

# Evaluation of Garment-Making Techniques in Vocational Skills Acquisition Training Centres in Ondo State, Nigeria

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## ABSTRACT

Nigeria's vocational skill acquisition programme aimed to reduce the rate of unemployment. However, the programme seems to be facing some difficulties, such as poor funding by the Nigerian government, a shortage of qualified trainers for the teaching and supervision of trainees, poor monthly remuneration for the trainers, and a lack of up-to-date equipment and training infrastructure for garment-making. With the above challenges facing the programme, the research also evaluated the level of skills acquired by the trainees before becoming professional practitioners, particularly as different garment-making styles required specific techniques of sewing. This study examined one hundred and six (106) registered trainees' competencies at the vocational skills acquisition centres through the administration of a set of questionnaires. Twenty-two (22) vocational skill acquisition centres in Ondo State offering the fashion design trade were selected for the study. The results revealed that trainees demonstrated exceptionally high proficiency in tasks such as "Trim seams" and "Replace buttons," with over 97% rating their competency at level 5. This indicated that they performed these tasks "Very Well." Other skills like "Stitch darts," "Press darts," and "Apply facings" also showed trainees' high proficiency at performing the tasks, with the majority of them at level 5. However, some tasks revealed a small percentage of trainees' skills at levels 2 to 4, indicating areas needing improvement.

**Keywords:** Fashion Design, Fabrics, Garment-making, Vocational Skills Acquisition, Ondo State

## INTRODUCTION

This paper seeks to analyse the techniques of garment-making at selected Vocational Skills Acquisition Centres in Ondo State. In an attempt to solve the problem of unemployment among youths, the Federal Government of Nigeria established vocational skill acquisition centres across the states. The programme is facing some challenges which might reduce the competencies of the trainees at the centre. Therefore, the study evaluates some of the basic techniques of garment-making at the vocational skills acquisition centres to know the competence of the trainee during their training period. Data on some related variables were obtained directly through questionnaires at twenty-two (22) vocational skill acquisition centres in Ondo State offering the fashion design trade.

The study observed that garment-making involves the combination and harmonization of different techniques to make a perfect one. It is the art of converting flat materials into shaped garments to meet the

primary needs of man which is to cover his nakedness (Raul, 2013). Developing expertise in the profession is possible as the art of improving one's competence in the skill over a while culminates into the ability to tailor a garment to a perfect fit, (Espinoza, 2019).

The technology of weaving using the handloom and mechanical loom enabled man to produce different types of fabrics to suit different end users (Mullick 2006). Garment-making requires different specialists such as fashion designer who creates the ideas and concepts of new clothing styles and accessories by drawing and sketching. Today, fashion designers make use of Computer-Aided Design (CAD) technology to complete the drawing. Fashion designers create styles of clothing, and the type of fabric and patterns to be used. Bradely (2010) describes a dressmaker as someone who specializes in creating clothing for women while a tailor specializes in creating clothing for both men and women. Therefore, a tailor/ dressmaker is someone who sews or joins the garment with a sewing machine and turns the designs into a garment. Males and females have different body shapes which requires different approaches to pattern making, garment cutting and construction.

This study examined the following variables such as trimming seams, replacing buttons, stitching darts, pressing darts applying facings applying zipper putting in set-in sleeves applying cuffs making sleeves making plackets attaching a collar attaching pockets applying yokes attaching hooks & eyes attaching snaps, hem by hand apply trim such as lace, bias use self-made bias identify and use a variety of sewing machine feet/attachments in the study area (Plates 1-5).

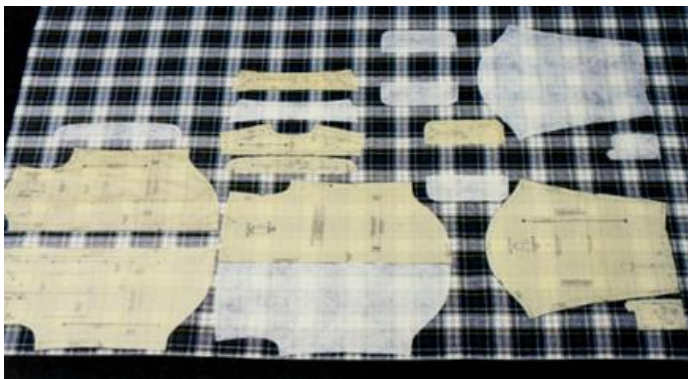


Plate 1: Showing layout pattern,

Source: Singer- The Complete Photo Guide to Sewing (2005). [www.creativepub.com](http://www.creativepub.com)



Plate 2: Showing how to attach sew-on snaps.

Source: Singer- The Complete Photo Guide to Sewing (2005). [www.creativepub.com](http://www.creativepub.com).

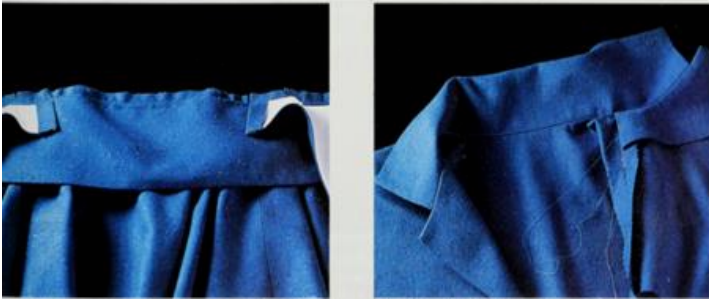


Plate 3: Showing how to attach the collar.

Source: Singer- The Complete Photo Guide to Sewing (2005). [www.creativepub.com](http://www.creativepub.com)



Plate 4: Showing how to attach a sleeve.

Source: Singer- The Complete Photo Guide to Sewing (2005). [www.creativepub.com](http://www.creativepub.com)



Plate 5: Showing how to sew dart.

Source: Singer- The Complete Photo Guide to Sewing (2005). [www.creativepub.com](http://www.creativepub.com)

Ogunduyile, Makinde, Olowookere and Emidun (2017) described tailoring as a study or a way in which clothes are measured and cut and sewn into wears for covering and for utilitarian purposes. Roetzel (2018) opines that, before the advent of sewing machines in the 18th century, tailors cut and sewn by hand similar to the way modern-day custom-made tailors work. In the 18th century, tailors started to think about ways to reduce the number of fittings and so they started to create cutting systems, these systems in combination with the invention of the sewing machine in 1790 changed the process of garment construction. Personalised tailor-made garments are unique in terms of style and fit to the owner's body. Ahamed, Islam and Ali (2019) explain that lack of proper skill, machine disturbances and improper machine adjustment can affect the quality of a garment. Garment-making, especially native wear is very lucrative in Ondo State, Nigeria. Lindersay (2011) opines that, frequently, new garments are continually made for various occasions such as Christmas and Easter for Christians, Eid ul Fitri, and Ramadan for Muslims, birthdays, weddings, funeral

ceremonies and so on. Garments are sewn either by tailors or dressmakers at one time or the other for these occasions. Consequently, a good tailor or dressmaker will always be busy sewing garments throughout the seasons.

### **Research Problems**

The vocational skill acquisition programme was primarily designed to reduce the rate of unemployment in the country. Nevertheless, the programme has been facing some difficulties such as poor funding from the Nigerian government and, a shortage of qualified trainers for teaching trainees and supervision, while equipment and training infrastructure are also lacking, especially up-to-date equipment for garment-making. With the above challenges facing the programme, the researcher was concerned about the competency of the trainees as an expert in garment-making. This, as underpinned by Akintayo's (2013) assertion suggests that acquiring productive skills through adequate training in vocational skill programmes will make the trainees useful to society. The main research questions addressed mainly: what techniques of garment-making were prominent at the selected vocational skill acquisition centres, in Ondo State, Nigeria, and what level of competence, and proficiency were shown when performing the garment-making modules by the trainees?

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

The study aims to examine the competencies of garment-making at the vocational skills acquisition centres in Ondo State, Nigeria. To achieve this aim, the techniques of garment-making and the results of their competencies at the vocational skills acquisition centres were investigated.

## **RELATED LITERATURE**

### **Techniques in Garment-making**

A Garment is a term used to name clothes such as apparel, attire, dress, uniform and clothes. It is an item worn to cover the body like, T-shirts, shirts, pants, jackets, boxers, and ladies' blouses. Garments are classified based on many criteria. In this fashion era garments are the most essential component of the fashion industry. Garment-making is the art of converting flat material into shaped garments (Raul 2013). It is one of the primary needs of man to cover his nakedness. Males, females and children wear garments for different purposes such as protection, adornment and beautification. Asaju (2014) and Oloyede (2014) observed that apart from man's basic needs such as food, clothing, shelter and protection, man also needs clothing for protection from weather conditions such as cold, sun, diseases and infection. Stauffer (2004) and Mullick (2006) ascertain that man before he discovered weaving, wore the skins of animals and the bark of trees to keep warm and for protection.

The technology of weaving on a handloom and mechanical loom enables man to produce different types of fabrics to suit different end uses (Mullick 2006). Fabrics can be constructed with several techniques such as weaving, knitting, non-woven, netting, laces, braiding, embroidery, felting, knotting and so on. Mullick (2006) ascertained that fabric is designed for the intended end use by the manufacturer who chooses the yarn, weaves and finishes with the combination of properties that will give the serviceability expected by the consumer.

Corbman (1985) opines that everyone is a final consumer of textiles and the knowledge of it is paramount. Fabrics are made from different fibres such as natural fibres- cotton and linen from vegetables, silk and wool from animals; asbestos and minerals. According to Raul (2013), fabrics are also made from man-made/synthetic fibres such as acrylic, (acrylan, Courtelles), cellulose (viscose rayon, acetate, tricel), polyamide (nylon), polyester (Terylene), polyurethane (vyrene), protein (fibrolane) and metal (tinsel, Lurex). All these fibres are manufactured in different countries and imported to Nigeria. Textile mills

produce fabrics from similar fibre under different trade names.

A tailor /dressmaker needs to have a basic knowledge of fabric properties to enable them the right choice of fabric for garment-making every time for his /her customers. Sometimes, natural fibres can be blended with synthetic fibres to have better characteristics such as maximum comfort, durability and appearance retention of a fabric (Stauffer 2009). Corbman (1985) concluded that the knowledge of textiles is of major importance. Certain fabrics such as napped/ pile fabrics, sheer fabrics, twill weave fabrics, plaids and stripes fabrics and knits due to their design or construction need special attention during layout and construction (Fund 2005). Raul (2013) ascertained that fibres, fabrics, fashions, paper patterns, thread interfacings, fastenings, and equipment are very important in dressmaking, as well as the technical processes which must be mastered to become skilled in the art of converting flat materials into shaped garments. Skills would be acquired as trainees work through the processes and become more proficient as they progress.

### **Conceptual Framework**

This study is based on the concept of garment-making as it relates to vocational skill acquisition. To conduct this research (Jimba 2007; Idoko 2012; Ojimba 2012; Okoye & Arimonu 2016; Nwosu and Micah, 2017; Fatoki 2019 and Okolocha, Akamelu & Muogbo 2020) researched into current and comprehensive presentation of vocational skill acquisition programme, principles and processes. Beginning with a deliberate analysis of the importance and relevance of vocational skill acquisition programmes to trainees, and the absence of research that focuses on techniques of garment-making at vocational skills acquisition centres in Ondo state Nigeria.

Fitts and Posner (1967) proposed a model of skill acquisition centred on three distinct phases of learning. Although the theory looks old, it is still relevant today. The theory has been used to address scenarios where stages of learning are required especially from trainee to an expert. Jordan & Ivry (2012); Shaw (2021) & Huber (2023) used the theory of Fitts & Posner's Stages of Learning (Cognitive, Associative & Autonomous) to solve problems that relate to processes of strategic control and processes related to motor adaptation such as sports, skill acquisition and medical science. The researcher considered this theory to be very much applicable in this research especially where learning a new skill is required.

## **METHODOLOGY**

### **The Study Area**

The study area for this study consists of the twenty-two (22) free skills acquisition centres in Ondo State including Akure, Ondo Town, Oba ile, Ago-ireti, Iju, Ijare, Idanre, Remand Home, Psychiatric, Prospect, Arigidi, Owo, Oba-Akoko, Ipe-Akoko, Ikare-Akoko, Ikun-Akoko, Afo, Ifon, Odigbo, Okitipupa, Igbokoda and Oke-Igbo.

### **Data Collection**

The instrument of data collection for this study was a questionnaire. The study area involved all three senatorial districts of Ondo State, Nigeria namely Ondo North, Ondo Central and Ondo South. Each senatorial district has six (6) local government areas making a total of 18 local governments in the state and twenty-three (23) vocational skill acquisition centres spread across the state. Twenty-two (22) of these free skill acquisition centres in the state specialized in fashion design these include: Akure, Ondo Town, Oba ile, Ago-ireti, Iju, Ijare, Idanre, Remand Home, Psychiatric, Prospect, Arigidi, Owo, Oba-Akoko, Ipe-Akoko, Ikare-Akoko, Ikun-Akoko, Afo, Ifon, Odigbo, Okitipupa, Igbokoda, and Oke-Igbo were selected for this study. Except Irele Skill Acquisition Centre which has no fashion design as a trade.

## Analytical Tool

The study adopted the censor sampling technique because the registered number of trainees who specialized in fashion designs at the vocational skill acquisition centres in Ondo state was less than two hundred (200). Data collection was achieved through a questionnaire of scale questions to measure the degree of the trainees' competencies. A total number of one hundred and sixty-one (161) questionnaires were distributed within twenty-two (22) of these free skill acquisition centres in the state. One hundred and six (106) questionnaires were suitable for data analysis. Descriptive statistics such as frequency and percentage, chart and the mean score were employed to draw inferences from the data collected.

## RESULTS AND DISCUSSION

Garment-making requires some techniques which the trainees need to know during their one-year training period. The responses of the respondents show the competencies of the trainees at vocational skill acquisition centres. The under-listed variables influenced the questionnaires administered to the trainees: Replace Buttons Competencies; Stitch Darts Competencies; Press Darts Competencies; Apply Facings Competencies; Apply Zipper Competencies; Set-in Sleeves Competencies; Apply Cuffs Competencies; Make Sleeve Competencies; Make Plackets Competencies; Attach a Collar Competencies; Attach Pockets Competencies; Apply Yokes Competencies; Attach Waistband Competencies; Attach Hooks and Eyes Competencies; Attach Snaps Competencies; Hem by Hand Competencies; Apply Trim Such as Lace or Bias Competencies; Use Self-Made Bias Competencies; Identification and Use of a Variety of Sewing Techniques Competencies.

### Replace Buttons Competencies

When it comes to replacing buttons, the data reflects a similarly high level of competency among trainees. Figure 1 shows the responses of the respondents that, out of 106 trainees, 103 (97.17%) rated their competency at level 5, with minimal representation at lower levels: 1 trainee (0.94%) at level 4 and 2 trainees (1.89%) at level 2. This high level of competency suggests that the training programme is successful in teaching this essential skill. The trainers' high proficiency likely plays a critical role in this outcome, ensuring that trainees receive thorough instruction and practice in replacing buttons, which is a fundamental aspect of garment-making.

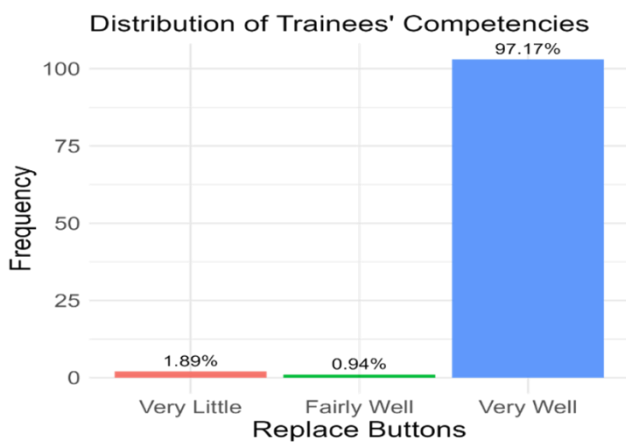


Figure 1: Bar chart showing the distribution of the competency levels of the trainees in replacing buttons

### Apply Zipper Competencies

The competency in applying zippers is high among trainees, with 102 (96.23%) rating their competency at

level 5, 2 trainees (1.89%) at level 4, and another 2 at level 2. This distribution in Figure 2 suggests that the training programme successfully imparts the necessary skills for applying zippers. The high competency levels among trainers contribute to this success, ensuring that trainees are well-trained in this essential garment construction technique. The consistency in high competency levels across different tasks underscores the effectiveness of the training methods and the trainers' expertise.

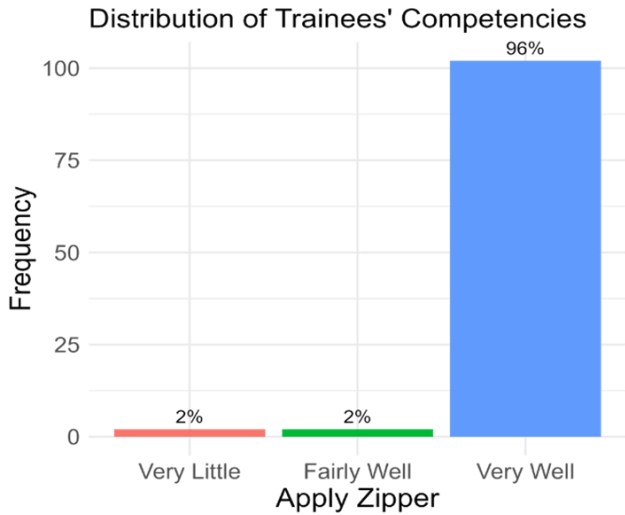


Figure 2: Bar chart showing the distribution of the competency levels of the trainees in applying zipper.

### Attach Hooks and Eyes Competencies

The competency distribution for attaching hooks and eyes shows that 104 trainees (98.11%) rated their skills at level 5, while the remaining 2 trainees (1.89%) rated their competency at level 2. The result in Figure. 3 indicates that the training programme effectively teaches the skill of attaching hooks and eyes. The high proficiency among trainees can be attributed to the trainers' expertise and the comprehensive training methods employed. This ensures that trainees can perform this task at a high standard, which is essential for achieving professional-quality garment finishes.

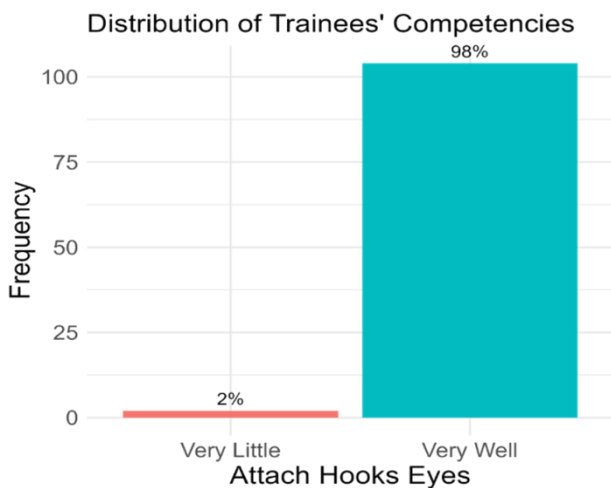


Figure 3: Bar chart showing the distribution of the competency levels of the trainees in attaching Hooks Eyes.

### Attach Snaps Competencies

The result in Figure. 4 shows that the competency in attaching snaps is high among trainees, with 103

(97.17%) rating their skills at level 5. The remaining ratings are at levels 4 (0.94%) and 2 (1.89%). This distribution indicates that the training programme successfully imparts the necessary skills for attaching snaps. The high competency levels among trainers contribute to this outcome, ensuring that trainees are well-trained in this essential garment construction technique. The consistently high competency levels across different tasks reflect the effectiveness of the training methods and the trainers' expertise.

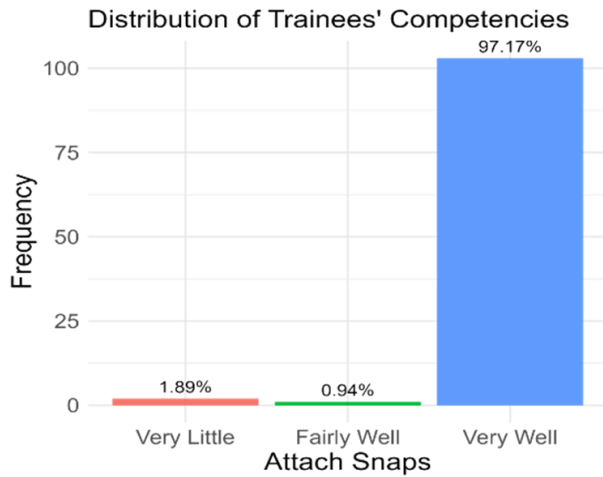


Figure 4: Bar chart showing the distribution of the competency levels of the trainees in attaching Snaps.

**Discussions:** The results of fixing different types of closures such as replacing buttons (97.17%), applying zippers (96.23%), attaching hooks & eyes (98.11%), and attaching snaps (97.17%) in Figures 1 to 4, show a high level of competency among trainees. The responses of the respondents rated their competency at level 5. (Idoko 2014). Adeyemo (2010) suggests that the quality of performance that depends upon developing skills is highly displayed through training, practice and experience. The results suggest that the training programme is successful in teaching these essential skills.

### Stitch Darts Competencies

Figure 5 reveals that the competency levels for stitching darts are exceptionally high, with 104 trainees (98.11%) rating their competency at level 5. Only 1 trainee (0.94%) rated their competency at level 3 ("Little"), and another at level 2 ("Very little"). This high level of proficiency among trainees indicates that the training programme is highly effective in teaching the skill of stitching darts. The strong performance can be attributed to the trainers' high competency levels, ensuring that trainees receive detailed and effective instruction in this technique, which is critical for creating well-fitted garments.

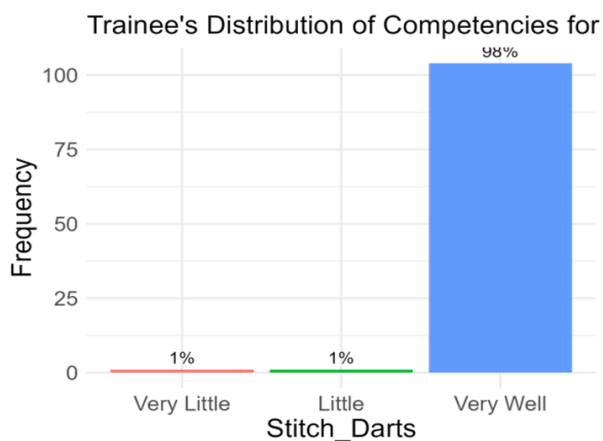


Figure 5 Bar chart showing the distribution of the competency levels of the trainees in making Stitch darts



### Press Darts Competencies

Similar to stitching darts, Figure 6 indicates the competency levels for pressing darts are very high, with 104 trainees (98.11%) rating their competency at level 5. Only 1 trainee (0.94%) rated their competency at level 3, and another at level 2. This indicates that the training programme is highly effective in teaching the skill of pressing darts. The high proficiency among trainees can be attributed to the trainers' expertise and the comprehensive training methods employed, ensuring that trainees can perform this task at a high standard, which is essential for achieving professional-quality garment finishes.

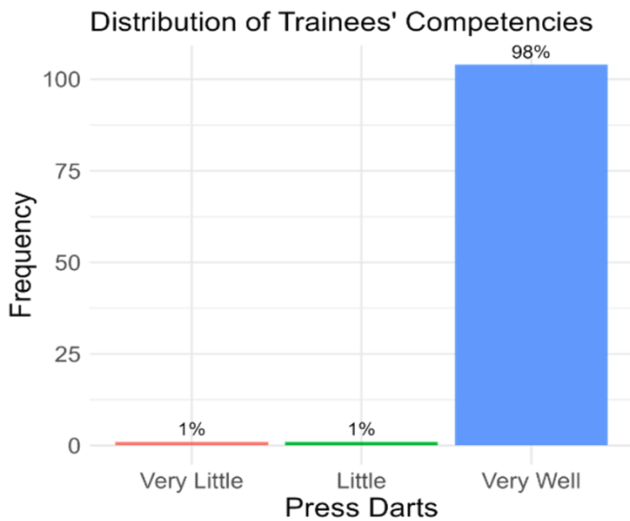


Figure 6: Bar chart showing the distribution of the competency levels of the trainees in making press darts

### Set-in Sleeves Competencies

The distribution of competencies for setting in sleeves shows that 102 trainees (96.23%) rated their competency at level 5. The remaining ratings are at level 4 (0.94%) and level 2 (2.83%). This high level of proficiency is shown in Figure 7 indicates that the training programme effectively teaches the skill of setting – sleeves. The trainers' high competency levels play a crucial role in this outcome, providing trainees with detailed instruction and practice. This ensures that trainees can perform this complex task to a high standard, which is essential for achieving well-constructed garments.

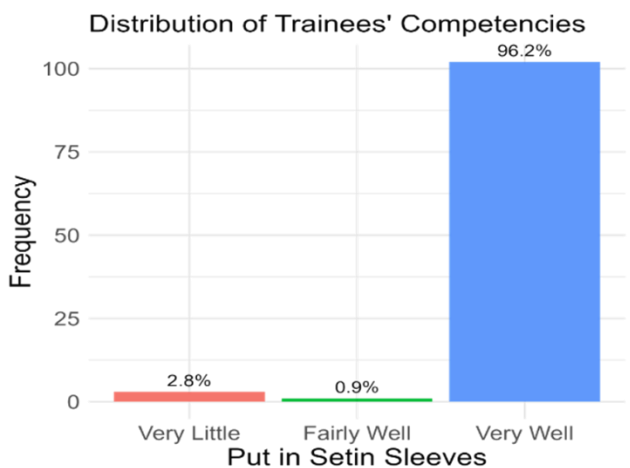


Figure 7: Bar chart showing the distribution of the competency levels of the trainees in making -Set-in Sleeves

### Apply Cuffs Competencies

Applying cuffs is another area where trainees exhibit high competency, with 102 (96.23%) rating their skills at level 5, followed by 1 trainee (0.94%) at levels 4 and 3, and 2 trainees (1.89%) at level 2. This high level of proficiency in Figure 8 indicates that the training programme is effective in teaching this skill. The trainers' expertise ensures that trainees receive comprehensive instruction and practice, enabling them to perform this task at a professional standard. The consistency in high competency levels across various tasks highlights the overall effectiveness of the training programme and the trainers' proficiency.

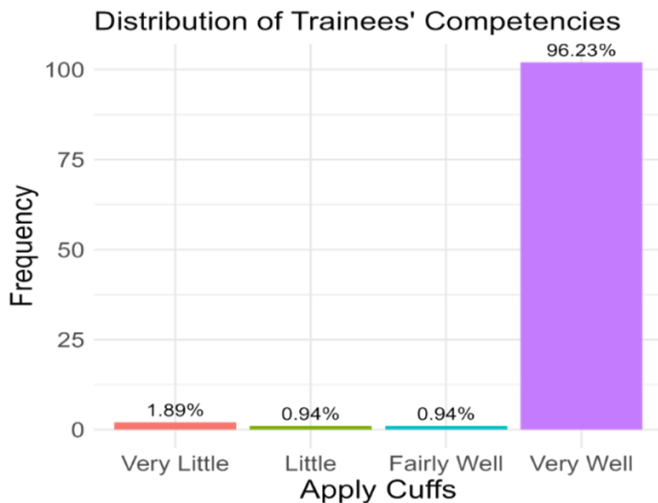


Figure 8: Bar chart showing the distribution of the competency levels of the trainees in applying cuffs.

### Make Sleeve Competencies

Competency in making sleeves is high among trainees, with 103 (97.17%) rating their skills at level 5. The remaining ratings are at level 4 (0.94%) and level 2 (1.89%). The distribution in Figure 9 specifies that the training programme successfully imparts the necessary skills for making sleeves. The high competency levels among trainers contribute to this outcome, ensuring that trainees are well-trained in this essential garment construction technique. The consistently high competency levels across different tasks reflect the effectiveness of the training methods and the trainers' expertise.

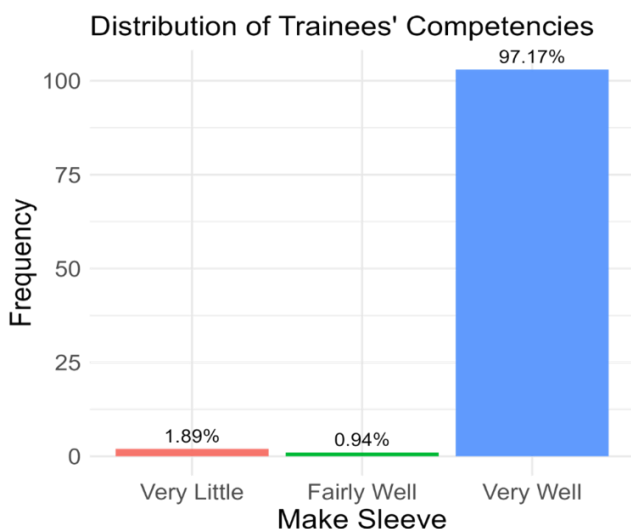


Figure 9: Bar chart showing the distribution of the competency levels of the trainees in making sleeves.

### Attach a Collar Competencies:

Attaching a collar is a task where trainees exhibit high competency, with 102 (96.23%) rating their skills at level 5. The remaining ratings are at level 4 (1.89%) and level 2 (1.89%). This high level of proficiency in Figure 10 suggests that the training programme is effective in teaching this skill. The trainers' expertise ensures that trainees receive adequate instruction and practice, enabling them to perform the task. The consistently high competency levels across various tasks highlight the overall effectiveness of the training programme and the trainers' proficiency.

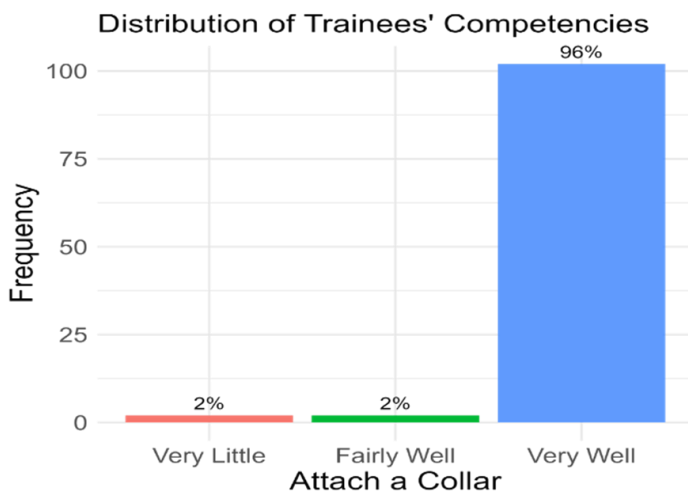


Figure 10: Bar chart showing the distribution of the competency levels of the trainees in applying collars.

### Attach Pockets Competencies

Figure 11 shows that the competency in attaching pockets is high among trainees, with 102 (96.23%) rating their skills at level 5. The remaining ratings are at level 4 (1.89%) and level 2 (1.89%). This distribution indicates that the training programme successfully imparts the necessary skills for attaching pockets. The high competency levels among trainers contribute to this outcome, ensuring that trainees are well-trained in this essential garment construction technique. The consistently high competency levels across different tasks reflect the effectiveness of the training methods and the trainers' expertise.

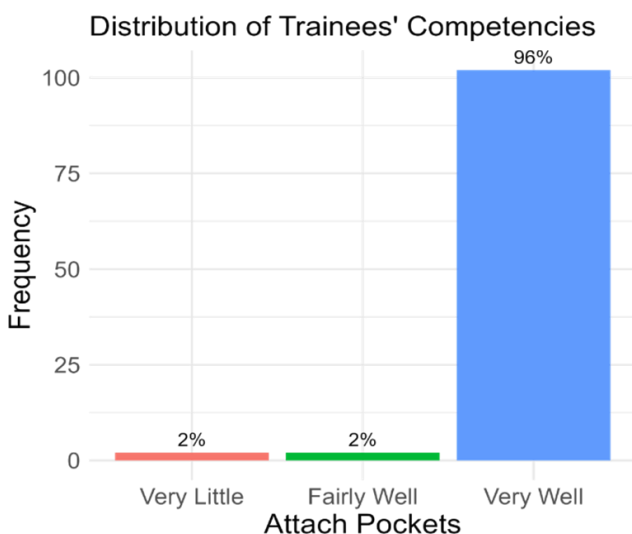


Figure 11: Bar chart showing the distribution of the competency levels of the trainees in attaching Pockets.

### Attach Waistband Competencies

From the result in Figure 12, attaching a waistband shows high competency, with 104 (98.11%) rating their skills at level 5. The remaining ratings are at levels 4 (0.94%) and 2 (0.94%). This high level of proficiency suggests that the training programme is effective in teaching this skill. The trainers' expertise ensures that trainees receive comprehensive instruction and practice, enabling them to perform this task at a professional standard. The consistently high competency levels across various tasks highlight the overall effectiveness of the training programme and the trainers' proficiency.

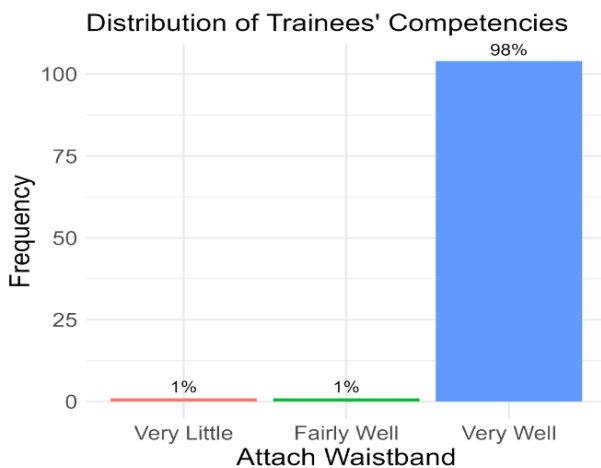


Figure 12: Bar chart showing the distribution of the competency levels of the trainees in attaching Waistband.

### Hem by Hand Competencies

The ability to hem by hand is another area where trainees show high competency, with 103 (97.17%) rating their skills at level 5. The remaining ratings are at levels 4 (0.94%), 3 (0.94%), and 2 (0.94%). This high level of proficiency indicates that the training programme effectively teaches this skill. The result of trainers' high competency levels in Figure 13 ensures that trainees receive thorough instruction and practice, enabling them to perform this task to a high standard. The consistency in high competency levels across various tasks underscores the overall effectiveness of the training programme and the trainees' ability.

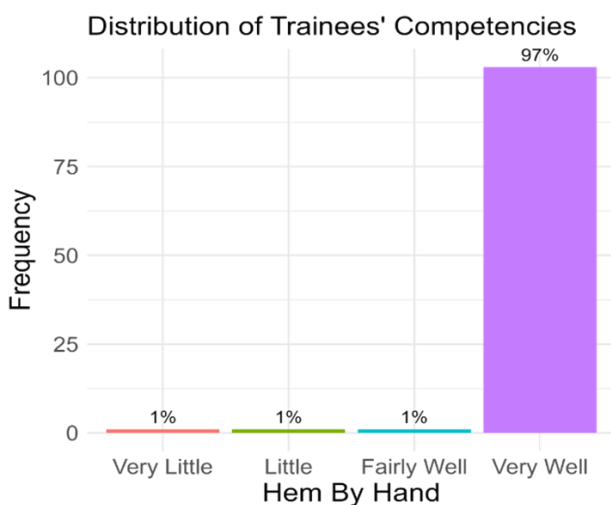


Figure 13: Bar chart showing the distribution of the competency levels of the trainees in attaching Hem by Hand.

## Discussions:

The results of the analysis in (Figures 5-12) revealed the competency levels of the trainees for stitching darts, pressing darts and attaching a waistband with a (98.11%) rating competency at level 5. The distribution of competencies for applying cuffs, setting-in sleeves, attaching a collar, and attaching pockets show that (96.23%) rated their competency at level 5. The competency in making sleeves and hems by hand is high among trainees, (97.17%) rating their skills at the level. The ability of the trainees to master the above seam finishes over twelve months revealed the effectiveness of the programme. Also, the results of the analysis show that (1.89%) level 2 and(0.94%) level 4 competencies are low. This might be due to the personal circumstances of the trainees. Fund (2005) noted that the ability to effectively use the above seam finishes depends on garment styles, fabric selection and personal preference which applies to a well-made garment.

### Apply Trim Such as Lace or Bias Competencies

The result in Figure 14 applying trims such as lace or bias by the respondents exhibit high competency, with 103 (97.17%) rating their skills at level 5. The remaining ratings are at levels 3 (0.94%) and 2 (1.89%). This high level of proficiency suggests that the training programme is effective in teaching this skill. The trainers' expertise ensures that trainees receive comprehensive instruction and practice, enabling them to perform this task at a professional standard. The consistently high competency levels across various tasks highlight the overall effectiveness of the training programme and the trainers' proficiency.

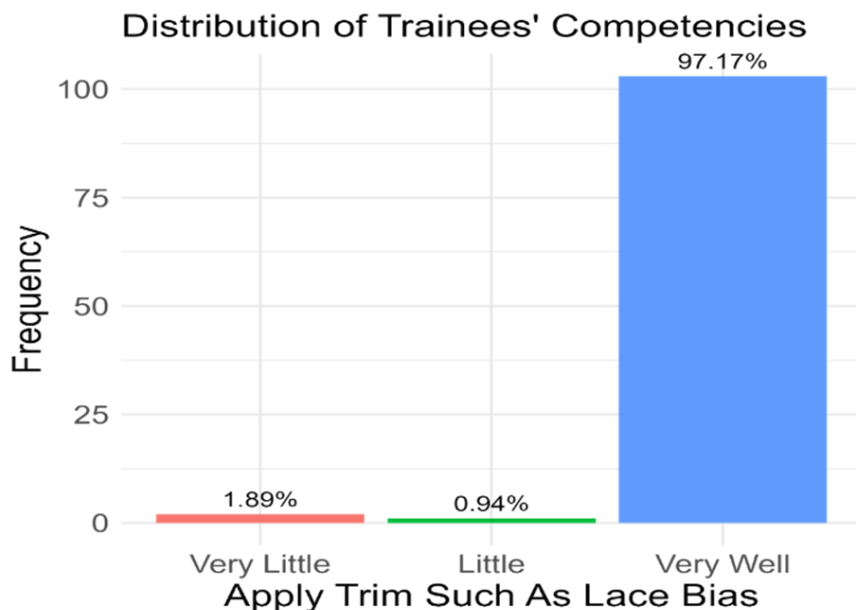


Figure 14: Bar chart showing the distribution of the competency levels of the trainees in applying trim such as lace bias.

### Trim Seams Competencies

The competency distribution for trimming seam shows that the majority of trainees perform at a high level. Specifically, 104 trainees (98.11%) rated their competency at level 5 (“Very Well”), while only 2 trainees (1.89%) rated their competency at level 2 (“Very little”). The results in Figure 15 suggest that the training programme effectively imparts the skills necessary for trimming seams, ensuring that nearly all trainees achieve a high level of proficiency. The strong competency levels in this task are likely due to the high proficiency of trainers in teaching these skills, as indicated by the previously discussed trainer competencies.

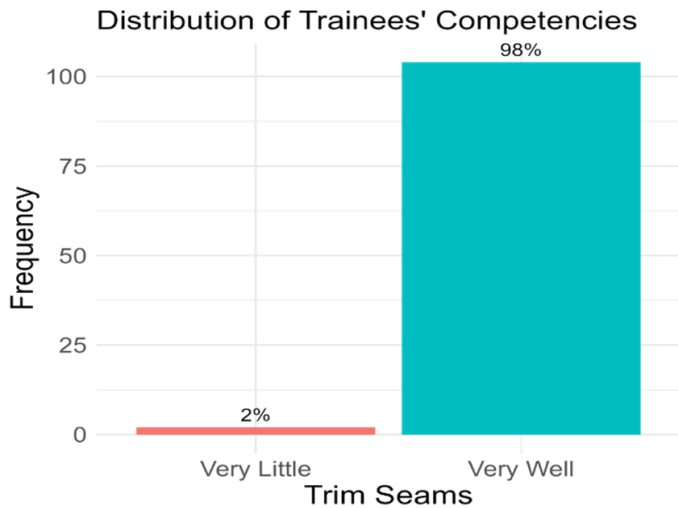


Figure 15: Bar chart showing the distribution of the competency levels of the trainees in making Trim Seams.

### Use Self-Made Bias Competencies

The result in Figure 16 shows that the competency in using self-made bias is high among trainees, with 103 (97.17%) rating their skills at level 5. The remaining ratings are at levels 3 (0.94%), 2 (0.94%), and 1 (0.94%). This distribution indicates that the training programme successfully imparts the necessary skills for using self-made bias. The high competency levels among trainers contribute to this outcome, ensuring that trainees are well-trained in this essential garment construction technique. The consistently high competency levels across different tasks reflect the effectiveness of the training methods and the trainers' expertise.

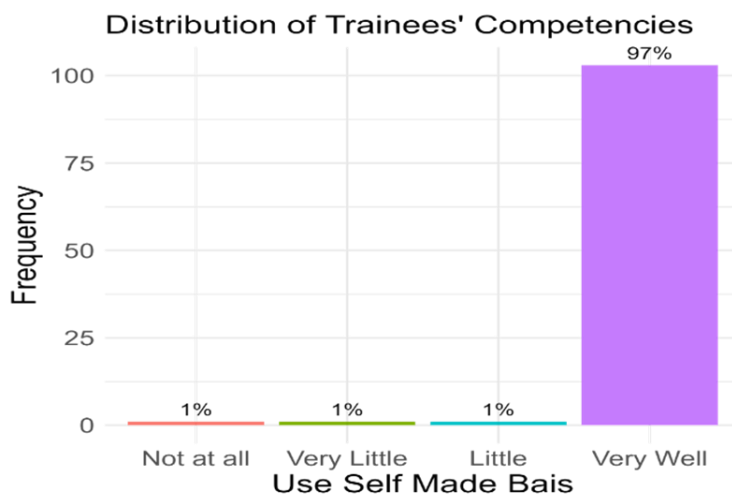


Figure 16: Bar chart showing the distribution of the competency levels of the trainees in making Self-made Bias

### Discussions:

The results in Figure 14-16 show that applying trims such as lace or bias and using self-made bias are rated at (97.17%) and (98.11%) distribution for trimming seams revealed the competencies of the respondents' skills at level 5. The results show that the trainees have learnt the art of applying decorative items to garments during training at the centres. The researcher observed that giving garments simple trimmings can enhance their beauty.

### Apply Facings Competencies

Figure 17 shows the ability of the respondents to apply facings. The responses show a high competency, with 103 out of 106 (97.17%) rating their competency at level 5. The remaining trainees rated their competency at level 4 (0.94%) and level 2 (1.89%).

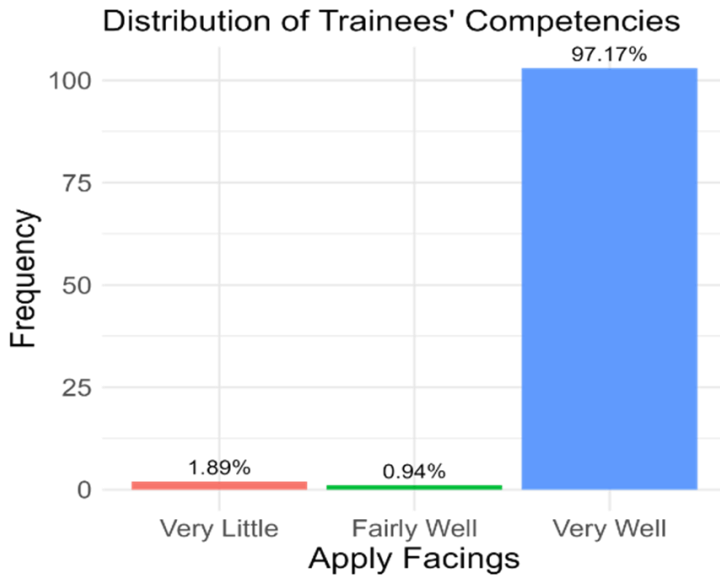


Figure 17 Bar chart showing the distribution of the competency levels of the trainees in applying facings.

### Make Plackets Competencies

Figure 18 designates the respondents' ability to make plackets. The responses show a high competency, with 102 (96.23%) rating their skills at level 5. The remaining ratings are at levels 4 (0.94%), 3 (0.94%), and 2 (1.89%). This high level of proficiency indicates that the training programme effectively teaches this skill.

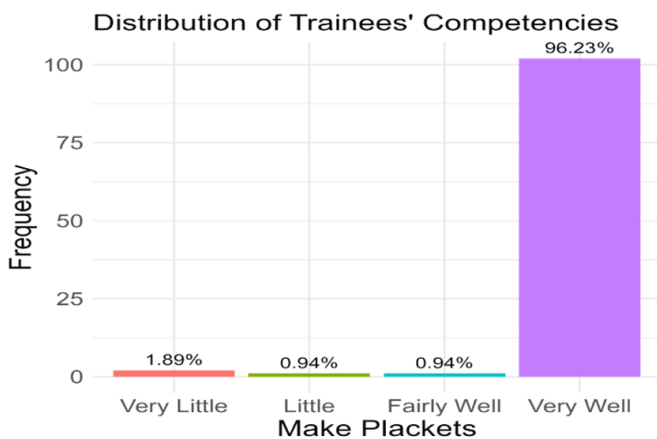


Figure 18: Bar chart showing the distribution of the competency levels of the trainees in making plackets.

**Discussions:** The trainers' high competency levels ensure that trainees receive thorough instruction and practice, enabling them to perform this task to a high standard. Raul (2005) noticed that plackets are subjected to more wear than the rest of the garments because they bear more strain when fastened and when being unfastened. It is the weak point of the garment. It is of note that plackets need to be made perfectly for easy wearing and removal which have been demonstrated by the trainees. The consistency in high competency levels across various tasks underscores the overall effectiveness of the trainees' programme.

### Apply Yokes Competencies

The ability to apply yokes is another area where trainees show high competency, with 103 (97.17%) rating their skills at level 5. The remaining ratings are at levels 4 (0.94%) and 2 (1.89%). This high level of proficiency is shown in Figure 19 indicates that the training programme effectively teaches this skill.

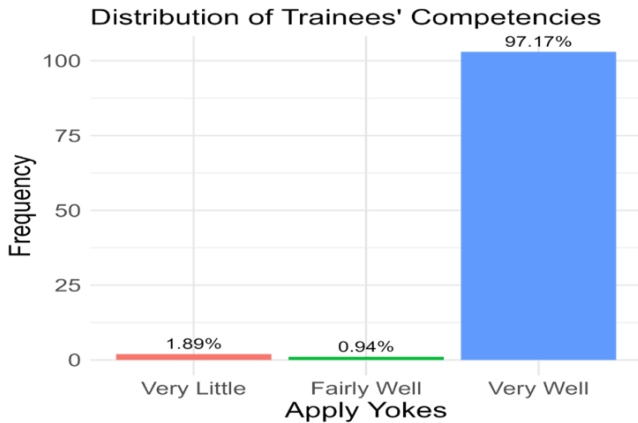


Figure 19: Bar chart showing the distribution of the competency levels of the trainees in applying yokes.

**Discussions:** Figure 19 shows the distribution of the competency levels of the trainees in applying yokes revealing that trainees have a high competency (97.17%) rating at level 5. The result revealed that trainees receive thorough instruction and practice, enabling them to perform this task to a high standard. The consistency in high competency levels across various tasks underscores the overall effectiveness of the trainees at the vocational skill acquisition centres.

### Identify and Use a Variety of Sewing Techniques and Competencies

The ability to identify and use a variety of sewing techniques is another area where trainees show high competency, with 104 (98.11%) rating their skills at level 5. The remaining ratings are at levels 2 (0.94%) and 1 (0.94%). This high level of proficiency is in Figure. 20 indicates that the training programme effectively teaches this skill. The trainers’ high competency levels ensure that trainees receive thorough instruction and practice, enabling them to perform this task to a high standard. The consistency in high competency levels across various tasks underscores the overall effectiveness of the trainees’ programme.

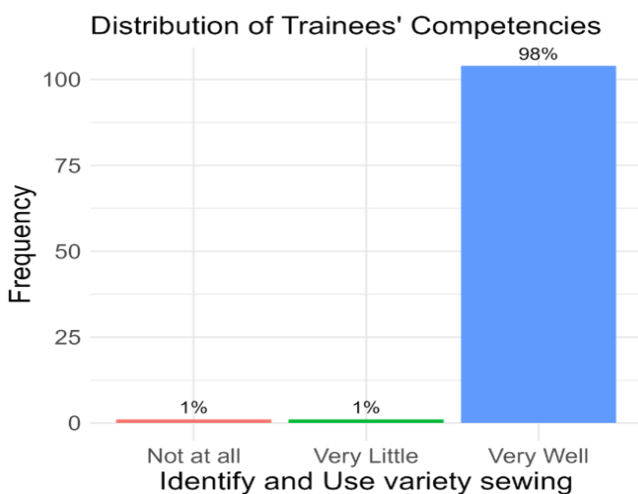


Figure. 20: Bar chart showing the distribution of the competency levels of the trainees in identifying and using a variety of sewing machine feet attachments.



Discussions: The observation in Figure 20 shows that the majority (98.11%) of the trainees can identify and use a variety of (sewing machine feet) attachments very well. It could also be assumed that the usage of a variety of sewing machine feet attachments for different sewing processes such as hemming, sewing, buttons, making button holes and attaching zippers by trainees' competencies was highly identified.

## CONCLUSION AND RECOMMENDATIONS

The results of the study on the evaluation of garment-making techniques at vocational skills acquisition training centres in Ondo State, Nigeria show that trainees are competent for the job. It has been proved that the trainees also demonstrate exceptionally high proficiency in mastering different techniques of garment-making such as "Trim seams" and "Replace buttons," "Stitch darts," "Press darts," "Apply facings", "Apply cuffs" and "Make plackets and so on" at vocational skill acquisition centres. The findings of this study agree with Oloruntoba & Akinfolarin's (2018) assertion that acquiring relevant practical skills with the appropriate development of knowledge is necessary for an individual's development in his environment which most times would enhance efficiency. The study also revealed that garment-making requires different techniques which have to be mastered by the trainees to become experts in the trade.

In conclusion, the available skills at the vocational skill acquisition centres can sustain garment-making practices and the enterprising potential of the trainees. The basic skills acquired during the training at the centre might have prepared the trainees to be self-dependent. Despite the challenges facing the Vocational skill Acquisition programme in the fashion design trade, the Ondo State government is still able to empower more youth by providing free skill acquisition programmes to encourage self-reliance in society. This study recommends that the government should look into the areas of upgrading the equipment so that the trainees at centres can meet up with their counterparts in the use of modern-day equipment.

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