

**ASSESSMENT OF PICTORIAL MATERIALS IN GHANAIAN
PRE-SCHOOL EDUCATION
(A CASE STUDY IN KUMASI METROPOLIS)**

**By
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BA PUBLISHING (INDUSTRIAL ART)**

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Education

Faculty of Fine Art, College of Art & Social Sciences

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DECLARATION

I hereby declare that this submission is my own work towards the MA and that, to the best of my knowledge it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

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ABSTRACT

This project, Assessment of Pictorial Materials in Ghanaian Pre-School Education, (A Case Study in Kumasi Metropolis), identifies and describes the Pictorial Materials in selected Pre-Schools/ Institutions in the Kumasi Metropolis. It also assesses the suitability of the materials for Pre-School Education. An Illustrated Report on the study is presented for further research and improvement of the Pre-School Education in Ghana.

It was observed that many Pictorial Materials in use in some Ghanaian Pre-Schools are not suitable for that level. They look poorly illustrated, full of abstract or adult ideas, un-sequential or the illustrations are painted with dull colours. Some of them are too small for children sitting far from them to see, full of spelling and/or grammatical errors, labeled with inappropriate letters of the Alphabet. The rest are combination of any of the above.

Both qualitative and quantitative research methods were used; for qualitative the Pictorial Materials were described by the use of words. The relationship of each described item and the position of the children were shown. For quantitative, questionnaire and observation guide were used to collect data. These data were described by the use of figures, tables and charts.

The recommendations and suggestions offer ways of meeting the challenges and difficulties in Pre-School Education section of the Ghana Education service. It is recommended that the Government of Ghana considers the following points.

- ✚ Three-dimensional objects should be made available at cheaper prices for the Pre-Schools to access.
- ✚ Simple materials such as crayons, pencils, paper, cards and erasers should be subsidized to make them accessible for all users.
- ✚ In-service training should be organized frequently for the Pre-School teachers to enable them update their knowledge and skills.
- ✚ Potential illustrators should be identified and trained so that they can provide appropriate services to the education sector.

In conclusion, it is hoped that the provision of training and in-service training to artists and teachers would go a long way in providing Pre-Schools with good Pictorial Materials. It is certain that such a move can give them a firm foundation in Art—the foundation for nation building.

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My sincere gratitude goes to all the Institutions I visited. Some of them were friendly and the rest were hostile. As some heads and their staff were ready to volunteer information and other forms of assistance for the work to go on, a few were hesitating and groping as to what this study would offer them.

The next appreciation goes to every individual or group of personalities who contributed directly or indirectly to the success of this project. May God bless you all.

August 2006

H.E.K.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Pictorial Materials are the basic forms of Teaching and Learning materials which are used in Ghanaian Pre-Schools and continuation ones. These materials are drawings and full photographs in portrait or landscape formats to depict images of people, things and places. The others are texts, consisting of letters of alphabet, numerals and symbols. Pre-Schools in Ghana also use three-dimensional art pieces such as dolls, counters, and toys.

Pre-Schools in Ghana are those that prepare children before the actual formal school education starts at the age of six years. They include Crèches, Day Care Centres, Nurseries and Kindergartens.

Formal education started in Gold Coast in the castles for the children of Colonial Governors. However Pre-schools came as a result of shift of system of housewife to career woman. Mothers who take care of these babies also have other works to do to earn income. That calls for the need to employ someone to be with the babies as they are out for work elsewhere. The person teaches the children in a playful manner.

The basic skills these babies need include speech, walking and simple social lives. Once they are not old enough to think in abstract, there is the need to present real materials, colourful and attractive pictures to them to use. Concepts they form about these materials become permanent for use in future. This is the major reason for assessing the pictorial materials used in these Pre-School institutions.

Statement of the Problem

Many pictorial materials; pictures, letters, numerals, charts, and graphs in use in some Ghanaian Pre-Schools are not suitable for that level. They are either:

- (a) poorly illustrated,
- (b) full of abstract ideas,
- (c) full of adult ideas
- (d) un-sequential
- (e) painted with dull colours.

Some of them are:

- (i) too small for children sitting far from them to see,
- (ii) full of spelling and/or grammatical errors
- (iii) labelled with inappropriate letters of the Alphabet.

The rest are combination of any of the above.

This study will investigate the above problems.

Objectives

This study will:

1. Identify and Describe the Pictorial Materials in selected Pre-School Institutions in the Kumasi Metropolis
2. Assess the suitability of the materials for Pre-School Education

Hypotheses

- (i) Examination of Pictorial Materials in Ghanaian Pre-School Education would bring out their strengths and weaknesses.
- (ii) Illustrations would be provided to consolidate the strengths.
- (iii) Recommendations would be provided to strengthen the weaknesses.

Delimitation

This study includes Crèches, Day Care Centres, Nurseries and Kindergartens only. The pupils in these institutions are below six years of age. The Pictorial Materials in this study are delimited to wall hangings, murals—paintings on the classroom walls or on any other wall in the school premises, posted pictures, and relief works. A look will be taken at the three-dimensional designs as well. Illustrations in the textbooks and other reading materials are not included.

Limitations

Financial and logistic constraints became the major factor in assessing Pictorial Materials in Ashanti Region, if not the entire Ghana. It may not be possible to go round the whole Ghana to assess the pictures within the two year period of this course that is why it is made a case study in the Kumasi Metropolis.

More than 250 Pre-School institutions are in the Kumasi Metropolis. Some are public, and the majority is private. Besides being public or private, religious establishments also identify themselves with some.

Abbreviations



KG	Kindergarten
DN	Day Nursery
C	Crèche
Chn	children
JSS	Junior Secondary School
KMA	Kumasi Metropolitan Assembly
Dto	We draw them ourselves
Bam	We buy already made
Cadu	We commission artists to draw them for us
Ewa	Established wayside artists
MA	Metropolitan Assembly
Sch	School
Prep	Preparatory
Int	International

Importance of the Study

Assessment of Pictorial Materials in Ghanaian Pre-School Education (A Case Study in Kumasi Metropolis) is useful to Ministry of Education, Kumasi Metropolis, and any researcher in Ghanaian Pre-School Education. This study is a step in identifying the strengths, weaknesses and the challenges facing our educational sector. The earlier the educational challenges are identified the better the chances of dealing them, hence the adage, 'Catch it young'. If a good foundation is laid the building on it stands straight and firm. The numerous academic problems we have today in the JSS, and higher stages of education would have been reduced if a project like this had been carried out. I hope the recommendations on this project would be implemented to enable the Ghanaian Education to start from a solid foundation.

There is a good link between good teaching and assimilation. The good teaching comprises preparation for the lesson, in which visual or Pictorial Materials cannot be forgotten. Learning is through all senses and the assessment of pictorial Materials in Ghanaian Pre-Schools is a project that provides detailed descriptions of the pictures in use in some Pre-School institutions in the Kumasi metropolis. The comments and recommendations given about each picture in this study are useful for artists who prepare these materials and the teachers who use them.

As stated earlier, the research is useful for all stakeholders in Ghanaian Pre-School Education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Before this project is started, I am aware that this is not the very first study to undertake a project involving Pre-School children, Pictorial Materials, and other terminologies in this work. The researcher went into archives to see what the predecessors had for later researchers. Attempts were made to access the relationship between this work and those of the earlier writers.

Education can be Formal, Informal, Non-formal or Traditional. Whatever form it is, Education has one major objective to achieve. This is transmission of knowledge and skills to the learners. If school is the name we give to any organization that provides any form of education then we need to see the relationship between schools and society in the use of Pictorial Materials in Ghanaian Pre-school System. Let us go to the earlier writers on school and Society in relation to the topic under treatment now.

School is one of our most important institutions. School teaches reading, writing, the use of mathematics and other basic skills, needed in everyday life. School increases people's knowledge of the world and themselves and helps them understand the rapid changes that take place in modern society. School prepares people for jobs and careers and helps them develop interests that make their leisure time more rewarding. In schools, students learn their responsibilities and rights as citizens improve their ability to think critically, and develop such values as truth, justice and equality. (The World Book Encyclopaedia, 2001: 180)

Because of literacy, children should take reading, writing and numeracy from the art items they use to play with. When they start with literacy in arts, it is likely that they may become fully occupied in later stages of life. Someone who is fully occupied has little or no time for gossip and aimless chats. Wigg, (1994).

It is gratifying to say that it is a right or an obligation for adults to design curricula for children in Ghana. King Solomon in his book of Proverbs 22:6 direct, “Train a child in the way he should go and when he is old he will not turn from it.” This makes it obligatory for adults to design a good training—curricula, for the children. Jesus teaches that we should obey the commandments and teach others also to do the same, (Matthew 5:19). The ‘commandments’ in the above quotation refers to good virtues and values of the society. In attempt to fulfill this obligation we should be mindful of the culture and the tradition to transmit.

“One group of psychologists emphasizes stimulus-response relationships and has performed experiments with classical and instrumental conditioning. They say, all learning is the formation of habits. When we learn, we connect a stimulus and a response that did not exist before, thus forming a habit. Habits can range from the simplest ones to the complex ones that are involved in learning skill. (The World Book Encyclopaedia, 2001: 164).

The children learn unconsciously about their society. Loyalty, patriotism and other virtues are taught and learnt in schools. “The idea of society assumes association or set of relationships between people ... The problem of ‘social action’ lies in the attempt to

explain how people come to act, not as individuals, but as groups, communities or societies”. (Mullard, 1998: 3)

The nursery rhymes and pictures help them to interact with each other in peace. “Where there is social interaction, signs or symbols acquire common meanings and serve as media of communication between actors . When symbolic systems which can mediate communication here emerged we may speak of the beginning of a ‘culture’”. (Parson, 2002: 5)

The responsibility of teaching the children the good morals depends on the school authorities. Carefully chosen Pictorial Materials would ensure this teaching. The school as a social system has control measures to help guide and check its members’ behaviours. “If commonsense is the accepted standard of understanding, decency is that of action; it is the corresponding moral category”. (Wolff, 1974:150)

If the educator knows that Art is self expression for children he can use this humanistic theory to make children express themselves. In this case the teacher should not attempt to judge the children with adult standard. According to Lowenfeld and Brittain, (no date: pp 6 & 16) the enthusiasm of some teachers for the intuitive manner in which children paint leads them to impose their own colour schemes, proportions and manner of painting upon children. From this, discrepancy between the adults taste and the way in which a child expresses himself arise most of the difficulties that prevent children from using art as a true means of self-expression.

Having seen these ideas, about the school and society, meanings to the terms and terminologies used in this project should be found. Assessment comes from the verb, assess. Assess is to estimate the size or quality of somebody or something. (Pearsall, 1996:80). Procter (1996:72) sees assess as ‘to judge or decide the amount, value, quality or importance of somebody or something’. Longman Dictionary (2002:86) also defines it as ‘the art or an instance of assessing; appraisal,... or to determine the importance, size or value of somebody or something, p86.

Based on the above definitions of assessment, a look should be taken at the materials in use in our Ghanaian Preschools. This project seeks to find their value, quality and importance.

The other key word in this study is pictorial. Pictorial is the adjectival form of picture. Pictorial, in the words of Longman Dictionary, is consisting of or illustrated by picture. Pictorial is any thing presented in the form of a picture, Procter (1996). Pictorial: ‘of or expressed in a picture or pictures. (b) Illustrated, picturesque’ Pearsall (1996).

Let us now go into pictures. Picture is ‘a painting, drawing, photograph, etc or an image on a television screen’, Oxford English Reference Dictionary (1996). Cambridge International Dictionary of English, (1996:72) says picture is a representation of (someone or something) reduced by drawing, painting or taking a photograph. Picture is a design or representation made by any of various means, eg painting, drawing, or photography (Longman Dictionary).

This tells us that when we hear of ‘pictorial’ in this work, our minds should go to photographs, drawings, painting, or television images. The pictorial items here can be

illustrated in the various media such as ink, pencil, charcoal, paints, colour—poster, water, pantone or processed colour—or any combination of the above.

An illustration is a drawing used to tell a story, give instruction, or make a product look attractive. (Mattler, 1989:149). If illustration is a drawing then what is drawing?

You may wonder why drawing is an important subject for you to study and practice. As you will see, drawing will sharpen your power of observation. It will heighten your awareness of your environment. And drawing skills will allow you to express what you see in the world around you and in your imagination. (Mattler 1989:149).

Of all the art skills, drawing has always been regarded as the most fundamental ...Drawing activities, however, are not restricted to artists alone, Children make marks that represent their thoughts alone before they learn to express these thoughts in writing. This urge to draw continues to adulthood and is demonstrated in a variety of ways. (Mattler: ii).

Drawing is the act of making a design or image, using line or tone, on any suitable surface. The design or image, itself is also called a drawing. (The World Book Encyclopedia, 2001:342).

Preschool, according to Cambridge International Dictionary of English, (1996:1116) relates to children who have not yet gone to school and their activities. Or a Preschool is a school for children who are younger than five years old. Oxford English Reference Dictionary, (1996: 1146) says Preschool, relates to the time before a child is old enough to go to school. (p1143).

Pre-school is the term used to indicate the educational level for children below the age of six. According to Liz Roberts, (2004:3)

Nursery Education, is a term applied universally to educational group experience for children who have not yet entered primary school. It usually refers to the education of boys and girls from the age of two to five, depending on the admission requirements of schools and the availability of places in the area.

In Kindergarten, the typical 5-year-old gets a first taste of “real school” when she or he attends kindergarten, a traditional introduction to formal schools, often situated in a neighborhood public schools. Historically, kindergarten has been a year of transition between the relative freedom of home or preschool and the structure of primary grades, (Papilia 1992:204)

4-year-old child of American pre-school begins with a show-and-tell section in which he speaks individually. (Papilia:112). This is linked to the total development of the child in art. Art can be defined as the use of creative skills for developing oneself and society. Art is any form of expressing and communicating an idea or feeling. This is because ‘Art has so many aspects, takes so many directions, serves so many purposes, in such a variety of ways that the question (What is Art?) is as big as the biggest of all questions, ‘what is life?’

The last word for consideration in this study is materials. Oxford English Reference Dictionary defines materials as things needed for an activity; important, essential, relevant, etc. Equipment that you need for a particular activity, (Procter, 1996:873).

Since the main objective for this work is to assess the suitability of these pictorial materials, I think it would be prudent to know what the earlier writers say about the word 'suitability'. Suitable, according to The Pocket Oxford Dictionary, (1994) is 'well-fitted; appropriate'. Collins Gem English Dictionary, (2004) defines it as 'be appropriate for, be acceptable to or be proper.'

Once the project is taken in a community to represent a larger nation the need for sampling arose. A good sample must be representative of the population and big enough to permit reasonable analysis of data. A representative sample is one that accurately reflects characteristics of the population from which it was drawn. (Reinard, 1994:211). The Pre-school institutions in Kumasi Metropolis have similar characteristics to those of the other institutions elsewhere in Ghana.

This work is representing what goes on in the whole country. One would say, the educational awareness in the cities is higher than that of the rural areas. For that matter, children in the village Pre-Schools may not be as young as those in the cities. No, the children in some schools like Ohwimase MA, Kwadaso; Onyame Na Aye, Ayigya; Jerusalem and Tuffour Prep schools in Bremang and some others in the city at the time of this study, November 2005 to April 2006, looked older than the Pre-School age groups. Similarly, it is perceived that one may see very young kids of about one year old in the remote villages. In conclusion one can say that older kids are found in city and village Pre-Schools just as very younger ones are seen in same establishments.

Talking about the Pictorial Materials, their availability, size and make-up in the cities would not be different from those of the countryside. Educational infrastructure such as school building and general logistical supply is not different in any way from one another in the cities or villages.

John Reinard defines Population as the universe of events from which the sample is drawn. “Events” is used to permit including samples of people, messages, behavior, or things. (Reinard, 1994:211) ‘Sample involves selecting events from a population. Researchers rarely sample all possible events, but they rely on a portion of all data to draw conclusions, (Reinard, 1994:212).

The topic, The Assessment Of Pictorial materials in the Ghanaian Pre-School Education, A case study in Kumasi Metropolis, suggests that if not the whole Ghana all Kumasi Pre-School institutions should be visited and records are taken of all these materials. Due to financial and time constraints this appears to be practically not feasible. That is why some communities were sampled.

Visits to the schools offered the researcher the opportunity to experience the works and the nature of the Pictorial Materials presented in this work. It can be termed gathering of primary data (Ebest, 2002:36) looks at it like this,

Primary sources are firsthand accounts, such as historical documents (letters, speeches, diaries, and eyewitness reports), literary works, works of arts, musical compositions, statistics, and experiments. They also can include your own experience, interviews, observations, and correspondence.

‘We can then take the word research to mean to investigate, repeatedly search or quest in an endeavour to discover answers to problems through reliance on empirical evidence.’(Matiru, 1995:314).

Research can be classified into two: Basic or Applied Research. Action Evaluation or Assessment Researches can be basic or applied. Basic research is also called Primary, Pure or Fundamental research. ‘Basic research is fundamental or curiosity oriented, and is carried out without any concern for immediate utility. It is undertaken for the sole purpose of adding to our general knowledge rather than being prompted by a desire to provide answers to a specific and practical problem.’ (Matiru, 1995: 316). ‘We conduct basic research to learn about relationships among variables, regardless of any immediate commercial product or service.’ (Reinard: 1994: 3)

Action research, according to J. W. Best is focused on immediate application, not on the development of theory or on generalization of applications. It has placed its emphasis on problems here and now. (p.18). Nevertheless, his critics argue that it is just a common sense. Good management practices can identify such problems very early and solve them in the nut-shell before they grow up. Its solution should not take much time and resources.

In reply, those with J. W. Best say; once those problems use identification, enquiry, observation and sometimes, documentation, they should be solved with research. For instance, awarding a best student, punishing a bully in class, and dismissing a corrupt manager are all results of action research.

In conclusion, the children of this stage become happy about any attractive material they see. Good teachers use these materials to whip their interest into learning one subject or the other. In some cases when it is time for number work (Mathematics) and the teacher is in front of these children to teach, one child can shout and say s/he prefers reading (Language) to Mathematics. The rest would support their colleague. The only thing the teacher can use to bring their interest to following the time table is attractive pictures on number work.

Even though pre-school child does not voluntarily go to school, the voluntary recitations in the house are signs of assimilation. Good wall pictures in form of murals, or wall hangings help in quickening this kind of learning.

According to Mattler, drawing activities, however, are not restricted to artists alone, Children make marks that represent their thoughts alone before they learn to express these thoughts in writing. Of course perceptions of drawing materials help in this direction of scribbling and sketching. Use of good and colourfully illustrated materials for 'Look and Say', 'Look and Read' lessons is a good start of literacy. A Pre-school education without Pictorial Materials is not a reliable one.

CHAPTER THREE

METHODOLOGY

Research Design

Description is an excellent way to preserve oral family history and firsthand research. Dietsch, (2003:138). This Project used descriptive method, also known as qualitative research method, to present its findings.

Both qualitative and quantitative research methods were used. In qualitative, the pictorial materials were described by the use of words. I tried to show the relationship between the position of the children and the described items. For quantitative, questionnaire and observation guide were used to collect data. These data were described by the use of figures, tables and chats.

Library Research

This work was done with limited library resources. The following libraries and sources were consulted;

Kwame Nkrumah University of Science and Technology (KNUST) Libraries,

University of Cape Coast (UCC), Libraries,

University of Ghana, Libraries,

Kumasi, Ho, and Accra Polytechnics Libraries were not left out.

The other sources were explored are Internet,

Textbooks, Pamphlets, Leaflets

The Electronic Media such as television and radio.

Population and Sample

Population is defined as the universe of events from which the sample is drawn. “Events” is used to permit including samples of people, messages, behavior, or things. (Reinard, 1994:211) ‘Sample involves selecting events from a population. Researchers rarely sample all possible events, but they rely on a portion of all data to draw conclusions, (Reinard:212).

The topic, suggests that if not the whole Ghana all Kumasi pre-school institutions should be visited and records are taken of all these materials. Due to financial and time constraints this appears to be practically not feasible. That is why the need to sample some communities and institutions around them for the work. ‘To draw samples from populations, researchers must first define the population. Population may be defined narrowly. A good sample must be representative of the population and big enough to permit reasonable analysis of data. A representative sample is one that accurately reflects characteristics of the population from which it was drawn. Simple sampling was used in selecting the schools because they are all homogeneous.

Data Collection Instruments

Interviews, Questionnaires and observation guides were used. In this study, questionnaires were extensively used as well as interviews in collecting data. The appendix shows a copy each of the questionnaire and the observation guide.

Validation of the Instruments

The questionnaire and the observation guide were validated. They were tested in five different schools and three different colleagues read through and vetted them before the supervisor had a look at them. Being an expert in research, the supervisor suggested major inputs and they were factored in. The copies in the appendix are the final products of the rigorous validation. The validation was done in November and December 2005.

Administration of Instruments

About one hundred (100) copies of the questionnaire were targeted for administration but financial and time constraints limited the researcher to seventy. Sixty, out of seventy were collected. The administration of questionnaires started from January to April, 2006.

Due to the simplicity of the questionnaire, many respondents felt at ease to fill them instantly. Only some few of them asked for time to fill them. When the researcher went later, a few were able to complete them whilst some of them were neither at post nor left them behind.

Primary and Secondary Data

Primary sources are firsthand accounts, such as historical documents (letters, speeches, diaries, and eyewitness reports), literary works, works of arts, musical compositions, statistics, and experiments. They also can include your own experience, interviews, observations, and correspondence. Ebest (2002: 36)

Because of the researcher's presence at the various institutions, most of the data would be described as coming from the primary sources.

Some of the teachers, in short interviews, were able to express their sources of motivation. They observed that the children find it interesting and motivational to see the teacher draw and write on the board or cards. They just start drawing into their books. The above impressive interviews came from Kindergarten (KG) one of the teachers of Good Shepherd Preparatory School, Ahinsan, SEA International School, Kwadaso, and Tafo Nhyiaeso Metropolitan Assembly (MA) Kindergarten.

Data Collection Procedure

The researcher went to the individual institutions to seek permission from the heads to visit the pre-school sections. After self introduction and the reasons, the needed attention was readily given from some teachers as others found excuses to reject me. Some of these excuses are "our leader is not around now, go and come tomorrow" 'I am busy now, come tomorrow or next week' "We don't have any Pictorial material to show you, if you have any for us let us see them".

When given the chance, the researcher went round the classrooms, or the premises to take some shots of the materials available. In some cases, some inquisitive teachers engaged the researcher in conversations in order to know more about the essence of this study. Some of them expressed disappointment in granting audience to annual questionnaires whose outcomes do not impart any effect on the teaching profession.

As the teachers or the head teachers were filling the questionnaires, the researcher went round to take a critical look at areas as spelt out in my Observation Guide. The

Observer's Check List was filled without the knowledge of the school authorities. The following are the description of the pictorial materials which have been observed.

Description of the Pictorial Materials

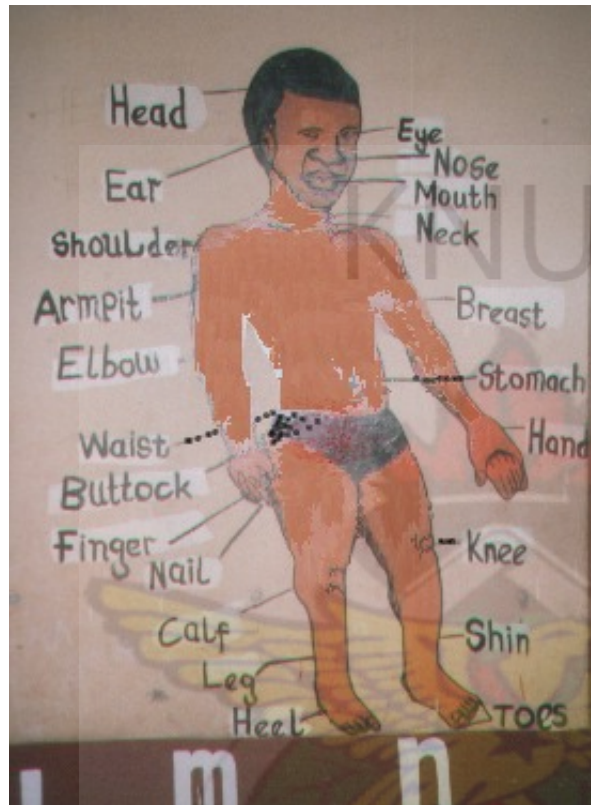


Plate 1: Parts of the Body

Title: Parts of the Body: (Plate 1)
 Location: Bethel Presby School, North Suntosro
 Description: A mural, about 2.8m drawn on one of the front walls of the classroom, visible at a distance. Beneath the drawing is a set of letters of the English alphabet
 Comment(s): Shoulder, armpit and nail are labeled with inappropriate letters.
 Conclusion: Picture is suitable.
 Recommendation(s): Letter 'L' in the 'Shoulder' and 'NaiL' should be 'I'; Letter 'P' in the spelling of ArmPit supposed to be a lower case with a descended stroke.

Title: Snail: (Plate 2 & 3)
 Location: John William Montessori School, Tanoso
 Description: A monochrome wall hanging of snail and other animals drawn on a cartridge sheet of paper.

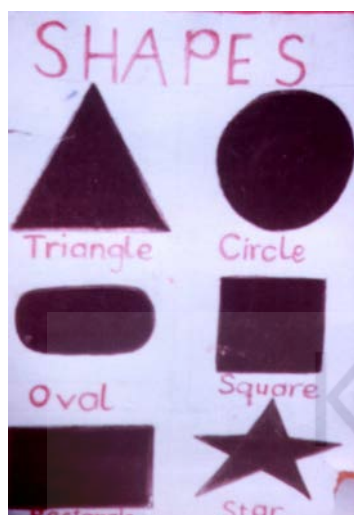
Comment(s): The picture is well drawn and labelled.
 Conclusion: Picture is suitable.
 Recommendation(s): the picture would be much more beautiful in full colour.



Plate 2: Snail



Plate 3: Horse



- Title: Shapes: (Plate 4)
- Location: Grace & Truth Int School, Tanoso
- Description: The basic shapes are drawn and labeled on a sheet of paper.
- Comment(s): The picture is a good start for science and mathematics education.
- Conclusion: Picture is suitable.
- Recommendation(s): At this stage of children's education the picture is appropriate.

Plate 4: Shapes

- Title: Flowers: (Plate 5)
- Location: Salvation Int School, Daban
- Description: A wall hanging of flowers is embossed and labeled on a plastic sheet.

- Comment(s): The background of the support is too dark that the picture is difficult to be seen.
- Conclusion: Picture is not suitable.
- Recommendation(s): Clear background or a very bright picture on the dull background would be appreciated.



Plate 5: Flowers



Plate 6: Mango

- Title:** Mango: (Plate 6)
- Location:** Emmanuel EP Church School, Anloga
- Description:** Mural of a beautiful mango fruit is painted and labeled.
- Comment(s):** This mango looks more like cashew than what it portrays.
- Conclusion:** Picture is however suitable.
- Recommendation(s):** Mango on its tree has the stalk point upside, not is in this picture. When plucked, it lies down, not standing like it is in this picture. It should be drawn naturally.

- Title:** The Five Sense Organs: (Plate 7)
- Location:** Kings & Queens Int School, Buokrom
- Description:** A framed wall hanging of The Five Sense Organs is drawn and labeled on a sheet. The pictorial material is protected from dust with a thin polythane in the frame.

Comment(s): The drawings are not bright.

Conclusion: Picture is suitable.

Recommendation(s): Bright colours are better preferred for this work.

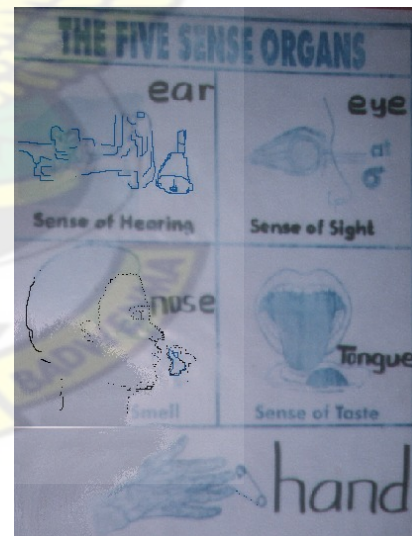


Plate 7: Five Sense Organs



Plate 8: Look and Read

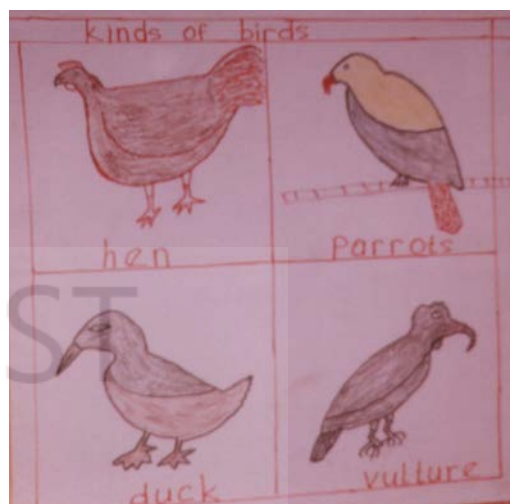


Plate 9: Look and Read

Title : Look & Read:
(Plates 8 - 10)

Location: King of Kings Int School,
Buokrom

Description: Simple crayon drawing of
animals, birds and food are
labeled on pink cartridge
paper.

Comment(s): The drawings are good but
some of the labels are not
clear.

Conclusion: Pictures are suitable.

Recommendation(s): If black colour was
used to lable the word it
would be better preferred

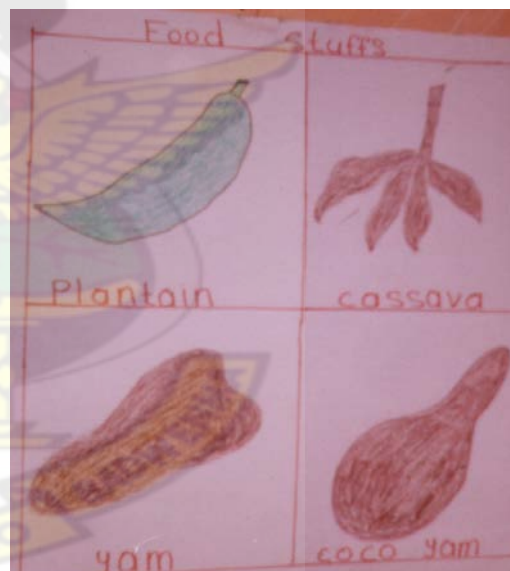


Plate 10: Look and Read



Plate 11:
Numbered
Baskets & Bag

Title: Numbered Baskets & Bag: (Plate 11)

Location: Cambridge International School, North Suntreso

Description: Bold numerals, 1, 2, 3 and 4 are clearly written on a white cartridge sheet of paper. Below the numerals we have a very light yellow bag drawn under 'one'. Similar colour is used to draw a basket under the other numerals, 2, 3 and 4 respectively.

Comment(s): (1). The numerals are bold but the colour of baskets and the bag is not clear. Because of the very light colour on a white background it does not make it visible.

(2). The lesson to teach with this illustration is not clear. The containers do not show any content to match the numerals above them.

Conclusion: The picture is not suitable

Recommendation(s) It is good to brighten the colour of the bag and the baskets to make them visible.



Plate 12: A boy

Title: A boy: (Plate 12)
 Location: Anglican KG, Kwadaso
 Description: A wall painting of a school boy with labels pointing to parts of the body and the clothes he wears.

Comment(s): This picture shows good labels, but the one pointing to the hand is showing a wrong part. It should have been labeled 'elbow' instead of hand.

Conclusion: Picture is suitable, but with one faulty label.

Recommendation(s): These bold pictures are good for pre-school education

Title: Black Cat: (Plate 13)
 Location: Bethel Presby School, North Suntreso
 Description: An animal supposed to be a black cat was drawn on 45.72 cm by 91.44 cm sheet of cartridge paper and pinned to a wooden panel at the back wall of the classroom. This picture has a label which is a Nursery Rhyme.

Comment(s): This Black Cat looks more like a rabbit with a long tail or a dog than what it is portraying.

Conclusion: Picture not suitable.

Recommendation(s): The artists should take their time work on the pictures for children of pre-school education

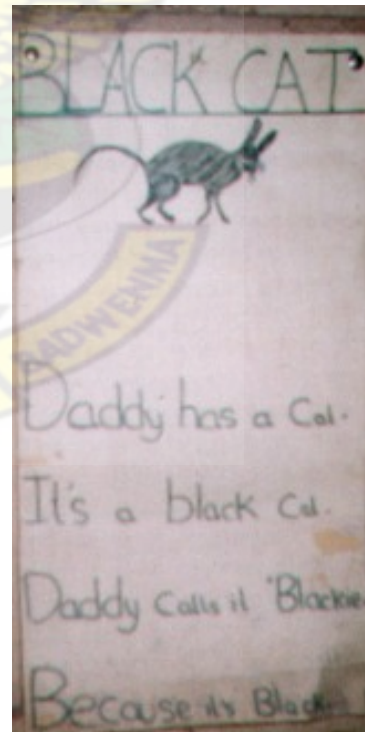


Plate 13: Black Cat



Plate 14: Look and Read

- Title: Look & Read: (Plate 14)
- Location: Global Evangelical School, Anloga
- Description: A monochrome drawing on a classroom wall. The pictures were labeled with their names arranged alphabetically and first letters boldly written above in different bright colours.
- Comment(s): Looking at this pictorial material the ball looks like a wheel. It would have been better if some sort of shading is given it.
- Conclusion: Picture is suitable
- Recommendation(s): This is good for the stage for which it is made



Plate 15: Number Work

- Title:: Number Work: Count & Write: (Plate 15)
- Location: Asokwa MA KG
- Description: Di-chrome line diagrams are drawn on a white manila sheet of paper. The first set contains a number of items. The second has the figure of the count and the last one holds the number written in words.
- Comment(s):
1. The images look clustered.
 2. If the ovals and the rectangles are shaded, they would be attractive. Their intersection/overlapping would not be detractive as it is now.
 3. The images would be visible if they are drawn in solid colours.
- Conclusion: Picture is not suitable.

Recommendation(s): Few pictures well presented on a big support is better than this.

Title: Colours: (Plate 16)
 Location: Kroforom Methodist KG
 Description: Six different solid colours are boldly painted on a card and their names are written adjacent to them.

Comment(s): The material is bold and attractive to the children.

Conclusion Picture is suitable.

Recommendation(s): The work is good for the for the stage it is designed.

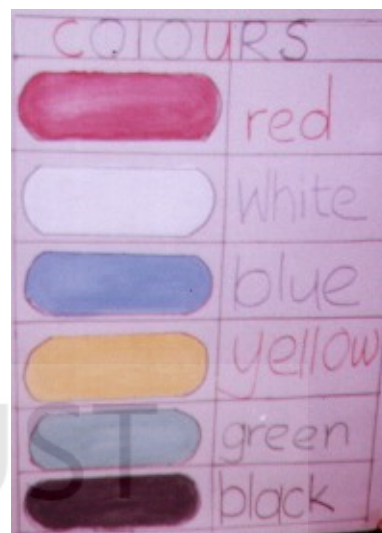


Plate 16: Colours



Plate 17: Murals, Butterfly

Title: Wall Paintings (Murals): (Plates 17 & 18)
 Location: Messiah Preparatory School, Ahinsan
 Description: This mural is on the wooden wall that partitions KG 1 from KG 2.
 Comment(s): (1) The chain sawn/ unplanned wood on which the blue paint was put made the oldness of the paint more glaring.
 (2) It would have been beautiful if the drawings are in light warm colours.

Conclusion Pictures are not suitable.

Recommendation(s): if the wood is smoothened well the pictures would look better.

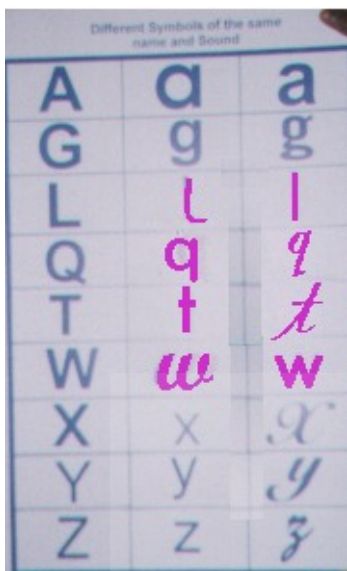


Plate 18: Different Symbols of the same Name and Sound

Title: Different Symbols of the same Name and Sound: (Plate 18)
 Location: Owhimase, MA. KG, Kwadaso
 Description: A selection of some letters of the English alphabet which have different symbols for writing them are written on a large white cartridge paper. The first column of the letters is in Upper case, the other two columns bear different symbols of writing them in lower cases.

Comment(s): This pictorial material is good for the children, for every one has a style of writing. These styles are learned from the infant stages of our education.

Conclusion The pictorial material is suitable.
 Recommendation(s): Very good work done.



Plate 19: Shapes

Title: Shapes: (Plate 19)
 Location: Joy Standard School, Atonsu
 Description: Shapes of all kinds are drawn colourfully on a framed rectangular paper. The shapes are presented in the way they are seen in their everyday use such as rings, balls, mats, lodu dices, and so on.

Comment(s): This is a unique colourful way of presenting shapes. If it is accompanied with the real objects at the time of introducing them, I feel there would be no way to forget this lesson.

Conclusion Picture is suitable.

Recommendation(s): This is very good for starting Mathematics and science concepts



Plate 20: Look and Read

- Title: Look and Read: (Plate 20)
- Location: Garden of Eden International School, Bremang
- Description: A dot each is drawn in a separate square or rectangle for reading and counting purposes. Numerals are also written under the dots to buttress the points
- Comment(s): The illustrations are so faint that at a close range, they cannot be seen. This tells that those sitting far from it may be cut off from the lesson with this material.
- Conclusion: Picture is not suitable.
- Recommendation(s): The work would be bright and readable if bright colour markers or paints are used.

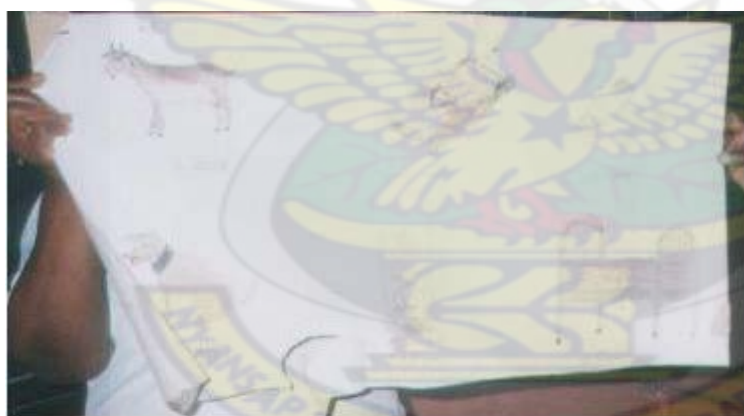


Plate 21: Look and Say

- Title: Look and Say: (Plate 21)
- Location: Spring of Life International School, Suame
- Description: Six different objects are drawn in di-chrome on a white 70 cm by 30 cm sheet of manila card. The picture does not have any label.
- Comment(s): The drawing medium is not bright enough to be seen from a distance.
- Conclusion: Picture is not suitable.
- Recommendation(s): The work would be bright and readable if bright colour markers or paints are used.

Title: A hen: (Plate 22)
 Location: SEA School, Kwadaso
 Description: A single hen is beautifully drawn in dichrome with crayon. There is a plate of three eggs behind it. This picture has a label in upper case letters.
 Comment(s): (1) The simple nature of this picture makes it easy to identify and recognized.
 (2) The plate of three eggs behind the hen portrays the idea that a hen lays eggs.
 (3) The label should have been better in lower case letters.
 Conclusion: The picture is suitable.
 Recommendation(s): It is a presentable work.

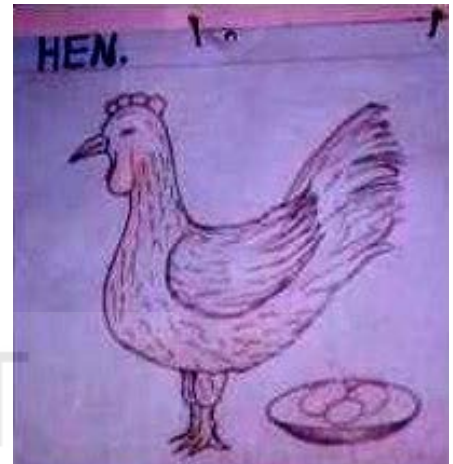


Plate 22: Hen



Plate 23:
Number Jig-Saw

Title: Number Jig-Saw: (Plate 23)
 Location: Bethel Methodist Nursery, Kwadaso
 Description: Flat plates of plywood of about 20 cm by 10 cm were jig sawn. Numerals were written big and boldly on the smaller half. The number is also written in words (title case) just below the figure. A corresponding number of objects were drawn on the bigger half. These plates are mixed up for the child to sort.
 Comment(s): This material is good for teaching and learning number works. It involves not only the counting, but playing with the jig-saw.
 Conclusion: The material is suitable.
 Recommendation(s): A good Mathematics starter.



Plate 24: Aeroplane

Title: Aeroplane: (Plate 24)
Location: New Bantama MA KG
Description: This is a colourful wall painting. The drawing is simple and shows the very important parts of a plane that may be of interest to the children of this stage.
Comment(s): The picture is good for Pre-School education.
Conclusion: The picture is suitable.
Recommendation(s): This is a very good work

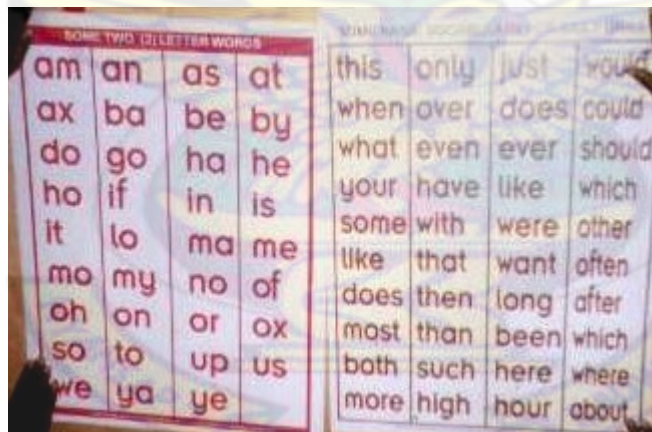


Plate 25:
Two-Letter &
Four-Letter
words

Title: Two-Letter & Four-Letter words: (Plate 25)
Location: Owhimase Anglican KG, Kwadaso
Description: Words of two letters are written beautifully in four columns on a 35 cm by 50 cm sheet of manila card. A separate sheet of similar paper is used for the four-letter words as well. The words include old and colloquial English such as 'lo', 'ya', 'ye' and 'ba'.
Comment(s): The work is neatly presented. The headings, 'SOME TWO (2) LETTER WORDS' and 'SOME BASIC VOCABULARY FOR DAILY DRILL' are also appropriate.
Conclusion: The material is suitable.
Recommendation(s): This material is useful for a good Language drill.



Plate 26: Look and Read

Title: Look and Read: (Plate 26)

Location: Victory Baptist Complex, Ayigya

Description: These are wall paintings in full colour. A stumble of cassava with three tubers on it and a drum are drawn. The picture has a label in upper case.

Comment(s): The label should have been better in lower or title case.

Conclusion: The picture is suitable.

Recommendation(s): Good job done



Plate 27: Vegetables

Title: Vegetables: (Plate 27)

Location: Onyame Na Aye International & Day Care, Ayigya

Description: Fifteen different vegetables are drawn on A4 separate cards and posted on another sheet of paper with brown cello tapes. The large paper is then hanged on a wall.

Comment(s): (1) Not all the names are in English, some of them; 'nkantomire' and 'akyekyaaa' are in Akan language. This would make the picture and their labels unusable in Non-Akan communities.

(2) The drawing of Nkantomire looks more like a butterfly than what it is.

(3) If the drawing of groundnut includes two-pod shell they would be more identifiable than it is now.

(4) Countable numbers are ignored in the label. 'bean' should be beans, 'groundnut' reads groundnuts and same should be done for 'carrot' and 'garden eggs'.

May be, the artist and the school authority are trying to dodge explanations to why letter 's' could not be added to labels such as 'okro' and pepper.

Conclusion: Picture is suitable.

Recommendation(s): If the material is teaching English, then the English names would be better.



Plate 28: Look and Read

- Title:** Look and Read: (Plate 28)
- Location:** Global Evangelical School, Anloga
- Description:** Full colour wall paintings in a classroom.
- Comment(s):** The pictures are well illustrated and labeled. If the kite is labeled in a darker colour it might be seen better than this.
- Conclusion:** Picture is suitable.
- Recommendation(s):** The colour work is good for the pre-school education



Plate 29: Toy Traffic

- Title:** Toy Traffic: (Plate 29)
- Location:** Light and Steps
Good Shepherd Preparatory School
- Description:** These are three-dimensional art pieces used to teach counting and traffic light.
- Comment(s):** The materials are better than any two-dimensional ones.
- Conclusion:** The materials are highly suitable for the Pre-School stage.
- Recommendation(s):** These three-dimensional works are highly appreciable



Plate 30: Good Habits

- Title:** Good Habits: (Plate 30)
- Location:** Joy Standard School, Atonsu
- Description:** A process-colour drawing of cartoons are made on a smooth 70 cm by 100 cm sheet of flexible plastic. The drawings are in relief. They illustrate habits like wake up, clean up, help parents and siblings. To prevent tearing at the edges, a textile fabric is sewn to all edges.
- Comment(s):** The pictures are too small and many on the sheet. If they are few and bigger, they would be better than this.
- Conclusion:** Picture is not suitable.
- Recommendation(s):** The size of the support is good but the pictures are too many, hence the clarity is bad.



Plate 31: Days of the Week

- Title: Days of the Week: (Plate 31)
- Location: North Suntreso MA KG
- Description: A colourful wheel of the seven days in a week is presented on large 70 cm by 100 cm trampoline. To enforce good stretch and facilitate hanging, a long flat piece of wood is attached to the width of the sheet. The picture has labels, some of which are instructions.
- Comment(s): The instruction, 'use a white board marker only to write on this poster' implies that marks will fill the whole sheet in few weeks. Cards or stickers should have been provided for identifying the days.
- Conclusion: Picture is suitable.
- Recommendation(s): This work is good for pre-school education.

- Title: A clock face: (Plate 32)
- Location: Good Shepherd Preparatory School, Ahinsan
- Description: This is a three-dimensional object used to teach and learn the time. The learner pushes the hour and minute hands with his/ her fingers.
- Comment(s): The material is attractive to the children as they can play with it at any time. May be their handlings broke one of its legs rendering it a wall clock instead of all type device.
- Conclusion: The material is suitable.
- Recommendation(s): Good work



Plate 32: A clock face

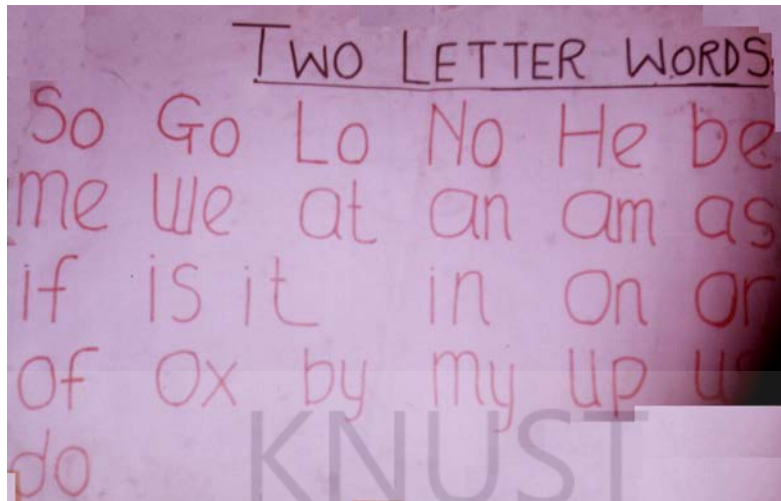


Plate 33: Two-Letter words

- Title:** Two-Letter words: (Plate 33)
- Location:** Messiah Preparatory School, Ahinsan
- Description:** Two-letter words are written with a light red pointed marker on a cartridge 35cm by 50cm sheet of paper. The paper is then posted on a wall with a brown cello tape.
- Comment(s):** Even though the marker is not broad the letters are clear enough to be seen from a distance.
- Conclusion:** The material is suitable.
- Recommendation(s):** This material is also useful for beginners of a Language



Plate 34: Look and Read

- Title:** Look and Read: (Plate 34)
- Location:** Amanpene Serwaa Jubilee School, Ayigya
- Description:** Process colour pictures are drawn to illustrate four letters—e, f, g and h. Three pictures are in a row for letter 'e', four pictures each for the rest. The pictures are labeled, starting with the letter they illustrate.
- Comment(s):** Pictures are clear and nicely labeled so they can be seen and read from a distance.
- Conclusion:** The picture is suitable.
- Recommendation(s):** This is good for pre-school education



Plate 35: A Female Lawyer

Title: A Female Lawyer: (Plate 35)

Location: Joy Standard Sch, Atonsu

Description: This outdoor painting is on the fence wall that separates the JSS from the Primary section of the school. Its label is on a piece of wood. The paint is peeling off the wood and makes the label unreadable.

Comment(s): It seems that lack of maintenance caused this. If this and other art works in the school are kept well it would help.

Conclusion: Picture is suitable but label not suitable

Recommendation(s): The pictures that show women of reputation like this is a motivation for girl children.

Title: ABC from the Bible: (Plate 36)

Location: Saint Mary's Day Care, North Suntreso

Description: The material catalogues some major names and events. Illustration of some are also given.

Comment(s): The material highlights some important landmarks in Christianity. The font size for the writing is too small.

Conclusion: Picture is suitable.

Recommendation(s): It would be better if the work is presented on a bigger support, about twice the size of this one.



Plate 36: ABC from the Bible



Plate 37: Counters

- Title:** Counters: (Plate 37)
- Location:** Bestway International School, Kwadaso
- Description:** Numerals are written on slates and small black square counters are drawn below the numerals to illustrate them. The slates are hanged on a wall. When the ninth slate got missing, a chalk mark was made to complete the counting.
- Comment(s):** To achieve uniformity, a plywood should be painted to replace the chalk.
- Conclusion:** The material is suitable.
- Recommendation(s):** Apart from renovating the ninth position as it is, a replacement would do better than this.

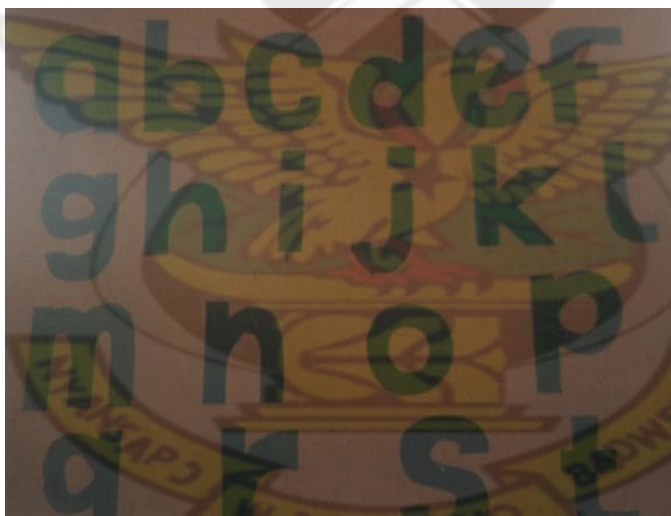


Plate 38:
Letters

- Title:** Letters: (Plate 38)
- Location:** Owhimase MA KG, Kwadaso
- Description:** Letters of the English alphabet are written on the inner wall of KG 2. Some of the letters defy the rules of calligraphy where ascenders, descenders, and x-heights guide the artists in writing letters.
- Comment(s):** The letters are bold and visible. The rules that regulate heights and size of letters are not observed. Examples of this are; letters 'e' and 'f', 'o' and 'p'.
- Conclusion:** Pictorial material is suitable.
- Recommendation(s):** The artists are to familiarize themselves with calligraphic rules



Plate 39: Look & Read

- Title:** Look & Read: (Plate 39)
- Location:** True Spirit International School, Tafo Nhyieso
- Description:** Letters are written from A to Z. Drawings are made to illustrate the letters.
- Comment(s):** (1) Wrong spelling; 'peper', 'vuture'
 (2) Lack of uniformity; 'JUG', 'Door, Yam', and the rest are in lower case.
 (3) Unclear pictures for identification; 'door', 'mat' and 'queen'.
 (4) Wrong style as 'N' is not written well.
- Conclusion:** Unclear, faulty labels and crammy items are not suitable
- Recommendation(s):** Fewer works are well managed on a support than this one.



Plate 40: Look and Say

- Title:** Look and Say: (Plate 40)
- Location:** Mount Zion Preparatory School, Ayigya
- Description:** A tri-chrome picture on a sheet of paper. The paper is posted on a wooden board and protected with a thin transparent rubber.
- Comment(s):** The faint colour used to draw on white background makes the pictures not clear.
- Conclusion:** Picture is not suitable.
- Recommendation(s):** Brightness in Children art is highly appreciable

Title: Positions: (Plate 41)
 Location: Rockanje Presby Experimental, Old Tafo
 Description: Six pictures of di-chrome are on a light blue cartridge paper.

Comment(s): (1) The title for the lesson is good for this stage. Not all pictures are clear.
 (2) The relationship between the ball and the transparent bowl is not identifiable. Is it in the bowl or in front of it?
 Conclusion: Picture is however, suitable.
 Recommendation(s): The material is useful in teaching language



Plate 41: Positions

Title: Some Vegetables: (Plate 42)
 Location: Cambridge International School., North Suntreso.
 Description: a beautiful monochrome drawing of five vegetables. The paper on which they are drawn is framed with wood.
 Comment(s): The items are few on the big support so they are easy to read.
 Conclusion: Picture is very suitable.
 Recommendation(s): Very good work



Plate 42: Some Vegetables



Plate 43: Shapes

- Title:** Shapes: (Plate 43)
- Location:** Arc of Christ Preparatory School, Bremang
- Description:** Basic shapes like triangle, circle, and square are drawn on a white sheet of paper with light blue marker.
- Comment(s):** Even the children who sit closer to it could not see it well, what about those who are far from it?
- Conclusion:** Picture is not suitable.
- Recommendation(s):** Bright colour markers can be used for better results.



Plate 44: Plant Parts

- Title:** Plant Parts: (Plate 44)
- Location:** Owhimase Anglican KG, Kwadaso
- Description:** A full colour plant is drawn on a classroom wall with the parts labeled.
- Comment(s):** Some labels are not appropriate; the leaves should be drawn higher than the branches. The position of the soil and the stem are not clear.
- Conclusion:** Picture is however suitable.
- Recommendation(s):** The labeling is not very good.



Plate 45: Intelligence Test

Title: Intelligence Test: (Plate 45)
Location: Saint Anthony's Preparatory School, Bremang

Description: 4 Symbols of similar shape are written in five separate rows. At the left side of each row is box containing one of the symbols. The child is called to identify the separate symbol among the rest in a row.

Comment(s): (1) This is a very good piece of work for intelligent training at this level.
(2) It is the beginning of training towards Multiple Choice Objective Test examinations in future.

Conclusion: This Material is highly suitable for this stage.

Recommendation(s): A good work done

Title: Letter 'O': (Plate 46)
Location: Shining Star Prep. School, Ayeduase New Site
Description: Four items are drawn in mono-chrome to illustrate words that have letter 'O'.

Comment(s): (1) The pictures are boldly drawn in mono-chrome and they are nice so if they are in multicolour, they would be fantastic.

(2) The drawings are faint to be seen from a distance.

Conclusion: Picture is however suitable.

Recommendation(s): multicolour presentation of this work would be highly appreciable.

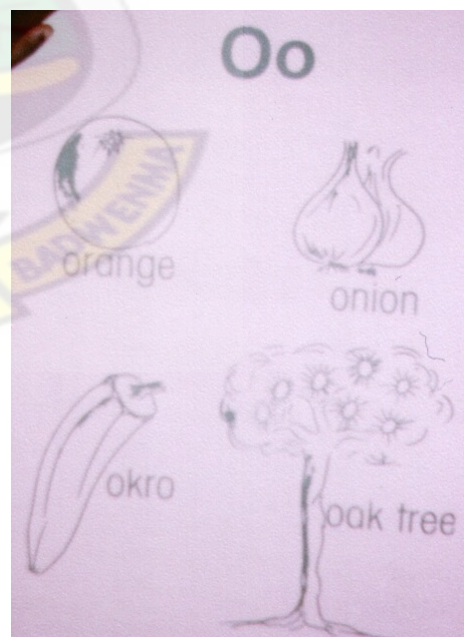


Plate 46: Letter 'O'

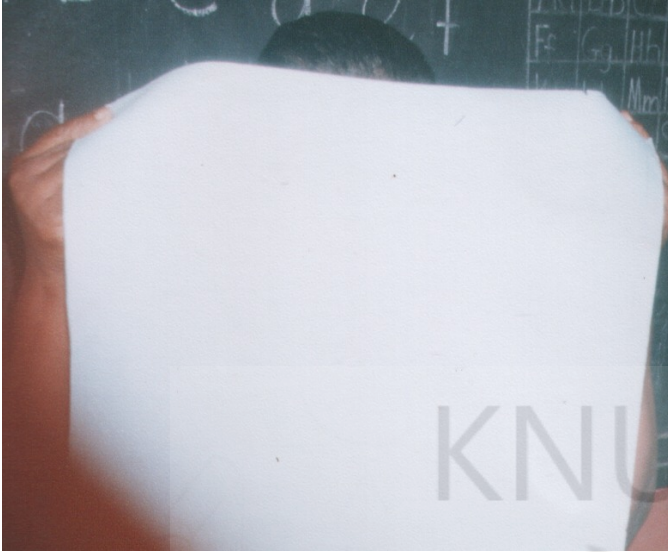


Plate 47: Look and Say

Title: Look and Say: (Plate 47)
 Location: Arc of Christ Prep School
 Description: This is a pencil drawing on a 35cm by 50cm white cartridge sheet of paper.

Comment(s): A pencil work like this is not appropriate for white paper; worse still for children as target readers. It would not be visible for the children when they view it from a distance of about one and a half meters away.

Conclusion: The Pictorial Material is not suitable

Recommendation(s): Bright colour markers can be used for better results.

Plate 48:
 Visual
 Discrimination



Title: Visual Discrimination: (Plate 48)
 Location: Collins Prep School
 Description: A row of five coloured candles, tomatoes and leaves were drawn on large light blue sheet of Manila paper. The paper was hanged above the chalk board in front of the classroom. Each item in a row is colourfully illustrated with one of them entirely different in illustration from the rest. A child is expected to watch carefully and tell which of them is different.

Comment(s): This illustration is also good for children's intelligence training. The position of this important Pictorial Material is not very suitable—above the chalkboard.
 (2) may be it was done to prevent adventurous children from tearing the paper.

Conclusion: The Pictorial Material is appropriate and suitable.

Recommendation(s): This pictorial material is good for pre-school education



Plate 49: Look and Read

Title: Look and Read: (Plate 49)

Location: Garden of Eden Int School, Bremang

Description: Different objects are drawn and labeled on a thick, large 1.22m by 2.44m plywood. The spelling of the label, tomato is wrong.

Comment(s): There is no short form or abbreviation of writing 'tomato'. This is a faulty label, wrong spelling.

Conclusion: Label is not appropriate

Recommendation(s): Even though the work nicely done in bright colours, the spelling of 'tomato' is wrong

Title: Number Work: (Plate 50)

Location: Joy Standard School, Atonsu

Description: A screen printed fabrics measuring about 91.44cm by 121.92cm has drawings and patched pockets. Each pocket is sub-divided into nine or six smaller numbered units. Each of the units holds a wooden plate of about 10cm by 20cm. The plates bear the numerals written in words. They are to be read and put in the appropriate and corresponding pocket that has the figure on.

Comment(s): This is one of the good methods of teaching mathematics. It involves activity. Almost all senses are at work in this lesson. The picture pane above the pockets is a good reading material.

Conclusion: The Pictorial material is very suitable.

Recommendation(s): This is a very good material

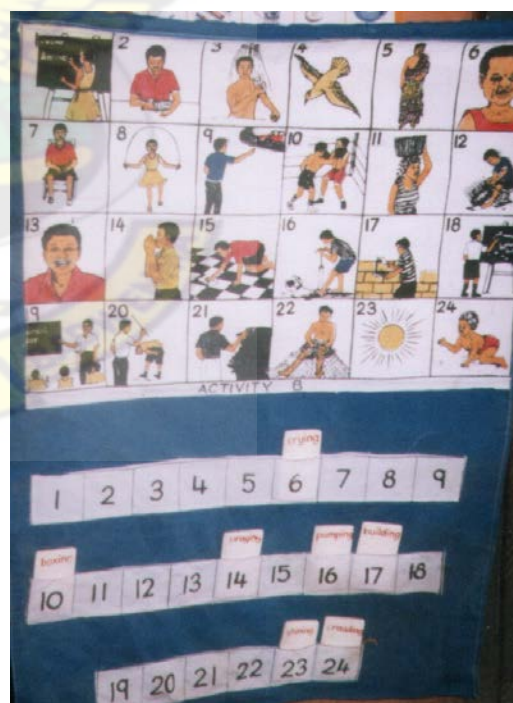


Plate 50: Number Work

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

60 Institutions were visited and the following are the findings.

Table 1. Gender

Gender	No	Percentage
Male	17	28.33%
Female	42	70.00%
Both ticked	1	1.67%
Total	60	100%

In table 1 the Gender refers to the sex of the respondents visited. In many cases females are in charge of this section in public schools. Proprietors/ proprietresses of private schools control this section if the Institution is small with enrollment of less than 50. In places where the children population is more than 50 head teachers are employed to man the school including the pre-school section or division. Some heads subdivided their institutions in case of larger schools, and put females in charge of the pre-school divisions.

The 70% of respondents are females. They were the people who filled the questionnaires. 28.33% were male respondents who were in charge or were delegated to do so, on behalf of female heads. There was a response in which both male and female were ticked. The following interpretation may be assigned to that:

The respondent:

- a. Was not clear of what to do
- b. Delegated the opposite sex to fill the questionnaire
- c. Made a mistake of filling the wrong box first, without erasing it, filled the right one in addition

Table 2. Type of Institution

Institution	No	Percentage
Private	40	66.67%
Public	20	33.33%
Total	60	100%

Table 2, out of 60 schools visited, 40, representing 66.67% are private. This means to the researcher that:

- a. Private pre-school institutions are more than the public ones.
- b. The parents who patronize these private services have trust in them than the public ones
- c. It is easier to manage these private institutions than public ones
- d. The private proprietors/ proprietresses manage these institutions better than the government
- e. The Government of Ghana has not been paying much attention to the pre-schools in the Public sector.
- f. The Government thinks of, if not fear paying teachers, hence feel reluctant to embrace the pre-school institutions
- g. The Government sees it as a form of providing private jobs for her citizens.

The 20 respondents from the public Institution representing 33.33% indicate:

- a. The need to attach pre-schools to the public schools.
- b. High school fees in the private institutions prompted some parents to access the capitation grant in the public sector schools.
- c. Some female teachers of the public school have requested the establishment of pre-school division to enable them cater for their toddlers.

Table 3. Sources of Our Pictorial Materials:

Mode	No	Percentage
We draw them ourselves (Dto)	3	5.00%
We buy already made (Bam)	11	18.33%
We commission artists to draw them for us (Cadu)	4	6.67%
We draw them ourselves and We buy already made	19	31.67%
We draw them ourselves and We commission artists to draw them for us	4	6.67%
We buy already made and We commission artists to draw them for us	2	3.33%
We draw them ourselves, We buy already made and We commission artists to draw them for us	17	28.33%
Total	60	100%

Reasons for this question

Table 3 is to evaluate the Pictorial Materials. The causes of these materials either

- (i) poorly illustrated,
- (ii) full of abstract ideas,
- (iii) full of adult ideas
- (iv) un-sequential
- (v) Illustrations are painted with dull colours.

Some of them are

- (i) too small for children sitting far from them,
- (ii) full of spelling and/or grammatical errors
- (iii) Labelled with inappropriate letters of the Alphabet.

The rest are combination of any of the above.

Interpretation of the data above

The highest rated response on mode of acquisition of Pictorial Materials is by teachers themselves drawing them and buying already made materials. 19 out of 60 institutions,

representing 31.67% responded to this combination. The next higher rating, 28.33%, is the combination of the three, the institutions drawing the materials themselves, buying the already made ones or commissioning artists to draw them. As we see the third from the top, 11 out of 60, representing 18.33% comes from respondents who ticked 'we buy already made'.

From the presentation above, the element of buying already made Pictorial Materials is dominant. The implications here include:

- a. The teachers are lazy
- b. They like consuming already made items
- c. The prices of the already made items are less than that of commissioning artists to draw them.
- d. The time to spend on drawing one's own Pictorial Material is not available
- e. The already made pictures are more beautiful than the rest.
- f. The already made pictures serve the various academic purposes more than the rest.

Table 4. If you commission artists to draw, do you describe what they should draw?

Response	No	Percentage
Yes	29	48.33%
No	9	15.00%
Both Yes and No	1	1.67%
No Response	21	35.00%
Total	60	100%

Table 4, those who ticked 'Yes' for describing what the artists should draw were 29 out of 60 to represent 48.33%. This means that

- a. They know what is good for their children
- b. They are critical of materials to give their learners
- c. They are good planners.

- d. They are goal achieving oriented workers/ administrators.
- e. They are defensive of their possessions against their critics.

On the other hand, 15% of the respondents said they did not describe what the artists should draw.

This can also be interpreted that

- a. They just wanted to tick any thing to let them go off the researcher
- b. They did not know the sources of Pictorial Material they came to meet
- c. They did not understand the question
- d. They were referring to the already made materials they have been buying

One respondent filled both 'Yes' and 'No'. This may mean that the person

- a. was not clear of what to do
- b. made a mistake of filling the wrong box first and without erasing it, filled the right one in addition
- c. wanted to say that they some times describe but not always

21 respondents, representing 35% of the total institutions visited, left this section blank.

They ticked neither Yes nor No. This can be interpreted as the respondents

- a. are indecisive
- b. are opportunists; they are ready to sway left or right based on whichever favours them
- c. want to remain anonymous
- d. were not clear of what to do
- e. did not understand the question

Table 5. Which type of artists do you work with?

Artist	No	Percentage
Established wayside artists (Ewa)	14	23.33%
SS Students	9	15.00%
Others	8	13.33%
Established wayside artists and SS Students	3	5.00%
Established wayside artists and Others	1	1.67%
SS Students and Others	0	0.00%
Established wayside artists, Senior Secondary (SS) Students and Others	2	3.34%
No Response	23	38.33%
Total	60	100%

In Table 5 above Apart from ‘No Response’, the next highest score is on engaging Established wayside artists (Ewa) to do drawings for the schools visited. 23.33% of respondents say they prefer giving their drawing jobs to established wayside artists to do for them. This means that

- Established wayside artists are versatile and therefore can draw to meet a general desire
- The clients do not want to offend the artists by describing many things to them.
- The clients lack adjectives to describe what they need.
- The way side artists are believed to the point that they can execute non-described jobs.

When asked to specify under the ‘Others’ here are some responses:

- Teachers in the school
- Various artists draw
- Professional artists
- Qualifications unknown
- Anybody who can do
- Anybody I feel can do

- g. The head teacher
- h. Varsity students
- i. UST graduates
- j. ✓ (a tick)
- k. University graduates
- l. Qualification not known
- m. Hawkers

Commenting on the first entry, vis-à-vis (a) *Teachers in the school*:

- a. Those teachers can be trained artists
- b. They may not be artists but take drawing as their hobby
- c. These teachers may impose their ideas on the subject they may draw on

Let us talk about the second entry, (b) *Various artists draw*

- a. If various artists draw, it does not mean that what they draw is appropriate to Ghanaian Pre-School education

Table 6. Further Comments

Response	No	Percentage
Yes	17	28.33%
No	43	71.67%
No Response	0	0.00%
Total	60	100%

Table 6, those who ticked 'Yes' were asked to give them. They wrote:

- a. We believe in using the real objects for the children to see before drawing them
- b. I wish to see a day when our Government will provide ready made materials to our schools for effective teaching
- c. Children feel happy when they see pictures. They learn them.
- d. Teachers should be given in-service training in art education to enable them prepare their own teaching and learning materials

- e. The use of Pictorial Materials is underestimated as it enhances both the teacher and students in their lessons.
- f. Courses should be organized for the teachers.
- g. The teaching and learning materials make teaching effective.
- h. Allowing students to draw encourages others to practice drawing.
- i. Government should assist private schools with materials
- j. Teachers' involvement in the drawing of the material is very important especially on the chalk board.
- k. We need encouragement to prepare our own materials.
- l. Children like real objects, the government should provide them.
- m. We need more teaching/ learning materials.
- n. We want in-service training on drawing.
- o. Government should assist schools by providing them with materials.
- p. I wish I could get some artists to draw our pictorial materials for our school.
- q. I suggest it should be supplied by the GES.

Reponses from the Observation Check List

Table 7. Classroom

	Build with	No	Percentage		Roofed with	No	Percentage
a	Concrete wall	51	85 %		Metal sheet roof	39	65 %
b	Wooden wall	9	15 %		Concrete roof	21	35 %
	Total	60	100%		Total	60	100%

Table 7, If Pictorial Materials are very important in the teaching and learning activities, then the environment in which these materials are displayed is equally worth considering.

The state of the classroom is not to be overlooked. Jesus told the humanity not to put new wine into an old wine skin for it would destroy the old wine container, Mark 2:22. For this reason, it would be abstract to talk about quality Pictorial Materials without considering the structure that houses them. (Meyers, 2001)

Table 8. Adequacy

	Furniture	No	Percentage	Mats	No	Percentage
a	Tables & Chairs	45	75 %	Seen	4	6.67 %
b	Tables	3	5 %	Not seen	56	93.33 %
c	Chairs	12	20 %	Total	60	100%
	Total	60	100%			

If the classroom is well built but not furnished teaching and learning may not go as expected. Furnishing the classroom is as equally necessary as the state of the classroom block. Table 8 presents the extent to which adequacy of tables, chairs and mats would make the children feel comfortable. At this stage, comfortable situation and atmosphere are the priority for children whose ages are below year six.

Out of sixty schools visited, forty-five of them have both tables and chairs. Only three institutions have enough tables without corresponding adequate chairs. The implication is that the managers of these Pre-School institutions understand the psychological and physical needs of children of this stage. The three schools in which no adequate chairs were provided may be taken as starters. It means that the adequate infrastructure would be provided as the years go by.

Crèches in this study admit children as young as eleven months. These kids do not need tables and chairs; they need mats. Some institutions however, have not named them as Crèches but as Day Care Centres. Examples are Janet and Sons Day Care Centre, Tafo Nhyiaeso, Saint Mary's Day Care Centre, North Suntreso.

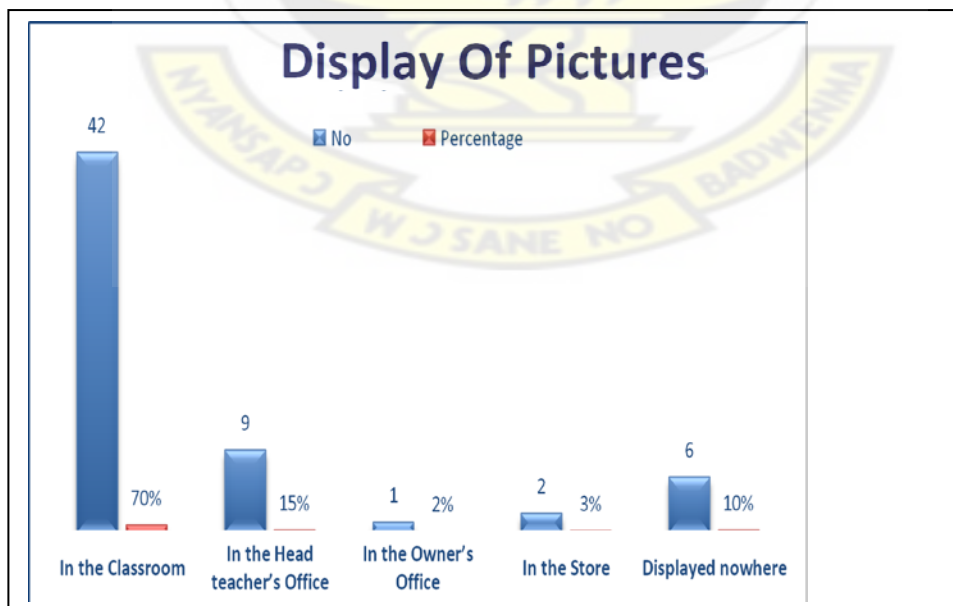
Table 9. Size of Classroom

	Size of Classroom	No	Percentage
a	4 metres (12ft) by 4 metres (12ft)	7	11.67 %
b	5.3 metres (16ft) by 4 metres (12ft)	16	26.66 %
c	3.3 metres (10ft) by 5.3 metres (16ft)	7	11.67 %
d	6.7 metres (20ft) by 5.3 metres (16ft)	18	30.00 %
e	6.7 metres (20ft) by 6.7 metres (20ft)	7	11.67 %
f	Less than 4 metres (12tf) square	5	8.33 %
	Total	60	100%

The above table is a confirmation of the first one. If the building is nicely built for outside beauty but has little or no space for accommodating the children then the comfort the children need cannot be provided. The likelihood of poor ventilation can also not be overruled. Tuffour Preparatory school at Bremang is the typical example of these small classroom spaces.

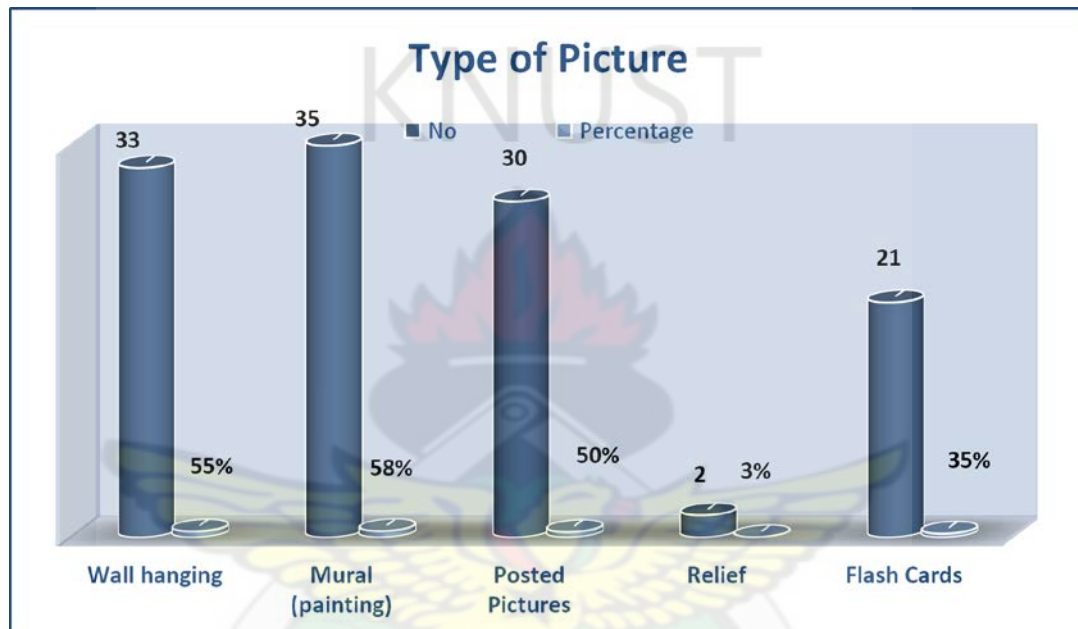
The table 9 above indicates that 8.33% of the schools visited have very small rooms used as classrooms. Apart from that, the rest have some space to accommodate their learners.

Graph 1. Display of Pictures



This Pictograph indicates where the Materials are displayed. From the graph above, 42 schools out of 60 visited displayed theirs in the classroom. This represents 70%. The implication is that Pictorial Materials are widely available for the children at any time they enter their classrooms.

Graph 2. Type of Picture



(a) Wall hangings in this work include any type of Pictorial Material which is loosely hanged on the wall, either with the help of strings, pegs, nails or any thing of such kind. The support for the wall hangings here are paper, textile fabrics, wood, metal, plastic, or slates. Some wall hangings are laminated paper.

(b) Mural (paintings): These are paintings on the walls. The walls are the classroom ones. In the case of those institutions that have fence walls, paintings on the outside of parts are not considered.

(c) Posted Pictures are those pasted directly on the walls with the use of glues, celotape or any other adhesive.

(d) Relief works generally include those made from cement, plaster, clay wood or hard materials. In contrast, the one we talk about now comes from plastic sheets. They are of various sizes, ranging from A4 (21 by 29.7cm) to A2 (42 by 59.4cm).

(e) Flash cards for consideration here have sizes less than A4 (21 by 29.7cm). In some cases, the length of a large flash card can be up to 30cm but less than 21cm. The size of the smallest has no limit. However, clarity and boldness of pictures on the flash cards is very important.

Table 10. Position of the Picture

	Position of the Picture	No	Percentage
a	On the 4 walls	13	21.67 %
b	On 3 walls	11	18.33 %
c	On side walls	21	35 %
d	On one wall	8	13.33 %
e	Nowhere	7	11.67 %
	Total	60	100%

From Table 10, these pictures were displayed on vantage points for the children to see at all times.

(a) Those displayed on the four walls are thirteen out of sixty schools visited. This means that:

- (1) The pictures are enough
- (2) The children would not destroy them
- (3) The teachers are vigilant
- (4) The school is endowed with resources such as

- i. good heads
- ii. good Administrators
- iii. supervising teachers or
- iv. funds to purchase and replace the Pictorial Materials

(5) The children in and around the institution are not destructive

(b) Those pictures displayed on three walls are eleven, to represent 18.33%. This can be interpreted as follows:

(1) The school is not as rich as those who display their Pictorial Materials on all the four walls.

(2) They left the front wall out in order

(i) to be used as chalkboard

(ii) not to divert attention of the children during other lessons, so that they stay focused

(c) The highest rated entry here is the display of pictures on side walls. This means that the

(1) School authorities prefer using the two opposite walls for their picture display.

(2) They do not have wooden panels on the back or front walls on which they can pin the Pictorial Materials.

(3) They take advantage of the windows and door frames in the side walls to nail or pin their wall hangings.

(4) They feel that using glues or adhesives to paste papers on the walls may make them dirty after removing the papers.

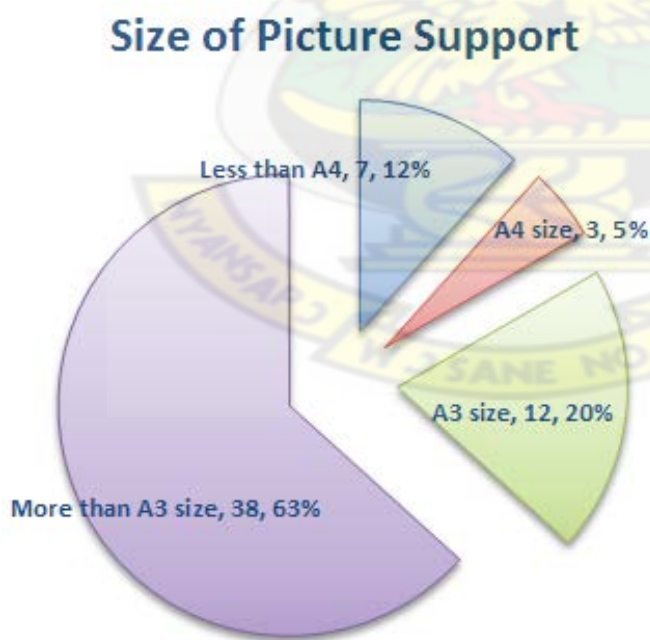
(d) The number of pictures displayed on only one wall is eight out of sixty schools visited. This may mean that

- (1) The school is less endowed
- (2) The children are destructive
- (3) The teachers are lazy in working with pictures
- (4) The level of supervision and control is very low.
- (5) The school authorities do not want any dirt on the walls as a result of pating Pictorial Materials.

(e) While fifty-three schools displayed their Pictorial materials, in one form or the other, seven schools did not bother themselves to find any. This implies that

- (1) they do not have any at all
- (2) they have but do not want to display them, for fear that children would destroy them
- (3) they do not have any good classroom to display them in
- (4) or any other special reasons they may assign to it

Chart 1. Size of Picture Support



To assess the Pictorial Materials well, not only the colour quality is seen. The size of the support—the paper, plastic, textile, fabric, wood, clay or metal on which the material

is presented is also important. From the above chart seven schools have their pictorial Materials presented on supports that are less than A4 (21 x 29.7 cm) sheet of paper card, wooden or metal plate. Materials for this category are flash cards and three dimensional items like fruits, dolls, cars, and other toys.

There were only three schools whose supports for the Pictorial Materials were about the size of A4. This represents 5% of the total number of schools visited. One can argue that there may be A4 size materials in other schools but they were not displayed. The critics continued that those schools that did not display their A4 Materials think that the A4 size is not appropriate for the children.

A3 size, (29.7 x 42 cm), was used in one-fifth of the sixty schools visited. The reasons for this include: A3 papers are big enough to be seen from far end of the classroom; they can be laminated, and can be kept or stored in cupboards and on shelves.

Table 11. Nature of the Picture

	Illustration	No	Percentage
a	Clearly Illustrated	23	38.33 %
b	Not Clearly Illustrated	37	61.67 %
	Total	60	100%

The assessment in the above table 11 takes into consideration,

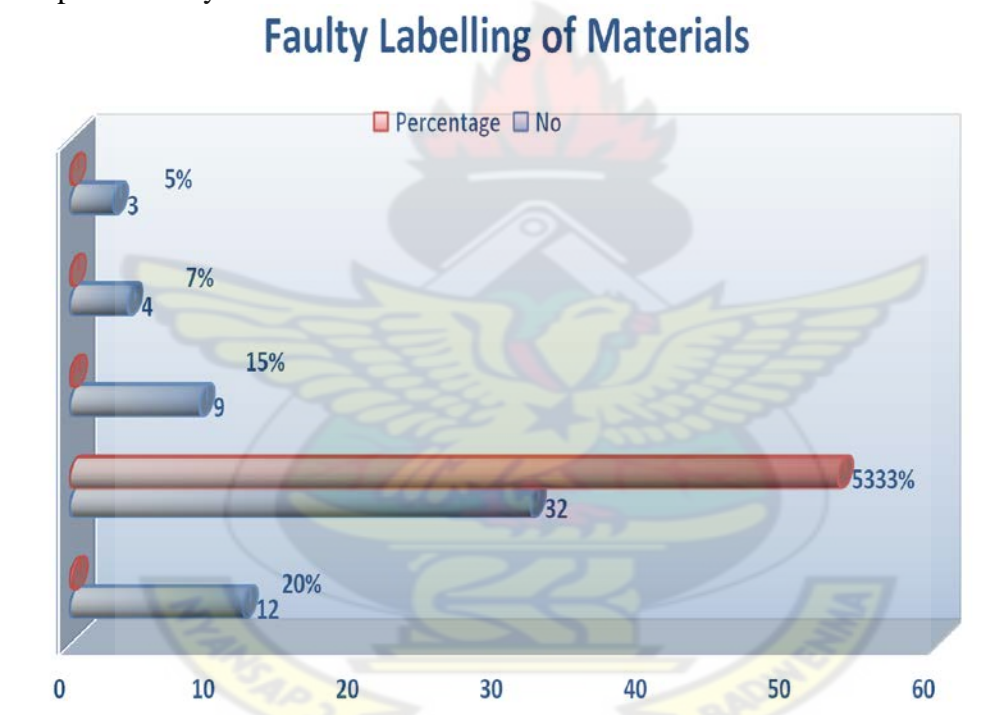
1. The brightness of the colours used in the illustration
2. The boldness of the items on the picture support and
3. The appropriateness of the label (if there is any)
4. any combination of the above

Table 12. Colour Scheme

	Colour Scheme	No	Percentage
a	Monochrome	18	30 %
b	Di-Chrome	12	20 %
c	Tri- Chrome	18	30 %
d	Full/ Process Colour	12	20 %
	Total	60	100%

The yardstick used in assessing these illustrations is boldness of the picture. Apart from that colour schemes also play an important role. One cannot talk about children's pictures without colours,

Graph 3. Faulty Labels



There are 12 schools out of 60 (Graph 3), which have wrong spellings in the Pictorial Materials presented for assessment in this project. Thirty-two schools representing 53.33 % have illegible characters in illustrating or labeling their works. Wrong labeling come from four institutions out of 60 schools visited. As 15% of the total number of schools visited is assessed to have good labeling, three schools representing 5% have no label at all.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In this study a total of 68 pictures were examined. Seven of them did not specify the lessons they teach. Examples are plates 16, 31 and 54. The table 13 below shows the rating of the pictures.

Table 13. Summary of Pictures

	Very Good	Good	Suitable with Hitches	Bad
Plates	19, 24, 29, 42, 42, 45, 63, and 64	1, 2, 3, 4, 7, 8, 9, 10, 14, 16, 18, 23, 25, 26, 31, 32, 33, 34, 37, 38, 40, 51, 53, 54, 58, 66, and 68	6, 12, 23, 27, 28, 32, 37, 41, 44, 46, 49, 56, 57, 59, 66, and 67	5, 11, 13, 15, 17, 20, 21, 22, 30, 35, 39, 40, 42, 43, 45, 47, 49, 54, 55, 56, 61, 62, and 62
	Mathematics	Language		No Specified Subject
Plates	4, 11, 15, 19, 23, 24, 29, 32, 37, 43, 50, 53, and 60	1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 33, 34, 36, 37, 38, 40, 41, 42, 44, 46, 47, 49, 53, 55, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, and 68		16, 31, 48, 49, 51, 52, and 54
	Abstract ideas	Poorly illustrated	Unsequential	Adult ideas
Plates	6, 41, 42, 59 and 62	11, 17, 20, 21, 39, 40, 41, 43, 57, and 60	27 and 56	13, 15, 27, 59, 62, and 67
	Dull colours	Spelling mistakes & Grammatical errors	Too small	Inappropriate labels
Plates	2, 5, 7, 11, 40, 46, 47, 55 and 51	27, 39, 49, and 53	30, 39, 43, 47, and 61	1, 10, 12, 27, 28, 36, 38, 39, 54, 55, 59, 60, 61, 64, and 66

Plate numbers 19, 24, 29, 42, 42, 45, 63, and 64 were rated highly which means that they are very good. 27 plates were in suitable category and the next group of 16 plates were suitable with little hitches. With the same yard stick, another 23 were rated as not suitable.

Many pictorial materials; pictures, letters, numerals, charts, and graphs in use in some Ghanaian Pre-Schools are not suitable for that level. They are in the following categories:

- (a) poorly illustrated, this is because the illustrations are done by artists with little or no training in illustration. Examples are Plates 11, 17, 20, 21, 39, 40, 41, 43, 57, and 60.
- (b) full of abstract ideas, for the makers of those illustrations lack some basic knowledge of child psychology, child art or child education. Examples are Plates 6, 41, 42, 59 and 62.
- (c) full of adult ideas, many adults think that children perceive things like adults. This is seen in Plates 13, 15, 27, 59, 62, and 67.
- (d) un-sequential, or unproportional presentation of materials was studied and plate 27 and 56 are cited as an examples. This is an outcome of lack of simple principles of teaching. The training and in-service training would help to correct these errors.

(e) illustrations are painted with dull colours such as Plates 2, 5, 7, 11, 40, 46, 47, 55 and 51, because, some of the artist think that the dull colour preference for adults is the same for children.

Some of these Materials are

(i) too small for children sitting far from them to see. Examples are plates 30, 39, 43, 47, and 61.

(ii) full of spelling and/or grammatical errors as in Plates 27, 39, 49, and 53.

(iii) labelled with inappropriate letters of the Alphabet or words. Examples are plates 1, 10, 12, 27, 28, 36, 38, 39, 54, 55, 59, 60, 61, 64, and 66.

The rest are combination of any of the above. Education through Art is the solution to all of the problems above.

If the majority of the Pictorial Materials is on Look and Read leaving a few for number work then we would have the following.

1. Good English Language speakers, no artists, and scientists but is it the reality?
2. Good Local Language speakers, but this is not the case, we cannot speak our own local languages well.
3. Children would fear mathematics.
4. Science would remain a monster to the children in their later years.
5. Lack of mathematicians and scientists cannot make a nation productive.
6. Lack of national productivity would not make a nation secure, grow and develop.
7. Undeveloped nation is dependent, heavily indebted to the rich ones in addition, her citizens are pouched, for her to suffer brain drain.

Conclusions

The problems of suitability of Pictorial Materials have been studied. 23 out of 68 materials have been assessed to be poorly illustrated. Only 5 plates have been seen to be full of abstract ideas and 6 suggested adult ideas respectively. The dominant problems are (a) too small items drawn on a large sheet of paper, (b) too small items crammed on a support, (c) items illustrated with dull colour scheme and (d) too thin-end pencil or marker illustrations. Problems associated with labels are numerous. Spelling and grammatical errors were identified in four materials. The majority of the materials are on non-science lessons. For instance, about 50 Pictorial Materials in this research are treating Languages.

Recommendations

Teaching and learning with Pictorial illustrations make learners understand the lesson better. A Chinese proverb says, 'I hear I forget; I see I remember; I do I understand' This means that when we teach children with lecture method they hear and forget immediately.

It is hoped that provision of training and in-service training to artists and teachers would go a long way in providing Pre-Schools with good Pictorial materials. It is certain that training can give them a firm foundation in Art—the foundation of nation building.

Those who teach with the use of Pictorial Materials help the learners to remember things they learn. On this concept the use of Pictorial Materials in all institutions of learning is

advocated—Pre-Schools, Basic schools, continuation schools such as Secondary, Vocational, Technical and Training institutions.

The use of Pictorial Materials is not the last stop for delivering quality education.

Practical work in the process of learning is the best way for building a strong workforce.

At the Pre-School level, provision of adequate tools and material for the children to practice writing, drawing, painting, construction of their own toys and dolls is a sure way of preparing them for a better future.

On this note, the researcher adds his voice to those from the respondents in this project that: The Government of Ghana should provide or consider the points below.

- ✚ Three dimensional objects should be made available at cheaper prices for the Pre-Schools to access.
- ✚ More Mathematical and Science based materials should be provided and used. This would build a strong foundation and prepare us towards Industrial Technology nation.
- ✚ Simple materials like crayons, pencils, paper, cards and erasers should be subsidized to enable them accessible for all users.
- ✚ In-service training should be organized frequently for the Pre-School teachers to enable them to update their knowledge and skills.
- ✚ Potential artists should be identified and trained so that they can provide appropriate services to the educational sector.

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Appendix 1

QUESTIONNAIRE

Department of General Art Studies
College of Art and Social Sciences
KNUST, Kumasi

Dear Reader,

This paper aims at identifying the strengths and weaknesses of the Pictorial Materials used in our Ghanaian Pre-school Institutions. Solutions from these findings would be based on the objective identity of the problems.

Your responses would be treated with utmost confidentiality.
Feel free to provide your responses to your best ability.

Tick appropriate boxes and/or fill the necessary gaps where possible.

1. Gender: Male ☐ Female ☐
2. This Institution is: Private ☐ Public ☐
3. Source of Our Pictorial Materials: We draw them ourselves ☐
We buy already made ☐
We commission artists to draw them for us ☐
4. If you commission artists to draw, do you describe what they should draw?
Yes ☐ No ☐
5. Which type of artists does your work?
Established wayside artists ☐ SS Students ☐
Others,
specify
6. You have any further comments? Yes ☐ No ☐

If yes

.....
.....

I am very grateful for your concern and co-operation,
Thank you very much.

OBSERVATION GUIDE

OBSERVER'S CHECK LIST

Number Of Institutions ►		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
1 Classroom																					
Built with																					
a.	Concrete cement walls	<div></div>					<div></div>					<div></div>					<div></div>				
b.	Wooden walls	<div></div>					<div></div>					<div></div>					<div></div>				
Roofed with																					
a.	Metal sheets	<div></div>					<div></div>					<div></div>					<div></div>				
b.	Concrete	<div></div>					<div></div>					<div></div>					<div></div>				
2 Adequacy																					
Furniture																					
a.	Tables and Chairs for all	<div></div>					<div></div>					<div></div>					<div></div>				
b.	Tables only for all	<div></div>					<div></div>					<div></div>					<div></div>				
c.	Chairs only for all	<div></div>					<div></div>					<div></div>					<div></div>				
Mats																					
a.	Mats seen in use	<div></div>					<div></div>					<div></div>					<div></div>				
b.	Mats Not seen in use	<div></div>					<div></div>					<div></div>					<div></div>				
3 Size of classroom																					
a.	4 m (12 ft) by 4 m (12 ft)	<div></div>					<div></div>					<div></div>					<div></div>				
b.	5.3 m (16 ft) by 4 m (12 ft)	<div></div>					<div></div>					<div></div>					<div></div>				
c.	3.3 m (10 ft) by 5.3 m (16 ft)	<div></div>					<div></div>					<div></div>					<div></div>				
d.	6.7 m (20 ft) by 4.88m (16 ft)	<div></div>					<div></div>					<div></div>					<div></div>				
e.	6.7 m (20 ft) by 5.3 m (16 ft)	<div></div>					<div></div>					<div></div>					<div></div>				
f.	Less than 4 metres	<div></div>					<div></div>					<div></div>					<div></div>				
Any Other																					
4 Display of Pictures																					
a.	In the classroom	<div></div>					<div></div>					<div></div>					<div></div>				
b.	In the Headmaster's office	<div></div>					<div></div>					<div></div>					<div></div>				
c.	In the Owner's office	<div></div>					<div></div>					<div></div>					<div></div>				
d.	In the Store	<div></div>					<div></div>					<div></div>					<div></div>				
e.	Not Displayed any where	<div></div>					<div></div>					<div></div>					<div></div>				
5 Type of Pictures																					
a.	Wall hangings	<div></div>					<div></div>					<div></div>					<div></div>				
b.	Murals (painting)	<div></div>					<div></div>					<div></div>					<div></div>				
c.	Posted Pictures/ Materials	<div></div>					<div></div>					<div></div>					<div></div>				
d.	Reliefs	<div></div>					<div></div>					<div></div>					<div></div>				
e.	Flash Cards	<div></div>					<div></div>					<div></div>					<div></div>				
Any Other																					

6 Position of the Pictures

- a. On the four walls
- b. On 3 walls
- c. On side walls
- d. On One wall
- e No where
- Any Other

7 Size of Picture Supports

- a. Less than A4
b. A4 size
c. A3 size
d. More Than A3
Any Other

8 Nature of the Pictures

Illustration

- a. Clearly illustrated
b. Not clearly illustrated
- Colour Scheme
- a. Monochrome
b. Di-chrome
c. Tri-chrome
d. Full /Process colour
Any Other

9 Faulty Labelling Of Materials

- a. Wrong Spellings
- b. Illegible Characters
- c. Good Labeling
- d. Wrong Labelings
- e. No Labeling
- Any Other

10 Conclusion

- a. Pictures Not Suitable
b. Pictures Suitable
Any Other

Institutions visited for these Observations

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12