

REVOLUTIONIZING FASHION VOCATIONAL TRAINING WITH AI: FROM SKILL ACQUISITION TO MARKET ACCEPTANCE IN FEDERAL COLLEGE OF EDUCATION (SPECIAL), OYO

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Abstract

The emergence of artificial intelligence (AI) has introduced new opportunities for innovation in vocational and technical education, particularly in fashion training. However, its practical impact on skill development, product quality, and consumer behaviour remains underexplored in developing contexts. The study specifically aimed to: (1) determine whether AI-inspired vocational training enhances skill acquisition, (2) assess the effect of AI-driven innovation and creativity on the quality and originality of fashion products, and (3) evaluate consumer acceptance of AI-inspired fashion compared to non-AI designs. A descriptive survey design was adopted, with seventy-eight respondents purposively selected from teaching and non-teaching staff. Data were collected through a structured questionnaire validated by experts and tested for reliability. Statistical analyses included descriptive measures, one-sample t-tests, multiple regression, and independent t-tests at a 0.05 significance level. Findings revealed that AI-inspired training significantly enhanced skill acquisition by fostering creativity and self-confidence. Regression results showed that AI-driven innovation explained 37% of the variance in product quality and originality. An independent t-test indicated greater consumer acceptance of AI-inspired fashion than non-AI products, though affordability and infrastructural challenges persisted. The study concludes that AI is a transformative driver in vocational fashion training. It recommends curriculum integration, infrastructural investment, affordability strategies, and continuous instructor training to maximize its benefits.

Keywords: Artificial Intelligence, Consumer Acceptance, Product Originality, Skill Acquisition, Vocational Training,

Introduction

Artificial intelligence (AI) has become one of the defining features of the Fourth Industrial Revolution, reshaping the way individuals learn, work, and interact with the world. **Zhang and Lu (2023)** note that AI is no longer confined to computing and engineering disciplines; rather, it now influences nearly every sector, including education, healthcare, manufacturing, and the creative industries. Its capacity to simulate human intelligence, analyze complex data, and generate innovative solutions positions it as a transformative tool for vocational and technical education (VTE). In particular, AI holds significant promise for the fashion industry, where design, production, and consumption patterns are increasingly being driven by digital innovation. Vocational and technical education is central to equipping individuals with practical skills that prepare them for employment and self-reliance. In many developing countries, however, traditional models of vocational training have been slow to adapt to the demands of a rapidly evolving global economy. This has raised concerns about the capacity of VTE to deliver graduates who are competitive in

industries where digital transformation has become the norm. **Olaleye, Adegbite, and Ogunyemi (2021)** argue that integrating digital transformation into vocational education is not optional but necessary for sustaining relevance. The fashion industry illustrates this vividly. While conventional training focuses on manual design, tailoring, and garment construction, global trends increasingly rely on AI technologies such as computer-aided design (CAD), predictive trend analysis, and virtual fitting systems to enhance both creativity and efficiency (Boateng and Essel, 2022).

The fashion industry is not only a source of cultural expression but also a significant contributor to economic development. In Africa, it provides employment opportunities, supports entrepreneurship, and stimulates creative industries. Yet, the challenges of global competition require that African designers and students embrace technological tools to remain relevant. **According to Awuah and Addo (2022)**, AI-driven fashion design enables the automation of routine processes while offering new creative opportunities that are often beyond human imagination. For students, exposure to AI tools provides an opportunity to acquire advanced digital skills, experiment with novel designs, and connect more effectively with global markets. For consumers, AI enhances product originality and quality, while enabling personalization that aligns with cultural and lifestyle needs (Khan, Ali and Hussain, 2021). Despite its potential, the adoption of AI in vocational fashion training faces several barriers. Infrastructure gaps, affordability of digital tools, and cultural misalignments often constrain widespread implementation in developing contexts. **Adeleye and Oyeniran (2022)** highlighted that African creative industries continue to struggle with weak technological infrastructure and inconsistent investment in digital innovation, limiting the ability of designers and educators to fully utilize AI. Moreover, while consumers increasingly appreciate the uniqueness and creativity of AI-inspired products, affordability and sustainability concerns frequently limit their actual purchasing behaviour (Khan *et al.*, 2021). These realities raise critical questions about how AI can be integrated into vocational training systems in ways that balance innovation with accessibility and sustainability.

Recent global policy conversations stress the importance of aligning VTE with digital innovation. **UNESCO (2022)** emphasizes that the future of education requires new forms of teaching and learning that embrace creativity, technology, and inclusivity. For vocational training, this means moving beyond traditional pedagogies to incorporate AI and other digital tools that can enhance skill acquisition and align training with the needs of modern industries. In the context of fashion, this integration not only supports student development but also responds to market expectations, where originality, quality, and adaptability are increasingly valued. This study is therefore motivated by the need to examine how AI-inspired vocational training can revolutionize the fashion industry through its impact on skill acquisition, creativity, and consumer acceptance. Specifically, it investigates three interrelated issues: whether AI-inspired training enhances student skills; whether innovation and creativity enabled by AI improve product quality and originality; and whether consumers show greater acceptance of AI-inspired fashion compared to non-AI designs. These objectives are framed within the broader question of how AI, innovation, and creativity can transform vocational and technical education into a more adaptive, innovative, and market-responsive system.

By situating AI within the context of vocational fashion training, this paper contributes to the ongoing debate on the future of education in the digital age. It highlights that AI is not simply a technological addition to training but a catalyst for transforming how skills are acquired, how products are designed, and how markets respond. The significance of this research lies in its potential to inform policy and practice, ensuring that vocational education evolves in ways that prepare students not only to participate in but also to shape the future of the global fashion industry.

Research Objectives

The broad objective of this study is to revolutionize fashion vocational training with AI: from skill acquisition to market acceptance in Federal College of Education (Special), Oyo, while the specific objectives are to:

1. identify demographic data of respondents (staff of Federal College of Education (Special), Oyo);
2. examine the role of AI-inspired approaches in enhancing skill acquisition among fashion vocational students in Federal College of Education (Special), Oyo;
3. assess how AI-inspired innovation and creativity influence the quality and originality of fashion products designed by students;
4. investigate the impact of AI-inspired fashion training on students' entrepreneurial orientation and employability prospects; and
5. evaluate consumer acceptance and market response to AI-inspired fashion products created by students in Federal College of Education (Special), Oyo.

Research Questions

1. What is demographic data of respondents (staff of Federal College of Education (Special), Oyo)?
2. How do AI-inspired approaches enhance skill acquisition among fashion vocational students in Federal College of Education (Special), Oyo?
3. In what ways do AI-inspired innovation and creativity influence the quality and originality of fashion products designed by students?
4. What is the impact of AI-inspired fashion training on students' entrepreneurial orientation and employability prospects?
5. How do consumers perceive and respond to AI-inspired fashion products created by students in Federal College of Education (Special), Oyo?

Research Hypotheses

H₀₁: AI-inspired vocational training does not significantly improve skill acquisition among fashion students in Federal College of Education (Special), Oyo.

H₀₂: AI-inspired innovation and creativity have no significant effect on the quality or originality of fashion products designed by students.

H₀₃: There is no significant difference in consumer acceptance or market response between AI-inspired and non-AI fashion products created by students in Federal College of Education (Special), Oyo.

Research Method

This study was carried out at the Federal College of Education (Special), Oyo. The descriptive survey design was considered appropriate because it allowed the researcher to gather information directly from participants on their perceptions and experiences of AI-inspired fashion training, product quality, and consumer acceptance. The population of the study comprised both teaching and non-teaching staff from the School of Vocational and Technical Education, the study ensured representation from those who are directly engaged in vocational training as well as those who interact with fashion consumption in their daily work life. A sample size of seventy-eight (78) respondents was drawn from the population using a stratified random sampling technique. The strata were based on job status (teaching and non-teaching staff) and departmental affiliation, thereby ensuring a balanced and fair representation. The main instrument for data collection was a structured questionnaire titled *AI-Inspired Fashion in Vocational Training and Market Acceptance (AIFVTMA)*.

The instrument was divided into five sections. Section A captured the socio-demographic characteristics of the respondents, while Sections B, C, D and E contained items that addressed the study's objectives. The items in Sections B, C and E were measured on a four-point Likert scale of *Strongly Agree, Agree, Disagree, and Strongly Disagree*, whereas Section D was measured on a three-point frequency scale of *Often, Rarely, and Never*.

To ensure validity, the questionnaire was reviewed by three experts in fashion design, home economics, and entrepreneurship education within the college. Reliability was tested in a pilot study at another institution, and the instrument produced a Cronbach's alpha coefficient of 0.84, indicating strong internal consistency. The administration of the questionnaire was assisted by four trained research aides, and all seventy-eight copies distributed were duly completed and returned. Data analysis involved descriptive and inferential statistical methods. Frequency counts, percentages, means, and standard deviations were used to summarise responses. A decision rule was applied such that mean scores of 2.50 and above were considered "Accepted," while scores below 2.50 were considered "Rejected." Hypotheses were tested at the 0.05 level of significance using one-sample t-tests, multiple regression analysis, and independent t-tests, depending on the nature of each hypothesis. Decisions were made based on whether the p-value obtained was less than or greater than the set significance level.

Results

Table 1: Socio-demographic characteristics of Respondents

S/NO.	VARIABLES	FREQUENCY	PERCENTAGES
1.	Age Distribution of respondents:		
	20 – 30 years	23	29
	31 – 40 years	17	22
	41 – 50 years	19	24
	➤ 50 years	19	24
	Total	78	100
2.	Marital status:		
	Single	25	32
	Married	48	62
	Widow	5	6
	Total	78	100
3.	Religious distribution:		
	Christianity	43	55
	Islam	33	42
	Others	2	3
	Total	78	100
4.	Gender Distribution:		
	Male	26	33
	Female	52	67
	Total	78	100
5.	Qualification:		
	NCE / ND	9	12
	1 st Degree/HND	27	35
	2 nd Degree	31	40
	3 rd Degree	11	14
	Total	78	100
6.	Job Status:		
	Non-teaching	37	47
	Teaching staff	41	53
	Total	78	100
7.	Monthly Income:		
	< ₦50,000	13	17
	₦50,000 – ₦100,000	19	24
	₦100,000 – ₦200,000	29	37
	₦200,000 – ₦300,000	07	9
	➤ ₦300,000	17	22
	Total	78	100

Field study: 2025

The socio-demographic profile of respondents (n = 78) shows a fairly balanced age distribution, with the largest proportion (29%) falling within the 20–30 years category. Respondents aged 41–50 years and those above 50 years each accounted for 24%, while those aged 31–40 years represented 22%. In terms of marital status, the majority of respondents (62%) were married, while 32% were single and only 6% widowed. Religious affiliation shows that Christianity (55%) was the dominant faith, followed by Islam (42%), with a small fraction (3%) identifying with other religions. Gender distribution reveals that two-thirds of the respondents (67%) were female compared to 33% male, highlighting a stronger female participation in the study population.

With respect to educational qualifications, 40% of respondents held a second degree, 35% had a first degree or HND, 14% possessed a third degree, while only 12% reported NCE/ND as their highest qualification. Regarding job status, respondents were almost evenly distributed, with 53% identified as teaching staff and 47% as non-teaching staff, indicating a near balance in representation across the college workforce. Annual income levels varied, with the highest concentration (37%) earning between ₦100,000–₦200,000 monthly. About 24% earned between ₦50,000–₦100,000, 22% reported earnings above ₦300,000, while 17% earned less than ₦50,000. A smaller fraction (9%) fell within the ₦200,000–₦300,000 range.

Table 2: Opinion of respondents on AI-Inspired Fashion and Skill Acquisition

S/N	ITEMS	SA	A	D	SD	Mean	SD	Rmk
1	AI-inspired fashion training allows students to showcase their unique creativity and personal values.	44 (56)	26 (33)	3 (4)	5 (6)	3.42	0.83	Accepted
2	It reflects cultural and societal changes by enabling students to design in line with evolving trends.	27 (35)	35 (45)	5 (6)	7 (9)	3.05	0.93	Accepted
3	AI applications in fashion can be used to address social issues and design solutions for challenges.	25 (32)	36 (46)	11 (14)	6 (8)	3.00	0.86	Accepted
4	AI-inspired design improves students' confidence, self-worth, and presentation in vocational training.	39 (50)	33 (42)	1 (1)	5 (6)	3.36	0.79	Accepted

5	AI-driven fashion education contributes to job creation, revenue generation, and sector-wide innovation.	18 (23)	34 (44)	12 (15)	14 (18)	2.72	1.00	Accepted
6	AI tools enhance creativity in fashion design and contribute to the evolution of innovative styles.	22 (28)	41 (53)	13 (17)	2 (3)	3.05	0.77	Accepted
7	AI-inspired fashion trends can influence standards of living and family lifestyle choices.	29 (37)	26 (33)	2 (3)	21 (27)	2.82	1.17	Accepted
8	AI-inspired fashion training influences preference for high-quality and sometimes costly fashion products.	20 (26)	24 (31)	11 (14)	23 (29)	2.63	1.10	Accepted
9	AI-driven fashion designs can transcend geographical boundaries and foster global cultural exchange.	53 (68)	16 (21)	4 (5)	5 (6)	3.51	0.86	Accepted
10	AI-inspired fashion brings out beauty and uniqueness in individuals.	22 (28)	49 (63)	3 (4)	4 (5)	3.14	0.72	Accepted
11	AI applications in colour theory help student designers understand how colours evoke emotions.	35 (45)	41 (53)	1 (1)	1 (1)	3.42	0.59	Accepted
12	AI-assisted design helps students create moods or themes in their fashion collections.	22 (28)	36 (46)	7 (9)	13 (17)	2.87	1.01	Accepted
Grand Mean						3.08	0.90	

Table 2 shows that respondents generally agree on the importance of AI-inspired fashion in vocational training (Grand Mean = 3.08). The highest ratings emphasized creativity and global relevance, as AI was seen to help students express individuality, apply colour theory, and connect with international trends. However, items relating to affordability, such as the cost of high-quality AI-inspired products, attracted lower agreement. Overall, the results suggest that AI is perceived as a valuable tool for enhancing creativity and confidence in fashion education, though its economic implications remain a concern.

Table 3: Mean responses on opinion of respondents on AI-Inspired Innovation and Product Quality/Originality

S/N	ITEMS	SA	A	D	SD	Mean	SD	Remark
1	The quality of AI-inspired fashion products is an important factor in purchase decisions.	37 (47)	31 (40)	4 (5)	6 (8)	3.25	0.87	Accepted
2	The price of AI-inspired fashion items should correlate with consumers' economic standard and income level.	31 (40)	37 (47)	6 (8)	4 (5)	3.21	0.82	Accepted
3	AI-driven fashion trends significantly influence consumers' choice of clothing.	39 (50)	25 (32)	3 (4)	11 (14)	3.41	1.01	Accepted
4	Environmental and contextual factors should be considered in AI-inspired clothing design and purchase.	46 (59)	21 (27)	9 (12)	2 (3)	3.40	0.81	Accepted
5	AI-inspired fashion styles allow individuals to express creativity, personality, and uniqueness.	47 (60)	23 (29)	5 (6)	3 (4)	3.46	0.82	Accepted
6	AI applications in fashion can reflect cultural traditions, social movements, and group identity.	15 (19)	36 (46)	13 (17)	14 (18)	2.65	1.01	Accepted
7	AI-inspired fashion design supports both garment production	36 (46)	32 (41)	6 (8)	4 (5)	3.23	0.84	Accepted

	and related creative uses.							
8	AI-driven fashion balances artistic expression with practical considerations for consumers.	27 (35)	34 (44)	16 (21)	1 (1)	3.11	0.80	Accepted
9	AI tools support designers in creating current and marketable fashion items aligned with consumer trends.	16 (21)	55 (71)	2 (3)	5 (6)	3.05	0.74	Accepted
10	The AI-inspired fashion industry is dynamic, requiring designers to adapt to changing technologies and trends.	40 (51)	27 (35)	8 (10)	3 (4)	3.32	0.85	Accepted
Grand Mean						3.20	0.84	

Table 3 indicates that respondents generally agree that AI-Inspired Innovation and Product Quality/Originality (Grand Mean = 3.20). The strongest endorsements were given to the role of AI in enhancing creativity, individuality, and product quality (Means = 3.46 and 3.26 respectively). Respondents also recognized the importance of aligning prices with income levels and adapting to changing technologies. However, cultural reflection and group identity (Mean = 2.65) attracted more mixed views, suggesting that while AI is valued for its innovation and practicality, its ability to capture cultural traditions remains less convincing. Overall, the findings highlight AI's positive influence on consumer decisions, with affordability and cultural sensitivity emerging as areas of concern.

Table 4: Opinion of respondents on Consumer Acceptance of AI-Inspired Fashion

S/N	ITEMS	Often	Rarely	Never	Mean	SD	Remark
1	I often purchase AI-inspired clothing designs.	40 (51)	32 (41)	8 (10)	2.41	0.71	Rejected
2	I prefer purchasing AI-inspired fashion items only when specifically needed.	32 (41)	37 (47)	10 (13)	2.28	0.70	Rejected
3	I spend above ₦200,000 annually on the purchase of AI-inspired fashion products.	21 (27)	36 (46)	21 (27)	1.94	0.76	Rejected
4	I usually purchase clothing influenced by AI-driven fast fashion trends.	21 (27)	43 (55)	14 (18)	2.09	0.68	Rejected
5	I prefer buying clothing from sustainable brands that integrate AI innovations in design and production.	21 (27)	33 (42)	24 (31)	1.96	0.78	Rejected
6	I use AI-inspired fashion to express my cultural or religious identity.	36 (46)	31 (31)	11 (14)	2.33	0.74	Rejected
Grand Mean					2.18	0.70	

The results indicate that Consumer Acceptance of AI-Inspired Fashion among respondents is generally low (Grand Mean = 2.18). Purchases were reported occasionally, with slightly higher use for cultural or religious expression (Mean = 2.33). However, high spending and preference for sustainable brands recorded the lowest means, suggesting that affordability and sustainability limit wider adoption.

Table 5: Mean response of respondents on Challenges of Adopting AI-Inspired Fashion in Vocational Training

S/N	ITEMS	SA	A	D	SD	Mean	SD	Remark
1	Ensuring the quality of AI-inspired clothing remains a challenge in vocational fashion training.	51 (65)	12 (15)	9 (8)	6 (8)	3.39	0.94	Accepted
2	The price of AI-inspired clothing often does not correlate with consumers' economic standard or income level.	29 (37)	33 (42)	5 (6)	11 (14)	3.03	0.99	Accepted
3	AI-driven fashion trends strongly influence consumer choice, which can limit originality and affordability.	42 (54)	29 (37)	5 (6)	2 (3)	3.41	0.77	Accepted
4	Environmental and infrastructural constraints hinder the adoption of AI in clothing design and consumption.	49 (63)	14 (18)	9 (12)	6 (8)	3.36	0.95	Accepted
5	AI-inspired fashion styles may struggle to balance individuality, creativity, and mass-market demands.	23 (29)	43 (55)	5 (6)	7 (9)	3.03	0.86	Accepted
6	Reflecting cultural traditions, social movements, and group affiliations through AI applications is difficult.	32 (41)	29 (37)	6 (8)	11 (14)	3.13	1.00	Accepted
Grand Mean						3.22	0.93	

Table 5 shows that respondents generally agreed that there are notable challenges associated with Adopting AI-Inspired Fashion in Vocational Training (Grand Mean = 3.22). The most significant concerns were ensuring product quality and the strong influence of AI-driven trends on consumer choice, both of which may limit originality and affordability. Environmental and infrastructural constraints were also highlighted as key barriers. Pricing issues and the difficulty of reflecting cultural traditions were acknowledged but less strongly emphasized.

Test of Hypotheses

Hypothesis 1: AI-inspired vocational training does not significantly improve skill acquisition among fashion students in FCE (Special), Oyo.

Table 6: One sample t-test on impact of AI-inspired vocational training and skill acquisition

Variable	N	Mean	SD	SD Error Mean	T	df	P	Sig. (2- tailed)
Skill Acquisition	78	3.08	0.90	0.10	5.80	77	2.5	0.000*

Table 6 shows the results of the one-sample t-test conducted to test whether AI-inspired vocational training improves skill acquisition among fashion students. The mean score of 3.08 (SD = 0.90) is above the test value of 2.5. The t-value of 5.80 with $p = 0.000 < 0.05$ indicates a statistically significant difference. Therefore, the null hypothesis (H_{01}) is rejected, and it is concluded that AI-inspired vocational training significantly improves skill acquisition among fashion students in Federal College of Education (Special), Oyo.

Hypothesis 2: AI-inspired innovation and creativity have no significant effect on the quality or originality of fashion products designed by students.

Table 7: Multiple Regression Model

Source	Sum of Squares	Df	Mean Square	F	f. Sig.
Regression	18.21	1	18.21	27.02	.000**
Residual	30.49	76	0.40		
Total	48.70	77			
Multiple	= .612				
Multiple R^2	= .374				
Multiple R^2 (Adjusted)	= .365				
Standard Error of Estimate	= 0.82				

Predictors: (Constant), AI-Inspired Innovation, AI-Inspired Creativity

Dependent Variable: Quality and Originality of Fashion Products

Table 7 presents the results of a multiple regression analysis testing whether AI-inspired innovation and creativity affect the quality and originality of fashion products designed by students. The model yielded a Multiple $R = .612$, indicating a strong positive relationship between the predictors and the dependent variable. The R^2 value of $.374$ (Adjusted $R^2 = .365$) shows that approximately 37% of the variation in product quality and originality is explained by AI-inspired innovation and creativity. The ANOVA results ($F = 27.02$, $p = .000 < 0.05$) confirm that the regression model is statistically significant. This means that, jointly, AI-inspired innovation and creativity significantly predict the quality and originality of fashion products. Consequently, the null hypothesis (H_{02}) is rejected, and it is concluded that AI-inspired innovation and creativity have a meaningful and positive effect on students' fashion design outputs.

Hypothesis 3: There is no significant difference in consumer acceptance or market response between AI-inspired and non-AI fashion products created by students in FCE (Special), Oyo.

Table 8: T-test on consumer acceptance of AI-inspired vs. non-AI fashion products

Variable	AI-Inspired		Non AI-Inspired		t(78)	p
	M	SD	M	SD		
Fashion Products	3.20	0.84	2.50	0.09	5.40	2.5

Table 8 shows the results of an independent samples t-test comparing consumer acceptance of AI-inspired and non-AI fashion products. The mean acceptance score for AI-inspired products ($M = 3.20$, $SD = 0.84$) was notably higher than for non-AI products ($M = 2.50$, $SD = 0.70$). The t-test result ($t = 5.40$, $df = 154$, $p = .000 < 0.05$) indicates that this difference is statistically significant. Accordingly, the null hypothesis (H_{03}) is rejected, and it is concluded that consumers show significantly greater acceptance of AI-inspired fashion products compared to non-AI products among students in Federal College of Education (Special), Oyo.

Discussion of Findings

The first hypothesis, which assumed that AI-inspired training does not significantly improve skill acquisition, was rejected. Findings indicated that students benefitted from AI applications, with a mean score of 3.08 significantly higher than the neutral value. Respondents agreed that AI tools improve students' ability to express creativity, build self-confidence, and acquire technical competence. This resonates with Awuah and Addo (2022), who demonstrated that incorporating AI into design pedagogy equips learners with practical digital skills and enhances their adaptability to industry changes. In the Nigerian context, digital integration in vocational training has been noted to improve employability and competitiveness (Olaleye, Adegbite, & Ogunyemi, 2021). Thus, the evidence underscores that AI is

strengthening the learning process by making vocational training more innovative and outcome-oriented.

The second hypothesis, which proposed that AI-inspired innovation and creativity have no effect on product quality or originality, was also rejected. Regression results showed that innovation and creativity accounted for 37% of the variation in product quality, confirming a significant predictive effect. This suggests that the use of AI in design enhances originality and efficiency, enabling students to create fashion products that are both unique and market-relevant. Zhang and Lu (2023) similarly argue that AI enhances creative processes by generating novel ideas and expanding design possibilities, while Boateng and Essel (2022) add that AI fosters differentiation in creative industries. These results therefore highlight the transformative role of AI in linking vocational training to industry needs by ensuring product quality and distinctiveness.

The third hypothesis, which assumed no difference in consumer acceptance of AI-inspired and non-AI products, was again rejected. Consumers expressed significantly greater acceptance of AI-inspired fashion products ($M = 3.20$) compared to non-AI designs ($M = 2.50$). This demonstrates that AI-driven fashion is perceived as more appealing, likely due to its creativity and uniqueness. However, the modest consumption levels reflected in Table 4 reveal that affordability and sustainability concerns limit frequent adoption. This finding supports Khan et al. (2021), who note that while AI-driven products attract consumer interest, price sensitivity and ethical issues often constrain purchasing behaviour.

Conclusion

The study therefore concludes that AI is not merely a supplementary tool but a strategic driver of change in vocational fashion training. Its integration can enhance the relevance of vocational education by aligning skills acquisition with industry demands and consumer preferences. By fostering innovation and adaptability, AI strengthens the capacity of vocational training to contribute to employability, entrepreneurship, and broader economic development. At the same time, the study acknowledges that the benefits of AI cannot be fully realized without supportive infrastructure, adequate training for instructors, and policies that promote inclusivity and affordability. A coordinated approach involving educational institutions, government agencies, and industry stakeholders is thus essential to ensure that vocational and technical education evolves into a system that is not only technologically advanced but also sustainable, equitable, and responsive to global trends.

Recommendations

Based on the findings of this study, the following recommendations are made:

- i. AI-based modules should be integrated into vocational fashion curricula to strengthen students' creativity, confidence, and skill acquisition.
- ii. Institutions should provide access to AI tools such as design software and virtual modelling systems to improve product originality and quality.
- iii. Affordable AI-inspired fashion products should be encouraged so that consumers can access innovative designs without high cost barriers.
- iv. Government and stakeholders should invest in infrastructure, including power and internet facilities, to support the effective use of AI in training.

- v. Continuous training should be organized for instructors to build their capacity in using AI tools and transferring such skills to learners.

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