

**UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**ATTITUDE OF THE GHANAIAN TOWARDS VOCATIONAL EDUCATION
PROGRAMMES IN THE SENIOR HIGH SCHOOL:
A CASE STUDY AT THE ATWIMA-NWABIAGYA DISTRICT IN THE**



ASHANTI REGION

ESI ASARE-BEDIAKO

November, 2016

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**A Dissertation in the Department of FASHION DESIGN AND TEXTILES
EDUCATION, Faculty of VOCATIONAL EDUCATION, submitted to the School
of Graduate Studies, University of Education, Winneba in partial fulfilment of the
requirement for the reward of Master of Technology (Fashion and Textiles) Degree**

November, 2016

DECLARATION

STUDENT'S DECLARATION

I, ESI ASARE-BEDIAKO, declares that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own work and it has not been submitted, either in part or in whole, for another degree elsewhere.

NAME: ESI ASARE-BEDIAKO

SIGNATURE:

DATE:

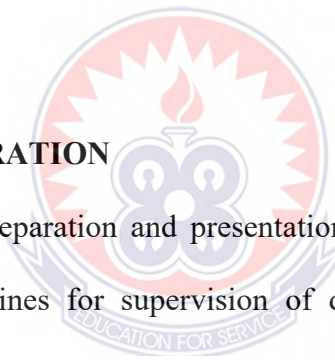
SUPERVISOR'S DECLARATION

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

NAME: MR. STEPHEN K. AMOAKOHENE

SIGNATURE:.....

DATE.....



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DEDICATION

This dissertation is dedicated to my parents, Mr. Daniel Kofi Abam Okwan and Mrs. Mary Vida Aba Okwan whom through their unflinching support and advice have sought me through my education even through this far.



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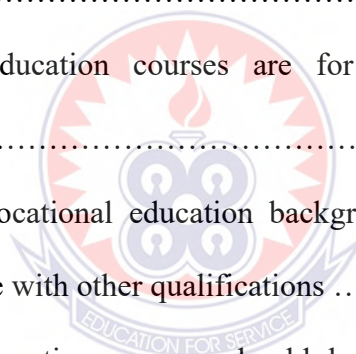


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ABSTRACT

Different population groups throughout the world have their own perception towards the study of Vocational and Technical programmes at the Senior High School level. There is, however, little documentation about the perception of the Ghanaian towards Vocational Education. This study thus sought to know officially the perception of the Ghanaian towards the study of Vocational Education using participants from the Atwima Nwabiagya District. The research employed the qualitative case study research approach which made use of questionnaires in its methodology. The population studied comprised the general public; students and teachers of Vocational Education. Two hundred and forty-five (245) respondents were selected through the random sampling technique to avoid bias; 120 from the public; 100 vocational education students and 25 vocational teachers. Data collected were analysed using Microsoft Excel application and the analysed findings interpreted and discussed. The study brought to light among other things; the perception that Vocational education students are less brilliant than their counterparts in other fields of study; vocational education is meant for students from low family backgrounds and those with vocational educational background have low social status. Suggested strategies provided to salvage the image of Vocational Education in the country include the government and other stakeholders providing the vital tools and equipment as well as regular training for vocational education teachers; provision of easy access into tertiary education; education should be given to the public about the prospects in vocational education as well as not just accepting anyone who failed in the Basic Education Certificate Examination to pursue vocational and Technical programmes. This is because; vocational education plays a vital role in the economy of the country.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Vocational education has been identified as an essential tool in the preparation of young people for work in the modern economy.

Much is happening internationally to promote vocational education, for example, the “Copenhagen process” was set out in 2002 to develop new European policies to improve the quality of the vocational educational education and training in the European Union. The European commission launched a ten-year plan in 2010 with the aim of encouraging more people in the vocational education and raising the standard of the vocational education.

The plan was intended to transform the image of vocational education across Europe and make it more relevant to today’s realities (Vassilon, 2010).

In 1987, Ghana formally introduced a post-independence policy of including vocational and technical components in both the lower and upper secondary school curriculum in order to prepare learners for paid work or self-employment. The resulting education system comprised nine (9) years for basic education (6 years of primary and 3 years of lower secondary education) and 3 years of upper secondary education (Atchoarena & Delluc, 2003).

The main objective of vocational education is to offer employment however according to Jacob and Lehner (2011), a 2004 review conducted by the ministry of education, Ghana on secondary education concluded that educational system that seeks to create a diversified curriculum that offered specialized vocational, technical, and general

education at the secondary level, was compromised by a lack of resources, skilled teachers and master-crafts persons in schools and a rapidly out-of-date curriculum that did not match the job market.

According to the Cambridge Dictionary (2015) perception is defined as “a belief or opinion, often held by many people and based on how things seem”. Perception can either be positive or negative. Therefore if people have negative perception on something no matter how good it is, its success will negatively be impacted.

Generally, career advisers portray positive perception about the study of vocational education programmes and recommend that if and only if the student is interested, he or she should pursue it. Their advocacy is obviously hinged on the various benefits associated with vocational education (Dalley-Trim *et al.*, 2007).

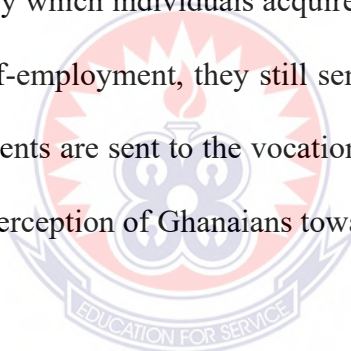
In South Africa, students’ view on vocational education is mainly negative. It points to the low esteem in which vocational education is held (Alloway, 2007).

Vocational education system in Ghana are considered second rate by both universities and employers. Generally vocational and technical subjects are undervalued by schools, parents, and students who see it as a second class option that narrowed the potential opportunities of school leavers (Jacob & Lehner, 2011).

In Ghana most people do not want to enrol their wards in purely vocational training institutions but prefer to send them to secondary schools. At the secondary school, students who are not academically strong are asked to opt for the vocational courses.

The vocational courses in the secondary schools struggle to attract the strongest students. This is unfortunate as vocational courses have the potential to absorb intelligent students who can help build our nation Ghana.

Nowadays, almost all parents who can afford want to send their children to secondary schools after completion of the Junior High School (JHS) no matter the grades their wards obtained. It is believed that in a community if you are not able to send your ward to the Senior High School (SHS) after completing the JHS, you and your family will be looked down upon. Even if someone knows that their wards should go through the informal system of vocational training which includes a wide range of flexible programmes and processes by which individuals acquire requisite skills needed in the job market or for immediate self-employment, they still send them to the secondary schools and almost always such students are sent to the vocational department. All these happen because of the attitude and perception of Ghanaians towards vocational education.



1.1.1 Statement of the Problem

Vocational learning is defined broadly as education; training or learning intended to equip persons for a specific vocation and or that which seeks specifically to develop knowledge and skills in learners in order to operate successfully in the world of work (Edward *et al.*, 2008).

Teachers who have been involved in employability skills and other vocational learning schemes have identified many benefits for young people. Teachers involved in the teaching of vocational subjects are very positive about the prospects that it holds.

Despite all the efforts to promote vocational education, it has attracted only few and less brilliant students in the senior high schools. This maybe because teachers and parents and

other stakeholders have over the years promoted vocational learning to be the preserve of the academically weak students but skills of work should be targeted at all young people of all abilities. Young people have not been counselled and guided to choose programmes and subjects in Senior High Schools based on their interest, job opportunities, academic progression etc but on their perceived academic abilities. Most stakeholders in education think vocational related subjects or programmes are less challenging academically. This perception may suggest why less brilliant students are pushed into offering vocational programmes against their choice leading to low self-esteem, poor academic performance and at times anti-social behaviours in schools. This negative attitude may have also contributed to the low patronage and development of vocational education in Ghana.

1.2 Purpose of the Study

This research seeks to investigate the attitude of the Ghanaian towards vocational education with the view of letting stakeholders know how these attitudes are affecting vocational programmes in our senior high schools. It also intends to bring out some of the challenges which when addressed will make vocational education attractive and as an education of choice but not as a last resort kind of. Students should be helped to make informed choices when it comes to selecting their programmes of study, so that students who choose to do vocational programmes will do it because they are interested in it but not just because people (parents, teachers, family) think they are not brilliant and hence ask them to do vocational courses.

1.3 Research Questions

The following research questions were used for the study:

1. How can vocational programmes be made more attractive for students of all abilities in secondary schools?
2. What are the benefits of vocational education to an individual and the nation?
3. What are the challenges of vocational education in Ghana?
4. What attitudes do people have towards vocational education in Ghana?
5. Will the enrolment of vocational courses improve if these perceptions are addressed?

1.4 Significance of the Study

Studying the attitude of the Ghanaian towards vocational programmes in the secondary schools has several benefits, the first one being that people who do not consider vocational education as very important for all learners will have a second look at it, this is because vocational courses are usually tied to carriers and job prospects and it is important that all calibre of students be counselled on it , so that their choosing of vocational programmes will be out of interest and not because they are not good students. This study is also very necessary because it will help parents and would-be vocational learners become aware that if students take vocational courses seriously, it can be an alternative route to higher education. Finally, the outcome of this research will help vocational learners build self-confidence and enjoy their programmes of study. This is because; it will help stakeholders to give enough guidance to students before they choose to offer vocational programmes.

1.5 Limitation of the Study

This study was conducted to determine the attitude of residence of Atwima Nwabiagya District in the Ashanti region of Ghana have towards vocational education been offered

in senior high schools. Two hundred and forty-five (245) people who included teachers, parents and students out of the total population of the area were interviewed through questionnaire. Pure vocational education offered by vocational and technical institutions is not covered in this study and therefore decreases the generalization of the findings. The outcome of this study cannot be said to represent the view of the entire population of Ghana.

1.6 Delimitation of the Study

Vocational education can be grouped into formal, non-formal and informal sectors and are been offered in senior high schools, technical and vocational institutions across the length and breadth of Ghana. The study is delimited to the vocational education been offered in senior high schools. The population sample for the study was delimited to two hundred and forty-five (245) respondents of the Atwima Nwabiagya District in the Ashanti region of Ghana. This was due to financial constraints and time limitation.

1.7 Definition of Terms

Employability skills: A group of essential abilities that involve the development of a knowledge-based expertise level and mindset that is increasingly necessary for success in the modern workplace (Business Dictionary, 2016).

1.8 Organization of the Study

This report is made up of six chapters. Chapter one deals with background into the study, problem statement, purpose of the study, research questions, significance of the study, limitation of the study, delimitations of the study, definition of terms and finally organization of the report.

Chapter two deals with review of related literature while the third chapter deals with methodology of the study; the methodology which describes the research design, the population sample and sampling procedures, instruments for gathering data, pilot study and data collection procedures of the study. Chapter three also covers variables of the study and the method used for data analysis.

Chapter four presents the data analysis and findings. Chapter five deals with the discussion of the findings from the study. Chapter six deals with the summary of the findings, conclusion and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

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 (Dasmani, 2011).

Over the years, there have been many studies and researches around the globe about one aspect of vocational education or the other by individual researchers or institutions. This clearly shows how vocational education training is an important subject to the individual trainee and the society at large.

It is evident that most of these researches which this study came across were written on pure vocational education and training been offered by technical and vocational training institutions, only few are about vocational programmes in secondary schools.

This chapter reviews some of these research works.

2.2 What is Vocational Education?

Kotsikis (2007) as cited in Mortaki (2012) Vocational education is a general term and includes all forms of education that seeks to provide the appropriate skills and technical knowledge in some employment, art or profession so that trainees are able to exercise their art, training or profession independently regardless of their training level or age even if the training program contains elements of general education.

The intension of vocational education and training is to train the individuals for a vocation or a specialised employment and it is directly related to a country's productivity and competitive advantage (CEDEFOP, 2011).

However, Mortaki (2012) in his study on The Contribution of Vocational Education and Training in the Preservation and Diffusion of Cultural Heritage in Greece, concluded that, systems that establishes Vocational Education and Training targets businesses, programs and materials that are connected to the labour market, and combine theoretical knowledge together with technical skills. He also stated that Vocational Education and Training can be used as means for conveying and supporting cultural values and therefore act as an incentive for the understanding and the appreciation of cultural heritage.

Kemevor & Kassah (2015) refer to technical and vocational education refers to area of studies which comprises technology, applied sciences, agriculture, business studies, industrial studies and visual arts. According to them, the universal rationale behind vocational and technical education has been to provide occupational skills for employment. This rationale has kept on changing and assuming different meanings and purposes due to global demographic, social, technological, economic, and political developments.

2.3 Development of Vocational Training in Sub-Saharan Africa

Ngome (1992) as cited in Dasmani (2011) noted that VET in Sub-Saharan Africa attracted increasing attention during the 1970s, because of the hope that practical skills training as offered by TVET institutions would address the need for skilled labour. As a result of these scenarios, many African governments started technical and vocational education institutions structured after those of their former colonial authorities. The technical skills acquired were supposed to raise individuals' job prospects and

productivity. As a result, enterprises were expected to become more competitive and make a greater contribution to economic growth, on condition that those trained in these institutions really matched the needs of the labour market.

However, public TVET institutions, according to Atchoarena & 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 (Dasmani, 2011).



2.4 Scope of Vocational Education in Ghana

Several systems have been adopted around the world to provide vocational education. In the first system, the whole school curriculum is designed to provide occupational skills.

The second is the parallel system approach, where vocational institutions exist alongside a general school system with a conservative academic direction.

The core curriculum option is the third system, where vocational programs are provided within the structure of general school curriculum. The vocational subjects are added into the system as compulsory or optional subjects.

The fourth system provides opportunities for out of school youth to acquire vocational skills, to either obtain employment in the formal sector or for self-employment (Kemevor & Kassah, 2015).

In Ghana, vocational education consists of visual arts and home economics.

2.4.1 Basic education

At the basic education level, vocational subjects often includes colouring of shapes, Clay Work, Construction and Assemblage of Paperwork, Weaving, Stitching and Lacing, Printmaking, Casting, Book Binding, Tie and Dye, and Batik (Kemevor & Kassah, 2015).

2.4.2 Senior high or technical school

At the senior high or technical school level, the visual arts components of vocational education includes picture making, basketry, sculpture, leatherwork, textiles, ceramics, jewellery and graphic design while the home economics aspect covers food & nutrition and clothing & textiles (Kemevor & Kassah, 2015).

2.4.3 College of Education

Vocational subjects study include Textiles, Graphic Design, Picture-making, Paper craft, Basketry, Bead making, Calabash Art, Pottery/Ceramics, Sculpture, Leatherwork General Knowledge in Art, Catering and Sewing (Kemevor & Kassah, 2015).

2.4.4 Polytechnic

At this level Graphic Design, Textiles, Painting & Decoration, Sculpture, Ceramics, Leather Works, Fashion design and Textiles and Hotel Catering and Institutional Management/ Hospitality Management are the range of Vocational Education offered (Kemevor & Kassah, 2015).

2.4.5 University

At the university level, Vocational Education taught include Textiles, Graphic Design, Leatherwork, Jewellery, Sculpture, Ceramics, Basketry, Painting, Food Science and Technology, Fashion and Textile Design Education, Catering and Hospitality Education, Art Education, and Art and Culture (Kemevor & Kassah, 2015).

2.5 Ghana Government policy on Vocational and Technical Education

Some of the main policy objectives of the Ghana government as contained in (UNESCO, 1996) report for vocational and technical education are;

- a) To expose pupils at the Basic Education level to a number of vocational practical activities in order to motivate their interest and make them familiar with vocational subjects. This will give them the equal opportunity in the selection of their future careers.
- b) To provide basic school graduates with the needed occupational skills that will help them to enter into gainful employment in industry and commerce.
- c) To provide students with the appropriate useful and entrepreneurial skills that will prepare them for self-employment.
- d) To provide trained human resources in science, technology and commerce, matching supply of skilled labour with demand.
- e) To provide personnel with the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

According to the same report, to make these objectives work several laws have been enacted;

1. The National Vocational Training Act, 1970, in recognizing the need to emphasize the more practical aspects of training, provided for the establishment of a National

Vocational training Institute (NVTI) under the Ministry of Employment and Social Welfare.

2. The Constitution of the Republic of Ghana, 1992 states, among other things, in Article 25 that "secondary education in its different forms, including technical and vocational education, shall be made generally available and accessible to all".

3. The Polytechnic Law, 1992 (PNDCL 317), promulgated in 1992, empowered the Polytechnics in Ghana to provide technical education at the tertiary level.

With all these good objectives and laws, (MoE, 2003) report found out that the vocational and technical education subsector has been seriously neglected. In the report, there are only 52 technical and vocational institutions as compared to 474 senior high schools in Ghana. Ministry of Education spends only 1.2% of its budget on TVET. In the educated labour force, less than 2% have qualification in TVET making it difficult for the country to develop economically from such a low level of human capital in the technical field.

In a paper presented by the deputy minister of education, science and sports, (2006), it states that, in order to address the negative public perception that has affected the recruitment, funding and unsatisfactory quality of delivery due to inadequate instructor preparation and provision of instructional resources in TVET, the government, together with the industry developed a policy to guide policy makers and also to educate the public about the government's new vision for TVET.

Biavaschi *et al.* (2013) concluded that in order to adjust to the changing needs of industry, vocational systems have to merge national education frame-works with quality standards with the help and expertise of the private sector and local stakeholders.

According to the same report, for a successful vocational training policy, there should be a clear understanding of what the market and government failures and skills gaps are and providers should have the incentives to respond to market demands and also ensure quality.

2.6 Vocational Education in Senior High Schools in Ghana

Technical and vocational subjects were integrated into the secondary school system in 1987 in Ghana as part of a plan to reverse the fall of the education system and also as a solution to the socio-economic decline. The notion was that it will equip students at the secondary school level with needed skills for paid jobs and self-employment (Akyeampong, 2002).

“Vocationalised secondary education refers to a curriculum which remains overwhelmingly general or ‘academic’ in nature, but which includes vocational or practical subjects as a minor portion of the students’ timetable during the secondary school course” (Lauglo *et al.*, 2004).

At the onset of the 1987 educational reforms which give more emphasis on vocational education, were implemented without consideration for supply of equipment and its maintenance. This resulted in the government finding it difficult to equip JSS workshops and also train teachers to teach vocational and technical subjects (Akyeampong, 2002).

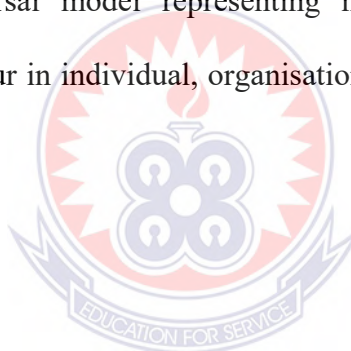
According to Lauglo *et al.* (2004), introduction of vocational education into mainstream secondary education should happen in well-resourced and factional schools because of its capital intensive nature. Vocational subjects are underfunded and what should be a practical skill training is reduced to theory; however Akyeampong (2002) thinks

vocational education should be offered in well-resourced and funded apprenticeship programmes, technical and vocational institutions because senior high schools are not resourced enough to offer such courses.

Vocational education provided in the secondary school system should be restructured and complemented with phases of practical work experience such as internships or spending the final year with an employer. Employers should also be consulted regarding the design of vocational schooling curricula (Biavaschi *et al.*, 2013).

2.7 The Benefit of Vocational Education

There is no single universal model representing maximum benefit of vocational education. The benefits occur in individual, organisation and societal levels (CEDEFOP, 2011).



2.7.1 Individual Benefit

The main aim of introducing any form of vocational education, is its economic benefit but according to Lauglo *et al.* (2004), the little amount of vocational skills usually taught under vocationalised secondary school system, does not offer any labour market advantage or serve as a basis for self-employment.

Akyeampong (2002) also perceived there is no effective or developed vocational curriculum in the senior high school system that prepares students for paid job or self-employment to achieve the economic benefit. Argument, however according to CEDEFOP (2011), vocational training impact positively towards employment opportunities and wages. It keeps people in employment thereby reducing unemployment.

The poor quality of skill development and the evolved mismatch between the curriculum and the labour market needs means that young people leaving secondary schools are not able to find work in the very specialized areas for which they had been trained, and therefore unable to transfer their skills and knowledge to other work place environments (Jacob & Lehner, 2011).

In their concluding remarks Biavaschi *et al.* (2013), stated that young people's employability improves when they have general education as their foundation and vocational training as an additional component. This suggests that vocational education qualification alone may not provide benefit to an individual with regards to employability.

2.7.2 Organisational Benefit

Meeting employers' expectations is the main challenge for vocational graduates.

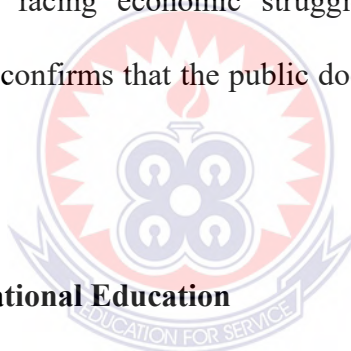
According to Baffour-Awuah & Thompson (2012), although employers are positive about the value of the skill of vocational graduate to their business, they do not show enough professionalism in doing their job.

As per the report by CEDEFOP (2011), organisations in Sweden, Norway and Denmark were found to have improved productivity, organisational culture and technological innovation as a result of vocational education training. In the same report however Norway also emphasised that skill mismatch (the discrepancy between what the educational systems provides and what the labour-market needs) negatively affected enterprise performance.

2.7.3 Economic Benefit

According to Murphy (2013), the top most important benefit of vocational education and training is to increase the employability of its trainees. In comparison, people with vocational qualification are more likely to be employed than those without any post school qualification. This would intend reduce unemployment and poverty in the country hence stabilising the economy.

A country's level of development and quality of life can also affect the level of benefit of vocational education and training. According to CEDEFOP (2011) report, Countries from northern and western Europe, which have strong economies and high quality of life, usually emphasise strong evidence of benefits as a result of well-established VET systems whereas countries facing economic struggle, such as the post-communist nations, provide data which confirms that the public does not always recognise the value of VET to the economy.



2.8 The Challenges of Vocational Education

Vocational education in Ghana faces a lot of challenges, the introduction of the JSS concept was to integrate practical vocational and technical education into Ghana's education curriculum thereby offering employable skills and also making it attractive to students to consider vocational and technical education as an alternative to academic or grammar education. However these objectives have been defeated; equipment and tools needed for effective teaching and learning were left to the schools and community to address. Less than a quarter of junior secondary schools have the practical facilities needed to deliver the vocational option of the curriculum (Lauglo *et al.*, 2004).

There is lack and shortage of instructional materials and tools which leads to training focusing more on theoretical teaching leading to trainees lacking skills in their chosen fields of specialization. Large class sizes do not match with adequate supply and provision of training resources. These inadequacies negatively affect the necessary skills for the world of work. The importance of industrial attachment is relegated to the background instead of giving it a priority. This seriously affects training with a resulting mismatch with job market expectations. There are also inappropriate teaching methods used for practical teaching which need to be addressed (Kemevor & Kassah, 2015).

The concept of vocational training is more practical oriented so in situations where this basic concept cannot be met, then the main purpose is defeated, therefore vocational training cannot work best in most African schools where most people are so poor that they cannot afford the basic tools like nails and hammer (King & Martin, 2002).

According to Amedorme & Fiagbe (2013), most schools do not have enough teachers to teach vocational subjects. Also majority of these teachers have not worked in the industry before finding themselves in the classroom and therefore find it very difficult to deliver or make the necessary impact as far as acquisition of practical skills are concerned.

Vocational Students in Togo thinks that the training being offered to them are more of theory rather than practical and does not meet the skills expected of the labour market. Also machinery used for practice is obsolete; different from what is currently use in the industry (Adjrah & Quashie, 2014).

2.9 Perception and Attitude of People towards Vocational Education

The attitude or perception of people towards vocational education may be dependent on the country. Wonacott (2000) found out a contradiction about people in Europe's perception about vocational training. According to him, a lot of people have negative image of vocational education but yet have a very positive reaction to the elements that are the very foundation of vocational education; career preparation; knowledge and skills that are relevant for the job market; the possibility of challenging careers and good-paying jobs.

There is a general perception in Ghana that only people who are academically weak undertake technical and vocational education. Trainees, especially those in the informal sector (apprenticeships) are tagged as school dropouts (Baffour-Awuah & Thompson, 2012). Aryeetey *et al.* (2011) are also of the same view that many people in Ghana perceive vocational and technical education to be the preserve for the academically weak and therefore labelled as school dropouts but according to (Brunello & Schlotter, 2011). There is generally no kind of stigma attached to vocational training as an alternative to academic education in Europe, according to the report, 71% of respondents says that vocational training has a positive image in their country.

Employment opportunities are the main driving force that encourages people to go in for any form of training or education with the view of being able to find employment after their training. A lot of people (trainees, trainers and parents), believed that employment opportunities to vocational trainees are limited. Some trainees were doubtful about the employment opportunities offered by vocational training (Baffour-Awuah & Thompson, 2012). In the same view, more people think that people with vocational qualifications

have less chances of getting job as compared with those with general secondary or higher education (Brunello & Schlotter, 2011).

As per the submission by Aryeetey *et al.* (2011), parents, policy makers and trainees alike perceived vocational education to have poor rate of return. Students who undertake vocational programmes are from poor background. They are also of the view that vocational training is meant for those who cannot afford formal 'grammar' education. For one to have a very well paid and respected job, he or she needs to go through academic education.

According to Amedorme & Fiagbe (2013), the Ghana government can help reduce the negative perception of vocational education by promoting vocational and technical education as an alternative route for continuous education for school leavers.

There is poor public perception of TVET affecting recruitment, funding and unsatisfactory quality of delivery due to inadequate instructor preparation and provision of instructional resources (paper presented by the Deputy Minister of Education, Science and Sports, 2006).

Negative attitudes and perceptions greatly obscure the gains from vocational education training for young people. In order to curtail these negative attitudes and perceptions, a campaign project should be initiated as part of the strategy to promote vocational pathways as a viable education options for young people, alongside higher education. Young people should be given access to vocational training at an early age to improve their understanding of training pathways and possible careers. As part of a promotional strategy, open days for school children to go to training institutions and workshops could

be adopted. Any campaign aiming to improve the image of vocational education must be targeted directly at parents, who are the key providers of careers advice, and young people themselves. The campaign should also target sectors of vocational training where the career and financial benefits are clear (Aryeetey *et al.*, 2011).



CHAPTER THREE

METHODOLOGY

3.1 Introduction

Research is an exhaustive study of a subject in order to discover new information or reach a new understanding. It is a critical and scientific analysis of social facts and formulation of generalisation as a basis for action and forecast. In order to achieve this, questionnaire was used because it helped to arrive at an acceptable conclusion.

3.2 Research Design

A descriptive research methodology was used for this study. A survey was administered to a selected sample from the population. The term ‘survey’ is commonly applied to a research methodology designed to collect data from a specific population, or a sample from that population, and typically utilizes a questionnaire.

According to Leary (1995), there are distinct advantages in using a questionnaire versus an interview methodology: questionnaires are less expensive and easier to administer than personal interviews; they lend themselves to group administration; and, they allow confidentiality to be assured. For this reason, the researcher chose a descriptive research methodology and designed a questionnaire survey instrument to assess the attitude of the Ghanaian towards vocational education programmes in the Senior High School – a case study at the Atwima Nwabiagya District in the Ashanti region of Ghana.

3.3 Population Identification

The population used for the research were heterogeneous; they comprised a cross section of the general public in the Atwima Nwabiagya district, teachers and students of

vocational courses in Barekese, Toase and Nkawie Senior High Schools all in the Atwima Nwabiagya district.

3.4 Sample Size

According to the Ghana Statistical Service, the population of the Atwima Nwabiagya District is 149,025. In all two hundred and forty (245) sampling unit were selected for the analysis. One hundred and twenty (120) respondents from the general public representing 49.0%, 100 students of vocational courses which represents 40.8% and 25 teachers of vocational subjects representing 10.2% were sampled for the questionnaire. The statistical data of the population has been tabulated in Table 3.1.

Table 3.1. Statistical data of the population for the questionnaire

	Frequency	Percentage (%)
The general Public	120	49.0
Teachers of Vocational Subjects	100	40.8
Students of vocational Courses	25	10.2
Total	245	100

3.5 Sampling Technique

Simple random sampling technique was used to administer the questionnaire to the participants.

3.6 Instrument for Data Collection

Questionnaire was used to collect data for the study because it is less expensive and easier to administer and also allow confidentiality to be assured.

3.7 Analyses of Data collected

The researcher depended on tables to analyse the data that were collected. Microsoft excel software was used for the analysis.



CHAPTER FOUR

DATA ANALYSES OF FINDINGS

4.1 Introduction

In this chapter, the data collected using structured questionnaires from the study were analysed. Respondents expressed their views on open ended questions which options were given to the questions for them to choose as appropriate. Three different sets of questionnaires were given to the general public, teachers of vocational subjects in senior high schools and students of vocational courses in senior high schools.

The data obtained from the questionnaire were presented and analysed with the help of frequency tables. Additionally, explanations were attached to the tables for clarity. As needed, frequency counts and valid percents were obtained. In the analysis, the categories of strongly agree, agree, not sure, disagree and strongly disagree were used.

4.2 Data Analysis of the General Public Respondents

In all 120 respondents were sampled from the general public and analysed.

Table 4.1 *Percentage of Age Groups of Respondents*

Age Group	Frequency	Percentage (%)
20 - 29	20	17
30 - 39	52	43
40 - 49	32	27
50 +	16	13
Total	120	100

Table 4.1, the researchers made a request to the respondents to give their ages. 17% falls within 20 to 29 years, 43% indicates their ages ranges from 30 to 39 years, whereas 27% falls within 40 to 49 year group. The remaining 13% were 50 years or more.

Table 4.2 Employment Status of Respondents

Age Group	Employed	Unemployed	Student	Total
20 - 29	12 (10%)	4 (3%)	4 (3%)	20
30 - 39	46 (38%)	6 (5 %)	-	52
40 - 49	27 (23%)	5 (4%)	-	32
50 +	16 (13%)	-	-	16
Total	101 (84%)	15 (13%)	4 (3%)	120 (100%)

In Table 4.2, the researcher asked respondents to state the employment status. 84% of the respondents said they were employed, 13% were unemployed and the remaining 3% being students.

Table 4.3. Vocational programmes in senior high schools are for less brilliant students

Position	Frequency	Percentage (%)
Agree	80	66.7
Disagree	40	33.3
Total	120	100

In Table 4.3, 66.7% of the respondents agree to the statement that vocational programmes in senior high schools are for less brilliant students with 33.3% of them in disagreement to the statement.

Table 4.4. *If you have two children, one brilliant and one less brilliant, which of them will you recommend to offer vocational course*

Position	Frequency	Percentage (%)
Brilliant Child	40	33.3
Less Brilliant Child	80	66.7
Total	120	100

In Table 4.4, 66.7% of the respondents said they will recommend their less brilliant child to study a vocational course in SHS whereas 33.3% of them said they will recommend their brilliant child.

Table 4.5. *Job training should be the primary focus of senior high school vocational education*

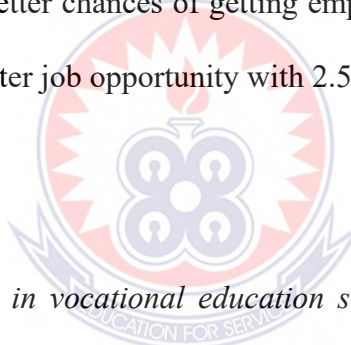
Position	Frequency	Percentage (%)
Strongly Agree	16	13.3
Agree	79	65.8
Not Sure	6	5.0
Disagree	10	8.3
Strongly Disagree	9	7.5
Total	120	100

The results from the study in Table 4.5 shows that 79.1% of the respondents agreed that senior high school vocational education should primarily focus on job training. On the other hand, 15.8% disagreed that VET in SHS should not primarily be based on the job training whereas 5% neither agreed nor disagreed.

Table 4.6. *Vocational graduates have brighter job opportunities*

Position	Frequency	Percentage (%)
Strongly Agree	20	16.7
Agree	40	33.3
Not Sure	3	2.5
Disagree	50	41.7
Strongly Disagree	7	5.8
Total	120	100

Fifty percent (50%) of the respondents as shown in table 4.6 sampled indicated that vocational graduates have better chances of getting employed. Meanwhile, 47.5% thinks VET does not give one a better job opportunity with 2.5% neither agreed nor disagreed to the statement.

**Table 4.7.** *Future courses in vocational education should consider job vacancies in the areas related to the planned course*

Position	Frequency	Percentage (%)
Strongly Agree	51	42.5
Agree	50	41.7
Not Sure	2	1.7
Disagree	10	8.3
Strongly Disagree	7	5.8
Total	120	100

As shown in Table 4.7, overwhelming 84.2% of respondents agreed that future courses in vocational education should consider job vacancies in the areas related to the planned course. On the other hand 14.1% disagreed that future vocational courses should not be based on vacancies of the planned course area whereas 1.7% neither agreed nor disagreed.

Table 4.8. *The main purpose of vocational education programs should be to prepare students for a job*

Position	Frequency	Percentage (%)
Strongly Agree	56	46.7
Agree	42	35.0
Not Sure	8	6.7
Disagree	12	10.0
Strongly Disagree	2	1.7
Total	120	100

In Table 4.8, the researcher asked whether the main purpose of vocational education programs should be to prepare students for a job; whereas 81.7% agreed, 11.7% disagreed that vocational education programs should not primary prepare students for the job. Meanwhile 6.7% neither agreed nor disagreed.

Table 4.9. *Vocational education courses should ensure students graduate with specific job skills needed to get a job after graduating senior high school*

Position	Frequency	Percentage (%)
Strongly Agree	51	42.5
Agree	40	33.3
Not Sure	8	6.7
Disagree	15	12.5
Strongly Disagree	6	5.0
Total	120	100

As shown in Table 4.9, 42.5% of respondents strongly agreed and 33.3% agreed that students of VEC should graduate with specific job skills. On the other hand, 12.5% disagreed and 5% strongly disagreed that students do not need to graduate with any specific job skills whereas 6.7% were not sure.

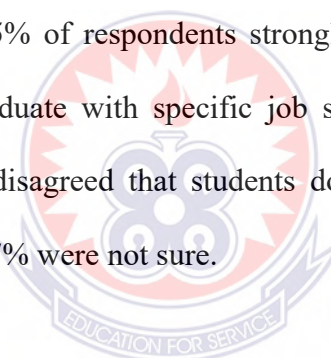


Table 4.10. *Vocational students in senior high schools should be offered industrial practical attachment*

Position	Frequency	Percentage (%)
Strongly Agree	29	24.2
Agree	60	50.0
Not Sure	7	5.8
Disagree	14	11.7
Strongly Disagree	10	8.3
Total	120	100

In Table 4.10, 74.2% of respondents sampled indicated that practical industrial attachment should be offered to SHS students. 20% of the respondents disagreed that students do not need industrial training. 5.8% were not sure about the statement.

Table 4.11. *Vocational courses are less challenging*

Position	Frequency	Percentage (%)
Strongly Agree	32	26.7
Agree	46	38.3
Not Sure	8	6.7
Disagree	20	16.7
Strongly Disagree	14	11.7
Total	120	100

In Table 4.11, the researcher asked whether vocational courses are less challenging, 26.7% strongly agreed that it is less challenging. Also, 38.3% agreed same. 16.7% and 11.7% disagreed and strongly disagreed respectively that it is challenging whereas 6.7% neither agreed nor disagreed.

Table 4.12. *Vocational education courses are for students from poor families*

Position	Frequency	Percentage (%)
Strongly Agree	15	12.5
Agree	43	35.8
Not Sure	1	0.8
Disagree	41	34.2
Strongly Disagree	20	16.7
Total	120	100

As shown in Table 4.12, 48.3% of the respondents sampled agreed that vocational education courses are meant for students from poor family background. But 50.9% of them disagreed that vocational courses are not for only students from poor families. Only 0.8% of the respondents were not sure about the statement.

Table 4.13. *People with vocational education background have low social status as compared to people with other qualifications*

Position	Frequency	Percentage (%)
Strongly Agree	18	15.0
Agree	50	41.7
Not Sure	10	8.3
Disagree	33	27.5
Strongly Disagree	9	7.5
Total	120	100

The results in Table 4.13 indicates that majority of the respondents sampled, representing 56.7% believed that people with vocational education background have low social status as compared to people with other qualifications. Thirty five 35% disagreed whereas 8.3% were not sure.

4.3 Data Analysis of Students of Vocational Courses in SHS

In all, 100 vocational students were sampled from Barekese senior high school, Nkawie senior high school and Toase senior high school. All the 100 respondents were used in the analysis.

Table 4.14. *I chose to study a vocational course because*

Position	Frequency	Percentage (%)
I Like it	10	10
It will give me job opportunity after completion	48	48.0
I had low JHS grades	20	20.0
I was force to do it	15	15.0
It will offer me easy academic progression	7	7.0
Total	100	100

In Table 4.14, the researcher asked what motivated the respondents to offer a vocational course. 10% said they liked the course. 48% think it will give them job opportunity after completion. 20% chose vocational course because they had low JHS grades. On the other hand, 15% said they were forced to do it whereas 7% said studying vocational course will offer them easy academic progression.

Table 4.15. *What do you plan to do after senior high school?*

Position	Frequency	Percentage (%)
Continue my education	66	66.0
Get employed	34	34.0
Total	100	100.0

As shown in Table 4.15, the researcher asked what the students have planned on doing after senior high school; as high as 66% of them have planned to continue their education whereas 34% said they will look for job.

Table 4.16. *Vocational education courses should be taught only in pure vocational and technical schools*

Position	Frequency	Percentage (%)
Strongly Agree	21	21.0
Agree	60	60.0
Not Sure	2	2.0
Disagree	10	10.0
Strongly Disagree	7	7.0
Total	100	100

In Table 4.16, the researcher asked whether Vocational education courses should be taught only in pure vocational and technical schools; overwhelming 81% of the respondents agreed to the statement; 21% strongly disagreed and 60% agreed. Ten percent (10%) disagree whereas 7% strongly disagree that vocational courses should not be offered only in pure vocational and technical schools. Only 2% were not certain of it.

Table 4.17. *Vocational education will motivate me to continue my education beyond senior high school*

Position	Frequency	Percentage (%)
Strongly Agree	20	20.0
Agree	60	60.0
Not Sure	2	2.0
Disagree	12	12.0
Strongly Disagree	6	6.0
Total	100	100

As shown in Table 4.17, 80% of the student respondents sampled for the study agreed that, the vocational course that they are offering will motivate them for further academic progression after senior high school. Eighteen percent (18%) on the other hand disagreed that the chosen course will not provide any motivation for further education and 2% were not certain about the statement.

Table 4.18. *Vocational students in senior high schools should be offered practical industrial attachment*

Position	Frequency	Percentage (%)
Strongly Agree	38	38.0
Agree	50	50.0
Not Sure	5	5.0
Disagree	7	7.0
Strongly Disagree	0	0.0
Total	100	100

In Table 4.18, overwhelming 88% of students respondents sampled agreed that practical industrial attachment should be offered to them during their studies. Only 7% of the respondents disagreed that they do not need industrial training with the remaining 5% not sure about the statement.

Table 4.19. *Vocational education teachers should have practical industrial experience*

Position	Frequency	Percentage (%)
Strongly Agree	40	40.0
Agree	42	42.0
Not Sure	4	4.0
Disagree	10	10.0
Strongly Disagree	4	4.0
Total	100	100

Eighty-two percent (82%) of the students respondents agreed that their teachers need industrial practical experience as indicated in Table 4.19. Whereas 4% neither agreed nor disagreed, the remaining 14% disagreed that teachers teaching vocational subjects do not need industrial experience.

Table 4.20. *We have enough tools and equipment in my school*

Position	Frequency	Percentage (%)
Strongly Agree	1	1.0
Agree	11	11.0
Not Sure	4	4.0
Disagree	48	48.0
Strongly Disagree	36	36.0
Total	100	100

Table 4.20 clearly shows that there are in adequate supply of tools and equipment for teaching and learning of vocational courses in SHS. The researcher asked the respondents to respond to the statement that they have enough tools and equipment in their school; as many as 84% disagreed with the statement, 12% agreed that they have enough tools and equipment with the remaining 4% neither agreed nor disagreed.

Table 4.21. *Vocational education courses should ensure students graduate with specific job skills needed to get a job or continue training after graduating senior high school*

Position	Frequency	Percentage (%)
Strongly Agree	15	15.0
Agree	70	70.0
Not Sure	10	10.0
Disagree	3	3.0
Strongly Disagree	2	2.0
Total	100	100

As shown in Table 4.21, 15% of respondents strongly agreed and 70% agreed with the statement that students of VEC should graduate with specific job skills. On the other hand, 3% disagreed and 2% strongly disagreed that students do not need to graduate with any specific job skills whereas 10% were not certain about the statement.

Table 4.22. *Job training should be the primary focus of senior high school vocational education*

Position	Frequency	Percentage (%)
Strongly Agree	26	26.0
Agree	20	20.0
Not Sure	24	24.0
Disagree	20	20.0
Strongly Disagree	10	10.0
Total	100	100

The results from the study in Table 4.22 shows that 46% of the student respondents agreed that senior high school vocational education should primarily be focused on job training. On the other hand, 30% disagreed that vocational education in SHS should not primarily focus on the job training whereas 24% neither agreed nor disagreed with the statement.

Table 4.23. *Vocational education courses are for students from poor families*

Position	Frequency	Percentage (%)
Strongly Agree	9	9.0
Agree	11	11.0
Not Sure	11	11.0
Disagree	50	50.0
Strongly Disagree	19	19.0
Total	100	100

As shown in Table 4.23, 20% of respondents sampled agreed that vocational education courses are meant for students from poor family background. But many as 69% of them disagreed that vocational courses are not for only students from poor families. The remaining 11% of the respondents were not sure about the statement.

Table 4.24. *Teaching of vocational subjects is more theory than practical in my school*

Position	Frequency	Percentage (%)
Strongly Agree	45	45.0
Agree	20	20.0
Not Sure	9	9.0
Disagree	19	19.0
Strongly Disagree	7	7.0
Total	100	100

In responding to the statement ‘*Teaching of vocational subjects is more theory than practical in my school*’ as shown in Table 4.24, 65% of the respondents agreed that vocational subject delivery at their school is more of theory while 26% disagreed with the statement. Nine percent (9%) on the other hand, neither agreed nor disagreed.

Table 4.25. *People with vocational education background have low social status as compared to people with other qualifications*

Position	Frequency	Percentage (%)
Strongly Agree	20	20.0
Agree	30	30.0
Not Sure	17	17.0
Disagree	14	14.0
Strongly Disagree	19	19.0
Total	100	100

The results in Table 4.25 indicates that majority of the respondents sampled believed that people with vocational education background have low social status as compared to people with other qualifications. Fifty percent (50%) agreed to the statement. 33% disagreed whereas the remaining 17% were not sure.

4.4 Data Analysis of Teachers of Vocational Courses in SHS

In all, 25 teachers of vocational subjects were sampled from Barekese Senior High School, Nkawie Senior High School and Toase Senior High School. All the 25 respondents sampled were used for the analysis.

Table 4.26. *Academic attainment of respondents*

Position	Frequency	Percentage (%)
Diploma/HND	7	28.0
First Degree	14	56.0
Master's Degree	4	16.0
PHD	0	0.0
Other	0	0.0
Total	25	100

In Table 4.26, with the entire 25 teacher respondents sampled, 28% were diploma holders, 56% were first degree holders and the remaining 16% were holding masters degree qualification.

Table 4.27. *Enrolment in vocational courses will improve if*

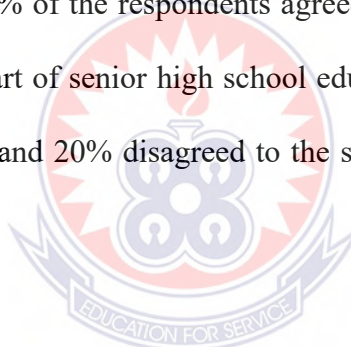
Position	Frequency	Percentage (%)
Negative perceptions are removed	17	68.0
Resources are improved	8	32.0
Total	25	100

In Table 4.27, the researcher inquired from the respondents about what will improve vocational course enrolment, 68% think enrolment will improve if negative perceptions are removed whereas the remaining 32% were of the view that improvement of resources will improve enrolment.

Table 4.28. *Vocational education is an important part of senior high school education*

Position	Frequency	Percentage (%)
Strongly Agree	16	64.0
Agree	4	16.0
Not Sure	0	0.0
Disagree	3	12.0
Strongly Disagree	2	8.0
Total	25	100

As shown in Table 4.28, 80% of the respondents agreed to the statement that vocational education is an important part of senior high school education; 64% strongly agreed and 16% agreed. On the other hand 20% disagreed to the statement; 12% disagreed and 8% strongly disagreed.

**Table 4.29.** *Job training should be the primary focus of senior high school vocational education*

Position	Frequency	Percentage (%)
Strongly Agree	4	16.0
Agree	17	68.0
Not Sure	1	4.0
Disagree	1	4.0
Strongly Disagree	2	8.0
Total	25	100

The results from the study in Table 4.29 shows that overwhelming 84% of the respondents agreed that senior high school vocational education should primarily be focused on job training. On the other hand, 12% disagreed that vocational education in SHS should not primarily be based on job training whereas 4% neither agreed nor disagreed with the statement.

Table 4.30. *Vocational education courses should ensure students graduate with specific job skills needed to get a job or continue training after graduating senior high school*

Position	Frequency	Percentage (%)
Strongly Agree	10	40.0
Agree	10	40.0
Not Sure	1	4.0
Disagree	2	8.0
Strongly Disagree	2	8.0
Total	25	100

As shown in Table 4.30, 40% of respondents strongly agreed and 40% agreed with the statement that students of VEC should graduate with specific job skills. On the other hand, 8% disagreed and 8% strongly disagreed that students do not need to graduate with any specific job skills; whereas the remaining 4% neither agreed nor disagreed with the statement.

Table 4.31. *Vocational courses are not for smarter students*

Position	Frequency	Percentage (%)
Strongly Agree	2	8.0
Agree	3	12.0
Not Sure	0	0.0
Disagree	4	16.0
Strongly Disagree	16	64.0
Total	25	100

In Table 4.31, in responding to the statement, Vocational courses are not for smarter students, 20% of the respondents agreed whereas 80% of them disagreed to the statement; 16% disagreed and 64% strongly disagreed.

Table 4.32. *Future courses in vocational education should consider job vacancies in the areas related to the planned course*

Position	Frequency	Percentage (%)
Strongly Agree	12	48.0
Agree	10	40.0
Not Sure	1	4.0
Disagree	1	4.0
Strongly Disagree	1	4.0
Total	25	100

As shown in Table 4.32, overwhelming 88% of respondents agreed that future courses in vocational education should consider job vacancies in the areas related to the planned

course. On the other hand, 8% disagreed that future vocational courses should not be based on vacancies of the planned course area whereas 4% neither agreed nor disagreed.

Table 4.33. *Vocational courses provide good academic progression*

Position	Frequency	Percentage (%)
Strongly Agree	11	44.0
Agree	8	32.0
Not Sure	2	8.0
Disagree	3	12.0
Strongly Disagree	1	4.0
Total	25	100

In responding to the researcher's statement: vocational courses provide good academic progression, 76% agreed with the statement. On the hand, 16% disagreed that vocational programmes do not provide any better further educational progression whereas 8% of the remaining respondents were not sure of the statement.

Table 4.34. *There are adequate resources for vocational courses in senior high schools*

Position	Frequency	Percentage (%)
Strongly Agree	1	4.0
Agree	3	12.0
Not Sure	3	12.0
Disagree	3	12.0
Strongly Disagree	15	60.0
Total	25	100

Results from Table 4.34 shows that there are in adequate supply of tools and equipment for teaching and learning of vocational courses in SHS. In responding to the statement there are adequate resources for vocational courses in senior high schools from the researcher, 72% of the respondents disagreed with the statement. 16% agreed that there are enough tools and equipment for teaching and learning of vocational subject in SHS whereas the remaining 12% neither agreed nor disagreed with the statement.

Table 4.35. *The main purpose of vocational education programs should be to prepare students for a job*

Position	Frequency	Percentage (%)
Strongly Agree	6	24.0
Agree	14	56.0
Not Sure	2	8.0
Disagree	2	8.0
Strongly Disagree	1	4.0
Total	25	100

In Table 4.35, the researcher stated that the main purpose of vocational education programs should be to prepare students for a job; whereas 80% of the respondents agreed, 12% disagreed that vocational education programs should not primary prepare students for the job. Meanwhile, 8% neither agreed nor disagreed with the statement.

Table 4.36. *Vocational education courses are for students from poor families*

Position	Frequency	Percentage (%)
Strongly Agree	1	4.0
Agree	2	8.0
Not Sure	1	4.0
Disagree	5	20.0
Strongly Disagree	16	64.0
Total	25	100

As shown in Table 4.36, 12% of respondent sampled agreed that vocational education courses are meant for students from poor family background. But many as 84% of them disagreed that vocational courses are not for only students from poor families. The remaining 4% of the respondents were not sure about the statement.

Table 4.37. *People with vocational education background have low social status as compared to people with other qualifications*

Position	Frequency	Percentage (%)
Strongly Agree	3	12.0
Agree	8	32.0
Not Sure	2	8.0
Disagree	2	8.0
Strongly Disagree	10	40.0
Total	25	100

The results in Table 4.37 indicate 44% of the respondents sampled agreed to the statement that, People with vocational education background have low social status as compared to people with other qualifications. 48% on the other hand, disagreed whereas the remaining 8% neither agreed nor disagreed with the statement.

Table 4.38. *Vocational education courses should be taught only in pure vocational and technical schools*

Position	Frequency	Percentage (%)
Strongly Agree	3	12.0
Agree	5	20.0
Not Sure	1	4.0
Disagree	7	28.0
Strongly Disagree	9	36.0
Total	25	100

In Table 4.38, the researcher asked whether Vocational education courses should be taught only in pure vocational and technical schools, 32% of the respondents agreed to the statement; 12% strongly disagreed and 20% agreed. 28% disagreed whereas 36% strongly disagreed that vocational courses should be offered only in pure vocational and technical schools. Only 4% were not certain of the statement.

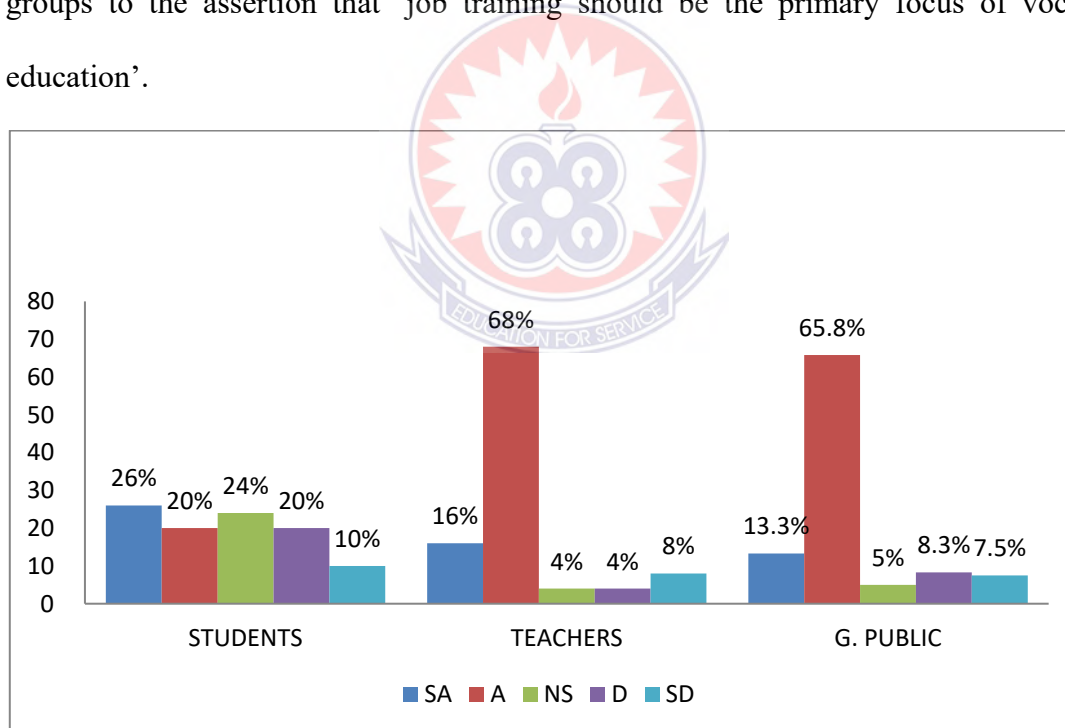
Table 4.39. *Vocational education is important to the development of the economy*

Position	Frequency	Percentage (%)
Strongly Agree	20	80.0
Agree	4	16.0
Not Sure	0	0.0
Disagree	1	4.0
Strongly Disagree	0	0.0
Total	25	100

In Table 4.39, the researcher stated that vocational education is important to the development of the economy; 96% of the respondents agreed to the statement; 80% strongly agreed and 16% agreed. Only 4% disagreed that vocational education has no importance to the development of the economy.

The figures below are the graphical representation comparing three responses obtained from the students of vocational education, teachers of vocational education and the general public:

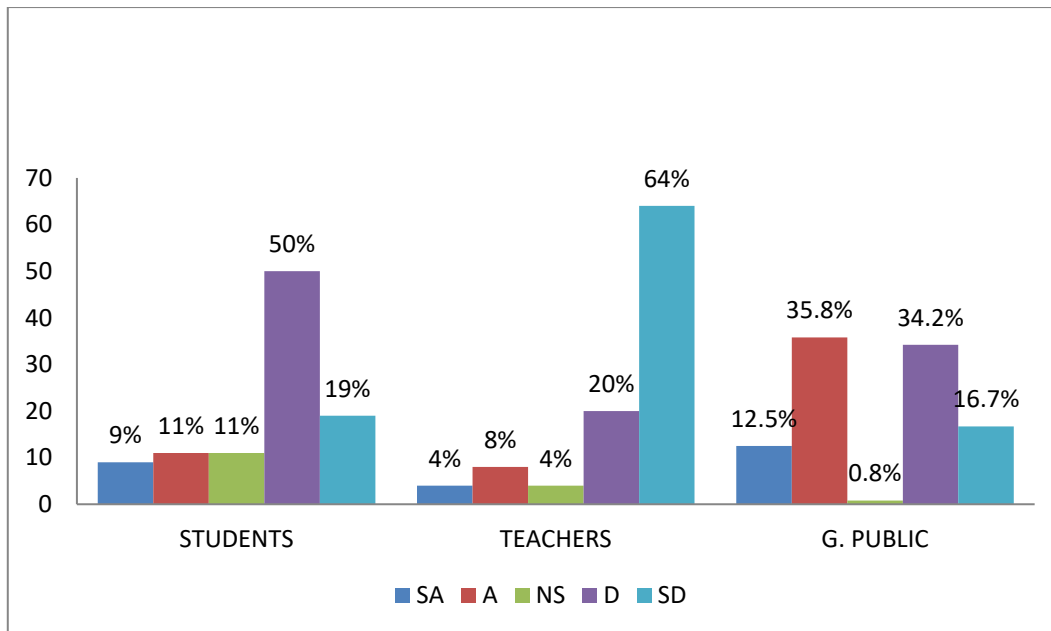
Figure 1: below is the bar graph showing the comparison of responses from the three groups to the assertion that ‘job training should be the primary focus of vocational education’.



SA= strongly agree; A= agree; NS= not sure; D=disagree; SD= strongly disagree

Figure 1: Primary focus of Vocational Education should be job training

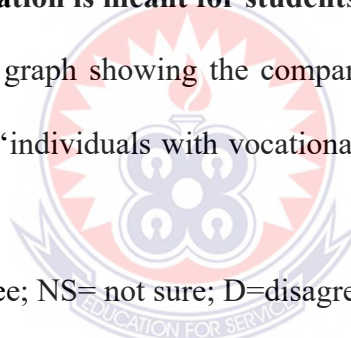
Figure 2: below is the bar graph showing the comparison of responses from the three groups to the assertion that ‘vocational education is meant for students from poor families’.



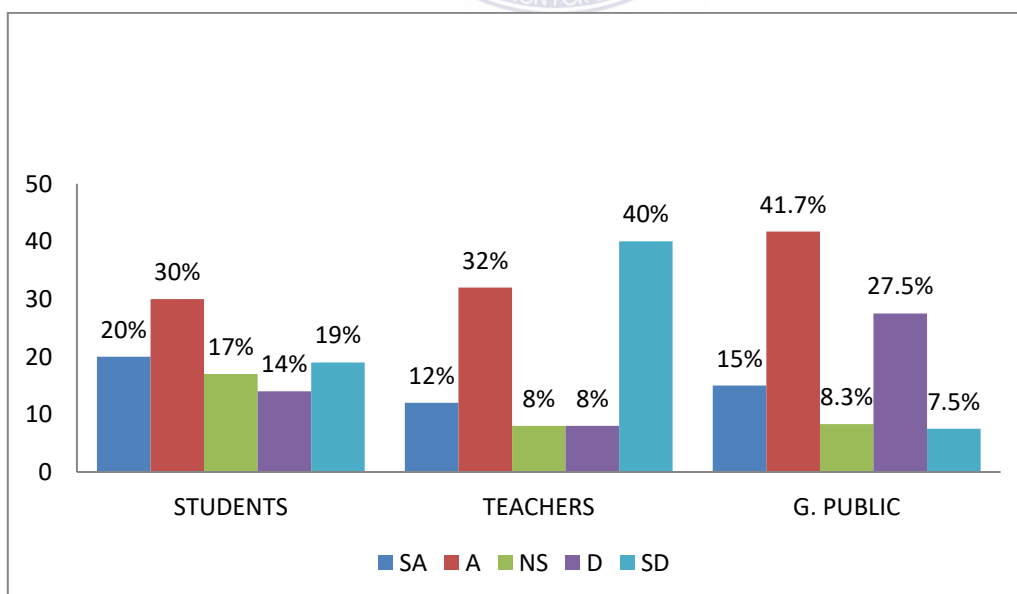
SA= strongly agree; A= agree; NS= not sure; D=disagree; SD= strongly disagree

Figure 2: Vocational Education is meant for students from poor family background.

Figure 3: below is the bar graph showing the comparison of responses from the three groups to the assertion that ‘individuals with vocational education background have low social statuses’.



SA= strongly agree; A= agree; NS= not sure; D=disagree; SD= strongly disagree



SA= strongly agree; A= agree; NS= not sure; D=disagree; SD= strongly disagree

Figure 3: Individuals with Vocational Education background have low social status

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This section covers the discussion of the findings or results of the research. Respondents expressed themselves on the various questions asked in the questionnaires provided. The substantial findings are discussed below:

5.2 Discussion of Result from Perception of Vocational Training in Ghana by the Public

5.2.1 Perception concerning Vocational Education being meant for less brilliant students

Many a person from the public was of the view that vocational education programmes are meant for the less brilliant students in senior high schools. With this view expressed, it could be said that majority of the Ghanaian populace do not know the intricacies of the vocational education in the senior high schools. This may be attributed to high rate of illiteracy of most Ghanaians. This is because they do not know the subjects taught and the bright opportunities in vocational programmes in the senior high schools.

This view was also made evident when most of the respondents gave a stance that they would prefer sending their less brilliant child to study a vocational programme in the senior high school. Probably, they are of the view that worthless people in the society should pursue such programmes in the senior high schools. Again, it could be based on observations made over the years by the general public that people who pursue such programmes do not aspire to higher heights in the academic and career fields.

5.2.2 Views on whether job training should be the primary focus of vocational education

A greater proportion of the respondents were of the view that, the vocational education in senior high schools should be geared towards training students on the job. Many Ghanaians are oblivious of the fact that, the 21st century is entrepreneurial era and therefore graduates should always have skills and knowledge to establish their own business enterprise. In fact, vocational education provides such avenue. Well, that is a laudable view, but of course, many students also use the vocational programmes as a stepping stone to realise their ambitions to pursue other programmes at the tertiary level of education. This could be attributed to the fact that the society has not yet seen any difference after one has pursued a vocational programme at the senior high school with respect to hand- on practical skills. The public is of the view that, most students who pursue vocational programmes are not able to further their education due to one reason or another. Financial inadequacies as well as poor academic performance in the West African Senior School Examination (WASSCE) results could attribute to their inability to pursue further education.

5.2.3 Views on vocational graduates having brighter job opportunities

Many of the participants were of the view that, vocational graduates have brighter employment opportunities than their other counterparts who pursued other programmes. This could be attributed to the fact that, these graduates already have hand-on practical skills which at worst could be used to establish their own firms. Again, they may be employed by school canteens, restaurants or hotel business enterprises. Also, a good number of persons were of opposite view. Probably they think they have little practical experience to be self-employed or they do not utilise what they have learnt at school.

They may also be of the view that, since they are not employed by some employers they think they do not have better employment opportunities.

5.2.4 Courses in vocational education considering job vacancies in areas related to the planned courses

A majority of the participants were in agreement of the view that, future courses in vocational education should consider job vacancies in areas related to the planned course. They are probably expressing this view because; they think the courses in vocational programmes are not well structured to meet the needs of the job market. Their responses therefore give a hint that organisers of courses taught should consider the outlines of courses once again and necessary amendments made. Stakeholders involved in vocational programmes should partake in the introduction of better subjects and courses that can help to produce graduates to fill the vacancies in such areas.

5.2.5 Preparing vocational students for job

When asked the question, majority of the respondents were in agreement of the view that students should be trained for the job market. This was because; they think preparing them for the job to a large extent gives them security to the outside hostile world to get employed; after all, vocational education is sometimes referred to as career education or technical education.

Again, majority of the respondents were of the view that, students should be given specific job skills. Perhaps, it could help them become skilled and perform excellently on the job market. The public probably thinks that, graduates of vocational programmes are not given enough practical skills to perform on their field after graduation.

5.2.6 Offering of industrial practical attachment

A greater proportion of the respondents believe that students should be encouraged. This could be inferred that, with the industrial practical attachment together with the practical works done at school, students would be equipped with the requisite skills and knowledge which would help them excel in their field after graduation or equip them for further studies. Industrial attachments would help them appreciate and improve upon what is normally done which is not the best practice since they have some knowledge from school.

5.2.7 Nature of vocational educational courses

Many of the respondents were of the view that, the vocational courses are less challenging compared to other courses. Well, this could be attributed to the fact that, usually, they see students who perform shambolically in the basic education certificate examination (BECE) to pursue such courses. Again, considering their conduct in the society, such as going to town when classes are in progress and their general lukewarm attitude towards their studies, it suggests to the public that, their courses are not challenging.

5.2.8 Financial background of students studying vocational education

Little over one-half of the respondents do not agree to the assertion that vocational students are from poor family. This could be explained that, since vocational courses require that students purchase expensive practical wares and that the student who is poor might not be in the position to purchase them. Again, such students would not have the money to even get admitted to the senior high schools in the first place and even if they could, they would drop out due to financial constraints.

On the contrary, nearly half of the respondents were of the view that, such students are from poor family background. They probably think that there are so called better courses and programmes that well- to -do families can help their wards to pursue. They therefore think that, these vocational programmes are not keenly competed for and hence that is the only available programmes students from the poor families can pursue.

5.2.9 Social status of people who have studied vocational education

Most of the respondents from the general public were in agreement of the view that people with vocational education background have low social status as compared to people with other qualifications. Well, this could be due to observations made in the society that suggests to them that, people with other professions or careers have high social status. They tend to compare them to teachers, doctors, engineers or bankers.

5.3 Discussion of Result from Perception of Vocational Training in Ghana by the students

5.3.1 Reasons for choosing to pursue vocational programmes

Majority of the students who responded to this question were of the view that, after pursuing these programmes and upon completion they would get job opportunities. This one way or another refutes most of the beliefs that most students offer vocational courses for the reasons that they had low grades in their BECE or they were forced. This by far suggests that, courses offered in vocational programmes should be geared towards the acquisition of skills so that graduates can get employed easily.

5.3.2 Academic progression of vocational students after senior high school

A greater percentage of the participating students were of the view that they want to continue their education after completing senior high school. This demonstrates how serious they are with their education aside the fact after pursuing a vocational programme; it can earn one his/her daily bread. The public should therefore not underestimate the potentials of students who offer vocational programmes since there is an adage that where there is a will, there is a way. This optimistic attitude of the students suggests that there are higher heights they can go.

5.3.3 Setting for the teaching of vocational educational courses

Most of the students were of the view that vocational courses should be taught at pure vocational and technical schools. The students probably were of this view because; most of the senior high schools teaching vocational courses do not really teach the practical bits of the courses or less practical works are done. Well, their responses could have also been motivated from the fact that, perhaps, their teachers are not competent enough or they do not appreciate the contribution of senior high school in shaping their lives for the future academic pursuits.

This position of the students was strengthened when most of the respondents were of the view that vocational education would motivate them to continue their education after graduation.

5.3.4 Offering of industrial practical attachment

Close to 90% of the students who responded to the question were of the view that they should be offered the opportunity to embark on industrial attachments. This suggests that there is little practical offered to students in the senior high schools and therefore would

like to improve their skills in their field of study. This would also improve their confidence so that the society would realise that they have learnt something great from the school they attended. They probably also think that their teachers are not up to task in terms of practical experience and this was made clear when majority of the respondents agreed to the assertion that vocational education teachers should have practical industrial experience.

Again, students to a large extent are of the view that their schools do not have adequate tools and equipment in my school. This was probably due to how less resourced their practical rooms are and also how frequently they perform practicals.

5.3.5 Specific employability skills for vocational students

Greater percentage of the students who responded to this question was of the view that, they should be given specific job skills needed to get a job or continue training after graduating senior high school. This affirms the view that vocational education is also called career education and that at least after going through the education, they get their hand- on skills to work which either can give them employment after school or further their training.

This was also made evident when greater proportion of the students was of the view that their training should be geared towards job training primarily so as to equip them with the requisite skills.

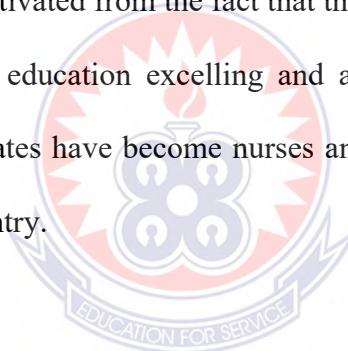
Many of the students who responded to the questions in the questionnaire were of the view that their schools are much focused on teaching more theory than practical in their schools.

5.3.6 Financial background of students studying vocational education

Largely, the students were against the view that vocational educational courses are for students from poor families. This could be a reaction to what they usually hear from the public or truly speaking, they think otherwise to the assertion that ‘vocational education courses are for students from poor families’. It could be that a confounding factor that majority of those who responded to this are from rich families.

5.3.7 Social status of people who have studied vocational education

One-half of the students were of the view that people with vocational education background have low status as compared to people with other qualifications. Their answers could have been motivated from the fact that they can see some people who have qualifications in vocational education excelling and advancing to higher heights. For instance, some of the graduates have become nurses and dieticians as well as renowned fashion designers in the country.



5.4 Discussion of Result from Perception of Vocational Training in Ghana by teachers of Vocational Courses in SHS

5.4.1 Improvement of student enrolment into vocational courses

A greater portion of the participating students were of the view that enrolment of students into vocational courses could be improved if negative perceptions are removed as opposed to when resources are improved. The negative perception, predominantly that ‘students who are less brilliant and obtained low aggregates from BECE pursue vocational programmes’ tend to repel students from having the interest to pursue such courses in the senior high schools.

5.4.2 Relevance of vocational education in senior high school education

Majority of the respondents were of the view that, vocational education is an important part of senior high school education. Someone may be of the view that since they are teachers of such courses, there would be some kind of conflict of interest and hence influence their decision; but it is known that sculpture pieces and paintings made by the visual Art department which offers vocational education.

5.4.3 Primary focus of vocational education in senior high schools

Many of the teachers who participated in the exercise were of the view that job training should be the primary focus of senior high school vocational education. Probably, they think the course outline is not structured in the way that will enhance professional skills of the students after graduation. They probably think that their teaching should be much practical based than theoretical so that requisite skills imparted onto the students.

Buttressing this point, the teachers were of the view that vocational courses should ensure students graduate with specific job skills needed to get a job or continue training after graduating from senior high school. They are probably of the view that vocational courses provide students with careers and hence their teachings should provide students with specific job skills. This would help the students in the outside world of work after graduation or serve as a stepping stone to other opportunities.

Also, almost all of the participating teachers were of the view that future courses in vocational education should consider job vacancies in the areas related to the planned course. It once again suggests that various courses taught at the senior high schools do not include a lot of courses which can provide students with direct employment after graduation.

Again, many of the teachers were of the view that the main purpose of vocational education programmes should be to prepare students for the job market. This would perhaps ensure that those who are unable to further their studies have work to do after graduating from the senior high schools.

5.4.4 Intelligent status of students studying vocational courses

A greater proportion of the participating students were in disagreement of the view that vocational courses are not for smarter students. They therefore believe that vocational courses are for smarter students who are brilliant and have the desire to pursue practical - based courses. This is because, if one is not smart enough, he or she may not be able to learn the rules and guidelines governing the study of such vocational courses. The teachers are thus in agreement that the technicalities in these fields of study require that students be smart to grasp concepts delivered to them.

5.4.5 Academic progression of vocational students after senior high school.

Majority of the responders were of the view that vocational courses provide good academic progression. This is probably because they have had students who have had admission into tertiary institutions such as the university, polytechnics and the training colleges. For instance pursuing home economics courses can provide the student to gain admission into a nurse's training college.

Majority of the teachers were therefore against the view that vocational education courses should be taught only in pure vocational and technical schools. This position of theirs was probably due the fact that, the senior high school has extra benefit that the purely vocational and technical schools might not offer them to provide good academic

progression. This is because; different students have different reasons for pursuing vocational educational courses.

5.4.6 Facilities for vocational programmes

Majority of the teachers who participated in the exercise were in disagreement of the view that there are adequate resources for vocational courses in senior high schools. This affirms the response given by the students. That could be the reason why allegedly there is little practical work done at their schools. This suggests that, school authorities and the government should help to provide the necessary tools and equipment as well as good books for studies.

5.4.7 Financial background of students studying vocational education

Majority of the participating teachers were against the view that vocational education courses are for students from poor families. This affirms the stance already taken by majority of the students who responded to this question. Obviously, the reason for this position by the teachers is that, vocational education involves practical work which is money demanding. The poor may not be able to meet the requirements for the practical work. Moreover, after graduation from the senior high schools, many get established by their family members and therefore invariably refutes the misconception that vocational education is for students from poor families.

5.4.8 Social status of people who have studied vocational education

Close to one-half of the respondents were against the view that people with vocational education background have low social status as compared to people with other qualifications. Their response could have been motivated from the fact that they have

vocational education background. On the other hand, their stance may be a true reflection of the reality.

A good number of the respondents were of opposing view and this could have been motivated from the fact that, the society looks down on most of them and that they do not have the prestige they expected and hence their expression of inferiority complex. Moreover, the way perhaps they carry themselves could account for the reason why the society despises them; this includes how they conduct themselves, their communication skills and their involvement in important social events.

5.4.9 Impact of vocational education to the nation's economy

Almost all the participating teachers were in agreement of the statement that vocational education is important to the development of the economy. It is not surprising that almost all the teachers were in agreement since the fashion industry, pottery, music, arts, hotel and catering industries are all arms of the vocational education sector. The aforementioned few branches of the vocational education sector to a large extent help the country to earn foreign exchange as well as the provision of employment to the youth of the country and therefore reducing the heavy burden on the government. Their products also make the country nicer through the artistic designs at vantage points in the country; to mention but a few.

5.5 Discussion of some results obtained by comparing responses from the students, teachers and the general public

5.5.1 Discussion of results obtained in chart 1 of chapter four (primary focus of vocational education should be job training)

Vocational education may be defined as the instruction in skills necessary for persons who are preparing to enter the labour force or who need training or retraining in the technology of their occupation. (Encarta, 2009 contributed by William W. Brickman).

46% of the students who responded were of the view that, their education should primarily focus on training the students for the job. The percentage of teachers and members of the general public who were in agreement to this assertion were 84% and 79.1% respectively. From this, it could be inferred that, most of the students are not necessarily pursuing vocational education for direct employment upon graduation. They thus believe that pursuing vocational education would open doors for them for brighter opportunities. Majority of their teachers as well as the general public representing their parents were of divergent view and that, they believe that, it is necessary to impart practical techniques and skills so that after graduation they would obtain jobs in restaurants, hotels or even become self-employed. They are probably of this view since, as the name implies, vocational education should provide vocational or technical skills needed for the industry.

5.5.2 Discussion of results obtained in figure 2 of chapter four (vocational education is meant for students from poor family background).

The percentage of students, teachers and members of the general public who were in disagreement to this assertion were 69%, 84% and 50.9% respectively. The result obtained from the general public could be used to really assess the perception that

‘vocational education is meant for students from poor family background’ due to the assumed candid opinion that can be obtained from them. It means that quite a number of Ghanaians are of the view that families which are not well-to-do send their wards to senior high schools to study vocational programmes. This could be an observation made by the general public over the years. The results however from the students and the teachers could have been motivated from the fact that, they want to protect the image of their programme so that students from well-to-do families would be attracted to pursue vocational programmes.

5.5.3 Discussion of results obtained in figure 3 of chapter four (individuals with vocational education background have low social statuses).

The percentage of students, teachers and members of the general public who were in agreement to this assertion were 50%, 44% and 56.7% respectively. Interestingly, majority of the students, teachers as well as the general public believe that compared to most other individuals in the society with other professional backgrounds are highly respected perhaps due to the prestige associated with those professions. As a result, most of the time, when the community is conducting any social function, individuals with vocational education background are not well utilised in decision making or assigned important responsibilities. Ken Livingstone (1945), a British politician in his quotation said, ‘the working classes are never embarrassed by money-only the absence of it’. Therefore, it could also be as a result of the fact that, individuals with vocational background do not live luxuriously or extravagantly in the community since the Ghanaian perceives social status as the degree of prestige attached to the profession one does or how respected an individual is due to his or her wealth.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter aims to summarise the findings made and draw conclusions from them. It also presents recommendations that would help to remove or better still minimise the misconception of the Ghanaian towards the study of Vocational education.

6.2 Summary of Findings

The summaries of findings have been outlined below:

A. Strategies that can be applied to improve enrolment of students into vocational education

The result of the study shows that strategies can be put in place to improve the enrolment of students into vocational education; and these include:

- Conscious effort to remove the perception that vocational education is meant for less brilliant students
- Provision of job opportunities to make vocational education attractive to students
- Removal of the perception that vocational education is less challenging
- Education should be given to graduates of vocational education to carry themselves responsibly in order to attract others to pursue vocational education
- Students should be oriented on the academic progression avenues in vocational education

B. Strategies that can be employed to improve vocational education

Vocational education is to a large extent practical intensive pursuit and the following can be employed to bring improvement in the education of such students:

- Facilities should be adequate in the schools through the help of the school management and authorities as well as the intervention of the government
- More practical techniques should be one of the primary vision of vocational education so that at least specific employability skills for vocational students
- Students of vocational education should be encouraged to offer industrial practical attachment
- Appropriate settings for teaching should be provided

C. The relevance of Vocational education

Another reason for the public not valuing vocational education is that they do not appreciate the importance of vocational education. The following are the relevance of vocational education:

- Helps in the development of the nation's economy
- Providing the scaffold for students to reach higher heights in the academic field
- Development of skilful human resources for various industries; for instance in secondary production.

6.3 Conclusions

In conclusion, the invaluable contribution of vocational education cannot be underestimated. The vocational courses offered at various senior high schools in Ghana have made immense contributions to the development of the country.

It is essential that parents allow their wards to pursue any vocational programme of their heart desire. When the public is made aware of the significance of vocational education and then the essential tools and equipment needed for the study of such vocational courses made readily available to school, it would not be surprising that in the not distant future, very bright students from all walks of life would keenly compete with themselves in order to gain admission into Senior High Schools to study vocational programmes. Therefore, parents and guardians should encourage their wards to pursue vocational education programmes so that the misconception can be erased from the minds of the general public.

Complementing the above, some few years ago, one female student who was among the best students in Ghana in the BECE although was talented in Art and therefore wanted to pursue Visual Arts was advised to pursue Science at the senior high school. All of these discouraging activities should be discouraged by parents and teachers.

Again, to a large extent, the conduct of students, especially their unseriousness tends to drive many bright students away from vocational education. It is therefore prudent that teachers continue to instil discipline into students' life.

School authorities should desist from the practice of giving students who did not qualify for admission into the various senior high schools to study the vocational programmes. When this practice is stopped, good students would perform better during the WASSCE which would therefore remove the stigma on vocational education.

Teachers of vocational courses should as well be given first-class workshop training from time to time in order to get abreast with the current trends in the discharge of their duties.

6.4 Recommendations

Based on the findings of the research and conclusions drawn, the researcher recommends the following:

The researcher recommends that proper academic facilities for vocational education should be provided by authorities of schools and other stakeholders. Many, if not all tools and equipment should be provided to bring quality to vocational education.

Again, parents, teachers and the community at large should encourage talented brilliant students who wish to develop their skills to pursue vocational education and then become fulfilled in life. Students who excel in vocational education should be recognised through the awarding of scholarships. This would challenge students who are not studying enough to sit up and work up to expectation.

Industrial attachments should be a thing to consider by designers of the course content for vocational education courses. Again, productive workshops should be organised periodically in order to help teachers to learn new methods and concepts concerning the teaching of vocational courses.

Again, the media must be consulted to propagate the immense contributions of vocational education to the general public. Also, regular education can also be given to pupils in the junior high schools on the numerous benefits associated with the study of vocational education at the senior high schools. Finally, individuals with vocational education background at the senior high school level should be encouraged to pursue further studies and programmes in order to encourage the younger generation in vocational education to get attracted to the programme.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

MASTER OF TECHNOLOGY IN FASHION DESIGN AND TEXTILES

RESEARCH QUESTIONNAIRE FOR THE GENERAL PUBLIC

This questionnaire is designed to help gather information on the attitude of the Ghanaian towards vocational education in senior high schools. The information that you will provide is for academic purposes ONLY and no part of it will be made public. Thank You.

SECTION A: PROFILE OF RESPONDENTS

A1. Age:

- a) 20—29 yrs [] b) 30—39 yrs [] c) 40—49 yrs [] d) 50 + yrs []

A2. Educational attainment:

- a) JHS/Middle school [] b) SHS/O' or A' Level [] c) Diploma/HND []
d) First Degree [] e) Master's Degree [] f) PHD []
f) Other [], Please specify.....

A3. Employment status:

- a) Employed [] b) Unemployed [] c) Student []
d) Other [], Please specify.....

SECTION B

Complete the following questionnaire by evaluating the statement and indicate whether you agree or disagree with the specific statement.

B1. Vocational programmes in senior high schools are for less brilliant students?

Agree [] b) Disagree []

B2. If you have two children, one brilliant and one less brilliant, which of them will you recommend to offer vocational course?

The brilliant child [] b) The less brilliant child []

Please indicate by how much you agree or disagree with the following statements regarding Behaviour Base Safety Programmes. Note that SA=Strongly Agree; AG=Agree; NS=Not Sure; DA=Disagree; SD=Strongly Disagree

#	STATEMENT	SA	AG	NS	DA	SD
B4	Job training should be the primary focus of senior high school vocational education					
B5	Vocational graduates have brighter job opportunities					
B6	Future courses in vocational education should consider job vacancies in the areas related to the planned course					
B7	The main purpose of vocational education programs should be to prepare students for a job					
B8	Vocational education courses should ensure students graduate with specific job skills needed to get a job or continue training after graduating senior high school					
B9	Vocational students in senior high schools should be					

	offered practical industrial attachment					
B10	Vocational courses are less challenging					
B11	Vocational education in SHS is an alternative route to higher education					
B12	Vocational education courses are for students from poor families					
B13	People with vocational education background have low social status as compared to people with other qualifications					



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

MASTER OF TECHNOLOGY IN FASHION DESIGN AND TEXTILES

RESEARCH QUESTIONNAIRE FOR VOCATIONAL STUDENTS IN SHS

This questionnaire is designed to help gather information on the attitude of the Ghanaian towards vocational education in senior high schools. The information that you will provide is for academic purposes ONLY and no part of it will be made public. Thank You.

1. I chose to study a vocational course because

a) I like it [] b) It will give me job opportunity after completion []

c) I had low JHS grades [] d) I was force to do it [] e) It will offer me easy academic progression []

2. What do you planned to do after senior high school?

a) Continue my education [] b) Get employed []

Please indicate by how much you agree or disagree with the following statements regarding gains in Behaviour Safety Programmes and Culture Change Safety Programmes. Note that SA=Strongly Agree; AG=Agree; NS=Not Sure; DA=Disagree; SD=Strongly Disagree

#	STATEMENT	SA	AG	NS	DA	SD
3	Vocational education courses should be taught only in pure vocational and technical schools					
4	Vocational education will motivate me to continue my education beyond senior high school					
5	Vocational students in senior high schools should be offered practical industrial attachment					
6	Vocational education teachers should have practical industrial experience					
7	We have enough tools and equipment in my school					
8	Vocational education courses should ensure students graduate with specific job skills needed to get a job or continue training after graduating senior high school					
9	Job training should be the primary focus of senior high school vocational education					
10	Vocational education courses are for students from poor families					
11	Teaching of vocational subjects is more of theory than practical					
12	People with vocational education background have low social status as compare to people with other qualifications					

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

MASTER OF TECHNOLOGY IN FASHION DESIGN AND TEXTILES

RESEARCH QUESTIONNAIRE FOR TEACHERS OF VOCATIONAL

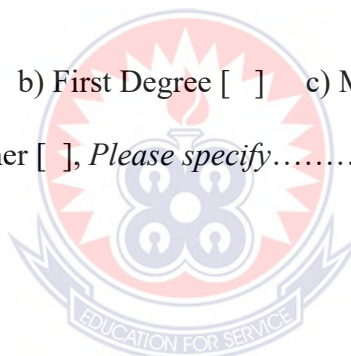
COURSES IN SHS

This questionnaire is designed to help gather information on the attitude of the Ghanaian towards vocational education in senior high schools. The information that you will provide is for academic purposes ONLY and no part of it will be made public. Thank You.

SECTION A: PROFILE OF RESPONDENTS

A1. Educational attainment:

- a) Diploma/HND [] b) First Degree [] c) Master's Degree []
d) PHD [] e) Other [], *Please specify*.....



SECTION B

B1. Enrolment in vocational courses will improve if:

- a) Negative perceptions are removed [] b) Resources are improved []

Please indicate by how much you agree or disagree with the following statements regarding Culture Base Safety Programmes. Note that SA=Strongly Agree; AG=Agree; NS=Not Sure; DA=Disagree; SD=Strongly Disagree

#	STATEMENT	SA	AG	NS	DA	SD
B2	Vocational education is an important part of senior high school education					
B3	Job training should be the primary focus of senior high school vocational education					
B4	Vocational education courses should ensure students graduate with specific job skills needed to get a job or continue training after graduating senior high school					
B5	Vocational courses are not for smarter students					
B6	Future courses in vocational education should consider job vacancies in the areas related to the planned course					
B7	Vocational courses provide good academic progression					
B8	There are adequate resources for vocational courses in senior high schools					
B9	The main purpose of vocational education programmes should be to prepare students for a job					
B10	Vocational education courses are for students from poor families					
B11	People with vocational education background have low social status as compared to people with other qualifications					
B12	Vocational education courses should be taught only in pure vocational and technical schools					
B13	Vocational education is important to the development of the economy					