

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

THE PERCEPTION OF TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING PROGRAMME AMONG GHANAIS: A CASE STUDY OF ICCES
CENTRES IN THE ASHANTI REGION

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of Graduate Studies, University of Education, Winneba, in partial fulfilment of the
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DECLARATION

STUDENT'S DECLARATION

I, MARGARET OBENG, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and that it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines and supervision of the project report as lay down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. JOSEPHINE NTIRI

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DATE:

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DEDICATION

This work is dedicated first and foremost to my children, Richard Osei-Wusu and Sarpomaa Christabel for their lovely support throughout the course.

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LIST OF ABBREVIATION

BACs	Business Advisory Centres
CAGD	Controller and Accountant Generals Department
CBSA	Community – Based Skills Approach
CM	Centre Manager
CMB	Centre Management Board
COTVET	Council for Technical and Vocational Education and Training
DACF	District Assembly Common Fund
DCEs	District Chief Executives
ESP	Education Strategic Plan
GE	General Education
GE	General Education
GES	Ghana Education Service
GET Fund	Ghana Education Trust Fund
GNAVTI	Ghana National Association of Vocational Training Institute
GoG	Government of Ghana
GPRS	Ghana Poverty Reduction Strategy
GRA	Ghana Revenue Authority
GWP	Government White Paper
HND	Higher National Diploma
ICCES	Integrated Community Centres for Employable Skills
KMA	Kumasi Metropolitan Assembly



MDGs	Millennium Development Goals
MELR	Ministry of Employment and Labour Relations
MESW	Ministry of Employment and Social Welfare
MEYS	Ministry of Education, Youth and Sports
MOE	Ministry of Education
MoEP	Ministry of Economic Planning
MoMYE	Ministry of Manpower, Youth and Employment
MSE	Micro and Small Enterprise
NABPTEX	National Board for Professional and Technical Examination
NBSSI	National Board for Small Scale Industries
NCC	National Craftsmanship Certificate
NFED	Non-Formal Education Division
NGO	Non-Governmental Organization
NTVETQF	National Technical and Vocational Education and Training Qualification Framework
NVTI	National Vocational Training Institute
OIC	Opportunities Industrialization Centre Organization
PSWU	Public Service Workers Union
PTA	Parent Teacher Association
RC	Regional Coordinator
RCC	Regional Coordinating Council
REP	Rural Enterprise Programme
RTFs	Rural Technology Facilities

SHS	Senior High School (formerly Senior High School, SSS)
ST	Skills Training
STC	Skills Training Centre
TES	Tertiary Education System
TEU	Technical Education Unit
TTI	Technical Training Institute
TVET	Technical and Vocational Education and Training
TVI	Technical Vocational Institutes
UNESCO	United Nations Education, Scientific and Cultural Organisation
URCR	University Rationalization Committee Report
USS	Universal Salary Structure
VTI	Vocational Training Institute



ABSTRACT

The purpose of this study was to investigate the perception of Ghanaians on TVET programmes, a case study of ICCES in the Ashanti Region. This study employed the case study design using qualitative approach. This was because the study sought to solicit responses from Ashanti ICCES on their perception on technical and vocational education and training programmes (TVET). Purposive sampling was used to select twenty participants which include five teachers and fifteen student leaders for the study. Semi-structured interview was used as the main instrument for data collection. The findings of the study revealed that the rationale behind the provision of TVET programmes in Ghana was to equip graduates from the school with the economic man power to function effectively in the society as well to lead an upright and moral life in the society. Again, the study revealed that low social acceptability for TVET schools/programmes, Parents/Guardians send their ward as last resort; and local employers of labour and their preference for foreign trained or expatriate technicians were the attitudes of Ghanaians towards the provision of TVET. Lastly the study indicated that inadequate teaching and learning materials (tools and equipments), lack of proper training and motivation for TVET teachers/instructors, and inadequate supervision for TVET students in industrial attachment/training were some of the challenges militating against the provision of TVET programmes in Ghana. The study therefore recommends that the Ministry of Education and COTVET should work together by creating the awareness to the public and the country as a whole on the benefits of technical and vocational education.

CHAPTER ONE

INTRODUCTION

This chapter focuses on the background to the study, the statement of the problem, the objectives of the study and the research questions. It further discusses the significance, delimitation, limitation, and the organization of the study.

1.1 Background of the Study

The importance of Technical and Vocational Education and Training (TVET) in nation building cannot be over-emphasized. TVET has been recognized as constituting a vital segment of the Ghanaian educational system and human resource development initiative for producing the requisite skilled manpower needs for Ghana's overall development (Baah-Wiredu 2008). Indeed, technical and vocational education is one of the major avenues for industrial development as well as for economic and social progress of any country. It is TVET that produces the critical mass of the requisite skilled, technical and professional manpower needed for national development. Without the skilled technical manpower produced by vocational and technical institutes, technical development would virtually grind to standstill. Until 1850, the development of education in Ghana (then Gold Coast), was entirely in the hands of the Christian Missionaries. The system was devoid of any cohesive national policy. But Annor (1989) indicated that before the Europeans came to colonise Africa, Africans had a way of producing artifacts. Technical and vocational education had been emphasized in the education system in Ghana since the colonial era. It started with the missionary schools where children were given training in the various trades, for instance in carpentry, masonry, blacksmithing and others. The sixteen principles

of education proposed by Sir Gordon Guggisberg, the then Governor of the Gold Coast between 1914-1927 called for the provision of trade schools with technical and literacy education that would fit young men to become skilled craftsmen and useful citizens (Mc-William and Kwamena-Poh, 1975).

This resulted in the establishment of four government trade schools (technical and vocational schools) in 1922 at Mampong in the Ashanti region, Kibi in the Eastern, Accra Greater-Accra and Asuanzi in the Central region. Courses offered at that time were woodwork, needlework, Catering, metalwork and brickwork, which were considered essential for improving the quality of life of the people. As noted by Foster (1965), the aim of these schools was to encourage “the development of habits of steady industry leading to a settled and thriving peasantry” (UNESCO, 1984). The desire to improve the socio-economic life of the people through technical and vocational continued to engage the attention of the colonial government. By 1925, another technical and vocational school had been established at Yendi in the Northern region bringing the number of such schools up to five. From then on there were steady developments until the Second World War. The established schools were then converted into army schools in which craftsmen of all sort were trained to help the war effort (UNESCO, 1984). When the war was over, the schools were renamed ‘Trade Schools’ and courses such as Blacksmithing, Metal and Machining, Auto mechanics and Electrical practice were added to the existing ones. The government felt the need to increase the number of schools from five in 1953 to eight in 1956 to train sufficient skilled manpower to meet the demand of the industry. In the course of these developments, the schools were renamed ‘Technical Institutes’. These then began to offer courses leading to the award of City and Guilds certificates (UNESCO, 1984). After

independence, previous governments of Ghana had periodically reformed the education and training system in the country, emphasizing on Technical and Vocational Education and Training with the aim of making the educational system more relevant for the world of work, to boost the informal economy in order to minimize unemployment and poverty. It is as a result of this that the Ghana government has come out with various initiatives to train the youth specifically under the auspices of TVET programmes. Notable among such initiatives is the Integrated Community Centres for Employable Skills (ICCES) charged with the objective of training the youth from basic to the tertiary level. ICCES is an agency under the Ministry of Employment and Labour Relations (MELR) with policy objective to increase young person's access to skills acquisition and empowerment for productive employment. It was established in April 1986, under the Non-Formal Education Division (NFED) of the Ministry of Education (MOE). ICCES was moved to the Ministry of Employment and Labour Relations by cabinet decision in 1994. In Ghana for instance, ICCES has become the leader in Technical Vocational Education and Training and Competency Based Training Skills provision in the rural communities in the country preferably Ashanti Region (Amoh, 2018).

Currently, in Ashanti region, ICCES can boast of fourteen (14) training centres perfectly working, with the mission to train the youth in demand-driven employable skills for self or paid employment in their chosen trades through micro and small-scale enterprises development to combat youth unemployment and thereby mitigate rural-urban drift and contribute to the development of a sustainable labour force for employment in the country as a whole. It is in this view that the researcher seeks to investigate the perception

of Ghanaians on Technical Vocational Education and Training specifically, ICCES which is charged with this huge responsibility.

1.2 Statement of the Problem

In spite of the contribution that Technical and Vocational Education and Training can make in developing the formal and informal economy, not much development have been done on ICCES which happens to be one of the crucial centres meant to train the youth on Technical and Vocational Education. It is as a result of this that the researcher seeks to find out the perception of Ghanaians about Technical and Vocational Training specifically the stakeholders of ICCES if indeed TVET is achieving its purpose of been beneficial to the formal and informal sector of economy.

However, TVET in Ghana faces a lot of challenges. The problems are so serious that a survey in 2002 of public TVET teachers found that none of the 87 respondents wanted their own children to study TVET programmes. Because of these problems, government of Ghana through an Act of Parliament in 2006 established a Council for Technical and Vocational Education and Training (COTVET) which will have overall responsibility for skills development in the country coordinate and oversee all aspects of technical and vocational education and training in the country.

Meanwhile, some of the problems of TVET are the limited number of technical institutions, lack of facilities and materials for training students, inadequate technical teachers or facilitators and inadequate training tools and equipment.

1.3 Purpose of the Study

The purpose of the study is to investigate the perception of technical and vocational education and training programme among Ghanaians, specifically at the ICCES in the Ashanti region.

1.4 Research Objectives

The following objectives give direction to the study.

1. Investigate the rationale behind the provision of Technical and Vocational Education and Training programmes in Ghana specifically at ICCES centres.
2. To ascertain the attitude of Ghanaians towards the provision of Technical and Vocational training programmes in Ghana.
3. Find out challenges that are associated with the provision of TVE in Ghana.

1.5 Research Questions

1. What are the rationale behind the provision of Technical and Vocational Education and Training in Ghana specifically at ICCES?
2. What are the attitude of Ghanaians towards the provision of Technical and Vocational training programmes?
3. What are the challenges of Technical and Vocational Education and Training in Ghana?

1.6. Significance of the Study

1. The study will help to create awareness of the rationale of the TVET programmes in Ghana.
2. It will help to identify the role of TVET as an ingredient in the poverty reduction machinery and as the engine of improvement of the Nation's Economic Growth.
3. The study will also help the government to assess the perception of Ghanaians towards TVET programmes in Ghana.
4. It will help the Ministry of Education to identify the current opportunities and challenges of the TVET programme and its implication for national development in Ghana.

1.7 Delimitation of the study

The study was delimited to ICCES training centres in Ashanti Region due to cost and time, hence the findings of the study would be generalized with caution. The research focused on ICCES trainees and teachers/instructors.

1.8 Limitation of the Study

Some of the respondents were reluctant in providing information towards the study as some of them were looking up to incentives before providing the necessary information.

The study was not smooth throughout. There were number of problems along the line.

Some of these problems were:

1. Financial difficulties
2. Asking the wrong questions

3. Inconsistency between trainees/students
4. Bias among students
5. Interview fatigue
6. Dishonesty sometimes set in during interviews

1.9 Organization of the Study

The study was organized into five chapters; chapter one focused on the background of the study, statement of the problem, purpose and objective of the study, research questions, significance of the study, and definition of key/significant terms. Chapter two reviewed the literature related to the study. Chapter three focused on the research methodology adopted for the study. It was divided into research design, target population, sample and sampling procedure, research instruments, data collection and data analysis. Chapter four comprises data presentation, discussions and data analysis. Chapter five highlighted on the summary of the findings, the conclusions, recommendations and suggestions for further research.

1.10 Definition of Key Terms

Apprenticeship: A combination of on-the-job training and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation.

Centre: Any place suitable for the skills and job training of the unemployed youth.

Community: Referring to villages, towns, districts, religious societies or associations of people with keen interest in the development and welfare of the youth.

Competency base: It is an approach to teaching and learning more often used in learning concrete skills than abstract learning.

Development: An event constituting a new stage in a changing situation.

Employable: Training leading directly to employment, preferably self-employment and income generation.

Empowerment: Authority or power given to someone to do something.

Entrepreneurial Skills: The activity of setting up a business or businesses, taking on financial risks in the hope of profit.

Guidance and Counseling: The processes of helping individuals discover and develop their educational, vocational, and psychological potentialities.

Integrated: Bringing together drop-outs, literates and illiterates youth to secure different types of desirable and marketable skills.

Navigate: To plan and direct the course of a ship, aircraft, or other form of transport, especially by using instruments or maps.

Perception: Is the way you regard something and your beliefs about what it is like.

Proficiency: A non-written test that measures competencies through practical and oral components.

Skills: Capacity to get job done for money i.e. ability to produce goods and services.

Sustainable: Is the organizing principle that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Technical and Vocational Education: Is the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed related literature of the study under the following topics: Nature of Technical and Vocational Education, Challenges Facing Vocational Technical Education, Technical Vocational Education in Ghana, The benefits of TVET to the People of Ghana, Challenges of TVET in Ghana, The background of ICCES, Criteria for establishments of ICCES training Centre, the Socio – Economic System of ICCES in Ghana, and ICCES and National Growth.

2.1 Nature of Technical and Vocational Education

Technical and vocational education stepped up over a century ago by the colonial government. The aim was to encourage “the development of habits of steady industry leading to a settled and thriving peasantry” (Foster, 1965p.144). As one moves from country to country, technical and vocational education is given different names: vocational education and training (VET), technical and vocational education (TVE), technical and vocational education and training (TVET), vocational technical education (VTE), or vocational and technical education and training (VOTEC) (Twum-Barima, 1972), but they all mean the same thing. Traditionally, technical and vocational education refers to studies in area of technology, applied sciences, agriculture, business studies, industrial studies and visual art (Palmer, 2009). The universal justification for vocational technical education has been to provide occupational skills for employment. However, this keeps changing and vocational technical education has been assuming different meanings and purposes due to

global demographic, social, technological, economic, and political developments. These developments put pressure on governments and policy makers to keep expanding the purposes and expectations of vocational technical education. According to (Odamtten, 1978) research have revealed that, there are now five justifications for governments worldwide to invest in vocational technical education. These are:

- To increase relevance of schooling by imparting individuals with skills and knowledge necessary for making the individual a productive member of the society.
- To reduce unemployment as a result of provision of employable skills especially to the youth and those who cannot succeed academically
- To increase economic development due to the fact that it improves the quality and skill level of the working population.
- To reduce poverty by giving the individuals who participate access to higher income occupations.
- To transform the attitude of people to favour occupations where there are occupational prospects or future.

2.2 Technical and Vocational Education in Ghana (TVET)

Education in Ghana is believed to be the vehicle for accelerated economic and social growth and development. This has been the philosophy of governments from the colonial era till today (Miller, 1985). On the accounts of the belief in the benefits of education, successive governments of Ghana have been using education to implement developmental policies and programs. Vocational technical education had been emphasized in Ghana's education system since the colonial era. The purpose then was to

train the youth in various trades such as catering, needlework, carpentry, masonry, blacksmithing, and others to become skilled craftsmen and useful citizens (McWilliams & Kwamena-Poh, 1975). Between 1914 and 1927, the Governor of the Gold Coast, Sir Gordon Guggisburg proposed 16 principles for education. This proposal called for the provision of trade school. As at 1922, there had been four trade schools established in the country. After the country's independence in 1957 however, it was realized that the type and quality of education inherited from the colonial government did not address the country's needs and critical problems. Various review committees emphasized this fact and proposed remedies. Significant among them were the Kwapong Committee Report in 1968 and the Dzobo Report in 1973. These set the pace for reforms in Ghana's education system (McWilliams & Kwamena-Poh, 1975).

However, it was not until 1987 that a new structure and content became operative. Under the 1987 educational reform, the objective has been to ensure that all citizens regardless of gender or social status are functionally literate and productive. The current structure under operation consist of six years of primary school, three years of junior secondary school, making up the basic education level; three years of senior secondary school, forming the secondary level; and two to four years of tertiary level education. Vocational technical education is organized at all the three levels in the country: primary, secondary and tertiary levels. Three different types of vocational technical education are organised. These are the pre-vocational, vocational and technical (Gyekye, 1996).

The pre-vocational type of vocational technical education occurs at the basic school level. The aim here is to expose pupils at the basic education level to a range of practical activities in the vocational field in order to make them familiar with, and stimulate their

interest in vocational subjects; this gives pupils at this level equal opportunity to choose their future careers in either the vocational technical or general field. Also, it equips them with basic occupational skills that will enable those who do not seek further education to enter into gainful paid or self-employment in industry, agriculture and commerce. Graduate from the basic level could also enter the informal sector for apprenticeship training. All pupils at the basic level are to take courses in both pre-vocational and pre-technical subjects (Government of Ghana, 2007). At the secondary level, training is vocational in nature. Ghana uses a combination of two approaches to organize vocational technical education at this level.

There is the parallel system where vocational technical institutions exist alongside the senior high school system. Graduates from the basic level can enter the technical institutes or the senior high schools. In the technical institutes, the aim is to train and impart practical training and skills leading to the provision of artisans, craftsmen, technicians, and other middle-level personnel in commerce, agriculture, technology, science, and industry.

The core curriculum approach is also used in the conventional senior high school system. For those who enter the senior high school after the basic level education, there exist a core curriculum and a cluster of elective subjects, which could be vocational technical in nature. Any student interested in a career in vocational technical could select at least three elective subjects in any particular vocational technical field, which the individual will have to study in addition to the four core liberal subjects. At the secondary level, vocational technical education aims at equipping young men and women with relevant productive skill training that will enable them fulfill the country's manpower needs in the field of technology, industry, commerce, agriculture, and business (Baiden,

1996). There are 503 senior high schools, 23 technical and 29 vocational public institutions in the country that are involved with the delivery of vocational technical education at the secondary level. These are supported by about 700 vocational technical intuitions, which are operated by individuals, religious bodies, and non-governmental organizations; and a vibrant but unregulated apprenticeship system. Vocational technical education at the tertiary level is technical in nature. It is organized within post-secondary institutions or tertiary institutions and constitutes the highest level of vocational technical education in the country (Gyekye, 1996).

The Universities, Polytechnics, and other post-secondary pre-service training institutions, are under the sector of other Ministries in Ghana. The other post-secondary institutions include: Health Training Institutes, Nursing Training, Teacher Training and Agricultural Colleges, Schools of Forestry, Teacher Institute of Journalism, School of Communication, and Institute of Professional Studies. Courses generally last between two to four years and result in the awarding of a certificate, diploma or a degree. Vocational technical education at the tertiary level provides personnel with the technical knowledge and vocational skills necessary for agricultural, industrial, commercial, scientific, technological, and economic development; while at the same time, pays attention to environmental issues. It aims at training human resources to match supply of skilled labour with demand. Vocational technical education systems in Ghana continuous to undergo reform designed to build on the inherent strengths of the system. Recent major reform concern the setting up of national training bodies, and the enactment of laws to strengthen national vocational training programmes. Government of Ghana has recently passed an Act of Parliament that establishes a Council for Technical and Vocational Education and

Training (COTVET) which will have overall responsibility for skills development in the country.

2.4 The Benefits of TVET to the People of Ghana

According to Osei (2017), Education is very important and vital to the development of any society. Technical and vocational education has the potential of improving the socio economic sector of the country. Among several benefits, a country like Ghana can derive from vocational and technical education, are discussed:

- Provision of relevant employment skills – The skills of a workforce makes the economy of the country competitive. This depends on the quality of the country's educational and training systems. Vocational education and its associated skills are keys to a country's economic development. With relevant employable skills, individuals can set up their companies and organizations, making more job opportunities available for the unemployed.
- More taxes to Government – According to tax policy adviser to the Ministry of Finance and Economic Planning (MFEP), only two million Ghanaians out of 25 million pay tax to the Ghana Revenue Authority (GRA). This is largely because there are lot of unemployed graduates idling day in and day out. If attention is given to TVET, we may realize personal employment initiatives that will put citizens in a better position to support Government by means of paying taxes and voluntary donations to support developmental projects. Henceforth, government will not have to demand on foreign donors and loans from external sources.
- Attraction of high investments – Companies that depend on human labour for production invest in countries with highly skilled human resource. This tends to

alleviate the pressure on the economy by inviting foreign companies to invest in the country's economy as they utilize the human resource to achieve their goals. This is also achievable because crime rates decrease and the environment becomes friendlier for people to patronize.

- Enhancement of the problem-solving ability of citizens – Individuals is better placed to solve emerging challenges when they are technically enhanced. Citizens ability to solve problems, face any difficulty with the hope of overcoming and winning depends on the confidence they have in themselves as they undergo training to excel mentally in their various areas of interest.
- Perception of Ghanaians in TVET – Ghanaians fancy white colour jobs, office work, supervisions, and advisory roles without having physical involvement. This culminates into the general wrong impression on TVET education. However, this is regrettable for a developing country as we are. More emphasis on innovations through recognitions and awards can however, contribute to changing the age and mindset.

2.5 Challenges of TVET in Ghana

It is widely accepted that Technical and Vocational Education and Training (TVET), has the great potential of accelerating any country's drive towards development. Unlike the so call "Grammar School" education, TVET is design to prepare trainees for a

specific profession. This increases the chance of trainees gaining employment quickly, or setting up their own businesses after training. (Akyeampong, 2007)

According to Twum-Barima (1972) typically, there are two pathways for an individual to take, in pursuing a career in TVET. One is to gain admission to a Technical or Vocational Institution or to undertake an apprenticeship with a master craftsman on one's chosen field. Masters who learnt the same way teach an overwhelming percentage of people who end up in trades like hairdressing, auto mechanics, plumbing, and electronics in the informal sector. This makes the traditional apprenticeship system very important. As Ghana aspires to join the ranks of the developed nations, there is an increased need for a skilled workforce (Akyeampong, 2007). As the saying goes, a nation without skills cannot develop. The nation envisions looking forward to a society with an efficient public transport system, affordable but safe housing, reliable energy supply, and all the trappings that go with development. To achieve this, the nation will need the requisite manpower to make this possible. We need a skilled workforce to maintain our roads, bridges, and railways. Competent engineers and mechanics to service our industries, and skill garment makers to compete globally. Countries like Malaysia, Korea, Singapore, Taiwan and Hong Kong collectively known as the Asian Tigers have successfully adopted sound policies in the TVET sector, which have resulted in the emergence of a highly skilled workforce (Sarpong, 2012). A good TVET, benefits the individual by giving them an opportunity to earn a decent wage, and live a dignified life. It also benefits the family by raising its status in society, and ultimately benefits the nation by reducing unemployment and increasing the tax base. For TVET to take its rightful place in Ghana, several challenges must be overcome. The Council for Technical and Vocational Education and

Training (COTVET), as the regulator of the sector, is responsible for finding solutions to most of these challenges. It is important to note that one of the greatest challenges facing TVET in Ghana currently is the low prestige it enjoys from the public. Most parents and guardians have dreams of their children and wards becoming doctors, lawyers, or accountants (Solomon, 1992).

Trades like auto mechanics, hairdressing, and carpentry are considered to be the preserved of children who do not have the mental ability to pursue a university education. These trades are also thought to be better suited for those coming from the bottom rungs of the socio-economic ladder (Solomon, 1992). TVET in Ghana, needs rebranding for people to understand how important it is to our national development. It is now common for university graduates to spend 2-5 years after their education, looking for non-existent employment. The fact is that universities in Ghana are producing more human resource practitioners, marketers and administrators that can be absorbed by the job market. Meanwhile, there is a real demand for skilled workers in many of our industries, which is not being met (Oloruntegbe, 2010). In the emerging oil and gas industry alone, there are so many specialized jobs, which have to be filled by expatriate workers, since the Ghanaian expertise is nonexistent. Some of the strategies which have been identified by COTVET are; to reignite interest in TVET is to revive guidance and counseling units in schools to educate children at a young age about the opportunities in TVET.

There are also some significant challenges, as far as training is concerned, both in the formal and informal sectors. The training institutions have to navigate a minefield of obstacles in their quest to train the Ghanaian youth (Solomon, 1992). As noted earlier, TVET is supposed to prepare the trainee for a specific vocation. This means that, training

has to be practical in nature. It also suggests that during training, the trainees should have access to the tools and equipment that is used in industry. Unfortunately, many of the training institutions like ICCES are ill equipped, and are therefore forced to rely heavily on theoretical methods of teaching. Even though some institutions are better equipped than others, the general situation is less than satisfactory. Asawansi Technical Institute in the Central Region still relies on equipment from the mid-1940s to train its students (Twum-Barima, 1972). For TVET to become relevant there is the need to look out for finances to adequately equip TVET institutions. The importance of TVET notwithstanding, stakeholders are yet to come up with a sustainable financing structure. The Ministry of Education, which finances and oversees the majority of TVET institutions in Ghana, has consequently allocated less than 2% of its budget to the TVET sector (ILO, 2017). Industries who are the direct beneficiaries of the skills that graduates acquire, should also be encouraged to invest in the training institutions.

2.6 The Background of ICCES

ICCES according to the Ministry of Employment and Labour Relations (MELR, 1986) stands for Integrated Community Centres for Employable Skills. Currently, there are about 75 ICCES centres throughout Ghana. ICCES centres were set up by the Ghanaian government to combat youth unemployment, rural-urban drift and contribute to the development of micro and small-scale enterprises among the youth (TVET Strategic Plan 2015). ICCES centres are vocational and technical schools that teach valuable skills such as masonry, fashion, electrical installation, catering, architectural, hairdressing, carpentry

and joinery etc. ICCES studies supportive subjects like the Mathematics, Integrated Science, English Language, ICT, Entrepreneurial Skills and Social Studies called the generics. In Ashanti region, most of the trainees set up their own businesses due to the entrepreneurial skills acquired, others also find employment to work under some industries and companies within the regional and district levels, and the fortunate ones who are academically good seek admission to the tertiary institutions like the Polytechnics and the Universities (Amoh, 2017).

It is important to note that ICCES is open to anyone, typically between the ages of 14 and 24 and often attract youth who prefer to learn a trade. ICCES provides an essential role by helping young Ghanaians to step out of the cycle of poverty they find themselves (TVET Strategic Plan 2015).

Apraku-Mensah (2015), the former National Director of ICCES indicated that in order to beef up the activities of ICCES in Ashanti region, a workshop was organized in Kumasi, at the Ashanti ICCES Regional Office, to discuss the role of stakeholders in ICCES Ashanti. The workshop was graced with stakeholders like, Nana Anthony Boateng, the former ICCES Ashanti Regional Coordinator and Dr. Robert Palmer, University of Edinburgh (UK) and Mr Apraku Mensah the then director for ICCES. The theme, for the workshop was, Quality Training and Improved Outcomes. It was discussed under the theme that ICCES is essentially designed as pre-employment training for the informal economy and it is expected that trainees will become employed, mostly in self-employment in enterprises, upon completion.

According to Boateng (2007), most ICCES trainees do appear to be Junior Secondary School (JSS) graduates, unlike other Vocational Training Institutes (VTIs) in

Ghana where there are no official entry requirements (like a minimum grade in the JSS final exams). Moreover, ICCES appears to be one of (if not the) lowest cost public VTI providers in Ghana. ICCES appears to be far more open to poorer students than other VTIs and as a modality for targeting poorer students; therefore, ICCES is well worth further investigation. He continued that ICCES is faced with issues such as lack of financial support from the government leading to, sometimes acute shortages of teaching and learning materials, including textbooks, tools and materials for practical classes. In spite of these difficulties, ICCES in Ashanti Region is widely regarded as being the most organized when compared to other regions. For the last few years, it has consistently had some increasing trainees in 14 different centres in nine (9) districts of Ashanti Region. The regional coordinator indicated that considering the appreciable role ICCES is playing, it is therefore hope that the government will take the necessary action to help boost various ICCES centres (Boateng, 2007).

2.7 Programmes offered at ICCES centres

Below are the programmes offered by ICCES training centres (TVET Strategic Plan 2015).

2.7.1 Technical Trade Areas

1. Auto Mechanic (Fitting), Spraying, Electrical, Volcanizing and Body works.
2. Agriculture Machinery Mechanics Servicing.
3. Block / Tile laying, Concreting / Steel Bending (Masonry).
4. Carpentry and Joinery / Aluminum Fabrication Works.
5. Carving, Sculpture, Upholstery and Cabinet Making.
6. Computer Hardware and Software Servicing.
7. Building Draughtsmanship / Auto Cad and Landscaping.

8. Electrical (General Facilities Installation and Wiring).
9. Electronics (Radio, TV, Refrigeration and Air-Conditioning Servicing).
10. General Welding and Fabrication Servicing.

2.7.2 Vocational Trade Areas

1. Fashion (Dressmaking, Tailoring, Seam stressing and Embroidery).
2. Catering and Lodging (Cookery and waiting Works)
3. General Agriculture (Livestock and Vegetable / Crop Production)
4. Hairdressing / Barbering (Pedicure / Manicure)
5. Textile Design (Dyeing, Weaving and Printing)
6. Graphic Design (Advertising, Binding and Packaging)

2.7.3 Business Studies & Core / Generic Subject Areas

1. Business / Office Equipment System Servicing
2. Cooperative, Entrepreneurship and Secretarial Studies
3. General English (Communication)
4. General Mathematics
5. General Science
6. Social Studies
7. General ICT Studies and Core Subjects for all Trainees

2.7.4 Tailor Made / Refresher Short Training geared towards self- employment generation

1. Cosmetics (Soap / Pomade / Powder) making
2. Beads, Ceramics and Pottery making

3. Rural Crafts (Rope and Cane Works)

Potential Skill Areas to be introduced as full time courses (TVET Strategic Plan 2015).

1. Leather works and shoe making servicing
2. Solar lamp and Panels Assembling and Servicing
3. General Photography Servicing
4. Mobile Phone Assembling and Servicing
5. Plumbing Servicing
6. Painting and Decoration (Spraying and Sign Writing)

2.9 The Directorate of ICCES in Ghana

The concept guidelines and operations of ICCES training centre Amoh (2018) asserted that, the ICCES Directorate, has its base in Accra, with ten (10) Regional Secretariats at the Regional Coordinating Council (RCC) Offices, which supervise the training centres located within the Regions. ICCES has departments establish within its field of work and the Directorate has six (6) departments as follows:

- Policy, Planning, Monitoring and Evaluation
- Public Relation
- Human Resource Development and Planning
- Accounts
- Training and Production
- General Service

Under the Skills Training Centre, (STC) ICCES has some key expectations as follows:

1. Prepare periodic terminal reports on all aspects of the training centres activities, (staff qualification, trainee enrolment and their gender, trade areas been taught. The instructors training and learning approach been adopted, record of trainees' graduation and their where about, local and external assistance been sought etc), to the ICCES Directorate through their Regional Secretariat.
2. Arrange for practical attachment training with experienced practitioners in industry, for the trainees.
3. Keep records of all training fees and other charges associated with the training that has been agree upon to be paid by the trainees to support teaching and learning, are actually collected to provide quality training.
4. Prepare accounts on all income and expenditure on all training transactions and dispatch it through their regional secretariats to the ICCES directorate.
5. Any other information or report required of the centres (Amoh, 2018).

However, the ICCES training programmes differs greatly from existing Traditional Apprenticeship (Artisan) training in the country. The skills centres is related to career counseling, work-place practice, emphasizing on-the-job training and entrepreneurship, and is geared towards self-employment. These prepare the trainees to take up tasks and to surmount challenges now and in the future life.

The Traditional Apprenticeship (Artisan) training is often very expensive and sometimes unregulated and may not lead to recognized certificates. It certainly does not include other key skills area that is regard as essential for entrepreneurship training. Opportunities exist for trainees who desire to get to the higher levels of their chosen trade areas by climbing the academic ladder, after acquiring the foundational knowledge and

skills from ICCES training centres in Ashanti Region. Trainees are also encouraged to embark on General Sporting activities as well as Cadet training to enhance fitness and discipline of trainees (Baah and Achakoma, 2007).

ICCES has a course content that the skills training courses are expected to equip trainees and participants with basic knowledge and skills in the following areas: Reading, Writing, Numeracy, and Hands on Skills, Discussion, Problem Solving, Occupation, Life / Civic Awareness and Wealth Creation. The ICCES system currently operating has so many challenges, they are supply-driven and out of touch with the needs of formal industry. ICCES is ill-equipped with the right tools / equipment, multiplicity of certificates, syllabuses, poor image, inadequate training facilities and instructors (teachers) with the requisite qualifications.

The new system which has been developed by Council for Technical and Vocational Education and Training (COTVET) is the Industry-Led, Demand-Driven, Community-Based Skills Approach (CBSA) to Technical Vocational Education and Training TVET delivery i.e. Competency Based Training (CBT). ICCES, the TVET provider will collaborate with the COTVET to ensure that the TVET sector becomes a credible alternative to the General Education (GE). ICCES and the Centre Management Board (CMB) are to facilitate for Official Accreditation and as Examination Centre from National Vocational Training Institute (NVTI) and (COTVET) (Boateng, 2007).

2.10 Duration of Skills Training Courses: (ICCES Charter, 2004)

The ICCES course design and period for preparing trainees is as follows:

- Regular term training and trade examinations is three (3)

- Tailor-made refresher courses, Employable short courses Apprenticeship training geared towards setting up enterprises and self-employment generation range from three (3) months to twelve (12) months.
- After working diligently and completing the training, the three (3) years trainees will sit for proficiency, Trade Testing and National Craftsmanship Certificate (NCC) Examination from NVTI.
- Opportunity exists for other Certificates such as COTVET certificate one and two.
- There are other certificates awarded by Technical Exam Unit (TEU) under Ghana Education Service (GES) now popular for TVET is National Board for Professional and Technical Examination (NABPTEX) formerly Intermediate after the three years course.
- A trainee who completes the Skills Training (ST) cycle shall be award a certificate of participation.

As a matter of policy, each Skills Centre is obliged to establish a Production Unit and the purpose of it is as follows:

- Produce high quality marketable products for sale and services to generate internal funds to complement resources in running the centres and the agency.
- Impart practical Entrepreneurship Skills to the trainees, in preparing them for the skills enterprise after graduation.
- Support service to implementers of other skills training providers.
- Retraining of Master Crafts-persons.
- Skills Consultancy Service (Amoh, 2018).

The production Unit activities shall depend on the skills potentials of the Centre and identify marketable products and services. Other agencies like the Rural Enterprise Programme (REP), National Board for Small Scale Industries (NBSSI), Business Advisory Centres (BACs), GRATIS, Rural Technology Facilities (RTFs), Micro and Small Enterprise (MSE), is to improve the livelihoods and incomes of rural poor micro and small entrepreneurs living condition in rural areas. ICCES organizes Livelihood Training for the inhabitants of communities, whose lands were been acquired for mining activities. All these shall be supervises by the Centre Manager (CM) who will be answerable to the Regional Coordinator (RC).

2.11 Criteria for establishments of ICCES training Centre

Before ICCES Training Centre is establish in a community:

1. There must be an indication of a strong Stake Holder Community support for the programme.
2. The area should be free from chieftaincy and major disputes, factionalism and other divisive trends, as these can be inimical to the progress of the Training Centres.
3. The Community must evaluate the growing number of unemployed and unskilled youth in its areas.
4. Discuss the situation with the chief, opinion leaders, parliamentarians, Traditional authorities, clubs, associations and district assemblies.
5. The demand-driven approach has been adopts to ensure that all beneficial Rural communities and its stake holders give their support and preparedness to share part of the training cost.

2.12 The expected role of the ICCES Directorate

The Directorate will support the Training Centres with the following:

1. Arrange for an inspection visit to the community at an agreed date, upon expression of interest to establish ICCES.
2. Arrange a meeting in the form of durbars for awareness creation, sensitization and briefing for the community to know its obligations and that of ICCES towards the establishment of the centre.
3. Facilitate the recruitment of expatriate volunteers, national service personnel and local volunteers, where possible, to be interviewed by ICCES to initially handle the training until ICCES recruits staff and centre managers, accounting / general staff and instructors.
4. Linking training centres to donor agencies and Non-Governmental Organizations (NGOs) for donation and support services for the training centres.
5. The ICCES directorate and regional secretaries will provide quality supervisions, financial management, monitoring, examination and certification, logistics and training input supply support.
6. Facilitate the recruitment of expatriate volunteers, national service personnel and local volunteers, where possible, to be interviewed by ICCES initially handle the training until ICCES recruits staff as centre managers, accounting and general staff and instructors.
7. Linking training centres to donor agencies and (NGOs) for donations and support services for the training Centres.

8. The ICCES directorate and regional secretariats will provide quality supervisions, financial management, monitoring, examination and certifications, logistics and training inputs supply support.

2.13 The Socio- Economic System of ICCES in Ghana

Ekpenyong, (2010) indicated that if ICCES skills are well taught and properly inculcated, they would help in preparing trainees for gainful employment after graduation as well as stimulate their interest for further education graduate and post-graduate levels. Generally, researchers and educators have found that exposing recipient's to certain types of TVET programmes would help in terms of national development with relatively peace and security.

However, Global Communities is an international non-profit organization that works closely with communities worldwide to bring about sustainable changes that improve the lives and livelihoods of the vulnerable. It is implementing the Youth Inclusive Entrepreneurial Development Initiative for Employment (YIEDIE) project in the partnership with the MasterCard Foundation and five consortium partners: Youth Empowerment Synergy (YES Ghana), HFC-Boafo, Artisans Association of Ghana (AAG), Africa Aurora Business Network (AABN) and Opportunities Industrialization Centre Ghana (OICG). YIEDIE is designed to create economic opportunities in Ghana's construction sector for economically disadvantaged youth. The project will apply an integrated, youth-led market systems model to improve the capacity of youth and service providers across the construction value chain. YIEDIE will target approximately 113,000 17-24-year old who are unemployed or underemployed, out of school and living on less

than 2 dollars per day, in the cities in Ghana: Accra, Kumasi, Secondi-Takoradi, Ashaiman and Tema (Global Communities, 2016).

In Kumasi, Youth Inclusive Entrepreneurial Development Initiative for Employment (YIEDIE) project, ICCES Ashanti has the privilege to train graduates having vocational skills whether through apprenticeship or technical and vocational education, outside school hours. This YIEDIE project can enhance these young entrepreneurs to learn how to open an account for themselves if they are initiated, learn market feasibility for financial products, and know how to apply for financial support to expand their businesses to help national development, learn how to maximize their financial options in the present and for their future. For youth living in poverty, greater financial inclusive capability can strengthen their resilience to economic stress and could end the cycle of poverty. As reviewed earlier, this TVET project can reduce crime and improve national economic security in Ghana. ICCES through its YIEDIE training can enlighten many people about the relevance of TVET education in Ghana in the socio-economic system in the country (Global Communities, 2016).

Global Communities is expected to reach over 14,000 youth to gain technical construction skills through participants in an apprenticeship programme, enhanced with entrepreneurship. At least 9,000 youth will receive start-up or growth. Outcomes for the 23,700-targeted youth expected results include increased employment and self-employment opportunities; increased incomes; and increased access to financial products.

2.14 ICCES and National Growth

According to the ICCES national director Mr. Apraku-Mensah Stakeholder's Workshop held at ICCES Ashanti Regional Secretariat in March 2008, he hammered the attainment of relative macroeconomic stability and modest economic growth that came about under the Ghana Poverty Reduction Strategy (GPRS 1), the overarching goal of Ghana's current socio-economic development agenda is to attain middle income status (with a per capita incomes of at least (US \$1000) by 2015 within a democratic and decentralized environment (Boateng, 2007). This is complemented by the adoption of an overall social protection policy aimed at empowering the vulnerable and excluded, especially women to contribute and share the benefits of growth in the economy, thus ensuring sustained poverty reduction. He added that, the growth and Poverty Reduction Strategy (GPRS 11) notes two broad sets of constraints to achieving accelerated growth and wealth creation. One is the vulnerability of the economy and other being the socio-demographic nature of the country. Ghana has a high proportion of children and youth with inadequate levels of literacy and skills, especially females and those in the rural areas (Boateng, 2007). The emphasis of the GPRS 11 is on the implementation of growth inducing policies and programmes which have the potential to support wealth creation and sustainable poverty reduction. It is from priority areas such as accelerated private sector led growth and vigorous human resource development that ICCES derives its objectives. Government has rolled out a roadmap for the implementation of a five- year strategic plan for the country's Technical and Vocational Education and Training (TVET). Asher-Ayisi (2018) deputy Minister in-charge of TVET education indicated that government had

constituted reform committees including inter-agency committee, staff rationalization committee, legislation committee and condition of service committee to implement the plan.

Cabinet had approved a five-year strategic plan for TVET with the goal of transforming the country's labour force to create employment and enhance productivity. Cabinet has also approved the realignment of all TVET to the Ministry of Education and amendment of legislation for the Council of TVET, National Vocational Training Institute (NVTI) National Board for Professional and Technical Examinations.

As part of the road map, government had developed a scheme or condition of service for staff of TVET among other things. Moreover, the staff rationalization was to collate data of all ICCES staff including other TVET institutions to realign to the TVET scheme. The legislation committee was to ensure the completion of draft bills for the establishment of the TVET and amendment of the Council for TVET Act. There is perception that TVET preferably, ICCES is reserved for students with little academic performance, urging teachers to re-orient that notion and encouraged students to take up vocational courses. A strong TVET background would enhance the skills of the country's human resource and create job employment for the teaming youth.

Kyei-Asamoah (2015), asserted that, TVET institutions had great potential for enhancing the country's economy, but till date there was so much left to be done to make the sector viable for economic growth. TVET landscape in the country was fragmented with negative implication for overall system governance, development and coordination for efficiency, quality and relevance of training. TVET is confronted with challenges such as poor linkage between training institutions and industry, multiplicity of standards, testing

and certification systems and poor perception of the profession. The realignment would ensure effective management, coordination and cohesion in training institutions in the country.

CHAPTER THREE METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology employed in conducting the study. The chapter discusses the research design, the population, sample and sampling techniques research instruments, data collection procedure and data analysis procedure.

3.1 Research Design

Research design refers to a total number of concerns that needs attention vis-à-vis the gathering of data before starting the data collection process (Creswell, 2007). It is the blueprint for conducting the study that maximizes control over factors that could interfere with the validity of the findings. The function of research design is to ensure that the evidence obtained enables us to answer the initial questions as unambiguously as possible. This study employed the case study design using the qualitative approach. This was selected because the study sought to solicit responses from Ashanti ICCES on their perception on technical and vocational education and training programmes (TVET).

Yin (1994) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real life context: when the boundaries between phenomenon and context are not clearly evident and multiple sources of evidence are used. This design according to Yin (1984) provides useful information for decision-makers since it has the advantage of measuring current attitudes or practices (Creswell 2007).

An important consideration which informed the choice of qualitative approach was that, qualitative research investigates human views, opinions, assumptions and activities in terms of meanings and interpret these activities by linking them from other social and human events to enable greater understanding (Maree, 2012). Qualitative researchers believe that, the world is made up of people with their own perceptions, beliefs, assumptions, intentions, attitudes and values and that the way of knowing reality is by exploring the experiences of others regarding a specific phenomenon (Johnson & Christensen, 2012). Another reason for choosing the qualitative approach to guide the choice of this study was based on the idea and explanation of Rug and Petre as cited in Kusi (2012) that qualitative research permits the researcher to access the experiences and viewpoints of respondents and attempts to understand a phenomenon in all its complexity in a particular socio-cultural or perspective through meaningful interaction between the researcher and respondents. This study sought to find out the perception of Ghanaians on Technical and Vocational Education and Training programmes (TVET): a case study of Ashanti ICCES.

3.2 Population

Polit and Hungler (1999) define population as an aggregates or totality of all the objects, subjects or members that conform to a set of specifications. According to Babbie and Murray (2008) the term population of a study is the total set of people that have common observable features of interest for a study whom the researcher would like to study and draw conclusions. The target population of this study consists of all students and teachers from the five (5) selected ICCES training centres in the Ashanti region.

Table 3.1: Breakdown of the study population

NAME OF SCHOOL	NO. OF TEACHERS	NO. OF STUDENTS
Baworo ICCES	10	116
Tetrefu ICCES	9	160
Offinso ICCES	8	120
Ejura ICCES	8	152
Afoako ICCES	5	120

3.3 Sample and Sampling Technique

A sample is a representative that shows characteristics that are common to those in the target population. The researcher used purposive sampling method to select the five schools that participated in the study. This was followed by the decision to use schools that has a quiet larger number of students population. Further, three (3) prefects were purposively selected from each of the five participated school. The students leaders were used because a student leader in a technical/vocational institute in the country must have

spent, at least, a period of two or more years in school before his/her election into the “prefectorial” position. This length of time must have enabled him/her to gain some knowledge about the provision of TVET in the country. Added to this advantage is his/her unique position in serving as a liaison between students and school leadership. They are therefore likely to know more, than the other students, about the dynamics or important factors influencing the provision of TVE in the country.

Again, five teachers were purposively selected to participate in the study. Purposive sampling was used because the researcher wanted to select teachers who have taught for 10-21 years thereby providing him/her with a repertoire of experience that makes him/her eligible to participate in a study. In all 20 respondents participated in the consisting number of 15 students and 5 teachers. The selection of the 20 respondents were based on the suggestion by Creswell (2007) that selecting a large number of participants in qualitative study will results in superficial perspective and hence the overall ability of the researcher to provide an in-depth picture diminishes with the addition of each new individual or site. For qualitative study Creswell (2007) recommends a sample size of 5-25 in qualitative and phenomenological studies.

Table 3.2 Sample Distribution of Respondents

NAME OF SCHOOL	SAMPLE SIZE (TEACHERS)	SAMPLE SIZE (STUDENTS)
Baworo ICCES	1	3
Tetrefu ICCES	1	3
Offinso ICCES	1	3
Ejura ICCES	1	3

Source: Field Data, August 2018

3.4 Research Instruments

Interview guide was the main instrument employed for the study. According to Khan (2005), interviews are oral, person to person, probing questions and responses, interaction between a researcher and a respondent. Kusi (2012) reported that interviews are classified according to structured, unstructured and semi-structured. He explained that structured interview as the one which the questions are pre-determined, leaving the interviewer little or no chance to divert from them. This means that, the fact that the items or questions in the schedule are structured, interviewees can be presented with almost the same question. Alternatively, unstructured interview has no definite structure. It involves free-style discussion with interviewees. The question to be asked and how the questions are sequenced to achieve the purpose are in the hands of the interviewer. Semi-structured interview on the other hand is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with opportunity for the interviewer to explore particular themes or responses. In this present study, data was collected mainly through semi-structured interview since semi-structured interview are flexible to a large extent, offers interviewees the opportunity to express their views, feelings and experiences freely and gives the interviewer the freedom to divert form the questions in the schedule to seek more clarifications (Kusi, 2012).

3.5 Data Analysis Procedure

Data from the interviews were tape-recorded which were subsequently transcribed into themes that emerged from the study.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

The previous chapter presented the methodology used for this research. In this current chapter, results of the field work are presented and discussed according to the research questions.

4.1 Research Question One: What are the rationale behind the provision of Technical and Vocational Education and Training in Ghana?

To answer research question one respondent was asked about his knowledge on the rationale behind the provision of TVE in Ghana. The responses given by both students and teachers in terms of the rationale behind the provision of TVE in Ghana could be grouped into two. Economic factors and moral factors. Foremost among these reasons for the promotion of TVE was economic development. Needless to say, survival precedes everything in this world. Human beings have to exist first before they can engage in all other activities of life. The respondent (students) admitted to the fact that the rationale for the establishment of TVET was to provide jobs for its graduates. One of the students specifically said that:

when students complete the other schools (Grammar Schools,) you see they don't acquire any basic skills but if they should go

through this technical education, some of us even decide to work for some time because of the skills that we have acquired to get money before we continue our education. Also those who will like to continue their education straight from TVET can also do that. So for me I think the reason for TVET education is to give people job and skills to work.

Another student also mentioned that:

I think the rationale behind TVET programme is to give people the needed skills to fend for themselves even at an early stage in life without depending on parents. Because I for instance I am yet to complete school but am able to do small small things that gives me money to buy the things that I need. So the reason for TVET is simple to provide people with skills to fend for themselves.

Another student also gave a similar opinion about the rationale behind the provision of TVET programmes when he mentioned that:

As for me before I was enrolled into this course that I am doing my parents told me that now a days looking for an office job in Ghana has become difficult. People go to the university and complete still there is no job for them that is why the government have also come out with such programme to help us become self-employed because after here,[school] I can set up my own workshops and then start up life without searching for white color job from the government.

Another student had this to say in terms of the rationale for the provision of TVET programme in Ghana:

Our teacher once told us in class that this course that we are doing is fine 'paa' than those who go to SHS. Because when you do this course, you can do build your own house, if I grow up, I can also build house for others and get money into my pocket. So they (government) brought this course to help us get money into our pockets.

The responses from the students indicated that one of the foremost reason (rationale) behind the provision of TVET programme in Ghana is to equip students with the necessary skills, and knowledge that will help them secure job after graduation and also to use the skills to improve their daily activities. As majority admitted to this fact when they were interviewed.

When teachers were also interviewed about reasons (rationale) for the provision of TVET programmes in Ghana, their responses were in agreement with what the students intimated.

One of the teachers specifically said that:

In a country where the government wants, the country to move forward, it encourages a lot of technical men so if we should come out with people who have acquired the skills, through technical and vocational subjects that they are going to contribute to the nation building. I think it will help go a long way to solve some of the basic problems that are confronting us.

Another teacher also gave a similar opinion when he mentioned that:

If you are talking about infrastructure you are referring about people who are competent in various skills doing various activities and so I believe that the government is interested in Technical Education because Technical Education deals with imparting competencies, allowing people to work with their hands

and it's more of less bridges the gap between the middle level manpower and high level manpower so to say, so I think that if every government wants to succeed and frowns on technical education then I can put my feet and say that government is not going to succeed.

Moreover, another teacher also gave a similar view on the provision of TVET programme in terms of the economic roles it plays. She specifically said that:

I think the main reason is that if an economy would move forward, then 'eerm', we need those with, the technical and vocational skills. Because, when it comes to industry, these are the very people who do the actual work, those who do Degree, Masters, PhD are more of administrators or so, but if you want your economy to develop then you have to look at those who would be doing the actual work, if it is manufacturing, those who are going to do the actual work, they drive the economy and I think Ghana also saw the need for this, that is why, the technical vocational education has been brought in.

It is obvious from the above discussions that economic reasons, have been one of the rationale for the establishment of TVET in the country. The creation of wealth through the acquisition of relevant vocational and practical skills has consistently been thought of as the main aim for the provision and practice of TVET. The findings of the study confirmed the assertion made by McWilliam and Kwamina-Poh, (1975), Dzobo (1975) and Sarpong (2012). They were of the view that the youth should be highly encouraged to learn the technical, vocations and occupational skills of either their parents or environments to

make them economically functional in order to ensure the physical survival of their families.

4.1.1 Moral Development as a Factor for the Provision of TVET in Ghana

Another theme that emerged from the analysis of the data on the rationale for the provision of TVET in Ghana was the development of morality among students who graduate from TVET schools. Some of the respondents stated that the provision of TVET programme in Ghana they think have moral reasons or implications.

One of the teachers who was interviewed expressed that, the fact is that, the rationale for provision of TVET in Ghana has its own imbedded moral implications. The teacher specifically said that:

It is, yeah, it is, because when somebody goes through the formal education to get some sort of training, he is trained to be sociable, he is trained on even how to work in the society. How to receive customers and a whole lot of things. So if we have somebody who has gone through a course of training like we have here in our school (ICCES) and then somebody who has never gone through any sort of training, the way they behave in their work place is different and because of that people prefer bringing their children to the one who has gone through the formal training to be trained and because of, maybe, some sort of behaviour that they exhibit at their workplace.

Another teacher also shared a similar opinion on the moral implications for the provision of TVET programme in Ghana. The teacher had this to say:

You know even getting a job to do does not provide one alone with income but it helps to bring about maintenance of social

stability, peaceful co-existence and communal solidarity. When people are unemployed and for that matter, economically disadvantaged they will be bond or force to engage in activities which have the tendency of being dishonest and committing social vices such as robbery, prostitution, drunkenness and rumor-mongering.

He further continued that:

An industrious person will be so occupied with noble activities to have engaged in these kinds of social devices. Secondly the industrious person is always capable of providing for the needs of his/her immediate neighbours and would therefore be held in very high esteem, in fact a dignitary and would not stoop so low to these disgraceful acts.

In a similar contribution to the moral reasons behind the provision of TVET in Ghana, another teacher had this to say:

Morality is an automatic product of TVET programme in our country Ghana. Once person has passed through the TVE system and might have acquired employable skills, he/she would behave well in his/her interactions with members of society (customers), else these customers would not patronize or buy his/her products.

He further continued that:

Students who passed through the TVET programme (ICCES) are trained to be sociable, meaning that the training given encompasses morality, interpersonal relationship and intrapersonal relationship. He continued that the code of ethics for students in the school; disciplinary measures and the general socialization processes in the school are bound to have positive moral effects on the students

to behave well and to have a good economic and social interactions with members in the society.

It could be concluded from the above responses from the participants who participated in the study that economic and moral reasons were the two major rationales behind the provision of TVET programme in Ghana. As majority of the respondent agreed that TVET programmes were introduced in Ghana as a means of providing direct employable skills to its graduating students which help the students to fit well in the society they find themselves and to have a cordial relationship among members. It can be concluded that there is a close connection between morality and economic development. Once the moral tone of society is high, its economic development will be concomitantly facilitated. This fact was echoed by the Minister of Education in (1954) when he was opening a vocational training centre at Christianborg. He emphasized that, intended to give informal training on a practical level to unemployed young women whose lack of useful occupation would otherwise create a serious social problem. TVET programmes are very useful as they provide the youth with the manpower not only to work but to a live a decent and well fulfilled life, a life devoid of social decadence.

4.2 Research Question Two: What are the attitude of Ghanaians towards the provision of Technical and Vocational training programmes?

To answer research question two, participants were asked to express their views and opinions about the attitudes of Ghanaians towards the provision of TVET programmes in Ghana. Based on their responses four themes emerged from the data. These themes include: Low social acceptability for TVET schools/programs; (b) Parents/Guardians send

their children/wards as last resort; and (c) Local employers of labor and their preference for foreign trained or expatriate technician's .These themes are further explained below.

4.2.1 Low social acceptability for TVET schools/programs

Majority of the study participants noted that there is a poor public attitude toward technical and vocational education and skills training schools in Ghana. They indicated that parents are not enthusiastic about sending their children/wards to skills-training schools, more so the youth especially do not take such schools seriously because of the lack of social acceptability in this country. They continued that graduates from these schools like ICCES do not receive the necessary respect and dignity that they deserve to have and even recognize as possessing any manpower skill that could bring about development in the country.

One of the students said that:

“because of social unacceptability of this field in Ghana, I remember in my village where I come from when we go for vacation , our friends in SHS and other members in our village looked down upon us as non-progressive which make me feel bad sometimes”

Another student also gave a similar view supporting the fact:

People see our school as not good because people think that those who do technical and vocational education are not intelligent to go to secondary school So, some parents and guardians want their children to become engineers, doctors, accountants, they do not want their children to become a carpenters, mechanics, auto repairers, plumber, house builders (mason),and other things we are doing in ICCES here.

As the discussion on the state of TVET progressed, a teacher at one of the ICCES centres acknowledged that:

Hmmm, ICCES, TVET programme in Ghana is not highly recognized at all I can say that it not well accepted in Ghana here, maybe some other countries see it as effective but not here. I think because the Ghanaian society do not embrace it well that is why the government has even ignore ICCES training centres , in fact this is a serious problem or issue we have to look a.

Another teacher also said something similar about the unacceptability nature of TVET in Ghana, to him:

Poor or sordid at best. Low social appreciation of technical and vocational education and the productivity of those of us who work in such institutions are very low. Few parents would, under normal circumstances, allow their children to take to the...technical and vocational education and training as a means to achieve their academic ambition. Students and parents are discouraged by the low social acceptability of the field.

It could be concluded from the findings from the above responses that the perceptions and attitudes of the public toward technical and vocational education and training are not encouraging at all as this could be attributed to the low social status of the TVET programmes reorganized in Ghana. This findings are therefore in agreement with the point emphasized by Duodu (2006) the low social status that are attached to TVET programmes makes it not attractive for the public to patronize, those who do patronize it do so because of one challenge they face or another.

4.2.2 Parents/Guardians send their children/wards to TVET as last resort

The second theme that emerged from the study on the question of the attitudes of Ghanaians toward the provision of TVET programmes in Ghana revealed that parents and guardians send their children or wards to TVET institution only as a last resort. When asked if the participants (teachers and students interviewed) would willingly convince or encourage their children/wards to enroll in technical and vocational education and skills training (TVET) schools and programs, majority of them answered in a negative manner because of the poor public attitude toward technical and vocational education and skills training schools and those who attend such schools. Thus, because TVET programmes are tailored toward skills acquisition, the Ghanaian public does not perceive it as a noble venture or academic enough to attract the attention of most parents. Many of the participants would like their children/wards to become engineers, doctors, accountants, teachers, or any other high-sounding and socially respected professions. They would not encourage their children or wards to attend TVET schools to learn to become carpenters, house builders (masons), or to raise livestock and work with equipment and hand tools all their lives.

One of the teachers said that:

Sometimes we go out to advertise ICCES and the programmes we do here but the responses we receive are not encouraging at all.

Most parents think that once they send their wards to TVET institution such as ICCES people will think their wards are not brilliant or they are dull , therefore they don't feel happy bringing their wards here. They only think of bringing them here when they realized that their wards did not get placement into the SHS

Another teacher also shared a similar opinion on this issue by saying that:

Yes, technical skill is important at this time and age, but you know, I teach in TVET institutions (ICCES) though, but from the look of things now in Ghana I will have a lot of trouble trying to push my children to get into a profession that is being looked down upon in the society. Unless they don't perform well other than that I am not one of those who will encourage their children to attend technical schools. I would like my children to become doctors, lawyers, accountant or engineers, but not to become carpenters.

One of the students interviewed also shared a similar opinion as that of the teachers by saying that:


My parents have two children, a boy and girl. I am the first and I attend ICCES whilst my little sister is in one of the SHS. We completed school the same year and because she perform well in the BECE and I did not. My parents took her to SHS and me to ICCES because they think am not all that brilliant. I didn't like it but I have to come like that because I don't have a choice.

This finding is in tandem with the assertion made by Solomon (1992) that one of the greatest challenges facing TVET in Ghana currently is the low prestige it enjoys from the public. Most parents and guardians have dreams of their children/wards becoming doctors, lawyers, or accountants. To parents and guardians in Ghana, trades like auto mechanics, hairdressing, and carpentry are considered to be the preserved of children who do not have the mental ability to pursue a university education.

4.2.2 Local employers of labour and their preference for foreign trained or expatriate technicians

The third theme that emerged from the study on the attitudes of Ghanaians towards the provision of TVET programme in Ghana was that, local employers are reluctant in employing locally produced technicians. The results revealed that majority of the local employers are not impressed by the performance of technicians trained in local technical and vocational education and skills training (TVET) schools. As a result, many of them resort to hiring foreign-trained technicians, and the locally trained technicians are not happy.

One of the students interviewed maintained that:



During vacations we tried to look for some of these construction companies to do attachment but when we send out letter they do not allow us to do it there. They will always say that we students who go to ICCES and other TVET schools are not good and that they won't allow us to come and spoil their things in the company.

Another student also expresses her dissatisfaction about how the local industry in Ghana treats them. She had this to say:

Me too during one of the vacations I went home, so I wanted to go and practice what we study in our school to one hotel 'bi' near our home. When I went there the manger says which school do you go to and I told him ICCES then he said that no you can't practice here because one student from ICCES was allowed to work there and she did not perform well. So everybody think if you go to TVET schools like ICCES you can't do anything good

One of the teachers who also spoke on this issue of local industries not ready to employ locally trained technicians, had a similar view as the students indicated. He had this to say:

When you are empowered with proper skills and knowledge you are likely to perform well on the job. But many local employers of labour in Ghana today are disappointed...by the poor skills of local technical school graduates. As a result, they prefer to hire foreign-trained technicians and locally trained technicians are not happy about this development, but that is the reality on the ground because we teachers sometimes don't even have the facilities and equipment to teach.

Another teacher also mentioned that:

The way graduates from our schools and other TVET schools are treated in Ghana is not fair, why because when they finish school most of the industries and companies are not willing to employ them because they think such students do not have what it takes to work there. I think it is about time the government of Ghana helps to uplift the image of TVET programmes in Ghana so that the society will no longer looked down upon it.

The conclusion that could be drawn from this research question is that in Ghana TVET has a negative public perception. Parents or guardians will rather prefer to send their children to academic system rather than vocational system. The value of TVET is low in the eyes of the public of Ghana, as most people see technical and vocational school as an option for school dropouts and students who are not academic good. As a matter of fact no one would want to be associated with such “low standard” schools. Some of the teachers interviewed made mentioned that what everyone is forgetting is the fact that TVET provides skills that will promote industrial development which Ghana desperately needs.

The results from this study have confirmed the report by the African Union in 2007 about the negative perception people hold about TVET programme, which has contributed to the reason why most developing countries do not highly embrace the programme.

4.3 Research Question Three

To answer research question three respondents were asked to share their views and opinions about the challenges militating against the provision of TVET programmes in Ghana. Several challenges bedeviling the provision of TVE were noted, and needless to say, such challenges affected the smooth provision of this aspect of education very profoundly. Foremost among the challenges include: inadequate teaching and learning materials (tools and equipment, Lack of proper training and motivation for TVET teachers/instructors, and inadequate supervision for TVET students in industrial attachment/training.

4.3.1 Inadequate Teaching and Learning Materials (Tools and Equipment)

The study revealed that lack of teaching and learning materials was one of the major challenges militating against the provision of TVET in Ghana. It is important to note that Technical and Vocational institutions require workshops, tools, equipment, and materials for demonstration and practical works, but the study revealed that there was generally a short supply of training materials and basic tools by the government and stakeholders and since technical institutes mostly rely on materials and tools for training, their short supply would negatively affect practical skills acquisition.

One of the students said that:

Most of the time we go to class we don't have some of the materials and equipment to enable us understand what our teachers teach us. The little that we have are also not good and because of this we only learn what is in books which do not help to develop the skills.

Another student also mentions that:

Our school, I mean ICCES do not have laboratories to enable us learn the practical things they teach us. Sometimes our teachers have to struggle a lot in teaching before we can understand what they are teaching this is because our school don't have the tools and equipment to help us learn and understand things so well and this does not help us because when we complete school we don't get enough skills to do our own work

In a similar view another students also had this to say:

I am studying electrical and madam I tell you ever since we came to ICCES I can count the number of times we have gone to the field to do practical. This school that we are attending do not have the tools to do more practical works, so when we finish how can we also do the practical work in our house and towns. This thing hmmm have to stop because it is part why people don't want to come to ICCES or to study technical

The responses given by the teachers interviewed in terms of the availability of teaching and learning materials were in conformity with that of the students. Specifically one teacher at one of the ICCES centres expressed his disappointment when he lamented that:

I have been working in this institution for quite some time now and I don't remember the last time the school received new tools and equipment to work

with us teachers. When I came our centre /school had few of these tools but even those little there are not in good shape but we still have to manage and use them to teach. Sometimes we have to use our pocket money to buy some of this equipment to do practical works with. You see this entire problem, there is no way TVET programmes will receive good image especially if some of this problem continue to persist.

He continued that:

The government should do something about it by providing ICCES centres and other TVET institutions with the needed tools to work in order to up lift the image of TVET programmes which is lost in Ghana here.

Another teacher interviews also supported what his colleague teacher said by stating that:

Hmmm, you have really asked me a good question, as you can see for yourself we are having practical now; look at the number of students and the available equipment to use to teach. Because of inadequate teaching and learning materials I have to divide the class into six sessions so that at least every student could have a hand on experience to what am teaching. In fact, that is what most TVET teachers have been passing through during practical components. In fact few teachers will take the pains to do this repetitive activity by teaching one thing for six times.

He further continued that:

Few of us will do it but even with that one how long can we continue to do this? In fact we teachers here are suffering 'paa' which shouldn't be so the government should come to our aid if not we will advise ourselves.

Another teacher also said that:

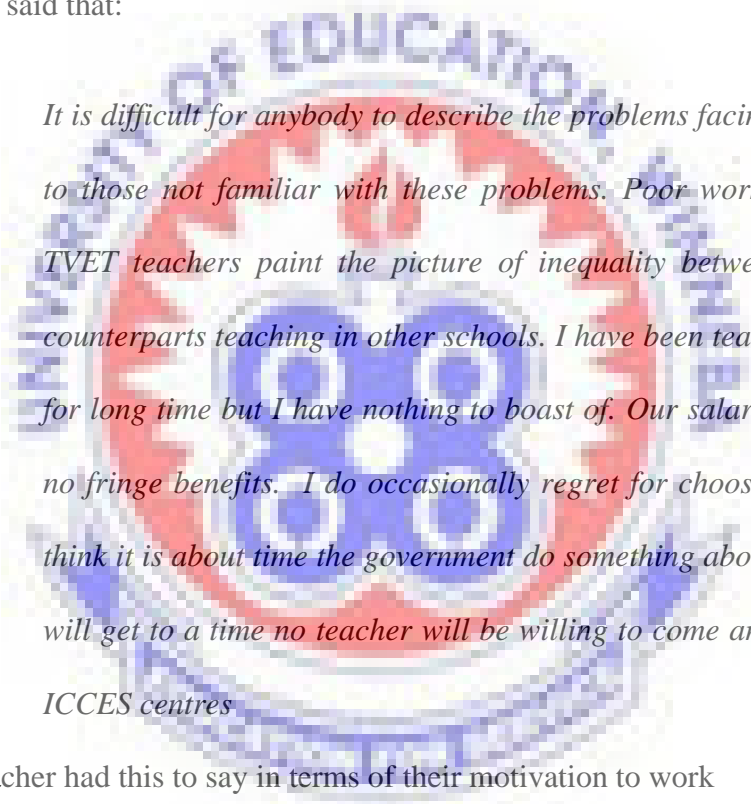
Even though we have them, [tools and equipment] they are not adequate, so if they are doing practical work, because they [tools/equipment] are not adequate, they do it in groups but if you [a student] have your own then you can use your own whilst the rest are working in groups

These findings are in agreement with the assertion made by Boateng (2012). According to him the nature and characteristics of TVET presents unique challenges to institutions and administrators. In Boateng's view, vocational and technical institutions require more intensive use of workshops, tools, equipment, and materials (Teaching and learning materials) but it is quiet unfortunate we do not have such materials to supplement the provision of vocational and technical subjects most especially in Ghana

4.3.2 Lack of proper training and motivation for TVET teachers/instructors

Another challenge that emerged from the study as far the provision of TVET programme in Ghana is concern was the fact that there was lack of proper training and motivation for TVET teachers/instructors. Participants in this study identified lack of proper motivation, in terms of payment of salaries and benefits as well as training, as among the major reasons TVET schools and colleges of technologies cannot hire and retain competent and talented teachers and instructors. Participants also described the adverse

implication of poor working conditions on the morale and productivity of teachers and instructors as well as the quality of graduates. Such conditions are serious challenge for technical and vocational schools in Ghana with many consequences on the Ghanaian economy. For example, one of the teachers described how the government has lost sight of the human component in teaching and learning of at the various ICCES centres by not providing adequate training and motivation for teachers in TVET institution. He specifically said that:



It is difficult for anybody to describe the problems facing these institutions to those not familiar with these problems. Poor working conditions for TVET teachers paint the picture of inequality between them and their counterparts teaching in other schools. I have been teaching at this school for long time but I have nothing to boast of. Our salaries are minute with no fringe benefits. I do occasionally regret for choosing to work here, I think it is about time the government do something about other than that it will get to a time no teacher will be willing to come and teach or work in ICCES centres

Another teacher had this to say in terms of their motivation to work

For me I see that teachers in technical and vocational education schools and colleges are not...well trained generally, and properly motivated to work. As since I started working here I don't remember the last time they organize a refresher training for us teachers here, we are also poorly paid here, to me it does not seem that school leaders and policymakers have made it their priority to properly motivate and train the teachers to improve

the quality of TVET students we produce. If this is the situation how can we perform well?

Further, another teacher interviewed also gave similar concern about the poor conditions of service provided to teachers at ICCES centres. The teacher had this to say:

Conditions of services in this school is nothing to write home about, no motivation, no nothing to even boost you to work, we have to depend solely on our small salaries at the end of the month don't forget we have family depending on us too so we are really suffering, government should have a second look at the conditions of services provided to us.

4.3.3 Inadequate supervision for TVET students in industrial attachment/training

Another challenge militating against the provision of TVET in Ghana that emerged from the study could be attributed to the issue of inadequate supervision for TVET students in industrial attachments. The participants noted that one of the problems with Ghanaian TVET programmes is lack of proper supervision of students sent on apprenticeship with local master craftsmen or those on internship with big corporations. Such avenues are important for youths in technical and vocational education and training schools, or those on apprenticeship with local master craftsmen, to acquire on-the-job practical skills and knowledge (Duodu, 2006). But the policymakers of Ghana need a serious mindset reorientation to make the right policy decisions regarding TVET for the wellbeing of the society. One teacher made the following statement:

When I was growing up in the 1960s, we used to have local blacksmiths...individuals who used their skills and local tools to fashion out

beautiful product from crude metals. Parents used to send their boys on apprenticeship. During that period, the young ones would serve individuals who were experts in one vocation or the other so as to learn the trade and those who have the talent would develop into renowned entrepreneurs and create employment for others. My uncle was a blacksmith, and he was always busy making things from scrap metals. This group of skilled artisans is no more in active work. Everybody wants a paper qualification and to make quick money, through fair or foul means.

Another teacher also shared a similar opinion as given by his colleague

It is very sad to say that students who are sent out on one-year industrial attachments to various corporations and agencies are not being properly supervised because there are no allowance given to teachers assigned to perform the supervision the students would end up just hanging out there for one year doing nothing at the end of the period. Some of the students would forge papers claiming that they have completed their industrial attachment.

Another teacher also had this to say on the nature of supervision granted to TVET students who are under industrial attachment:

Hmmmmm, lack of proper attention given to students in industrial attachment/training is one of the reasons graduates of TVET schools and programs in Ghana lack employability and entrepreneurial skills, which would enable them to secure viable paid employment or become self-reliant. Industrial attachment, if done well, I tell you, will, provide students an opportunity to learn on the job.

Some of the students who were interviewed on their perception of the nature of supervision given to them when they go on industrial attachment also expressed their concern on how they are being supervised. One of the students intimated that:

Me when we vacated I went to do attachment but no one came there to look to see if I am doing it or not so I did not send my reports and up till now no body have talked about it. In this school nobody will force you to bring your report so if you like you send it if you like you don't send it.

Another student also indicated that:

Supervision for industrial attachment I think is not all that good and because of that some of us students when we on attachment do not take it serious because nobody will even come supervise to see if we are there doing the attachment or not doing the attachment.

The nature of industrial attachment programme in the technical and vocational institutes is very important as it gives students the platform or opportunity to practice or have a hand on approach to what they learn in the classroom. On the contrary the study revealed that the kind of supervision that are provided to TVET students on industrial attachment are not effective at all as in some instances students on industrial attachment do not receive any supervision from their schools. This study therefore collaborate the observation by Roeske (2003) that, notwithstanding the important role industrial attachment plays in instilling into trainees the practical skills, know-how and understanding

necessary for employment in a particular occupation or trade, many formal training have shown little or no serious interest in encouraging and monitoring technical and vocational trainees to undertake such attachments. If this situation continues in the technical and vocational institutions, trainees are likely to enter into the labour-market with little or no practical learning experiences which are relevant to the world of work or are a foundation for entry into further education and training for specific occupations. Vocational and technical institutions must also develop strong cooperative linkage between the school and industry in order to design and implement programs that will meet the needs of industry.

These notwithstanding, the intense need for economic growth and development and international competitiveness associated with the rise of concerns for market-oriented education continue to make vocational and technical education essential. This is because a country cannot achieve economic and social development and remain competitive on the global scene without skilled and productive labour force. It is very important that the government of Ghana takes full responsibility for the welfare and functioning of TVET programmes in order to achieve its goals.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter contains the summary of the study, conclusions, and recommendations for the study and suggestions for further studies.

5.1 Summary of the Study

The purpose of this study was to investigate the perception of Ghanaians on TVET programmes, a case study of Ashanti ICCES. This study employed the case study design using the qualitative approach. This was because the study sought to solicit responses from Ashanti ICCES on their perception on technical and vocational education and training programmes (TVET). Purposive sampling was used to select twenty participants which include five teachers and fifteen student's leaders for the study. Interview protocol was used as the main instrument for data collection. The findings of the study revealed that the rationale behind the provision of TVET programmes in Ghana is to equip graduates from the school with the economic man power to function effectively in the society as well as to lead an upright and moral life in the society. Again, the study revealed the low social acceptability for TVET schools/programmes, parents/guardians send their wards as last resort; and local employers of labour and their preference for foreign trained or expatriate technicians were the attitudes of Ghanaians towards the provision of TVET. Lastly the study indicated that inadequate teaching and learning materials (tools and equipment), lack of proper training and motivation for TVET teachers/instructors, and inadequate supervision

for TVET students in industrial attachment/training were some of the challenges militating against the provision of TVET programmes in Ghana.

5.2 Conclusion

The following conclusions were drawn based on the findings of the study.

It can be concluded that respondents both teachers and students were aware of the rationale behind the provision of TVET programmes in the Ghana. They concluded that the main rationale was to provide students passing through TVET centres with both economic and moral standing in the society, in other words the rationale for TVET was to equip the youth with the necessary skills for work and help reduce the level of moral decadent behaviours among the youth.

Again, it could also be concluded that the attitudes of Ghanaians towards the provision of TVET was not encouraging as they see TVET as being socially unacceptable, parents send their children to TVET institution only when it becomes a last option or resort and local employers preferring to employ foreign trained or expatriate technicians as compared to locally trained technicians.

Finally, it could be concluded that factors such as inadequate teaching and learning materials improper training and motivation for TVET teachers/instructors, and inadequate supervision for TVET students on industrial attachment/training were some of the challenges against the provision of TVET programmes in Ghana.

5.3 Recommendations

Based on the findings from the study it is recommended that:

1. More instructors and facilitators must be trained for TVET institutions through the Ministry of Education and CODVET to enhance ICCES programmes.
2. Competency Based Training (CBT) should be included in the ICCES curriculum design and delivery at all levels.
3. Basic technological equipment should be provided in the administration of TVET to help the students acquire certain information and skills faster. In addition to the inclusion of technology equipment in administering TVET, a conscious effort should be made by administrators to provide other teaching and learning materials, maintain and renew them when it gets old or damage.
4. It is also recommended that educational institutions should establish industrial training liaison offices to facilitate manage and monitor the procedures involved in the placement of industrial trainees.
5. Also educational institutions should make industrial training compulsory and training reports should be assessed and graded as part of students' overall marks.

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APPENDIX A

INTERVIEW GUIDE FOR STUDENTS

My name is Obeng Margaret, a master of technology student of the University of Education, Winneba Kumasi Campus. You have been considered for selection for this study because I think you possess the knowledge pertaining to the problem the researcher wants to address. I would be glad if you could permit me to interview you to provide me with the needed information towards this study. You are assured that your response and identity will be respected and kept confidential. Thank you.

Rationale for the Technical and Vocational Education and Training in Ghana (TVET)

1. Are you aware of the rationale behind the TVET programme?
2. What are the rationale behind the provision of Technical and Vocational Education and Training in Ghana?

Attitude of Ghanaians towards Technical and Vocational training programmes in Ghana

3. How does your parents perceive the course you are offering at ICCES?
4. How does your friends perceive the course you are studying at ICCES?
5. How does your other family members perceive the programme you are reading at ICCES?
6. How does the public perceive students who attend TVET schools like yours?
7. Are you satisfied with how your course of study is being organised.

Challenges of TVET Programme in Ghana

8. Do see that your school has future in Ghana?
9. Can you please tell me some of the challenges that your school is facing no?



APPENDIX B

INTERVIEW GUIDE FOR TEACHERS

My name is Obeng Margaret, a master of technology student of the University of Education, Winneba Kumasi Campus. You have been considered for selection for this study because I think you possess the knowledge pertaining to the problem the researcher wants to address. I would be glad if you could permit me to interview you to provide me with the needed information towards this study. You are assured that your response and identity will be respected and kept confidential. Thank you.

Rationale for the Technical and Vocational Education and Training in Ghana (TVET)

1. What are the rationale behind the provision of Technical and Vocational Education and Training in Ghana?
2. How did you get to know the rationale behind the TVET programme?
3. What efforts are you putting in place as a teacher to help achieve the rationale of the programme?

Attitude of Ghanaians towards Technical and Vocational Training programmes in Ghana

4. How do you perceive the course you are teaching?
5. How do you see guardian's perception towards the TVET programme?
6. Are you provided with all the necessary tools and equipment that will help?
7. Are you satisfied with the condition of services at your school?

Challenges of TVET Programme in Ghana

8. What are some of the challenges militating against the TVET programme in Ghana?
9. Do you think these challenges could be curtailed?

