**Introduction**

**1.1 Background of the Study**

Intense debates are currently ongoing in fashion designs education and its practical dimensions relevant for entrepreneurship development amongst students. While some have argued the benefits of the existing systems, others have shown the need to find possible solutions to practical problems in the aspect of sustainable interior decoration education (Kutlu *et al.,* 2018). Today, fashion as an art continues to experience creative process in relation to human society (Özlem *et al.,* 2021). Harmankaya *et al.,* (2014) described it as a discipline that generate ideas and offers these ideas in the context of aesthetic.

Fashion design can be described as a scientific process composed of different disciplines essential to exact creativity and change in the natural environment (Ertas and Samlioglu, 2014). In tertiary institutions, it is organized as a discipline and embedded with a curriculum to enable student develop the ability to provide real time solutions in the face of certain design challenges (Özlem *et al.,* 2021). Fashion design education comprises of several sub-fractions including interior decoration amongst others. For many scholars including Özlem *et al.,* (2021), interior decoration education is considered the most intense aspect of any design department and requires a certain level of attention necessary for effective delivery of interior decoration skills. It serves as a key areas for human capital development within Nigeria since it involves the acquisition of knowledge and practical skills (Ayomike, 2020).

In both developed and developing nations, there is a high need for developing highly skilled students who can meet the design demands irrespective of geographical locations. With this in mind, demand for creative thinkers grows (Powell and Carroll, 2013). With great demands comes greater need within the tertiary institution. Fashion design education now requires educational resources relevant to instill, develop and augment creative talent in students with the mind of developing sustainability especially in the area of interior decoration (Peters *et al.,* 2021).

According to Murzyn-Kupisz and Hołuj (2021) fashion design especially interior decoration is particularly unsustainable and environmentally harmful. This is given the lack of attention towards education of students in awareness and application of sustainable clothing and textiles. Over time, fashion design has grown to include social and ethical issues encompassing mere skill acquisition. It covers the quality of the sewing, the flexibility and adaptability of designs, the adaptation of the design to specific physical or emotional needs, a slower pace of fashion in terms of shorter production chains, local production, utilizing local skills and craft traditions many of which may be doubtful in today’s educational space (Murzyn-Kupisz and Hołuj, 2021).

Fashion design is an important tool for promoting an ethical fashion system in any one country from a creative and economic point of view (Akinmoye and Adelabu, 2020). Past literatures on fashion design education have only given insight on market demand and factors which affects creativity without the need for an overview on sustainable fashion issues and its role in promoting entrepreneur (Powell and Carroll, 2013). A dive into fashion design in many parts of the world neglects interior decoration skills in the activities and curricula of fashion schools. Hence, it leads to low engagement from inadequacy of fashion design training content in educational curriculum. The educational system has its own shortcomings in light of contemporary socio-technical reality (Akinmoye and Adelabu, 2020).

**1.2 Statement of the Research Problem**

As the human population continues to grow, so does the world needs and solutions to global problems that arise frequently. In terms of fashion which is seen as a crucial aspect of culture and society, new realities and shifts are observed with imminent needs. This reality have impacted the higher educational system particularly fashion design education (Xiaozhou and Politecnico, 2022). Fashion design education goes beyond the design and production of clothing. It covers also interior decoration and the acquisition of such skills.

Previous research has shown that fashion design education especially with regard to the acquisition of interior decoration skills is plagued with lapses. Nasif (2021) cited that the lack of constant evaluation of interior design programs in many tertiary institutions has hindered the programs ability to grow with urbanization and real time human needs. Their findings revealed an unknown level of interior design education received by students which may have stalked the development of entrepreneurship by students thus impacting economic development. In Nigeria, Akinmoye and Adelabu (2020) reported that fashion design education is very unlikely to deliver the needed skills in the fashion design business to the students given the existing current curriculum upon which it operates. Arubayi and Obunadike (2011) exacted also that the quality of teachers, facilities and laboratories are grossly inadequate and obsolete. This is because of the absence of skill development components, low studio-based practical work, absence of industrial visit, Internship amongst many others.

The aforementioned lapses can be shown has possible reason from stunted creativity amongst students and negation of sustainable clothing and textiles which are essential in present reality. These factors has prevented students from acquiring and utilizing skills that engage sustainability in product delivery with an aim of innovation and reshaping of consumer practices, behaviour and lifestyles (Fletcher, 2013). In the South-South region were urbanization is met with low supply of fashion designers (in the field of interior decoration), many questions beckons as to the challenges, difficulties, and problems experienced in delivery of fashion design education (interior decoration programs) for sustainable clothing and textile enterprenuership (Murzyn-Kupisz and Hołuj, 2021). These questions remain unanswered given the absence of data that buttress the level of education to which students are exposed and skills incurred overtime. It is therefore necessary to conduct this study as a means to obtain quantitative and qualitative information on fashion design education for the acquisition of interior decoration skills by students for sustainable clothing and textiles entrepreneurship in Delta/Edo State Nigeria.

**1.3 Aim and Objectives of the Study**

The aim and objectives of the study is;

1. Toevaluate fashion design education for the acquisition of interior decoration skills by students for sustainable clothing and textiles entrepreneurship in Delta/Edo State, Nigeria.
2. To examine fashion design education (creativity, craft or vocation and entrepreneurial or business skills) in tertiary institutions within the study area through a visual inspection of academic activities organized for students.
3. To evaluate the curriculum of fashion design courses and its correlation with interior decoration and entrepreneurship skills.
4. To examine the perception of students on the role of fashion design courses in acquisition of interior decoration skills through a perception survey.
5. To provide baseline information on the efficiency of fashion design education provided by tertiary institutions in creating sustainable clothing and textiles entrepreneurship for student graduates from this program.
6. This study will evaluate the relevance of fashion design towards achieving sustainable development goal.

**1.4 Significance of the Study**

This study is important as it will help to reveal the availability of interior decoration education within fashion design education in tertiary institutions in south-south Nigeria and its role in promoting sustainable clothing and textiles entrepreneurship. It will also help give baseline information on the subject matter which would help tertiary institutions tailor academic courses towards current trend involving sustainability-oriented services.

**1.5 Scope of the Study**

This study covers the evaluation of fashion design education for the acquisition of interior decoration skills by students for sustainable clothing and textiles entrepreneurship in Delta/Edo State Nigeria.

**1.6 Contribution to Knowledge**

This study will contribute the following to knowledge;

1. The study will provide baseline information on fashion design education in Delta/Edo State.
2. The study will show the effectiveness of education towards promoting sustainability.
3. The study will reveal the role of fashion design education in acquisition of interior decoration skills.
4. This study will show the level of training given to students and their efficiency in sustainable clothing and textile entrepreneurship.

**1.7 Methodology**

Fashion design education for acquisition of interior decoration skills for sustainable clothing and textile entrepreneurship in selected tertiary institutions in Nigeria will be evaluated through a survey approach and utilization of primary and secondary data. Primary data will be collected from administered questionnaires distributed in a random survey manner. The data will be acquired after sorting and counting of response from respondents (students).

Fashion design departments will be examined for availability of interior decoration as a standalone or combined discipline of the department. Afterwards, a three-dimensional conceptual framework of departmental activities including student data, publications, and documents from the department will be inspected using a structured checklist to determine the effectives of the educational program.

While secondary data from academic curricula in fashion design will be cross examined for inclusion of sustainability either as a dedicated course or as a part of other courses. Secondary data on departmental setup for academic session will also be examined for organization of sustainability-oriented activities.

**1.7.1 Approach**

The study will involve the use of more than one research instruments for primary and secondary data collection which includes a structured questionnaires, structured checklist and interview. Primary data will be obtained through the use of a random sampling technique where a developed structured questionnaire will be distributed to students in the tertiary institutions. Also, checklist will be implemented in the assessment of the educational programs. Secondary data will also be obtained from the departments on academic courses, course outlines and organized training activities for a period of 5 years.

**1.7.2 Questionnaire**

The questionnaire will be used for collecting responses from respondents on their perception of training. It assesses the methods of lectures, interactive training activities and inclusion of sustainability in design. A detailed structured questionnaire to be used for this survey will be rated using 5-point Likert scale (5: Strongly Agree - 1: Strongly Disagree).

**1.7.3 Checklist**

A standard inspection checklist will be adopted for this research. It will comprise of several sections with multichoice inspections items. Each item will comprise of percentage ratings which will be based on visual inspection. Score ratings will be marked on checklist and perceived scores allocated accordingly. Scores between, 1–5 will be assigned per inspection item and total scores obtained based on individually obtained scores per inspection.

Key: 1 = Very Low Preparedness

2= Low Preparedness

3 = Good Preparedness

4 = Very Good Preparedness

5 = Excellent Preparedness

**1.7.4 Data Analysis and Presentation**

Data will be cross examined for accuracy and consistency before being correlated for conclusions on the impact of industrial safety technical education. The data will then be analyzed using Excel spreadsheet.

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