment making in the local government area.

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