Journal of the Society for Human Ecologists in Nigeria (JSHE)
An Annual Publication of the Society for Human Ecologists in Nigeria (SHEN)
Vol. 7 No. 1, 2026 | pp. 92–102 | ISSN: 3026-9083 (Print)

DOI: https://doi.org/10.68064/jshe.2026.x3uuwccx

Revitalizing Minority Indigenous Textile Heritage through Contemporary School Uniform Design for Cultural Sustainability

Sheshi Deborah Enene, Ojike P. M. & Odums, Chinonso Princewel
Department of Family and Consumer Science

Joseph Sarwuan Tarka University Makurdi

Corresponding email: odums.chinonso@uam.edu.ng

Abstract

The study sought to develop contemporary school uniforms using Etulo traditional attire, determine the practical suitability, assess the aesthetic appeal, examine the cultural significance, and determine the general acceptability. A Research and Development (R&D) design was adopted, involving concept development, garment design, construction, and product validation. Authentic Etulo traditional fabric was strategically incorporated into contemporary school uniforms through collars, sleeve bands, pockets, front panels, cuffs, plackets, waistbands, and decorative sections while retaining its traditional patterns. Twenty judges evaluated the developed uniforms using a structured four-point scale of preference covering practical suitability, aesthetic appeal, cultural significance, and general acceptability. The Uniform was presented as Plate1 while quantitative data were analyzed using means, with a criterion mean of 2.50. The results showed high ratings across all attributes. Practical suitability recorded a cluster mean of 3.92, with individual means ranging from 3.86 to 4.00, indicating that the uniforms were comfortable, easy to wear, suitable for school activities, and appropriate for local climatic conditions. Aesthetic appeal recorded a cluster mean of 3.93, with means ranging from 3.86 to 4.00. Strategic placement of Etulo fabric received the highest mean of 4.00, demonstrating its contribution to the beauty and uniqueness of the uniforms. Cultural significance recorded a cluster mean of 3.94, with reflection of cultural identity and preservation of the uniqueness of Etulo traditional attire each scoring 4.00. General acceptability recorded a cluster mean of 3.94, indicating favorable perceptions regarding suitability, adoption, acceptance, and satisfaction. All items exceeded the 2.50 criterion mean. The findings demonstrate that integrating authentic Etulo textile into contemporary school uniforms successfully combined indigenous cultural expression with modern functional and aesthetic requirements. The high ratings suggest that school uniforms can provide a practical platform for increasing the visibility, appreciation, and transmission of minority textile heritage among younger generations. The study concludes that contemporary school uniform design offers a viable pathway for cultural revitalization and sustainability. It recommends collaboration among designers, schools, textile producers, educators, cultural organizations, and community leaders to promote the preservation and contemporary application of Etulo textile heritage.

Keywords: indigenous textile, Etulo textile heritage, cultural revitalization; cultural sustainability.

Introduction

Indigenous textile heritage represents one of the most enduring manifestations of cultural identity, embodying the history, beliefs, values, and artistic ingenuity of communities across generations. Indigenous textiles function as repositories of traditional knowledge, social memory, and symbolic communication that distinguish one cultural group from another, however, the accelerating forces

of globalization, industrial fashion production, and changing consumption patterns have contributed to the gradual decline of many indigenous textile traditions, particularly those belonging to minority ethnic communities. UNESCO (2023) emphasized that safeguarding living heritage requires more than preserving cultural artefacts; it demands innovative strategies that ensure indigenous knowledge and cultural expressions remain relevant and actively practiced within contemporary society. Similarly, the growing global recognition of culture as a pillar of sustainable development has reinforced the need to integrate indigenous knowledge systems into modern design practices as a means of strengthening cultural continuity, promoting social inclusion, and supporting sustainable livelihoods (UNESCO, 2023; United Nations, 2023). Kim et. al. (2024) argued that culturally inspired fashion innovation provides an effective mechanism for preserving indigenous identity while enhancing product uniqueness and consumer engagement. Sustainable fashion has increasingly embraced indigenous craftsmanship as a source of creative inspiration, recognizing that traditional textile knowledge contributes not only to cultural preservation but also to resilient local value chain, ethical production systems, and creative industry development (UNEP, 2023; Odums et al., 2024). These approaches reposition indigenous textiles from ceremonial artefacts to contemporary design resources that contribute simultaneously to cultural revitalization and sustainable economic development.

School uniforms have traditionally been recognized as functional garments that promote discipline, equality, institutional identity, and social cohesion within educational settings. However, contemporary scholarship increasingly acknowledges that school uniforms are more than standardized clothing; uniforms are visual representations of institutional values, cultural identity, and social belonging. Adeleke (2023), argued that well-designed school uniforms can foster learners' sense of identity while creating a distinctive image for educational institutions. School uniforms provide an opportunity to integrate local cultural expressions into everyday clothing, thereby exposing younger generations to indigenous heritage from an early age. Recent design innovations have therefore shifted towards developing school apparel that balances practical suitability with cultural relevance, allowing educational clothing to serve as a medium for preserving local traditions while satisfying modern expectations of comfort, durability, aesthetics, and inclusivity (Kim et. al. 2025)**.** This evolving perspective positions school uniform design as an effective platform for promoting cultural sustainability by embedding indigenous artistic expressions into garments that are worn regularly within formal educational environments.

The contemporary school uniforms have remained largely characterized by conventional Western-inspired designs with limited integration of indigenous textile heritage although the country is home to over 250 ethnic groups, each possessing distinctive clothing traditions, textile motifs, and artistic expressions, these cultural resources are rarely reflected in school apparel. Adeleke (2023), observed that the evolution of school uniforms in Nigeria has largely retained colonial design influences, with greater emphasis placed on uniformity and institutional identity than on cultural representation, indigenous textiles are predominantly reserved for ceremonial occasions, cultural festivals, and traditional celebrations, limiting their visibility and everyday relevance among younger generations (Adepeko et al. 2023). This disconnects between educational clothing and indigenous cultural identity has contributed to the underutilization of local textile resources, particularly those of minority ethnic communities whose traditional attire receives limited scholarly attention and commercial application. Reimagining school uniforms as culturally responsive garments therefore presents an opportunity to strengthen indigenous identity, encourage appreciation of Nigeria's cultural diversity, and expand the application of local textile heritage within contemporary fashion practice.

The Etulo people are one of the indigenous minority ethnic groups in Benue State, Nigeria, predominantly located in Buruku and Katsina-Ala Local Government Areas. Despite their rich cultural heritage, the Etulo have received limited scholarly and design attention compared with major Nigerian ethnic groups whose textile traditions have been extensively documented and commercialized. The traditional attire of the Etulo people is distinguished by unique colour combinations, woven patterns, and symbolic motifs that communicate cultural identity, social belonging, and communal values**.** Swandeh (2026) noted that traditional Etulo attire is not merely a form of dress but a visual expression of the community's history, customs, and cultural identity. The increasing westernization, urbanization, and changing dressing preferences have reduced the everyday use of these traditional garments, particularly among younger generations, thereby raising concerns about the long-term visibility and continuity of Etulo textile heritage. Contemporary fashion design therefore presents an opportunity to reinterpret the aesthetic elements of Etulo traditional attire into functional garments that appeal to present-day users while preserving their cultural significance (UNESCO, 2023; Zhang et al., 2025). Such an approach aligns with the principles of cultural sustainability by ensuring that minority indigenous textile heritage remains visible, relevant, and adaptable within contemporary society.

There is growing interest in integrating indigenous textile heritage into contemporary fashion products as a strategy for promoting cultural identity, preserving traditional knowledge, and enhancing the competitiveness of the creative industry. Ma (2024) demonstrated that re-engineering traditional Korean *Nubi* through contemporary fashion design strengthened cultural sustainability while expanding the relevance of indigenous textile practices within modern apparel. Innovative motif development inspired by Bodo cultural artefacts significantly enhanced the aesthetic appeal and marketability of traditional garments while supporting artisan livelihoods and heritage preservation **(**Diyaolu, 2025)**,** and within Nigeria, research has primarily focused on the revitalization of widely recognized textile traditions such as Adire, Aso-Oke, and other indigenous fabrics, with emphasis on textile innovation, cultural aesthetics, and sustainable fashion development (Onwuakpa, 2024; Eseagwu, 2024). These previous studies have advanced knowledge on indigenous textile utilization, they have largely overlooked the textile heritage of minority ethnic communities and its application in functional educational apparel. Empirical evidence on how contemporary school uniform design can serve as a mechanism for revitalizing minority indigenous textile heritage while promoting cultural sustainability remains limited, particularly for the Etulo people of Benue State. This study developed contemporary school uniforms inspired by the traditional attire of the Etulo people as a culturally responsive design approach for revitalizing minority indigenous textile heritage. Beyond garment development, the study demonstrates how educational apparel can function as a medium for preserving cultural identity, increasing the visibility of underrepresented indigenous textile traditions, and contributing to cultural sustainability through contemporary fashion design. The findings provide practical evidence for designers, educators, policymakers, and the fashion industry on the potential of culturally responsive school uniforms to strengthen indigenous heritage while meeting contemporary functional and aesthetic expectations. The growing emphasis on cultural sustainability has renewed global interest in preserving indigenous textile heritage as an important component of cultural identity and creative innovation. Therefore, this study sought to revitalize the minority indigenous textile heritage of the Etulo people by developing culturally responsive contemporary school uniforms as a pathway to cultural sustainability.

Objective of the Study

The main objective of the study is revitalizing minority indigenous textile heritage through contemporary school uniform design for cultural sustainability. Specifically, the objectives of the study were to

1. develop contemporary school uniforms inspired by the traditional attire of the Etulo people.
2. determine the aesthetic attributes of the developed Etulo-inspired school uniforms for primary school children
3. identify the cultural significance of integrating Etulo indigenous textile elements into contemporary school uniform design.
4. determine the general acceptability of the developed Etulo-inspired school uniforms among the evaluation panel.

MATERIALS AND METHOD

Research Design

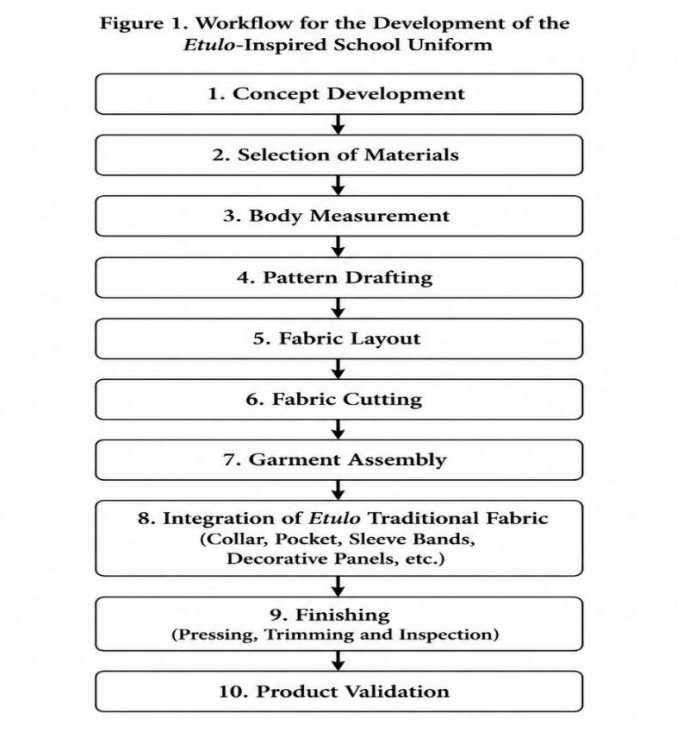
This study adopted a Research and Development (R&D) design to develop contemporary school uniforms inspired by the traditional attire of the Etulo people. The R&D approach was considered appropriate because it facilitates the systematic development, refinement, and validation of innovative products through iterative design processes. The study involved four major phases: concept development, garment design, product development, and product validation. This approach ensured that the developed school uniforms were not only culturally responsive but also functionally suitable for primary school children. The design concept for this study was inspired by the traditional attire of the Etulo people of Benue State, Nigeria. The study adopted a design integration approach in which authentic Etulo traditional fabric was incorporated into contemporary school uniforms. The indigenous fabric was strategically applied as decorative and identity-enhancing design elements on the collars, sleeve bands, pockets, front panels, and other selected garment components while maintaining the conventional structure and practical suitability of school uniforms. This approach was intended to preserve the visual identity of the Etulo people while creating school apparel that is culturally responsive, aesthetically appealing, and suitable for everyday educational use

Materials for garment development

The materials used for the development of the school wears comprised both textile materials and garment construction accessories. Textile materials included Etulo traditional fabric, plain cotton fabric, interfacing (gum stay), sewing thread, elastic bands, zippers, buttons, and drawstrings. Garment construction equipment consisted of measuring tape, tailor's chalk, pattern paper, rulers, French curve, set square, scissors, sewing needles, sewing machine, overlocking machine, steam iron, ironing board, cutting table, and other sewing accessories required for pattern drafting, cutting, assembly, and finishing

Product Development Procedure

The Etulo-inspired school uniforms were developed using standard garment construction procedures. The development process commenced with body measurement and pattern drafting based on the required school uniform specifications. Pattern pieces were transferred onto the selected fabrics, after which fabric cutting was carried out with appropriate seam and hem allowances. The garment components were assembled through sequential sewing operations, while authentic Etulo traditional fabric was incorporated into selected sections of the uniform, including the collar, pocket, sleeve bands, and other decorative panels, to enhance cultural identity without compromising practical suitability or comfort. The completed garments were subsequently finished through pressing, trimming and final inspection to ensure quality workmanship. The detailed production procedure adopted for the development of the Etulo-inspired school uniforms is presented in Figure 1.



Product Validation

The developed garments were validated by a panel of 20 judges who were experts from the department of family and consumer science using a structured product evaluation instrument. The validation focused on four product attributes: practical suitability, aesthetic appeal, cultural significance, and general acceptability. Each item was rated using a four-point scale, where higher mean scores of 2.50 and above indicated increased level of agreement with the desired features of the developed products.

Data Analysis

Data obtained from the product validation were analyzed using descriptive statistics comprising mean and standard deviation following the stated validation sequence, a criterion mean of 2.50 served as the decision benchmark for agreeing to an attribute in the instrument. The items with mean ratings equal to or greater than 2.50 were termed agree, whereas values below 2.50 were disagree

Result and Discussion

Figure 1 presents the developed contemporary school uniform designs inspired by the traditional attire of the Etulo people. The designs demonstrate the integration of authentic Etulo traditional fabric with contemporary school uniform styles for primary school children. The Etulo fabric was strategically incorporated into selected garment sections, including collars, sleeve bands, pockets, front panels, cuffs, plackets, waistbands, and other decorative areas, while the main structure of the uniforms retained the conventional features of school wear. The combination of plain fabric with the traditional Etulo textile was used to create visual contrast, cultural identity, and aesthetic appeal without making the garments appear entirely traditional. The designs therefore illustrate how elements of Etulo textile heritage can be adapted into contemporary school clothing while retaining recognizable cultural features. The developed uniforms also demonstrate the application of indigenous textile materials beyond ceremonial use, providing a contemporary context in which Etulo textile heritage can be displayed as part of everyday school wear.

Figure 1: Developed Etulo Inspired Contemporary Design

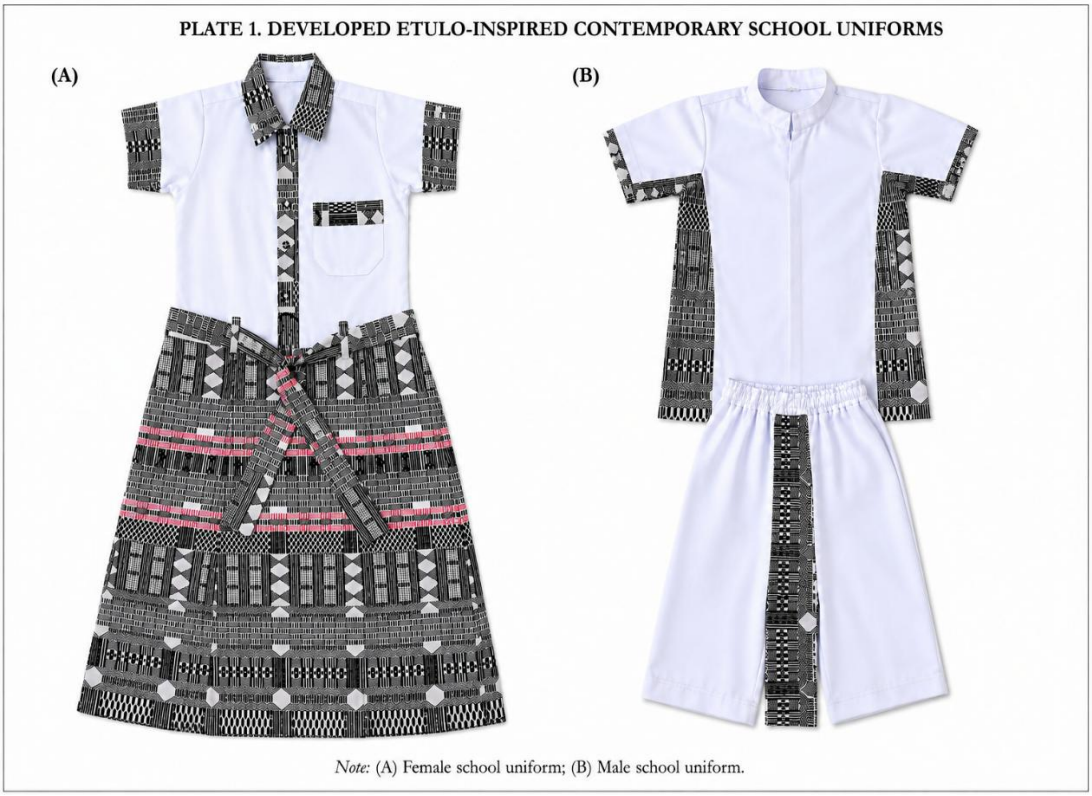


Table 1 show the developed Etulo-inspired school uniform achieved a high level of aesthetic appeal, with a cluster mean of 3.93. The five items recorded mean scores ranging from 3.86 to 4.00, with all ratings exceeding the criterion mean of 2.50. The highest mean score of 4.00 was recorded for the placement of the Etulo traditional fabric, indicating that the evaluators perceived its placement as enhancing the beauty and uniqueness of the uniform. The combination of plain and Etulo traditional fabrics, balanced overall appearance, and contemporary styling also received high ratings of 3.93. The findings suggest that the selective incorporation of Etulo traditional fabric contributed positively to the visual appeal of the developed school uniform while maintaining a neat and contemporary appearance.

Table 1: Mean ratings on the aesthetic attributes of the developed Etulo-inspired school uniforms for primary school children

S/N	Item	Mean
1	Combination of plain fabric and Etulo traditional fabric creates an attractive appearance.	3.93
2	The color combination in the school uniform is visually appealing.	3.86
3	Etulo traditional fabric placement style enhanced the beauty and uniqueness of the school uniform.	4.00
4	balanced and harmonious appearance.	3.93
5	The school uniform style is modern, attractive, and appropriate use by learners	3.93
	Cluster Mean	**3.93**

Table 2 show that the developed Etulo-inspired school uniform was highly rated in terms of cultural significance, with a cluster mean of 3.94. The five items recorded mean scores ranging from 3.86 to 4.00, with all items exceeding the criterion mean of 2.50. The highest mean scores of 4.00 were recorded for the incorporation of Etulo traditional fabric as a reflection of Etulo cultural identity and the preservation and promotion of the uniqueness of Etulo traditional attire. The combination of traditional Etulo elements with a contemporary school uniform also received a high mean score of 3.93. These findings suggest that the use of authentic Etulo traditional fabric enabled the developed uniform to retain recognizable elements of Etulo cultural identity while presenting them in a contemporary school-wear format

Table 2: Mean ratings on the Cultural Significance of the Developed Etulo-Inspired School Uniform

S/N	Item	Mean	Decision
1	incorporating of Etulo traditional fabric reflects the cultural identity of the Etulo locals	4.00	Agree
2	The school uniform promotes appreciation and preservation of Etulo cultural heritage.	3.93	Agree
3	The design successfully combines traditional Etulo elements with a modern school uniform.	3.93	Agree
4	The developed school uniform enhances awareness of Etulo cultural heritage among pupils and the wider society.	3.86	Agree
5	The school uniform preserves and promotes the uniqueness of the Etulo traditional attire.	4.00	Agree
	Cluster Mean	**3.94**	**Agree**

Table 3 show that the developed Etulo-inspired school uniform achieved a high level of general acceptability, with a cluster mean of 3.94. The five items recorded mean scores ranging from 3.86 to 4.00, with all items exceeding the criterion mean of 2.50. The highest mean scores of 4.00 were recorded for the recommendation of the developed school uniform is suitable for adoption in Etulo communities and the evaluators' satisfaction with the developed uniform. The suitability of the uniform for adoption in primary schools also received a high mean score of 3.93. These findings indicate that the developed school uniform was favourably perceived in terms of suitability for primary-school use, community adoption, stakeholder acceptability, and overall satisfaction.

Table 3: Mean ratings on the General Acceptability of the Developed Etulo-Inspired School Uniform

S/N	Item	Mean	Decision
1	The developed school uniform is suitable for adoption in primary schools.	3.93	Agree
2	can recommend the adoption of the developed school uniform in Etulo communities.	4.00	Agree
3	Ease of materials for pupils, parents, and school authorities.	3.93	Agree
4	potentials for commercial production and use.	3.86	Agree
5	satisfaction with the developed Etulo-inspired school uniform.	4.00	Agree
	Cluster Mean	**3.94**	**Agree**

Discussion

The image in figure 1 presents the developed contemporary school uniform designs inspired by the traditional attire of the Etulo people. The designs demonstrate the integration of authentic Etulo traditional fabric with contemporary school uniform styles for primary school children. The Etulo fabric was strategically incorporated into selected garment sections, including collars, sleeve bands, pockets, front panels, cuffs, plackets, waistbands, and other decorative areas, while the main structure of the uniforms retained the conventional features of school wear. The combination of plain fabric with the traditional Etulo textile was used to create visual contrast, cultural identity, and aesthetic appeal without making the garments appear entirely traditional. The designs therefore illustrate how elements of Etulo textile heritage can be adapted into contemporary school clothing while retaining recognizable cultural features. The developed uniforms also demonstrate the application of indigenous textile materials beyond ceremonial use, providing a contemporary context in which Etulo textile heritage can be displayed as part of everyday school wear. The findings in figure 1 showed the successful development of contemporary school uniforms incorporating authentic Etulo traditional fabric into conventional school uniform designs. This approach is particularly relevant to minority textile heritage, where continued cultural visibility depends partly on the ability of traditional materials to remain meaningful within changing patterns of dress and everyday use. The developed uniforms therefore demonstrate a practical connection between cultural heritage preservation and contemporary apparel design.

The data presented in table 1 showed that the developed Etulo-inspired school uniform received a high rating for aesthetic attributes, with a cluster mean of 3.93. The mean scores ranged from 3.86 to 4.00, with the placement of Etulo traditional fabric receiving the highest rating (M = 4.00). This indicates that the judges considered the combination of Etulo traditional fabric with the contemporary uniform design visually attractive and distinctive. The finding again agrees with Bamidele and Ogunduyile (2017), who highlighted the aesthetic and cultural value of indigenous Nigerian textiles. The findings is supported by Ma (2024), who found that adapting traditional textile elements through contemporary design can maintain cultural identity while enhancing their relevance in modern apparel. The present study demonstrates a similar possibility with Etulo textile heritage, showing that selected traditional elements can be incorporated into school uniforms while maintaining a contemporary appearance.

Table 2 shows that the developed Etulo-inspired school uniform received a high rating for cultural significance, with a cluster mean of 3.94. Reflection of Etulo cultural identity and preservation and promotion of the uniqueness of Etulo traditional attire recorded the highest mean scores (M = 4.00 each). This indicates that the judges perceived the integration of Etulo traditional fabric as an effective means of retaining cultural identity in contemporary school uniform design. The finding agrees with Diyaolu (2025), who emphasized the relevance of contemporary applications in

sustaining the cultural identity of indigenous Nigerian textiles and aligns with Braide et al., (2026) who demonstrated that indigenous hand-woven textiles can be creatively adapted to contemporary products while retaining their cultural value. The present study extends this approach to Etulo textile heritage through its application in school uniforms, providing an avenue for greater visibility of the tradition beyond ceremonial use.

Table 3 showed that the developed Etulo-inspired school uniform received a high rating for general acceptability, with a cluster mean of 3.94. The mean scores ranged from 3.86 to 4.00, with recommendation for adoption in Etulo communities and satisfaction with the developed uniform recording the highest ratings (M = 4.00). This indicates favourable perceptions of the uniform's suitability and overall appeal. The finding is consistent with Diyaolu (2025), who emphasized the need for innovative applications of indigenous Nigerian textiles to improve their continued relevance and sustainability. His study also identified promoting indigenous textiles among younger generations and exploring innovative fashion applications as important cultural preservation strategies. The present study extends this approach by applying Etulo traditional fabric to school uniforms, thereby introducing indigenous textile heritage into an everyday clothing context.

Conclusion and Recommendation

The strategic integration of authentic indigenous textiles into contemporary products can provide a practical and sustainable means of keeping minority cultural heritage relevant to younger generations and contemporary society. The Etulo-inspired school uniform therefore represents both a clothing innovation and a culturally responsive design intervention with potential implications for indigenous heritage preservation and the creative textile industry. Based on the findings of the study, the following recommendations were made:

1. School Boards at the state and local government levels within Etulo communities may consider adopting Etulo-inspired school uniforms as a culturally responsive approach to increasing the everyday visibility of Etulo indigenous textile heritage. Etulo traditional fabric should be strategically incorporated into contemporary clothing designs rather than being restricted to ceremonial use, provided that its cultural identity and authenticity are maintained.

2. Local textile producers and garment enterprises should be encouraged to develop Etulo-inspired school uniforms for wider production, building on the high general acceptability.
3. Cultural organizations, and community leaders should collaborate in promoting culturally responsive school clothing.

REFERENCES

Adepeko, E. O., Oyinloye, M. A., Adepeko, A. O., & Adeloye, A. A. (2023). Preserving traditional clothing identity: An overview of the past and present uses of Aso-Oke by the Ondo people of Southwest, Nigeria. *Journal of Urban Culture Research, 27*, 75–88. https://doi.org/10.14456/jucr.2023.24

Aize, D. E., Odums, C. P., Ajunwa, E., & Agbo, D. A. (2024). Women empowerment through skills development in fashion design in Makurdi Metropolis, Benue State. *International Journal of Food Science, Tourism & Home Economics, 8*(5), 45–59.

Braide, O. O., Bolarin, O., Bashorun, O. E., & Adesetan, L. (2026). Creative use and

acceptability of Yoruba hand-woven cloth (Aso-oke) for fashion accessories among female students of Federal University of Agriculture Abeokuta, Ogun State, Nigeria. *Journal of Humanities, Social Science and Creative Art*

Diyaolu, I. J. (2025). Sustainable pathway for the indigenous Aso-òkè fabric. *TEXTILE: Cloth and Culture, 23*(3–4), 352–363. https://doi.org/10.1080/14759756.2025.2481542

Eseagwu, O. (2024). Indigenous design aesthetics, cultural and gendered preferences as catalyst to navigating market dynamics. *NIU Journal of Social Sciences, 10*(4), 151–158. https://doi.org/10.58709/niujss.v10i4.2039

Ibrahim, S. (2024). Effect of traditional textile techniques on modern fashion design in Nigeria. *International Journal of Fashion and Design, 3*(4), 40–52. https://doi.org/10.47604/ijfd.3015

Kim, K., Fiore, A. M., & Chung, T.-L. D. (2025). Interactive Instagram advertising as an experiential offering and its impact on perceived value of fashion brands. *Journal of Global Marketing, 38*(4), 348–364. https://doi.org/10.1080/08911762.2025.2450777

Ma, J. J. (2024). Re-engineering Nubi: A design-driven approach to cultural sustainability in Korean fashion/textile practice. *TEXTILE: Cloth and Culture, 22*(4), 647–665. https://doi.org/10.1080/14759756.2024.2367292

Odums, C. P., Sombo, S. S., & Aize, D. E. (2024). Evaluation of physical properties of ecological bricks made from tailor waste fabrics, discarded garments and the prototype lampshade produced. *International Journal of Food Science, Tourism & Home Economics, 8*(5), 32–44.

Onwuakpa, L. E. (2024). Challenges and prospects of contemporary Nigerian textile design. *International Journal of Current Research in the Humanities, 27*(1), 249–258. https://doi.org/10.4314/ijcrh.v27i1.16

United Nations, Secretary-General. (2023). *Culture and sustainable development: Note by the Secretary-General* (A/78/217). United Nations.

United Nations Environment Program. (2023). *Sustainability and circularity in the textile value chain: A global roadmap*. United Nations Environment Program.

UNESCO. (2023). *Thematic factsheet: Culture & sustainable development*. UNESCO.

UNESCO. (2023). *UNESCO World Conference on Cultural Policies and Sustainable Development—MONDIACULT 2022: Final declaration*. UNESCO.

Zhang, L., & Yim, E. (2025). Exploring the new Chinese style on social media: A constructivist grounded theory approach. *Fashion and Textiles, 12*, Article 28. https://doi.org/10.1186/s40691-025-00431-0

Zhang, Y., Liou, S., Yang, C. H., Gao, J., & Lu, H. (2025). Displaying cultural heritage in

innovative designs: A study on the preservation and innovation of China's Pai Yao traditional clothing. *Fashion, Style & Popular Culture*. https://doi.org/10.1386/fspc_00364_1