

UNIVERSITY OF EDUCATION, WINNEBA

**VOCATIONAL TRAINING PROGRAMMES AND EMPLOYMENT
OPPORTUNITIES FOR STUDENTS AT ASHANTI SCHOOL FOR THE
DEAF, JAMASI GHANA**



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UNIVERSITY OF EDUCATION WINNEBA

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OPPORTUNITIES FOR STUDENTS AT ASHANTI SCHOOL FOR THE
DEAF, JAMASI GHANA**



**A thesis in the Department of Special Education,
Faculty of Educational Studies, submitted to the School of
Graduate Studies in partial fulfillment of the requirements for
the award of the degree of
Master of Philosophy
(Special Education)
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AUGUST, 2022

DECLARATION

Student's Declaration

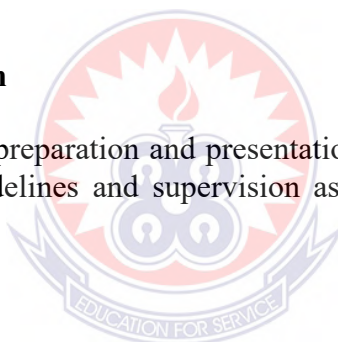
I, Memunatu Twene Musah, hereby declare that this thesis, with the exception of quotations and references contained in published works which have been duly identified and acknowledged, is entirely my own original work and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature.....

Date.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines and supervision as laid down by the University of Education, Winneba.



Prof. Yaw Nyadu Offei (Principal Supervisor)

Signature.....

Date.....

Dr. Samuel K. Amoako-Gyimah (Co-Supervisor)

Signature.....

Date.....

DEDICATION

I dedicate this work to my husband and my kid for their love, support, advice, motivation and encouragement throughout the course.



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First of all, I thank the Almighty God for his favour and guidance from the beginning to the end of this work. Again, I am very grateful to my supervisor Dr. Yaw Nyadu Offei of the Department of Special Education whose questions, direction and suggestions have helped shape my work. To my co-supervisor, Dr. Samuel K. Amoako-Gyimah, I appreciate his supervision, criticism, suggestions and encouragement which made the completion of this dissertation possible. I am most grateful to him once again.

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TABLE OF CONTENTS

| Contents | Page |
|---|-------------|
| DECLARATION | iii |
| DEDICATION | iv |
| ACKNOWLEDGEMENT | v |
| TABLE OF CONTENTS | vi |
| LIST OF TABLES | ix |
| ABSTRACT | x |
| | |
| CHAPTER ONE: INTRODUCTION | 1 |
| 1.0 Background to the Study | 1 |
| 1.1 Statement of the Problem | 11 |
| 1.2 Purpose of the Study | 13 |
| 1.3 Objectives of the Study | 13 |
| 1.4 Research Questions | 13 |
| 1.5 Significance of the Study | 14 |
| 1.6 Delimitation | 14 |
| 1.7 Limitation of the Study | 15 |
| 1.8 Operational Definition of Terms | 15 |
| 1.9 Organization of the Study | 16 |
| | |
| CHAPTER TWO: LITERATURE REVIEW | 17 |
| 2.0 Introduction | 17 |
| 2.1 Theoretical Framework | 17 |
| 2.2 The Concept of Vocational Education | 19 |
| 2.3 Vocational Programmes for Individuals with Disability | 39 |



| | |
|---|----|
| 2.4 Views on ‘Technical’ and ‘Vocational’ Education and Training | 42 |
| 2.4 Resources available for the development of Vocational Training programmes for Students who are Deaf | 52 |
| 2.5 Benefits of the Vocational Training Programme for Students who are Deaf | 57 |
| 2.6 The Challenges facing the Teaching and Learning of Vocational Programmes at the School for the Deaf | 64 |
| 2.7 Ways the Challenges facing the Teaching and Learning of Vocational Programmes for the Deaf can be Minimised | 69 |
| 2.8 Related Empirical Study | 72 |
| 2.9 Summary of Literature Review | 83 |
| CHAPTER THREE: METHODOLOGY | 85 |
| 3.0 Introduction | 85 |
| 3.1 Demographic Characteristics of the Participants | 85 |
| 3.2 Research Paradigm | 88 |
| 3.3 Research Approach | 90 |
| 3.4 Research Design | 91 |
| 3.5 Study Area | 92 |
| 3.6 Population | 93 |
| 3.7 Sample Size | 93 |
| 3.8 Sampling Technique | 94 |
| 3.9 Instrumentation | 94 |
| 3.10 Pre-Testing | 97 |
| 3.11 Procedure for Data Collection | 97 |
| 3.12 Data Analyses | 98 |
| 3.13 Positionality of the researcher | 99 |



| | |
|---|-----|
| 3.14 Trustworthiness of the Study | 99 |
| 3.15 Ethical Consideration | 102 |
| CHAPTER FOUR: ANALYSIS AND DISCUSSION OF FINDINGS | 103 |
| 4.1 Introduction | 103 |
| 4.2 Programmes Available at the Vocational Departments | 104 |
| 4.3 Resources Available for Training Students at Vocational skills Department | 106 |
| 4.4 Benefits | 110 |
| 4.5 Inherent Challenges | 116 |
| 4.6 A Field Note On Observation | 123 |
| CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS | 124 |
| 5.0 Introduction | 124 |
| 5.1 Summary of the Study | 124 |
| 5.2 Summary of Key Findings | 125 |
| 5.3 Conclusions | 126 |
| 5.4 Recommendations | 127 |
| 5.5 Suggestions for Further Research | 128 |
| REFERENCES | 129 |
| APPENDIX A | 148 |
| APPENDIX B | 150 |
| APPENDIX C | 151 |

LIST OF TABLES

| Table | Page |
|--|-------------|
| 1 Vocational Programs offered | 85 |
| 2 Age of the the participants (students) | 86 |
| 3: Gender of Participants (students) | 87 |
| 4. Onset of the Deafness. | 87 |
| 5: Characteristics of the Teachers. | 87 |



ABSTRACT

The purpose of the study was to examine the Vocational Training Programmes and Employment Opportunities for Students at Ashanti School for the Deaf Jamasi, Ghana. The study was mainly qualitative, which adopted a case study design with semi-structured interview and observation as the data collection tools. A purposive sampling technique was used for the study. Findings revealed, vocational programmes available included leather work, tailoring and dress making and weaving. However, the study showed challenges teachers and students encountered. It was indicated, inadequate qualify teachers, material, equipment resources. It was recommended that, the vocational programmes should be expanded and furnished with materials and equipment by the school authorities.



CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The motive of every individual, irrespective of their ability or disability, to go through education is geared towards employment and independent living in the future. Though, in Ghana, some special schools for individuals who are Deaf such as Bechem School for the Deaf, Ashanti School for the Deaf-Jamasi and Cape Coast School for Deaf were established primarily to provide functional and vocational skills to this category of students to make them live independent lives after the training programmes. The concern is that, since these schools provide pre-vocation training for students who are Deaf, the students should be able to apply the knowledge acquired in any job setting for which they have been trained.

Unfortunately, most of these programmes do not seem to have any link to the jobs that most of these individuals would like to be employed in, in the future (UNESCO, UNEVOC, 2006). Vocational training or education as a concept has mostly been discussed concurrently with other concepts such as career and technical education. This is due to the relationship between the vocational career and technical education concepts. In this light, Wood (1993) defined vocational education or training as organised educational programmes which are directly related to the preparation of individuals for paid or unpaid employment.

Vocational training or education as defined by the Ministries of Employment and Social Welfare and Education in Ghana and cited in Crentsil (2004, p. 19), stipulates that vocational education is the type of education designed to prepare skilled

personnel at lower levels of qualification for one or a group of occupations, trades or jobs.

Asante-kyei (2006) offers another explanation of the concept of vocational education. To him vocational education affords learners the chance to acquire academic and technical knowledge and skills that prepare them for further education or career. The role of Technical and Vocational Education and Training (TVET) in nation building cannot be over-emphasised. TVET has been recognised as constituting a vital segment of Ghana's educational system and human resource development initiative for producing the requisite manpower skill needs for Ghana's overall development (Agbeyewornu & Kassah, 2015;

Baah-Wiredu, 2008). Undoubtedly, technical and vocational education is a major avenue 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 a standstill.

According to Bassi and McMurrer (2006), globally, vocational training programmes for students who are Deaf provide services for clients with significant employment barriers who need extensive services. Globally, the role of education in facilitating skills and knowledge acquisition has long been recognised. Education improves practical and logical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods (UNESCO, 2012). Again according to the UNESCO (2012), skills and knowledge are the engines of economic growth and social development of any country.

Vocational training programmes in this study, have been conceptualised in a number of different ways that are only overlapping. These variables are categorised into vocational training programmes, resources for teaching effective programmes, benefits of vocational training programmes and ways of controlling the challenges inhibiting the smooth flow of the programmes.

The term “vocational training programmes” focuses on specific trades which imparts the practical skills that allow students to engage in a specific occupational activity. The resources focus on the additional guidance for appropriate educational services provided for students in order that they would be able to excel at the end of their programme. In other words resources involve a major strategic factor in organizational functioning of vocational training programmes. The term benefits focus on importance or usefulness gained from the programme for one to live independently and then controlling the challenges inhibiting the smooth flow of the programmes focus on rich set of plans for improving upon the existing nature of the vocational programmes.

Few studies have been conducted on vocational training programmes and employment opportunities for Deaf students in the developed and developing countries such as USA, Australia and Ghana (Amedorme & Fiagbe, 2013; Ayonmike, 2013; Clark, 2007; Kyere, 2009 McDonnell et al., 1995).

Clark (2007) Connected a study in Australia about Transitioning Deaf Students from Vocational Education and Training to Employment. The participants were 7 deaf individuals aged between 15 years and 30 years old and who had just completed secondary school and were enrolling in a vocational education and training (VET) course, or who had just completed a VET course and were looking for work, Clark

found that students who graduated from a VET course did not find employment related to their field except where they were undertaking a traineeship or apprenticeship and gaining practical experience in the workplace. The current study sought to find out whether the issue of employment opportunities in previous studies could also be found in the current study or might be different. Therefore, the current study sought to examine vocational training programmes and employment opportunities for students who are Deaf at Ashanti School for the Deaf, Jamasi, Ghana.

Kyere (2009) conducted a study on Educating the Deaf in Vocational skills using 176 Deaf students in schools for the Deaf in the Akwapem North, the Sekyere South and the Tano South Districts in the Eastern Region, Ashanti Region and Brong-Ahafo Region respectively, in Ghana. Findings of the study revealed that Deaf students lacked desired attention and support from parents and the Districts Education Directorate as far as tools and materials are concerned. Also, the findings revealed that some teachers did not have the required academic qualification to teach the subjects they were assigned, and particularly, they were not trained to teach students with special needs.

Kyere study focused on educating the Deaf students in vocational skills however the current study focused on vocational training programmes and employment opportunities for students who are Deaf. In the study that investigated challenges facing technical and vocational education in Ghana”, Amedorme and Fiagbe (2013) identified a list of problems that the TVET sector faced. Some of the problems they discussed are limited number of technical institutions, lack of facilities and materials

for training students, inadequate technical teachers and facilitators, limited number of training institutions for technical teachers, and a difficulty in career progression.

Studies into vocational programmes for Deaf students in the United States have identified a number of programmes and practices which are associated with the successful vocational education for Deaf (McDonnell et al., 1995). These programmes include person centered transition planning and transition assessment, community-referenced curriculum and instruction, an individual programme, job placement prior to leaving school and the importance of family involvement. It is also important for the Deaf students to find a job, have confidence in their working environment and establish professional communication with their colleagues. In this sense, research has indicated that vocational education programmes should provide meaningful, purposeful, and functional educational environments, in which product-oriented works should be offered (Karasu, 2011; Kaya; 2012 Uzuner et al., 2011;). However, transition from school to job placement or adult life and living independently constitutes a major challenge for most Deaf students after schools (Riesen, et al., 2014). Transition concept was first introduced by Madeleine Will of the

Office of the Federal Special Education and Rehabilitation (OSERS) (Bullis et al., 1997; Maureen, 1999). Initiatives of this transition programmes due to all fields related to special education focus on transition issues. OSERS emphasised the needs of youth with special needs in schools moving from life to life in the community and education after school and work (Bullis et al., 1997; Maureen, 1999). This requirement is due to the high level of unemployment among the population with special needs (Bullis et al., 1997; Maureen, 1999). Workplace or job experiences are

essential for the development of the vocational, social, and work ethic skills needed to obtain and sustain a meaningful occupation (Murry & Doren, 2013).

In recent times, the relevancy of an improved vocational training in the social, economic and political development of persons with or without disabilities cannot be overemphasised. In view of this, Aboagye (1999) suggested that every nation should place emphasize on vocational training, especially for the Deaf students because of the nature of their disability. Both globally and nationally, vocational training empowers individuals to be independent, self-confident and productive. Some countries such as, Russia, Japan and other developed countries have become industrial giants through the development of vocational training or skilled training.

In early 2012, a report by the Ministry of Education (MoE) in Ghana revealed that, small percentage of graduates from schools for the Deaf successfully gain admission to Senior High Schools, Colleges of Education, Polytechnics and Universities (MoE, 2005). The consequence is that, few students who are Deaf have requisite qualification to gain meaningful employment. However, appropriate vocational education designed and implemented in schools and communities can equip students with skills that would enable them to be gainfully employed in future (Durojaiye, 1996). Thus, vocational education serves as training programmes designed in schools and communities to equip individuals with job-related skills that prepare individuals to be employed in the future (Durojaiye, 1996). Durojaiye (1996) emphasised that, any vocational training programme provided to students who are Deaf must focus on equipping trainees adequately with skills that would empower them to be gainfully employed.

Aboagye (1999) opined that, in Ghana, for example, past efforts envisaged towards educational programmes through vocational training was to meet the development needs of the country. Since 1957, the Government of Ghana and other stakeholders have made efforts to improve vocational education systems by establishing more Polytechnics, Teacher Training Colleges, Senior Secondary/Technical Schools and Basic Schools vocational training all over the country. However, the effort made towards vocational education for students who are Deaf have not been sufficient. The insufficiencies in establishing more vocational training centres at the basic school level have been attributed to lack of facilities such as comprehensive curriculum, dormitories, teachers, funding, tools and equipment among others (Aboagye, 1999).

For vocational training for students who are Deaf to improve, there is the need to take into consideration the type of resources available. Resources involve a major strategic factor in organisational functioning of vocational training programmes.

Thomas and John (2008) stated that school managers work with many resources to accomplish their goals. Such resources include raw materials to produce goods, building to house operations and financial resources to fund their activities. In order for the school to succeed, one important provision to be made is the quality of resources that are being used. Whenever instructors have access to adequate and quality materials, there is possibility that they would perform better as human resource. Good quality and quantity of resources ensure hands-on teaching approaches that would go a long way to help the learners to grasp concepts as easy as possible. It is therefore obvious that students who are Deaf but taught with the needed resources in adequacy would graduate as quality professionals than those who lack these necessities. That is why Aboagye (1999) was of the view that, it is impossible to

think of a nation's development without the development of human resources or skilled training as of immense importance in any effort towards national development.

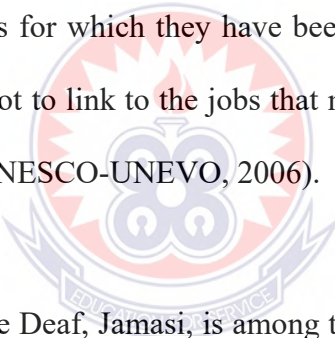
Again, it is crucial for instructors to effectively monitor the progress and understanding of all students with the use of effective assessment strategies in order to identify areas that need more consideration and less consideration. The benefits of the programmes cannot be underestimated as it highlights some ways to overcome dependency and unemployment problem in Ghanaian economy. VET provides skills and knowledge that helps learners get a job or to further their education and training in a particular field. Vocational training is often seen as the way to overcome the problem of unemployment (Krajewski & Callahan, 1998).

Vocational training courses ensure integration of students who are Deaf into economic and social life; it enables these learners to be fully equipped with necessary knowledge, skills and instruments that allow them to be masters of their trades.

According to Puakyiene (1996), the training programme for students who are deaf has multiple purposes, mainly some theory and practical skills as the learners take government trade examinations. Students who are Deaf are offered a range of courses during their vocational education. Some of the courses include dressmaking, beauty therapy, knitting, beading, and computer studies, mainly for girls. Boys are taught woodworks such as carpentry and joinery mechanics, masonry and welding and computer studies. All these courses are offered in different institutions depending on the needs of the learners. The course duration lasts for three years after which learners take trade test in two areas namely dressmaking, carpentry and joinery. Learners who become successful in these courses are awarded certificates and some of the learners

are employed into private and government sectors while others establish their own workshops and become self-employed (Crentsil, 2004).

Crentsil (2004) is of the view that vocational education for students who are Deaf must have interplay of practical skills acquisition, attitudes and underlining theoretical knowledge for economic and social functions. In his view there should be a balance between theory and practice on one hand and entrepreneurial skill development on the other. Another important consideration of vocational education for the individuals who are Deaf is employment opportunities of graduates who are deaf. Once students who are Deaf graduate from the vocational school, the next expectation is how to enter into the workforce. They need to get worthwhile employment that are related to their specific subject areas for which they have been trained. Unfortunately, most of these programmes seem not to link to the jobs that most of these individuals will like to take up in the future (UNESCO-UNEVO, 2006).

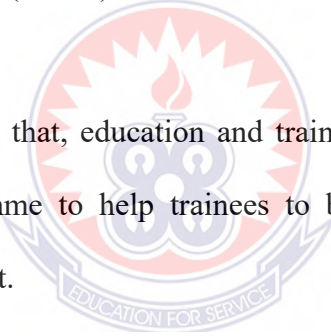


The Ashanti School for the Deaf, Jamasi, is among the known basic schools in Ghana which provide vocational education for students who are Deaf. The origin of the Ashanti School for the Deaf can be traced back from Bechem School for the Deaf. Students who were Deaf from the Ashanti Region were formally having their Education at Bechem School for the Deaf in the Ahafo Region formally known as Brong -Ahafo Region. On 18th January 1977, Ashanti School for the Deaf was official commissioned with nine pupils. The school was first headed by female who reigned for eleven years. Later, a male headteacher took over from her. The school now has a population of about seven hundred students. Currently, the school offers Vocational Training Programmes, education for students who are Deaf and Deaf-

blind students. The school has won many awards including the 2nd runner up National Best Teacher Award in 2005, Best Cleanest School in 2002.

Students admitted to the vocational training centre of the Ashanti School for The Deaf Jamasi Ghana are trained to acquire various skills in leather work, tailoring and dressmaking and weaving. The researcher, during her visit observed that, some students from the Ashanti School for the Deaf, Jamasi, Ghana, sometimes end-up becoming dependent on parents while others indulge in begging for alms on streets, in buses and churches in Kumasi and other cities. The above scenarios however impact negatively on students, parents, the society and the nation in general. In view of the above and many others, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) (2006) and International Labour Organization (ILO) (2011)

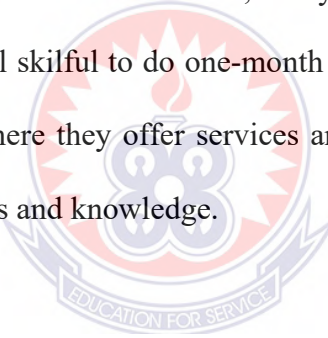
recommendations stressed that, education and training must form a central pillar to every vocational programme to help trainees to become more employable in the rapidly competitive market.



Furthermore, Gadagbui (1998) is of the view that, there is the urgency to make vocational training provisions for persons with disabilities. Thus, providing vocational training must serve as complement to general education, and considered as one of the cardinal needs for basic level students who are Deaf. Therefore, the researcher wants to examine these programmes offered and its impact on the students who are Deaf as well as how it is preparing them for the job market, community integration and independent living after completion of their programmes.

1.1 Statement of the Problem

During my observation programme at the Ashanti school for the Deaf, Jamasi, I had the privilege to interact with the stakeholders in the school. They revealed challenges adult Deaf face after completing their vocational programmes and their preparation for the entry into the workforce which I deem it necessary to be investigated. As part of my study, I visited the school again as a researcher to observe and interact with the students and the teachers for two weeks even before I actually started collecting my research data. During my visit in the school, I had the privilege to be attached to a teacher in a class where I observed most of things that happen in the school and interacted with the students and the school management. Head of Department of the vocational training programme revealed that, every year the Department sends final year students who are well skilful to do one-month attachment outside the school but within the Community where they offer services and receive additional training and support to boost their skills and knowledge.



However, the headteacher of Ashanti School for the Deaf revealed that seven out of ten students who graduate from the vocational center in the school do not find themselves in any gainful employment. Anamuah - Mensah (2004) asserted that a serious deficiency in the present public education system is the neglect of the technical and vocational education and training (TVET) sub-sector. The reforms introduced in 1987 completely ignored the technical and vocational institutes. The introduction of technical and vocational subjects in the mainstream educational system at the Junior High School (JHS) and Senior High School (SHS) levels were the main consideration. This consideration has either improved access or made real

impact in the formation of the needed human capital for economic growth and national development.

Teaching Vocational Skills such as leather work, tailoring and dressmaking and weaving enable young students who are Deaf to become more employable in the rapidly competitive market. The capacity to gain employment and be financially independent plays a key role in raising Deaf awareness and securing equal rights for all (Greene, 2007). This implies that vocational training is very vital for students who are Deaf since it equips them with employable skills. Vocational education forms an integral in Basic Schools in Ghana of which Ashanti School for the Deaf- Jamasi is of no exception.

From the above it is clear that embracing vocational training programmes is very essential in the lives of students who are Deaf since they will be equipped with practical and employable skills that will assure them of some vocation after school. However, it appears that the vocational programmes being offered at the Ashanti School for the

Deaf, Jamasi seem to have inadequate facilities, materials and equipment to train students who are Deaf to become self-dependent. Additionally, there are limited vocational programmes at the center which does not allow one to choose from a variety of programmes one can perform better. Also, there are inadequate vocational teachers or trainers who do not adequately equip the adult Deaf with the skills needed to enter the job market. Finally, there are no clear-cut policies by stakeholders to enforce employment opportunities for trainees. It was based on these that the researcher sought to examine the vocational training programmes and employment opportunities for Students at Ashanti School for The Deaf Jamasi and also to find out the reasons

why students who undergo vocational education in the Ashanti School for the Deaf are not able to work with their skills either in self-employment or compete in the job market.

1.2 Purpose of the Study

The study intended to examine the Vocational Training Programmes and Employment Opportunities available for Students at Ashanti School for the Deaf Jamas.

1.3 Objectives of the Study

The study sought to achieve the following:

- examine the programmes available at the vocational department of Ashanti School for Deaf, Jamasi.
- identify the resources available for training students in the vocational programmes in the school.
- find out the benefits of vocational programmes for students at Ashanti School for the Deaf Jamasi.
- identify the inherent challenges confronting the school in carrying out effective vocational training programmes for students in the school.

1.4 Research Questions

The following questions were formulated to guide the study:

1. What are the programmes available at the vocational department of Ashanti School for the Deaf, Jamasi?
2. What are the resources available for effective vocational training of Deaf students at the centre?
3. What are the benefits of vocational training programmes for students at Ashanti School for the Deaf, Jamasi?

4. What are the challenges confronting the school in carrying out effective vocational training programmes for students?

1.5 Significance of the Study

The results of the study would reveal vocational training programme available for students who are Deaf at Ashanti School for the Deaf-Jamasi. This would create awareness about the vocational programme in the school and pave way for improvement. The results would also help to identify the resources available for effective training programme for Deaf students for employment. Furthermore, the findings would point to the various benefits of the programmes to the students. this would enable Government and the Social Welfare department to re-examine the existing legislative instruments regarding employment opportunities for students who are Deaf in Ghana.

Finally, the results of the study would add to the body of literature available in Ghana concerning vocational training programmes and employment opportunities for Deaf students. and would also generate new understanding that would be useful for future researchers.

1.6 Delimitation

Even though there are many special schools in the Ashanti Region Ghana, this study was delimited to Ashanti school for the Deaf, Jamasi. .The study particularly focused on only Junior High School final- year Deaf students at the Ashanti School for the Deaf, Jamasi Ghana. This choice was made based upon the fact that the final year students are the immediate or the next graduates to enter into the workforce and would by then be able to understand the benefits of vocational programmes and also be able to answer the questions very well.

1.7 Limitation of the Study

The sample size was limited to seventy participants. This made the findings unlikely to be generalized to a whole population especially considering the fact that there are few teachers for the students. The study may have generated other findings if a larger number of participants were involved. Again, it was difficult arranging appointment with teachers and students. Some of the students do not report to school early because of their parents not been able to provide their school needs on time. Therefore, I visited the school three times before I was able to conduct the interview with the students. Finally, this study could possibly generate potential threat to confidentiality and trust because of the small sample size.

1.8 Operational Definition of Terms

The definition of terms were been described in the contexts for which they have been used.

Deaf: They are students with profound hearing loss or with no residual hearing.

Employment: Refers to access to jobs that enable Deaf students to earn living.

Programme: Plan of activities to be done or things to be achieved.

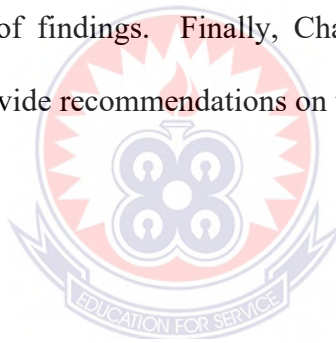
Resources: supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively.

Vocational training: Equipping persons with necessary skills which will enable them to be gainfully employed and live on their own after training in the future.

1.9 Organization of the Study

This study has been organised into five chapters. Chapter One constitutes the introduction which discusses the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significant of the study, delimitation, limitation, definition of terms and organization of the study.

The second chapter focused on the literature review taking into account the research objectives and the theoretical framework of the study. Chapter Three talks about the methodology employed in the study. The Chapter Three highlights the population, sample size/sampling technique, research design, instrumentation, data collection procedures and methods of data analysis. Chapter Four covered data presentation, analysis and discussion of findings. Finally, Chapter Five summarises the entire study, conclusion and provide recommendations on the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

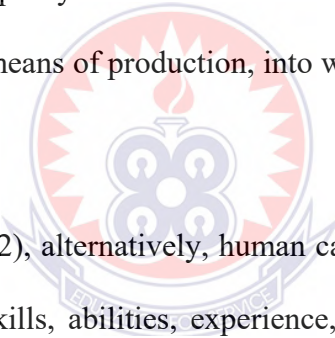
This chapter presents the literature reviewed for the study. The literature was reviewed from research articles, referred journals and books. The literature reviewed first covered the theoretical framework and the review on the key themes raised in the research questions. The areas covered were:

- a. The theoretical Framework
- b. Programmes available at the vocational departments for students who are Deaf.
- c. Resources available for training students of the programmes
- d. Benefits of the vocational training programme for students who are Deaf
- e. Inherent challenges confronting the school in carrying out effective vocational programmes at the school.
- f. Ways the challenges facing the teaching and learning of vocational programmes for the Deaf can be minimised
- g. Related empirical study
- h. The lives of Selected individual students who are Deaf
- i. Summary of the literature

2.1 Theoretical Framework

The main theory underpinning the study is Human Capital theory by Shultz (1961). The Human capital theory is a term first proposed by Gary Becker (1961), an economist from the University of Chicago in the United States of America, and Jacob Mincer that refers to the stock of knowledge, habits, social and personality attributes, including creativity, embodied in the ability to perform labour so as to produce

economic value. The theory advocates that education or training gives useful knowledge and skills to workers which in turn increase their productivity and incomes level. Shultz (1961) distinguished between specific human capital and general human capital. Specific human capital includes expertise acquired through education and training which is specific to a particular firm (firm-specific or context-specific skills). General human capital (general skills), on the other hand, is knowledge gained through education and training which is valuable across board (e.g., reading and writing). University of Education, Winneba <http://ir.uew.edu.gh> 10 Becker (1961) views human capital as similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output.



According to Goldin (2012), alternatively, human capital is a collection of traits – all the knowledge, talents, skills, abilities, experience, intelligence, training, judgment, and wisdom possessed individually and collectively by individuals in a population. These resources are the total capacity of the people that represents a form of wealth which can be directed to accomplish the goals of the nation or state or a portion thereof. Similarly, Simkovic (2013) is of the view that, it is an economic view of the human being acting within economies, which is an attempt to capture the social, biological, cultural and psychological complexity as they interact in explicit and/or economic transactions. Simkovic (2013) added that many theories explicitly connect investment in human capital development to education, and the role of human capital in economic development, productivity growth, and innovation has frequently been cited as a justification for government subsidies for education and job skills training.

According to Goldin (2012), studies of structural unemployment have increasingly focused on a mismatch between the stock of job-specific human capital and the needs of employers. In other words, there is increasingly a recognition that human capital may be specific to particular jobs or tasks and not general and readily transferable. Recent work has attempted to improve the linkages between education and the needs of the labour market by linking labour market data to education loan pricing. The human capital theory is relevant to this study since every employee including those who are deaf must acquire the requisite knowledge, skills, and attitudes University of Education, Winneba <http://ir.uew.edu.gh> 11 that are worthwhile for effective job performance in the workplace. It is when there is effective job performance that productivity would also improve.

2.2 The Concept of Vocational Education

Vocational education as a concept has mostly been discussed concurrently with other concepts such as career and technical education. This is due to the relationship between the vocational career and technical education concepts. However, career education unlike vocational education, deals with preparation of individual for diverse roles they will play throughout life (Sarpong, 2000) prepares people for an occupation that does not require a bachelor's degree. It is mostly designed to meet the social needs for works and to give students more options in education. This type of education forms part of career education, which helps students choose and prepare for career. Theorists in vocational training have explained that its aim is to improve the worker's general culture as well as to further his or her technical training. Vocational education or Vocational Education and Training (VET), prepares learners for careers that are based on manual or practical activities, traditionally non-academic and directly related to a specific trade, occupation or vocation, hence the term, in which

the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology. Generally, vocation and career are used interchangeably. Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education.

Vocational education can be at the secondary or post-secondary level and can interact with an apprenticeship system or internship. Vocational education as defined by the ministries of employment and social welfare and Education in Ghana and cited in Crentsil (2004, p. 19), stipulates that: Vocational education is the type of education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, grades or jobs. Vocational education includes general education, practical training for the development of skills required by chosen occupations and related theory. He further argues that, vocational training as “referring to those aspects of the educational process involved in addition to general education and the acquisition of practical skills, attitudes and understanding in various sectors of economic and social life”. He is of the view that the definition contains two basic ideas. These are: 1. “Acquisition of knowledge through practical experience; 2.

Acquisition of knowledge through theory and description” (Crentsil, 2004, p. 19). In view of the current concept of vocational education, and the fact that self-initiative is desirable, there is the entrepreneurial skill development factor of vocational education that combines theory and practice and also plays a major role in the individual’s employability, self-development and societal growth as a whole. But this only becomes evident when the learner is able to utilise theory and practice in the world of

work. He however ascertains that, there should be a balance between theory and practice. This implies that theory and practice should be an integral component in an effective vocational education. A lack of the interplay of the two produces trainees who cannot fit into industries because of their inadequate practical training on one hand, and those who are vested in practical knowledge but lack competency development and looks forward to others for innovative ideas. This is also supported by Kenneth (2001, p. 44) when he said that special education as “connotes trade education comprise a wide field than vocationalism; correspondingly general education extends beyond the limits of merely literary preoccupation”. This comparison clearly shows that both practice and theory are interwoven in vocational education and very important in educating the individual, being normal or abnormal.

Asante-kyei (2006) offers another explanation of the concept of vocational education. To him vocational education affords learners the chance to acquire academic and technical knowledge and skills that prepare them for further education or career. This definition explains that vocational education serves as a means to an end but may not be the end itself. This means that, learners acquire a fundamental knowledge and skills necessary for higher education and training in post-secondary institutions or workplace itself, by focusing on their present or future employment needs. He further reiterates that, the implication of the above for Sewing for example is to lay good foundation for student to pursue further knowledge and skills acquisition in higher educational levels.

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deals with preparation of individual for diverse roles they will play throughout life (Sarpong, 2000). Vocational education, therefore, forms an integral part of career education. Vocational education is the training given to individuals (students) to prepare them for particular careers or jobs. In this context, career has been applied in its narrow sense to mean a job. Wood (1993) then defines vocational education as organised educational programmes which are directly related to the preparation of individuals for paid or unpaid employment.

Clark and Kolstoe (1990) refer to career education as “a concept parallel vocational and special needs education”. Career education and vocational education are inseparable. However, according to Sarpong (2000), these two are often confused whereas vocational education focuses exclusively on preparation for employment, career education attempts to prepare students for all potential roles they may fulfill in life. Vocational training is therefore defined by UNESCO (2004, p. 4) as the “type of education designed to prepare skilled personnel at the lower levels of qualification for groups of occupations, trades or jobs”.

The World Book Encyclopedia (2001, p. 434) also emphasises that vocational education, Prepares people for an occupation that does not require a bachelor’s degree. It is mostly designed to meet the social needs for works and to give students more options in education. This type of education forms part of career education, which helps students choose and prepare for career.

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Education Human resource development in the fields of related sciences and technology is very essential for national development. Therefore, a country that has expertise in these disciplines and applies them in the productive sectors of its economy can achieve a great deal of economic and growth.

The importance of Vocational Education in nation building cannot be overemphasised. Indeed, vocational and technical education is a major agent for industrial development as well as for social progress of any country. Without skilled technical manpower produced by the polytechnics, technical and vocational institutes for industry, commerce and agriculture, national development would virtually grind to a standstill (Budu-Smith, 2005). In Ghana, the case for education, especially Vocational Education, is overwhelming both in terms of fulfilling human security and as an investment with very high returns. According to Nsiah-Gyabaah (2009), ‘there has never really been any argument over the link between education and development because education helps to build national capacity to apply science and technology to social and economic problems. Education is a fundamental human right and it is necessary for socio-economic development of society. It is a means to the fulfilment of an individual and the transfer of values from one generation to the next.

Vocational education is a fundamental element in the development equation because it allows individuals and societies to unlock their potentials, expand their horizons and adapt to the changes in the dynamic world (Nsiah-Gyabaah, 2009). Basically, the purpose of vocational and technical education is to equip young men and women with the technical and professional skills needed for socio-economic development of the country. The emphasis is on training people for self-employment.

The Government has, in recent times, given renewed recognition to the Vocational Education sub-sectored and has identified it as one of its priorities for addressing poverty alleviation. It has accordingly highlighted Vocational Education in its Ghana Poverty Reduction Strategic (GPRS) document in that regard. The Government also recognises the strengthening of Vocational Education as a means of developing the

technical and skilled human resource base on Ghana needs urgently as a key strategy for rapid economic growth and for realizing the Ghana vision 2020 plan. In line with this realization, one of the basic philosophy and orientation of Ghana's vision 2020 plan is to reform all Technical/Vocational Education system to make it more responsive to the national goals and aspirations as well as local and global demands. Indeed, an improved Vocational Education system will promote manufacturing, construction technology, agro-based industry and commerce. To achieve the said objective, requires a policy framework and direction as well as a radical shift in the design and delivery of the Vocational Education curriculum at all levels especially at the Polytechnic level (Afeti, Baffour-Awuah & Budu-Smith, 2003).

Throughout the world, and in particular the countries of Sub-Saharan Africa, governments are renewing efforts to promote technical and vocational education and training (TVET) with the belief that skill formation enhances productivity and sustains competitiveness in the global economy. According to Bhuwanee (2006), in recent years, concerns have been raised by most African countries about the move towards making TVET complementary to post-basic education.

Abban and Quarshie (1996) pointed out that the paradigm shift towards practical skills training with TVET in Africa is increasingly being reshaped to make it more attractive, efficient and effective. One of the most important features of TVET, as recognised by African governments, is its orientation towards the world of work with the curriculum emphasizing the acquisition of employable skills. African Union (2007) report also stressed the current vision of African countries in developing a new strategy to revitalise TVET in Africa. The expectation is that TVET will promote skills acquisition through competency-based training. If this vision should materialise,

it will require proficiency testing for employment in order to promote sustainable livelihoods and responsible citizenship.

To achieve this goal of practical skills acquisition, Roeske (2003) explained, the Ghana Industrial Skills Development Centre was established in 2002. This centre, working in close collaboration with the Association of Ghana Industries (AGI) and the Ghana Employers Association (GEA), was tasked to connect the financial and material resources required for achieving excellence in skills training. A number of other institutions like Integrated Community Centre for Employable Skills (ICCES), the Opportunities Industrialization Centre (OIC) and the Department of Social Welfare's Vocational Centres are part of government's effort to produce skillful technical personnel. Other innovative programmes like the Skills Training and Employment Placement (STEP) and the Vocational Skills Project (VSP) were also put in place to turn out skillful technical personnel for the job market (Roeske, 2003). The Ghana Regional Appropriate Technology Industrial Service (GRATIS) and Intermediate Technology Transfer Units (ITTU) are also providing TVET trainees with additional and enriched practical skills to enable them set up their own enterprises.

As leadership and leadership development became an important and long-standing concern in many disciplines and fields of practice, vocational and technical education was not an exception (Wonacott, 2001). The concern about leadership and leadership development in vocational technical education arise from the fact that there are series of changes that are rapidly and significantly altering the educational and economic environment in which vocational technical education exists. The nature of work is changing; technology keeps changing rapidly; there is increased public demand on

vocational technical education system to produce individuals with more opportunities for present and future prospects in multiple industries, and offer the individuals with enough skills for personal development and success in the changing society (Moss & Liang, 1990). Based on findings of studies done in other fields that leadership is critical to organizations in unsuitable situations where changes in the environment makes the usual ways of conducting the affairs of the organization unsuitable and irrelevant, Moss and Jensrud (1990) suggested that vocational technical education must begin its own transformation if it is to remain a viable form of education in the new environment. They argued that, as the context in which it is practised changes, vocational technical education needs leaders who can chart new directions and influence others to believe and follow.

This clearly emphasises the need for the restructuring of vocational and technical educational leadership development in Ghana. In fact, the ability of vocational technical education to adapt constructively to its changing context resides to a large extent on the quality of leadership that is found in the field (Daughtry & Finch, 1997). Lutz (1986) also pointed out that because of the vast changes in human expectations and needs, as well as the rapidly changing technology, vocational technical education requires efficient and effective leaders as never before. Moreover, many people in the area of vocational technical education have come to realise that vocational technical education urgently needs insightful and creative leaders at all levels in order to adapt to changes. It is the leaders who will provide the needed stimulus for the change (Bennis & Nanus, 1985). Human Resource Development (HRD) has provided the requirements of organisations to offer employees a modern expertise. HRD has acknowledged the need for a future orientation to provide practitioners role in making organisational strategy (Torraco & Swanson, 1995). In spite of that, HRD is meant for

offering learning and development chances that back the achievement as an economic progress, development strategy and improvement of organisational and individual performance (Raiden & Dainty, 2006). According to Rodrigues and Chincholkar (2005), HRD is helpful to the development of knowledge workforce and the organisation in addition to it is very desirable in a knowledge intensive sector, for example, education. However, several developing countries have given high priority to developing human resources by means of expanding secondary and high level of education (Rodrigues & Chincholkar, 2005). As a result, more attention has been given in organisations to HRD through employees' TVET in an attempt to prepare and provide them with new skills, knowledge, methods and strategies to assume more responsibilities.

Clarke (2007) maintains that the most important developments of HRD had been increasing focus on Work-Based Learning (WBL) or what is often referred to as informal methods of learning. Higher Education (HE) in general and TVET in particular have seen significant changes in the last few decades, such as the introduction of new technology, especially information technology (IT) and the adaptation of student-centred approaches which necessitated the development of new skills and changes to teaching practices (Bennett & Lockyer, 2004). One of the main drivers for these changes is the increasing pressure to link Higher Education Institutions (HEIs) with the job market and to embed employability into the curriculum (Rafik, 2009). This is important for developed countries to up-skill their work force and stay competitive but even more important for developing countries to "catchup" with industrialised countries (Rafik, 2009; Rafik et al. 2008). Again, HE in general and TVET in particular, play a vital and significant role in the development of countries having a direct effect on the economy of the country (Rodrigues &

Chincholkar, 2005; Masri, 1999). Schofer and Meyer (2005) maintain that in the past few decades have witnessed substantial growth with regard to enrolments and courses in HE in developed and developing countries. Undoubtedly, those quick variations have significantly enhanced the requirement for graduates who are equipped with significant skills and high qualification, which as a consequence of that put further pressure on HEIs for improving their plans and awards to face the new challenging requirements. Within the previous few decades TVET has shown a quick growth in both developed and developing countries as a result of the noticeable economic expansion and strong social need for its services also to develop individuals and communities (Grubb & Ryan, 1999).

Leaders in TVET colleges are also expected to balance the previously mentioned internal with external roles. Dealing with external issues has become part of college leaders' daily tasks (Quinlan, 2014). The leader must meet government mandates, as well as respond to many demands, and the leader is held more and more accountable while cost pressures create conflict with more altruistic values. College leaders are expected to develop an external presence by becoming the face of the college (Lambert, 2013:27) and present the interests of the college to business and the local community. Public higher education is increasingly required to provide evidence of its effectiveness during times where educational leaders' work is dominated by management matters rather than efforts to improve teaching and learning (Dempster, 2009). Foley and Conole (2003) have identified similar tensions in the TAFE sector. There is an increased call for accountability at a number of different college levels such as use of resources, human, physical, financial and otherwise. Despite these demands, the external role of the college leader should not be at the cost of internal college matters.

Much has been written about higher education to highlight how academic leadership, particularly in universities, differs from other organisational contexts. South African TVET colleges were officially included as higher education institutions in 2009. The staff at TVET colleges have thus had to learn how to function in this new sector which they share with other educational institutions such as universities and universities of technology. At universities, decentralisation and the ‘culture of collegiality and autonomy underpinning academic work’ (Kligyte & Barrie, 2014:157) indicate that higher education needs a different kind of leadership to private organisations. Even though public institutions of higher education (universities as well as TVET colleges) are very much part of the public service, they are rarely treated as such (Kligyte & Barrie, 2014). The concept of collegiality, which is at the very heart of a university, also distinguishes a university from other higher education institutions (Kligyte & Barrie, 2014).

It sets universities apart from TVET colleges even though they share the same higher education system. This offers further challenges to TVET college leaders who have to co-mingle at the same level as leaders from universities, despite the difference in qualifications, experience, working conditions and frames of reference. Juntrasook (2014) came up with four meanings of leadership at higher education institutions which have some relevance to TVET colleges. The first of these meanings is that leadership is a position to which someone is appointed. This appointment legitimises the position. An institution should entrench this notion by being prepared to invest in such a person and leadership development should be available to these leaders exclusively. The second meaning is that leadership is performance for which competency must be demonstrated. This meaning focuses on the work that the person does according to institutional policy.

To develop TVET, the professionalization of TVET teachers plays a significant role, thus, this issue is emphasised in many TVET discussions in the region (Bangkok 2013; Sharifuddin 2014; Diep 2016; Gennrich, 2016). Currently, there are two forms of VTE worldwide as well as in the region basically: concurrent model and consecutive model.

Concurrent model refers to the fact that the training of technical expertise is implemented in parallel with the training of pedagogical competence. This form helps to enhance the professionalism of VTE and helps students to identify the career at an early stage (Lipsmeier, 2013).

Consecutive model refers to the fact that the training of technical expertise is implemented first (e.g. bachelor with duration: 03-04 years), then the training of pedagogical competence is added (duration: 06 months to 01 years). This form helps the graduates (from technical universities or colleges) or the masters/ practitioners in companies, who have professional experience and/or have desire to become a vocational teacher/ instructor become vocational teachers/ in-company instructors after being provided with the training in pedagogical competence.

Corresponding to these forms of VTE, there is the existing situation, that in-school teachers, who are often employed after graduation, are often lacking in industrial experience and practical skills, meanwhile in-company instructors are often lacking in pedagogical experience. In general, it can be noted, that at present, there is a lack of quantity and quality of vocational teachers/ instructor in the region (VOCTECH, 2013).

Besides the TVET teaching staff, other personnel of TVET (e.g. the management staff at governmental and school level, the executives of businesses) also play an important role in promoting the quality of TVET. TVET teachers, administrators and managers from ministries, vocational training institutions, industry federations and businesses should receive training on regionally relevant topics, which help them to design, implement and evaluate training programmes in accordance with the requirements of industry and the real working environment (BMZ, 2015).

The TVET system needs some effective instrument to assure TVET quality; one of these factors is 'standards'. Spoettl (2016) noted that a 'standard' is an instrument used to define the quality of education, the quality of teacher training programmes, a basis to guide the development of curricula, and is used to assess learning results in TVET. Loose & Spoettl (2014) also determined that "the occupational standards which are the basis for training should be paramount in being binding as outcomes of the programmes as well as reference points for the anticipated demand of the employers". Aware of the significance of standards in TVET, the countries in the region made efforts to build their own standards for VTE. Lao PDR has structured the standards for vocational teachers into five competence areas: acting in exemplary manner, educating, teaching, assessment, self-development and innovation, with concrete criteria for each area (Soysouvanhet et al. 2013). Vietnam also issued standards for vocational teachers focusing on four evaluation areas: ethics, expertise competence, vocational training pedagogical competence, competence for selfdevelopment and doing research. Each of these areas is continuously developed into detailed criteria (MoLISA, 2010).

Curriculum in TVET should be improved to meet the requirements of the real working world and to help learners acquire transferable skills. The definition of “transferable skills” can be understood in many different ways by different countries, e.g. Malaysia holds them for employability skills with K-Worker framework encompassing three competencies: (1) technical competency, (2) social and humanistic competency, and (3) methodological and learning competency (Che Rus, Yasin, & Rasul, 2014); Brunei and Australia have the relatively same concept of transferable skills when considering them as life skills with eight components: (1) communication, (2) teamwork, (3) problem-solving, (4) initiative and enterprising, (5) planning and organizing, (6) self-management (and competitiveness), (7) learning, (8) technology (and applying numeracy, design) (Paryono 2014); Vietnam tends to access to German concept of vocational action competence with three main domains: (1) expertise competence (Fachkompetenz), (2) social competence (Sozialkompetenz), (3) personal competence (Personalkompetenz). Despite the different concepts of transferable skills, it can be stated, that transferable skills are useful and necessary competencies, which the learners have to acquire to deal with their private and occupational life.

Horizontal and vertical articulations refer to the mutual recognition and the possibility of training transition between vocational institutions. Horizontal articulation describes the possibility of training transition, based on occupational fields, between institutions at the same training level. Vertical articulation describes the possibility of training transition according to the training levels between institutions of low education level and institutions of high education level. The training transition between vocational institutions promotes the professionalization of TVET and enhances the attractiveness of TVET for learners.

Paryono mentioned this trend in his research in 2013 (Paryono 2014; Diep, 2016). TVET policy reform and networking within the region has been an important issue in recent TVET discussions (Gennrich, 2016). The policy of low funding for TVET leads to many problems for TVET regarding attracting competent teachers, investment in machinery/equipment, implementation of accreditation mechanisms, assuring training quality and implementation of good governance. RAVTE cited the research result of UNESCO 2012, that “TVET institutions are largely underfinanced as reflected in the relatively low level of direct budget allocations made by governments”. RAVTE also calls for implementing systemic administrative reforms, ensuring the regional comparability, permeability and mobility in TVET (Gennrich, 2016). Enhancing the collaboration between technical pedagogical universities, vocational institutions and enterprises can improve the “competence of linking real work processes with professional learning processes” in vocational teachers. This is one of competencies proposed by Diep and Hartmann on the model of pedagogical competence of vocational teachers for a world of sustainable development (Diep & Hartmann 2016). Particularly, it can efficiently help in improving the TVET training quality to fulfill the requirements of real-life working world.

To promote the development of TVET in the region, the issue of expanding access of TVET information is noted in recent discussions (Sharifuddin, 2014; Diep 2016; Gennrich 2016; RAVTE 2016). The cooperation between RAVTE, UNESCO Bangkok and SEAMEO VOTTECH has offered TVET at Asia as an effective instrument to spread TVET information/research results in the region and to create data base on TVET-related subjects. The significance of doing research for the development of TVET is mentioned in some recent debates (Paryono, 2014; Chang &

Trzmiel, 2013; Diep, 2016; RAVTE 2016). UNESCO Bangkok determined that collaborative research is a way of addressing important regional issues, and, therefore, facilitated collaborative research in the region (Chang & Trzmiel, 2013). Education policy and reform fosters different forms of research cooperation in the region, which support the governments by offering policy advice to reform education systems based on working analysis, knowledge management, capacity building and regional networks. Besides the activities in knowledge management and knowledge sharing, UNESCO Bangkok has been hosting some networks meaningful for research and development, such as Education Institutes Network in the Asia-Pacific, Network on Education Quality Monitoring in Asia seminar.

Human Resource Management (HRM) policies serve as references for developing employment practices and making decisions about HRM practices. They have an effect on HRM practices and these in turn influence staff attitudes and behaviours which in turn again impact on service offering and customer perception of value (Armstrong, 2006). It is considered that if a range of appropriate human resource policies are developed and implemented effectively, human resource will make a substantial impact on organizational performance (Armstrong, 2006). Human resource policies of recruitment, training, promotion and rewards positively contribute to firm performance because recruitment, selection and training policies determine the quality of skills, knowledge and potential of employees and human resource policies of promotion and rewards affect the motivation aspect of employees. It is cemented that human resource policies and practices that enhance employee's skills, knowledge, capabilities and motivation add value to the organization performance (Liu et al., 2007). Thus, TVET institutions require HRM policies that enhance effective Coda

implementation of HRM practices in order to attract, develop and retain qualified and motivated teachers for the TVET form of training.

Coda (2014) supports by arguing that HRM professionals can exercise an influential role in organizational life by defining policies, practices, and tools that affect the levels of job satisfaction, motivation, commitment and relationships within the corporate environment and help the organization as well as individual employees reach their objectives. HRM competence is required to meet this goal. Therefore, there is strong relationship between HRM technical competence and strategic contribution to organizational success. HRM professionals are required to master the accurate competencies to increase the overall firm's performance and productivity.

Human resource managers are concerned with ensuring that the business is appropriately staffed with the right people with the right skills to provide services.

This involves recruiting and retaining the best people for the job. An effective implementation of human resource management functions requires knowledgeable managers capable of implementing human resource management functions in a valuable way (Torrington, Hall, Taylor, & Atkinson, 2011). On the other side incapability and misunderstanding of HRM practices on the part of line managers will prevent the organization from achieving the intended objectives (McGuire, Stoner, & Mylona, 2008). Knowledge of HRM managers in the context of competence based training environment is important to enable them recruit and select TVET teachers with occupational experience (Backes & Burns, 2008; Clinebell & Clinebell, 2008; Wilkin & Nwoke, 2011); pedagogical skills (Runhaar & Runhaar, 2012); professional competence (Kohont & Nadoh Bergoc, 2010); and offer attractive rewards (Tafida, Clement & Raihan, 2015). Therefore, in the context of competence-based education

environment, HRM managers must have knowledge to attract, develop and retain qualified teachers for the delivery of competence-based education and training.

In a recent study by Alex and Rita 2017, they came out that, decentralizing human resource management functions to currently non-autonomous institutions are important in order to have their full-fledged human resource management departments that will be responsible for human resource management of their colleges. The decentralization will increase the capacity of TVET institutions to make and implement its own human resource management plans that will attract, utilise and retain qualified personnel for the college and general administrative responsibilities. Also, HRM Policies must be reviewed in order to support TVET institutions taking on board demands of TVET institutions and empower the HRM departments to play strategic role in human resource management as experts to ensure availability of competent and motivated staff in TVET institutions.

Reddan and Harrison (2010) argued that TVET institutions need to restructure their programmes to be responsive to the needs of the job market, especially the industry. To achieve this goal, TVET curricula must focus on outcomes in terms of the skills, knowledge and attitudes required industry. That is, TVET provision should be responsive to the demands of industry.

King and McGrath (2004) argued that with TVET being more diverse because of the changes in the labour market, it should be able to integrate the youth into the working world. Given the prevailing economic trend, UNESCO (2004) identified the two major objectives of TVET as the urgent need to train the workforce for selfemployment and the necessity to raise the productivity of the informal sector. They point out that lack of resources has led to cuts in the volume of training provided

in public institutions. These cuts are a hindrance to pursuing the critical objectives of providing training and raising production. Considering the expensive nature of TVET as a form of education, it is imperative that an expanded system with necessary and adequate facilities and equipment will lead to the effectiveness of the system.

2.3 Vocational Programmes for Individuals with Disability

Szymanski and Parker (2008) contend that vocational programmes are subsumed under seven different areas which are agriculture, business and office, distributive, health, home economics, trade and industry and technical occupations. McCrea and Miller (2004) opined that vocational programmes are further simplified to include mushroom farming, batik/tie and dye, basketry, weaving, carpentry, leather work, poultry, bead making and calabash work which constitute an important component of preparing individuals who are deaf to enter the world of work. However, McCrea and Miller (2004) caution that vocational programmes should not end as employment begins, developing ones career is important at all stages of your working life. Whether you are starting out and need to gain new skills to enter a profession or you are an experienced professional and need to remain up-to-date with skills in their job, developing your career is vital to being successful in your particular line of work). Activities must be adapted to meet the needs of students who are Deaf because the interaction of the developmental nature of individuals with intellectual disabilities and the developmental nature of career education can lead to a variety of impediments in career instruction for individuals with disabilities (Reid, Deutsch, Kitchen & Azanavorian, 2004).

Kanchier (1990) stated that vocational programmes should be a dynamic and life long process because individuals with disabilities are always changing as they grow. He

gave a framework for vocational training programme for individuals with disabilities of which students who are Deaf are among is particularly useful for counsellors who need to integrate their own services with the services offered by other members of the Individualised Educational Programme (IEP) team.

Hammill and Bartel (2000) further reported that vocational training programme focuses on helping individuals especially those who are Deaf to acquire skills and techniques that are used in vocational training to assist such individuals to acquire relevant skills. Kniel (2002) also contends that the selection of vocational programmes should be relevant to individuals with disabilities such as students who are Deaf, and the activities should be simple and repetitive.

Studies into vocational programmes for people who are disabled students in the United State have identified a number of programme practices which are associated with the successful vocational training of students who are disabled (McDonnell, Hardman, McDonnell & Kiefer- O'Donnell, 2005). These programmes include person-centred transition planning and transition assessment, community-referenced curriculum and instruction, an individualised vocational programme, job placement prior to leaving school and the importance of family involvement (Sitlington, Clark & Kolstoe, 2000).

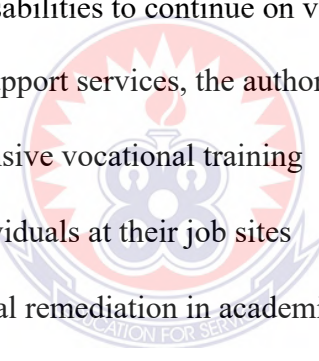
Szymanski and Parker (2008) opined that, school counsellors serving elementary schools can collaborate with teachers to help individuals with disabilities of which students who are deaf are no exception develop vocation interest and the ability to make choices among vocational activities. For example, instructional activities at all grade levels may be designed to expose students with disabilities to a wide variety of

job-related skills. The identification of preferences can help the individual's define preferences that may translate to preferred occupational environments.

In addition, Howley (2010) posited that an individualised vocational programme should be developed according to the students' individual needs. This is a specially designed programme with inputs of team members (i.e. the disabled child, parents and class teacher) to meet an individual's needs. Involving individuals with disabilities in decision making in terms of vocational programme choices will create opportunities for them to have a say in their own education and future.

Thressiakutty and Rao (2001) suggest that, there should be on-going support services to help individuals with disabilities to continue on vocational training programmes.

Given the importance of support services, the authors suggest the following:

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1. to arrange for extensive vocational training
 2. to observe the individuals at their job sites
 3. to provide additional remediation in academic subjects.
 4. to teach necessary skills needed to succeed in their career.
 5. to liaise with the employer to bring in improvement in the performance
 6. to lead them towards independent living and attend quality of life
 7. to organise social warning exercise for better acceptability in the work community.

Furthermore, one major objective in educating individuals with disabilities is the acquisition of literacy and numeracy skills, and also vocational skills for selfdependency. In segregated settings, the curriculum is geared towards functional education and life skills training for individuals with disabilities (Mutua & Dimitrov, 2001).

2.4 Views on ‘Technical’ and ‘Vocational’ Education and Training

Baiden (1996) defines the term „technical“ as the practical use of machine methods etc in use of science and industry such as the skills needed for a particular job, sports, art etc. On “vocational” education, Baiden (1996. p. 82) further explains that it is the “skills and knowledge that one needs to have to do a particular job”. UNESCO (2004) distinguishes technical education as type of education designed at upper secondary and lower tertiary levels to prepare middle level personnel such as technical and middle management staff, and at the university level, to prepare engineers and technologists for higher management positions. Technical education, therefore, includes secondary education, theoretical, science and technical studies and related skills training.

Vocational training on the other hand is basically that type of education designed to prepare skilled personnel at the lower levels, for groups of occupations, trades or jobs. Vocational education includes general education, practical training for the development of skills required by chosen occupation in related theory. It puts premium on practical training and is designed to prepare skilled manpower of the lower levels as against Technical manpower which involves theoretical and practical education (Baiden, 1996).

On his part, Akyeampong (2002, p.2) believes that, “Vocational and technical education are fraught with definitional and conceptual inconsistencies that have resulted in what Strong (1990) aptly describes as an “identity crisis”. He is of the view that the term “vocational” and “technical” take on different meaning not only across countries but also within the same country. Using Ghana education system as an example, Akyeampong (2002, p.2) explains that: Vocational” is a label for those

instructional areas that consist of visual arts (mainly the handicrafts) and home economics subjects. The specific subjects so labeled include leatherwork, textiles, sculpture, graphic design, basketry, food and nutrition, and management in living. The label “technical” is used for trade, industrial, engineering-related subjects such as technical drawing, applied electricity, auto mechanics metalwork, and woodwork. These above-mentioned subjects are all part of the subjects offered in the selected schools for the Deaf for this study with the exception of applied electricity and auto mechanics.

Despite the various interventions to ensure that technical institute graduates are well equipped with the requisite practical skills for the job market and the campaign about the benefits of technical and vocational education, it has not attracted the youth in the region to move into technical and vocational training at all because most technical graduates have not been able to enter into employment in their respective fields of training (Adam, 2010). The poor transition from school to work by the youth has a large group of TVET graduates, who are mostly teenagers, leave to the southern part of the country for menial jobs. This is confirmed by Palmer (2005) in his study on Decent Livelihood in Ghanaian Rural Informal Economy. This trend of affairs may suggest that training programmes offered by the two technical institutes probably fail to develop the skills required for employment within the region and beyond.

In spite of the claim by Mustafa, et al. (2005) that technical and vocational education remains relevant in the economies of developing countries, TVET still faces a lot of challenges in the developing countries context. The nature and characteristics of TVET itself presents unique challenges to institutions and administrators (Boateng,

2012). In Boateng's view, vocational and technical institutions require more intensive use of workshops, tools, equipment, and materials (but such amenities are expensive). Vocational and technical subjects require more instruction and practical time than arts and science education, they need to be allotted sufficient time to satisfy their practical goal. All these make TVET more expensive than any other type of education. In the final draft "Strategy to Revitalise Technical and Vocational Education and Training (TVET) in Africa" by the African Union (2007), they outlined that one of the key issues that TVET faces is poor perception whereby, the public and even parents consider that the vocational education track as fit only for the academically less endowed. In many countries, students entering the vocational education stream find it difficult if not impossible to proceed to higher education. (Boateng, 2012); Lillis and Hogan, (1983); Jee-pengTan & Yoo-JeungNam (2012) all concur that TVET has a poor public perception in developing countries.

A research done by Dzigbede (2009) to find out the challenges of the administration of TVET in Ghana acknowledged that most of the challenges emanate from internal and external factors. However, the challenges could be resolved through good practices such as contributions of various stakeholders. Respondents from the Ghana education service (GES) pointed out that TVET has been starved for long by the absence of career Guidance and Counseling service, lack of good number of trained/professional teachers, logistics stationery, equitable funding, among others. Boateng (2012) also discusses the same challenges faced by TVET in her article "Restructuring Technical and Vocational Education in Ghana: The Role of Leadership Development". She mentions the fact that vocational and technical institutions require workshops, tools, equipment, and materials; vocational and technical subjects require more instruction and practical time than arts and science education, and the need to be

allotted sufficient time to satisfy their practical goals. Methods of assessing vocational technical subjects, especially the form of assessment require the training of assessors who can assess students' competence in the classroom and in the workplace.

It has been stated in most literature that the socio-economic environment and the contextual framework in which TVET delivery systems currently operate in Africa is characterised in general by uncoordinated, unregulated and fragmented systems (Konayuma, 2008). It also goes without saying that in many African nations, with notable exception of Mauritius and South Africa, about 85% of the workforce is informal and non-wage employment sector (Konayuma, 2008:4). There is a high degree of geographical, gender and economic inequalities as the good TVET

institutions in Ghana are located in big towns and cities and this is true with the rest of Africa. The leading TVET institutions in Ghana are found in Kumasi, Accra, Sunyani, Takoradi, Koforidua, Ho and Tamale which are by Ghanaian standards the best urban centers, leaving the rest of the country struggling to get trained.

In Ghana, and the rest of Africa, TVET is generally considered as a career path for the less economically and intellectually endowed. The entry requirements in TVET institutions in Ghana are normally lower than that of universities and other academic institutions. African Union (2007:22-25) notes that current training programmes in many African nations are supply driven and the TVET programmes are not very often designed to meet the observed and projected labor market demands. Another challenge that militates against management of TVET programmes concerns their outsourcing. The international literature argues that TVET is a more expensive model of learning than academic education. Relatively the cost of equipping vocational classrooms and workshops and the training of technical trainers is very high (Fullan,

1991). The challenge for the successful implementation of TVET in this context is to develop appropriate societal knowledge, technologies, skills, values and attitudes, and new policy financial commitments, congruent with, and cognizant of, local, regional, and global opportunities and concerns.

Therefore, TVET is perceived by the majority of its stakeholders as a ‘second class’ option and by some as a temporary diversion from the main route to higher education and modern sector employment. Nyankov (1996) argues that the other challenges that TVET institutions across Africa face include poor quality in the delivery of TVET programmes. Nyankov (1996) also compounded the fact that TVET is an expensive model of learning compared to academic learning. In addition to this, it is generally argued that TVET is not suited to actual socio-economic conditions as it generally disregards the informal sector and the poor (Nyankov, 1996). Reddan and Harrison (2010) argue that TVET institutions need to restructure their programmes to be receptive to the needs of the job market, especially the industry’s ever-changing needs. Thus, TVET curricula must focus on outcomes in terms of the skills, knowledge and attitudes required by industry and commerce in a bid to achieve this goal.

In 2003, the Government of Ghana commissioned a body to review the general educational system for strategic planning for the year 2003-2015. The committee reported a serious deficiency in the present public educational system as the neglect of the vocational technical education sub-sector (Government of Ghana, 2003). The Ministry of Manpower Development and Employments spends 12% of its budget on vocational technical education subsector. The government has no significant involvement in apprenticeship training either. Allsop, Attah, Cammack and Woods,

2010 reported that government's budget allocation grew to 2.4% in 2007 and was 1.9% in 2008.

Another challenge facing vocational technical education in Ghana is perception that it is a route for those who are not able to function within an academic setting; this perception is compounded by a lack of progression routes from vocational technical education into higher education (African Union). In fact, these negative perceptions are not limited to those who have little understanding of vocational education. In 2002, a survey of public TVET teachers found that none of the 87 respondents wanted their own children to study TVET programmes (Anamuah - Mensah, 2004). Aside inadequate financing and negative perceptions, the socio-economic environment and the contextual framework within which vocational education is delivered in Ghana is characterised in general by other factors such as huge numbers of poorly educated, unskilled and unemployed youth, uncoordinated, unregulated and fragmented delivery systems, low quality gender and economic inequities, weak monitoring and evaluation mechanisms, and poor management and ill-adapted organisational structures (African Union, 2007). Inadequate funding on the other side is reported among other things to affect investment on faculty training and hence jeopardizing the quality of education in Africa (Knobel, 2015).

In the context of TVET in developing countries it is argued that one of the challenges facing TVET institutions is the issue of funding to attract and retain qualified teachers (Kavura, 2003). In support, Nwogu and Nwanoruo (2011), stated that the challenges of TVET are numerous, which include lack of skilled manpower; acute shortage of TVET teachers; and poor funding of TVET. Consequently, Olaitan citing Odu (2011) posited that the following challenges confronted the implementation of TVET

curriculum in Nigeria which include insufficient material resources for training; dearth of qualified TVET educators; and the use of the quota system for selection of students in TVET teachers training programme. In same vein Odu (2011) stated that, some of the challenges of Human Capital Development include inadequate funding; poor workshop organization; and inadequate instructional materials.

Others challenges as posited by Okebukola (2012), include teachers inadequacies; funding inadequacies; gross inadequacies in facilities; harsh and intimidating lecturerroom; poor quality preparation by TVET lecturers; resource inadequacy; unhealthy classroom; shortage of equipment; and social vices. Ozioma (2011) posited that the Federal Government of Nigeria wants technical education to occupy a prominent position in our schools, but Nigerian schools pay little or no attention to technical and vocational education and training; teachers and students seem not to understand what it is all about and consequently develop some contempt and aversion for TVET courses and subjects which now made teachers and students not to be interested in

TVET programmes. The challenges of implementing the TVET curriculum in Nigerian colleges are synonymous with the problems of TVET in Nigeria and also that of general education in Nigeria.

Ayonmike (2013) citing Egwu (2009) posited that some of the major challenges of the Nigerian TVET system includes; Institution related factor such as unstable academic calendar, inadequate collaboration between tertiary institutions and organised private sector, inadequate and obsolete infrastructure and equipment, for example poor equipped TVET workshop and libraries, dilapidated classroom blocks, and weak support structure for students Industrial Work Experience Scheme (SIWES); Human

resource related problems such as brain drain, human capital flight, unattractive conditions of service for teachers, and staff shortages across board; Government related challenges such as inadequate funding of tertiary institutions; Student related challenges such as cultism, examination malpractice, social and academic vices (Egwu, 2009 in Ayonmike, 2013). However, Udoka (2010), opined that the major challenge is funding.

Similarly, Yusuf and Soyemi (2012), opined that inadequate funding is one of the problems of implementing TVET curriculum in TVET institutions. In support, Okoroafor (2010), noted that some of the problems of implementing TVET curriculum include; lack of sponsorship; inadequate infrastructure; inadequate timing; and lack of reward for excellence. Consequently, Nwogu and Nwanoruo (2011), Odu (2011), and Okebukola (2012), stated that the challenges of TVET are numerous, which include inadequate human and material resources in terms of quality and quantity; poor funding of TVET, inadequacies in infrastructural facilities; poor quality preparation of lesson by TVET teachers; and social vices. According to Mohammed (2005) in Ayonmike (2013), one of the problems of TVET in Nigeria is the lack of motivated teachers and the reason for this lack of motivation could easily be traced to the low esteem of the teachers. According to Onjewu (2009) posited that the lack of funds on the other hand affects other essentials needed in the implementation of technical education like the provision of teaching aids, furnishing of offices, laboratories, workshops and even basic infrastructures like classroom, seats and tables, so that a common sight to find students of architecture for instance sharing a table where each ideally should have one because of the technical nature of their course. Similarly, Ayonmike (2013) posited that, there are a number of factors, which

have in various proportions impeded the smooth implementation of the goals and objectives of Technical and Vocational Education and Training (TVET).

The National Board for Technical Education (NBTE, 2011), reported that the challenges of TVET sector include; low societal recognition, which translate to low enrolment and inadequate skilled workforce, obsolete instructional facility, inadequate funding, poor staffing, poor linkages with industry and general deficiency in quality. In addition, evaluation in all sectors of education tends to be by conventional examinations, which generally does not factor in practical techniques in the industry. There are numerous challenges facing TVET in Nigeria. According to Aigbepele (2011) these challenges include; negative public attitude towards technical and vocational education; inadequate basic infrastructure facilities, workshops and laboratory; inadequate funding of vocational education; inadequate and ill-equipped vocational education staff; and irregular review of the curriculum for vocational education. Moreso, the general problems of TVET in Nigeria include: limited resources, exclusion of technical and vocational education from the main stream curriculum, lack of guidance services, inadequate training of vocational teachers and the lack of teaching resources (Moja, 2000; Nwokomah, 2005) other challenges according to Yusuff and Soyemi (2012) includes, low quality training mismatch between training and labour market, skill discrimination against graduates of technical schools, low involvement at all levels of technical education, weak monitoring and evaluation and inadequate financing.

Uwaifo and Uwaifo (2009) reported that the problems of training TVET teachers in Nigeria are finding problem, inadequate physical/material resources,

maladministration, insufficient and poorly qualified technical staff, gross neglect of vocational and technical education, and poor training and re-training programme. Similarly, Lilly and Efajemue (2011) reported that there are many challenges worthy of nothing. Some of these challenges include; poor planning's obsolete curricular/ infrastructure very low involvement, very poor teaching learning environment, and poor quality of academic staff, poor library facilities, poorly/ill equipped laboratories and lack of political will.

Public TVET institutions, according to Atchoarena and Esquieu (2002), continued to attract a great deal of criticism. First, they were unable to train skilled workers to meet the requirements of enterprises and were unaware of the need for continuing education. Second, they were extremely costly. Often, the graduates of these institutions joined the ranks of the unemployed, an indication that the training provided did not match the jobs available. In many countries, including Ghana, public TVET institutions have not been able to adapt to the new structure of the labour market and the new skill requirements of companies in both the formal and informal sectors.

It is commonly accepted that all forms of education will help people to improve themselves and to get better jobs, but many parents believe that only a university education will offer their children the opportunity to acquire a good job. As a result, many countries find that the number of graduates from universities far exceeds the capacity of the labour market to provide appropriate employment. At the same time, these countries are unable to attract enough people to train for those positions of greater need, which might be 'blue collar' jobs that might appear to involve manual labour, be dangerous, dirty and difficult (Commonwealth of Learning, 2001).

Within the early 1990s, numerous concerns were raised about the effectiveness of TVET in Ghana. Nyankov (1996) summarised these concerns concluding: Poor quality in the delivery of TVET programmes; high cost of training; training not suited to actual socio-economic conditions; disregard of the needs of the informal sector; and disregard of the labour market and high unemployment rate among graduates (p.15). Studies carried out by Islam and Mia (2007) in Bangladesh revealed that both formal and non-formal TVET lacked an effective linkage between training and the world of work. It further noted that because of its lack of coherent mode, practical skills training which does not produce the requisite skills for the job market. Additionally, the trainees also lacked training experience, initiative and motivation to discharge their duties effectively.

2.4 Resources available for the development of Vocational Training programmes for Students who are Deaf

Touching on the resources available for the development of Vocational Training programmes for students who are Deaf, the following sub-strands would be reviewed: qualities of vocational trainers for the students who are Deaf, and material resources for effective vocational training programmes.

2.4.1 Qualities of vocational trainers for students who are Deaf

The aim of the vocational training programmes for students who are Deaf is to inspire them to complete a programme of training that can qualify them for employment or fit into the workforce.

According to Dess and Pickens (1999), the programmes are organised by employing instructors to give these young people a taste of further education and active participation in society by developing the students' personal and social skills like

instilling a spirit of independence and cooperation, and stimulating their awareness about innovation, environment and internationalization. The instructors are to ensure that those who have technical skills are vital for achieving Education for students.

United Nations (UN) (2006) adds that in order to develop vocational and technical skills in students who are deaf, trainers need to learn about and practice vocational and technical education during pre-service and in-service training, and they need to be given opportunities for continuing professional development (which extend beyond simply attending training courses) throughout their careers.

Correspondingly, Sjur and Radu (2010) have stated that governments and donors need to strengthen investments in education and prioritise improvement of the vocational education opportunities of Deaf students and communities. They continue to speculate that Policy-makers and trainers responsible for developing the trainees needs and for recruiting instructors need to understand vocational and technical education and its importance in any drive for educational improvement. They need to grasp the concept of vocational and technical education as a twin-track approach which can improve the quality of education for all and also provide specialised support where needed for Deaf students.

Shulman (2007) adds that vocational education training and continuous professional development need to be designed and delivered with inputs from diverse stakeholders, in particular, community members and professionals with disabilities, to give a stronger sense of reality to instructors' learning experiences. There is the need to ensure positive values for instructors of the students who are deaf. This will go a long way to boost the day-to-day teaching and learning of the students who are deaf.

According to European Commission (2010), four core values relating to teaching and learning have been identified as the basis for the work of all trainers in vocational and technical education for the individuals who are deaf. These four core values are: valuing learner diversity (learner difference is considered as a resource and an asset to education); supporting all learners (technical trainers for the students who are Deaf have high expectations for their learners' achievements); working with others (collaboration and teamwork are essential approaches for all technical trainers) and continuing personal professional development (teaching is a learning activity and Deaf trainers take responsibility for their own lifelong learning).

European Commission (2010) further presents these core values along with the associated areas of trainer competence. The areas of competence are made up of three elements: attitudes, knowledge and skills. A certain attitude or belief demands certain knowledge or level of understanding and then skills in order to implement this knowledge in a practical situation (European Agency for Development in Special Needs Education, 2011). European Agency for Development in Special Needs Education continue to speculate that they should be seen as the foundation for specialist professional development ways and the starting point for discussions at different levels on the context specific areas of competence needed by all trainers working in different country situations.

Denzin (1979) contends that cherishing learner diversity must be seen as a resource and an asset to education. In this way trainers are expected to possess critical skills and abilities to be developed within this area of competence which include critically examining one's own beliefs and attitudes and the impact these have on actions, engaging in ethical practice at all times and respecting confidentiality, possessing the

ability to analyse educational history to understand current situations and contexts, being sympathetic to the diverse needs of learners, and also modelling respect in social relationships and using appropriate language with all learners and stakeholders in education.

Other characteristics that are pointed out by Booth (2010) as being important as far as trainers of Deaf in vocational or technical schools are concerned are that; learner diversity is to be respected, valued and understood as a resource that increases learning opportunities and adds value to schools, local communities and society; all learner's voices should be heard and valued; the trainer is a key influence on a learners' self-worth and, as a consequence, their learning potential; and also categorisation and labelling of learners can have a negative impact upon learning opportunities.

Adams (2010) contend that one of the most significant issues that emerged as worthwhile is the trainer's pedagogy. According to Adams (2010), vocational instructors must be skilful at how they teach and communicate their knowledge. Adams add the growth of vocational and applied curriculum and the related situated and experiential learning requires that a new strategic focus should be placed on vocational and technical pedagogy. Effective trainers of the students who are Deaf love their work.

Beaton (1990) asserts that the single most important quality that every trainer for the students who are deaf should possess is a love and passion for teaching young people who are Deaf. Unfortunately, there are trainers who do not love what they do. This single most important factor can destroy trainer's effectiveness quicker than anything else. Trainers of the students who are deaf who do not enjoy their job cannot possibly

be effective in their day-to-day activities. Canadian Council on Social Development (2002), there are too many discouraging factors associated with teaching that is difficult enough on a trainer who absolutely loves what they do, much less on one who doesn't have the drive, passion, or enthusiasm for it.

According to Kenopic (1996), trainers for students who are Deaf are the ones that can relate well to their students. The best trainers work hard to figure out how to relate to each of their students. In the point of view of Beaton (1990), common interest can be hard to find, but exceptional trainers will find a way to connect with their students even if they have to fake it. You can relate to that student if you do something as simple as ordering a Lego catalog and then going through it and discussing it with that student. Even if you have no actual interest in Lego's, the student will think you do and thus naturally create a connection.

The Canadian Hearing Society (2001) posits that what works for one student, will not work for every student. Trainers have to be willing to be creative and adaptive in their lessons, thinking outside the box on a continual basis. If you try to teach every concept in the same manner, there will be students who miss out on key factors because they aren't wired to learn that way. An effective trainer for the students who are Deaf is an excellent communicator. To be the best possible trainer you must be an effective communicator. Halton Region Health Department (1998) contends that trainers of the students who are Deaf are not just limited to being a skilled communicator to his students although that is a must. They need to be strong communicators with parents of their students as well as their faculty/staff team within the school. Kenopic (1996) adds that if the trainer of the students who are Deaf has a difficulty communicating with the students who are deaf group, then they limit their

overall effectiveness as an instructor for the individuals who are Deaf. The usage of numerous media in the teaching process is acceptable globally. An effective trainer for the students who are Deaf is the one that uses a variety of media in their lessons. We are in the 21st century, and this generation of students have digital age. These students have been blasted by technological advances unlike any other generation.

They have embraced it, and if we as trainers do not, then we are falling behind” (Canadian Council on Social Development, 2002, p. 254).

Malkowski (2001) opines that there should be an effective trainers for the students who are Deaf to have mastery of content they teach and know how to explain that content in a manner that their students understand. There are trainers who do not know the content well enough to effectively teach it. There are trainers who are truly experts on the content, but struggle to effectively explain it to their students. The highly effective instructor both understands the content and explains it on level. Kenopic (1996) adds that this can be a difficult skill to accomplish, but the trainers who can, maximise their effectiveness as an trainers.

2.4.2 Resources for vocational training programmes for the students who are Deaf

Students who are Deaf need for education and training must be a continues process. Today, more than ever, vocational education is paramount to maintaining and enhancing one's skills, especially in response to changes in job acquisition modes that impact virtually every profession (Rycher & Salganik, 2001). Equipping fixed desks with under-top monitors ensures adequate sightlines between trainers and Deaf students in a classroom.

De Giorgi (2005) a training facility for students who are Deaf must have flexible and technologically-advanced learning environments that are safe, healthy, comfortable, aesthetically-pleasing, and accessible. It must be able to accommodate the specific space and equipment needs of the training programme and curriculum. Monk and Teal (2008) also add that support spaces geared toward adult needs, such as a business station that allows students to carry out some business functions during their training sessions, must be effortlessly integrated into the facility as well.

Vocational training facility incorporates a number of space types to meet the needs of adult trainees, trainers, and staff. Large-size rooms (auditorium) designed for lecturestyle instruction and training must be provided. Auditorium may be equipped with partitions to create smaller training venues (Dionisos, Muehlemann, Pfeiffer, Walden, Wenzelmann & Wolter, 2009). Dionisos, et al. (2009) further speculates that for effective Deaf training in vocational programmes, one important resource to consider is a conference room and the instructor to students' ratio.

According to Fedorets and Spitz-Oener (2011), depending on the seating configuration, the rooms may accommodate lecture-style instruction or encourage interaction in the form of roundtable discussions. Often two or three conference rooms can be combined to form a larger conference room by opening movable partitions that slide or fold into pockets in the walls. Garcia and Fares (2008) continues to say that seminar rooms can also be created in some cases.

Besides, Abowd, Kramarz, Lemieux and Margolis (2000) seminar rooms are multiple-purpose, small-size instruction rooms, usually used to accommodate a small number of people within close proximity. Hoeckel (2008) contends that another important resource for training of individuals who are deaf is an administrative Support Spaces

as well as relevant materials and equipment to support the effective training of students. This may include administrative offices that may be private or semi-private acoustically and/or visually designed, trainer offices which may be shared space and equipment, including computers, phones, desks, libraries, and supplies. Another important resource is the operation and maintenance spaces which may include general storage space which comprise of such items such as stationery, equipment, and instructional materials. Others include food preparation area or kitchen, Computer/Information Technology (IT) Closets, maintenance closets, and others (Huitfeldt & Kabbani, 2006).

International Labour Organization (ILO) (2011) insisted that there is the need to make several considerations when it comes to the design of vocational training centers including that of the individuals who are Deaf. Some of the important design considerations include but not limited to; flexibility, technological connectivity, indoor environmental quality, signage, security and occupant Safety, and operations and maintenance. Technology has become an indispensable tool for business, industry, and education of the individuals who are Deaf. As a result, International Youth Foundation (2011) contends that many training courses are specifically designed to enhance a trainee's competency with new software and hardware. The International Youth Foundation contends further that in some cases, technology has even changed the way instruction is provided to the individuals who are Deaf from traditional live instructor led courses to self-directed learning and individualised instruction.

According to the International Youth Foundation (2011), distance learning using telecommunication technologies like cable television, internet, satellites, and

videotapes, is popular because it allows Deaf students from across different cultures to participate in courses remote from the point of instruction. All educational facilities for the individuals who are Deaf, including training facilities, must have high-quality indoor environments to promote learning as well as productivity.

Kabbani and Kothari (2005) posit that for effective vocational training of the individuals who are Deaf, a serious consideration must be made to quality acoustics.

Malamoud and Pop-Eleches (2010) similarly posit that Deaf trainees should be able to see their instructors clearly, and vice versa. As a result, trainers must ensure low ambient background noise and appropriate acoustics in classrooms and support spaces through a combination of space planning, sound absorption, and sound transmission reduction techniques. For example, trainers must avoid placing mechanical rooms next to classrooms, conference rooms, auditoriums, offices. Klasen and Pieters (2011) contend that appropriate lighting must be ensured. A high quality, energy-efficient lighting system that utilises both natural and electric sources as well as lighting controls is optimal for a learning environment. Therefore, for effective training of the individuals who are Deaf, there is the need to ensure that the lighting design is appropriate for the task at hand. “Consider indirect/direct luminaries for ambient lighting in classrooms and support areas, allow individually controlled lighting in study areas and workrooms where possible, and again, design appropriate exterior lighting for facilities that will be used at night” (Kolos, Tóth and Vukovich, 1999, p.145).

Another important consideration for vocational training for the individuals who are Deaf is signage (design or use of signs and symbols to communicate a message to a specific group, usually for the purpose of marketing or a kind of advocacy). Signage

and other way finding measures help promote a welcoming and efficient training environment, especially for trainees new to the training facility.

Krueger and Kumar (2004) argue that signage should include posted directories for easy navigation, schedules of activities, and clear designation of classrooms and support spaces. Many facilities have extended hours and exist on "open" campuses. When entrances are unmonitored, post building hours, appropriate trespassing notices, and important building use policies on the exterior of the building. There is the need therefore to consider the use of colours or other visual markers to facilitate way finding, and also ensure signage is available for persons with disabilities. Security and occupant safety are two important considerations in the training of all persons including the individuals who are deaf.

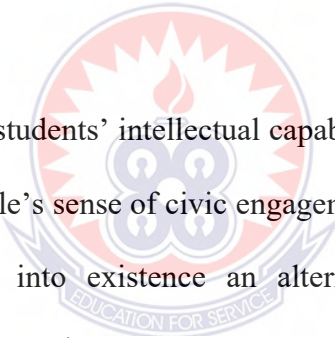
Lam, Leibbrandt and Mlatsheni (2008) contend that for effective training of students who are Deaf, there is the need to implement security measures based on the level of protection desired to protect facility occupants and assets (e.g., computer equipment). There is the need also to consider standoff distances; access control strategies; entrances that do not face uncontrolled vantage points with direct lines of sight to the entrance; open areas that allow for easy visual detection by occupants; and minimised glazing.

Lamb (2011) stipulates that first time students, unfamiliar with their surroundings, may have trouble navigating the safest exit route from the building. As a result of this there is the need to consider using increased signage and/or providing safety information and a building directory in welcome brochures. Various forms of modern and traditional materials are extensively used in most of the Ghanaian schools for the individuals who are Deaf. According to Kyere (2009), material used in Ghanaian

vocational schools for the individuals who are deaf take many forms, for example: chisels, axes, paintbrushes, as well as semi-automatic weapons.

In a survey by Kyere (2009) to find out about the nature of the vocational training programme at Kibi School for the individuals who are Deaf, the researcher found that although, tools and materials needed by instructors and students were inadequate, what was available were in the researcher's view judiciously utilised. Some of the materials available were tables, chair, prototype staircase, student's bed, shoe rack, room divider and bedside cabinet.

2.5 Benefits of the Vocational Training Programme for Students who are Deaf



In addition to developing students' intellectual capabilities, visual arts instruction also helps develop young people's sense of civic engagement. The arts stimulate or release imagination by bringing into existence an alternative "reality," noted the late (Csikszentmihalyi, 2006). In that way, young people can envision a world that is different from the world they know; thus, art education opens the possibility for creating new worlds, rather than simply accepting the world as it is: "We know that imagination reaches toward a future, toward what might be, what should be, what is not yet." The artistic features inherent in new technologies also make possible new forms of social interaction. By creating a video and posting it on YouTube, for example, a young person instantly creates a new global virtual critical community, because viewers around the world can comment on the work and provide needed feedback. At the same time, the work creates an audience for future works. Moreover,

visual arts instruction also helps students learn to value diverse perspectives and cultures, something that is increasingly important in a global society (Greene, 2007)

Greene further asserted that vocational skills enable Deaf young people to compete successfully for employment opportunities. The capacity to gain employment and be financially independent plays a key role in raising Deaf awareness and securing equal rights for all. The fact that among deaf people with good vocational training the rate of unemployment is far below the national average, speaks for the success of the programme. One of the objectives of vocational and technical training is to reduce inequality in the society through increased training opportunities for female, the disabled and learners from poor households (MOEST, 2003). However, according to World Bank Report March, 2004 the successful development of Technical and Vocational Educational and Training (TVET) in Kenya would require a re-evaluation in the overall human capital development strategy. The report reveals that public-run TVET units tend to be costly and sluggish in response to changes in the labour market conditions. To be ready for competitive employment, learners with HI are included in vocational programmes where appropriate technical training is provided (Krajewski & Callahan, 1998).

VET provides skills and knowledge that helps learners get a job or to further their education and training in a particular field. Vocational training is often seen as the way to overcome the unemployment problem (Krajewski & Callahan, 1998). Vocational training courses ensure integration of students who are Deaf into economic and social life; it enables these learners to be fully equipped with necessary knowledge, skills and instruments that allow them to be masters of their trades. According to Puakyiene (1996) the training programme for students who are deaf has

multiple purposes, mainly some theory and practical skills as the learners take government trade examinations. Students who are Deaf are offered a range of courses during their vocational education. Some of the courses include dressmaking, beauty therapy, knitting, beading, and computer studies, mainly for girls. Boys are taught woodwork that is carpentry and joinery mechanics, masonry and welding and computer studies. All these courses are offered in different institutions depending on the needs of the learners. The course duration lasts for three years after which learners take trade test in two areas namely dressmaking, carpentry and joinery. Learners who become successful in these courses are awarded certificates and some of the learners are employed into private and government sectors while others establish their own workshops and become self-employed (Crentsil, 2004).

Crentsil (2004) is of the view that vocational education for students who are Deaf must have interplay of practical skills acquisition, attitudes and underlining theoretical knowledge for economic and social functions. In his View there should be a balance between theory and practice on one hand and entrepreneurial skill development on the other.

2.6 The Challenges facing the Teaching and Learning of Vocational Programmes at the School for the Deaf

Sarah and Gidiglo, (2003) stated that inadequate resources, training, facilities and vocational instructors are some contributing factors rendering the training and development of students with disability ineffective thereby affecting their competency levels. These authors pointed out that for a successful vocational training for the children with disabilities, there should be enough resources and vocational instructors in the special schools in Ghana.

Huang and Cuvo (2006) suggested that securing and sustaining employment for individuals with intellectual disabilities can be an extraordinarily challenging enterprise. In the absence of full time employment, options that include further education and training, leisure, recreation and voluntary work are essential components of a valued and well supported life in the community, and therefore need also to be a focus equipping students with the necessary skills to enhance their competency levels.

Poor attitude of students towards vocational training programmes, their competency levels-thus, their inability to understand the relevance and the usefulness of the training impede the teaching and learning of the subject. With this, Vlachos (2008) postulated that the cognitive aspect of the individual with disabilities' life has adversely been affected by their continuous experiences of failure. They later expect failure in whatever they do and tend not to set meaningful goals for the fear of failure. They often do not trust their own abilities and rely on others (external sources) to solve their problems. Motivation plays a role in making decisions about what one would really like to do and what will be acceptable in the community.

Again, students with intellectual disabilities who suffer from cerebral palsy spend more time in vocational training due to their problem of fine motor skills to manipulate the materials and tools of the training. The researcher also thinks that lack of parental involvement in the vocational training is a contributing factor. Obi, (2004) opines that parents more than anyone else, provide the needed support to the special needs child. Avoke and Avoke (2004) further stated that the family is the only constant in the child's life and as a result serves as advocates and case managers for the student with disabilities. These authors also noted that the families help

inculcate in their children functional skills that will educate them to cope with adult responsibilities. Therefore lack of parental involvement in the vocational training impedes its study.

Power (1991) stated that professionals who are concerned about the long-term employment for individuals with disabilities need to identify a range of supports that will enhance each individual's success in the community and employment. Szymanski and Parker (2008) also suggests that school counsellors at the elementary level can work collaboratively with teachers to help increase students' awareness of their abilities and interests that may transfer to future career opportunities.

Teachers of individuals with disabilities can benefit from exposure to current literature on meeting the needs of these students. This literature emphasises the need for teachers to plan their materials well, have clear goals and objectives, teach to their objectives, and assess students directly and frequently. Since individuals with disability experience difficulty in maintaining the skills and knowledge they have acquired, they require frequent opportunities to practice new academic and functional skills. Not only must curriculum focus on skills that these individuals need to use frequently in school, at home, and in the community but teaching functional skills in the natural contexts in which they are performed is necessary. It is important to also note that, curriculum in units and segregated or residential settings for students with disabilities do not seem to be consistent (Muuya, 2006).

Muuya further suggests that rather than the more appropriate curriculum combining literacy and numeracy with functional academics and life skills training discussed earlier, programmes for these children focused more on behavioural control and

containment and moral behaviour. Curriculum orientation, although guided by the need for the children to acquire skills in self-reliance among others, are largely dependent on the goals and orientations of religious, private, or other organizations in terms of funding. Individuals with disabilities do best in learning environments where visual aids such as charts, pictures, and graphs are used. These visual tools are also useful for helping students to understand what behaviours are expected of them. Using charts to map students' progress is very effective. Charts can also be used as a means of providing positive reinforcement for appropriate, on-task behaviour in conjunction with a token economy. Individuals with disabilities require immediate feedback in order to make a connection between their answers, behaviours, or questions and the teacher's responses. A delay in providing this immediate feedback may disrupt the formation of a connection between cause and effect in the student's mind, and the learning point may be missed (Reynolds & Zupanick, 2013).

There has been a growing feeling that, teacher education training courses are not effective in turning out efficient teachers, especially in teaching children with diverse needs (Mutua & Dimitrov, 2001). Individuals with disabilities may find it harder to study in school when separated from their family. This is the reason why there are growing needs for teachers who would have the desire and the qualification to teach these individuals to be able to qualify as a teacher for individual with disabilities. The teacher needs to obtain such qualification or equal teaching experience about the job. Some of the requirements involve a degree of psychotherapy, social science, applied psychology, master's degree in education or alternative licensure programme for special education can also be accepted in this teaching job and allied field of expertise.

Teachers also need to remember that the job requires more than educational qualification, but a combination of clinical methodology and a direct caring responsibility. Their role also requires so much focus on improvement on the quality of life and transformational changes for the individuals with intellectual disabilities.

The teacher's role also is to work and care for individuals with intellectual disabilities primarily teaching them basic literacy and values formation.

Besides, teachers are to identify modern educational curriculum as needed to meet the individual needs. Teachers handle and teach with various techniques in learning including basic effective communication and social interaction. The teachers are able to show activeness and demonstrate intensive training to set personalised goals and in case for older individuals with intellectual disabilities a more skilled teaching strategy and plan of action. The last but most required qualification of the teachers of individual with disabilities is their personality and behaviour (Zhang & Stecker, 2008).

The teachers have all the knowledge, ability, tolerance and patience to cope with individuals with disabilities and are highly trained to do a very critical undertaking of handling a different job. They play a very important role to lead the path of a child in a more straight direction. A teacher in this field should have a specific qualification and specialization to make the work more effective (Szymaski & Parker, 2005).

Furthermore, the teacher needs to possess knowledge in educational psychologist or other social or behavioural science to enable him to technically understand, the world of the individual with intellectual disabilities. Some schools may require teachers to pass a qualification examination or have some years of experience in the field. Some

schools may even require an authentic rectification and re-evaluation from previous teaching experience so as to prove teachers' special qualification, while others may only require a basic teaching experience with the ability to handle such special children (Ministry of Education, 2005). Since teachers are the ones to evaluate and nature the value of the individual characteristics of such individuals. They must be open to individuals with disabilities and maintain a high level of tolerance.

For their part, Phelps and Hanley-Maxwel (1997) were of the view that the responsibility of the teachers is focused basically on the transformation and revival of the intellect of the individuals with disabilities. The teacher's personal tender loving care is important in this type of job. It is more than just a technical learning experience. Teachers have a personal option to learn to love individuals with intellectual disabilities by expressing a genuine concern and interest in teaching them. The teachers use constant training and practical methods of teaching. Their emphasis is more on functional education. Teachers also teach individuals with disability basic skills in typing, reading and writing as well as outdoor games for fun and recreation (Szymaski & Parker, 2005).

2.7 Ways the Challenges facing the Teaching and Learning of Vocational Programmes for the Deaf can be Minimised

Ughamadu (2009) opine that demonstration, field trip, project experiment and assignment proofed to be vital strategies for teaching vocational skills. These techniques and strategies have been identified to be effective in especially teaching practical oriented subject like vocational and technical subjects. Ughamadu (2009), explained instructional strategies as a major element of educational system and maintained, that improper application of teaching method will definitely militate

against the growth of education. In the same vein Akinsola (2004), observed that in spite of government effort and that of various educational agencies towards improving the quality of technology education, the method of teaching in Nigeria schools are devoid of relevant techniques and devices, which results in poor assimilation and understanding of subject matter by the students.

To increase access to vocational training for persons with disabilities, the policy on special education enjoins all special schools to have vocational training departments in addition to their academic programmes to help children with disabilities acquire vocational skills. Also, the Persons with Disability Act (715) 6 of Ghana has provisions that require that Junior High School graduates who are unable to further their education be provided with appropriate vocational training.

While a number of Ghanaians have benefited from vocational training, irrespective of the challenges facing vocational training institutions, it appears PWD have not benefited much from vocational training programmes (Aboagye, 1999). Effective teaching requires a substantial amount of expertise. It requires teaching by a skilled and experienced professional with extensive arts content background, a range of pedagogical approaches, and the patience and persistence to turn small advantages and unexpected events into major breakthroughs in learning. It requires the teaching of an arts education professional who is a continual learner throughout his or her career, and one who is an active member of the art, education, and arts education communities. Regrettably, some states downplay the skills required for effective visual arts instruction by adopting alternative certifications requiring minimal professional development and requirements that underestimate the competencies teachers need in the classroom (Aboagye, 1999).

Teaching in vocational and technical education is an active process which demands active predication of both the learner and the teacher. It is evident from the study that teachers employ various methods to evaluate the students' outcome. These methods range from process, product, systematic observation, and formative evaluation. Evaluation plays important role in teaching and learning process. Evaluation points out area of weakness and strength of the learners and also indicates how effective a particular teaching method is. Evaluation justifies every learner as against a set standard and expected behavioral outcome (Akinsola, 2004).

Mustapha (2004) observes that the effect of unemployment as a result of inadequate or lack of skills training in particular is that, learners with HI are mainly engaged in manual jobs like house helps, gardeners, cleaners, carrying loads of goods (loaders) and many others. Vocational guidance and training should be introduced early in the elementary school curriculum in order to develop in all the learners with HI respect for all work and motivating them to take their place in the world of work. This will enable them to fully participate in the community by making sure that they are able to lead independent, self-reliant lives in the future.

To ensure the quality of vocational education for the students with special needs, government provides the financial support to governmental vocational institutions to hire an inclusive education specialist, an individual assistant and in case of having a deaf student - a sign language interpreter. A training package of inclusive education has been developed for the 5 staff of the colleges; the adaptation of the physical environment has started in the target vocational institutions (Mustapha, 2004).

UNESCO (2012) emphasises that Reforming technical and vocational education and training institutions to make them more inclusive also calls for new pedagogical

approaches and learning materials. A more diverse population of learners requires different approaches to learning.

2.8 Related Empirical Study

2.8.1 Vocational training for the students who are Deaf in Ghana

The Draft Policy on Disabled in Ghana also mentioned technical and vocational education and argued that vocational education alone “generally limits and restricts one’s opportunities for employment while technical training offers opportunities to their beneficiaries” (DRDP, 1996, p.21). According to Sarpong (2000), if there are no institutions of vocational training and guidance in a country or area, it is to be recommended that, schools for the hearing impaired individuals take up this important task. Earlier, the John Wilson committee report on 16th October, 1959 gave the government of Ghana the charge as soon as possible to assume complete responsibility for training and rehabilitation for the Blind, Deaf and orthopedically impaired and other handicapped persons.

Sarpong (2000, p. 4) further said that vocational training must be an integral part of the total delivery services to the special need of girls and boys who are hearing impaired. He further states that “without education and right guidance, the talents and personalities possessed by the disabled would be locked up and the society would have been poorer for it”. Kaffman (2006) on his part says that, in vocational training it is important to give each child an opportunity to try as many different kinds of stronger aptitudes and interests and to encourage him or her to develop these in adulthood. He further stated that, the major educational consideration is to help each child to become as independent as possible in basic academic proficiency and to

prepare the child for the educational or occupational skills that will enable him or her enjoy basic human rights and also contribute functionally as a member of the society.

According to Ayensu (1999), generally students who are Deaf can lead perfect normal lives with their families if communication is not a difficulty. Moreover, he further indicates that evidence shows that the students who are Deaf inability to communicate freely with others limits their choices of profession. However, countries that give early education and vocational skills training to their students who are Deaf their communication problems have made some increases in their employment opportunities. As a result, the Deaf should be given the opportunity to learn to cope with practical work such as gardening, cooking, handicraft, and other craft relating activities. Moreover, in Ghana, there are some institutions that run vocational training courses for Deaf students who have completed the Junior High School. They are Akuapem-Mampong Senior High/Technical School for the Deaf and Bechem Technical Institute for the Deaf. Also, some special schools including Ashanti School for the Deaf embark on vocational training alongside other academic subjects.

2.8.2 Vocational training for students who are Deaf in Kenya

According to Ondicho (1988) as cited in Puakyiene (1996), there are four schools in Kenya that offer one year pre-vocational subject to boys and girls who have gone through eight year education programme. At the secondary level, there are three Vocational/Technical institutes for the hearing impaired. That is, one for girls and two for boys. For example, in the vocational school at Munias in western Kenya, the training programme for the hearing impaired has multiple purposes, mainly some theory and practical skills, with the students taking recognised government trade examinations. Students are taken from various parts of the country. These vocational

institutes offer a range of courses in dress making, machine knitting, copy typing, house wifery and art and craft for girls. The boys are taught woodwork, shoe making, metalwork, manual art and tailoring. All these courses last for three years after which they take the trade test. Students who become successful are awarded certificates and some of the trainees are employed into the government and private sectors while others establish their own workshops.

2.8.3 Vocational training for the students who are Deaf in Britain

Hearing impaired individuals between the ages of sixteen and eighteen years are given training in trades such as carpentry, woodwork, metalwork for boys and baking cake decorations, home management, needlework and child care for girls by the nation (Watson, 1997). Under the National Assistance Act, Local government authorities have both the power and the responsibility to provide welfare services for the hearing impaired either directly through the Local Voluntary Mission or institutions for the hearing impaired. Employment problems in either cases are usually dealt with in consultation with the Local Disablement Rehabilitation Officer and any students who are deaf can be registered as disabled under the Disabled Persons (Employment) Act and then becomes eligible for inclusion in the quota of disabled people which employers are obliged to take on their staff (Philip & Van Italies, 1993). The practice in Britain is in a way similar to what takes place in Ghana, where the institutions train the students who are deaf and leave the placement of jobs to the Social Welfare Department, an institution which has no relationship with the trainers. Vocational planning and training for the hearing impaired should take into consideration the individual's aptitude, since a successful vocational adjustment is a vital integrative factor in the lives of most people.

2.8.4 Vocational training for the students who are Deaf in America

There are three main types of educational provision for hearing impaired children in America. These are state institutions, day schools or classes and denominational and private schools. There are well equipped workshops in all these schools where printing, carpentry, baking, metalwork, art, beauty culture for boys, hair dressing and needle work for girls are taught. Though the education of the students who are Deaf differs from state to state in America in general term, it may be stated that, the aim of the state institution is vocational in nature (Watson, 1997). Developing vocational training at the higher education level, the Federal Government founded the National Technical Institute for the Deaf in Rochester, New York in 1997, for the purpose of providing opportunities to hearing impaired adolescents and adults for training in technical and vocational pursuits.

Again, a federal support project was started in 1968/69 to establish three postsecondary programmes for hearing handicapped students in community colleges at Delgado Vocational Technical Junior College, New Orleans, Louisiana, Seattle Community College Seattle, Washington, and St. Paul Technical Vocation Institute, St. Paul Minnesota. Career objectives in these community colleges selected for the students who are deaf included: Graphic Art, Sheet –metal working, 44 welding and body repair, food services, machine-tool processing, production arts and electronics. These post-secondary developments occurred because the students who are Deaf were more generally unemployed than were the general population and obtained inferior jobs (Watson, 1997, pp.223-227).

2.8.5 The lives of selected individual students who are Deaf

Through established institutions for the Deaf, there have been some achievements made by producing some personalities whose lives can be a motivation to others who have some impairment. It is therefore right to take a brief look at some of these individuals as a motivation for disabled students in general and deaf students in particular. Through proper education and guidance, some personalities such as Franklin D. Roosevelt, Steve Wonder, Beethoven and Helen Keller have been able to contribute immensely to the development of their various countries and the world at large. According to Ayensu (1999) in Ghana, through school education, personalities such as Mr. Abrokwah Brown, the head of the Rehabilitation section at the Department of Social Welfare, a visually impaired person, Mr. Okyere a former tutor of Akwapem-Mampong Senior/Technical School for the Deaf and Mr. TettehOcloo, who are also hearing impaired persons have been able to attain high status in their society. Mr. Osei Akoto also a hearing impaired who was partially trained as a tailor at Bechem Technical Institute for the Deaf, from 1989-1996 was regarded as the best tailor in Sunyani. He had about thirty (30) boys and girls as his apprentices. Another student of Bechem School for the Deaf, Mr. Paul Baafi who proceeded to take an „O“ level course at the Presbyterian Secondary School Bechem is now gainfully employed at the Komfo Anokye Teaching Hospital in Kumasi. Several others have made their marks in the field of education, health, industry, commerce, science, sports and entertainment.

2.8.6 Types of vocational training programmes

The vocational training programme offered to the students especially those with disabilities can be grouped under four broad themes: cosmetology, hospitality, trades and administrative assistantships.

2.2.1 Cosmetology is a branch of specialty which includes hairdressing, skin care, manicure/pedicure, non-permanent hair removal and permanent hair removal processes.

2.2.1.1 Hairdressing programme aims at helping students to develop, through a balanced curriculum with generic and vocational knowledge and skills, and structured whole person development competencies in a specific trade so as to enhance their opportunities for employment and / or further studies Baum (2005). According to Baum (2005), the hairdressing programme for vocational training covers mainly fundamental knowledge and skills required in the hairdressing services sector. Graduates may choose to seek employment or further their studies. Blyton (2015) contends that in looking at the career prospects of hairdressing, graduates may be employed as junior stylist, technician trainees and products sale executives in the salon. Blyton (2015) adds that upon satisfying the credit requirements for a specific award, students will be awarded with the Certificate of Basic Craft Studies (BCC), Certificate of Technician Foundation Studies (TFC) or Diploma of Vocational Education (DVE) award for employment or further studies. Holders of the Diploma of Vocational Education award upon successful completion of prescribed modules will be eligible to apply for VTC's Higher Diploma programmes. There is a general objective associated with the hairdressing component of vocational training programmes (Blyton, 2015).

Bradley (2010) asserted that the general objectives of the Vocational Qualification in Hairdressing are to provide extensive basic vocational skills for working in various tasks in the field. As hair care professionals, hairdressers are skilled in hair care and care of the scalp, hair trimming and shaves, styling and application of make-up, dyeing of hair and permanents, as well as entrepreneurship and enterprising activities

in the field of hair care. They also have the competence needed for working life in the field, such as the skills needed for the styling services provided to the customer and putting together hair care and styling packages.

Burns (2007) emphasised that hairdressers expertly serve customers in various interactive situations based on the customers' needs and expectations. As customer service attendants and members of a work community, the hairdressers observe good behaviour and operating methods.

Burns (2007) further posited that high-quality work in hair care requires not only manual skill but also knowledge of cosmetic substances and products, versatile mastering of working methods and familiarity with equipment used in the field. When guiding a customer, hairdressers take into account, among other things, contemporary fashions and style that suit the customer. Hairdressers observe the values of the hair care field, work economically, responsibly and equally, and keep to their promises. They are motivated in their work and act flexibly and innovatively in new and diverse working life situations. Before a student is certificated as a hairdresser in the vocational programme, there is the need for some basic requirements (Odgers & Baum, 2011).

Students or candidates must be able to design and implement hairstyles for customers with hair of varying lengths and using different techniques, wash the customer's hair, finish the hairstyles, use the products, tools and materials needed for hairstyles. attach a hair extension/pouf or accessory, design and apply various types of make-up use the products and tools needed in applying makeup, take fashion into consideration when designing hair styles and make-up, and take form theory into account in hair styles and make-up (Odgers & Baum, 2011, p.26).

Skin care Skin care specialists or aestheticians provide treatments for skin maintenance and enhancements, including facials, massages to the head and neck and the application of treatments like peels and scrubs. Besides, someone in an aesthetician role might apply laser and/or wax techniques to a client's skin (Poon, 1993). In the vocational programmes, students are trained on how to execute the following procedures: (a)Cleansing: Dissolving makeup and grime from the surface of the face;(b) Toning: Freshening the skin and closing the pores ;(c) Exfoliating: Removing dead skin cells for brighter appearance of the skin;(d) Moisturizing: Lubricating the skin and helping it feel fresh and flexible and Medical peels(e) Medical peels use stronger products than typical chemical peels to reduce the signs of aging or skin pigmentation (Reich, 2011 p.158). Additionally, students are given worthwhile training in the handling of basic equipment (Reich, 2011).

Reich (2011) emphasised that having the right supplies can be important in both school and on the professional level. Students on their way to an aesthetician license will typically have the following items in their supply kit: Bowls, Cosmetics such as blush, foundation, eye shadow, mascara and lip gloss, Cotton swabs Eye pads, Eyebrow shapers and Vinyl gloves (Reich, 2011).

Reich further added that professional aestheticians also make sure that proper sanitation and safety techniques are followed for all available services. The state board should inspect and code violations could endanger the cosmetology license status of individuals working in unsafe or unsanitary conditions (Reich, 2011).

Susanne (2011) asserted that aestheticians are licensed professionals who are experts in maintaining and improving skin. An aestheticians' general scope of practice is limited to the epidermis (the outer layer of skin). Aestheticians work in many different

environments such as salons, med spas, day spas, skin care clinics, and private practices. Aestheticians may also specialise in treatments such as microdermabrasion, micro current (also known as non-surgical "face lifts"), cosmetic electrotherapy treatments (galvanic current, high frequency), LED (light emitting diode) treatments, ultrasound/ultrasonic (low level), and mechanical massage (vacuum and vibratory).

Manicure and pedicure Manicurists and pedicurists, also referred to as nail technicians, are personal appearance workers who specialise in procedures that enhance the fingernails and toenails of their clients. They trim, file and polish nails and apply fingernail extensions (Baum, 2005). Nails, feet and hands care are not only an aesthetic necessity of the modern world, but also an essential part of human body hygiene (Sussane, 2011).

Sussane (2011) further affirmed that manicure and pedicure classes are realised a maximum of three times a week. The classes include both theory and practice, but the practical part is significantly emphasised. Manicure and pedicure technicians often work in salons and spas, performing a series of nail technology steps. They start by removing any existing polish from the nails and then prepare baths to soak the client's hands and feet. Scrub brushes, pumice stones and other tools are used to clean the hands and feet. Nail technicians treat the cuticles by softening and moisturizing them with oil and then pushing back or trimming them. Nail filing and clipping are also performed (Sussane, 2011).

Some manicure and pedicure technicians massage clients' hands and feet. Moreover, Blyton (2015) observed that clients often choose from a selection of nail polishes, which the nail technician uses to paint the nails. Nail technicians also perform specialty services, such as applying artificial nails or treatments, to help improve nail

strength or deter nail biting. Nail decorations or airbrushing are also offered by some manicure and pedicure technicians. Clients may seek advice from nail technicians regarding proper nail care or beneficial products to use.

Blyton (2015) stated that some salons offer nail technicians' incentives for selling nail care products. They may also set appointments, collect payment and keep inventory of nail care supplies. Maintaining their work areas and ensuring all equipment is clean and sanitised are a manicure and pedicure technician's responsibility.

Apart from manicure and pedicure techniques, students of which those who are Deaf not exempted are trained for nail extension and nail art. Upon passing the manicure and pedicure course, the trainee has a practical exam. Having passed it, they receive a manicure and pedicure vocational certificate. Finishing this course enables the student to independently work as a manicure and pedicure technician (Burns, 2007).

2.2.1.4 Hair cutting / styling Hair cutting training programmes is offered at beauty and vocational training schools and at community colleges. Both certificate and associate's degree programmes in cosmetology provide the necessary skills to become a licensed hair stylist (Keep & Mayhew, 1999). For a career as a hair stylist, enrollment in a cosmetology programme is required to learn the trade. A certificate/diploma programme might require an apprenticeship with a licensed, established hair stylist for hands-on experience.

Mistillis and Daniele (2010) opine that aspiring hair stylists in cosmetology certificate or diploma programmes can expect to learn hair cutting techniques, as well as chemical treatment application methods for bleaching, perming and coloring. Students demonstrate beauty skills on mannequins provided by the schools and, sometimes, on

other students. Most students take additional hair courses in specialty areas such as: braiding, razor cuts, highlighting, weaves, and skin care. After becoming licensed as a hair cutter or stylist and gaining some experience, a beauty professional may seek a career as a consultant or sales representative for a beauty company.

Other professionals may pursue ownership of their own salon or become a barber, which requires enrollment in a barber programme and the passing of a state licensing exam. Most barbers specialise in cutting men's hair, razor shaving and trimming beards; generally, barbers do not perform advanced hair styling techniques, such as coloring, adding hair extensions or perming, as a hairdresser would (Reich, 2011).

Research gaps

The problem in this study was that though vocational training programmes for the Deaf students are essential only a few studies have been conducted in Ghana. The few that were conducted including (Kyere, 2009) conducted in some selected schools in the three Regions of Ghana. Kyere also utilised qualitative studies which gave indepth exploration of the phenomena at hand. The present study therefore sought to building on kyere's (2009) study by utilising qualitative approach to explore deeper into the Vocational Training Programmes and Employment Opportunities for students at the Ashanti School for the Deaf, Jamasi. Even though the Literature reviewed revealed (a) the programmes available at the vocational departments for the Deaf, (b) benefits of the vocational training programme for Deaf students, (c) resources used in teaching vocational skills in the school, (d) inherent challenges confronting the school in teaching and learning of vocational programmes at the School for the Deaf, (e) ways the challenges facing the teaching and learning of vocational programmes for Deaf students can be minimised and (f) the lives of selected individual students who

are Deaf were reviewed among others were relevant to this study, most of the studies were done outside Ghana. From the above literature none of the studies mentioned had tried to examine the vocational training programmes and employment opportunities for Students at Ashanti School for the Deaf Jamasi Ghana. Therefore, there was a need for further research to examine the Vocational Training Programmes for students at the Ashanti School for the Deaf at Jamasi, in Ghana.

2.9 Summary of Literature Review

This chapter reviewed relevant related literature on the research topic, empirical literature and the theoretical framework. The chapter was discussed under the following subthemes: Programmes available at the vocational departments for Deaf students, benefits of the vocational training programme for Deaf students, resources available for teaching vocational skills in the school and inherent challenges confronting the school in teaching and learning of vocational programmes at the Ashanti School for the Deaf. Besides, Ways the challenges facing the teaching and learning of vocational programmes for the Deaf can be minimised. Also, the lives of selected individual Deaf were reviewed. In addition, empirical evidence of the studies, theoretical framework of the study.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology adopted to carry out the study. Methodology in the social sciences refers to how research is conducted, as well as how problems are addressed and answers sought (Taylor et al., 2015). The procedures and techniques used to identify, process, analyse and select information on a topic are referred to as research methodology (Wilkinson, 2000). It is imperative to adopt the appropriate methodology for every research in order to find answers to the research questions and achieve the objectives of the study. The chapter therefore, discusses the methodology of the study which includes research paradigm, research approach, the research design, the population, sample size and sampling technique, instrumentation, procedure for data collection and data analysis.

3.1 Demographic Characteristics of the Participants

This section present results on the demographic characteristics of the participants used for the study. The only demographic characteristics examined in this study were participants' vocational type, age, gender and onset of the problem.

Table 1 Vocational Programs offered

| Vocational type | Total No | No. students | Percentage |
|-----------------------------|-----------------|---------------------|-------------------|
| Leather work | 15 | 5 | 36 |
| Tailoring & dressing making | 14 | 4 | 28 |
| Weaving | 10 | 5 | 36 |
| Total | 39 | 14 | 100 |

Source: Field data (2021)

The results of the table above shows that 15(38%) was final year students in leather work of which five students representing 5(36%) was selected for the study.

Fourteen students representing 14(36%) was final year students in Tailoring & dressing making out of that, four students representing 4(28%) was chosen for the study while ten of the students representing 10 (26%) was final year students found in Weaving of which five representing 5(36%) was selected for the study. It is obvious that, majority of the students who participated in the study are students in both leather work and Weaving. Data from the Ghana Statistical Service in 2010 indicated that, among the various types of disabilities, (50.7%)of persons with speech impairment had never attended school, followed by those with physical disability (49.1%), students who are Deaf (48.5%) and intellectual disability (48.1%) while (34.4%) of those with emotional disability had never attended school (GSS, 2010).

Table 2 Age of the the participants (students)

| Students | Frequency | Percentage (%) |
|-----------------|------------------|-----------------------|
| 15 years | 3 | 21 |
| 17 years | 2 | 14.3 21 |
| 18 years | 3 | 29 |
| 23 years | 4 | 14.3 |
| 24 years | 2 | |
| Total | 14 | 100 |

Source: Field data (2021)

The ages of the students ranged from 15 to 24 years. Specifically, 3(21 %) of the students were aged 15- 18 years old, 2(14.3 %) of the students were aged 17 years- 24 years old, and 4(29%) of the students were aged 23 years old. The researcher concluded that there was no age limit to when a person could become Deaf because both the young and old could become Deaf.

Table 3: Gender of Participants (students).

| | Male | Female | Total |
|------------------------|------------------|------------------|-----------------|
| Vocational type | | | |
| Leather work | 5 | - | 5 |
| Tailoring & dressing | - | 4 | 4 |
| Weaving | 3 | 2 | 5 |
| Total | 8(57.14%) | 6(42.86%) | 14(100%) |

Source: Field data (2021)

From the table 4.3 out of the total of 14 students selected for the study, 8(57.14%) were male while the remaining 6(42.8%) were female. This indicates that, the number of males in the study outnumber the females. This means that the data collected is more likely to reflect more male students' perspectives than females.

Table 4. Onset of the Deafness.

| On Set | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Congenital | 9 | 64 |
| Post-lingual | 5 | 36 |
| Total | 14 | 100 |

Source: Field data (2021)

Table 4. revealed that out of the total number of 14 students, 9 (64%) had their disability from birth (congenital) while five of the students representing 5 (36%) had their disability after acquiring language. That is they spoke before the condition set in. This means that the data collected is more likely to reflect more congenital perspectives than post-lingual perspectives.

Table 5: Characteristics of the Teachers.

| Teacher | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Male | 3 | 100 |
| Female | - | |
| Total | 3 | 100 |

Source: Field data 2021

Key for attributing comments to participants

In the study, LW1, LW2, LW3, LW4, LW5 stand for male students in Leather work. TD1, TD2, TD3, TD4 stand for female students in Tailoring and dress making while WF1, WF2, WM3, WM4, WM5 stand for female and male students in Weaving respectively. All the fourteen participants for the study were the students who did one month attachment outside the school. The data were analysed to reflect the following themes:

1. Examine the programmes available at the vocational departments for the students at Ashanti School for Deaf Jamasi.
2. Identify the resources available for training students of the programmes.
3. Find out the benefits of vocational programmes for students at Ashanti School for Deaf Jamasi.
4. Identify the inherent challenges confronting the school in carrying out effective training programmes for students



3.2 Research Paradigm

The main research paradigm underpinning this study is the interpretivism paradigm. According to Ryan (2018), interpretivism originated in the 18th century with the philosopher Giambattista Vico, who opposed Descartes, with the argument that there is a difference between the natural and social world and more importantly, that social organization and social experiences form our perceptions of reality and truth. Interpretivism is sometimes known as anti-positivism because of its opposition to positivism (Flick, 2014). Interpretivism contends that truth and knowledge are subjective, and are also culturally and historically situated, based on people's experiences and their understanding of them (Ryan, 2018). Thus, interpretivists believe that, researchers cannot be entirely separate from their own values and beliefs,

so these will inevitably inform the way in which they collect, interpret and analyse data. Interpretivism rejects the belief that a single, verifiable reality exists independent of our senses, instead, interpretivists believe in socially constructed multiple realities (Rehman & Alharthi, 2016). Multiple realities exist because of individuals' different perceptions, experiences, and interpretations of social phenomena.

Interpretivism is different from positivism as it aims to include richness in the insights gathered rather than attempting to provide a definite and universal laws that can be generalised and applied to everyone irrespective of some important variables and factors (Bhattacharjee, 2012; Myers, 2008; Saunders *et al.*, 2012;). Interpretive research requires that social phenomena be understood “through the eyes of the participants rather than the researcher” (Cohen *et al.*, 2007, p. 21). Thus, it favours collection of qualitative data from the participants (Creswell, 2014; Rehman & Alharthi, 2016;). The goal of interpretive research is therefore, not to discover universal, context and value free knowledge and truth but to try to understand the interpretations of individuals about the social phenomena they interact with (Rehman & Alharthi, 2016). Since the main aim of this study is to examine the vocational training programmes and employment opportunities for students at Ashanti School for the Deaf at Jamasi in Ghana, the research was conducted within the interpretive paradigm and the focus is on knowing the experiences, perceptions, perspectives and interpretations of the participants about the social phenomenon under study. One of the critiques of interpretivist paradigm is that, the data gathered and analysed under this paradigm is less likely to be generalised given the consideration that the data are mainly dependent on a specific context, viewpoint, and values (Saunders *et al.*, 2012). However, adoption of the interpretivism paradigm can provide in-depth understanding of certain contexts such as case study, factors influencing certain development

through collection and interpretation of qualitative data leading to deep insight and conclusions (Saunders *et al.*, 2012). Adoption of the interpretivism paradigm leads to generation of high-level validity in data as it is based on personal contributions with consideration of different variables (Myers, 2019).

3.3 Research Approach

The study employed the qualitative approach to examine vocational training programmes for students at Ashanti school for the Deaf at Jamasi, in Ghana. Qualitative research involves an interaction between the researcher and the researched in the socio-cultural context of participants of a study (Kusi, 2012). The goal of qualitative research is therefore, to help us understand social phenomena with the help of views and experiences of all the participants. While studies that ask the question “how many” or “how much” require a quantitative approach, qualitative studies usually ask the questions, “what”, “how” or “why” of a phenomenon. Creswell defines qualitative research rather succinctly (Creswell, 2010).

The researcher collected data from the Deaf students and the teachers about the programmes available at the vocational departments at the school, resources available for the development of vocational training programmes for students, the benefits of vocational programmes for students in the school and how the challenges facing the teaching and learning of vocational programmes in the school can be minimised. Based on this, it is therefore appropriate for the researcher to adopt a qualitative approach for the study.

Lastly, qualitative work requires reflection on the part of researchers, both before and during the research process, as a way of providing context and understanding for readers. When being reflexive, researchers should not try to simply ignore or avoid

their own biases (as this would likely be impossible); instead, reflexivity requires researchers to reflect upon and clearly articulate their position and subjectivities (world view, perspectives, biases), so that readers can better understand the filters through which questions were asked, data were gathered and analysed, and findings were reported. From this perspective, bias and subjectivity are not inherently negative but they are unavoidable; as a result, it is best that they would be articulated up-front in a manner that is clear and coherent for readers (Parkinson & Drislane, 2011).

The researcher adopted qualitative research approach because it could help researchers to examine the thoughts and feelings of research participants, which could facilitate understanding of the meaning that people ascribe to their experiences. Findings of the study would be arrived at through interviews and observation and not by statistical procedure and quantification.

3.4 Research Design

Case study design was chosen for the purpose of examining the vocational training programmes and employment opportunities for students at Ashanti School for the Deaf Jamasi in Ghana. This design describes an in-depth investigation of a single individual, group, or event. The researcher used a case study because she believed any unit of investigation that involves people can only be understood through the perspectives of those involved in the investigation (Ofori & Dampson, 2011). Case Study allowed the researcher to delve deep into the issues of the vocational training programmes and employment opportunities through personal interaction with the students and their teachers.

Case Study is one of the qualitative approaches which allows an investigation to real life event or the conduction of in-depth analysis, usually over a limited period of time, and focuses upon a limited number of subjects (Yin, 2011). Using the Case Study design advances the field of study and the knowledge base on a particular area under study (Creswell & Creswell, 2018). The data collected and the subsequent analysis using a Case Study gives a rich description of the data. A deeper understanding of meaning is gained through the Case Study design that can improve practice, influence and inform policy, and have an impact on future research (Merriam, 2009).

3.5 Study Area

The study was carried out at Jamasi in the Ashanti Region of Ghana. Jamasi is located along the Kumasi Asante -Mampong highway. The people of Jamasi are of the Akan ethnic group and celebrate the Akwasidae Festival. The major occupation of the people is farming. The farmers cultivate crops such as maize, yam, mango, plantain and cassava. The origin of the Ashanti School for the Deaf can be traced back from School for the Deaf at Bechem. Deaf students from the Ashanti Region were educated at Bechem in the Ahafo Region formally known as Brong -Ahafo Region. The student population continued to increase and the school at Bechem could no longer contain the increasingly number of students. Therefore, there was the need to establish another school in Ashanti Region. Many towns in the Region lobbied for the school to be cited in their town but a formal., under the former Director of social welfare managed to get the school located at Jamasi. This was a result of massive efforts by the chiefs and the people of Jamasi. On 18th January, 1977 the Ashanti School for the Deaf was official commissioned with nine pupils. The first headteacher was a female who served for 11 years. Later, a male headteacher took over from her.

Currently, the school offers Vocational Training Programme and education for Deaf students and Deaf- blind students. The school now has a population of about 700 students. The school has won many awards including the 2nd runner up National Best Teacher Award in 2005 and the Best Cleanest School in the Region in 2002. The study focused on Junior High School final year students offering various Vocational Training Programmes at the Ashanti School for the Deaf in Jamasi. Also, the necessary training skills and knowledge and all the components of a complete Vocational Training skills could easily be found in the Ashanti school for the Deaf. The researcher decided to conduct the study at the Ashanti School for the Deaf, Jamasi because it was an evident from the reviewed literature that educational research on Vocational Training Programmes for Deaf students was very scanty.

3.6 Population

According to Kusi (2012), a population of a study is a group of individuals or people with the same characteristics that a researcher is interested in. In research, population means all the members, individuals or cases of target of the study. The population for the study was 42, comprising 39 students and 3 teachers at the vocational department of the Ashanti School for the Deaf, Jamasi.

3.7 Sample Size

A sample of 17 was selected for the study. The sample comprised the 14 Deaf students offering various aspects of vocational programmes in the school at that time. The sample also comprised 3 vocational skills teachers, one of whom was the Head of Department of Vocational Training Programme.

3.8 Sampling Technique

Purposive sampling technique was used because the 14 students were in their final year who were well skilled in the vocational programmes being offered in the school and were shortly expected to graduate and enter the workforce for independent living. (Maxwell 1998). Purposeful sampling is a qualitative sampling procedure in which researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2005). Thus, teachers involved in vocational training programmes need to be trained and posted to the school for more than ten years to be able to train the students in vocational programmes, Fraenkeel and Wallen (2009) also explained that purposive sampling is a technique in which researchers use their judgement to select a sample that they believe, based on prior information, will provide the data they need. Again, Gay, and Airasian (2000) point out that qualitative researchers generally rely on purposive selection of participants. For the purpose of the present study, the participants were selected so that they could provide the data concerning the research topic. Therefore, the researcher tried to select a sample that was satisfactory to their specific needs.

3.9 Instrumentation

The instrument employed by the researcher to gather the necessary data for the study were interview and observation. The purposes of the researcher using these methods were to examine deeply and analyze intensively.

3.9.1 Interviews

Data were collected via focus group interviews and face-to-face interview using a semi-structured interview guide. Data for the study were collected over a two-week period. Focus group interview was used to elicit responses from the students this

occurred under a tree on the school premises at a negotiated time. The interviews lasted for about 30 to 40 minutes per student. On the agreed day, the researcher also conducted 30 minutes face- to-face interviews with the Head of Department for the Vocational Training Programme and the two other teachers. At the beginning of every session, the researcher made an opening introduction by informing participants that, the study was solely for an academic purpose and also assured them that their names or personal information would not be included in the actual study. Each group was given the same opportunity to respond to the questions raised for the study. Sign language was used to interview Deaf students and English language was used to interview the Head of Department for the Vocational Training Programmes and the two other teachers.

Two research assistants were employed. The first assistant transcribed the sign language into written language while the second assistant recorded the interview sessions with digital camera as the researcher engaged the participants in the question and response processes. The interview took place during the respondents free time under a tree in the school premises. The interview questions which focused on examining the Vocational Training Programmes for Students at Ashanti school for the Deaf, Jamasi, are provided in the Appendix A. Under each of the interview guide there were questions on each of the themes with probes and prompts to help obtain relevant information from the respondents.

According to Wisker (2001), the use of interview is highly desirable for obtaining information based on i. emotions, feelings, experiences, ii. Sensitive issues, and, iii. Insider experience, privileged insights and experiences. The technique of interview is of immense use and value in qualitative research studies since they emphasise the

in detail and holistic description of activity or situation. By definition, the qualitative research is designed to “investigate the quality of relationships, activities, situations or materials” (Fraenkel & Wallen, 2003, p.380). Therefore, the qualitative interviews differ significantly from those used in quantitative research. The qualitative research interviews endeavour to appreciate the world from the respondents’ perspective and to explore the significance of people’s experiences (Kvale, 1996).

According to Krueger and Casey (2000), focus group provides “a more natural environment than that of individual interview because participants are influencing and influenced by others- just as they are in real life” (p.11). Distinctive characteristics of focus groups, identified by Denscombe (2007), are as follows (i). Prompt/Stimulus: The sessions usually revolve around a prompt, a trigger, some stimulus introduced by the moderator in order to focus the discussion. (ii) Moderator-not a Neutral Person: There is less emphasis on the moderator to adopt a neutral role in the proceedings than is normally the case with other interview techniques. (iii) Interaction within the Group: Interaction between group members is given a particular value rather than just gathering opinions of people.

3.9.2 Observation

Observation was also used by the researcher to get the necessary data for the study. Observations provided an additional source of data for verifying the information obtained by other data collection methods. Observation draws on the direct evidence the witness has (Cohen et al., 2000). In the course of making observation it can either be participant based, where by the researcher becomes part and parcel of the community he or she wants to study, or non-participant observation, where by the observer can be in the community targeted by only observing what is happening.

Specifically, the researcher used non-participant observation to gather information during vocational skills. Sampled people were observed two times in each day for two weeks. During observation the researcher recorded the desired behaviour interest to her through writing using an observation checklist

3.10 Pre-Testing

The instrument was pre-tested with 6 respondents from Cape Coast School for the Deaf. These respondents for the pilot study were chosen for the pre-test exercise because; they had similar characteristics as the respondents from the Ashanti School for the Deaf at Jamasi. The teachers and the students were first informed and were also assured their names or personal information would not be included in the actual study. The purpose of the pre- test was to make the instrument very strong and to check for any form of ambiguity. Thus, respondents would not experience difficulties in answering the questions during interview.

3.11 Procedure for Data Collection

A letter of introduction was taken from the Department of Special Education, University of Education, Winneba (UEW). The letter was submitted to the head teacher of the Ashanti School for the Deaf, Jamasi. Two weeks were used for the data collection exercise. All terms were clearly explained to remove ambiguities and the participants were given the option to participate voluntarily. Two days to the agreed date, the researcher gave a notice in a form of a reminder to get the respondents prepared for interview within the premises of the school. Two research assistants were employed. First assistant transcribed the sign language into written language and 2nd assistant recorded interview with digital camera as the researcher engaged the participants in the question and response processes. At all times the researcher

protected the integrity of the research by following professional ethics. The sampled group was interviewed to elicit responses for the study. Each respondent was given an opportunity to respond to the questions raised for the study. Sign language was used to interview the pupils who are Deaf and English language was used to interview the teachers. A focus group interview was conducted to elicit responses from the respondents. The interview took place during the respondents' free time under a tree in the school premises. The interview was recorded by the use of digital camera and note taking. Each group was given equal opportunity to respond to the same questions. Each interview section lasted for about 40 minutes.

Observation was also carried out to enable the researcher gather more and adequate information on examining the Vocational Training Programmes for Students at Ashanti School for the Deaf, Jamasi. The researcher employed non-participant form of observation where she only observed rather than taking part during practical lesson.

Throughout the study, the researcher focused on the objective of the study. In order to obtain valid result, respondents were not aware about the observation as well as the intention of the researcher as far as the observational process was concerned. The researcher included findings and interpretations in the recordings from the observation in analyzing the data.

Interview guides were developed based on the themes of the research questions posed for the study. Each interview session lasted for about 40 minutes.

3.12 Data Analyses

Analyzing qualitative data, it requires understanding on how to make sense out of text and images. A thematic approach was used to analyze the data collected. That is

data for the study were analyzed based on each theme drawn from the research question raised. The researcher formulated coding categories into manageable units of sentences or phrases, according to the research questions. All the information collected from different participants through the interview and observation methods were coded to identify themes and patterns. The transcription and translation of the data were carried out immediately after the data were collected.

3.13 Positionality of the researcher

In qualitative research, the researcher is the instrument throughout all the stages of the study (Bogdan and Biklen, 2003; Patton, 2002) Patton (2002) pointed out that, one of the key elements that determines credibility of a qualitative inquiry is the credibility of the researcher. Thus, this study positioned the researcher as an insider. By virtue of the researcher's relationship with the participants, it was very easy for the researcher to approach the various students and relate well with both the Head of the Vocational Department and other teachers to gain audience. Throughout the research, the researcher was reflective of her role in the study Before the researcher embarked on this study, the researcher assumed that by virtue of her position, she could easily gain entry access, make connections with respondents and establish good rapport and trust. However, I needed to convince the participants that, the study was solely for an academic purpose. Upon entry and respectfully explaining the purpose of the study, respondents became approachable and open. The respondents readily welcomed me and provided the needed information required

3.14 Trustworthiness of the Study

According to Shenton (2004), trustworthiness in a qualitative study aims to support the argument that the study's findings are worthy of receiving attention. In order to

establish trustworthiness, credibility, dependability, transferability and confirmability were established.

3.14.1 Credibility

Credibility focuses on establishing a match between the constructed realities of the participants and those represented by the researcher (Patton, 2002). Marshall and Rossman (2011) explained that credibility is the way to show the goodness, quality or the soundness of a study which are the criteria by which a study is judged, valid and reliable in qualitative research. Several researchers, (e.g .,Creswell, 2009; Marshall & Rossman, 2011; Patton , 2002;), have cited the work of Lincoln and Guba (1985) on procedure to ensure credibility of the qualitative studies. The measures of credibility of qualitative study are listed as member checks, prolonged visitation, persistent observation and peer debriefing. To ensure credibility in this study, the researcher employed prolonged visitation, peer debriefing and member checking.

Member checking

Member checking is where the analysed and interpreted data are sent back to the participants for them to evaluate the interpretations made by the researcher and to suggest changes if they are not satisfied with it or because they had been misrepresented. Participants may reject an interpretation made by the researcher because of the way in which it was presented by the researcher. In order to ensure credibility of this study, the researcher sent back the findings to the participants to give them the opportunity to go through and evaluate the interpretation as well as to cross examine whether their views and opinions were presented correctly. After going through this process, all the necessary corrections were made before the researcher produced the final document for the study.

Prolonged visitation

The researcher visited the study area ten times and also observed teaching and learning persistently using the observation check list which is provided in Appendix C.

Peer debriefing

Peer debriefing Is the process of working together with one or more peers, an unbiased and independent person who has no interest in the study. The researcher ensured credibility by given three Special Education PhD students access to the work, who do not have interest in the work to cross-check and effect changes if necessary.

3.14.2 Dependability

Dependability deals with the consistency of research results obtained over time. Dependability, according to Shenton (2004) can be established by using different methods of data collection and different times of collecting the data on the same research problem. In this study, dependability was established by documenting the steps involved from the start of the the research project to the development and reporting of findings including raw data from both pre-test and the actual study and also field note.

3.14.3 Confirmability

Shenton (2004) described confirmability as the qualitative investigator's comparable concern to objectivity. (p.72). Shenton further explained that steps must be taken to help ensure as far as possible that the findings of the research are the result of the ideas and experiences of participants rather than the characteristics and preferences of the researcher. According to Patton (2002), confirmability can be established if the

results can be linked to the data itself. In this study, confirmability was established by using multiple methods or data sources such as focus group interview, face-to-face interview and an observation check-list to collect data.

3.14.4 Transferability

Transferability refers to the applicability of the findings to another setting (Shenton, 2004). As this is a qualitative study and not easy to have substantive generalizations could be made, the researcher gave thick description with enough detail of the findings so that readers could decide on their own whether the results of the study would be transferable to their own research contexts or not.

3.15 Ethical Consideration

Research ethics educates and monitors scientists conducting research to ensure a high ethical standard. Ethics are very paramount in research because, it guards against possible harmful effects of the research. Resnik (2010) contends that “respondents need to give informed consent to participate. This means that they must be fully informed about the research in which the interview is going to be used. They must also be assured that their privacy and sensitivity will be protected and what is going to happen to their information after recording. Ethical norms promote the aims of research, such as knowledge, truth, and avoidance of error.

An introductory letter from the Head of Department of Special Education at the University of Education Winneba was sent to the Headteacher of the Ashanti school for the Deaf at Jamasi to seek permission to conduct the research in the setting. The participants were also informed before the interview was conducted. The data gathered were kept confidential and the anonymity of the participants was protected.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the analysis and discussion of findings of the study. It has two main sections; the first section provides the analysis of data while the second section presents the discussion of the findings

Students who are Deaf. Table 1: Sample distribution of student selected for the study

Key for attributing comments to participants

In the study, LW1, LW2, LW3, LW4, LW5 stand for male students in Leather work. TD1, TD2, TD3, TD4 stand for female students in Tailoring and dress making while WF1, WF2, WM3, WM4, WM5 stand for female and male students in Weaving respectively. All the fourteen participants for the study were the students who did one month attachment outside the school. The data were analysed to reflect the following themes:

5. Examine the programmes available at the vocational departments for the students at Ashanti School for Deaf Jamasi.
6. Identify the resources available for training students of the programmes.
7. Find out the benefits of vocational programmes for students at Ashanti School for Deaf Jamasi.
8. Identify the inherent challenges confronting the school in carrying out effective training programmes for students

These are variables of examining Vocational Training Programmes available for

4.2 Programmes Available at the Vocational Departments

The research question 1 had the primary intent of knowing from respondents the available vocational programmes offered to students at the Ashanti School for Deaf at Jamasi. The themes that emerged from the responses of the respondents were leather work, tailoring and dressmaking and weaving.

The following comments were captured under this research question:

Leather work

The students argued that, Deaf students do not learn at the same pace as their non – disable peers. Therefore their teachers dwell more on the practical lessons than the theory lessons in the week. This helps them to follow lessons or grasp concepts easily due to consistency in lesson delivery.

A student commented that:

“Currently there are three vocational training programmes offered to students at Ashanti School for the Deaf Jamasi. During vocational skills lesson, we learn leather work. We use leather to make things such as sandals, shoes and hat” (Verbatim expression by student LW3).

Another student said that:

“During vocational skills period we learn tailoring and dressmaking. We learn it throughout the week that is from Monday to Friday. We do more of the practical and less on the theory. We sew beautiful styles” (Verbatim comment by student TD2).

A student also intimated that:

“During vocational skills time we learn weaving. We learn it from Monday to Friday. We learn how to use traditional loom and thread to make items such as kentey and scarf”(Verbatim expression by a student tW3).

Another student indicated:

we need some more programmes so that we can choose from a variety of programmes in order to help one to choose a programme the one can perform better” (expression by another Student W1).

The views of the students were supported by the three vocational skills trainers in the department:

Teacher 1

“During vocational skills period we teach leather work. This is done from Monday to Friday within the week to ensure that students have master the practical skills imparted to them more especially during practical lesson”. (Verbatim comment by teacher 1).

A teacher also opined that:

“During vocational skills lesson, we teach tailoring and dressmaking. Sometimes we teach them practical aspect of dress making to equip them with practical skills in order to make them self-reliance after school” (Verbatim comment from teacher 2).

A teacher also asserted that:

“Since Deaf students learn skills at slower pace vocational skills period has been design to cover the entire week during which students are taught weaving. Some teachers also teach tailoring and dress making and leather work this is done from Monday to Friday in every week to help equip the students with the practical skills. We also teach them how to use weaving materials and tool such as thread, and traditional loom to make items such as kentey, scarf and table cloths” (Verbatim comment by teacher 3).

Field Note On Observation

The researcher observed that, the Deaf students learned different aspect of vocational skills such as tailoring and dress making, weaving and leather work. This finding agrees with McCrea and Miller (2004) that vocational programmes are further simplified to include mushroom farming, batik/tie and dye, basketry, weaving, carpentry, leather work, poultry, bead making and calabash work which constitutes an important component of preparing Deaf students to enter the world of work.

4.3 Resources Available for Training Students at Vocational skills Department

4.3.1 Human resource

Human resource emerged as a sub-theme under the resources available for training students at the vocational skills department. The following are views from the students:

LW2 noted:

“We have qualified teacher who teaches us leather work during vocational skills lesson time. He teaches us both practical and theory aspect of leather work”.

Another student said:

“We have good teacher who teaches us during vocational skills period. He teaches us all the subjects we do in tailoring and dress making. The teacher is good he comes to class every day to teach us the practical and theory part of how to sew fabric (verbatim expression byTD4).

WM5 stated that:

“We have other good trainer who trains us in weaving during vocational skills time. During training, he employs all the necessary strategies to ensure that trainees understand a concept or acquire a skill very well. Apart from three teachers who teach us vocational skills we have other people such as the national service personnel who sometimes come around to help us to do practical lesson”.

The views of the students were supported by the three vocational skills trainers in the department:

One teacher commented:

“In all we are three permanent teachers who handle all the aspect of the vocational skills they do at the department. Aside that, we also have national service personnel who support us during vocational skills period. So far, we do three aspect of vocational skills i.e. Leather work, tailoring and dress making and weaving”.

Teacher 2 opined that:

“We are three teachers who teach them vocational skills in the school. We also have other service personnel and NABCO personnel who assist us to teach them both the theory and practical aspect of vocational skills”.

Another again asserted that:

“The department is blessed with three teachers who teach the students who are Deaf vocational skills. We also have other staffs made up service personnel and NABCO personnel who help us to teach them both the theory and practical aspect of vocational skills”. (verbatim expression by teacher 3).

Field Note on Observation

It was also observed that the department was well resourced with the qualified human instructors who executed the core mandate of the department which is to equip the trainees with the practical skills that would enable them to be self-sufficient after school or to enter into the workforce. This finding is in line with Halton Region Health Department (1998) who contended that instructors of Deaf students are not just limited to being a skilled communicator to their students but they to be strong communicators with parents of their students as well as their faculty/staff team within the school. Kenopic (1996) added that if the instructor of the Deaf has a difficulty communicating with their students, then they limit their overall effectiveness as an instructor.

4.3.2 Material and equipment resources

Material and equipment resources are another sub theme that emerged from the responses of the students as resources available for training students at the vocational skills department. It was also noted that, there were material and equipment resources available at the vocational skills department to help facilitate the training of the Deaf students.

A student stated:

“We have qualified teachers who teach us during vocational skills period. They use materials and equipment such as leather, glue, hammer, knives, brush, paper board, and scissors to teach us leather work during vocational skills lesson. They teach us both practical and theory aspect of leather work”. (Expression by LW 1).

TD4 said that:

“We have good teachers who teach us during vocational skills period. They teach us all the subjects we do in tailoring and dress making. These are materials and tools that are used for practical; polyester, thread, flour sack sewing machine ,over lock machine, scissors, pins, tape measure

A student also indicated that:

“We have a good teacherr who helps us during vocational skills time. Aside our trainer, we also have other teachers who support in weaving. The following are materials and tools used for practical; thread, traditional loom, scissors, chair, machine for joining pieces together”. (WM 3).

The views of the students were supported by the three vocational skills teachers in the department:

One teacher commented:

“In all we are three permanent teachers who handle all the aspect of the vocational skills they do at the department. Examples of materials and tools that are used for teaching leather work are; leather, glue, hammer, knives, brush, paper board, and scissors” (Expression by teacher 1).

Another teacher (H.O. D) opined that:

“Materials and tools used for teaching students both the theory and practical aspect of tailoring and dress making are polyester, thread, flour sack sewing machine, over lock machine, scissors, pins, tape measure” (verbatim comment by teacher 2).

Again another teacher asserted that:

“You cannot talk about weaving without looking at some of the materials and tools that are used for teaching both practical and theoretical aspect of weaving are; thread, traditional loom, scissors, chair, machine for joining pieces together” (verbatim comment by teacher 3).

Field Note On Observation

Also, the researcher observed that, the department was well resourced with human, materials and equipment to equip the learners with the practical skills to enable them to be self-sufficient after school. The above finding is in line with Hoeckel (2008) who contended that another important resource of the Deaf is an administrative Support services, as well as relevant materials and equipment to support the effective training of students. This may include administrative offices that may be private or semi-private acoustically and/or visually designed, trainer offices which may be shared space and equipment, including computers, phones, desks, libraries, and supplies. Another important resource is the operation and maintenance spaces which may include general storage space which comprise of such items such as stationery, equipment, and instructional materials.

According to Kyere (2009), material used in Ghanaian vocational schools for the individuals who are Deaf take many such as example: chisels, axes, paintbrushes, as well as semi-automatic weapons.

In a survey by Kyere (2009) to find out about the nature of the vocational training programme at Kibi School for the individuals who are Deaf, the researcher found that although, tools and materials needed by instructors and students were inadequate, what was available were in the researcher's view, were judiciously utilised. Some of the materials available were tables, chair, prototype staircase, student's bed, shoe rack, room divider and bedside cabinet.

4.4 Benefits

4.4.1 Use of practical skill in solving societal problems

The use of practical skills gained from vocational skills to solve petty problems in society emerged as one of the sub themes from the benefits students who are Deaf get when they study vocational skills in school.

A students stated:

“The studying of vocational skill has helped us in many ways. It has equipped us with the needed skills and techniques which will enable us to deal with life after school and solve problems in our communities. For instance, with the knowledge acquired in leather work, I would be able to make shoes for my family” (Comment by LW1).

TD2 stated that:

“When we study vocational skill, it equips us with the needed skills and techniques which will enable us to solve small problems in our communities. For example the knowledge and skills acquired in tailoring and dress making, I would now be able to employ other people to learn a trade or train other people so that can live independent life after the training which would go a long way to reduce the unemployment rate in my community”.

Another student remarked that:

“For me the study of vocational skills is very important because it helps us to get the needed skills and techniques which will help us solve minor problems in our communities for example with the skills obtained from weaving I can boldly say that I can weave all kinds of kentey to suit all occasions for my community members at a less cost” (Comment by WM3).

Another LW1 commented:

“The skills acquired from vocational programmes help us render our social responsibility to the local communities in which we live in a form of donation such as kentey, sandals shoes among others to our chiefs, queen mothers, schools among others during festivals and other official gatherings thereby making us functional in our community”.

The views of the students were supported by the three vocational skills teachers in the department:

“The teaching of vocational skills to students who Deaf equip them with the needed skills and techniques which enable them to be functional in their society. This is because the students are exposed to practical way of weaving, tailoring and dress making and leather work which after some time they make products such as kente, shoes, fabric sewing among others, in order that they would be able to advertise them through social media such as Facebook, WhatsApp, Tik Tok Instagram, Telegram and You Tube to get profit”, (comment by teacher 1).

A teacher also asserted that:

“Teaching of vocational skills to students who are Deaf helps them to get the needed skills and techniques which will enable them to solve minor problems in their environment since students are mostly taught the practical way of learning the various vocational programmes” (comment by teacher 2).

Again another teacher also emphasised that:

“when students who are Deaf study vocational skills it helps them to get the needed skills and techniques that will be used to tackle minor problems in their communities since students have been exposed to the theory and practical way of learning vocational skills”. (verbatim comment by teacher 3).

Field Note On Observation

It was also obvious during observation that the Deaf students at the Ashanti School for Deaf at Jamasi get benefited from the skills and techniques that they obtained from the programmes that would enable them to make products and sell through social media such as Facebook, WhatsApp, Tik Tok Instagram, Telegram and You Tube to get profit in their community thereby making them functional in their community after school. This finding is in line with Sarpong (2000) who opines that vocational skills prepares people for an occupation that does not require a bachelor's degree. It is mostly designed to meet the social needs for works and to give students more options in education. This type of education forms part of career education, which helps students choose and prepare for career. Several theorists in vocational training have explained that its aim is to improve the worker's general culture as well

as to further his or her technical training. Vocational education or Vocational Education and Training (VET), prepares learners for careers that are based on manual or practical activities, traditionally non-academic and directly related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

Asante-kyei (2006) offered another explanation for the concept of vocational education. To him vocational education affords learners the chance to acquire academic and technical knowledge and skills that prepare them for further education or career. This definition explains that vocational education serves as a means to an end but may not be the end itself. This means that, learners acquire a fundamental knowledge and skills necessary for higher education and training in post-secondary institutions or workplace itself, by focusing on their present or future employment needs. Asante-kyei further reiterates that, the implication of the above for Visual Arts for example is to lay good foundation for student to pursue further knowledge and skills acquisition in higher educational levels.

Besides, Kenneth (2001, p. 44) observed that, special education as “connotes trade education comprise a wide field than vocationalism; correspondingly general education extends beyond the limits of merely literary preoccupation”. This comparison clearly shows that both practice and theory are interwoven in vocational education and are very important in educating disable and nondisabled individuals.

Again, Crentsil (2004) asserted that generally, vocation and career are used interchangeably. Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual

knowledge, characteristic of tertiary education. Vocational education can be at the secondary or post-secondary level and can interact with an apprenticeship system or internship. Vocational education as defined by the ministries of employment and social welfare and Education in Ghana and cited in Crentsil (2004, p. 19), stipulated that: Vocational education is the type of education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, grades or jobs vocational education includes general education, practical training for the development of skills, required by chosen occupations and related theory.

Moreover, Sarpong, (2000) state that vocational education, therefore, forms an integral part of career education. Vocational education is the training given to individuals (students) to prepare them for particular careers or jobs. In this context, career has been applied in its narrow sense to mean a job. Wood (1993) then defined vocational education as organised educational programmes which are directly related to the preparation of individuals for paid or unpaid employment.

Furthermore, Crentsil (2004) explained that vocational education is the type of education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, grades or jobs-vocational education includes general education, practical training for the development of skills, required by chosen occupations and related theory.

4.4.2 Gaining employable skills

Gaining employable skills from vocational skills by the Deaf students emerged as another sub theme from the benefits the Deaf students get when they study vocational skills in school.

LW3 stated:

“The learning of the vocational skills in leather work offers me the opportunity after school to open my own shop and start working in order to live independent life”. TD4 expresses her view as:

“if I get a job after training, I will now live independent life and start providing for my parents’ basic needs. The learning of tailoring and dress making will help us to fit into work environment since we now have the requisite skills and knowledge”.

Again another student stated that:

“We feel happy studying the vocational skills this is because it helps us to get skills and techniques which will enable us to invest more in the weaving business (Kente) and advertise through social media to get orders from interested customers”. (comment by WM5).

The views of the students were supported by their teachers:

A teacher commented:

“When we teach them vocational skills it equips them with essential skills and techniques which enable them to compete with their nondisable peers at the world of job thereby minimising the rate of unemployment” (comment by teacher 1).

Another teacher stated that:

“Exposing students who are Deaf to vocational skills help them to get employable skills which prevent them from relying on the family for consistent support” (comment by teacher 2).

Another teacher asserted that:

“When students are introduced to vocational skills, it equips them with necessary skills and knowledge which enable them be self-employed and also employ people under them” (comment by teacher 3).

Field Note Observation

It was also obvious during observation that the students who are Deaf in Ashanti School for Deaf at Jamasi get some form of benefit from such needed skills and techniques which enable them to get employable skills and techniques to live

independent life after school. Also practical skills they get help them do their own work after school.

This finding conforms the findings of McDonnell et al., (2005) who studied into vocational programmes for students with disabilities in the United States and identified a number of programme practices which are associated with the successful vocational training of students who are disabled. These programmes include person-centred transition planning and transition assessment, community-referenced curriculum and instruction, an individualised vocational programme, job placement prior to leaving school and the importance of family involvement (Sitlington et al., 2000).

Hammill and Bartel (2000) further reported that vocational training programme focuses on helping individuals especially those with disabilities to acquire skills and techniques that are used in vocational training to assist such individuals to acquire relevant skills. Kniel (2002) also contends that the selection of vocational programmes should be relevant to individuals with disabilities, and the activities should be simple and repetitive.

Again, McCrea and Miller (2004) caution that vocational programmes should not end as employment begins, developing one's career is important at all stages of your working life. Whether you are starting out and need to gain new skills to enter a profession or you are an experienced professional and need to remain up-to-date with skills in their job, developing your career is vital to being successful in your particular line of work.

VET provides skills and knowledge that helps learners get a job or to further their education and training in a particular field. Vocational training is often seen as the way to overcome the unemployment problem (Krajewski & Callahan, 1998).

Krajewski and Callahan (1998) emphasised that vocational training courses ensure integration of learners with hearing impairment into economic and social life; it enables these learners to be fully equipped with necessary knowledge, skills and instruments that allow them to be masters of their trades.

Greene (2007) Greene further asserted that vocational skills enable Deaf young people to compete successfully for employment opportunities. The capacity to gain employment and be financially independent plays a key role in raising deaf awareness and securing equal rights for all. One of the objectives of vocational and technical training is to reduce inequality in the society through increased training opportunities for female, the disabled and learners from poor households (MOEST, 2003).

4.5 Inherent Challenges

The teaching and studying of vocational skills in Ashanti school-Jamasi for the Deaf is been searched with some setback which can ruin its intended objectives.

4.5.1 Problem of materials and equipment

Problem of inadequate materials and equipment impede the study of vocational skills LW3 revealed:

“Sometimes my parents are not able to provide all the materials and tools such as leather, glue, hammer, knives, brush, paper board, and scissors for practicals which affect me. Also, our trainers are not always able to buy enough leather. So when it happens like that, not all of us will have the opportunity to work with that leather during that particular practical lesson”.

Another student stated that:

“Apart from our parents not always being able to provide us with materials needed for practicals, we do not also get help from NGOs, churches, and district assemblies”. (comment by LW1).

TD2 remarked that:

“Inadequate equipment such as industrial machines, hand sewing machine, treadle sewing machine affect output of work, even with the few ones we have, some are old and spoilt and needed to be replaced and repaired respectively”.

Another student stated that:

“Sometimes not all of us will be provided with the materials such as polyester, thread, flour sack for practicals .In this case, our teacher uses his own money to buy materials for practicals. So in a situation whereby the teacher does not have money to pre-finance the practical, it means that there won’t be practical for that particular period”. (Verbatim expression by TD1).

WF1 added:

“There is inadequate equipment at the centre. For instace our traditional looms cannot work effectively as the broad looms which slows down productivity. The traditional looms are time consuming as compared to the broad looms. Work that could take 30 mins with the broad loom might take 2 hours working with the traditional looms”.

WM3 stated:

“Materials for practicals are sometimes provided by teachers instead of our parents. So the money been accrued from the sales of our product go straight to the teachers instead of students. It means that we work without making any profit”.

The views of the students were supported by their teachers

One teacher commented:

“Some of the equipment and materials are too old and needed to replace with new ones , others are damaged and needed to repair, there is also the need for renovation at the center which needs to be furnished with equipment and materials” (erbatim expression by teacher I)

Another teacher remarked that:

“Hmmm we have challenge of getting the requisite equipment and materials for teaching vocational skills and this affects the whole programme. As a result, it reduces productivity thereby making teaching and learning slow.

Sometimes, we don't get sponsorship from outside such as government, social welfare department to provide the necessary materials for students to undergo practical lessons. This does not ensure the smooth flow of the programme". (comment by teacher 2).

Another teacher again stated :

"Sometimes we use our own money to buy materials for practicals which is a problem for us because in a case where we are not able to pre-finance the practical, it means, that lesson will not be taught which will affect the progress of the student especially at the critical stage of learning a new skill". (Verbatim expression by teacher 3).

Field Note Observation

It was also observed that the teaching and learning of vocational programmes at Ashanti School for the Deaf -Jamasi were been hindered by inadequate materials and equipment which affected the quality of teaching and learning.

This finding affirmed that of with Sarah and Gidiglo, (2003) who contended that inadequate resources, training, facilities and vocational instructors are some contributing factors that render the training and development of students with disabilities ineffective thereby affecting their competency levels. These authors pointed out that for a successful vocational training for the children with disabilities, there should be enough resources and vocational instructors in the special schools in Ghana.

4.5.2 Inadequate qualified personnel

Inadequate qualified personnel appeared to be one of the sub-themes under the challenges affecting the teaching and learning of vocational skills at the Ashanti School for the Deaf at Jamasi.

LW1 asserted that:

“Most the teachers who teach vocational skills in the school have difficulty communicating with us in sign Language which affect our understanding of the subject and this does not help us to get the full understanding and benefit of the subject”.

TD4 remarked that:

“Sometimes the teachers teach practical lessons without the use of proper materials and tools. This makes it very difficult to understand a concept under discussion”.

Another student remarked that:

“Teachers who teach vocational skills in the school are not good at sign language. Sometimes what they sign is different from what they actually mean which affects we the deaf student in acquiring the knowledge and skills to enter into the workforce”. (comment by WM3).

The views of the students were supported by their teachers:

A teacher said:

“There is misconception about the programme, the students, and teachers by the school. Among the teachers, they feel that we those who are into vocational programmes are academically weak that is why we choose vocational training programme. This misconception makes us feel bad anytime we hear such comment. Also due to small enrolment, we are just limited to three vocations. This doesn't make room for variety of vocational programmes. In fact we need more students, programmes and teachers”. (comment by teacher 1).

Another teacher asserted that:

“The government inability to establish more vocational and technical institutions to train more teachers has a lot of negative impact on the programmes. Most of us who teach vocational skills and other related subjects in the school have difficulty communicating with the students in sign Language and this affects the progress of the programmes”. (comment by teacher 2).

A teacher also remarked that:

“A lot of us who teach in the vocational skills department have difficulty interacting with the students in sign Language and this affect their understanding of the subject and this does not help them to get the full benefit of the programme”. (comment from teacher 3).

Field Note On Observion

During the study, it was observed that the teaching and learning of vocational skills at the Ashanti School for the Deaf at Jamasi was impeded by some factors such as the teachers' inability to make effective use of sign language to communicate with the Deaf students coupled with the limited resources to be used during practical lesson.

The finding above was similar to that of Sarah and Gidiglo (2003) who lamented that inadequate resources, training, facilities and vocational instructors were some contributing factors that could render the training and development of students with disabilities ineffective thereby affecting their competency levels. These authors pointed out that for a successful vocational training for the children with disabilities, there should be enough resources and vocational instructors in the special schools in Ghana.

Furthermore, Szymaski and Parker (2005) postulated that the teachers have all the knowledge, ability, tolerance and patience to cope with individuals with disabilities and are highly trained to do a very critical undertaking of handling a different job.

They play a very important role to lead the path of a child in a straighter direction. A teacher in this field should have a specific qualification and specialization to make the work more effective.

4.5.3 Attitude of students and their parents

Attitude of students and their parents also emerged as a challenge to the teaching and learning of vocational skills. For example, LW1 remarked that:

“Poor attitude of students affects the teaching and learning of vocational skills. For some of us are of the view that vocational skills subject is meant for low achieving students and therefore with that mindset do not actively involve themselves during vocational skills lessons”.

Another Student remarked that:

“My parents are not always able to provide some of the materials and equipment we use for practicals. For instant leather, glue, hammer, knife brush, paper board, and scissors, because of that, our teacher sometimes uses his own money to buy materials for practical instead of providing my own materials, so in a situation where the teacher does not have money to pre-finance the practical, it means that there won't be practical for me for that particular period. Also Our parents do not visit us regularly in school which brings our spirit down”. (comment by TD2).

Another student stated that:

“When we need things for practical lesson, we do not find it easy. Some of our parents do not help us to get the materials we need for our practical lesson and this is really affecting our interest in learning vocational skills. This is because vocational skills subject is very expensive and demanding and therefore we need money to be able to do it” (verbatim comment by WF1).

The views of the students were supported by their teachers:

A teacher stated:

“Their parents hardly visit them in the school in view of that, they find it difficult to get all the items we need for practical activities. In fact we are so much disturb with this kind of attitude by some of the parents”.

Another teacher asserted that:

“Attitude of students and their parents are affecting the teaching of vocational skills in this school. Most students think that everything should be free and therefore they are not supposed to buy anything to use during practical lessons”. (verbatim comment by teacher 2).

A teacher also has this to say:

“The students also presume that vocational skills subject are meant for low achieving students and therefore do not actively participate during vocational skills lessons” (comment by teacher 3).

Field Note Observation

It was also noted during observation that the students find it difficult to get the necessary items for practical lessons during vocation skills lesson. Besides their parents do not visit the school frequent which affect their quest to get the required

materials for the practical lessons. It was also observed that some students show lackadaisical attitude towards vocational skills lesson.

The above revelation is in line with Avoke and Avoke (2004) who stated that the family is the only constant in the child's life and as a result serves as advocates and case managers for the student with disabilities. These authors also noted that the families help inculcate in their children functional skills that will educate them to cope with adult responsibilities. Therefore, lack of parental involvement in the vocational training impedes its study.

Again, Huang and Cuvo (2006) suggested that securing and sustaining employment for individuals with disabilities can be an extraordinarily challenging enterprise. In the absence of full-time employment, options that include further education and training, leisure, recreation and voluntary work are essential components of a valued and well supported life in the community, and therefore need also to be a focus equipping students with the necessary skills to enhance their competency levels.

Besides, poor attitude of students towards vocational training programmes, their competency levels-thus, their inability to understand the relevance and the usefulness of the training impede the teaching and learning of the subject. With this, Vlachos (2008) postulated that the cognitive aspect of the individual with disabilities' life has adversely been affected by their continuous experiences of failure. They later expect failure in whatever they do and tend not to set meaningful goals for the fear of failure. They often do not trust their own abilities and rely on others (external sources) to solve their problems. Motivation plays a role in making decisions about what one would really like to do and what would be acceptable in the community.

Furthermore, the researcher also thinks that lack of parental involvement in the vocational training is a contributing factor. Obi, (2004) opined that parents more than anyone else, provide the needed support to the special needs child.

Lastly, Sarah and Gidiglo (2003) stated that inadequate resources, training, facilities and vocational instructors are some contributing factors rendering the training and development of students with disability ineffective thereby affecting their competency levels. These authors pointed out that for a successful vocational training for the children with disabilities, there should be enough resources and vocational instructors in the special schools in Ghana.

4.6 A Field Note On Observation

1. There were three different aspects of vocational programmes and are tailoring and dressmaking, weaving and leather work.
2. The department was well resource with qualified teachers, materials and equipment.
3. The students used the knowledge and skills acquired from the vocational training programmes to make products like kente cloth, shoes, fabric sewing among others in order that they would be able to advertise them through social media such as Facebook, WhatsApp, Tik Tok, Instagram, Telegram and You Tube to get profit,
4. Though there were infrastructure however, teachers, materials and equipment resources are inadequate in Ashanti school for the Deaf at Jamasi.
5. There was cooperation among teachers, members and national service personnel who sometimes come in to help during practical activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter of the study discusses of the study deals with the summary of the major findings, conclusions drawn on the basis of the findings, recommendations and suggestions which could be be useful to enhance vocational training programmes and employment opportunities for students at the Ashanti School for the Deaf at Jamasi.

5.1 Summary of the Study

The study examined Vocational Training Programmes for Students at the Ashanti School for the Deaf at Jamasi Ghana. Based on this, the study specifically sought to find out:

1. The programmes available at the vocational department for the students at Ashanti School for Deaf Jamasi.
2. The resources available for training students on the programmes.
3. The benefits of vocational programmes for students at Ashanti School for Deaf, Jamasi.
4. The inherent challenges confronting the school in carrying out effective vocational training programmes for students

The study was a qualitative research that used case study design. Data were` collected using semi-structured interviews and observation from a sample of 17 respondents, comprising 14 Deaf students and 3 of their teachers, one of whom was the Head of the Department of Vocational Training Programme were purposively sampled. The study revealed Deaf students learned different aspects of vocational skills such as leather work, tailoring and dress making and weaving.

5.2 Summary of Key Findings

1. On the programmes available, the findings indicated that, there were three different aspects of vocational programmes namely leather work, tailoring and dress making and weaving.
2. On the resources available, the results indicated that the vocational department was resourced with qualified teachers, materials and equipment such as leather, glue, hammers, knives, brushes, paper boards, and scissors for leather work. Also, there were polyester, threads, flour sacks a sewing machine, an over lock machine, there were different types of threads, traditional loom, scissors, chair, machines for joining pieces.
3. Concerning the benefits of the teaching and learning of vocational programmes the following findings were revealed. Firstly, the teaching of vocational skills to Deaf students helped them to acquire with skills and techniques they needed that would enable them to be functional in their society. This is because the students are exposed to practical ways of doing leather works, tailoring and dress making and weaving with the skills the students acquire, they would be able to make kente, cloths and shoes as well as sew different dresses after they leave school. They would be able to advertise their products through social media such as Facebook, WhatsApp, Instagram, Telegram and You Tube to get profit
4. Similarly, the skills they get help them to solve their community problems. For example, the students would now be able to employ other young people to also learn a trade or train other people to get jobs and live independent life after training, which would go a long way to reduce the unemployment rate in the local communities.

5. Additionally, the use of practical skills gained could help them to solve some of the petty problems in their family. That is, money that would be needed to buy kente, shoes, belt, sewing of dresses among others would now be provided by the students themselves. Moreover, students get small percentage from their teachers on the sales being made from their products.
6. The result of the study further revealed that the teaching and learning of vocational skills at the Ashanti School for the Deaf Jamasi is being hindered by inadequate teachers, material and equipment which affect the quality of teaching and learning of vocational programmes. Moreover, some teachers' inability to make good use of sign language to communicate effectively with the students was a challenge. Similarly, some students indicated that they want the programme to be expanded. Besides, parents cannot be left out as far as Deaf students are concerned, lack of support from their parents as well as lackadaisical attitudes exhibited by some students towards vocational skills lessons affected the impact of the programme.

5.3 Conclusions

Based on the findings, the study concluded that students who are Deaf learn three different aspects of vocational programmes such as leather work, tailoring and dress making and weaving. It can be concluded that the success of the vocational education depends partly on how educational to extend depends on how educational stakeholders lay emphasis on vocational education in Ghana. There is generally inadequacy in the provision of instructional materials which leads to focusing more on theoretical teaching leading to teachers lacking proficiency in their chosen fields of specialization. Vocational institutions require workshops, tools, equipment, and materials for demonstration and practical works.

Generally, there is always a short supply of training materials and basic tools by the Government, the Ghana Education Service (GES) and other stakeholders. Since vocational institutes mostly rely on materials and tools for training, their short supply would negatively affect practical skills.

Finally, some teachers' inability to make use of sign language to communicate with the students is a challenge. Besides lack of support from their parents as well as careless attitudes exhibit by some students towards vocational skills lesson affect the programme.

5.4 Recommendations

The following recommendations were made in the light of the findings of the study:

1. The Government and the management of the school should ensure that there are adequate qualified personnel and enough training equipment and materials in order to sustain the vocational training programmes such as leather work, tailoring and dress making and weaving in the school for the students to live independent lives after school which would go a long way to help reduce unemployment rate.
2. Government and Ghana Education Service (GES) should create awareness and organised sensitization programmes in schools, churches, mosques etc. to help change people mentality towards the vocational training programmes in schools in Ghana.
3. Also, the Ghana Education Service and the management of the school should be expand the vocational programmes so that students can choose from a variety of programmes one can perform better.

4. Additionally, the center should be renovated and furnished with materials and equipment by the school authorities in order that students will continue to enjoy the benefits of vocational skills.
5. Finally, parents should be educated parents to become more responsible in the education of their Deaf children who are Deaf by providing them with the necessary support they need to study the vocational programmes.

5.5 Suggestions for Further Research

The following areas are suggested for further research:

The use of practical approaches in teaching vocational skills should be encouraged more in the schools to enhance quick acquisition of vocational skills by the students.

One can look at the effect of Vocational Education Training teachers self-efficacy on academic performance of students.

An investigation into the contribution of Vocational Education Training to the economy of Ghana can also be conducted.

Finally, a study can be conducted on challenges confronting Technical Vocational Education Training teachers and students in Vocational Education Training schools in Ghana.

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APPENDIX A

Semi-structured interview guide for students who are Deaf at the Ashanti School for the Deaf on vocational training programme and employment opportunities.

This interview is aimed at collecting information from students who are Deaf on vocational training programme and employment opportunities available for students at Ashanti school for the Deaf Jamasi Ghana

Programmes available at the vocational departments

How would you describe the nature of vocational programmes available in your school?

Prompts:

- a. What kind of vocational programmes are available in your school?
- b. Any other programme?
- c. Tell me more.

Resources available for effective vocational training programmes

Leather work, Tailoring and dress making And Weaving

What are the main resources available for effective vocational training programmes for students?

- a. What are the main resources you use during vocational skill lessons ?
- b. Tell me other resources use in teaching vocational skills in the school?

Benefits of vocational programmes for students

Leather work, Tailoring and dress making And Weaving

1. What kind of benefit do students get from learning vocational programme?
 - a. In what ways do vocational programme benefit the students?
 - b. How do the students feel during vocational skills period?
2. What other benefits do they gain get from learning vocational skills?

- a. Tell me more?

Inherent challenges confronting the school in carrying out effective vocational training programmes for students

1. What are the challenges students face in learning vocational skills?
 - b. What are some of the problems the student face in learning vocational skills?
 - c. What other challenges affect the department in carrying out vocational training to the students?
2. What challenges affect the programme in your school?
 - a. Tell me more?
 - b. Tell me any of the challenges you can think of?



APPENDIX B

INTERVIEW GUIDE FOR HEAD OF DEPARTMENT AND TWO TRAINERS

Vocational programmes available to the students who are deaf

How would you describe the nature of vocational programmes available in your school?

Prompts:

- a. What kind of vocational programmes available in your school?
- b. Any other programme?
- c. Tell me more?

Benefits of vocational programme for the students who are deaf

1. What kind of benefit do students who are deaf get from learning vocational programme?
 - a. In what way does vocational programme benefit them?
 - b. How do they feel during vocational skills period?
2. What other benefits do they gain from learning vocational skills?
 - a. Tell me more?

Challenges impeding teaching/learning of vocational programmes

1. What are some of the problems facing teaching and learning vocational of skills?
 - a. What challenges affect the programme in your school?
 - b. Tell me more.
 - c. Tell me more of the challenges.

APPENDIX C

OBSERVATION GUIDE (FIELD NOTE)

Areas of observation

1 Programmes available

- leather work
- tailoring and dressmaking
- weaving

2. Available resources □ human

- materials
- equipment

2. benefits of vocational training programmes for students at Ashanti School for the Deaf, Jamasi?

3. inherent challenges confronting the school in carrying out effective vocational training programmes for students?

Observation during vocational skills period

1. There are three different aspects of vocational programmes and are leather work, tailoring and dressmaking and weaving

2. The department is well resource with qualified teachers, materials and equipment.

3. The students use the knowledge and skills acquired from the vocational training programmes to make products like kentey cloth, shoes, fabric sewing among others in order that they would be able to advertise them through social mEdia such as Facebook, WhatsApp, Tik Tok Instagram, Telegram and You Tube to get profit,

4 Though there is infrastructure however, teachers, materials and equipment resources are inadequate in Ashanti school for the Deaf-Jamasi.

5. There is cooperation between teachers, students and national service personnel who sometimes help during practical activities.



APPENDIX D

INTRODUCTORY LETTER



13th August 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MS. MEMUNATU TWENE MUSAH

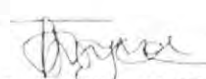
I write to introduce to you Ms. Mamunatu Twene Musah an M.Phil. Student of the Department of Special Education with index number 2000013813.

She is currently working on her thesis on the topic: "Vocational Training Programmes and Employment Opportunities for Students at Ashanti School for the Deaf Jamasi: Ghana". She needs to interview the students.

I would be grateful if you could give her the needed assistance to enable her collect the data.

Thank you for the consideration and assistance.

Yours faithfully,


MRS. JOYCE O. M. TSATSU
for: (Ag. Head of Department)

