

**ASSESSMENT OF LINKAGES BETWEEN THE JSS PRE-VOCATIONAL SKILLS
PROGRAMME AND THE SSS VISUAL ARTS PROGRAMMES: A CASE
STUDY OF SELECTED SCHOOLS IN AKWAPIM SOUTH DISTRICT OF
EASTERN REGION, GHANA.**

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ABSTRACT

School education in Ghana has undergone many transformations. One of the major ones of our time is the Education Reform of 1987. One of the pillars of these reforms is to develop the need to recognise Technical and Vocational Education. Secondly to improve upon the teaching and learning of the programmes. Finally to improve the linkages between the JSS Pre-Vocational Skills and SSS Visual Arts programmes. In spite of these objectives there appears to be a gap between the JSS Pre- Vocational Skills and SSS Visual Arts programmes.

The researcher therefore investigated the problems associated with the gap between the JSS Pre-Vocational Skills and SSS Visual Arts programmes in three (3) out of five (5) SSS in Akwapim South district, namely Adonten Secondary School, Saint Martins Secondary School, Aburi Secondary Technical School and forty (40) out of seventy- one (71) JSS in the Akwapim South District.

Questionnaire were designed and administered to sample opinions from two hundred (200) Students, eight (8) Visual Arts Teachers and forty (40) Pre- Vocational Skills teachers from selected Schools in the district for the study.

Findings made include:

1. Lack of qualified professional Art teachers to teach the Art related subjects in Pre-Vocational Skills at the JSS level.
2. Lack of Studios, teaching and learning materials to help promote the basic training in the JSS Pre-Vocational Skills and SSS Visual Arts programmes in the district.
3. Lack of linkages between the JSS Pre-Vocational Skills and the SSS Visual Arts programmes studied by students.

Recommendations made were that emphasis should be made in the teaching of Art related Vocations in the JSS, more qualified professional Art Teachers should be posted to the JSS to teach the Art related courses in the Pre-Vocational Skills; the various vocations offered in the SSS should be offered directly in the JSS and basic Visual Art skills should be introduced at the JSS for pupils to prepare them for the SSS Visual Arts Course.



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CHAPTER ONE

INTRODUCTION

Background to the Study

The education system prior to Ghana's New Education Reforms (1974) had some faults which needed to be rectified. Some of the factors that were revealed through situation analysis, according to Adentwi (2000), include the following:

- i. The curriculum of the old educational system was found to be too bookish.
- ii. Technical and Vocational education had been so much neglected with the result that there was widespread unemployment among school leavers. At the same time, there was a serious shortage of middle level manpower, especially technicians with the requisite skills to uplift the level of industry and commerce in the country.

Furthermore, it was observed that the number of years spent in school was rather too long leading to a very high cost of schooling for both parents and government.

Again, it was realized that the number of schools in the country was not adequate enough for the ever-growing population of school children, equipment and facilities were also in bad shape. This situation applied most especially to the rural areas and the three northern regions, resulting in unequal educational opportunities for some Ghanaian children.

Also, the old educational system was found to be elitist in character in the sense that it catered for the needs of only those who could pursue vigorous academic studies leading to the universities. The vast majority of Ghanaians therefore dropped out of the school after middle school education thus making education irrelevant for many. These and other problems called for the New Education Reforms of 1987.

Amofa (1999) states that in pursuance of the New Education Reforms, the following areas were given a face lift to be more relevant to the country's educational needs. There was a structural change of the educational system. The content of the educational system was also improved and made relevant and efficient to Ghana's educational needs.

Access to education was increased to provide education to all children of school going age in Ghana. Education financing was made efficient and cost effective. Teacher training programmes were improved. The pre-1987 system of education as regard its structure was seventeen (17) years pre-university, education made up of six (6) years primary education, four (4) years middle school, five (5) years secondary school, and two (2) years sixth form. This structure was however changed to six (6) years free and compulsory primary school, three (3) years Junior Secondary School, three (3) years Senior Secondary School and three (3) or four (4) years tertiary education.

The New Education Reform programme started in 1987. By August, 1990, the first batch had graduated with majority of the candidates passing the BECE very well to enter selected senior secondary schools. In 1993 the first batch of SSS students passed out.

The results of the Senior Secondary School Certificate Examination (SSSCE) were, to say the least, most discouraging. This actually evoked adverse comments and criticisms from the public.

In October, 1994, an Education Reform Review Committee was inaugurated to look into the New Education Reform Programme. One of the terms of reference was that the courses should be so arranged that there are linkages between Primary, Junior Secondary School, Senior Secondary School and Technical institution levels.

Cursory observation indicates that there is very little linkage between the JSS Pre-Vocational subjects and the SSS Visual Arts subjects.

The objectives of this research are to find out how the JSS pupils are selected into the SSS Visual Arts programmes, how they select their Visual Art electives and also to identify the schools in which no basic skills in Art are taught. Finally, to find out the qualification of the JSS teachers who teach Pre-Vocational Skills subjects.

In fact, if the JSS/SSS programmes as stipulated have been designed to provide the relevant type of education that will equip Ghanaians to harness the available resources to solve the problems of the nation, then, there is the need to train students in our secondary schools to fill the needed middle level manpower. The researcher therefore, deems it necessary to investigate the problem whereby students are not allowed to continue the Visual Arts Subjects studied at the JSS level and also not exposed to basic skills in the Visual Arts at the JSS level. The qualification of JSS Teachers who teach Pre-Vocational Skills would also be investigated. Finally to find the causes and make suggestions to solve the problems.

Statement of the problem

There have been significant contributions of various governments of Ghana in promoting Art education in our schools. When The New Education Reform programme which ushered in the course Visual Arts was aimed at making education relevant and offering opportunities for practical skills acquisition by shifting emphasis from overly academic orientation to a more problem solving approach. As Ghana tries to advance to middle-income status, it becomes important for the country to rapidly open up opportunities for work. It also becomes equally important for individuals to learn different trades and vocations so that they can seek employment as trained persons, or can otherwise set up their businesses, earn an income, employ

other persons and then pay them wages and salaries. With the introduction of the Education Reforms in 1987 which proposed that children at the Basic Schools should be introduced to Vocations from which they could earn a living after school, Visual Arts subjects were adopted as one of the main vocational programmes, the reason being that most of the tools and materials required to teach them are available in the country. The 1994 Report of Education Reforms Review Committee on Pre-Tertiary Education states that the courses in our Education set-up should be so arranged that there are linkages from Primary to JSS level and from JSS level to SSS and Technical Institute levels. This shows that pupils at the Basic Schools after studying the Pre-Vocational Skills were to be introduced to more advanced Vocational Skills at the Senior Secondary School Level, for example a student who studied Textiles at the JSS was expected to continue it at the SSS. In the light of this provision, continuity was expected in the SSS Visual Arts Programmes. However, this does not seem to happen because students who studied catering are admitted into Visual Arts programme and also not getting the same Visual Arts subjects studied at the JSS level. There appears to be a gap between the JSS Pre-Vocational Skills programme and the SSS Visual Arts programmes. (Refer to the table with the list of Pre-Vocational Skills and SSS Visual Arts subjects in the appendix D). This study intends to find out the nature of the gap and suggest possible solutions.

Objectives

The objectives of this study include;

1. To find out how the JSS pupils are selected into the Visual Arts Programmes/ courses.
2. To identify the schools in which no basic skills in Visual Arts are taught and examine reasons why.

3. To find out the qualification of the JSS teachers who teach Pre-Vocational Skill Subjects and assess the curriculum delivery of the two levels.

Hypotheses

1. After JSS some pupils are not allowed to continue the Visual Arts Subjects at the SSS level.
2. Some pupils at the JSS level do not learn any basic skills in the Visual Arts at the JSS level.
3. Some JSS do not have qualified Visual Arts teachers to teach the various art courses.
4. After JSS some pupils do not get opportunity to continue with the Visual Arts courses in the SSS Visual Arts Programme.

Delimitation (Scope)

The research is limited to three out of five Senior Secondary schools in AkwapimSouth District namely, Saint Martins Senior Secondary School, Nsawam, AdontenSecondary School, Aburi and Aburi Secondary Technical School. Forty out of seventy-one selected Junior Secondary Schools in the Akwapim South District were also included in the study.

Definition of Terms

Visual Arts- This refers to all the arts that can be seen. They can also be perceived by our sense of touch. It is studied at the Senior Secondary Schools.

Pre-Vocational- It is a vocational subject studied at the Junior Secondary Schools.

Pupils are taught Basic Skills in various Vocations, such Picture Making, Textiles, Graphic Design, Sewing, Catering etc

Linkages - Connection between two things.

Creativity- Ability to produce new and original ideas and things or improve upon old ones.

Rational - Reasons or intentions for a particular set of thought or action

Vocational- Providing skills and education that prepare a person for a job.

Orientation- Giving direction to students.

Vocational Guidance - Expert guidance given to help individuals to select areas of work for which their talents, training and interest will suit them best

Abbreviations

JSS -- Junior Secondary School

SSS -- Senior Secondary School

WAEC-- West African Examination Council

NER -- New Education Reform

MESW -- Ministry Of Employment and Social Welfare

MOE -- Ministry of Education

UNESCO -- United Nations Educational Scientific and Cultural Organization.

SSSCE -- Senior Secondary School Certificate Examination

BECE -- Basic Education Certificate Examination

GES -- Ghana Education Service

SPSS -- Statistical Package for Social Science

Importance of study

The outcome of this research will be valuable in the following ways;

1. It will bring out the weaknesses in the Visual Arts programme under the New Education Reform.
2. It will also bring out the gap between the JSS Pre-vocational Skills and SSS

Visual Arts programmes.

3. It would help in the identification of problems that hinder or prevent the achievement of the linkages between JSS Pre-Vocational Skills and SSS Visual Arts programmes and provide possible solutions.
4. Policy –makers and administrators in the Ministry of Education and the Ghana Education Service would benefit from the findings for future policy formulation.
- 5 .Those who will study the research especially art Teachers, will find some shortcomings in the Pre-Vocational Skills and Visual Arts programmes and make amendments.

Organization of the rest of the text

The project is organized in five chapters .Chapter One is Introduction to the study .It deals with the Background of the Study, the Statement of the Problem under study, Objectives, Hypothesis, Delimitation, Limitation, Definition of Terms, Abbreviations and Importance of Study.

Chapter Two focuses on review of available relevant literature related to the study. Chapter Three comprises the general methodology of the work. It touches on the research design, population, sampling methods applied. It further looks at the instruments used in collecting and analysing the data.

Chapter Four concerns itself with statistical analysis of the data collected. The final Chapter is on the research findings summary, suggestions, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

The purpose of this chapter is to provide a review of literature related to the topic.

The review covers the following;

1. History of Visual Arts Education in Ghana
2. Vocational Education in Ghana
3. Background to the New Education Reform of 1987
4. Teaching Syllabus for Pre-Vocational Skills – JSS 1-3
5. Suggested Visual Arts Syllabus for Senior Secondary Schools
6. Definition of Assessment
7. Purpose of Assessment
8. Reasons for Assessment
9. Definition of Skills.

History of Visual Arts Education

Tracing the history of Visual Arts Education in Ghana, Edusei, as cited in Ankoma (1993) discusses the time when the subject was added to the school curriculum. When D. J. Oman was appointed as the Director of Education in 1908 in Gold Coast he introduced Visual Arts Education into the school curriculum. It was then termed “hand and eye”. Visual Arts was introduced by the British Government throughout the British West African Schools. Art was not one of the subjects treated by all the missions; it was the Basel Mission which gave some form of encouragement.

In addition, Edusei said that when McLaren was brought in 1919, Art began to expand. It however, received great importance in 1936 with the arrival of a couple by name Meyerowitz, Mr. Meyerowitz a talented sculptor and designer was then

appointed an Art and Craft supervisor. He was ably assisted by his wife, Eva, another equally talented sculptor, designer and ethnographical field research enthusiast.

In addition Edusei said that the couple was able to change the idea about the subject as well as the approach to its teaching. The content was widened to include Basketry, Pottery, Weaving, Traditional Wood Carving, and Terra-Cotta Modelling, Brick and Tile Making, Mural Painting, and Puppetry. He goes on to tell the scope and rationale of Visual Art education in both the indigenous and school system of education which the 1987 reform system seeks to combine.

Considering the content, scope and rationale of the programme, there is a link or similarity between the old system and the present new reformed education. This thesis is intended to assess the linkages between the JSS Pre-vocational skills and SSS Visual Arts programmes.

Vocational Education

Lincoln Library (as cited in Adipah, 2000p.29) defines vocational education as “the course which prepares for commercial or industrial pursuits”.

This definition is however, considered limited in scope because preparation for other professions such as medicine is also in every sense vocational education.

He further stated that, all education can be regarded as vocational. For example, every college, technical school and university has the basic objective of training young men and women to take up the duties of adult life.

Giachina (as cited in Adipah 2000p.30) defines vocational education as “all the experience an individual needs to prepare for some useful occupations.

MESW and MOE (as cited in Adipah 2000p.31) defines the concept of Vocational Education in Ghana as,

That type of education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupation's grades or jobs. Vocational education includes general education, practical training for the development of skills, required by chosen occupations and related theory. Vocational education for SSS under the New Education Reform is designed to build on the foundation of the Pre-vocational at the JSS and continued at the SSS.

The aim of Vocational Education by UNESCO in 1996 is to “enlarge Vocational horizons by serving as an introduction to the world of work and the world of technology”.

Background to the New Education Reform of 1987

Years after independence Ghana's formal education system, particularly at the basic and the secondary levels, continued to reflect the elitist and academic type bequeathed to us by our colonial masters. Despite various attempts to increase access by opening more schools and to improve quality through the training of more qualified teachers, the education system generally did not undergo any major structural or curricular changes to enable majority of both elementary and secondary school leavers to either proceed to the next stage of education or become economically viable in the society.

Annoh (2001) indicates that between 1970 and 1973, only 14% of the 64% age cohort who benefited from primary and middle school education could proceed further to second cycle institution, only 0.8% entered tertiary institutions annually.

This naturally had created a scenario of ever-swelling corps of unemployed elementary and secondary school leavers who socially and politically, were becoming dangerous to the society.

To address this trend, the 1974 New Structure and Content of Education which introduced the Experimental Junior Secondary School was involved to diversify the

structure and content of elementary and secondary education to make them more cost-effective and to provide a mixture of academic and practical course in order to maximize the impact of those levels of education.

However, in spite of its laudable intentions, the 1974 New Structure and Content of Education (NSCE) could not have any sustaining impact on the general education system in the country. This was due, among other factors to lack of coordinated governmental support and parental anxiety about the future prospect of the programme. Thus by the beginning of 1980, only Experimental Junior Secondary Schools were functioning throughout the country. By 1986, the ratio of school enrolment at all levels was as follows; primary 73 percent of age cohort; secondary 7 percent of age cohort; and tertiary 0.8 percent of age cohort. It was this structural and organizational inadequacy which continued to plague the nation's educational system that necessitated the introduction of the 1987 Education Reforms.

Nature and Characteristics of the New Education Reforms (NER).

In term of scope, direction and implementation, the NER had been the most revolutionary educational initiative ever to be pursued in post independence Ghana

Annoh (2001) talks of the PNDC government which initiated the programme and gave the following as the underlying philosophies and intentions.

- ❖ To reduce the duration of pre-university education from seventeen (17) to twelve (12) years.
- ❖ To provide increased access to education at the basic and secondary levels by making the former available to junior secondary school leavers.
- ❖ To provide the quality, efficient and relevance of pre-university education by expanding the curriculum of both the primary and secondary schools.

- ❖ To increase the cost-effectiveness and cost recovery within the educational system and to ensure that funds allocated for education are solely for the purpose. This strategy involves reducing the number of non-teaching staff.
- ❖ Phasing out all residential and feeding subsidies at all secondary and tertiary levels, and increasing book-user fees at both secondary and tertiary levels.
- ❖ To increase the involvement of parents and the community in the educational process.

The programme took off in September, 1987 after initial preparations as regards the provision of the necessary inputs such as materials and textbooks, construction of additional classrooms and workshops as well as the production of manuscripts and reading materials in the various subject areas.

Achievements

Annoh (2001) stated the following as what the NER has achieved so far.

- ❖ The opening of more schools both at the primary and secondary levels has somehow made pre-university education accessible to many children of school going age.
- ❖ Community interest and enthusiasm in education, which were largely lacking before the introduction of the NER, have been tremendously whipped up. This has changed the character of school life and school administration.
- ❖ Supply of education inputs – building, equipment, etc, has improved considerably in many schools.
- ❖ Encouragement has also been given to local personnel particularly teachers to produce reading materials for schools examples General Knowledge in Art, Science Textbooks. There has been effective supervision at the district level with the appointment of circuit officers.

Prospects

- ❖ The expansion of the curriculum at both JSS and SSS levels is likely to provide a broad-based education to the youth.
- ❖ 12 years means that all other things being equal, most of the students who continue to pursue university and other tertiary education (as stipulated by the reforms) may be able to enter the job world at a relatively prime age and have a longer working period.

The rationalization of higher education is expected to lead to the provision of courses which are more relevant to national manpower requirements.

- ❖ The proposed introduction of B.ED through Distance Education may provide teachers with the opportunity to upgrade them professionally and academically

Problems of the New Education Reforms (NER)

Among other problems cited by Annoh (2001) were;

- ❖ Lack of facilities and equipment in many schools.
- ❖ Poor quality of facilities and equipment.
- ❖ Inappropriate location of some SSS schools
- ❖ Inability of SSS to absorb all the JSS graduates.
- ❖ Inadequate supply of qualified art teachers.

Amofa, (1999) also identified the following as some of the problems facing the New Education Reform of 1987; He stated that;

- Many schools do not have full set of teaching staff, especially for handling Visual Arts subjects. The rural schools are worse off in this respect.

- The supply of teacher / student support materials has been inadequate and irregular.
- Workshops are lacking in many schools, for technical / vocational subjects.
- Schools, especially, in the rural areas are without some essential infrastructure like electricity to operate some workshop.

In July 14, 1994, an Education Reform Committee was inaugurated to address the following terms of reference. Among the issues to be addressed include;

- Courses should be so arranged that there are linkages from Primary to JSS level to SSS level.
- The number of optional subjects at SSS level should be determined.
- The content of the curriculum, syllabus and their accompanying textbooks and other instructional materials with regard to their suitability, adequacy and availability should be examined.

By October 15, 1994, the Committee presented its report and all the terms of reference were considered in order to ensure a better continuity and linkage between Pre-Vocational Skills and SSS Visual Arts programmes. The president's committee on Review of Education Reforms in Ghana, (2002) chaired by Professor Anamoah-Mensah, dubbed "Meeting the Challenges of Education in the Twenty First Century" confirmed that there are a number of weakness in the current JSS system. The major ones include;

- Poor academic preparation in the various subject areas, especially in the technical and vocational subjects.
- Inadequate facilities such as workshops, laboratories and libraries.

- Absence of counselling and special needs services.
- Absence of performance standards to guide teaching and learning.
- To the Committee, one significant observation about the JSS is that about 60% of pupils fail to gain admission into SSS and have limited alternative avenues for further development and progression especially into Technical /Vocational Education and Training institutions.

With reference to the Senior Secondary School the Committee came out with the following findings;

- Lack of adequate teaching/learning facilities.
- Poor infrastructural facilities.
- Lack of well-motivated and committed teachers;
- Absence of proper guidance and counselling services.

To the relevance of the study, a survey of the problems identified touched on lack of tools and materials, lack of qualified teachers for Vocational education, lack of facilities and equipment in many schools and absence of linkage between the JSS Pre-Vocational Skills and SSS Visual Arts Programmes. It is therefore important to improve the linkage between the JSS Pre-Vocational Skills and the SSS Visual Arts Programmes.

Syllabus for Pre-Vocational Skills

Rationale:

According to the Cambridge International Dictionary of English (1995), rationale “is the reasons or intentions for a particular set of thought or actions”. The reform programme spelt out the following as rationale for Pre-Vocational Skills.

1. As Ghana tries to advance to middle – income status, it becomes important for the country to rapidly open up opportunities for work.
2. It also becomes equally important for individuals to learn different trades and vocations so that they can seek employment as trained persons, or can otherwise set up their own businesses, earn an income, employ other persons and pay them wages and salaries.
3. It is the emphasis put on the spirit of enterprise and the acquisition of vocational skills in the educational reforms as measures for providing training for human resources for socio-economic development that underscores the importance of the Pre-Vocational Skills. It is envisaged that the subject will, among other things, provide the pupil the opportunity to acquire valuable Pre-Vocational Skills that will serve as foundation for advanced training in apprenticeship and in technical – vocational institutes, and that will also serve as a foundation for making appropriate choice of programme in SSS.

The rationale above indicates that pupils at the JSS level will acquire some basic skills in the pre-vocational skills programme and this will also serve as foundation for advanced training in apprenticeship and in technical – vocational institutes and also serve as a foundation for the students to make appropriate choice of programme in SSS. This also shows that there should be a linkage between the JSS Pre-Vocational Skills and SSS Visual Arts Programmes.

Scope of Content

The syllabus further states that, the scope of content of the Pre-Vocational Skills programme covers twelve selected vocations which have been put into two groups by

WAEC as follows, Group One consists of Graphic Design, Picture Making and Textiles.

Group Two also consists of Basketry, Bead making Gourd and Calabash work, Catering, Leatherwork, Paper Craft, Pottery and Ceramics, Sculpture and Sewing. They further state that pupils at the JSS are expected to study two vocations, one vocation from Group One and another from Group Two. The two vocations should be studied in the first two years. In the third year (JSS 3) pupils will drop one vocation and concentrate on only one towards the Basic Education Certificate Examination. (BECE)

The statement above indicates that if pupils at the JSS are well taught in the Pre-Vocational skills subjects, they can continue the subject at the SSS Visual Arts programmes since most of the subjects under the Pre-Vocational skills are found in the SSS Visual Art programmes.

General Aims

The syllabus is designed to help pupils to

- ❖ Acquire basic skills and attitudes associated with their chosen vocations.
- ❖ Develop the capacity for handling and using tools and materials for production
- ❖ Develop creative ways for producing and judging the quality of products.

The General aims indicate that at the JSS level pupils will be able to study the basic skills in their chosen vocation and advance it at the SSS level. In addition pupils will be able to develop the capacity for handling and using tools and materials for production, but the problem is that pupils at the JSS are not taught the basic skills so that they will advance it at the SSS level.

Suggested Visual Arts Syllabus for SSS

The rationale for Visual Arts programme;

The Visual Arts programme comprises the following;

General Knowledge in Art

Basketry

Ceramics

Graphic Design

Leatherwork

Picture Making

Sculpture

Textiles

Jewellery

The national development scene especially the cultural front has been in crisis which is “a general lack of creativity” This situation has been increased due to lack of clear understanding of the value of our arts, both in education and national development.

It indicates that we have failed to recognize the relevance of the arts in socio-economic life. The Education Reform is to make Visual Arts Education more relevant to national development. The courses in Visual Arts have been selected to help students acquire competence and skills in Art for individual and national development. Art has been used to teach about the accumulated knowledge, values, beliefs and attitudes of society to the younger generation.

Most of the art subjects studied in the Visual Arts programmes are indigenous. There are tools and materials available in the locality for art. Therefore, Art should

be taught in the schools to preserve, transmit, improve and promote indigenous art technologies.

They can also promote the design base for technological development. The programme provides opportunities for a variety of vocations.

The rationale above shows that there are courses which are studied at the SSS level which will help the country in the national development. It also indicates that most of the Art courses outlined in the SSS Visual Arts are indigenous Art.

General Objectives

Objective is something which one plans to do or achieve. It thus means achieving, attaining or meeting a goal. The objectives of Visual Arts therefore are as follows;

- The primary purpose of the Visual Arts programme is to foster and promote creativity by helping students to think, act and feel creatively through a variety of art activities using tools and materials.
- The course demonstrates art activity as an integral part of living.
- The individual is provided with a variety of vocational and career opportunities so that he can develop intense involvement in and response to personal visual experiences. He will develop interest in vocational activities.
- To inculcate in the students the need to appreciate the value of his own arts so as to arouse pride, confidence and patriotism in him.
- The course encourages skills in the development of local materials and resources in promoting small-scale and cottage industries.
- The student will acquire knowledge and understanding of the meaning significance and role of art in socio-economic development.

- The course promotes skills in development of indigenous art technologies, aesthetics, beliefs, values and attitudes.
- The student will acquire perceptive and analytical skills through art experiences as well as self-expression and communications skills through response to art.
- Theoretical knowledge, practical skills and visual thinking in art provides the students with cognitive, psychomotor and affective modes of development.
- The course will generate in the students a lasting interest in the arts.
- The students will acquire competencies in art and apply his skills to national development.
- The students will acquire visual literacy and develop confidence and understanding of visual relationships in the changing environment.

The above objectives are to foster and promote creativity in the student in the national development of the country. The objectives will also inculcate in the students the need to appreciate the values of their own arts so as to ginger their confidence and patriotism in the country.

In addition, students can express themselves through the arts skills acquired through self-expression and communication skills. The Visual Arts courses are expected to generate in the students a lasting interest in the arts and this will help in the national development.

In all, if all the linkage and the gaps between the JSS Pre-Vocational Skills and SSS Visual Art are well considered, the objectives will be achieved.

Tweneboah, P. O. (2005, August 29), in an article said that Visual Arts programme in Ghanaian Senior Secondary Schools is characterized by a lot of misconception and ignorance.

He added that, people believed that the Visual Art course was a subject for the less brilliant, the poor and for those who could not cope with difficult subjects like the sciences. So some schools admit JSS graduates with 'any aggregate' into the programme and some school authorities, teachers and students condemn the department.

He further stated that some parents also force their children to study science, business or general arts irrespective of the child's abilities, interests and potentials. The New Education Reform programme which ushered in the Visual Arts course aimed at making education relevant and offering opportunities for practical skills acquisition by: shifting emphasis from overly academic orientation to a more problem solving approach.

He gave the importance of Visual Arts as, not aiming at training people for specific jobs, but seeks to educate the student so that the student will be a productive and balanced individual. He also stated some of the popular elective subjects offered, General Knowledge in Art, Picture Making, Graphic Design, Textiles, Sculpture, Ceramics, Leatherwork and Jewellery.

Finally, he mentioned some of the careers that students can pursue at the University as; Industrial Design, Arts Administration, Art Education, Art Therapy, Planning, Business Administration, Advertising, Journalism, Marketing, Banking Teaching, Art Directing, Fashion Design, Interior Decoration, Set Designing/ Studio Designing, Film Making/Video Television, Architecture, Illustration and Modelling.

As mentioned above art has a lot of career or vocational prospects, so if students are allowed to choose Visual Art after JSS, they will get a lot of career opportunities which will help in the development of the nation.

Ayikutu N. K. (2005) says that Technical and Vocational education in every country is the bedrock of its development. As matter of fact, this is a practical – oriented subject as such and requires practical teaching skills. Most of the basic schools in the country lack the basic tools and equipment for teaching the subject. Textbooks on these subjects are also not available in many schools. Since 1987, when JSS was established, many schools have not been supplied with Pre-Vocational tools and textbooks.

Fordjour P. and Owusu H. (2005) stated in their article in Daily Graphic that The Acting Director General of the Ghana Education Service, Mr. Michael Nsowah has suggested the need for the nation to give more recognition to technical and vocational education as the basis for advancing the country's development. He said there was the need to invest in technical and vocational education in order to turn out the required manpower resources for the country.

The above statements indicate that for a country to achieve her development there is the need to recognise technical and vocational education including the Visual Arts. And also improve upon the teaching and learning of the programmes and also improve upon the linkages between JSS and SSS. When pupils study the Pre-Vocational Skills at the JSS level and continue at the SSS Visual Arts, it will help them to employ themselves and others, and this will help in the development of the country. Some Junior Secondary and Senior Secondary Schools within Akuapim South District have been selected as case study for this thesis.

The purpose of this thesis is to assess the linkages between JSS Pre-Vocational Skills and SSS Visual Arts programmes. It also seeks to identify some of the problems and offer recommendations for solving them. It is hoped that it will be a true reflection of real situation in other parts of the country.

Assessment:

Arends (1994 p.198) stated that the term Assessment usually refers to the full range of information gathered and synthesized by teachers about their students and their classrooms. Information can be gathered on students in informal ways such as through observation and verbal exchange. It can also be gathered through formal means such as homework, tests and written report. Information about classroom and teachers instruction can be part of assessment.

Ellington, Pescival and Race (1995p. 122) said that assessment is the way and instruments that are designed to measure student's achievement, normally after students have engaged in an instrumental programme of one sort or another, or after they have worked through open or flexible learning resources on their own.

Salvia and Ysseldyke (1985 p.12) stated that, "assessment is a process of collecting data for two purposes: specification and verification of problems and making decisions for or about students"

Brown (1983 p.14) says "assessment refers to the global process of synthesizing about individuals so as to describe and understand them better"

Farrant (1995 p.147) asserts that "assessment is the process by which the quality of an individual's work or performance is judged". From the above definitions of assessment, it is realized that assessment talks about the idea of measuring achievement so that there will be a modification.

The end product of all education is the modification of the learner's behavior. This indicates that the assessment of the successes and failure of the education reform is of great importance. This will help in the assessment of the linkages between the JSS Pre-Vocational Skills and SSS Visual Arts programmes.

Firth and Macintosh (1991p6) outlined the following as purposes of assessment; Diagnosis of pupil's strengths and weaknesses.

- ☒ Assessment of the extent to which pupils have benefited from a course of instructions.
- ☒ Evaluation of the effectiveness of methods of teaching.
- ☒ Prediction of pupil's future performance.
- ☒ Placement of pupil's in the most beneficial educational situation.
- ☒ Guidance to assist pupils in making decisions about the future, whether it concerns, or whether it is to help in choosing a suitable career.
- ☒ Selection to determine which is the most suitable candidates for a course.
- ☒ Grading to assign pupils to a particular group to discriminate between the individuals in a group.

From the above purposes of assessment, it would not be out of content if one wants to ascertain the kind of linkages between the JSS Pre-Vocational Skills and SSS Visual Arts Programmes.

Frith and Macintosh (1991p4) classified these as reasons for assessment.

- ❖ Gather information about a wide range of pupils' characteristics as feedback for making decisions.
- ❖ Accumulate records for progress.
- ❖ Provide information from which Teachers can obtain insight into their own effectiveness.

- ❖ Compare new teaching materials with old.
- ❖ Give incentive to learning and an aid to remembering.
- ❖ Compare progress of pupils under different teachers.

The above statements indicate that in every programme, there is the need for assessment in order to know whether to continue the programme or not. It is also very important to assess the linkages between the JSS Pre-Vocational Skills and SSS Visual Arts programmes.

Skills

May, as cited in Ankoma (1993, p.8) defines skills as “the integration of well-adjusted performances, adapted under varying situations to the attainment of a desired result”. On the acquisition of skills, he identifies it as involving imitation, repetition and occupational activity which is meant to be evaluated from time to time. It is through this that one can determine the quality and amount of learning that has taken place in each student as a result of his participation in various activities. The Longman Dictionary of Contemporary English defines skill as “practical knowledge and power; ability to do something well”.

This indicates that to acquire any skill, one needs to do a practical work. The Pre-vocational skill was introduced in the JSS to help the pupils acquire practical knowledge and continue the knowledge acquired in the SSS Visual Arts programmes.

CHAPTER THREE

METHODOLOGY

Overview

The chapter deals with the research methodology and the instruments used for the study. The chapter is organised under such topics as research design, library research, population, sampling techniques and sample instrumentation, validity, reliability, pilot study, administration of questionnaire, primary and secondary sources of data, data collecting procedures and data analysis plan. Some problems encountered by the researcher during the administration and collection of the questionnaire have been highlighted. The main research method used is qualitative.

Research Design

Best J.W. (1981) examines Qualitative Descriptive Research as a method, which uses qualitative methods to describe the data. It is also used in describing, recording, analyzing and interpreting conditions that exist. It involves some types of comparison or contrast and attempts to discover relationship between existing non-manipulated variables. Quantitative Data analysis was used to describe the results of the study.

The descriptive research allowed the researcher in the collection of data and the analysis of the data using quantitative data analysis. The method enabled the researcher to produce a descriptive and analytical report that can be interpreted and put into good use. This Qualitative Descriptive Research was used to design the questionnaire in a structured and semi-structured questionnaire to collect data. This method helped the researcher to identify the gap between the JSS Pre-Vocational Skills and SSS Visual Arts Programmes and also problems associated with the New Education Reform (NER) programmes.

Library Research

The Researcher visited the following Libraries to find information on the study; The KNUST Main Library, The College of Art Library, The Department of General Art Studies Library, (KNUST), University of Education Winneba- Kumasi Campus Library and Winneba Campus Library were visited for the research.

In all the libraries, great efforts were made to collect the secondary data. The information collected was used for the review of related literature.

Population

The target population for the study comprises students who attended selected JSS in the Akwapim South District. Out of the five secondary schools in the district, three were selected for the study, namely; Adonten Secondary School, Aburi Presby Secondary Technical School and Saint Martins' Secondary School, Nsawam and their Headmasters and Visual Arts Teachers. Teachers handling Pre-Vocational Skills in forty selected basic schools in the district were also included in the study.

The students who attended JSS within the Akwapim South District were chosen because they had graduated in the district and are likely to be confronted with all sorts of problems relating to the gap between the JSS Pre-Vocational Skills and SSS Visual Arts Programme and for that matter, they and their Headmasters and Visual Arts Teachers would be able to describe the nature of the situation as pertained in the country.

The population was divided into three Categories comprising:

- (A) Students from three senior secondary schools in Akwapim South District.
- (B) Headmasters / Visual Art Teachers in Akwapim South District
- (C) JSS Pre-Vocational Skills Teachers in Akwapim South District

1. Category A - 200 Students
 2. Category B - 10 Headmasters/Visual Arts Teachers
 3. Category C - 40 Pre-Vocational Skills Teachers
- Total = 250 Respondents

The total population for this research was therefore two hundred and fifty (250) respondents.

Sample and Sampling Technique

The sample of the study covered from three out of the five senior secondary schools, out of a target population of about five hundred (500) students, two hundred (200) were selected and a total of forty (40) JSS Pre-Vocational Skills Teachers out of seventy-one (71) were also selected for the study. Again two (2) headmasters of the selected senior secondary schools and eight Visual Arts Teachers were involved in the study.

The sampling technique used was simple random sampling to select participants for the study. On the selection of students, papers on which “yes” were written to the required number with a few “no” were folded and put in a basket. This was well shuffled for students to pick.

In the case of the schools chosen, the same random sampling was used. The names of all the five schools were written and mixed up and a friend was asked to pick at random. In the selection of teachers who handle the Pre-Vocational Skills, the names of all the Seventy-one JSS in the district were also written and put in a box and a friend was asked to pick forty schools at random.

Finally, the two Headmasters and the eight Visual Arts Teachers were also randomly selected.

Instrumentation

Three sets of questionnaire were designed by the researcher to collect data, one for students, one for Headmasters /Visual Arts Teachers and the other for the Teachers who handle Pre-Vocational Skills at the JSS level.

The questionnaire for students was in two sections. The first section, “A” was the personal data about the respondents. Section “B”, elicited students’ responses on the linkages between the JSS Pre-Vocational Skills and the SSS Visual Arts Programmes in the Akuapim South District. The questionnaire for Headmasters/Visual Art Teachers also was in two parts. Section “A” was on personal data while Section “B” was on the linkages between the JSS Pre-Vocational Skills and SSS Visual Arts Programme. Again, selected Teachers who handle Pre-Vocational Skills at the JSS were given copies of questionnaire to respond to. The questionnaire touched on the linkages between JSS Pre-Vocational Skills and SSS Visual Arts programmes in the district.

Validation

The items chosen were vetted by the supervisor and those found to be irrelevant were rejected and others were modified. The items in each questionnaire were carefully chosen to establish both face and content validity. After screening and vetting by mates and other people concerned, the supervisor finally approved the instrument.

Pilot Study

After the validation of the questionnaire was established, copies were printed and administered to thirty (30) students of Adukrom Secondary Technical School, Adukrom. The objective of the pilot study was to find out how the students would understand the items and respond to them. Items that were poorly responded to were

considered ambiguous and therefore reframed.

Administration of Questionnaire

For maximum response rate and effective collection of the questionnaire, it was administered personally. The researcher obtained an introductory letter from the Head of Department of General Arts Studies, to be sent to the schools involved. Upon the Headmaster's approval, a date was set for the administration. On the fixed date, copies of the questionnaire were administered. In order to obtain appropriate responses from the respondents, the instructions were explained to them. They were allowed sometime to respond to the questionnaire. The researcher collected all the copies of questionnaire distributed from the students.

In the case of Headmasters /Visual Arts Teachers, the researcher reached mostly those whose students were involved in the research. The JSS Teachers who handle Pre-Vocational Skills were also reached individually to respond to the questionnaire after which they were collected and coded.

Primary and Secondary Sources of Data

The primary data was solicited from students, Headmasters /Visual Arts Teachers and JSS Teachers who handle Pre-Vocational Skills. This consists of two hundred (200) students, eight (8) Visual Art Teachers, two (2) Headmasters and forty (40) JSS Pre-Vocational Skills Teachers and their students.

The secondary data was collected mostly from documentary sources (books, publications, periodicals and unpublished thesis). In all the places visited, great efforts were made to collect the necessary data. Data collected from the field and libraries was assembled, synthesised, critically evaluated (analysed), translated and conclusions drawn from them. The information was described and presented in descriptive form, tables, figures and plates in the thesis.

Data Collection Procedure

For this study, both primary and secondary data were used. Copies of the questionnaire were administered to two hundred (200) students, two (2) Headmasters, eight (8) Visual Arts Teachers and forty (40) Teachers handling Pre-Vocational Skills.

Data Analysis Plan

The data collected were coded and entered into the computer. They were analysed using the Statistical Package for Social Sciences (SPSS) software which converted the response entered into frequency counts and percentages for analysis.



CHAPTER FOUR

RESULTS AND DISCUSSION

Assembling the Data

The data collected from respondents were assembled and put into three major categories:

Category one sought to elicit information from students about the linkages between the JSS Pre-Vocational Programme and SSS Visual Arts Programmes as well as effectiveness of the Pre-Vocational Programme at the JSS level.

Category Two deals with responses from Teachers at the JSS who teach Pre-Vocational Courses aimed at soliciting information on the linkages between the JSS Pre-Vocational Programme and SSS Visual Arts programmes and the gap between the two programmes.

Category Three also looks at the responses from some Headmasters /Visual Arts teachers, on the linkages between the JSS Pre-Vocational Skills and SSS Visual Arts Programmes as well as how positive the Pre-Vocational Courses impart on the Visual Arts Programme.

Analysing the data – section ‘A’

The data collected in this section have been analysed statistically using percentages. Tables 1, 2, 3, 4, 5, 6 and 7 have been used to describe the data on the number of Students sampled for the study according to schools, gender and electives offering. Secondly the number of Basic School teachers involved in the study by their gender and qualifications. Senior Secondary School Visual Arts Teachers/Headmasters gender and qualifications were also described.

Section ‘B’ has been categorised into A, B and C which deals with responses from questionnaire designed for students, Pre-Vocational Skills Teachers and

Headmasters / Visual Arts Teachers aimed at finding the linkages between the JSS Pre-Vocational Courses and SSS Visual Arts Programmes.

Table 1: Distribution of Respondents According to Schools

NAME OF SCHOOL	FREQUENCY	PERCENTAGES (%)
Adonten Secondary School	80	40
Saint Martin's Secondary School	60	30
Aburi Secondary Technical School	60	30
TOTAL	200	100%

From table 1, respondents from Adonten Secondary School were eighty (80) which represent 40%, Saint Martin's Secondary School had sixty (60) students and Aburi Secondary Technical School also had sixty (60) respondents which form 30% for each school. . It means that Adonten Secondary School had a greater number of Visual Arts students more than the other two schools. Both Saint Martins and Aburi Secondary Schools had 30% each which means that their enrolment is less than that of Adonten Secondary School.

Table 2: Distribution of Students by Gender

SEX	FREQUENCY	PERCENTAGES (%)
Male	110	55
Female	90	45
TOTAL	200	100%

Table 2 shows that male students were one hundred and ten (110), which is 55% while the female students were ninety (90) representing 45%. It indicates that there were more males offering the Visual Arts Programme than the females.

This means that the male students like Visual Arts than the female students. It could also be attributed to the fact that most of the Visual Arts teachers are males.

Table 3: Distribution of Electives Offered by Students

ELECTIVES	FREQUENCY	PERCENTAGES (%)
Textiles	60	30
Graphic design	40	20
Picture making	50	25
Sculpture	20	10
Ceramics	30	15
Total	200	100%

From table 3, it could be seen that the most popular of all Visual Arts programmes were catered for. Textiles topped the list of electives attracting sixty- (60) students that represents 30% of the respondents, Graphic Design students were forty- (40) representing 20%. Picture Making had fifty (50) respondents, representing 25%. Sculpture attracted twenty (20) respondents, representing 10% and Ceramics had thirty (30) respondents, representing 15% of the total number of students sampled for the study. Textiles therefore is most preferred elective offered by Visual Arts Students in the district before all others.

Table 4: Distribution of Pre-Vocational Skills Teachers by Gender

SEX	FREQUENCY	PERCENTAGES (%)
Male	5	12.5
Female	35	87.5
Total	40	100%

Data in table 4 show that more females responded to the questionnaire than males. In all five (5) males representing 12.5% and thirty- five (35) females representing 87.5% respectively were involved in the study. This indicates that there are more females teaching Pre-Vocational Skills at the JSS than male teachers. It could be as a result of the sewing and catering offered by the schools.

Table 5: Distribution of Qualification of Pre-Vocational Skills Teachers

QUALIFICATION	FREQUENCY	PERCENTAGES (%)
SSSCE	6	15
CERT 'A' 3YR	24	60
DIPLOMA	9	22.5
FIRST DEGREE	1	2.5
TOTAL	40	100%

Data from table 5 indicates that ,in all forty Teachers responded to the questionnaire with six (6) having senior secondary school certificates representing 15% ,twenty-four (24) having Teachers Cert A 3 Year Post Sec. representing 60% ,nine (9) having Diploma Certificate representing 22.5% and one having a first Degree representing 2.5%. This means that most of the teachers have a 3- Year Post Sec.Certificate 'A'

Table 6: Distribution of Ranks of Pre-Vocational Skills Teachers

RANK	FREQUENCY	PERCENTAGES (%)
SUPERINTEDEDENT (I)	6	15
SUPERINTEDEDENT (II)	7	17.5
SENIOR SUPERINTEDEDENT (I)	24	60
PRINCIPAL SUPERINTEDEDENT	2	5
ASSISTANT DIRECTOR	1	2.5
TOTAL	40	100%

Table 6 , shows that six(6) respondents are in the rank of Superintendent I , representing 15% , seven 7 respondents in the rank of Superintendent II which representing 17.5% ; Principal Superintendents Were three(3) representing 7.55,Senior Superintendents Were 24, representing 60% and One 1 Assistant Director, representing 2.5%.

This means that there are more Senior Superintendent Teachers teaching the Pre Vocational Skills Subject than the other ranks.

Table 7: Distribution of Secondary Schools Teachers by Gender

SEX	FREQUENCY	PERCENTAGES (%)
Male	8	80
Female	2	20
Total	10	100%

Table 7 shows that male Teachers were eight which is 80% while the female Teachers were two (2) representing 20%. From data above, there were more male Teachers teaching the Visual Arts subjects than females.

SECTION “A” Analysis of Student's Questionnaire.

**Table 8: Students’ response on those who helped them in the selection
Of Programmes for SSS Admission and Placement**

RESPONSE(S)	FREQUENCY	PERCENTAGES (%)
My Teacher and Parents	76	38
My Teacher	10	5
My Friends	13	6.5
Myself	11	5.5
My Headmaster	90	45
TOTAL	200	100

Table 8 indicates that seventy-six (76) representing 38% were assisted in the selection and placement exercise by their teachers and parents’ .Ten (10) students were assisted by their teachers representing 5% of the total population of respondents sampled for the study. Thirteen (13) students choose the courses and programmes by the advice of their friends This figure represents 6.5% of the sampled students population .Eleven (11) students choose the course ,programmes and schools themselves .This figure represents 5.5% of the sampled students population. Ninety (90) respondent representing 45% were helped in the selection and placement

exercise by their Headmaster. This indicates that majority of respondents were helped by their Headmaster which shows maximum commitment

Table 9: Students’ Response on Pre-Vocational Skills Subjects Studied at the JSS

COURSEES	FREQUENCY	PERCENTAGES (%)
Catering	150	75
Sewing	40	20
Graphic Design	0	0
Textiles	0	0
Basketry	0	0
Bead Making	0	0
Picture Making	0	0
Leatherwork	0	0
Sculpture	0	0
Paper craft	0	0
Gourd and Calabash Work	10	5
Ceramics	0	0
TOTAL	200	100%

From Table 9, one hundred and fifty (150) students studied Catering at the JSS level, representing 75% of the population of students studied. Thirty (30) students studied sewing representing 15%. For students studied each of the vocations which representing 5% each. For the rest of the vocations no student studied or offered them at the JSS. This data show that majority of the students studied Catering, followed by Sewing, Paper Craft and Calabash work of all the Pre- Vocational courses related to visual Arts Education .No student offered any other Art related subject ,yet they are offering some of the courses as electives in the district senior secondary schools.

Table 10: Students' response on whether they had Practical work at the JSS

RESPONSE (S)	FREQUENCY	PERCENTAGES (%)
YES	133	66.5
NO	67	33.5
TOTAL	200	100%

Table 10, shows that One hundred and thirty three (133) respondents, representing 66% of the total Students involved in the study said they had practical work in the Pre-Vocational Courses Offered at the JSS .It means that pupils did practical work to acquire the basic Skills. However, sixty- seven (67) responded to “NO” representing 33% of the respondents. This means they did not do practical work in the Pre Vocational Skills offered at the JSS and therefore did not acquire any basic skills. It could also means that majority of the respondents did practical work in the various vocational courses yet these practical experiences have no bearing on art related courses in the SSS.

Table 11: Students' Response(s) on Frequency of Practical Work done when they were in the JSS

RESPONSES	FREQUENCY	PERCENTAGES (%)
Very Frequent	35	17.5
Frequent	40	20
Not frequent	125	62.5
TOTAL	200	100%

Data from Table 11 show that thirty five (35) respondents representing 17.5% were of the view that practical work was very frequent. It means that pupils had a lot of practical in order to acquire the basic Skills. Forty (40) respondents, representing 20% were of the view that practical work was frequent .This also means that they had practicals which will make them acquire the basic Skills. And One hundred and twenty -five (125) respondents representing 62.5% opined that practical work was

not frequent in the Pre-Vocational Skills. This means that majority of the respondents did not have frequent practical at the Junior Secondary Schools.

Table 12: Students Response(s) to Pre-Vocational Skills Studied in Sister schools within the District

COURSES	FREQUENCY	PERCENTAGES (%)
Catering	154	77
Sewing	29	14.5
Textiles	5	2.5
Calabash	3	1.5
Paper craft	9	4.5
TOTAL	200	100%

Data presented in Table 12 indicate that One hundred fifty four (154) respondents representing 77% responded being aware of catering as Pre- Vocational Skills Studied in the sister schools. Twenty nine (29) respondents representing 14.5% also mentioned sewing as Pre- Vocational skill studied in sister schools. This means that most of the JSS in the district are not learning the basic Skills in Visual Arts. Five (5) students representing 2.5% indicated that Textiles is the vocation studied in a sister school. Nine (9) of the respondents representing 4.5% mentioned paper craft as the pre vocational course in sister schools. Again three (3) respondents representing 1.5% mentioned calabash work as the kind of Pre-Vocational course studied in the sister schools. This means that there were few JSS in the district which are offering basic Skills in Visual Arts, An over view of the table 12 indicates that catering dominates all other Pre- Vocational courses offered in the district Junior Secondary Schools. It could also mean that most of the schools do not have qualified Visual Arts Teachers to teach the Art related Pre-Vocational Skills courses.

Table 13: Students' Interest in Pre-Vocational Courses studied at the JSS

RESPONSE (S)	FREQUENCY	PERCENTAGES (%)
Very Interested	140	70
Interested	37	18.5
Somehow Interested	13	6.5
Not Interested	10	5
TOTAL	200	100%

Data from Table 13 indicate that One hundred and forty (140) respondents representing 70% said they were interested in the Pre- Vocational Skills. Thirty-Seven (37) respondents, representing 18.5% said the course was interesting. Thirteen (13) respondents representing 6.5% also said the Pre- Vocational Skills was somehow interesting. This means that most of the pupils were interested in the Subject because of the practical nature of the programme. Ten (10) Students representing 5% however were not interested in the course. It means that few pupils were not interested in the programme because of the Catering and Sewing being offered in most Schools in the district.

From the data it could be seen that majority of students were interested in Pre- Vocational Skills but few were not.

**Table 14: Grade obtained by Respondents in the Pre-Vocational Skills
At the Basic Education Certificate Examination**

GRADES	FREQUENCY	PERCENTAGES (%)
One	70	35
Two	30	15
Three	35	17.5
Four	30	15
Five	35	17.5
Six	0	0
Seven	0	0
Eight	0	0
Nine	0	0
Total	200	100%

Data from Table 14 indicate that Seventy(70) respondents representing 35% had grade One in Pre- Vocational Skills, thirty 30 students each, representing 15% had grade two and four respectively.

Thirty- five (35) students each representing 17.5% had grade three and five respectively. No student had grade six, seven, eight or nine. Grade One topped the list according to the table which means majority of students are passing the Pre-Vocational Skills examination.

**Table 15: Students' Response(s) on Similarities between the Kinds of
Pre - Vocational Skills studied and the Visual Arts Programmes**

RESPONSE (S)	FREQUENCY	PERCENTAGES (%)
YES	32	16
NO	168	84
TOTAL	200	100%

Table 15, shows that thirty two(32) respondents representing 16% of the total students involved in the study said Yes One hundred and sixty eight (168) respondents representing 84% also said No.

It is evident here that there are no similarities between the kind of Pre-Vocational Skills offered by the respondents in the JSS and the kind of Visual Arts electives being offered at the SSS level. By the fact that 84% responded 'NO', those who even said 'YES' may be transferring ideas from one vocation to another, example from Sewing to Textiles.

Table 16: Students' Response(s) on whether they are comfortable

With the Elective offered or not?

RESPONSE (S)	FREQUENCY	PERCENTAGES (%)
YES	130	65
NO	70	35
TOTAL	200	100%

Table 16, indicates that One hundred and thirty (130) respondents representing 65% responded to (Yes) meaning they were comfortable with the electives offered in the SSS. This means that because they did not get qualified teachers and also were not taught the basic Skills in Visual Arts. Seventy (70) respondents representing 35% responded No meaning that they were not interested with the electives they were offering. This means that these pupils were lucky to have qualified Teachers and also studied basic Skills in Visual Arts.

Table 17: Students' responses to reasons why they are not interested in Visual Arts Programmes

Responses	Frequency	Percentage(%)
1. Because I did not do any subject which relates to Visual Arts	33	47.14
2. Because I have no interest in Visual Arts`	15	21.43
3. Because I do not know the future prospects of Visual Arts	19	27.14
Because I do not know any prominent person in the community who pursued Visual Arts	3	4.29
TOTAL	70	100 %

N=200

Data obtained in Table 17 indicate that thirty-three (33) respondents representing 47.14% in the study were of the view that they did not do any subject at the JSS which had a relationship with the courses that they are currently offering. This means that Students did not learn any basic skills in Visual Arts at the JSS. Fifteen (15), respondents representing 21.43% were of the view that, they do not have interest in the programme. This may be that students did not get qualified Teachers to teach them. Nineteen (19) of the respondents, representing 27.14% were of the view that, because they do not know the future prospects of the Visual Art programmes. This means that Students were not given proper orientation on the programmes they are studying. Three (3) respondents representing 4.29% were of the view that because they did not know any prominent person in their community who had pursued Visual Arts. Since majority of the respondents had no prior knowledge in the course which links to the Visual Arts programmes they are offering, the interest is not there.

Table 18; Students' response on the attitude of other students and**Teachers towards Visual Arts Education**

Responses	Frequency	Percentages (%)
1. Very interesting programme to Offer.	66	33
2. The programme is only drawing and, Painting.	34	17
3. A programme meant for under Achievers.	100	50
TOTAL	200	100%

Data presented in Table 18 indicate that Sixty- Six (66) respondents representing 33% involved in the study were of the view that, students and teachers outside the department see the programme as very interesting programme to offer. This means that students produce Art works in the school. Thirty- four (34) respondents representing 17% were of the view that students and teachers in other department see the programmes as only drawing and painting. It means that they have taken Art to be only practical. One hundred (100) respondents representing 50% are of the view that students and teachers in other departments see the programme as a programme for under achievers. Since 50% of the total respondents see the programme as meant for under achievers, it indicates that many people have either negative attitude towards Visual Arts Education or are ignorant about the prospect of the programme. It could also mean that since they underrate the Visual Arts programme, they would not allow their children to pursue the programme at the SSS level. This lukewarm attitude towards Visual Arts Education could also lead to why much attention is not paid to Pre-Vocational Skills that link to Visual Arts.

Table 19; Students' response on availability of tools and materials for**Pre- Vocational Skills training.**

RESPONSE (S)	FREQUENCY	PERCENTAGES (%)
YES	30	15
NO	170	85
TOTAL	200	100%

Data presented in Table 19 indicate that thirty (30) respondents representing 15% responded to Yes. It means that they have tools and materials so they are able to acquire the basic Skills in Visual Arts. One hundred and Seventy (170) respondents representing 85% on the other hand, responded to (No.)

It could be deduced that the 15% of respondents had tools and materials for their practical works and 85% of the respondents did not get tools materials for their practical works. This indicates that the tools and materials for basic skills training in Pre Vocational Skills courses offered in the JSS were woefully inadequate. This also means that pupils will not acquire the basic skills since they did not get tools and materials for their practical work.

Table 20: Students' responses on availability of textbooks for Pre-Vocational Skills Subject

RESPONSE (S)	FREQUENCY	PERCENTAGES (%)
YES	10	5
NO	190	95
TOTAL	200	100%

Data presented in Table 20 indicate that Ten (10) respondents representing 5% responded to Yes, It means that these students were lucky to study the basic Skills in Visual Arts. One hundred ninety (190) respondents representing 95% responded to (No). This shows that students did not get textbooks for Pre- Vocational Skills subjects and resulted in making teaching and learning of Pre- Vocational Skills perhaps difficult and teachers could not deliver as expected.

B - Analysis of Teachers' Handling Pre- Vocational Skills questions.

Table 21: Teachers' response on the Pre- Vocational Subjects in Area of Specialization

COURSEES	FREQUENCY	PERCENTAGES (%)
Catering	26	65
Sewing	7	17.5
Graphic Design	2	5
Textiles	1	2.5
Basketry	0	0
Bead Making	1	2.5
Picture Making	2	5
Leatherwork	0	0
Sculpture	0	0
Paper craft	0	0
Gourd and Calabash Work	0	0
Ceramics	1	12.5
TOTAL	40	100%

From Table, 21 twenty-one respondent's representing 65% responded that they specialised in Catering. Seven (7) respondents representing 17.5% specialised in Sewing. This means that pupils are not learning basic Skills in Visual Arts. Two (2) respondents each representing 5% specialised in Graphic Design and Picture Making. One (1) respondents each representing 2.5% specialised in Textiles, Bead making and ceramics. Data presented on table the table shows that majority of the Pre-Vocational Skills teachers specialised in Catering and Sewing. One can conclude that the kind of Pre Vocational Skills the teachers specialised influence the kind of Pre-Vocational Skills taught in the district JSS.

It is evident that only few JSS can boast of qualified Visual Art Teachers in the district. Again since majority of Pre-Vocational Skills Teachers specialized in catering Pre-Vocational courses leading to Visual Arts Education are bound to suffer.

Table 22: Distribution of schools offering Art related Courses and those that are not offering Art related courses

RESPONSE (S)	FREQUENCY	PERCENTAGES (%)
Art related	3	7.5
Not Related to Art	37	92.5
TOTAL	40	100%

Data from Table 22 indicate that three (3) respondents, representing 7.5% responded that the Pre-Vocational Skills taught were Art related courses. This means that only few schools are studying the basic skills in Visual Arts. Thirty-Seven (37) respondents, representing 92.5% said the Pre-Vocational Skills taught were not Art related courses

Since 92.5% of the schools in the district are not offering Art related courses, it means that Art related courses are not given the needed exposure in the district Junior Secondary Schools.

Table 23: Teachers' response(s) on the number of periods allotted for Pre-Vocational course in a week

RESPONSE	FREQUENCY	PERCENTAGE (%)
FOUR	40	100
FIVE	---	----
SIX	----	----
TEN	-----	----
TOTAL	40	100 %

Data presented in Table 23, indicate that Forty (40) respondents, representing 100% said four periods are allotted for Pre- Vocational skills in a week. This means that the pupils are not learning the basic Skills in Visual Arts because the period is inadequate. No respondent responded to five, six and ten periods for Pre- Vocational skills.

All the teachers opined that the total number of periods per week for Pre-Vocational Skills is four. If the total number of period for a week is four, then it is inadequate considering the practical nature of the Pre- Vocational skills.

Table 24: Teachers’ response on the number of times they do practical work in a term

RESPONSE	FREQUENCY	PERCENTAGE
Once in a term	16	40
Twice in a term	17	42.5
Thrice in a term	7	17.5
TOTAL	40	100 %

From Table 24, sixteen (16) respondents, representing 40% said practical work is done once in a term. Seventeen (17) respondents, representing 42.5% said practical work is done twice in a term. Seven (7) respondents, representing 17.5% also said practical work is done thrice in a term in the JSS. It means that pupils are not doing much practical so they are not acquiring enough basic Skills in Visual Arts.

Table 25: Teachers’ response on how tools and materials are got for practical Work.

Response	Frequency	Percentage %)
Parents provide for pupils	26	65
School provides for pupils	8	20
Govt. provides for pupils	6	15
TOTAL	40	100%

Table 25, shows that twenty six(26) respondents, representing 65% of the total Teachers involved in the study said tools and materials are provided for pupils by their parents. This makes teaching and learning very difficult when a parent does not provide for the child. Eight (8) respondents, representing 20% said the tools and

materials are provided by the school. Six (6) respondents, representing 15% responded that, Government provides for pupils.

One can see from the table 25 that tools and materials for practical work are mainly provided by parents thus, if a parent does not provide for the child's practical work it means that the child may not be able to take part in a practical work

Table 26: Teachers' response(s) on their participation in the selection of Programmes for JSS 3 pupils.

Response	Frequency	Percentages (%)
YES	7	17.5
NO	33	82.5
TOTAL	40	100 %

Table 26 indicates that seven (7) respondents, representing 17.5% responded to Yes meaning Pre- Vocational Skills Teachers take part in the selection of programmes for JSS three pupils. This means that pupils are able to get suitable programmes when Teachers are allowed to help choose programmes for the pupils. Thirty three (33) respondents, representing 82.5% responded to No meaning that Pre- Vocational Skills Teachers do not take part in the selection of programmes for the JSS 3 pupils. This means that the selection of into programmes to the SSS is bad and it makes teaching and of basic Skills difficult.

From the table above 82.5% of the teachers responded they do not play part in the selection of courses and programmes into the SSS. This is indeed a serious problem, since the teachers know the abilities and capabilities of pupils in their school or class better than their parents.

Table 27: Teachers' response on whether the kind of Pre-Vocational teaching is related to Visual Art or not

RESPONSE	FREQUENCY	PERCENTAGES
YES	3	7.5
NO	37	92.5
TOTAL	40	100 %

Data from Table 27 indicate that three (3) respondents, representing 7.5% responded Yes, meaning that the kind of Pre- Vocational Skills taught is related to Visual Arts.. Thirty- Seven (37) respondents, representing 92.5% responded (NO) meaning the kind of Pre- Vocational skills taught is not related to Visual Art. From table 27, since the majority responded to NO it means that the kind of Pre-Vocational Skills being taught in the district Junior Secondary School have little or no links with the Visual Arts. Programmes in the SSS in the district.

Table 28: The fate of Visual Arts Education in the district JSS(S).

Response	Frequency	Percentages
1. Almost all JSS in the district offer	2	5
2. Half of the JSS in the district offer	3	7.5
3. One third of JSS in the district offer	2	5
4. Only few JSS in the district offer Pre- Voc	33	82.5
TOTAL	40	100 %

Table 28 indicates that two (2) respondents, representing 5% said almost all the JSS in the district offer Pre- Vocational Skills Subject which are related to the SSS Visual Arts programmes. Three (3) respondents, representing 7.5% responded that, half of the JSS in the district offer programmes related to the SSS Visual Arts Education. This means that few schools are learning basic skills in Visual Arts. Two (2) respondents, representing 5% responded One third of the JSS in the district offer Pre- Vocational Skills Subject related to the SSS Visual Arts Education. This also

means that few JSS are learning basic skills in Visual Arts. Thirty- Three (33) respondents, representing 82.5% responded that only few JSS in the district offer Pre- Vocational Skills Subjects, which are related to the SSS Visual Arts programmes. From the table it could be seen that only few schools in the district offer Pre- Vocational Skills Subject, which are related to the SSS Visual Arts programmes and this is killing the Visual Arts programmes in the district. From the analysis one can say that since only few schools in the district offer Pre-Vocational related to Visual Arts then there is a serious gap between Pre-Vocational offered at the basic schools and Visual Arts programmes in the SSS.

Table 29: Orientation given to JSS pupils on Visual Arts programmes.

Response	Frequency	Percentages
YES	2	5
NO	38	95
TOTAL	40	100 %

Data from Table 29 indicate that two(2)respondents, representing 5% responded Yes meaning orientation is given in their schools on Visual Arts programmes. Thirty eight (38) respondents, representing 95% responded to (NO) meaning orientation is not given to pupils on SSS Visual Arts programmes at the JSS.

From the Table 29 majority of the schools in the district do not organise orientation programmes for pupils on SSS Visual Arts programmes. This is a matter of great concern if dreams of the New Education Reform are to be achieved. This is because pupils select programmes without having any knowledge about the programme chosen.

Table 30: Teachers' response(s) on whether they do follow-up on their pupils who enter SSS.

Response	Frequency	Percentages (%)
YES	3	7.5
NO	37	92.5
TOTAL	40	100 %

When respondents were asked to respond, whether they do follow up on their pupils who enter SSS ,three(3) respondents, representing 7.5% said Yes and thirty seven (37) respondents, representing 92.% also said No meaning that only few teachers try to enquire how their former pupils are faring in the SSS. Responses from table 30 indicate teachers do not follow up on their formal students in the SSS so there is no feedback as to whether they are coping with the kind of programmes offering or not, if not they would have been able to notice the gap between the Pre-Vocational offering and the Visual Arts programmes to make the necessary changes for a link.

Table 31: Availability of Textbooks or Teachers Handbooks on Pre- Vocational Skills

Response	Frequency	Percentages
YES	0	0
NO	40	100
TOTAL	40	100 (%)

Data gathered from teachers on the availability of textbooks or teachers' handbooks on Pre- Vocational Skills revealed that not even one of the respondents, representing 0% responded Yes meaning there are no textbooks or handbooks. Thirty (40) respondents, representing 100% responded NO meaning there are no textbook or teachers handbooks.

This means that pupils and Teachers do not get textbooks in order to make teaching and learning of basic skills easier.

Table 32 : Performance of JSS pupils in the Pre- Vocational Skills

Response	Frequency	Percentages (%)
Excellent	20	50
Very Good	13	32.5
Fair	7	17.5
TOTAL	40	100 %

From Table 32, twenty (20) respondents, representing 50% responded that the performance of the pupils as excellent. Thirteen (13) respondents, representing 32.5% responded that the performance of pupils is very good and seven 7 respondents, representing 17.5 responded as fair. This means that pupils are doing well in the Pre-Vocational Skills but only that there is no linkage between the kind of Pre-Vocational Skills they studied and the Visual Arts they are currently offering.

Since 50% of the respondents responded to excellent and 32.5% also responded very good. This means that pupils performance in the Pre- Vocational Skills offered at the JSS is on the average. It could also mean that if they are given the opportunity to offer the courses which have links with the Visual Arts they will perform well in both JSS and SSS programmes.

Table 33 : Availability of Workshop and Studios for Pre- Vocational Skills

Response	Frequency	Percentages (%)
YES	0	0
NO	40	100
TOTAL	40	100 %

Data presented in table 33 indicate that nobody responded to (yes) .Forty (40) respondents, representing 100% responded to No when they were asked of availability of studios for Pre- Vocational Skills in their schools.

It is clear here that most of the JSS in the district lack studios for Pre-Vocational Skills training. This means that most schools in the district are not learning basic skills in Visual Arts to promote the linkage between the JSS Pre-Vocational Skills and SSS Visual Arts. This also means that even the few JSS in the district offering Pre-Vocational courses related to the Visual Arts programme do not have studios to practice.

C – Analysis of questionnaire for Headmasters/ Visual Art Teachers.

Table 34 : The criteria for selecting Students for Visual Arts.

Response	Frequency	Percentages (%)
1. The grade obtained in the Pre- Voc	3	30
2. The courses available in the Schools	7	70
3. Previous knowledge on the Visual	0	0
4. Students are given practical work	0	0
TOTAL	10	100 %

Table 34 shows the criteria for selecting students for Visual Arts. Three (3) respondents representing 30% responded that the grade obtained in the Pre - Vocational Skills is used. Seven (7) respondents, representing 70% responded that their selection depends on the courses available in the schools. No respondent responded that the previous Knowledge of the students was necessary or that students are given practical work to test their skills before they are selected. This means that the courses available in selected schools supersede other considerations, indicating that students are selected into the Visual Art programmes based on the courses available in the selected schools. This also means that there is no linkage between the vocations studied by students at the JSS and the vocations at the SSS. Since the placement of JSS pupils in the district secondary school Visual Arts programme is done without consideration of previous knowledge in the Pre-

Vocational courses offered at the BECE, there exist a vast gap between the Pre-Vocational Skills offered and the Visual Arts programme in the district SSS.

Table 35: Response(s) on whether students without previous experience in Art are Chosen to offer the Visual Art Programmes.

Response	Frequency	Percentages (%)
YES	9	90
NO	1	10
TOTAL	10	100 %

Data from Table 35 indicate that nine (9) respondents, representing 90% responded Yes meaning that students without previous experience in Visual Art are chosen to offer the programme. This means that most students lack basic skills in Visual Arts and do not have any previous experience in the Visual Arts. One (1) respondent, representing 10% responded No meaning students without previous experience in Visual Arts are not chosen to offer the Visual Arts programmes.

Table 36: The performance of students without previous knowledge in Visual Arts.

Response	Frequency	Percentages (%)
Excellent	2	20
Very Good	3	30
Fair	5	50
TOTAL	10	100 %

From the data above Two (2) respondents representing 20% described the performance of pupils without previous knowledge in Visual Art as excellent, three (3) respondents representing 30% as very well and five as fair, representing 50% responded fair. This means that students without previous knowledge in Visual Arts

perform averagely. It also implies that when students are given the chance to study the Art related courses at the JSS, they will perform better in Visual Arts.

Table 37 : Complaints made by Visual Arts Students

Response	Frequency	Percentages (%)
1. Not interested in the programme	2	20
2. Lack basic Skills to perform	6	60
3. The programme being too difficult	1	10
4. Full of Practical work.	1	10
TOTAL	10	100 %

Data presented in Table 37 indicate that two (2) respondents representing 20% responded that students complained that, they are not interested in the programme. This means that since students did not learn any basic skills in Visual Arts at the JSS level they will have difficulty at the SSS level. . Six (6) respondents representing 60% responded they lack basic skills to perform. One (1) respondent each representing 10% indicated that the programme is too difficult or full of practical work. This makes the linkage between Pre-Vocational Skills and Visual Arts important since JSS pupils with previous knowledge in Visual Arts are likely to perform better at the SSS.

Table 38: Two Art Works that can help Students transfer ideas in the Classroom.

Response	Frequency	Percentages (%)
1. Wood Carving & Kente Weaving	10	100
2. Bead Making	0	0
3. Basketry	0	0
TOTAL	10	100 %

From Table 38, Ten (10) respondents representing 100% responded that Wood Carving and Kente Weaving are the Art works found in the district. (NO) respondent

responded to Bead making and Basketry respectively. The data indicate that majority of the respondents' ascended to wood Carving and Kente Weaving as Art found in the district, which help students to transfer ideas into the classroom. Indeed this gives a clear indication Visual Arts related Pre-Vocational courses would have been the best optional courses for JSS pupils in the district for positive transfer of knowledge into the classroom.

Table 39: The performance of students with previous knowledge in Visual Arts.

Response	Frequency	Percentages
1. Those with previous knowledge	9	90
2. Those without previous knowled.	1	10
TOTAL	10	100%

From the Table 39 above nine (9) respondents representing 90% responded that those with previous knowledge perform better than those without. One (1) respondent representing 10% responded that, there is no difference between students with previous knowledge and those without. One can conclude that students with previous knowledge in the Visual Arts tend to perform better than those without any previous knowledge in the Visual Arts. This means that the vocations studied at SSS should be directly studied at the JSS for positive transfer of knowledge.

Table 40: The impact of Pre-Vocational Skills on Visual Art programmes SSS

Response	Frequency	Percentages (%)
1. Positive impact	3	30
2. No impact	7	70
TOTAL	10	100%

From Table 40, when respondents were asked to respond to the impact of Pre-Vocational Skills on Visual Arts programmes, Three(3) respondents, representing 30% responded positive impact and Seven (7) respondents, representing 70%

responded No impact on the Visual Arts programmes. This means that there is no linkage between the JSS Pre-Vocational Skills and the SSS Visual Arts and it makes teaching and learning very difficult.

Since most of the students offered Pre- Vocational Skills which have little or no relationship with the Visual Arts programmes offered in the SSS in the district the positive impact is less felt.

Table 41: Are there Any Counselling Services Organised in the Schools on vocational and Career guidance.

Response	Frequency	Percentages (%)
YES	0	0
NO	10	100
TOTAL	10	100 %

Data above show that no respondent indicated that there is counselling service organised in the schools on Vocational and career guidance .Ten 10 respondents, representing 100% responded to (No), meaning no Vocational and career guidance programmes are organised in the districts SSS. This means that Students are not given counselling before they choose their vocations/courses. This is really a problem to tackle because students in the SSS ought to know the various vocations and careers available in the world of work at this level of their education endeavour. Counselling could have been also given the students the hope that though they did not offer any art related courses in the JSS yet it is possible to learn and pass the Visual Arts electives very well.

Table 42 : Availability of studios in the schools

Response	Frequency	Percentages (%)
YES	3	30
NO	7	70
TOTAL	10	100 %

From the table 42, when teachers were asked about availability of studios in their schools, three (3) respondents, representing 30% responded Yes meaning they have studios in their schools. Seven (7) respondents, representing 70% responded No meaning they do not have studios in their schools. This means that there are only few SSS in the district which are blessed to have studios for practical work but majority have not. This will definitely make teaching of practical lessons very difficult because students are not likely to acquire the basic skills in Visual Arts in order to promote the linkages between Pre-Vocational Skills and Visual Arts

Table 43: Acquisition of tools and materials by students for practical work.

Response	Frequency	Percentages (%)
1, Acquired from their parents	7	70
2. Acquired from the school	3	30
TOTAL	10	100 %

From Table 43, Seven (7) respondents, representing 70% responded that the tools and materials are provided by parents and thirty respondents representing 30% also responded that tools and materials are provided by the school. This shows that if a parent does not provide for a child's practical work the child may not be able to take part in a practical work which forms about 70% of the course. This means that teaching and learning of basic skills in Visual Arts will be very difficult since Visual Arts involves a lot of practical

Table 44 : Adequacy of Textbooks or Teachers Handbooks in the schools.

Response	Frequency	Percentages (%)
1. Adequate	2	20
2. Not Adequate	8	80
TOTAL	10	100 %

Data from table 44 indicate that Two (2) respondents, representing 20% responded textbooks and teachers handbooks are adequate. Eight (8) respondents,

representing 80% indicated that textbooks and teachers handbooks are not adequate. This means that only few students are lucky to study Visual Arts using textbooks. Majority do not have textbooks to study and not likely to attain any high level of proficiency in the subjects.

Table 45 How does admission /placement done in the country's SSS?

Responses	Frequency	Percentages (%)
1. The aggregate obtained by pupils	10	25
2. Schools and programmes chosen	10	25
3. Programmes available in the school	10	25
4. The intake of the school selected	10	25
TOTAL	40	100 %

N=10

Data obtained in table 45 show that 25 per cent indicated that for admission and placement in the country's SSS, the aggregates obtained by pupils are considered. This means that pupils with high aggregates may not get a good school and programmes. Again 25% indicated that schools and programmes are chosen by pupils. This means that students may choose the programme but will not get the programme desired by the school authorities. Another 25% responded that programmes available in the selected school are given. This means that a pupil may choose the Visual Arts programme but will not get it. Finally 25% indicated that the intake of the school is considered. This means that pupils may not be able to continue the Visual Arts programme if they are not taken in the school.

Table 46: Teachers'/Headmasters' responses on whether there exist admission/placement problems in connection with SSS.

Response	Frequency	Percentages (%)
YES	8	80
NO	2	20
TOTAL	10	100 %

Table 46 indicates that eight (8) respondents representing 80% were of the view that there exist problems in the Akwapim South District in connection with admission and placement. This means that some pupils may have difficulty in doing the programme they wanted. Two (2) respondents representing 20% on the other hand were of the view that there are no such problems in the district SSS. This means that they may be ignorant about problems associated with admissions and placement in the district.

Table 47 Problems encountered by JSS Graduates in their quest to secure admission and placement.

Problems	Frequency	Percentages (%)
1. Students are offered programmes they did not choose	5	50
2. Students could not trace their names on the admission list.	2	20
3. Students given late admissions	2	20
4. Inability of some schools to admit students.	1	10
TOTAL	10	100 %

Data from Table 47 indicate that five (5) respondents representing 50% said some students are offered programmes they did not opt for as first choice. This means that students are not allowed to continue the Visual Arts programme at the SSS. Two (2) respondents representing 20% responded that students were given late admissions and this affected their programmes. Two (2) respondents representing 20% claimed that students could not trace their names on the admission list. This means that students may not get their first choice programmes. One (1) respondent representing 10% said some schools are not able to admit students. This means that

the student has to move to another school for admission and might not get the programme he wanted.

Test of hypothesis / Confirmation

Analysis of questionnaire in response to the hypotheses,

Hypothesis 1. After JSS some pupils are not allowed to continue the Visual Art Subject at the SSS level.

In testing this hypothesis tables 15, 17 and 22 would be used to confirm it.

Hypothesis 2. Some pupils at the JSS level do not learn any basic skills in Visual Arts at the JSS level .therefore tables 9, 12 and 22 would be used to confirm it.

Hypothesis 3. Some of the JSS do not have qualified Visual Art Teachers. In testing this hypothesis, tables 5, 21 and 22 would be used to confirm it.

Recommendations.

The following recommendations have been put forward to address the weaknesses identified in connection with the gap between the JSS Pre Vocational Skills and the SSS Visual Arts programmes in the selected schools in Akuapim south district specifically and other Schools else where in Ghana.

- Emphasis should be made on the teaching of Art related Vocations at the JSS level.

- More qualified professional Art Teachers Should be posted to the JSS to teach the Pre -Vocational Skills courses.
- Studios, Teaching and learning materials should be made available in order to promote the basic Skills Training.
- Teachers should be involved in the selection of programmes for JSS 3 pupils.
- Teachers should be allowed to teach the Pre-Vocational Skills specialized at the training college but not the ones selected by the district or school.
- Pupils should be guided in the selection of schools and programmes.
- Students should not be forced into Visual Arts programme but they should be given the opportunity to choose the programme they want to do.
- The various vocations offered in the SSS should be offered directly in the JSS.
- There should be a frequent vocational counselling service for Parents, Students and Teachers in order to understand the Visual Arts programme.
- Teachers should try and do follow up on their pupils to enquire how they are faring in the Visual Arts programmes.
- Government should establish special schools for Visual Arts courses for specialization.
- Students selected into the Visual Arts programmes should have previous knowledge in at least one of the Art related courses.
- There should be frequent exhibition of students' works in the school for Teachers and Students in other departments to know the importance of Visual Arts programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is devoted to the summary of the study, research findings, conclusions drawn from the findings and recommendations.

Summary of the Study.

The main concern of the research was to find out the causes of the gap between the JSS Pre- Vocational Skills and SSS Visual Art programmes in the selected schools in the Akuapim South District. To accomplish this, students who completed JSS within the district were chosen from the three out of five SSS in the district were targeted as the population for the study.

A sample size of two hundred (200) students, eight (8) Visual Arts Teachers, two (2) Headmasters and forty (40) JSS Pre- Vocational Skills Teachers were selected from the district the population for the study.

The main aim of the research was to find out the problem whereby students are not allowed to continue the Visual Arts subjects studied at the JSS and also not exposed to basic skills in the Visual Arts at the JSS level. Finally to examine the qualifications of JSS teachers who teach Pre- Vocational Skills.

To elicit information for the study, copies of questionnaire were designed and administered to students, Visual Arts Teachers, Headmasters and JSS Pre- Vocational Skills Teachers in the district from the forty selected JSS.

The results of the research and the main findings from the data were analysed and summarised as follows,

Summary of Findings,

- Majority of the SSS Visual Arts Students (about 90%) indicated that they studied catering and sewing at the JSS which have no link with the Visual Arts programme they are offering.
- Majority of the JSS Pre- Vocational Skills Teachers are not qualified Teachers to handle the Pre Vocational Skills.
- The JSS and SSS lack Studios, teaching and learning materials and these were some of the problems militating against the effectiveness of the Visual Arts programmes.
- Majority of the Pre- Vocational Skills Teachers specialized in catering and this has influenced the kind of Pre Vocational Skills taught in the district Junior Secondary Schools.
- Majority of the Pre -Vocational Skills taught in the district are not related to Visual Arts.
- Most of the teachers do not take part in the selection of programmes for the JSS 3 pupils.
- Only few JSS in the district offer Pre Vocational Skills courses which are related to SSS Visual Arts programmes such as Picture Making, Textiles, and Graphic Design etc.
- Pupils choose SSS in the district without knowing the kind of Visual Art courses offered in those schools.
- More than half of the SSS student population for the study admitted that they were forced to study Visual Arts courses they have not studied before in the JSS.

- Vocational Guidance programmes have not been organized for pupils in the JSS and SSS students in the district.
- Majority of the teachers do not follow up their pupils and enquire how they are faring in the SSS programmes.
- Students are selected into the Visual Arts programmes according to the courses available in the selected schools.
- Students without previous knowledge in Visual Arts are chosen to offer the Visual Art programmes and this contributes to the lack of basic Skills to perform competently at the SSS level.
- Students with previous knowledge in Visual Arts perform better than those without.
- Teachers and Students in the other departments see the Visual Arts programme as a programme for the under achievers.
- There are no positive impacts on the Pre Vocational Skills studied by students at the JSS courses on the Visual Arts courses being offered at the SSS level.

Summary of Conclusions,

Problems faced by students and Teachers in the linkages between the JSS Pre Vocational Skills courses and SSS Visual Arts programmes are as a result of lack of,

- Qualified professional Art Teachers to teach the Art related subjects at the JSS level.
- Studios, teaching and learning materials to help in the promotion of basic skills training at the basic level.

- Continuity in between the JSS Pre Vocational Skills and the SSS Visual Arts programmes.

Summary of Recommendations.

- Emphasis should be placed on the teaching of Art related Vocations at the JSS level.
- More qualified professional Art Teachers Should be trained and posted to the JSS to teach the Pre -Vocational Skills.
- Studios, Teaching and learning materials should be made available in order to promote the basic Skills Training.
- Teachers should be involved in the selection of programmes for JSS 3 pupils.
- New Teachers should be allowed to teach the Pre-Vocational Skills they specialized in at the training colleges, but not the one selected by the schools.
- JSS Pupils should be guided in the selection of SSS and programmes.
- Students should not be forced into Visual Arts programme but they should be given the opportunity to choose the programmes they want to pursue.
- The various vocations offered in the SSS should be offered directly in the JSS.
- There should be a frequent vocational counselling service/seminars for Parents, Students and Teachers in order to understand the Visual Arts programme and its importance in the socio-economic development of the country.
- JSS/SSS Art Teachers should try and do follow up their pupils to enquire how they are faring in the Visual Arts programmes.

- Visual Arts courses must be taught in all SSS, Vocational and Technical Institutions in the country.
- Government should establish special schools for Visual Arts for the schools to have more Visual Art courses in order to cater for all the vocations.
- Students selected into the Visual Arts programmes should have previous knowledge in at least one of the Art related courses.
- There should be frequent exhibitions of students' works in the SSS for Teachers and Students in other departments to know the importance of Visual Arts programme. This will encourage the upon their works Visual Art Students to improve.

Suggestions for further studies

It is recommended that a further research be undertaken so that the study is replicated in other districts in other parts of the region to ascertain the reliability of the findings. Secondly, the study targeted students who attended their JSS within the district, a study of students outside the district could also be further investigated to find out whether the problem is a general one or pertain to Akuapem south District of Eastern Region alone.

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APPENDIX A
KWAME NKRUMAH UNIVERSITY OF SCIENCE
AND TECHNOLOGY, KUMASI
DEPARTMENT OF GENERAL ARTS STUDIES
QUESTIONNAIRE FOR STUDENTS OFFERING VISUAL ARTS PROGRAMME

This questionnaire is designed to solicit your response on the linkages between the JSS Pre-Vocational Skills and the SSS Visual Arts Programme.

(A case study of selected schools in the Akwapim South District of the Eastern Region of Ghana).

Kindly respond to the questions as precisely as you can. In all cases, responses will be treated confidential. Kindly tick the appropriate answers.

Thank you in anticipation

SECTION A

i) Name of the School:.....

ii) Sex: Male [] Female []

iii) Class.....

iv) Visual Art subjects studied:

1.
2.
3.

SECTION B

1. Who helped you in the selection of school when you were in the JSS?

Please tick (/) the appropriate response

- a) My Teachers and Parents
- b) My Friends
- c) My self
- d) My self, Teachers and Parents

2. Who helped you in the selection of courses and programmes at the JSS?

- a) My Teachers and Parents
- b) My Friends
- c) My self
- d) My self, Teachers and Parents

3. Name one Pre-Vocational skills subject you studied at the JSS

.....

4. Name at least one of the Pre-Vocational Skills subjects studied by those schools.

.....

5. Were you interested in the Pre-Vocational Skills course you studied at the JSS?

Yes [] No []

6. What was the grade you obtained in the Pre-Vocational Skills in the BECE exam?

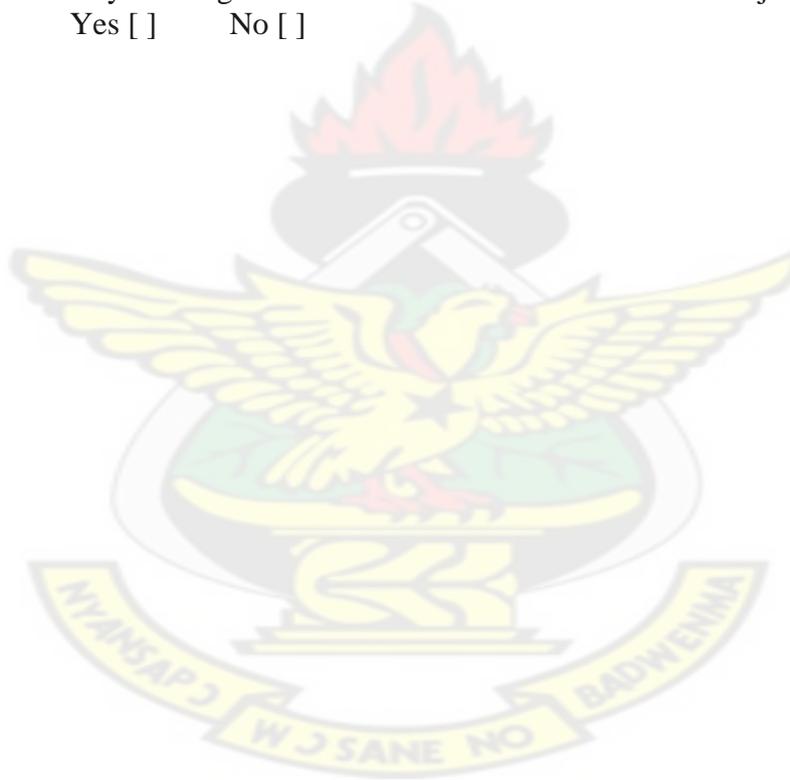
.....

7. Are there similarities between the Pre-Vocational Skills subjects you studied at the JSS and the Visual Art courses you are offering now?

8. If yes state at least two topics that you studied in the JSS Pre-Vocational which are almost the same as topics you have treated in SSS Visual Arts.

a)

- b)
9. Are you comfortable with the Visual Art elective you are offering now?
Yes [] No []
10. If No, choose from the statements below the one which best fits your situation.
- a) Because I did not do any subject which had a link with the courses that am currently offering
- b) Because I have no interest in the Visual Art programmes.
- c) Because I do not know the future prospects of the Visual Art Programme
- d) Because I do not know any noble person in the community who pursued Visual Art.
11. How do Teachers and students in the other departments see Visual Art?
.....
12. How did you get your tools and materials for your practical work when you were in the JSS.....
13. Were you using Textbooks for Pre-Vocational Skills subjects in the JSS?
Yes [] No []



APPENDIX B
KWAME NKRUMAH UNIVERSITY OF SCIENCE
AND TECHNOLOGY, KUMASI
DEPARTMENT OF GENERAL ARTS STUDIES
QUESTIONNAIRE FOR TEACHERS HANDLING PRE-VOCATIONAL SKILLS
AT THE JSS

This questionnaire is designed to solicit your response on the linkages between the JSS Pre-Vocational Skills and the SSS Visual Arts Programme. Selected JSS schools are being studied in the Akwapim South District of the Eastern Region of Ghana.

Kindly respond to the questions as precisely as you can. In all cases, responses will be treated confidentially. Kindly tick the appropriate answers.

Thank you in anticipation

SECTION A --- PROFILE

- i) Name of the School.....
- ii) Sex: Male [] Female []
- iii) Status/Rank.....

SECTION B

- 1. Qualification.....
- 2. Which Pre-Visual Arts Subject did you specialise in?
.....
- 3. Which Pre-Vocational course are you teaching.....
- 4. How many periods are allotted for Pre-Vocational Skills in a week?
.....
- 5. Do you do practical frequently?
Yes [] No []
- 6. If yes, how many times in a term?
.....
- 7. How do you get your tools and materials for practical work?
.....
- 8. Did you participate in selecting pupils for the SSS1 Visual Art Programmes?
Yes [] No []
- 9. Is the kind of Pre-Vocational Skills subject studied in your school related to Visual Arts at the SSS level?
Yes [] No []
- 10. Analyse the following statements and choose from the set the one which best suit the situation in your district in terms of Visual Art Education
 - a) Almost all schools in the district offer Pre-Vocational Skills subjects related to the SSS Visual Arts Programme
 - b) Half of the schools in the district offer programmes related to Visual Art Education

- c) One third of the schools in the district offer Pre-Vocational Skills related to Visual Art Education.
- d) Only few schools offer Pre-Vocational Skills subjects which are related to the SSS Visual Arts Programme.
9. Are pupils in JSS given Orientation on the various Visual Art programmes in the SSS and the future careers associated with them?
Yes [] No []
10. Do you do follow-up on your pupils who successfully enter the SSS to know the kind of challenges they are facing as far as their Vocational choices are concerned?
Yes [] No []
11. Do you have enough Textbooks or Teacher's Handbook for Pre-Vocational Skills? Yes [] No []
12. What has been the performance of your pupils every year in Pre-Vocational Skills subject? State the years.
.....
13. Do you have a workshop or studio for Pre-Vocational in your school?
Yes [] No []



APPENDIX C
KWAME NKURUMAH UNIVERSITY OF SCIENCE AND
TECHNOLOGY, KUMASI,
DEPARTMENT OF GENERAL ARTS STUDIES
QUESTIONNAIRE FOR HEADMASTERS/VISUAL ART TEACHERS IN THE
AKWAPIM SOUTH DISTRICT IN THE EASTERN REGION

This questionnaire is designed to solicit your response on the linkages between the JSS Pre-Vocational Skills and the SSS Visual Arts Programmes.

A case study of selected schools in the Akwapim South District of the Eastern Region of Ghana.

Kindly respond to the questions as precisely as you can. In all cases, responses will be treated confidential. Kindly tick the appropriate answers.

Thank you in anticipation

SECTION A

i) Name of the School:.....

ii) Sex: Male [] Female []

iii) Status/Rank:.....

SECTION B

1. Choose from the under listed the most appropriate criteria used in selecting students for SSS Visual Arts.
 - a) The grade obtained in the Pre-Vocational Skills subject
 - b) The courses available in the selected schools
 - c) Previous knowledge of the Visual Art Programme
 - d) Students are given practical work to test their skills before they are given the options.

2. Has there been any occasion whereby a JSS graduate with no previous experience in the Visual Art is chosen to offer the programme in your school?
 Yes [] No []

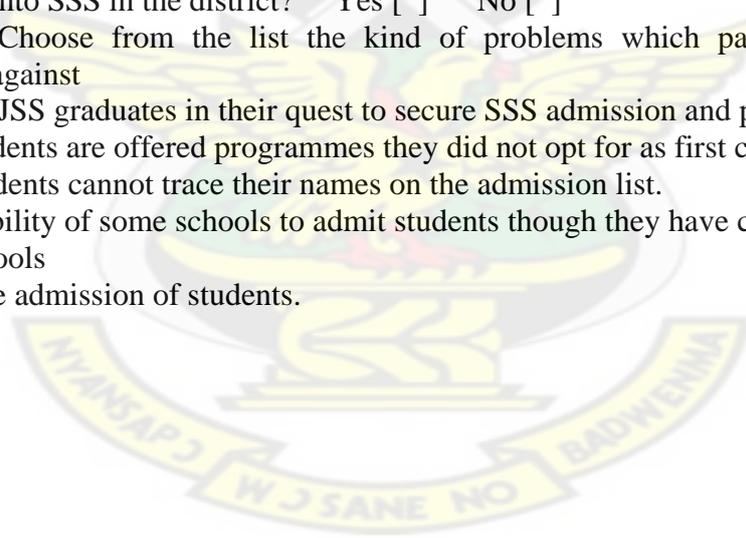
3. If your answer to the previous question was yes, grade the student's performance in the programme under the following categories
 - a) Excellent
 - b) Very Good
 - c) Fair

4. What are some of the major complaints made by students offering Visual Art in your school?
 - a) Not interested in the programme
 - b) Lack basic skills in the subject
 - c) The programme being too difficult
 - d) Full of practical work

5. Identify two art and colonial works done in the district which would help students transfer the idea into the classroom.
 1.
 2.

6. What has been the performance or progress of students with previous knowledge in the Visual Art as against those without any previous knowledge in the Visual Art programmes?

7. Is there really a linkage between some of the courses the students did at JSS which is imparting positively on their vocational careers?
Yes [] No []
8. Can you make any suggestions which would help make the linkages between JSS Pre-Vocational Skills and SSS Visual Art programmes become better?
1.
2.
3.
9. Have you ever had any counselling services in your school about Vocational career guidance?
Yes [] No []
10. Do you have a studio in your school? Yes [] No []
11. How do you get your tools and materials for practical work?
.....
12. Do you have Textbooks or Teacher's Handbook? Yes [] No []
13. Are they adequate? Yes [] No []
14. How does the admission/placement of JSS graduates done in the country?
A, The aggregate obtained by pupils
B Schools and programmes chosen by pupils
C Programmes available in the selected schools
D The intake of students in a selected school.
15. Do JSS graduates encounter any problem in their quest to secure admission into SSS in the district? Yes [] No []
16. Choose from the list the kind of problems which particularly militates against JSS graduates in their quest to secure SSS admission and placement.
- Students are offered programmes they did not opt for as first choice.
 - Students cannot trace their names on the admission list.
 - Inability of some schools to admit students though they have chosen such schools
 - Late admission of students.



APPENDIX D
LIST OF SCHOOLS AND THE KIND OF PRE- VOCATIONAL COURSE
OFFERED.

NAME OF SCHOOL		PRE-VOCATIONAL SKILLS OFFERED
Ahwerase L/A	JSS	Catering
Christ land	JSS	*
PWTC Demonstration	JSS	*
Aburi Anglican	JSS	*
Aburi Kemp Meths	JSS	*
Kitase L/A	JSS	*
Pokurum L/A	JSS	*
Obodan L/A	JSS	*
Nsakyie LA	JSS	*
Amanfrom L/A	JSS	*
Fotobi L/A	JSS	*
Dobro L/A	JSS	*
Nsawam Presby	JSS	*
Nsawam Methodist	JSS	*
Nsawam Anglican	JSS	*
Prince Boating	JSS	Paper Craft
Ohene Djan	JSS	Catering
Mount Horeb Int.	JSS	Calabash Work
Perseverance Int.	JSS	Textiles
Adoagyeri L/A	JSS	Catering
Nsawam L/A	JSS	*
Adoagyeri Presby	JSS	*
Adoagyeri Methodist	JSS	Sewing
Adoagyeri Anglican	JSS	*
Konkonduru L/A	JSS	*
Grace Academy	JSS	Catering
Teacher Mante L/A	JSS	Sewing
Mangoase L/A	JSS	Catering
Kyekyewere L/A	JSS	*
Adamomere L/A	JSS	*
Oboadaka L/A	JSS	*
Nsawam Roman	JSS	*
Adoagyeri Roman	JSS	*
Nsawam S.D.A.	JSS	*
Aburi Presby	JSS	*
Victory Int.	JSS	*
Nsaba	JSS	*
Christian Valley Int.	JSS	Sewing
Gyankama Methodist	JSS	Catering
Agyementi L/A	JSS	*

APPENDIX E

**JSS PRE-VOCATIONAL SKILLS SUBJECTS AND SSS VISUAL
ARTS SUBJECTS**

<u>JSS PRE-VOC</u>	<u>SSS VISUAL ARTS</u>
Picture Making	Picture Making
Graphic Design	Graphic Design
Textiles	Textiles
Sculpture	Sculpture
Basketry	Basketry
Leatherwork	Leatherwork
Pottery / Ceramics	Pottery/ Ceramics
Bead Making	Jewellery
?	General Knowledge in Art
Gourd and Calabash Work	?
Paper Craft	?
Sewing	?
Catering	?