

**COMPARATIVE STUDY OF TEACHING AND LEARNING OF
TEXTILES IN SELECTED SENIOR HIGH SCHOOLS AND
VOCATIONAL INSTITUTIONS IN THE EASTERN REGION OF
GHANA**

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September, 2008**

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GHANA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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ARTS DEGREE IN ART EDUCATION**

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September 2008

DECLARATION

I hereby declare that this M A thesis is the candidate's own account of his research. It has never been submitted to any other university for a degree. Wherever references to some author's works or informant's information are made in this thesis, due acknowledgements have been made

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DEDICATION

I dedicate this thesis to my dear mother Mrs. Henrietta Darko Mante and my dear wife Mrs. Olivia Danso Sintim for their support, encouragement, prayer and toil.

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Thanks be to God for his guidance and protection during this period of my studies. I am highly appreciative of the untiring efforts of my supervisor, Mrs. Nana Afia Amponsaa Opoku-Asare and all the lecturers in the Department of Art Education, College of Art and Social Sciences, KNUST.

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ABSTRACT

The study employed the qualitative research method with interviewing, questionnaire administration and observation to examine the scope of teaching and learning of textiles in selected Senior High Schools and Vocational Institutions in four selected districts in the Eastern Region of Ghana. The research focused on examining the scope and content of the textiles programme followed in the Senior High Schools and Vocational Institutions to identify the strengths and weaknesses of teaching and learning processes in those institutions. The population studied consisted of 350 textiles students and 50 textiles teachers in 11 Senior High Schools and 5 Vocational Institutes.

The study revealed that many of the Senior High Schools and Vocational Institutions do not offer their students opportunities for organising art exhibitions and excursions although these are requirements of the textiles syllabus. There are no standardized textbooks to guide teaching and learning of textiles in the SHS and in the Vocational Institutions. In the Vocational Institutions, the teachers teach more practical lessons and less theory as compared to the Senior High Schools. There are inadequate tools, equipment and materials for teachers and students to do practical works in the SHS and Vocational Institutions. It was also observed that most of the Senior High Schools have both broad and traditional looms that could not be used for teaching and learning of weaving because they were broken or not in good shape while Vocational Institutions do not have any looms suggesting that weaving is taught theoretically in these institutions.

With few materials available to the selected schools, the teachers allow the students to use improvised tools to help them in skills acquisition lessons. It was found out that the Senior High Schools' time-table and course content do not give enough scope for teaching and learning of textiles to enable the students further their education or create self employment after school. Unlike the Senior High Schools, the Vocational Institutions' time- table and course content is enough for self employment, although they have to go through apprenticeship for a year or two before becoming self employed.

It is therefore recommended that effective recruitment of trained and professional teachers and efficient administration of the Vocational Skills programme by the MOE should be encouraged in the SHS. The government should also assist the Vocational Institutions financially and to recruit teachers. This is because professional vocational teachers are trained purposely to teach vocational subjects such as Textiles and other related subjects.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Ghana's strategy for educational reform aims at producing scientifically and technologically qualified manpower for national development. A noteworthy feature of the reform is the introduction and expansion of Technical and Vocational Education (TVED) in the general school curriculum. This is in recognition of the importance of TVED in national development, particularly for practical skills acquisition for employment.

The Senior High School Vocational Skills programme is part of the three main levels of TVED. The mainstream educational system comprises the Basic School Pre-Vocational Skills programme in Junior High Schools; the Vocational Skills programme in Senior High Schools and the semi-professional and professional tertiary level programme in the Polytechnics and Universities. The Senior High School Vocational Skills programme specifically comprises Business, Agricultural Science, Technical Skills, Visual Arts and Home Economics. General Knowledge in Art (GKA) is offered to Visual Arts and Home Economics students only. The Visual Arts Programme (SHSVAP) comprises GKA, Basketry, Ceramics, Graphic design, Jewellery, Leatherworks, Picture making, sculpture and Textiles. A student is required to study two vocational courses in addition to GKA. The objective of the programme is to foster creativity, appreciation and criticism of artefacts, mass production, and promotion of artefacts.

Characteristically, Vocational Institutions in Ghana offer alternate approaches to practical skills acquisition through short or relatively long term courses in a number of

government, non-governmental, quasi government and private organisations. Examples of such organisations are the National Vocational Training Institute (NVTI), Young Men's Christian Association (YMCA), GRATIS Foundation; the Presbyterian, Methodist, Catholic and other churches, as well as private individuals.

According to UNESCO (1996), the sponsoring or controlling body of vocational programmes assumes that skill is the missing link between learning and employment. As such, the content of skill is given a good attention. For this reason practical works constitute 75% of the content of the vocational programmes while theory constitutes 25% of the course. The courses are terminal and require trainees to take proficiency tests on completion.

1.2 Statement of the Problem

Since the inception of the Senior High School (SHS) programme in 1987, a large number of students have been equipped with knowledge and skills in Textiles as part of the Visual Arts programme which was designed to provide employable skills to enable SHS graduates fit into their society. Many of such students are receiving higher education in the University of Education at Winneba, Kwame Nkrumah University of Science and Technology in Kumasi, and the Polytechnics which offer Textiles as part of Fashion Design programme towards the Higher National Diploma (HND) qualification. Senior High School Visual Arts graduates who are not able to further their education also go into private businesses that engage in Textiles production. Vocational Institutions in Ghana also offer Textiles as a course of study. This enables their graduates to acquire skills in batik, tie-dyeing, embroidery, and printing which qualify them to enter Polytechnics and Teacher Training Colleges.

Unlike the Senior High School Visual Arts programme, students who enter Vocational Institutions go through six years of education to qualify them for employment in government institutions. Vocational Institutions also have five levels of training. Each level of study is awarded a certificate by either the NVTI or City and Guilds Institute of London. Unlike the Senior High School, special provision is made in Vocational Institutions for students who cannot read and write to sit for practical examinations in such subjects as printing, batik, tie-dye, embroidery and appliqué. Textiles graduates of Vocational Institutions go for apprenticeship training to gain proficiency to be well equipped for self-employment while SHS graduates mainly enter tertiary education.

This study seeks to investigate the similarities and differences that exist between teaching and learning of Textiles in Senior High Schools and Vocational Institutions as a means of identifying the factors which contribute to the success and failure of their graduates. The study also seeks to make recommendations on how to resolve any inherent problems towards raising the standard of education in these Vocational Institutions.

1.3 Objectives of the study

The objectives of the study are:

1. To examine and compare the scope and content of the existing textile courses in Senior High School and Vocational Institutions.
2. To assess the strengths and weaknesses of teaching and learning procedures in the Senior High Schools and Vocational Institutions.

1.4 Hypotheses

1. The students of the SHS and Vocational Institutions might perform better when well equipped studios and competent professional teachers are provided in both Institutions.
2. The students of SHS and Vocational Institutions might perform better when both practical and theoretical aspects of Textiles are taught according to the syllabus in both Institutions.

1.5 Delimitations

The study is limited to the 11 Senior High Schools and five Vocational Institutions in the Eastern Region of Ghana and their Textiles students and teachers.

1.6 Limitations

The researcher's pen drive got corrupted with a virus which caused the loss of the original data, including photographs that had been gathered for the study.

1.5.2 Definition of Terms

Technical terms in the study have been defined as follows:

Curriculum: A written statement outlining educational goals and the means of achieving them.

Reform Programme: The restructuring of school curriculum and reorganisation of syllabi used in the educational system.

Technical Education: It involves scientific, industrial and mechanical education.

Textiles: The art of manufacturing cloths and all the materials that can be developed into yarns or fabricated into cloth.

Visual Arts: These are programmes of study which comprise picture making, sculpture, leatherwork, graphic design, metal arts, ceramics, Textiles and basketry.

Vocational Education: Instruction in skills necessary for persons entering the labour market, who need training or retraining in the technology of their occupation.

1.5.3 Abbreviations/ Acronyms

Abbreviations used in the study are explained as follows:

ADP: Accelerated Development Plan

BECE: Basic Education Certificate Examination

CEP: Curriculum Enrichment Programme

EO: Education Ordinance

ERP: Education Reform Programme

GES: Ghana Education Service

GIJ: Ghana Institute of Journalism

HND: Higher National Diploma

IPS: Institute of Professional Studies

JHS: Junior High School

KNUST: Kwame Nkrumah University of Science and Technology

MOESS: Ministry of Education Science and Sports

MSLC: Middle School Leaving Certificate

NPP: New Patriotic Party

NVTI: National Vocational Training Institute

PNDC: Provisional National Defence Council

SHS: Senior High School

WASSSCE: West African Senior Secondary School Certificate Examination

SSSVAP: Senior Secondary School Visual Arts Programme

TVED: Technical and Vocational Education

UCC: University of Cape Coast

UEW: University of Education-Winneba

UNESCO: United Nations Educational, Scientific and Cultural Organisation

WAEC: West African Examination Council

YMCA: Young Men's Christian Association

YWCA: Young Women's Christian Association

1.5.4 Importance of the Study

The study has exposed some of the problems which hinder effective handling of the SHS and Vocational Institute Textiles programmes in the country. It has also made educational planners identify what is happening to the SHS and Vocational Institute Textiles programmes in the country so that the associated problems can be rectified. The study has served as reference material for educationists and art educators in particular.

1.6 Research Methodology

The qualitative research method was adopted for the study. The qualitative method was used to describe and interpret existing relationships between teaching and learning, attitudes, practices and processes.

1.7 Justification of Research Methodology

The research used qualitative method of research because it makes no attempt to manipulate variables.

1.8 Research Tools

The study adopted participant observation, interviewing and questionnaire as the research tools. It also used the stratified random sampling technique to select the respondents on from data was obtained to inform the study. Observation was the main data-gathering tool employed in both educational situations.

1.9 Facilities Available

The facilities used for the study are as follows:

- Senior High Schools
- Vocational Institutions
- Kwame Nkrumah University of Science and Technology libraries, Kumasi
- University of Education - Winneba and Kumasi libraries
- University of Cape Coast library
- Wesley College library, Kumasi
- British Council libraries, Accra and Kumasi.

1.10 Sources of information

- Textiles teachers and students in 16 selected schools

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Before they enter school, children learn to walk, to talk, and to use their hands to manipulate toys, food, and other objects. They use all of their senses to learn about the sights, sounds, tastes, and smells in their environment. They learn how to interact with their parents, siblings, friends, and other people important to their world. When they enter school, children learn basic subjects such as reading, writing, and mathematics. They also continue to learn a great deal outside the classroom. They learn which behaviours are likely to be rewarded and which are likely to get punished, and they also learn social skills for interacting with other children. After school, one must learn to adapt to the many major changes that affect one's life, such as getting married, raising children, and finding and keeping a job.

Because learning continues throughout life and affects almost everything we do, the study of learning is important in many different fields. Teachers need to understand the best ways to educate children and adults. Psychologists, social workers, criminologists, and other human service workers need to understand how certain experiences change people's behaviours. Employers, politicians, and advertisers make use of the principles of learning to influence the behaviour of workers, voters and consumers.

Newsam (2005) describes two contrasting approaches to education: the traditional approach and the progressive approach. According to him, the traditional approach

assumes there is a predetermined body of knowledge that a teacher should pass on to the students. This approach uses testing and competition to evaluate and motivate students.

In the progressive approach, the child rather than a set body of knowledge is the frame of reference. The teacher's role is to be conscious of the developmental stages and capacity of each child. The progressive method stresses co-operation rather than competition. Newsam suggests that an effective teaching system can incorporate elements of each approach.

2.2 Types of Education

Education, in its broadest sense, refers to the ways in which people learn skills and gain knowledge and understanding about the world, and about themselves. One useful scheme for discussing education is to divide these ways of learning into three types - formal, informal, and non-formal (World Book Encyclopaedia, 1994: 88). Formal education is instruction given in school. It is often called schooling. In most countries, people enter a system of formal education as children. In this type of education, the people in charge of a school decide what to teach, and learners then study those things under the direction of teachers. After successful completion, students may be awarded a certificate, a diploma or degree as a mark of their success over the years.

Informal education involves people learning while they go about their daily lives. Education is also informal when people try to find out information or to gain skills on their own initiative without a teacher. To do so, they may visit a bookshop, library or museum for knowledge. Non-formal education belongs somewhere between the formal and informal types. As in formal education, people using non-formal methods adopt

planned and organized programmes but non-formal education procedures are less tightly controlled than those of the formal system of schooling.

General education aims at producing intelligent, responsible well-informed citizen. It is designed to transmit a common cultural heritage rather than to develop trained specialists. Almost all primary education is general education. General education deals with reading, writing and arithmetic. Its students receive instruction in a variety of subjects, including geography, history and science (World Book Encyclopaedia, 1994: 88).

2.3 Vocational Education

Vocational education aims primarily at preparing individuals for jobs. According to the World Book Encyclopaedia (1994:88), some Senior High Schools specialize in vocational programmes while universities and other professional schools prepare students for careers in such fields as agriculture, architecture, business, engineering, law, medicine and teaching. Many businesses and industries also offer formal vocational training for their employees.

According to the New Encyclopaedia Britannica (2007), vocational education is instruction intended to equip persons for industrial or commercial occupation. This may be obtained either formally in Trade School, Technical/Senior High Schools, on the job training programmes, or more informally, by picking up the necessary skills on the job (p. 414). The New Encyclopaedia Britannica (2007) also explains that vocational education in schools is a relatively modern development and that until the 19th century, such education, except for the professions, was provided only by

apprenticeship. This situation was partly due to the low social status associated with such instruction as opposed to the classical curriculum which was considered “necessary for a gentleman” (p.449). With the growth of industrialization during the 19th century, however, several European countries, notably Germany, began introducing vocational education in the elementary and secondary schools.

Young (cited in Microsoft Encarta 2003) defines vocational education as the type of education that has a specific relation to working life. Vocational education is closely related to but not identical with the concept of training (or vocational training), which tends to focus on learning specific skills that are required in particular workplaces. In this sense, vocational education is, clearly distinguished from general or liberal education which is concerned with the intellectual and moral development of individuals and has traditionally been associated with access to a variety of knowledge-based disciplines. This definition clearly outlines the distinction between “vocational” and “vocation”. Young explains that the latter generally refers to someone having a calling or “fulfilling a moral and intellectual destiny”, in association with the so-called liberal professions of the law, the Church, and medicine.

“Vocational” on the other hand, refers to forms of education that link learning to immediate opportunities for employment. Encarta 2003 reports that in the United Kingdom, this distinction has emerged primarily as a difference of status of occupations: a higher-status occupation is often seen as a vocation which requires professional education whereas a lower-status occupation is viewed as requiring vocational education. It is through this perceived link between vocational education and lower-

status occupations that the connections between vocational education and technical, commercial, and trade-based education have persisted. The professional/vocational distinction also distinguishes forms of higher education such as engineering, accountancy, and pharmacy from the various alternatives to academic or general education for which a student can opt at the end of compulsory schooling.

2.4 Vocational Education in Ghana

As part of the 1987 education reform programme, vocational subjects were introduced into the secondary school curriculum as a means to diversify pre-university education. It was also to equip students Senior High Schools with employable skills so that those who are unable to continue their education could do productive work that would fit them into society as useful citizens who contribute to national development (Evans-Solomon, 2004:24). This means that the vocational programme would equip students with skills that would enable them to secure livelihood for themselves and their families as well as serve the society in diverse ways.

Vocational subjects in secondary education therefore offer opportunity for each student to realise his or her own potentials and develop them towards fulfilling their national obligations. The vocational subjects consist of Business Studies, Agricultural Science, Technical Skills, Visual Arts and Home Economics. For the purpose of this study, Visual Arts is the focus of attention as Textiles forms part of this Vocational Skills programme.

2.5 Visual Arts Education

The Senior High School Visual Arts programme comprises studies in Basketry, Ceramics, Graphic Design, Leatherwork, Picture making, Sculpture, Textiles and General Knowledge in Art. Besides General Knowledge in Art which is a core subject and therefore compulsory for all Visual Arts students to study, each student is required to offer any two of the seven subjects as their electives. Elective subjects are offered as a means of getting students exposed to a variety of vocational skills and career opportunities (SHS GKA Syllabus, 2008). In the Vocational Institutions however, the type of Visual Arts offered comprise Fabric decoration, Painting and Basketry.

2.6 Careers in Textiles

Evans-Solomon (2004) and Sottie (2007) have outlined several types of careers in Textiles. Some of these are identified as Textiles designing, Textiles Engineering, Textiles retailing, Textile Technology, Textile Chemist, Quality Control / Supervising and Textiles Teaching (p.4). These careers are explained as follows:

Textiles designing

A textile designer combines his or her textiles knowledge with good Visual Arts principles to produce designs and then interpret or use them to produce textile products in the form of tie and dye, wax print and batiks. Another type of designing is the use of the principles of the loom to produce different fabrics such as plain weave satin and twill weave fabric.

Textiles Technician

These are people trained in special skills to assist in different areas in textile manufacture. They supervise production processes and repair and maintenance of textile machinery.

Textiles Engineering

These are engineers who have specialized in the production, installation and repair of textile machinery and equipment such as looms and bobbin winders.

Textiles Retailing

These are people who trade in textile goods. They act as middlemen between the wholesaler and the consumer. A good knowledge of Textiles promotes this business since the retailer is able to guide both the consumer and producer. The retailer sends information on the goods, and criticisms for the improvement of the textile products, therefore a good knowledge in Textiles will enable the retailer to render better services to both the consumer and manufacturer.

Textiles Consulting

These are experts in textiles who help people to solve problems they have in the textiles manufacturing and distribution.

Textiles Chemist/ Quality Controlling

These are people who handle chemical processes of Textiles like the preparation of spinning solution and chemical finishing processes of fibres and fabrics such as scouring, bleaching and colouring. Every textile process requires the service of a

textile chemist who will ensure that the manufactured products are of the required standard.

Textiles Teaching

Students who study textiles can be employed to teach the subject in High schools and Tertiary Institutions.

2.7 Similarities and Differences in SHS and Vocational Institution Textiles Syllabus

2.7.1. SHS Textiles Syllabus

A. Rationale for teaching and learning of Textiles

The Textiles component of the Visual Arts programme which is the focus of this study, has been described in the Senior High School Syllabus (2008) as a subject which embraces all activities that result in two-dimensional and three-dimensional forms. The Textiles component of the Visual Arts programme is designed to:

1. Provide career opportunities such as weaving, dyeing, printing, knitting, embroidery, crocheting, textiles designing, and others.
2. Promote the development of resources in the environment for textiles e.g. dye fibres.
3. Enhance design and production of textiles for socio-economic development in the country.
4. Preserve, transmit, promote and sustain culture through textiles.
5. Lay a sound foundation in textiles for further education at the tertiary level for those who may continue their education.

General Objectives for Textiles

The SHS Textiles syllabus is designed to help students to:

1. appreciate Textiles as an integral part of constructive living.
2. develop self-esteem, pride, confidence and patriotism through appreciation of his/her own artistic creation.
3. develop the capacity for creativity and problem-solving activities that uses traditional and or contemporary tools and materials.
4. develop effective manipulative skills using tools and materials.
5. acquire perceptual and analytical skills through direct artistic experience and through the processes of self-expression.
6. develop critical thinking that assist in harmonising opposing ideas, contradictions and inconsistencies in human life and in human relations.
7. be aware of the variety of vocation available in the field of art and opt to choose a viable, fulfilling career in Textiles.
8. develop appropriate attitudes and skills for sustainable development.

Table 1 provides details of the SHS Textiles syllabus.

Table 1- The SHS Textiles Syllabus

Year Two	Year Three	Year Four
Section One: Introduction To Textiles (Pg. 1-8) Unit 1: Rationale for studying Textiles. Unit 2: Textile developments and careers Unit 3: Renowned Ghanaian Textile Artists	Section One: Fibres: Protein and Man Made (Pg. 23-25) Unit 1: Protein fibres (wool and silk) Unit 2: Man made fibres (regenerated, synthetic)	Section One: Fabric Construction (Pg. 44-47) Unit 1: Traditional weaving (kente weaving) Unit 2: Crocheting/knitting Unit 3: Tapestry

Section Three: Yarn Preparation (Cellulosic) (Pg. 12-13) Unit 1 : Traditional yarn preparation (Cellulosic) Unit 2: Contemporary yarn preparation	Section Three: Fabric Construction – Twill Weaves And Other Weaves (Pg. 27-34) Unit 1: Designing and Weaving Twill structures Unit 2: Satin/Sateen Weaves Unit 3: Crocheting and Knitting Unit 4: Tapestry Unit 5: Types of power loom (shuttle/shuttleless) Unit 6: Finishing and care of woven fabrics	Section Three: Sustainable Development In Textiles (Pg. 52-55) Unit 1: Managing Resources Unit 2: Textiles and cultural values
Section Four: Looms And Accessories (Pg. 14) Unit 1: Types of Man-power loom and Functions Unit 2: Weaving accessories and uses	Section Four: Fabric Decoration Processes (Pg. 35-41) Unit1: Tools and Materials for Fabric decoration Unit 2: Dyeing Techniques Unit 3: Screen Printing Techniques Unit 4: Traditional (Adinkra) Printing Unit 5: Finishing and Care of Decorated Fabrics	Section Four : Indigenous Textile Exploration (Pg. 56-57) Unit 1: Exploration of indigenous tools and Materials Unit 2: Exploration of indigenous fabric construction and decoration processes. Unit 3: Building a Portfolio and Textile Exhibition Unit 4: Entrepreneurial Skills (Business Plan)
Section Five: Fabric Construction Processes (Pg. 15-17) Unit 21: Designing (Plan Weaves) Unit 2: Preparatory Processes for fabric Construction (Weaving) Unit 3: Broadloom Weaving Unit 4: Traditional Weaving	Section Five: Appliqué And Embroidery Techniques (Pg. 42-43) Unit 1: Stitches Unit 2: Appliqué and Embroidery Techniques	
Section Six: Fabric Decoration Techniques (Pg. 18-22) Unit 1: Basic Drawing Unit 2: Designing for Fabric Decoration (Paper/Computer Work) Unit 3: Printing from Surfaces (Direct Printing) Unit 4: Plant Dyes Unit 5: Fabric Preparation/Dyeing Processes		

2.8.2 The Vocational Institutions' Textiles Syllabus

According to the National Vocational Training Institutions Regulations and Syllabus for Trade Testing in Textiles Decoration (2000), the subject has been designed to train students, apprentices and other categories of craftsmen and women. Its purpose is to provide sound understanding of the skills, processes and techniques of the crafts and an appreciation of trade technology, trade science and calculation. Table 2 provides details of the syllabus.

Table 2 - The Vocational Institutions' Textiles Syllabus for Grade Two students

WEEK 1-21	WEEK 22-43	WEEK 44-64
1. Safety Precautions	8. Ornamental Weaving	15. Pre-treatment of fabrics
2. History of Textiles	9. Crocheting and Knitting	16. Batik Production
3. Yarn Making and Preparations	10. Appliqué	17. Combination of Batik and Tying.
4. Colour Theory	11. Stencilling	18. Costing
5. Drawing from Nature	12. Colour-the colour wheel, complimentary and analogous.	19. Educational Trips
6. Drawing of Shapes	13. Stamping	
7. History of Textile Printing a. Definition b. Components c. Tie-dyeing d. Batik dyeing	14. Tying and Dyeing:- Differences in Tying.	

Objectives

The programme is designed to provide the knowledge and skills of the trade in a manner that will best meet the needs of the trade as well as industries that use textiles equipment. The syllabus outlined in Table 2 is the summary of the Textiles topics to be taught in the Vocational Institutions. It can be seen that it lacks sufficient detail for teachers to use as a guide. It does not also include finishing, exhibition, and pricing which are vital to graduates of the Vocational Education programme.

2.8.3 Similarities and Differences in the SHS and Vocational Institutions' Textiles Syllabus

Entry into SHS and Vocational Institutions requires passes in the Basic School Certificate Examination (BECE) or its equivalent. At the end of the programme, students write external examination. These are WASSCE for SHS and NVTI Trade Testing or City and Guilds for Vocational Institutions. At the end of the programme, certificates are awarded in both Institutions. Both Institutions teach theoretical and practical aspects of the syllabus. The SHS and Vocational textiles programmes are both terminal and continuous depending on the aggregate results of the individual.

2.8.4 Content and Scope

The syllabus for each of the two levels of education are basically the same but the contents differ in that the SHS syllabus has detailed teaching notes as compared to the Vocational Institutions' syllabus which does not have teaching notes. In the SHS, only one subject called Textile Design is offered while in the Vocational Institutions, Textiles taught constitutes the whole programme. Both the SHS Textiles subject and the Vocational Institutions' Textiles programme have other subjects added to them. SHS students who study Textiles also offer one or two other elective subjects from among Graphic Design, Sculpture, Ceramics, Picture Making, Leather Works and Basketry in addition to General Knowledge in Art, which is compulsory. In addition, the SHS Textiles students study four core subjects- English, Mathematics, Integrated Science and Social Studies. The combination of Core and Elective subjects are meant to prepare SHS students for further education. On the other hand, the students of Vocational Institutions offer Mathematics and English, which are not compulsory subjects mainly because Vocational Institutions are not academically inclined as the Senior High Schools. They

only seek to train the students to gain employable skills which would enable them to set up small-scale businesses after school.

With time allocation for the subject, whereas the SHS Textiles students spend about 20% of their instructional time for practical lessons to complement the theory lessons in the Core and Elective subjects they offer, while students in the Vocational Institutions spend 80% of their time for practical lessons in Textiles and 20% on theory simply because of the few additional subjects they offer, which are also not compulsory.

The SHS Textiles syllabus has “Textiles as a vocation” which does not include topics on safety precautions, care and maintenance of tools and materials for textiles. These are very important topics that offer vital knowledge in the handling of textiles and associated tools and materials. This should be taught as some of the students may terminate their education at that level and seek to enter business. Contrary to this, the first component in the Vocational Institutions’ Textiles syllabus is “safety precautions, care and maintenance of tools and materials”.

It is important that Textiles as a vocation should appear in the Vocational Institutions’ syllabus because when the students graduate some of them work on their own or are employed by other people while some others may want to further their education perhaps in the Polytechnics. This therefore calls for the inclusion of both components in the Textiles syllabus at the two levels.

It is also evident from the Vocational Institutions' syllabus that exhibition, appreciation and pricing of works are absent. For Vocational Institutions, these are critical topics because after a piece of work has been produced it has to be exhibited, appreciated, criticized if necessary, priced and sold to the consumer. How would these students know how to price and market their products effectively if they do not learn this at school?

Another difference between the two Textiles syllabi is that the Vocational Institutions teach the students the history of each subject but in the SHS this is not evident. It is necessary for the students to know the history of each of the component subjects of the Textiles syllabus for the students to know the origin of the components and to trace the history to date.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

The study employed the Qualitative research method. Qualitative inquiry seeks to understand human and social behaviour from the “insider’s” perspective – that is, as life is lived by participants in a particular social setting such as a school, community, group or institution. It is an intensely personal kind of research, one that freely acknowledges and admits “the subjective perception and biases of both participants and researcher into the research frame (Goetz and Lecompte, 1993). As Ary, Jacobs, Razavieh (2002) indicate, qualitative inquiry seeks to interpret human actions, institutions, events, customs and the like, and in so doing construct a “reading” or portrayal of what is being studied. The ultimate goal of this kind of inquiry is to portray the complex pattern of what is being studied in sufficient depth and detail so that someone who has not experienced it can understand it. According to Fraenkel and Wallen (1993), research studies that investigate the quality of relationships, activities, situations or materials are frequently referred to as qualitative research.

Lincoln and Guba (1985:107) believe that it is impossible to develop a meaningful understanding of human experience without taking into account the interplay of both the inquirer and participant’s values and beliefs. They argue that human inquiry requires frequent, continuing, and meaningful interaction between inquirers and their respondents (subjects) and that inquiry must maximize rather than minimize this kind of contact. A researcher might wish to know more than just “to what extent” or “how well” something is done or wish to obtain a more complete picture of what goes on in a particular classroom or school for example.

Ary, Jacobs and Razavieh (1992) indicate some advantages of qualitative study as follows:

- Data from qualitative research is described in narrative form (as close as possible to the form in which they are collected) and in sufficient detail so that one who has not experienced the situation or event can understand and appreciate it.
- In most cases, it allows a researcher to view behaviour in a natural setting without the artificiality that sometimes surrounds experimental or survey research;
- It involves direct observation and note taking and allows the use of video equipment and recording devices to supplement and enhance data collection and analysis;
- It offers a rich and holistic approach to understanding the what, how and why of events in relation to the particular setting;
- The researcher does not have to prove or disprove hypotheses held prior to the study;

The following are some limitations associated with qualitative methods:

- The information collected is often used to prepare a more elaborate qualitative analysis although quantitative data may in fact constitute all the information needed for a particular study.
- Sample sizes are generally too small to allow the researcher to generalize the data beyond the samples selected for the particular study. For this reason, qualitative research is often used as a preliminary step to further investigation rather than the final phase of a project.

- It is labour intensive, involves extensive periods of data collection and has the possibility of involving researcher bias and impression management by subjects
- If the research is not properly planned to ensure that it focuses on key issues, the project may produce nothing of value.

3.2 Selecting the Population and Sample for the Study

Population in research is regarded as a group or target group. According to Busher and Harter (1980), population is “...any set of person or objects that possess at least one common characteristic”. In this study, Textiles students and teachers in 11 Senior High Schools and five Vocational Institutions were the population studied. The Senior High School group consisted of one girls’ school and 10 mixed schools all of which offer Textiles. The Vocational Institutions consisted of two girls’ schools and three mixed schools located in the four selected districts of the Eastern Region. The target population comprised all Form One to Three students who offer Textiles in the selected Senior High Schools and Vocational Institutions as well as teachers who teach Visual Arts in both institutions.

3.3 Sampling

The study adopted the stratified random sampling technique to select a unit of the population of schools, teachers and students to base the study on. Stratified random sampling is a process in which certain groups or strata of the population are selected for the sample in the same proportion as they exist in the population. The sample selected for the study comprised 350 SHS and Vocational Institutions Textiles students and 50 Textiles teachers in five Vocational Institutions and 11 SHS in the Akuapem (North and South), New Juaben and Akim Abuakwa districts of the Eastern Region of Ghana.

To obtain the sample, the population was divided into three categories: Category A consisted of 300 students selected from the Senior High Schools as stratum I; Category B comprised 50 students selected from Vocational Institutions as stratum II; and Category C consisted of Visual Arts teachers who teach Textiles in the SHS and Vocational Institutions as stratum III. For representativeness, 40% of each stratum was taken, giving Stratum I as 120 SHS Textiles students; Stratum II as 20 Vocational Institutions Textiles students; and Stratum III as 20 Textiles teachers in SHS and Vocational Institutions. The total sample size was therefore 160. The criterion for selecting this sample was mainly based on programme of study in the case of students and qualification for teaching Textiles in the case of the teachers.

3.5 Research Instruments

Primary data collected was mainly done by means of self-administered questionnaire, personal interviews and direct observation of teaching and learning activities in the classrooms of the selected educational institutions.

Questionnaire

According to Best & Khan (1981), questionnaire is a data gathering device for securing answers to questions by using a form which the respondent fills by himself. It is that form of inquiry which contains a systematically compiled and organised series of questions that are to be sent to the population sampled. The questionnaire procedure normally comes into use where one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see them personally. The questionnaire is probably the most used and the most

abused of the data gathering devices. It is the most flexible of tools in collecting both quantitative and qualitative information.

There are various forms of questionnaires, these are structured and non-structured and closed form and open form. The structured questionnaire contains definite, concrete and directed questions, whereas the non-structured may consist of partially completed questions or statements. The questions that call for short check responses are known as restricted or closed type. They provide for marking a “yes” or “no”, a short response or checking an item out of a list of given responses. The open form, open-ended or unrestricted type questionnaire calls for a free response in the respondent’s own words. The respondent frames and supplies his own response.

In this study two sets of questionnaire were used; one to collect data from Visual Arts students in SHS and Vocational Institutions and the second one for Visual Arts teachers in the same SHS and Vocational Institutions. The questionnaire for the teachers focused on factors such as availability of textbooks, libraries, tools, equipment and materials, motivation, time and students’ interest affecting the teaching of Textiles. The questionnaire contained 50 structured and non-structured items. Both closed and open-ended questions were used. The questionnaire for the students was based on agreeing or disagreeing with statements contained in the questionnaires (as shown in Appendices A and E).

Interview

Interview is another widely and commonly used instrument for gathering data for research. It is done by asking questions orally, with or without an interview schedule.

The researcher gathers data directly from others in face-to-face contact. Interview is generally adopted as the method to offset the limitations of the questionnaires as it permits an exchange of ideas and information (Best, 1981). The researcher can explain the purpose of his investigation, and can explain more clearly the kind of information he wants from the respondent.

Some advantages of interview are as follows;

1. The interviewer can probe into casual factors, determine attitudes, discover the origin of the problem, involve the interviewee in an analysis of his own problem and secure his cooperation in this analysis.
2. It can make cross questioning possible for sincerity, frankness, truthfulness and insight of the interviewee.
3. It helps the researcher to have an impression of the person concerned.
4. It is especially appropriate when dealing with illiterates, young children, abnormal persons.
5. It permits the establishment of greater rapport if the situation so demands.
6. There is no chance for the respondent to rectify, modify and edit his earlier answers in the light of later questions.

The interview can be structured or unstructured depending on how the questions are prepared. The structured interviews are more rigid, standardised and formal whilst unstructured interviews are flexible.

Interviewing for the study was based on a 15-item interview guide that was used to elicit information from Visual Arts Textiles teachers in both SHS and in the Vocational Institutions. The interview was structured but some of the questions were closed and some were open and requested “yes or no” responses with an occasional demand for explanation (as shown in Appendix D). Formal interviews were employed to gather additional data by means of phone and tape recordings with the permission of the respondents. Before the interview, the researcher delivered interview guides to the interviewees specifying the date for the interview session.

Observation

Observation is employed as a data-gathering technique in general and educational situations. Direct observation of behaviour, methods of teaching and learning have become an important means of appraising the works of teachers and students who are interested in certain outcomes in addition to the non academic ones. Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities. It is recognized as the most direct means of studying people when one is interested in their overt behaviour. Observation is a more natural way of gathering data (Best, 1981).

Observation has these characteristics:

1. It is systematic and not haphazard or opportunistic.
2. It is specific and not just looking around for general impressions. It is directed at those specific aspects of the total situation which are assumed to be significant from the standpoint of the purpose of the study.

3. It is objective and free from bias as far as possible. It should generally be guided by hypothesis.
4. It is quantitative although many important phenomena cannot be quantified.
5. The record of observation is made immediately. The findings are not entrusted to memory, but notes are made as promptly as possible.
6. It is verifiable; its results can be checked and substantiated. Observation must comply with the usual criteria of reliability, validity and usability.

In this study, the participant-as-observer method was used to gather further information from students. This involved giving an initial introduction and motivational talk on the reasons for the research and how the students were to answer the questionnaire. This psychological orientation was kept very brief to prevent boredom. The necessary data were gathered within one month.

Two different kinds of observation checklists were used: one for recording teacher performance and the other for recording the classroom behaviour of students in both SHS and Vocational Institutions. To determine the validity, reliability and usability of data gathered via observation, five copies of each checklist were given to colleagues for study, correction and suggestions for improvement.

3.6 Administration of Instruments

Prior to the administration of the questionnaire, letters were written to the heads of the selected schools to seek permission to use their students and teachers as subjects for the study. The administration of the instrument was done personally. Assistance was sought from some of the teachers to administer the questionnaire to the students.

By administering the questionnaires personally, it was possible to explain items that were not clearly stated to the students. Copies of the questionnaire were given to each of the selected students and teachers. The administration of the questionnaire was done in a month.

3.7 Duration of Data Collection

Questionnaire distribution to schools took four weeks. It took the teachers four weeks to fill theirs while some were received the very day they were administered. Most of the respondents used between two to 14 days to complete their questionnaire. Even though follow-up visits to retrieve the questionnaire was done, only 133 (95%) of the questionnaires given to students were returned within the period. All the questionnaires sent to the 20 teachers were received.

Because the interview was structured, it took less than 30 minutes to complete each session. Interviews were recorded in most cases with the verbal permission of the interviewees so that relevant data do not escape the researcher. Photographs were also taken with the permission of the Heads of the selected schools. Overall, data collection for the study took three months.

3.8 Data Analysis Plan

The questionnaires were sorted and grouped according to SHS teachers and students and Vocational Institutions teachers and students and coded according to their responses. The recorded interviews were played back, listened to, transcribed and compared with the written notes made during the interviews. The score cards, rating scales, check lists and schedules, and time sampling were sorted out to get the data for the observations.

Digital photographs were downloaded onto computer. Still photographs taken during the period were developed, printed and scanned into the word processed document on computer and used to support data collected for study. The interviews, questionnaire and the observations were collated into individual reports. The results are discussed in the following chapter.

CHAPTER FOUR

4.0 MAIN FINDINGS AND DISCUSSION OF RESULTS

4.1 Introduction

This section deals with the discussion and analysis of the main findings. It offers a description of the sample educational institutions by geographical location, the students, teachers and learning processes that were observed in each situation. The names of the sample educational institutions are not disclosed because the researcher did not take permission from the heads of institutions. Therefore, letters and numbers were used to represent the SHS and Vocational Institutions respectively.

School A

School A is located in the Akuapem South district. It has a population of 2,000 students of both sexes. It offers courses in Science, Agriculture, Business, General Arts, Home Economics and Visual Arts. Visual Arts is composed of Graphic Design, General Knowledge in Art (GKA) and Textiles. The Textiles component is taught by two teachers - one teaches students in Forms 1 and 2 while the other teaches Form 3.

The school's timetable has Form 1 Textiles classes on Mondays (3rd and 4th periods), Wednesdays (1st and 2nd periods) and Fridays (5th and 6th periods). The Form 2 class has Textiles on Mondays (1st and 2nd periods), Tuesdays (4th and 5th periods) and Thursdays (3rd and 4th period). The Form 3 classes are on Wednesdays, Thursdays and Fridays and these are during the first two periods of each day.

School B

School B is located in the Akuapem North District. It is a girls' school with a population of 750 students. The school offers Business Studies, Agricultural Science, Typing/ Secretarial, General Arts, Home Economics and Visual Arts. The Visual Arts programme comprises Graphic design, General Knowledge in Art and Textiles. One teacher teaches the subject in Forms 1-3. The periods are dispersed throughout the week.

School C

School C is situated in the Akuapem District. It is a relatively new school and has a student population of 1,500 both boys and girls. Among the programmes offered is Visual Arts. The subjects taught are Picture Making, Graphic Design and General Knowledge in Art. Textiles is taught by a lady teacher on Tuesdays (2nd and 3rd periods), Wednesdays (7th and 8th periods) and Fridays (3rd and 4th periods).

Schools D and E

Schools D and E are also located in the Akuapem North District. School D has a student population of 1,900 while School E has 1,300 students. Both schools offer Visual Arts, Science and Agriculture. School D offers Graphic Design, GKA and Textiles under the Visual Arts programme while School E offers Ceramics, GKA and Textiles. School D has Textiles on Mondays (7th and 8th periods), Thursdays (1st and 2nd periods) and Fridays (7th and 8th periods) while School E has it on Tuesdays (7th and 8th periods), Wednesdays (1st and 2nd periods) and Fridays (3rd and 4th periods). One teacher teaches Textiles in both schools but he is on the staff of School D and teaches part-time in School E.

Schools F, G and H

All three schools are located in the New Juaben District. School F has a student population of 1,500 while School G has 2,000 students. School H also has 3,000 students, mainly boys and a few girls. The courses offered in these schools are the same - Graphic Design, GKA and Textiles. The days for the Textiles lessons in School F are Mondays (7th and 8th periods), Tuesdays (3rd and 4th periods) and Thursdays (3rd and 4th periods) while School G has it on Tuesdays (1st and 2nd periods), Thursdays and Fridays (1st and 2nd periods). One teacher who is a staff of School F teaches part-time in School G. School H offers Science, Agriculture, Business, General Arts, Home Economics and Visual Arts (Textiles). The days for the Textiles periods are the first three days of the working week.

Schools I, J, K

School I can be found in the Akyem Abuakwa District. It has a population of 700 students of both sexes. The school offers Graphic design, Ceramics and Textiles. Textiles, is taught on Wednesday (3rd and 4th periods), Thursday (3rd and 4th periods) and Friday (4th and 5th periods).

School J could be found in Akyem Abuakwa in the Eastern Region of Ghana. The school has a student population of 2,000. The school offers programmes such as Science, General Arts, Agriculture, Home Economics and Visual Arts. The Visual Arts subjects are Ceramics, Graphic Design, GKA and Textiles.

School K is located at New Juaben Municipality. It is a private SHS and does not have permanent staff but uses teachers from other Senior High Schools. Some teachers of this school are also staff of the local Teacher Training Colleges.

Vocational 1

Vocational 1 is a privately owned Vocational Institution with a population of 800 students. The school offers programmes such as Interior Decoration Cake Decoration, Catering, Dressmaking and Textiles Decoration. Textiles Decoration is taught from Mondays to Fridays but Mondays to Wednesdays are for theory and Thursdays to Fridays for practical lessons.

Vocational 2

Vocational 2 is located in the Akuapem North District which is a private school. It is a girls' school with a population of 100 students. The school offers Dressmaking and Textiles Decoration, Typing/ Secretarial and catering. Textiles Decoration is taught by three teachers. First year students have textiles from Tuesday to Friday and Monday is used for English Language. Second year students have textiles from Mondays to Friday. Friday is used for practical lessons.

Vocational 3

Vocational 3 is a privately owned institution which has a population of 500 students. It is found in Akyem Abuakwa in the Eastern Region of Ghana. The school offers programmes such as Cake Decoration, Catering, Dressmaking and Textiles Decoration. Textiles is taught from Mondays to Fridays by a teacher but Mondays to Tuesdays are for theory and Wednesdays to Fridays for practical lessons.

Vocational 4

Vocational 4 is located in the Akuapem North District which is a private school. It is a girls' school with a population of 250 students. The school offers Dressmaking Textiles Decoration, and catering. Textiles is taught by two teachers. First year students have textiles from Tuesday to Friday and Monday is used for English Language and Mathematics. Second year students have textiles from Mondays to Friday. Friday is used for practical lessons for all the students.

Vocational 5

Vocational 5 is a privately owned institution which has a population of 340 students. It is found in New Juaben Municipality in the Eastern Region of Ghana. The school offers programmes such as Catering, Dressmaking, Cake Decoration, and Textiles Decoration. Textiles Decoration is taught from Mondays to Fridays by two teachers but Mondays to Thursdays are used for theory lessons and Fridays for practical work for all the students.

Qualification of Textiles Teachers in SHS/Vocational Institutions

The study revealed that in the SHS, two (10%) of the 20 teachers have Masters degree in Art Education; 11 (55%) have degrees in Education with specialization in Textiles, while seven (35%) have Higher National Diploma qualifications in Textiles / Fashion Designing. In the SHS, 10 of the 20 (50%) teachers said they were professional teachers while 25% of them said they were non professionals. This suggests that there are adequate numbers of qualified teachers for teaching Textiles, implying that SHS students are taught the requisite knowledge and skills needed for the job market or further studies.

In the Vocational Institutions, three out of the five (60%) teachers have HND qualifications while two (40%) have the Advanced Certificate in Textiles of NVTI. This means that the teaching and learning of the theory components of Textiles would not be effectively taught since the teachers have no professional training at the Teacher Training Colleges level.

Library Facilities

A survey of the libraries in the sample schools to find out the type of textbooks, periodicals and pamphlets available to the teachers and students revealed lack of teaching and learning materials. Twenty of the 25 (80%) teachers said there were no textbooks on Textiles to guide the teaching of the subject while five (20%) teachers said they had textbooks to use. Upon checking the libraries, it was evident that the SHS and Vocational Institutions did not have the required books. The picture shown here depicts absence of basic reference materials for the teaching and learning of Textiles. This also suggests that Textiles students depend entirely on their teachers' lesson notes. The fact that the Ministry of Education and Ghana Education Service have supplied no textbooks to the schools could encourage rote learning. Teachers could copy their lesson notes on the chalkboard or depend on pamphlets from several sources to guide them in the classroom.

Information sourced on computer literacy and internet accessibility in the sample schools showed some competency among the teachers and students. Sixteen of the 25 (64%) respondents said they were computer literate while nine (36%) said they were not computer literate and can also not access the internet on their own. This indicates that computer literacy among the teachers is high and that they are abreast

with time and technology. This suggests that teachers could type their lesson notes and make photocopies of them for their students. It also suggests the possibility of many Textiles teachers being able to access relevant information via the internet to help their students.

Tools and Equipment

Skills acquisition goes with effective and consistent use of the relevant equipment, tools and materials. The study found that in the Senior High Schools, 34 of the 120 (28. 3%) respondents reported having adequate tools and equipment that included de-waxing tanks, plastic bowls, plastic buckets, textile materials, crochet pins, cords, dye stuffs, chemicals, and looms while 86 (71. 7%) said they had none to work with. It can be deduced here that the schools have inadequate tools and materials for Textiles. It was also observed that many of the SHS have looms but they are rarely used as those found were dusty and had broken parts. When the researcher requested for products of the loom to photograph for the study, the teachers could not provide any. This suggests that schools that have looms are not using them for the intended purposes and for which reason teaching and learning of weaving in particular is theoretical. This cannot instil skills in the students.

In the Vocational Institutions, 18 of the 25 (72%) Textiles teachers interviewed said they have adequate tools and equipment for practical lessons and seven (28%) said they did not have adequate tools and materials. This suggests that most of the Vocational Institutions have adequate tools and equipment but on observation none of them was found to have any weaving looms. This implies that most of the Vocational Institutions do not have looms and that the theory of weaving is taught leaving the practical aspects.

Practical Works

On how practical works are organised, the study found that 14 of the 25 (56%) teachers in the SHS and Vocational Institutions said students provide their own materials for practical lessons while seven (28%) said the school provides for the students. This means that not all the schools provide materials for the practical lessons and some students probably use their pocket money to purchase the needed materials for practical lessons. This also means additional burden on the parents. It also implies that few practical lessons will be taught in a particular academic year. Some students may not take part in the practical lessons because they might not have money during those lessons.

On the issue of teachers allowing students to use available tools, materials and equipment for practical lessons, especially for dyeing processes, it was found that 19 of the 20 (95%) teachers in the SHS allow their students to use available tools and equipment. This simply suggests that most of the students are likely to use the available tools, materials and equipment for dyeing exercises.

In the Vocational Institutions, all the teachers said they allow their students to use the tools, materials and equipment because they are available in the schools. This will facilitate teaching and learning of Textiles in the Vocational Institutions and help the students to acquire the skills needed to improve upon their standard of education towards self employment. The following shows pictures from the schools.



Plate 1 - Students of School C displaying tie-dye /appliqué work



Plate 2 -Students of School C displaying appliqué fabric



Plate 3 -A facilitator of Vocational 2 demonstrating to a student



Plate 4 -A student of Vocational 2 waxing her work



Plate 5 -Students of School D developing a screen for printing



Plate 6 -Students of School D washing a screen



Plate 7 -Students of School D working on their WASSSCE Textiles practical



Plate 8 -Students of Vocational 5 ironing their works after printing



Plate 9 -Students of School K displaying a printed work



Plate 10 -Some Textiles articles produced by students of School F



Plate 11 -A teacher of School G teaching art appreciation without an artefact



Plate 12 -Textile designs produced by students of School B



Plate 13 -A Textiles teacher of School D demonstrating to a student waxing



Plate 14 -Some used and discarded looms of School D



Plate 15 -Students of School H displaying a printed and an appliqué works

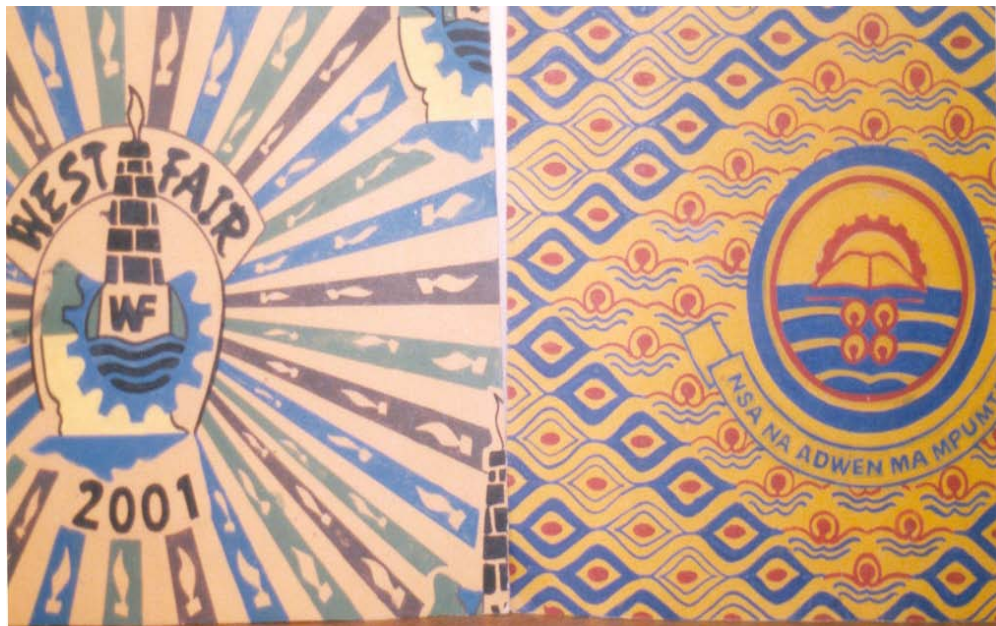


Plate 16 -Textile designs produced by students of School F

Teaching and Learning Methods

This section analyses the observation of teaching and learning of teachers who have been teaching the subject for at least two years. The aim was to examine how the theory matches with the practical activities in the classroom.

Out of the number of teachers who responded, 35% used activity as a teaching method, 35% used the discussion method, and 30% used both activity and discussion methods. It could be deduced that none of the teachers used the group, project and the lecture methods of teaching but used the activity and discussion methods. Most of the teachers use a combination of the discussion and the activity methods of teaching. It was found that the discussion and/ or activity methods allow every student in the class opportunity to contribute to the discussion thereby enhancing student learning. Discussion and/ or activity methods task the students to research more into a topic or read before the next lesson. Details of the lessons observed in the sample schools during Textiles periods are given in the following sections.

Organisation and Development of Instruction in Schools A and B

It was observed in the School A Form 2 classroom, the teacher began teaching immediately he entered the class. The teacher allowed talk to go on with subjects that were unrelated but begins review. The teacher ignored sarcasm from students. He gave adequate directions to home work and asked leading questions on the topic being treated in Textiles. He went round the class to assist students who needed help.

It was also observed in a School B Form 3 classroom during the Textiles class that, the teacher delayed teaching and did not handle materials systematically but when he started

to teach, he maintained his focus. He recognized responses and gave correct feedback to students. He moved round while students were working.

Presentation of Subject Matter in Schools A and B

In School A, the teacher gave definitions on knitting and crocheting only. Four times, he stated and applied academic rules and developed critical evidence and passed correct judgements.

In School B, the teacher gave definition of Batik and treated examples and non examples. He discussed and used no linking words. He stated and applied academic rules and developed critical judgement.

Verbal and Non Verbal Communication in Schools A and B

In School A, the teacher emphasized important points but used monotonic talk with body behaviour that showed interest.

In School B, the teacher did not emphasize the important points but used audible tone of voice. He sometimes frowns on bad behaviour and put on a smile during teaching.

Organization and Development of Instruction in Schools C, D and E

It was observed in School C Form 2 during the Textiles class that the teacher entered the class and began teaching by reviewing the last treated topic and handled the materials in a systematic manner. She assigned students to class work and allowed the students to practice. She used general praise as a motivation. She did not

give direction as to how to do assignments but responded to any student who came for explanation after the class. She did not go round the class adequately.

Presentation of Subject Matter in Schools C, D and E

In School C, the teacher gave definitions and examples of the terms or the components involved. She used linking words and applied laws and principles. But she did not state or apply academic rule.

In School D and E, the teacher started discussion without review and went straight to the subject matter by defining, explaining and giving examples of a component. He used linking words and stated and applied rules pertaining to the subject matter.

Verbal and Non Verbal Communication in Schools C, D and E

In School C, the teacher emphasized important points and talked audibly. She used body gestures to stress some points. In Schools D and E, the teacher stressed on points which were important and she was bold and audible.

Organisation and Development Instruction in Schools F, G and H

It was observed in Schools F and G Form 2 during the Textiles lesson that, the teacher began teaching immediately he entered the class and handled material in an orderly manner. He oriented the students to class work and maintained academic focus by beginning and ending reviews but spoke harshly to the students. He used general praise and provided for practice by asking students to come to the board to sketch and write. He moved around and helped students who were finding it difficult to sketch. In School H Form 3, the teacher delayed in coming to class and also delayed teaching but handled

the material systematically and in an orderly manner. Occasionally, he allowed talks unrelated to the subject flow through the presentation and recognised amplifiers and gave correct feedbacks. He allowed the students to practice on their own and gave specific motivation to the students.

Presentation of Subject Matter in Schools F, G and H

In Schools F and G, the teacher defined the term and gave examples by discussing the cause and effect of a term. But the teacher did not state or apply academic rules. In School H, the teacher explained definitions and gave examples of a term and related it to every day activity also using linking words

Verbal and Non Verbal Communication in Schools F, G and H

In Schools F and G, the teacher emphasized the important points of the lesson. The teacher was interesting and enjoyed using gestures for demonstrations. In School H, the teacher stammered but made sure that all important points were stressed by writing it on the board. She made effective use of the chalkboard. She sometimes used scramble words and inaudible tone of voice. Bodily gestures were prominent in his presentations.

Organization of Subject Matter in schools I, J, K

It was observed in School I Form 3 in that the teacher entered the class and started teaching. He always came in with list of words from previously taught component for dictation. He did handle the materials for teaching systematically and maintained academic focus. But she ignored students and responded harshly. She allowed the

students to handle and used Teaching and Learning Materials for demonstration. He assigned and checked home work for feedback and assisted students.

In School J Form 3, the teacher began teaching when he entered the class and handled his materials in order. He gave students class work and home works and looked for feedbacks. But the teacher did not begin and end his review before presentation. He gave specific praise to students who performed well. With practical works, he allowed the students to practice with the available tools and materials. He did not sit at one place but moved around the classroom.

In School K, Form 2, the teacher started teaching by reviewing the previously taught lesson and checked his assignments. She gave specific academic praise to students who answered questions correctly and gave correct feedbacks. He allowed students to practice with tools and materials and helped the students when they were facing difficulties.

Organization of Subject Matter in Vocational 1

In the Vocational 1 Year 2 class, the teacher delayed teaching by asking the students to pray before the lesson and moved or handled the procedures one after the other. She at times allowed unrelated topics and activities to infiltrate the lesson and she began and ended review in inappropriate time. She responded to any questions, suggestions and comments the students made and used general praise but allowed the students to practice on their own. She gave inadequate directions. She gave no home works and feedbacks and she did not supervise properly.

Presentation of Subject Matter

In Vocational 1 the teacher started with definition of terms and moved to other content without explaining the definition. He was very vigilant about academic rules and developed a critical judgement.

Verbal and Non Verbal Communication

In Vocational 1 the teacher was a stammerer but made sure that all important points were stressed by writing them on the board. She made effective use of the chalkboard. She sometimes used scramble words and inaudible tone of voice. Bodily gestures were prominent in his presentations. In Vocational 1, the teacher sometimes emphasized on important points or words and used clear voice and bodily gesture/behaviours to explain her points.

Organization of Subject Matter in Vocational 2, 3

In Vocational 2 Year 2, the teacher delayed teaching by asking the students to pray before the lesson and moved or handled the procedures one after the other. She at times allowed unrelated topics and activities to infiltrate the lesson and she began and ended review in an appropriate time. She responded to any questions, suggestions and comments the students made and used general praise but allowed the students to practice on their own. She gave adequate directions. She gave home works and feed backs but she did not supervise properly. In Vocational 3 Year 2, the teacher starts teaching by asking the students to put everything aside before the lesson and moved or handled the procedures one after the other. He at times allowed unrelated topics and activities to infiltrate the lesson and he began and ended review in an appropriate time.

Presentation of Subject Matter

In Vocational 2, the teacher started with definition and moved to other content without explaining the definition. He was very vigilant about academic rules and developed a critical judgement. In Vocational 3, the teacher treated and gave examples including definition of terms and used linking words. He stated and used academic rules in teaching. The teacher did not apply academic rules as pertains in Textiles but developed a critical analysis.

Verbal and Non Verbal Communication

In Vocational 2, the teacher used a lot of gesture in explaining his terms and used deep clear voice. He also stressed on important points and gave notes to the students by writing and dictating. In Vocational 3, the teacher did not concentrate on what he was teaching because of constant receiving and making of calls. He emphasised main points in a lesson by using audible voice.

Organisation and Development Instruction in Vocational 4 and 5

It was observed in Vocational 4 Year 2 during the Textiles lesson that the teacher began teaching immediately he entered the class and handled material in an orderly manner. He oriented the students to class work and maintained academic focus by beginning and ending reviews but spoke harshly to the students. He used general praise and provided for practice by asking students to come to the board to sketch and write. He moved around and helped students who were finding it difficult to sketch. In Vocational 5 Year 3, the teacher delayed in coming to class and also delayed teaching but handled the material systematically and in an orderly manner. Occasionally, he allowed talks unrelated to the subject flow through the presentation and recognised amplifiers and

gave correct feedbacks. He allowed the students to practice on their own and gave specific motivation to the students.

Presentation of Subject Matter in Vocational 4 and 5

In Vocational 4, the teacher defined the term and gave examples by discussing the cause and effect of a term. In Vocational 5, the teacher explained definitions and gave examples of a term and related it to every day activity also using linking words

Verbal and Non Verbal Communication in Vocational 4 and 5

In Vocational 4, the teacher emphasized the important points of the lesson. The teacher was interesting and enjoyed using gestures for demonstrations. In Vocational 5, the teacher made sure that all important points were stressed by writing it on the board. She made effective use of the chalkboard. He sometimes used scramble words and inaudible tone of voice. Bodily gestures were prominent in his presentations.

Time for Vocational Subjects

The time given to each Elective subject a week is 45 minutes and seven periods per week including practical hours. It is in the SHS Visual Arts Textile Syllabus that five periods should be given to practical components. The Vocational Institutions have 70% of their teaching and learning for practical lessons and 30% for theory and one subject is taken a day. The study found that with the little time they have in the SHS, 66.7% of teachers said they organise extra classes before and after contact hours and during weekends. In the Vocational Institutions, all the teachers responded that the time for meaningful work is adequate. This shows that most of the teachers are content with the time given for teaching and learning on the time table in the

Vocational Institutions. The teachers in the SHS are doing their best to do the practical components in the SHS Textiles Syllabus with the limited time and periods available.

Interest in Textiles Subject

Interest in a subject allows one to read or research that subject more than other subjects. All the respondent teachers 100% reported that their students have interest in Textiles. According to them, the students show their interest in the subject by asking a lot of questions, answering questions, and contributing money for practical lessons any time they are asked to do so.

In the SHS, 80 of the 120 (66.7%) respondent students said their teachers teach both theory and practical lessons while 31 (25.9%) said their teachers teach only theory and leave the practical lessons. In the Vocational Institutions, 22 of the 25 (88%) students said their teachers teach both theory and practicals and 12% of them said their teachers teach only practical lessons. In both situations, it is seen that most of the Textiles teachers do well to combine practical and theory aspects of Textiles. Those who teach theory only are not giving skills training to their students. Those who teach both aspects are contributing positively to the learning of Textiles in the SHS and Vocational Institutions.

Visits, sight seeing and field trips at educational sites are vital elements of the Textiles syllabus, such visits give students a fair idea of what goes on in their community, the factories and in the industries. Visits to those sites serve as motivation for the students and even to the teachers. In the study, 60 of the 145 (41.3%) respondents said they go for excursions. The rest of the students in the SHS and in the Vocational Institutions

(representing 58.6%) said they had never moved out to any of the Textiles industry or factory for practical lessons or for excursion. This suggests that some heads of schools do not allow Vocational Skills students to go on educational trips to have first hand information on what happens outside the classroom and school. It was observed that many textile students had never seen the power loom physically to enable them learn how it operates but might have seen it in pamphlets or in pictures.

The SHS and Vocational Institutions are expected to have their own workshops, laboratories and studios. The study shows that only 51 of the 145 (35.2%) students said their schools have studios and 94 (64.8%) said they did not have any studio. This suggests that most schools offering Visual Arts (Textiles) do not have studios and space to keep available tools and materials needed for teaching and learning. Such items may be destroyed by the rain and sunshine resulting in financial loss to the school and to the Visual Arts department. It was observed that the few schools which have proper studios for practical lessons are without tools and materials signalling that they are not offering any practical lessons, and even where they do, the environment is not conducive for the purpose.

Summary

It can be seen from the discussion that art exhibitions and excursions which are requirements of the Textiles syllabus were not usually undertaken in most of the Senior High Schools and Vocational Institutions studied. There are no standardized textbooks for Textiles to guide teaching and learning in the SHS and Vocational Institutions. In the

Vocational Institutions, the teachers teach more practical lessons as compared to theory. On the other hand, the SHS teachers teach more theory than practical.

It was observed that the schools have inadequate tools, equipment and materials for practical works and for teaching and learning of Textiles. This is because the Ministry of Education Science and Sports, GES and the schools do not provide funds for the subject. Most of the SHS have broad and traditional looms but it was observed that the looms were under utilized because they were found to be dusty, very disorganized, dismantled and broken down.

It was seen that time allocated to Textiles on the schools' time-tables is not enough. Course content is not wide enough for in-depth teaching and learning of Textiles to encourage further education and self employment. With the Vocational Institutions, the time table and course content are enough for self employment, although it is known that after this course, students of these institutions go for apprenticeship for a year or two before they can be self employed. The implication is that students of these institutions would not be equipped well enough for the job market.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section sums up the main findings of the study and provides recommendation to them.

5.1 Summary of Main Findings

It was observed that art exhibitions and excursions that are requirements of the Textiles syllabus for pre-university vocational skills education are not taken seriously by students and teachers in the sample SHS and Vocational Institutions studied. There are also no standardized textbooks on Textiles to guide teaching and learning in the SHS and Vocational Institutions in the districts studied.

In the Vocational Institutions, the teachers teach more practical lessons than theory. On the other hand, as specified in the SHS syllabus, the teachers teach more theory than practical lessons. The SHS teachers are mostly professional graduate teachers and non professional HND holders. The teachers in the Vocational Institutions are mostly non-professionals.

There are inadequate tools, equipment and materials for practical works and for teaching and learning of Textiles in both SHS and Vocational Institutions. Most of the SH schools have broad looms and traditional looms but it was observed that the looms were not used for their intended purposes. Those found were dusty, very disorganized and had broken parts. The Vocational Institutions do not have looms and so weaving is only taught theoretically.

It was observed that at both levels of education, teachers allow the students to handle and use both improvised and available conventional tools to do their practical works. This allows for skill acquisition.

The study found that the SHS students are teenagers while the vocational students are adults from 21 years and above. It was observed that the SHS are all public, or government assisted schools but the Vocational Institutions are mostly privately owned and assisted by NGOs.

There is gender balance in the population of the SHS but females dominate the Vocational Institutions. Most teachers do their best to teach both theory and practical aspects in the Textiles programme.

5.2 Conclusions

It can be concluded therefore that the success of the Textiles education in the SHS and Vocational Institutions depend largely on effective recruitment of trained and professional teachers and efficient administration of the Vocational Skills programme by the heads of schools. This is because:

- Exhibition of artefacts by students expose what is done in textiles in the SHS and Vocational Institution. Excursions to traditional and modern industries also expose the students to many textiles products.
- Textbooks serve as reference materials for students and teachers of the textile programme.
- Teaching the textile subjects according to the syllabus brings about proper teaching and learning.

- Professional graduate teachers are trained purposely to teach vocational subjects.
- The use of tools, materials, equipment by the students brings about skill acquisition.
- The weaving procedure is cumbersome without using the looms.

5.3 Recommendations

In order to promote the teaching and learning of Textiles in the SHS and Vocational Institutions and make it attractive, effective and successful, the following are recommended.

1. In order to avoid the situation where a few brilliant students offer Textiles in SHS, the heads of SHS and JHS must set up Guidance and Counselling committees or units in the Junior and Senior High Schools to encourage the students to study Visual Arts if they see traits of creativeness in a student so as to develop their creative abilities.
2. Adequate facilities and equipment such as Art Studios, Workshops, Galleries and Exhibition Rooms must be provided at the Visual Arts department in the schools so that they can have a place to work, exhibit and if possible sell some products. School heads must make adequate provision in the schools' budget for the vocational education programme. Whenever students are levied for art materials, the monies that accrue from this must be used to supply teaching and learning materials.
3. Heads of The Visual Arts department and the principals of Vocational Institutions should organize entrepreneurial training, workshops and seminars

for Textiles students. This would enable them to cope with the demands of the job market so that they would succeed in their chosen careers.

4. Teachers, students and lecturers in tertiary institutions such as College of Art-KNUST, University of Education- Winneba, Takoradi Polytechnic and resource persons in vocational education must come together and produce textbooks for Textiles and other related elective subjects in the Visual Arts programme so as to enhance effective teaching and learning in the SHS and in Vocational Institutions.
5. Heads of schools / Institutions must employ specialized Art teachers with special competencies and skills to teach the Textiles subjects and other elective art subjects in the SHS and in the Vocational Institutions.
6. The number of periods on the time-table for Textiles in the SHS should be increased from seven to 10 periods a week as prescribed by the Curriculum Research and Development Division (CRDD) of GES. This will give more time for teachers and students to do more practical works so that students will acquire more skills in art.
7. Heads of Visual Arts department must make time to monitor the teaching of Textiles and other related art subjects in their departments. They must regularly visit the Visual Arts classrooms to see what the students are doing and put more effective and efficient mechanisms in place to improve supervision of examinations, particularly, the practical works. They must also encourage their teachers and students to take part in art exhibitions and art competitions to promote effective teaching and learning of Textiles in the Visual Arts Departments.

8. The Visual Arts departments should organize exhibitions and showcase their output to the public during speech and prize giving days and anniversaries so that other departments and the general public will see the importance of the vocational programmes.
9. Heads of schools must ensure that all the tools, equipment, materials, facilities and resources available to the Visual Arts Departments are used effectively to enhance the quality of teaching and learning of Textiles and other art subjects so that students pass the WASSCE, NVTI Trade Testing and City and Guilds Examinations well.
10. The Department of Industrial Arts (Textiles Section) of KNUST should give more practical assignments on weaving to their students to enable them use the loom effectively and also teach this when they are posted to teach for their national service. Also, Textiles teachers in SHS must give more practical assignments and do well to mark them to arouse the interest of the students. Vocational Institutions' teachers also should do courses pertaining to Textiles to upgrade their knowledge.
11. The Department of General Arts Studies, KNUST, should send copies of this report to the GES and MOESS and also publish it as a resource material to create awareness and bring about improvements in the management, administration, teaching and learning of Textiles and other Visual Arts programmes in the SHS and Vocational Institutions for the success of Ghana's educational programme. This will serve as basis for further research work in Visual Arts Education in Ghana.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS IN THE SHS/VOCATIONAL INSTITUTIONS TEXTILES DEPARTMENT

THESIS TOPIC: COMPARATIVE STUDY OF TEACHING AND LEARNING OF TEXTILES IN SELECTED SHS AND VOCATIONAL INSTITUTIONS IN THE EASTERN REGION OF GHANA.

Please be accurate and precise in your response as this will give the true reflection of the situation on the ground, thereby making research work very effective.

I assure you that all information obtained on this questionnaire would be treated as confidential.

Please tick (✓) in a column against each statement to reflect the extent to which you agree or disagree with the statement from item eight (8)-32. Item 1-7 request for the provision of information as applicable in the space provided. You may use pencil for the first time and use an indelible ink when you are sure with your response.

Age: 10-15yrs. 16-20yrs ☐ 21and above ☐

Sex: Male ☐ Female ☐

Location of JSS Attended: Rural ☐ Urban ☐

Name of Current School:

Current Year: 1st 2nd ☐ 3rd ☐ Advance ☐

Completion date:

Subject / Course of Study:

Statement	Strong ly Agree	Agree	Not Sure	Disagr ee	Stro ngly Disa gree
8. You have a teacher for the Textiles programme.					
9. The teacher is very punctual and regular at school.					
10. The teacher uses methods which make the subject very interesting.					
11. The teacher is interested and zealous in teaching.					
12. The teacher uses classroom hours to do his own business at the expense of the students.					
13. The teacher only teaches theory leaving the practical works					
14. The three year course is adequate for skills needed for self employment.					
15. The course content is adequate enough to make you self employed or for further studies.					
16. The time table allows for enough time for practical lessons.					
17. There are adequate tools / equipment / machines for practical.					
18. You are taught how to care and maintain the tools.					
19. You are allowed to handle and use the tools / machines very often for mastery of skills.					
20. You are taught safety precautions in handling tools and machines.					

21. The school supplies the right type of materials for practical lessons.					
22. The school supplies sufficient books form the schools book shop.					
23. Your school has a library well furnished with books on Textiles.					
24. You have other handouts, periodicals and magazines for further reading on the subject.					
25. You enjoy the way theory, practical lessons, designs and drawings are taught.					
26. You have being going on educational visits such as excursions, sight-seeing and project sites.					
27. Real objects and charts are often used in the class for teaching and learning.					
28. You have interest in the Textiles programme/subject.					
29. You were forced to study the subject.					
30. You have art room/studio.					
31. You have art gallery/exhibition room.					
32. You take part in art exhibition.					

APPENDIX C

OBSERVATIONAL RECORDING DEVICE / INSTRUMENT FOR CODING TEACHER PERFORMANCE.

Put a check (✓) in the box that indicates teacher performance.

DOMAIN	EFFECTIVE INDICATORS	FREQ	FREQ	INEFFECTIVE INDICATORS
	1. Begin instruction promptly			Delays
	2. Handles materials in an orderly manner			Does not handle materials systematically
	3. Orients students to class work / maintain academic focus			Allows talk/activity unrelated to subject
	4. Conducting beginning/ending review			
	5. Recognizes response / amplifies / gives corrective feedback			Ignores student or response / expresses, sarcasm, disgust, harshness
	6. Gives specific academic praise			Use general, non specific praise
	7. Provides for practice			Extends discourage, changes
	8. Gives direction/ assigns/checks comprehension of assignment/gives feedback			Gives adequate directions / no home works / no feedback

	9. Circulates and assist students			Remain at desk/circulates inadequately
	10. Treats attributes/examples/no n examples			Gives definitions or examples only
PRESENTATION OF SUBJECT MATTER	11. Discusses cause-effect/uses linking words /applies laws and principles			Discusses either cause or effect only/uses no linking words
	12. States and applies academic rule			Does not state or apply
	13. Develops critical/evidence re: value judgement			States value judgement with no critical evidence
	14. Emphasizes important points			
	15.			Use vague/scramble discourse
VERBAL AND NON VERBAL COMMUNICATION	16.			Uses grating/monatomic/i naudible talk
	17. Uses body behaviour that shows interest/smiles/ Gesture			Frowns/deadpan
	18. Stops misconduct			Does not stop misconduct/desists punitively

APPENDIX D

STRUCTURED INTERVIEW FOR TEACHERS IN THE SHS/VOCATIONAL SCHOOL TEXTILES DEPARTMENT

THESIS TOPIC: COMPARATIVE STUDY OF TEACHING AND LEARNING
OF TEXTILES IN SELECTED SHS AND VOCATIONAL INSTITUTIONS IN
THE EASTERN REGION OF GHANA

Please be accurate and precise in your response to give the true reflection of the situation on the ground, thereby making research work very effective.

What is the name of your school?

Is your school public or private?

How long have you been in this school?

What is your highest qualification?

What subject do you teach?

What subject have you taught before?

What is your specialised area?

Did you have specialised training in teaching of vocational skills?

Are you supplied with enough materials for practical works?

Do you have studio for practical lessons?

How many practical were taught last academic year?

What do you consider to be the setbacks to the effective teaching and learning of the Textiles programme?

Do you take your students to excursions?

Do you have an exhibition room?

Do you have any other comments?

APPENDIX E

QUESTIONNAIRE FOR TEACHERS IN THE SHS/VOCATIONAL INSTITUTIONS TEXTILES DEPARTMENT

THESIS TOPIC: COMPARATIVE STUDY OF TEACHING AND LEARNING OF TEXTILES IN SELECTED SHS AND VOCATIONAL INSTITUTIONS IN THE EASTERN REGION OF GHANA.

Areas of coverage are Personal Data, Textbooks, Libraries, Tools and Materials/Equipment, Motivation, Time Adequacy and Students Interest in Vocational Subjects.

Please be specific and answer the questions as accurately as possible. You may not discuss any part of this questionnaire with fellow teachers before responding to the questions as your personal view-point is of utmost important to the study.

Where a number of ideas are suggested, please put 1, 2, 3, etc against them in order of priority.

Make a tick (✓) in the box against yes or no to reflect your response. Also, fill in the blank spaces as you deem appropriate. You may use pencil for the first time and an indelible ink when you are sure of your answer.

PERSONAL DATA

Age:

Sex: Male ☐ Female ☐

Last school attended:.....

Date of completion:.....

Specify the subject you studied:.....

School currently teaching:.....

Is the school private or public?.....

Subject(s) teaching:.....

TEXTBOOKS/ELECTRONIC REFERENCES

Have you been facing any problem in obtaining basic reference materials in the school for your subject? Yes ☐ No ☐

If yes, specify any of such problems.....

Are the acquired textbooks available in the schools' book shop? Yes ☐ No ☐

If no, how do you obtain most of your textbooks.....

Do you have easy access to magazines or periodicals on your subject area to upgrade your knowledge on the subject? Yes ☐ No ☐

Are you computer literate? Yes ☐ No ☐

Can you access the internet? Yes ☐ No ☐

LIBRARY

Do you have a library in your school? Yes ☐ No ☐

Do you consider the present library facilities for your subject area in your school satisfactory? Yes ☐ No ☐

If no, which other libraries do you often use.....

Do you have any problems on the way the school library is run? Yes ☐ No ☐

If yes, state any of them.....

Any other comments on the library facilities?.....

TOOLS AND EQUIPMENT

Do you have adequate basic hand tools and equipment? Yes ☐ No ☐

If no, how do you go about practical works?

Do you have a weaving loom: Yes ☐ No ☐

How do you organise practical in respects to tools and equipment? Students provide their own ☐ Teachers provide for the students. ☐

Do you teach students how to maintain the tools and equipment? Yes ☐ No ☐

How often do you clean the tools? Once a term after use ☐ not at all ☐

Do you allow students to handle and use machines, tools and equipment on their own?

Yes ☐ No ☐

Does the school provide you with adequate materials for practical works?

Yes ☐ No ☐

Are the materials used appropriate for practical proficiency? Yes ☐ No ☐

Do you normally use improvised materials? Yes ☐ No ☐

Do you have a computer laboratory in your school? Yes ☐ No ☐

Any comments on materials/equipment/tools?.....

TEACHING METHODS

What teaching method do you use? Activity ☐ Group ☐

Project ☐ Discussion ☐ Lecture ☐

What factor(s) affect your method of teaching?.....

How do you assess the effectiveness of your method? Very effective

Moderate ☐ Not effective ☐

Any comments on teaching method?.....

MOTIVATION FOR TEACHERS

Do you have any incentives that urge you in your work? Yes ☐ No ☐

If yes, name some of them.....

Do you have any factors that discourage you in your work? Yes ☐ No ☐

If yes, state some ways by which you are discouraged? Yes ☐ No ☐

TIME ADEQUACY

Is the time allotted for your subject(s) on the time table adequate for any meaningful work? Yes ☐ No ☐

If no, how do you make your lessons effective with the little time at your disposal?.....

Did you complain to the head of Department? Yes ☐ No ☐

If yes, what was his reaction?.....

Are your students interested in your subject? Yes ☐ No ☐

If no, state any possible cause of their disinterestedness.....

How did they express interest or disinterest in your subject?.....

Are you satisfied with your profession as a Textiles teacher?

Yes ☐ No ☐

If no, state why you are not satisfied with your profession as a Textiles teacher?

.....Do you have any general comments?

.....

.....

Thank you for your time and co-operation.