UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE IMPACT OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING. A CASE STUDY OF TOH-KPALIME VOCATIONAL TRAINING INSTITUTE IN THE SOUTH DAYI DISTRICT OF THE VOLTA REGION

SAMPSON AGBELI BOTCHOEY

AUGUST, 2015

UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING THE IMPACT OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING. A CASE STUDY OF TOH-KPALIME VOCATIONAL TRAINING INSTITUTE IN THE SOUTH DAYI DISTRICT OF THE VOLTA REGION

SAMPSON AGBELI BOTCHOEY

A Project Report in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfilment of requirements for award of the Master of Arts (Educational Leadership) degree.

AUGUST, 2015

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE……

DATE……...

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR……

SIGNATURE……

DATE……

ACKNOWLEDGEMENT

My utmost thanks go to the Almighty God for granting me the strength, good health, guidance and helping me to come to this level of my education. I wish to express my sincere thanks to Mr. Isaac Addai, Head of Business Accounting Department, University of Education, Winneba for his patience, support, encouragement and guidelines which enabled me to complete this project report.

I am also grateful to Rev. Fr. Dr. Francis K. Sam, Head of Educational Leadership Department, University of Education,Winneba and all lecturers in the Department for their assistance throughout the programme. My profound gratitude and indebtedness also goes to Mr. W.S. Adoble for proof reading the work and also giving suggestions. To Priscilla Agbeli Elikplim and Richard Addae, I say thank you for your assistance and not forgetting Esther Asare of Toh-Kpalime V.T.I for typesetting the scripts.

I am indebted to others who supported me in diverse ways whose names have not appeared here. My gratitude also goes to the South Dayi District Assembly and the Toh-Kpalime Vocational Training Institute for making relevant information available to me from their archives and libraries during the research. I am again thankful to the staff and trainees of Toh-Kpalime Vocational Training Institute for their warm reception throughout the study.

Finally, I am grateful to all authors whose books and materials were used as references in this research work.

DEDICATION

This work is dedicated to my wife Susan Kodzotse and my daughters Emefa and Elikplim.

TABLE OF CONTENTS

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

METHODOLOGY

CHAPTER FOUR

RESULTS, ANALYSIS AND DISCUSSION

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The primary objective of all technical and vocational education and training programmes is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or occupational area. This study therefore sought to assess whether this objective has made an impact on the youth in Toh-Kpalime in the South Dayi District. Questionnaire and interview methods were employed in gathering data from 115 respondents made up of staff of Toh-Kpalime VTI, current trainees, past trainees and parents. The data collected were analyzed and presented using tables, percentages, pie charts, frequencies and bar graphs. The results were discussed extensively and the findings indicated that TVET has made an impact on the youth in job creation, employment, and improved living standard of the youth and as a means of reducing unemployment in the district. Overall testimony given by respondents indicates that the training they received have been helpful in securing suitable jobs, that allow them to generate some income. It is recommended to the government and the South Dayi District Assembly to channel part of the District Assembly Common Fund as a start-up capital for those who graduated from skills training institutions and also invest in TVET which is the surest and fastest way to reducing unemployment among the youth in the South Dayi District and Ghana as a whole.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Technical and Vocational Education and Training (TVET) is a comprehensive term which covers formal or informal Programmes designed to equip individuals with competencies for specific occupations or productive activities. TVET involves the study of related sciences and technologies, relevant knowledge and acquisition of practical employable skills (TVET policy framework for Ghana, 2001). The critical role that TVET can play in the development in a country cannot be overemphasized. Many African governments now attach serious importance to TVET because of its contribution to generating employment especially among the youth. Acquisition of skills and introduction of the youth through training for the world of work have been an important aspect of TVET. For African countries to attain the level of skilled workforce they need to create wealth and reduce poverty, TVET delivery system must be considered as critical on their development agendas. Providing the young people with opportunities for skill acquisition is widely perceived to be a fair and effective use of public resources. Job training programmes have therefore emerged as an important and widely studied class of social policy experiments.

TVET has the potential to curb high rates of unemployment especially among the youth by offering hand-on skills and can produce the much needed skills to develop the middle level manpower of industry. Individuals would then be in position to develop self- employment thereby reducing pressure on the few available jobs in the formal sector. The role of TVET in Ghana's national development is enormous. TVET provide skills, knowledge, attitude and values needed for the place of work. In contrast to general education, learning in TVET is centered on approved knowledge as opposed

to academics, practical as opposed to theory and skills as opposed to knowledge. TVET is meant to prepare learners for careers based on practical activities. Skill training is critical for sustainable development and poverty reduction in terms of creating a critical mass of technically and entrepreneurially qualified people, who are able to stimulate investment opportunities, create jobs and increase productivity. "A well-educated and trained workforce is a prerequisite for industrialization" (Pao, 1996).

Considering the prominent role that TVET plays in the development of human capital in the economy of Ghana it came as no surprise when in 1969, an Act of Parliament, (Act 651) was passed to establish the National Vocational Training Institute whose mandate is to coordinate vocational training at all levels in Ghana, assess and award certificates in both formal and informal sectors of training. Again, the government of Ghana in realizing the need to bring together all vocational and technical training carried out by different training providers scattered all over the country established the Council for Technical and Vocational Education and Training (COTVET) by an Act of Parliament, (Act 718) to harmonize all aspects of TVET in the country including policy formulation to improve TVET in Ghana.

1.2 Statement of the Problem

As a matter of fact, the rate of unemployment seems to be on the rise among the youth especially in the South Dayi District of the Volta Region. Due to this, most of the youth are engaged in menial jobs as a means of livelihood and others do virtually nothing even though some have received training in employable skills from the Toh-Kpalime V.T.I. It is therefore important to assess the situation and the impact that TVET at Toh-Kpalime V.T.I. has made on the youth and the extent to which the training providers have carried out their mandate to combat unemployment. The

effectiveness of the institute's programs in relation to the current job market was also assessed to ascertain their suitability and possible improvement.

Formal technical and vocational education and training were introduced into the South Dayi District in 1994 by the German Development Service in collaboration with the Government of Ghana through the establishment of Toh-Kpalime Vocational Training Institute. The main purpose for the establishment of the Centre is to train the youth to acquire vocational and technical skills which will prepare them for the job market (Toh-Kpalime Craft Centre Archives, 1994).

The Toh-Kpalime Vocational Training Institute is now one of the 35 vocational training institutions under the auspices of the National Vocational Training Institute. The training institute is sited on a twenty five (25) acre piece of land donated by the chiefs and people of Toh-Kpalime as their contribution towards the establishment of the institute. The motto of the Institute is "Knowledge and Skills" and its mission is to train the youth in employable skills for wage and self- employment to reduce poverty in the community. The institute now trains students in six (6) trade areas namely: General Electrical, Carpentry & Joinery, Masonry (Building), Dressmaking, Batik Tie & Dye, Cookery and Computer software. The institute is managed by a board, referred to as "Institutional Management Committee" (IMC) working through the Institute Manager who administers its day-to-day activities.

Since 1994, the Toh-Kpalime Vocational Training Institute has lived up to its mandate by training the youth to acquire employable skills for self- employment and industry for national development. It has staff strength of 25 with 6 non- teaching staff. Records indicate that over last five years, the institute has trained an annual average of 250 youth. In spite of this achievement, a sizeable number of the youth are still unemployed.

1.3 Objectives of the Study

The broad objective of this study is to investigate how TVET at Toh-Kpalime VTI has contributed to improve the living conditions of the youth in South Dayi District through employment generation. The specific objectives are to:

(i) Evaluate the perception of the youth about TVET and training programs at Toh-Kpalime V.T.I.

(ii) Examine the employment opportunities of TVET graduates.

(iii) Assess how TVET has contributed to improve the living standards of the youth.

1.4 Research questions

The research was guided by the following questions.

(i) What is the perception of the youth about TVET and training programs at Toh-Kpalime V.T.I.?

(ii) What are the employment opportunities for TVET graduates?

(iii) How has TVET impacted on the living standards of the youth?

1.5 Significance of the Study

The South Dayi District is a newly created district carved out of the Kpando District in 2004. Its population is fast growing with corresponding high unemployment rate among the youth. This study will therefore equip the South Dayi District Assembly with reliable information on the state of TVET and unemployment among the youth.

The study will also benefit the Toh-Kpalime Vocational Training Institute and N.V.T.I. as a whole especially when introducing new programs. It would also be useful

to the Ministry of Employment and Labour Relations when dealing with unemployment among the youth in general. Finally, the study will add to the stock of researches already carried out about TVET in Ghana.

1.6 Delimitation

The study is delimited to the South Dayi District and the Toh-Kpalime Vocational Training Institute. It focused on the youth, past and current, trainees and instructors of the Institute.

1.7 Limitations

The scope, depth and extrapolation of the study are limited by the following factors:

(i) The study is funded from personal financial sources thereby limiting a more comprehensive data analysis being done.

(ii) No two institutions and districts are the same; as such it cannot be guaranteed that the findings from this study can be applied to other vocational training institutions and districts elsewhere.

(iii) The time available for carrying out the study is too short for a comprehensive research to be conducted.

1.8 Definition of Terminologies

(1) TVET: Technical Vocational Education and Training

(2) Vocational Training: Training that emphasized skill and knowledge required for a particular job. E.g. needle work, carpentry, masonry etc.

(3) N.V.T.I. National Vocational Training Institute.

(4) COTVET: Committee for Technical Vocational Education and Training.

(5) TOHVOC: Toh-Kpalime Vocational Training Institute.

(6) Skills: - Occupational proficiency within a job.

1.9 Organization of the Study

The study is organized into five chapters as follows: the introductory chapter, followed by chapter two where related literature is reviewed. Chapter three describes the methodology that was used for the study. It deals with the research design, population, sample and sample procedures, instruments, validity of instruments data collection procedure and data analysis. The results and discussions are found in chapter four. Chapter five comprises the summary, conclusions and recommendations.

1.10 Background of the South Dayi District

The South Dayi District with its capital at Kpeve was established by Legislative Instrument L.I 1753 of 2004. It was carved out of the then Kpando District and inaugurated on19th August 2004. This was as a result of the growing population of the then Kpando District and also, to ensure that development gets to every part of the district. According to the 2010 Population and Housing Census, the population of South Dayi is 46,661 representing 2.2 percent of the regions total population. Males constitute 47.4 percent and females represent 52.6 percent. The District is predominantly rural as 61.2 percent of its population resides there compared to urban areas inhabited by 38.8 percent. The population of the district is youthful with more than one-third (39.0%) below 15 years. The South Dayi District shares boundaries with North Dayi and Afadzato Districts to the North, Ho West District to the east and Asuogyaman District in the south while the Volta Lake forms the Western boundary. The District covers a total land area of 358.3 square kilometers, which is 1.7 percent of

the total land area of the Volta Region with about 20% of its land covered by the Volta Lake.

In terms of language and culture, the people of South Dayi District constitute homogenous group. All the people of the four traditional areas (Peki, Tongor, Kpalime and Kpeve) speak the same language which is Ewe and their culture is the same (Ghana Statistical Service, 2014). The Toh-Kpalime Vocational Training Institute was started in 1994 when the Toh-Kpalime community and the whole area was under the then Kpando District. However in 1994, the political administration of the area was handed over to the South Dayi District Assembly after it was inaugurated.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter seeks to review literature from authors and findings of previous research work done on the impact of TVET and youth unemployment from a globalized perspective. Discussions in this chapter will be grouped under the following headings: Selection learning, Vocational development, Career education, TVET in Ghana, Education strategic plan and TVET Policy framework in Ghana, Self-esteem of females in TVET, Participation of females in technical education, Youth unemployment, Impact of TVET on transition to work and Skills requirements by percentages from the labour market. Finally, extracting lessons followed by conclusions end this chapter.

2.2 Theoretical Issues in TVET, Science and Technology Education

2.2.1 Selection Learning

One of the major concepts influencing the present day teaching and learning of science and technology is the theory of selection learning, proposed by Hull and Spencer (Bilodean, 1966). According to Hull and Spencer, complex learning can be achieved by building the foundations of simple principles. This implies that, when the person discovers the basic principles in a learning situation, he or she can translate them into complex situations. Therefore, acquisition of basic knowledge by the learner through selection of basic learning principles involving experiments will enable the learner to discover and build complex principles. Relating the acquisition of initial basic skills by the learner will aid him/her to develop complex skills which will enable him to understand and execute complex assignments. In vocational training, we always build on the skills already acquired through constant practice.

2.2.2 Vocational Development

Grewal (1999) describes another theory relating to the present study which was postulated by Super (1957). In this theory, Vocational development is described as the development and implementation of self-concept in the context of the work. The theory requires individuals to determine their capabilities as a means of work, recognizing themselves as unique individuals and comparing their similarities with others. It is noted that, the process of vocational development as dynamic synthesis is a result of the interaction of personal needs and resources of the individual and the economic and social demands of the culture. Explaining the role of the school as an environmental factor in the vocational development of the child (youth), it is pointed out that explanation in school through orientation courses and activities carried out through sources, drama, practical, as well as contact with peers and visitors to the school enhance the child's knowledge of the vocational work. These will also be sources of vocational information and motivation.

2.2.3 Career Education

Another theory that provides theoretical base for this study is Maslow's (1954) Theory of Career Education (Hoyt et al, 1974). Maslow maintained that, success in working life requires not only the skills to perform a job, but also the attitude, values and general abilities which lead one to work productively and influence one's ability to function as a productive member of society over a lifetime. According to Maslow, career education is the education that makes available all those pre-requisites, attitudes, knowledge and skills necessary to choose prepare for and pursue a successful career throughout life. The school can and should constitute a fill- in for, and attempt to remedy some of the short comings of other segments of the society. According to Hoyt

et al (1974) career education must increase the relevance of school by focusing on the learner's perception of work and of himself or herself as a worker. Career educationists are mindful of the fact that some learners learn better from "hands-on" experience than from abstract concept.

2.2.4 TVET in Ghana: A Tool for Skill Acquisition and Industrial Development

The importance of technical vocational education and training (TVET) in nation building cannot be over emphasized. Indeed, technical and vocational education is a major agent for industrial development as well as for social progress of any country. In Ghana, the case for education, especially technical and vocational education and training (TVET), is overwhelming both in terms of fulfilling human security and as an investment with very high returns. According to Nsiah-Gyabaah (2009), 'there has never really been any argument over the link between education and development because education helps to build national capacity to apply science and technology to social and economic problems'. Education is a fundamental human right and it is necessary for socio-economic development of society. It is a means to the fulfilment of an individual and the transfer of values from one generation to the next. Technical and vocational education and training is a fundamental element in the development equation, because it allows individuals and societies to unlock their potential, expand their horizons and adapt to the changes in the dynamic world (Nsiah-Gyabaah, 2009). Basically, the purpose of technical and vocational education is to equip young men and women with the technical and professional skills needed for socio-economic development of the country. The emphasis is on training people for self-employment. The Government has, in recent times, given renewed recognition to the TVET sub-sectored and has identified it as one of its priorities for addressing poverty alleviation.

It has accordingly highlighted TVET in its Ghana Poverty Reduction Strategic (GPRS) document in that regard. The Government also recognizes the strengthening of TVET as a means of developing the technical and skilled human resource base which Ghana needs urgently as a key strategy for rapid economic growth and for realizing the Ghana vision 2020 plan. In line with this realization, one of the basic philosophy and orientation of Ghana's vision 2020 plan is to reform all Technical/Vocational Education system to make it more responsive to the national goals and aspirations as well as local and global demands. Indeed, an improved TVET system will promote manufacturing, construction technology, agro-based Industry and commerce.

To achieve the said objective, requires a policy framework and direction as well as a radical shift in the design and delivery of the TVET curriculum at all levels, especially, at the Polytechnic level (Afeti, Baffour-Awuah and Budu-Smith, 2003). It is in this regard that Competency Based Training (CBT) has been introduced and emphasized in recent TVET education, especially at the Polytechnic level. This change in focus of training is based on the fact that it is the trained technical manpower in the advanced countries which has served as catalyst for industries in their economies. Since 2004, Japan International Cooperation Agency (JICA) has set up a Technical and Vocational Education and Training Support (TVETS) project which facilitated the passage of the COTVET law, developed detailed 173 implementation plans for COTVET, and has been piloting CBT in technical/vocational training institutions and polytechnics. TVET and CBT education, if adopted and applied very well will help to reduce or eradicate the high level of widespread poverty and deprivation because science or technology, which is applied on the farm, in clinic, in the office, at sea, in the mines, in the forest, at the workshop, at dressmaking, etc., depends on a workforce of skilled, competent technologists, technicians and craftsmen (Nsiah-Gyabaah, 2009). It

is the people with requisite scientific and technological education and technical skills who can create wealth and help a country to attain economic prosperity. In the context of this realization, TVET has been recognized as constituting a vital segment of Ghana's educational system and human resource development initiative.

2.2.5 Education Strategic Plan and TVET Policy Framework in Ghana

The Education Strategic Plan (ESP) 2003-2015 is in two volumes and was developed in 2002. Volume 1 describes policies, targets, and strategies while Volume II describes the Work Programme. The Plan outlines ten policy goals, which are clustered into four areas of focus: (a) Equity and Access; (b) Quality Improvement; (c) Educational Management, and (d) Science, Technology and TVET. Regarding TVET, the Plan aims to "Extend and Improve technical and vocational education and training" (GoG, 2002, p. 8). Specifically, the ESP aims to extend and support opportunities to young people, including out-of-school children and 'drop outs', to engage in technical and vocational opportunities. The aim is to achieve this by increased diversification and greater relevance to 'the real workplace' in the technical and vocational curriculum and by increasing the number of Technical Vocational Institutes and improving Polytechnics (GoG, 2002, p.14).

Existing laws which guide 175 TVET delivery include the National Vocational Training Institute (NVTI) Act of 1970; the National Board for Professional and Technician Examinations (NABPTEX) Act, 1994 (Act 492), the Children's Act, 1998, the Council for Technical and Vocational Education and Training (COTVET) Act, 2006 (Act 718), and the Polytechnic Act, 2007 (Act 745). The Government recognizes the strengthening of TVET as a means of developing the technical and skilled human resource base which Ghana needs urgently as a key strategy for rapid economic and

industrial growth for realizing the Ghana vision 2020 plan. In line with this recognition, one of the basic philosophies and orientations of Ghana's vision 2020 plan is to reform all Technical and Vocational Education systems to make them more responsive to the national goals and aspirations as well as local and global demands. A firmer commitment of Government to technical and vocational education to serve as the key to wealth creation and socio-economic development was made in 1991, with the publication of the Government White Paper on the University Rationalization Committee Report. When the White Paper on the Reforms to the Tertiary Education System was published in 2004, particular attention was paid to technical education with emphasis on the role the polytechnics can play in developing the skilled manpower that the country needs for development.

2.2.6 Self-Esteem of females in TVET

Self-concept and self-esteem are terms that are often used to express the levels of one's sense of competence and ability to meet the challenges of life with success in relation to the ability of others (Pascarlla and Terenzini, 1991). The self-esteem of an academic achievement (Austin, 1993; Anang and Brainard, 2000; Pascaralla and Terenzini 1991), opined that "gender differences exist in levels of self-esteem and impact academic success and academic expectations". Gallart, (1988) noted that "during the Junior High School years, girls' level of self-confidence steadily decline" while other researchers such as Hanson (1996) note that it is at this point in time that many girls give up the pursuit of science/TVET related subjects.

Self-confidence in ability of a female student is often dependent upon the judgment of others, and some may find it difficult to determine the adequacy of their own performance (Blenkyeral, 1986). Throughout the high school years, females' sense

of self efficacy becomes mostly dependent on the external opinions of others for vocation and motivation. According to Seymour (1995) "a female who does not have a well-developed confidence in her mathematical or science ability may have difficulty determining whether her performance is adequate" hence the decision of choice of course. Although female student enter with higher grades and overall test scores more than males, they are much less confident in their academic ability (Blenkyeral, 1986). Weber and Custer (2005) also note that "in academic, mathematics and scientific ability, women consistently express lower levels of self-confidence".

In a study by Felder et al (1994) that examined gender differences between female and male attitudes towards themselves, their education, and their academic achievement in an introductory chemical engineering course, female participants attributed poor performance in the course to a lack of ability. They also found that "self-efficacy in Mathematics and Science ability is highly related to the majority and persisting in the field of engineering. (and that) women tend to view their grades as the primary indicator of their academic success and overall school and college experience (and may even) attribute their failures, especially in Mathematics to a personal lack of ability". A belief in personal failure often causes females to drop out of engineering programmes even if they can do the work (Hanson, 1996; Arriagada & Ziderman, 1992).

2.2.7 Participation of Females in Technical Education

Wallace (1985), writing on technical education in the United Kingdom, noted that fewer females than males opted for wood work, metal work and technical drawing and that, this under representation which might have been caused by their performance was due primarily to sex-stereotyping and prejudice among members of the education

community. In a related study of gender socialization in Zambia, Kane (1990) as having shown that, house crafts was the most useful subjects for girls, while science was most useful for boys, thus emphasizing the influence of sex-difference stereotypes in participation and performance in science and technology, and TVET.

2.2.8 Youth Unemployment

The global youth unemployment rate rose sharply between 2008 and 2009, from 11.8 to 12.7 per cent, reversing the pre-crisis trend of declining youth unemployment rates since 2002 (International Labour Organization 2012). By 2011, 74.8 million young people were unemployed. In some regions, young people are nearly three times as likely as adults to be unemployed; they are also more likely than older workers to be underemployed or work in the informal labour market, in poor quality jobs that require low levels of skills and offer limited socio-economic security, training opportunities, and working conditions (International Labour Organization 2012). Significant regional variation in youth unemployment exists; and, in many countries, young women are much more likely to be un/underemployed than young men (United Nations 2012). Over 40 per cent of all young people live on less than two US dollars a day, with youth in developing countries disproportionately among the working poor (International Labour Organization 2012). This enormous unlocked potential represents a substantial loss of opportunity for both individuals and society.

One billion young people, the majority from low and middle income countries, are predicted to reach employment age within the next decade (International Labour Organization 2012), compounding the already severely limited opportunities for integrating youth into the labour market. With increasing policy importance now placed on higher-order skills and their central role in the global knowledge-based economy, comes a renewed focus on the potential of TVET to equip youths with the abilities to

seize available work opportunities, and, in turn, impact upon global poverty and social stability (African Union 2007; King and Palmer 2010; Péano et al. 2008; United Nations Educational, Scientific and Cultural Organization 2010, 2012). Neglected by the World Bank and other donor agencies during much of the 1980s and 1990s, there has been growing investment in TVET since 2000. Deciding which programmes to implement requires an understanding not only of which models are effective, but for whom they are effective. Collecting evidence from studies that have analyzed these issues is crucial for purposes of policy-making.

2.2.9 Impact of TVET on Transition to Work

As noted earlier, expectations were that technical and vocational education offered in secondary schools makes it easier for the students to find work on leaving school, and become more productive and trainable, once in the labor force, thereby increasing their earning potential. Other expectations were also expressed for TVET. Faced with a need to limit enrollment to costly post-secondary education, secondary schools and TVET were meant to decrease this demand by placing students on a track leading to the labor market and employment instead. Policymakers were also quick to see TVET as a solution for broader social problems of employability of the disadvantaged, gender bias in employment, and youth unemployment, without considering whether these problems had their root causes in a lack of skills or in other social and economic factors. Middleton, Ziderman, and Adams (1993) found limited evidence to support the effectiveness of TVET in addressing social objectives and concluded that TVET was more effective where it was focused on providing skills closely matched with existing employment opportunities.

Evidence in developing countries revealed that TVET can improve employment of the academically disadvantaged if secondary enrollment ratios are high and unemployment is low. Secondary enrollment in most developing countries is low. However, with successes in Education for All initiatives over the past decade only now beginning to shift the attention of governments, bilateral and multilateral development agencies to post-basic education, employment growth is also important to the success of TVET in reducing the demand for post-secondary education. In countries like South Korea, China, and Mozambique, where job growth has been sustained in recent years, demand for TVET has been strong, but in countries where job growth is limited, demand for TVET tends to be weak. TVET appears to have a limited impact on changing gender patterns of employment. Women tend to enroll in traditional white-collar trades such as secretarial and clerical studies, beauty care, sewing and fashion design, and handicrafts, while men are overwhelmingly clustered in blue-collar fields of study like motor vehicle mechanics, electricity, carpentry and woodworking, masonry, and other technical and craft fields. Women are reluctant to enroll in TVET courses where employment is traditionally male-dominated, and when they do, they often face difficulties in finding more than self-employment. Cultural factors play an important role in this behavior. To tackle this issue, actions on the demand side of labor markets through anti-discrimination measures are more likely to encourage women to enter into non-traditional fields of study. Exceptions are found in newer occupational categories such as information technology where employment has not had time to form gender-specific patterns. Shocks and labor shortages such as those created in the United States in World War II can also break down traditional employment barriers (Australia Department of Education Science and Training 2004; Anderson and Metcalf 2003:

Smith, Jennings, Solanki 2005) . Exceptions to this pattern exist where TVET provides an alternative way for young people to enter into higher education.

2.2.10 Skills Requirements by Percentages in Ghana

According to the Ghana Statistical Service (2014), investing in people, investing in jobs keeping the scores and report on the job tracking survey, 2006 indicate the following distribution of additional skills requirement percentages for job positions in Ghana as stated below:

1. **Ability to work without supervision (1.8%):** Quite often, such a question is asked while applying for jobs that require leadership qualities in the right candidate. This is quite helpful for an interviewer to judge and ascertain the key traits which he may be looking for in an interviewee. Perhaps by asking such a question, he intends to find out if the one has demonstrated such a trait in any previous job or task worth considering or whether the one has passed the ability to work independently- autonomously. Again it also finds out if the one can work in a team environment, yet manage to lead it to the desired results without external help.
2. **Ability to meet deadlines: (0.6%)**: This is a situation where an employer will like to know if one can work effectively in a fast changing environment and that he is prepared to go the extra mile when required in order to meet set targets. This may require planning, strategic thinking, problem solving skills, decision making, time management and organizational skills and ability to work under pressure.

3. **Analytical Skills (1.2%):** Analytical Skills is the ability to visualise, articulate, and solve both complex and uncomplicated problems and concepts and make decision that are sensible based on available information.
4. **Initiative/innovativeness (2.0%):** Ability to assess and initiate independently or the power or opportunity to act or take charge before others do. In other words, an act or strategy intended to resolve a difficulty or improve a situation, a fresh approach to something.
5. **Good Human Relations (3.5%):** Is the ability or process of training employees, addressing their needs, fostering a workplace culture and guidelines for the conduct of good management and staff relations in the workplace.
6. **Computer Literacy (5.3%):** Is the knowledge and ability to utilize computers and related technology efficiently with range of skills covering levels from elementary use to programming and advanced problem solving. It can also refer to the comfort level someone has with using computer programmes and other applications that are associated with computers.
7. **Administrative/Management Skills (4.1%):** In order to remain competent in the workplace, administrators and managers need to be equipped with relevant knowledge and skills which are key components of the role they play as leaders. These elements include interpersonal skills, communication, organizational and time management competencies. They should be able to make decisions and solve problems quickly, creatively and confidently, stay poised, and professional in any situation. They should be able to project management techniques and help get more accomplished each day and cultivate leadership qualities to get more done through others. They should have team-building

strategies, master the act of negotiation, handle stress and pressure effectively, and work with difficult people and project management basics.

8. **Organizational and Traditional Ability (1.5%)**: An organizational ability is how a business can survive and thrive in turbulent times. To be able to do this effectively, one needs the skills and understanding of the political, economic, social and technological forces at play in the market, their needs to be linked to decision making processes. An agile organization creates competitive advantage for itself by being able to adopt its people and processes to the continually changing needs of the market place. The organization need to invest in tools and training to enable their people to manage change effectively. They should also create room for constructive criticism in the workplace which is an essential element in overturning corporate complacency.
9. **Excellent oral and Communication Skills (3.5%):** Is the ability to talk with others to give and exchange information and ideas, such as ask questions, give directions, coordinate Work tasks, explain and persuade.
10. **On-the-job training/industrial experience (0.2%):** This is additional training needed (post-employment) to attain competency in the skills needed in a particular occupation. It is commonly considered necessary by employers as a common accepted substitute for formal types of training or education.
11. **Entrepreneurship training experience (0.2%):** Entrepreneurship training experience seeks to provide individuals with the knowledge, skills and motivation to encourage them to become successful in a variety of settings. It is a skill that helps develop your natural entrepreneurship and money-making abilities.

12. **Smartness and neatness (0.8%):** In order for one to function very well in an organization, he/she must be smart and neat. Smartness is very important even when you were going to an interview. To be smart, one must be capable of making adjustments that resemble those resulting from human decisions. Must be energetic and quick in movement, amazingly clever and show intelligence. Neatness on the other hand goes with acumen, daintiness, fastidiousness, methodicalness, niceness, orderliness, straightness, tidiness and trimness.
13. **Project Management skills (1.2%):** To be a successful project manager, one requires additional skills, knowledge and abilities such as credibility, creativity as a problem solver, tolerance for ambiguity, flexible management style, effective communication interpersonal skills, technical expertise and administrative skills.

2.3 Effect of Technical Education on National Development

As one moves from country to country, vocational technical education gives different names: vocational education and training (VET), technical and vocational education (TVE), technical and vocational education and training (TVET), vocational technical education (VTE), or vocational and technical education and training (VOTEC). They all mean the same thing. Traditionally, vocational technical education refers to studies in the area of technology, applied sciences, agriculture, business studies, industrial studies and visual arts. The universal justification for vocational technical education has been to provide occupational skills for employment (Strong, 1990).

However, this keeps changing and vocational technical education has been assuming different meanings and purposes due to global demographic, social,

technological, economic, and political developments (Pucel, 1990). These developments put pressure on governments and policy makers to keep expanding the purposes and expectations of vocational technical education. Lewin (1997) reported that, there are now five justifications for governments worldwide to invest in vocational technical education. The five justification according Lewin (1997, P.11) includes;

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

Various approaches have been adopted around the world to provide vocational technical education. Levin & Young (1994) identified four different approaches to vocational technical education. The first approach is where the whole school curriculum is re-oriented towards providing occupational skills. There is also the parallel systematic approach, where vocational technical institutions exist alongside a general school system with a conventional academic orientation. This is the most widely used approach.

The third approach is called the core curriculum option approach. This approach provides vocational technical programs within the structure of general school

curriculum as a minor but substantial system. The vocational subjects are incorporated into the system as compulsory core subjects or as options. The fourth, is the non-formal system approach which provides opportunities for out of school youth to acquire vocational technical skills, may be used either to obtain employment in the formal sector or for promotion of self-employment and the development in the informal sector. These approaches are used either individually or in combination, depending on what policy makers think is suitable. From one country to the other, vocational technical education is provided for a broad range of institutions: vocational technical institutions, polytechnic institutions, universities, institutes of technologies, and apprenticeship centres.

The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Developments in the last three decades have made the role of VOTECH more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

Woltjer (2006) noted that VOTECH is the “Master Key” for alleviation of poverty, promotion of peace, and conservation of the environment, in order to improve the quality of human life and promote sustainable development. Ethiopia can reorient itself towards sustainable development, using VOTECH as a vehicle for socio-economic and technological transformation. It is critical that Ethiopia, through

VOTECH meets the challenges of increased unemployment, poverty, food insecurity and environmental degradation.

One of the primary purposes of technical and vocational education and training (TVET) program is to meet the skilled manpower need of the specific area in which the schools have to operate (Antwi, 1992). Another objective of VOTECH according to Antwi(1992) is that it is increasing options to students so that they could join any areas they want. The availability of Vocational Education as indicated by Evans gives students an opportunity of having more options in relation to the options that may be possible by attending general education. Boafo (2004) indicated that the main purpose of Technical and Vocational Education (TVE) in Ghana is more or less similar with the purpose discussed above. He further emphasized that the aim of VOTECH is not only to train man power for the development program that the country is in the process of implementing, but is also intended to encourage the trainees to create jobs themselves and contribute to the national development efforts.

National development is qualitative and quantitative growth in National Income (NI) and Gross Domestic Product (GDP). Adentwi, (2000) National development must reflect in industrial and commercial activities, growth in physical infrastructure and transformation from heavy reliance and traditional subsistence ways of production to a more modernized method of manufacturing and service providing. It is therefore obvious that, national development cannot be attained without technical education.

According to Adentwi (2000) examining the studied of Schultz (1963) and Becker (1964) and quoted as economic assert that, schooling and training increase consumers life – time earnings, their social skills, perceptive powers, task performance level, ability to communicate and opportunities for development. From the economic point of view, technical schools help to promote national development in its small way.

As a matter of fact, a country's economic growth cannot be explained solely on the basis of increases in its capital investment but also by efficiency and effectiveness of its labour force (Adentwi, 2000).

Habison, (1983) hypothesizes that, "A country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else" (Pp. 27). He therefore places emphasis on development of skills, talent and knowledge of people whose potential should be applied to production of goods or rendering of useful services.

The labour force data in Ghana (2000 population census) showed that, 59 percent of the labour forces were engaged in agricultural activities contributing a GDP of 53 percent. Whilst 11 percent of the labour force in the industrial sector contribute 17 percent of the GDP. The rest of the 30 percent of the labour force contribute 30 percent of the GDP. The labour market realities imply that, the most productive way of increasing the current GDP growth of 1.6 percent is to increase the labour in the industrial sector and this can only be achieved through technical education (Ghana general data, undated). The labour force data in Ghana (2010 population census) should have been different, but as at the time the researcher was conducting the research, the 2010 labour force data were not released for public consumption.

2.4 Challenges Facing Vocational Technical Education

The nature and characteristics of vocational technical education present unique challenges to institutions and administrators. Vocational technical institutions require workshops, tools, equipment, and materials. Vocational technical subjects require more instruction and practical time than arts and science education. Vocational and technical subjects need to be allotted sufficient time to satisfy their practical goals. Methods of

assessing vocational and technical subjects, especially the form of assessment require the training of assessors who can assess students` competence in the classroom and in the workplace. All these make vocational technical education more expensive than other types of education. Vocational and technical education requires skilled and proficient teachers. Teacher preparation is therefore very important. There is the need for constant in-service training for teachers to upgrade their skills. Teachers need industrial training periodically in order to ensure that they are abreast with technological changes in the industry. Vocational and technical institutions must also develop strong cooperative linkages between the school and industry in order to design and implement programs that will meet the needs of industry. Another most important challenge facing vocational and technical education is the fact that planners have to design programs and train individuals for future jobs on the basis of past and present labour market information. This notwithstanding, the intense need for economic growth and development and international competitiveness associated with the rise of concerns for market-oriented education continue to make vocational technical education essential. This is because a country cannot achieve economic and social development and remain competitive on the global scene without skilled and productive labour force. The biggest challenge facing vocational and technical education, therefore is how to provide quality training programmes that will ensure the development of productive and efficient workforce capable of meeting the international competitiveness in spite of all the above.

It is a fact that no country can develop without quality technical and vocational education and training (TVET) sector. Over the years, three different forms of TVET have evolved in Ghana (TVED, 2008). These comprise the formal system, the non-formal system and the informal system. The formal system includes primarily time-

bound, institution-based, graded, and certified training. It is offered by institutions such as the NVTI (National Vocational Training Institute), Ghana Education Service (GES) technical institutes, youth training institutions and a variety of private vocational training schools (Government of Ghana, 2006). Non-formal TVET typically has structured learning objectives, learning times and learning support but will normally not lead to certification. Workshops, short courses and seminars are typical examples of non-formal learning. The informal system includes a wide range of flexible programmes and processes by which individuals acquire skills and knowledge from designated training venues outside of the home and, in some cases, at home. Traditional apprenticeships make up the majority of the informal sector. Technical vocational education affords an individual the chance to acquire practical knowledge and requisite skill training needed in the job market or for immediate self employment (Government of Ghana, 2006). Almost all the technical skills we need to develop as a country are run by the technical and vocational schools across the country. Some of the courses mounted at the technical institutes are motor vehicle mechanics, electrical works, welding and fabrication, carpentry and joinery, block laying and concreting or masonry, plumbing, tailoring and dressmaking, just to mention a few (TVED, 2008).

Government of Ghana (2006) reported that there are five justifications for governments" worldwide to focus and invest in technical and vocational education and training TVET. These are:

1. To increase relevance of schooling by imparting individuals with skills and knowledge necessary for making the individual a productive member of the society.
2. To reduce unemployment as a result of provision of employable skills especially to the youth and those who cannot succeed academically.

3. To increase economic development due to the fact that it improves the quality and skill level of the working population.
4. To reduce poverty by giving the individuals who participate access to higher income occupations.
5. To transform the attitude of people to favour occupations where there are occupational prospects for future.

Government of Ghana (2006) further emphasized that VOTECH in Ghana faces a lot of challenges. The problems are so serious that a survey in 2002 of public VOTECH teachers found that none of the 87 respondents wanted their own children to study VOTECH programmes. Government of Ghana (2006) indicated that because of these problems, government of Ghana through an Act of Parliament in 2006 established a Council for Technical and Vocational Education and Training (COTVET) which will have overall responsibility for skills development in the country, co-ordinate and oversee all aspects of technical and vocational education and training in the country. Like a policy maker puts it "I think VOTECH has a future, provided COTVET lives up to its mandate (Government of Ghana, 2006).

2.5 The perception of Youth on the value of Vocational and Technical Education in Ghana

Unemployment has bad psychological effect on people especially on those trained but could not find employment. Hence, it becomes normal for students tend to enroll in types of education and training that expected to bear them immediate employment after training and reject others that thought to have no employment opportunities. For this matter, it is reasonable to propose that employment would have imperative influence on the development of perceptions about choice of a field as a

future profession (King, 1994). On the other hand, the effectiveness of VOTECH depends fundamentally on the extent to which trained persons use their skills in employment. Thus, the objective of the training should be geared to enable the young people both for salary employment as well as for self employment in which they could positively value the program (Woltjer, 2006).

In short, providing training without job opportunity is nothing more than waste of scarce resources. In addition, students' perceptions of the value of VOTECH program, then, might not expected to be positive. Thus, developing countries must facilitate conditions for job opportunities; particularly for self-employment. If not they would not be in a position to positively influence students' attitude and to get the invaluable benefits of vocational education program.

The perceptions of students towards technical and vocational education in recent time is moving towards positive direction because people have come to realize that technical education is the foundation for national development (Nyankov, 1996).The high rate of unemployment and the large volumes of untapped natural resources have awakened the government of the day to call for curriculum reforms that would promote technical education to provide solutions to these problems.

In the past, technical education was misconceived as belonging to the less unfortunate in society. Even today some people still have the wrong perception that technical education belongs to those who do not have the ability to cope with pure academic work. Again, students regard clerical work (white collar job) as prestigious and look down on people who offer handicraft programmes (Nyankov, 1996). The Commonwealth of Learning (2001) stated that, there is a growing interest for technology education as part of the core curriculum all over the world. Many countries have introduced technical education into the secondary school curriculum for example

Britain, Japan, Germany all in the developed world and also Nigeria, Kenya, South Africa, Ghana in the developing world and many more are planning to introduce it into their school system. This is a confirmation that technology education is now receiving a positive response in Africa especially.

The researcher is of the view with other authors that technical and vocational education in recent time is moving towards positive direction because people have come to realize that technical education is the foundation for national development

2.6 Self – Employment among Technical Graduates

Technical education refers to education and training aimed at preparing individuals for middle – level position, such as technicians, technologists and middle – level management personnel. Technical education normally takes place at the upper secondary and polytechnic levels. The study of related theory, science and technology involved in technical education is higher than that required for vocation education (Owusu – Ansah, 2004).

Governments as well as individuals are calling for technical education because of the technological stage in which the world is now in a report by Atta – Quayson (1998), Dr. Mohammed I bin Chambers was quoted as saying that, the Ministry of Education will place emphasis on technical and vocational education to provide job oriented skills in rural and other technical and vocational institutions will equip students with skills for self – employment.

Technical education is aimed at equipping technical graduates with employable skills to get into self – employment. To help overcome unemployment, under employment and by helping graduates to be in self – employment, change that mind set of people not to rely on people for employment, establish business like carpentry shops,

tailoring shops, electrical shops, etc. and to alleviate poverty among the graduates. Hence self – employment means working for oneself. Unpaid family workers are considered self – employed.

It is evident that, a harmonization of the curriculum offered to business, science and engineering students as well as improving logistics is imperative if entrepreneurship education could recognize self – employment as a career option. Graduates unemployment and underemployment in Ghana appears to have been a major problem for quite sometimes now, in spite of government supported effort to train and motivate unemployment graduates for self – employment (Graphic, 2002; Dwomo – Fokuo, 2001). However, entrepreneurship education programmes have been introduced at some Ghanaian tertiary educational institutions in an attempt to reverse graduate unemployment trend by giving the needed training in entrepreneurship skills to tertiary students to establish and manage their own businesses and to consider self – employment as a career option.

Traditionally, universities and colleges have not prepared students for self – employment as a career option, resulting in the loss of many potentials entrepreneurs. As a result of this educational bias to large businesses and lack of information on self – employment as a career option, many universities and colleges are now offering topics and courses related to entrepreneurship and small businesses. To foster entrepreneurship, specialized courses have become increasingly common in tertiary institutions (Hallak, 1990) and enterprise education has been promoted to encourage entrepreneurial behavior (Dei, 1996; Gasse, 1985), reviews of the literature on enterprise and entrepreneurship education (Cummins, 1984; McElvery, et al, 1997) and for particular entrepreneurship support programmes Morley, et al. (2006), provide some evidence that, these programmes are successful in encouraging

entrepreneurs to start businesses or improve the performance of businesses (Owusu – Ansah, 2004).

2.6.1 Educated but Unemployed College and University Graduates

In almost all countries in Africa, large numbers of graduates coming out of the formal school system are unemployed, although opportunities for skilled workers do exist in the economy. This situation has brought into sharp focus the mismatch between training and labour market skill demands. Critics argue that the lack of inputs from prospective employers into curriculum design and training delivery are partly responsible for the mismatch. Another reason that is often cited for the incidence of high unemployment among graduates is the absence of entrepreneurial training in the school curriculum.

2.6.2 Uncoordinated, Unregulated and Fragmented Delivery Systems

Except for a few countries (notably, South Africa, Botswana, Mauritius, Tanzania, Malawi, and Namibia), TVET provision in Africa is spread over different ministries and organisations, including NGOs and church-based organisations, with a multiplicity of testing and certification standards. This situation has implications for standardization of training, cost-effectiveness, quality assurance, recognition of prior learning, and the further education of TVET graduates. In the informal sector, traditional apprenticeship, which is often the only means for the rural poor and the economically disadvantaged to learn a trade is marginalised, unregulated, and lacks government support and intervention. The current governance structure in many countries does not promote effective coordination, sharing of resources, and articulation within the system.

- **Low quality**

In general, the quality of training is low, with undue emphasis on theory and certification rather than on skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. High quality skills training requires appropriate workshop equipment, adequate supply of training materials, and practice by learners.

- **Geographical, gender and economic inequities**

Although access and participation in TVET in Africa reflects the gender-biased division of labour (justifying therefore the current efforts of gender mainstreaming in vocational education and training), we should not lose sight of economic and geographical inequities in designing TVET strategies for poverty eradication. Economic inequity is a greater barrier to participation in technical and vocational education than gender. In many African countries, children of poor parents are unable to afford the fees charged by training institutions. Invariably, the good technical and vocational schools are located in the big towns and cities, thereby limiting access to rural folks. We see therefore a paradox of potentially crowding out of technical and vocational training those who need it most – the rural and economically disadvantaged population.

- **Poor public perception**

For many years, technical and vocational education in Africa has been considered as a career path for the less academically endowed. This perception has

been fuelled by the low academic requirements for admission into TVET programmes and the limited prospects for further education and professional development. Worse, the impression is sometimes created by governments that the primary objective of the vocational education track is to keep dropouts or "lockouts" (i.e. students who are unable to move up the educational ladder, not because of poor grades but because of lack of places at the higher level) from the basic and secondary school system off the streets, rather than project this type of training as an effective strategy to train skilled workers for the employment market and for sustainable livelihoods.

- **Weak monitoring and evaluation**

Current training programmes in many countries are supply-driven. TVET programmes are very often not designed to meet observed or projected labour market demands. The emphasis appears to be on helping the unemployed to find jobs, without any critical attempt to match training to available jobs. This situation has resulted in many vocational school graduates not finding jobs or finding themselves in jobs for which they have had no previous training. Non-targeted skills development is one of the major weaknesses of the TVET system in many African countries. Training institutions also do not track the employment destination of their graduates. Consequently, valuable feedback from past trainees on the quality of the training they have received and the opportunity for their experience-based inputs to be factored into the review of curricula and training packages are lost. In other words, the implementation of tracer studies that can improve the market responsiveness of training programmes is currently absent in many countries.

- **Inadequate financing, poor management and ill-adapted organisational structures**

Only a few governments in Africa are able to finance TVET at a level that can support quality training. Ethiopia spends only about 0.5 percent of its education and training budget on TVET while Ghana spends only about 1 percent. The figure is 10 percent for Mali and 12.7 percent for Gabon. It must be recognised that TVET is expensive on a per student basis. In 1992, Gabon spent as much as US$1,820 per TVET student (Johanson and Adams, 2004). Unit costs are necessarily expected to be higher in TVET institutions than in primary and secondary schools because of smaller student-to-teacher ratios, expensive training equipment, and costly training materials that are "wasted" during practical lessons.

The diverse TVET management structures and the sharing of supervisory responsibilities by various government bodies and ministries account for some of the inefficiencies in the system like duplication and segmentation of training, and the absence of a common platform for developing coherent policies and joint initiatives.

- **Public versus private provision of TVET**

TVET in Africa is delivered by both government and private providers, which include for-profit institutions and non-profit, NGO and Church-based institutions. School-based government training institutions are generally fewer in number than those in the private sector. In Ghana, government TVET institutions include 23 technical institutes under the Ministry of Education with a total enrolment of about 19,000 students and 38 National Vocational Training Institutes run by the Ministry of Manpower Development and Employment. There are an estimated 500 private establishments of diverse quality that enroll over 100,000 students. The Catholic

Church is the single largest private provider of TVET in Ghana. Recently in 2006, the Church launched a comprehensive policy for technical and vocational training in its 58 institutions that currently enroll about 10,000 students.

In almost all countries, non-government provision of TVET is on the increase both in terms of number of institutions and student numbers. This trend is linked to the fact that private providers train for the informal sector (which is an expanding job market all over Africa) while public institutions train mostly for the more or less stagnant industrial sector. Private providers also target "soft" business and service sector skills like secretarial practice, cookery, and dressmaking that do not require huge capital outlays to deliver. On the other hand parents prefer public schools because of low fees charged and the perception of better quality of services. Women constitute the majority of students in private institutions (76 percent in Ghana; 60 percent in Tanzania and Zimbabwe; 55 percent in Senegal). (Johanson and Adams, 2004) For obvious reasons, for-profit private providers are often concentrated in the urban centres, while Church-based institutions tend to be based in rural and economically disadvantaged locations.

The distribution of TVET providers in Africa is skewed in general in favour of private providers. In Tanzania, public institutions account for only 8 percent of the total number of institutions, while enterprise-based training (at 22 percent), for-profit institutions (at 35 percent), and Church/NGO providers (at 31 percent) make up the bulk of the private sector institutions. In Zambia, public TVET provision is at 18 percent, while Church/NGO and for-profit providers take up 18 percent and 36 percent, respectively (Kitaev et al. (2002) cited in Johnson and Adams (2004).

It is important to distinguish within the private providers, in-company or enterprise-based training that is often dedicated to the sharpening of specific skills of

company employees or is designed to train potential employees to perform professional tasks related to the company's activities. State support for non-government providers vary from country to country. In Ghana, government support is currently limited to the payment of salaries of selected key management and teaching staff and small grants for administrative purposes. In some francophone countries (Cote d'Ivoire and Mali), non-government providers receive much more substantial support (Johanson and Adams 2004).

- **Situation in conflict and post-conflict societies**

War and conflict situations have destroyed the TVET delivery system in countries like Liberia, Sierra Leone and the Democratic Republic of Congo (DRC). According to the African Union, approximately 300,000 Liberians are internally displaced, and about 320,000 are refugees in neighbouring countries. There are approximately 300,000 child soldiers under 18 years in the world, half of whom are in Africa (African Union, 2007).

In war-affected zones, capacity for skills development is limited and the school system suffers from low enrolment and completion rates. The TVET system in these countries is characterised by damaged infrastructure and inadequate human resources due to the death or displacement of instructors and other workers. Also, many households are headed by women. Vocational training can therefore help reintegrate the victims of war and violence into mainstream society.

- **Threat of HIV/AIDS**

The impact of HIV/AIDS on the labour force in Africa (and hence its potential effect on vocational and technical training and skills development strategies) is

considered alarming in a number of countries. According to the United Nations AIDS Prevention Agency (UNAIDS), an estimated 3.8 million adults and children in Sub-Saharan Africa became infected with HIV during 2000, bringing the total living with HIV/AIDS to 25.3 million (Johanson and Adams (2004).

However, information is scarce on how African governments have factored the threat of HIV/AIDS into their TVET programmes. Yet the technical and vocational training environment, because of the inevitable use of cutting tools and machines for training, presents a constant danger for the spread of the disease and puts the trainees at risk.

The current status of TVET in Africa is not all about weaknesses. TVET systems in a growing number of countries are undergoing or have undergone promising reforms that are designed to build on the inherent strengths of the system and respond to the challenges of the 21st century. This is evidenced by the active participation of the private sector in the TVET system, the large number of master craftsmen and women, the resilience of the traditional apprenticeship system, the setting up of national training bodies, and the enactment of laws to strengthen national vocational training programmes and policies. Some African and international best practices in TVET delivery are summarised and discussed in the next chapter.

2.7 The Extracting Lessons

The teaching of vocational skills is expected to help the youth find work upon leaving school, and become more productive and trainable once in the labor force. There is evidence that this happens, but not for all youth or all programs. Using TVET to improve the transition of youth to work requires careful differentiation of programs and their purposes. It further requires awareness of the characteristics of those served

and close matching of programs with needs. In assessing the pattern of skills acquisition over the life cycle, this study illustrates the importance of building a solid foundation of general education for later vocational skills development. Data from household and enterprise surveys requires this foundation to be closely connected with later investments in vocational skills. Against this background, a key priority is keeping the youth in school or helping those who have left to return. For those missing their "first-chance" opportunities for schooling, opening "second chance" options in the form of labor market programs, including non-formal education and skills training, can be important to lowering future social costs.

This poses a more complex set of policy issues for promoting the integration of training markets, serving youths and adults. Initiatives to promote greater integration of these markets have focused on stakeholder participation in governance, decentralization of management, and opening of markets to competition among public and private providers, and use of financing incentives to encourage targeted services and improved performance. Qualification frameworks are playing this role in some countries and the TVET sector in Ghana should not be left out.

2.8 Conclusion

The primary objective of TVET is to prepare for the country's labour force meeting the needs of the labour market, to enable people contribute to sustainable, social, economic, environment and industrial development. TVET also helps to alleviate poverty through the acquisition of employable skills. The study highlighted that TVET contributes to industrial development and economic growth, and economic growth is directly related to poverty alleviation. Poverty, like other macroeconomic variables such as unemployment, can be reduced by economic growth .It was noted that

TVET by itself does not create jobs, but it is beneficial if it is associated with the actual needs of the labour market. This is the reason why TVET programmes should match current and future labour market needs. A standard TVET is expected to mobilize resources needed to face the present problems and future challenges confronting the youth. Quality TVET promotes skills acquisition through competency-based training with proficiency testing for employment, sustainable livelihood and responsible citizenship. It is largely accepted that TVET can equip men and women and especially, the youth, for the job market or self-employment, thereby increasing their self-reliance and self-confidence. It is therefore seen as a means to promote skill acquisition, human resource and industrial development and consequently, it can be regarded as a panacea to combat the ever increasing poverty problem linked to unemployment in the country. It is therefore important to make sure that every Ghanaian citizen has equal access to TVET programmes, which should be quality and relevant to the needs and aspirations of our society.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses how the research was carried out. It comprises the following sub-headings; the research design, population, sample and sampling techniques, data collection instruments, pre-testing, data collection procedure and data analysis.

3.2 Research Design

A case-study approach was adopted for the study in which questionnaires and semi-structured interviews were used to determine perception of instructional staff, past trainees and parents about the impact of TVET on the youth. The study was delimited to Toh-Kpalime Vocational Institute in order to conduct a credible research within the prevailing time and other financial constraints.

3.3 Population

The population for this study was the instructional staff, non- instructional staff, parents, past and current trainees of Toh-Kpalime Vocational Training Institute. The target population comprises; 22 instructional staff, 8 non-instructional staff, 55 past trainees, 60 current trainees and 70 parents.

3.4 Sample and Sampling Method

A simple random sample of 25 instructional and non-instructional staff was drawn from the population of staff working in the institute. Simple random sampling enabled each member of each population to have equal likelihood of being chosen.

Twenty (20) parents attending a Parent Teacher Association (PTA) meeting of Toh-Kpalime Vocational Training Institute on 5th October, 2014 also availed themselves of the study. Finally, 20 current trainees and 50 past trainees among the lot were also included. In all, there were one hundred and fifteen (115) respondents.

Table 3.3: Categories of Respondents sampled for the study

Respondent	Frequency	Percentage%
Instructors Non-instructional staff	25	21.7
Parents	20	17.4
Current Trainees	20	17.4
Past Trainees	50	43.5
Total	**115**	**100**

3.5 Data Collection Instruments

Four-point Likert- type scale close-ended questionnaire was the main instrument used for data collection (Appendix A). The questionnaire consists of two separate sections which were administered to all 115 respondents. Section 'A' of the questionnaire was meant to collect personal details of respondents in order to determine their categories. Section 'B' consisted of 13 statements which addresses the impact that TVET has made on the youth in the Toh-Kpalime Vocational Training Institute's catchment area and the South Dayi District as a whole. Perception statement was adopted from Sheng *et al* (1996) and other literature related to youth participation in TVET and employment. The items in the questionnaire had options from which respondents selected opinions that best suited the extent to which respondents agreed with the statements. (1 = strongly disagree, 2 = disagree, 3 = agree, 4 strongly agree). The opinion survey questionnaires were used for staff, current trainees, parents and past trainees.

3.6 Pre-testing

To ensure that the data collection instruments were actually measuring intended metrics (validity), initial enquiries and consultations were made with instructors, colleagues and TVET policy makers in the district education office and Have Technical Institute. Questionnaire prepared were also pre-tested amongst a group of respondents from the departments in the institute and four past trainees identified near the school who are self-employed. The questionnaire obtained satisfactory Cronbach Alpha of 0.77.

3.7 Data Collection Procedure

Preliminary informal and formal interviews were conducted with key informants to assist in the design of valid survey and semi-structured interview questionnaire. Self-administered questionnaires were hand-delivered to staff, trainees and parents and closely followed up to ensure high return rate by November 2014. Survey responses were immediately analyzed, based on which some heads of TVET institutions and departments were again interviewed to provide an insight into the findings of the survey, especially, in the areas of impact and perception that the youth hold about TVET.

3.8 Data Analysis

Data collected were computer-analyzed with the aid of S.P.S.S (Statistical product and service solutions) package version 12. Each table contained the item that addresses a particular research question. Responses to each statement in the questionnaire were analyzed in an ANOVA (Analysis of variance) against 5 or 6

demographic respondents i.e. status, gender, age, religion, TVET experience and education level.

3.9 Ethical Considerations

As Punch (2000) asserts, "all social research involves consent, access and associated ethical issues, since it is based on data from people about people". Interviews of participants met the general protocols and procedures for interviewing and oral history (Douglas, Roberts &Thompson, 1988). The study ensured that informed consent was obtained from participants. Full information about the research was made known to them and reasons why they were chosen to participate in the study. Participants' privacy, confidentiality and anonymity were guaranteed. Consent forms and covering letters were also provided. Similarly, the school being used for the case study gave permission for access to archival materials and documents useful for the study. The school was assured that findings will be used appropriately as well as their reporting and dissemination.

CHAPTER FOUR

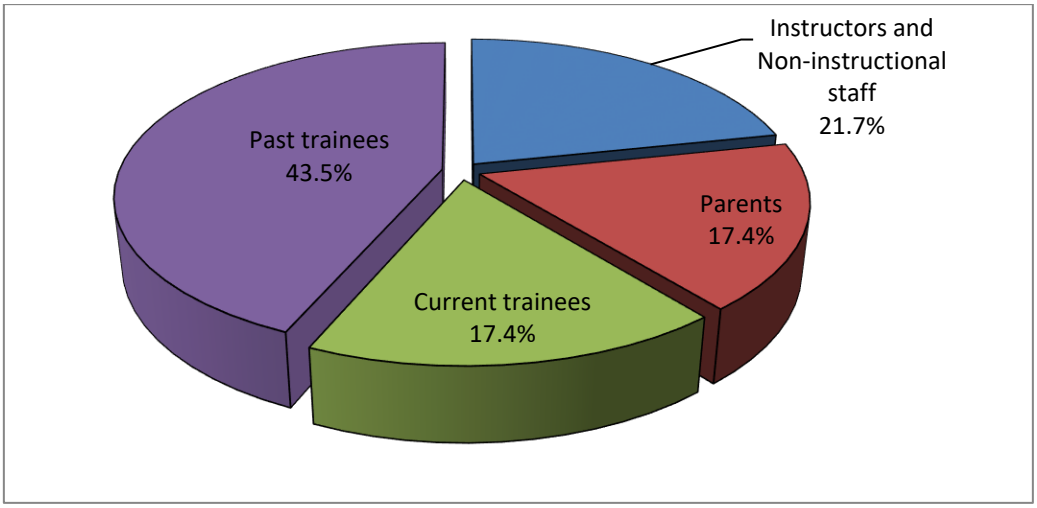
RESULTS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents a report of the findings of the research as gathered from answered questionnaires. It attempts to answer the proposed research questions by first describing the distributive attributes of respondents, followed by presenting the overall perception ratings of respondents. Detailed analyses are to determine the negative perceptions that people hold about the impact of Technical Vocational Education and Training (TVET) on the youth. Data analyses are then carried out for each of the thirteen (13) main perception statements using cross tabulations against six (6) critical demographic backgrounds of respondents, while discussing their implications for attraction and retention of youths in TVET in the South Dayi District of the Volta Region.

4.2 Distributive Characteristics of Respondents

Fig.4.1 Categories of Respondents

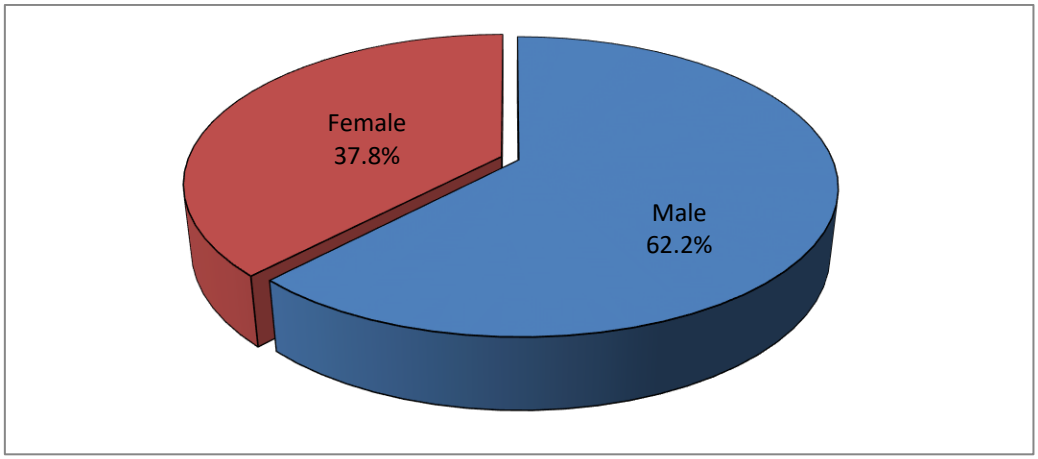


Source: Researcher's Field Survey, 2014

Categories of respondents are represented in Figure 4.1 above, indicating that past trainees (43.50%) form the majority of respondent followed by Instructors and Non-

Instructional Staff (21.70%), current trainees and parents had the same percentage of 17.42% each.

Fig 4.2 Sex of respondents

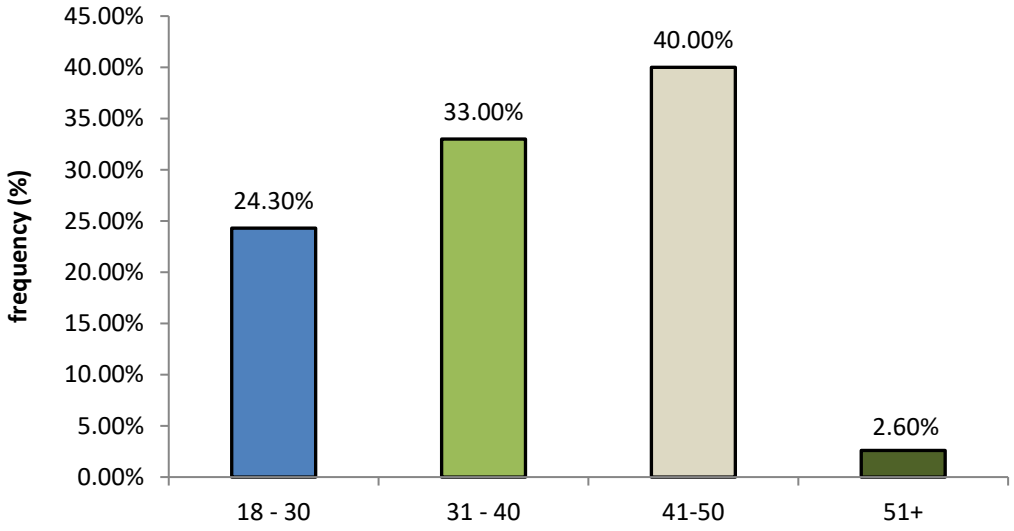


Source: Researcher's field survey, 2015

Sex of the respondents interviewed is presented in Figure 4.2 above. Out of the 115 respondents interviewed, 62.2% of them were males whiles 37.8% were females.

4.2.3 Age Group of Respondents

Figure 4.3: Age group of respondent

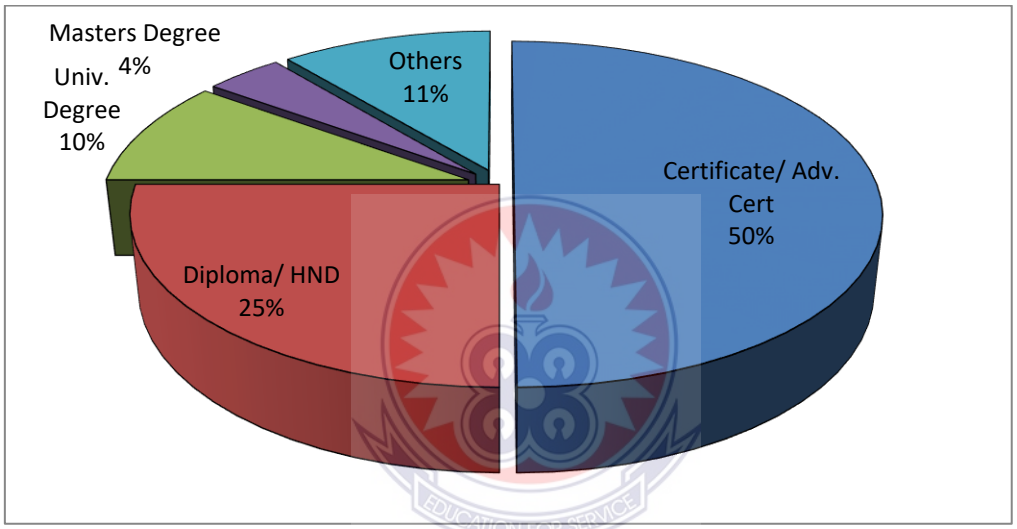


Source: Researcher's field survey, 2014

From Figure 4.3 above, 24.3% of the respondents interviewed were aged between 18-30 years, 33% were aged between 31-40 years and 40% were aged between 41-50 years. However, 2.6% of the respondents were aged 51 years and above. From the results, it implies that majority of the respondent interviewed were aged between 41 to 50 years.

4.2.4 Educational Background of Respondents

Figure 4.4: Education background of respondents interviewed

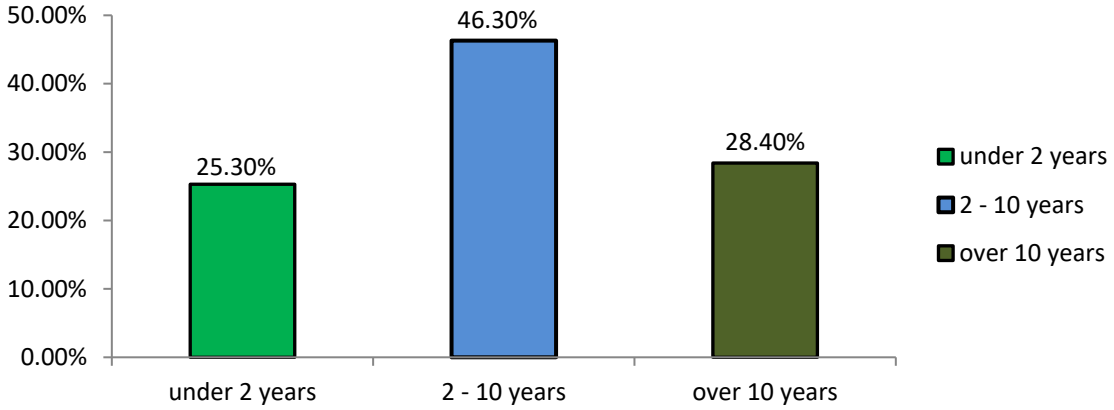


Source: Researcher's field survey, 2015

On education background of respondents interviewed, 50% of non-students had Certificate/Adv. Cert, 25% had Diploma/HND, 10% had university degree and 4.2% had master's degree. However, 10.8% of the respondents interviewed had other forms of educational qualification (Figure 4.4). It can be inferred from the results that majority of the respondents possess certificate/Adv. Cert basically in their respective fields.

4.2.5 Duration of non-students at Post

Figure 4.5: Duration of non-students at post

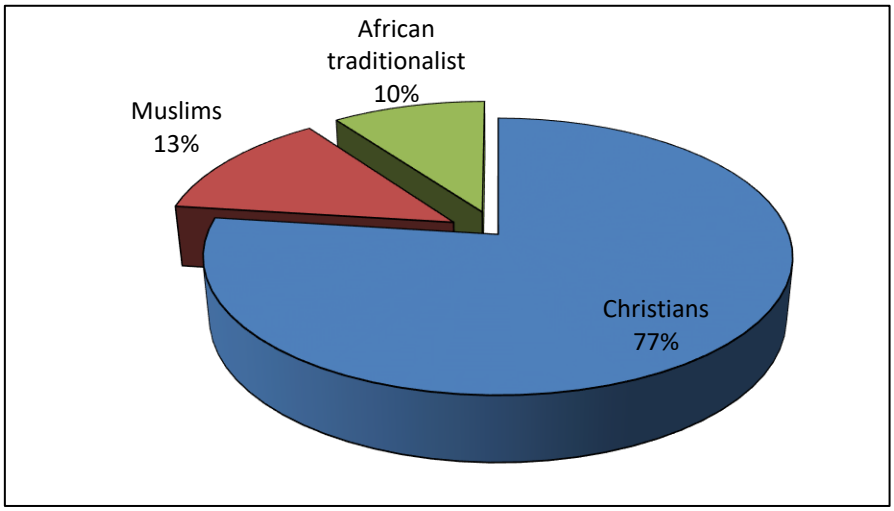


Source: Researcher's field survey, 2015

When respondents were asked about how long they have been working, 25.30% of the respondents said they have been at post under 2 years, 46.30% said they have been working between 2-10 years and 28.40% indicated they have been working over 10 years (Figure 4.5). It can be inferred that majority of the respondents have rich experience in their respective fields and therefore can be said to have benefited and felt more impact of TVET more.

4.2.6 Religion of Respondents

Figure 4.6: Religion of respondent



Source: Researcher's field survey, 2015

From the research it was recorded that 76.5% which forms the majority of the respondents interviewed are Christians and 13.10% are Muslims. However, 10.1% of the respondents are African traditionalists.

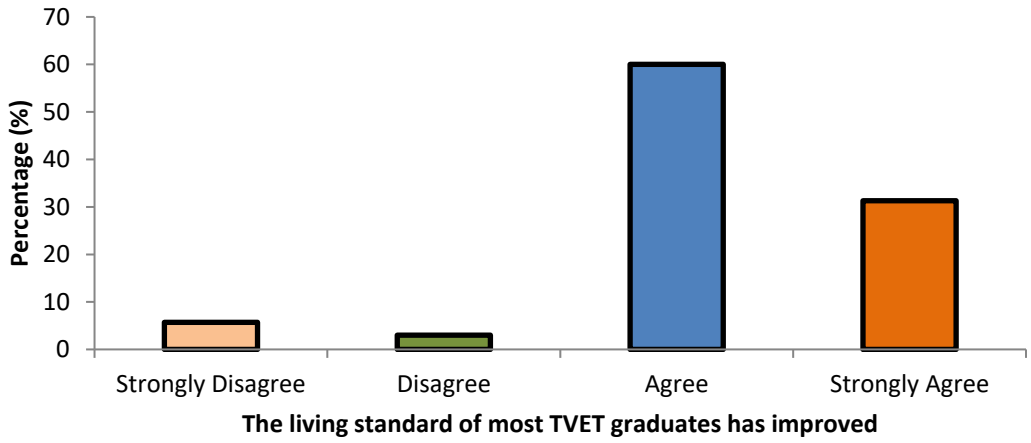
Table 4.1 The Job Opportunities Of TVET Graduates

Age	Job Opportunities				Total
	Strongly disagree	Disagree	Agree	Strongly Agree	
18-30yrs	2	4	5	9	20
31-40yrs	4	8	34	17	63
41-50yrs	2	-	15	6	23
Over 50yrs	-	-	8	1	9
Total	**8**	**12**	**62**	**33**	**115**

Source: Researcher's field survey, 2015

From Table 4.1, out of 20 respondents who are between the ages of 18 and 30 years, 6 disagree with the assertion that there are more opportunities for TVET trainees while 5 and 9 respondents agree and strongly agree with the assertion respectively. From the total of 95 respondents who are positive about the assertion, 51 representing the vibrant youth age group (31-40 years) forms the highest. This shows that TVET is really impacting on the youth positively in terms of opportunities relatively.

Figure 4.7: TVET Programme Improving the living standards of most graduates



Source: Researcher's field survey, 2015

In the process of the research, the researcher was determined to examine whether the TVET programme really improves the living standards of most of its graduates. As seen from the graph, 60% representing 69 observations said the living standards of most TVET graduates have improved, followed by 31.3% who strongly agree. The rest 8.7% is shared between those who strongly disagree and disagree. This statistics indicates that TVET is not only into human resource skills development but also economic growth and poverty reduction.

Table 4.2 TVET is the preserve for those who are perceived to be academically weak

Rating	Frequency	Percentage (%)
Strongly Disagree	75	65.2
Disagree	24	20.9
Agree	6	5.2
Strongly Agree	10	8.7
Total	115	100.0

Source: Researcher's field survey, 2015

The research probes into knowing the version of the study group about the public perception that TVET is reserved for academically weak youth only. The study reveals that 65.2 % of respondent strongly disagree with that claim, followed by 20.9% of disagree. Only 13.9% agree with that claim. This shows that the TVET Programme is not only preserved for those who did not perform in their examination but also for brilliant students.

4.3 Analysis of perception statements

An analysis of responses gathered from questionnaires is presented below. A total of thirteen (13) perceptions statements grouped into eight (8) opinions stated in the positive light and five(5) statements presented as negative perceptions statements.

Arranged in the order in which they appear on the questionnaire, the positive perception statements are the 4th, 5th, 6th, 7th , 8th, 10th, 11th and 13th while the negative perception statements are the 1st, 2nd, 3rd, 9th, and 12th statements respectively.

4.3.1 Analysis of Positive Perception Statements

Result of responses to eight (8) positive perception statements are presented in table 4.3 below. For these statements, "strongly agree" and "agree" are considered positive perceptions about the impact of TVET on the youth in South Dayi District. Conversely, "strongly disagree" and "disagree" are considered negative perceptions about the impact of TVET on the youth in South Dayi District.

Table 4.3 Response to Positive Perception Statements by Instructors and Non-Instructional Staff

Perception Statement	Opinion	Frequency	Percentage
The living standards of most TVET graduates have improved.	Strongly Agree	6	24
	Agree	16	64
	Disagree	0	0
	Strongly Disagree	3	12
Total		**25**	**100**
TVET Programmes at Toh-Kaplime V. T. I. must be expanded to include courses such as hair dressing, welding, plumbing etc.	Strongly Agree	14	56
	Agree	7	28
	Disagree	0	0
	Strongly Disagree	4	16
Total		**25**	**100**
Instructors at Toh-Kpalime V. T. I need further training to meet the current trends in TVET	Strongly Agree	5	20
	Agree	18	72
	Disagree	2	8
	Strongly Disagree	0	0
Total		**25**	**100**
Toh- Kpalime V. T. I. has been beneficial to all surrounding communities through their training	Strongly Agree	7	28
	Agree	16	64
	Disagree	0	0
	Strongly Disagree	2	8
Total		**25**	**100**

I will actively encourage my child, siblings and friends to pursue TVET.	Strongly Agree	10	40
	Agree	12	48
	Disagree	0	0
	Strongly Disagree	3	12
Total		**25**	**100**
TVET is the solution to youth unemployment.	Strongly Agree	7	28
	Agree	14	56
	Disagree	4	16
	Strongly Disagree	0	0
Total		**25**	**100**
There are more opportunities for TVET graduates than those who did not pursue TVET.	Strongly Agree	9	36
	Agree	15	60
	Disagree	1	4
	Strongly Disagree	0	0
Total		**25**	**100**
Majority of graduates from Toh-Kpalime are in employment (self or wage).	Strongly Agree	8	32
	Agree	15	60
	Disagree	2	8
	Strongly Disagree	0	0
Total		**25**	**100**

Source: Researcher's field survey, 2015

Table 4.3 shows that a general majority of the schools' staff hold positive perception about the impact of TVET on the youth in South Dayi District. This may be due to the fact that, having been given the opportunity to work in proximity with youth and academia, they may have witnessed at first-hand the positive impact of TVET on the youth in society.

Table 4.4 Responses to positive perception statement by current trainees.

Perception Statement	Opinion	Frequency	Percentage
The living standards of most TVET graduates have improved.	Strongly Agree	10	50
	Agree	10	50
	Disagree	0	0
	Strongly Disagree	0	0
Total		**20**	**100**
TVET Programmes at Toh-Kaplime V. T. I. must be expanded to include courses such as hair dressing, welding, plumbing etc.	Strongly Agree	12	60
	Agree	7	35
	Disagree	1	5
	Strongly Disagree	0	0
Total		**20**	**100**
Instructors at Toh-Kpalime V. T. I need further training to meet the current trends in TVET	Strongly Agree	8	40
	Agree	3	15
	Disagree	4	20
	Strongly Disagree	5	25
Total		**20**	**100**
Toh- Kpalime V. T. I. has been beneficial to all surrounding communities through their training	Strongly Agree	9	45
	Agree	11	55
	Disagree	0	0
	Strongly Disagree	0	0
Total		**20**	**100**
I will actively encourage my child, siblings and friends to pursue TVET.	Strongly Agree	10	50
	Agree	8	40
	Disagree	2	10
	Strongly Disagree	0	0
Total		**20**	**100**
TVET is the solution to youth unemployment.	Strongly Agree	7	35
	Agree	11	55
	Disagree	0	0
	Strongly Disagree	2	10
Total		**20**	**100**
There are more opportunities for TVET graduates than those who did not pursue TVET.	Strongly Agree	8	40
	Agree	11	55
	Disagree	0	0
	Strongly Disagree	1	5
Total		**20**	**100**
Majority of graduates from Toh-Kpalime are in employment (self or wage).	Strongly Agree	9	45
	Agree	9	45
	Disagree	2	10
	Strongly Disagree	0	0
Total		**20**	**100**

Source: Researcher's field survey, 2015

Table 4.4 shows that a considerable majority of the students also hold positive perceptions enrolling in TVET. This may be due to the fact that in the course of their education, they have had time to appreciate and felt the impact of TVET on their lives and society in general.

Table 4.5 Responses to positive statements by parents

Perception Statement	Opinion	Freq.	Percentage
The living standards of most TVET graduates have improved.	Strongly Agree	8	40
	Agree	10	50
	Disagree	2	10
	Strongly Disagree	0	0
Total		**20**	**100**
TVET Programmes at Toh-Kaplime V. T. I. must be expanded to include courses such as hair dressing, welding, plumbing etc.	Strongly Agree	8	40
	Agree	10	50
	Disagree	0	0
	Strongly Disagree	2	10
Total		**20**	**100**
Instructors at Toh-Kpalime V. T. I need further training to meet the current trends in TVET	Strongly Agree	8	40
	Agree	10	50
	Disagree	2	10
	Strongly Disagree	0	0
Total		**20**	**100**
Toh- Kpalime V. T. I. has been beneficial to all surrounding communities through their training	Strongly Agree	8	40
	Agree	8	40
	Disagree	4	20
	Strongly Disagree	0	0
Total		**20**	**100**
I will actively encourage my child, siblings and friends to pursue TVET.	Strongly Agree	8	40
	Agree	12	60
	Disagree	0	0
	Strongly Disagree	0	0
Total		**20**	**100**
TVET is the solution to youth unemployment.	Strongly Agree	10	50
	Agree	6	30
	Disagree	0	0
	Strongly Disagree	4	20
Total		**20**	**100**
There are more opportunities for TVET graduates than those who did not pursue TVET.	Strongly Agree	8	40
	Agree	8	40
	Disagree	4	20
	Strongly Disagree	0	0
Total		**20**	**100**

majority of graduates from Toh-Kpalime are in employment (self or wage).	Strongly Agree	6	30
	Agree	12	60
	Disagree	2	10
	Strongly Disagree	0	0
Total		**20**	**100**

Source: Researcher's field survey, 2015

Table 4.5 shows that a considerable percentage of the parents also hold positive perceptions about the involvement of doubt concerning the positive perceptions are more pronounced for parents, seeing as majority of them may not be educated themselves and may only now be beginning to appreciate the essence of enrolling the youth in TVET.

Table 4.6 Responses to positive perception statements by past trainees

Perception Statement	Opinion	Frequency	Percentage
The living standards of most TVET graduates have improved.	Strongly Agree	15	30
	Agree	34	68
	Disagree	1	2
	Strongly Disagree	0	0
Total		**50**	**100**
TVET Programmes at Toh-Kaplime V. T. I. must be expanded to include courses such as hair dressing, welding, plumbing etc.	Strongly Agree	15	30
	Agree	20	40
	Disagree	15	30
	Strongly Disagree	0	0
Total		**50**	**100**
Instructors at Toh-Kpalime V. T. I need further training to meet the current trends in TVET	Strongly Agree	13	26
	Agree	29	58
	Disagree	8	16
	Strongly Disagree	0	0
Total		**50**	**100**
Toh- Kpalime V. T. I. has been beneficial to all surrounding communities through their training	Strongly Agree	15	30
	Agree	32	64
	Disagree	3	6
	Strongly Disagree	0	0
Total		**50**	**100**
I will actively encourage my child, siblings and friends to pursue TVET.	Strongly Agree	5	10
	Agree	45	90
	Disagree	0	0
	Strongly Disagree	0	0
Total		**50**	**100**

TVET is the solution to youth unemployment.	Strongly Agree	8	16
	Agree	40	80
	Disagree	1	2
	Strongly Disagree	1	2
Total		**50**	**100**
There are more opportunities for TVET graduates than those who did not pursue TVET.	Strongly Agree	12	24
	Agree	30	60
	Disagree	8	16
	Strongly Disagree	0	0
Total		**50**	**100**
majority of graduates from Toh-Kpalime are in employment (self or wage).	Strongly Agree	14	28
	Agree	36	72
	Disagree	0	0
	Strongly Disagree	0	0
Total		**50**	**100**

Source: Researcher's field survey, 2015

Table 4.6 shows that majority of the past trainees hold positive perceptions about their enrollment in TVET Programmes. This may be due to the fact that, having had the opportunity to enroll in TVET, they may have experienced the positive role it has played in their lives.

Table: 4.7 Response to positive statement by all respondents

		Responses to Perception Statement			
Positive Perception Statement		**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
The living standard of most TVET graduates has improved.	Frequency	40	70	3	2
	Percent (%)	34.8	61	2.6	1.7
	Cumulative percent (%)	34.8	96	98.3	100
TVET Programmes at Toh-Kaplime V. T. I. must be expanded to include courses such as hairdressing, welding, plumbing etc.	Frequency	49	44	16	6
	Percent (%)	42.6	38	13.9	5.2
	Cumulative percent (%)	42.6	81	94.8	100
Instructors at Toh-Kpalime V. T. I need further training to meet the current trends in TVET	Frequency	34	60	16	5
	Percent (%)	29.6	52	13.9	4.3
	Cumulative percent (%)	29.6	82	95.7	100

Toh- Kpalime V. T. I. has been beneficial to all surrounding communities through their training	Frequency	39	67	7	2
	Percent (%)	33.9	58	6.1	1.7
	Cumulative percent (%)	33.9	92	98.3	100
I will actively encourage my child, siblings and friends to pursue TVET.	Frequency	33	77	2	3
	Percent (%)	28.7	67	1.7	2.6
	Cumulative percent (%)	28.7	96	97.4	100
TVET is the solution to youth unemployment.	Frequency	32	71	5	7
	Percent (%)	27.8	62	4.3	6.2
	Cumulative percent (%)	27.8	90	93.8	100
There are more opportunities for TVET graduates than those who did not pursue TVET.	Frequency	37	64	13	1
	Percent (%)	32.2	56	11.3	0.8
	Cumulative percent (%)	32.2	88	99.2	100
Majority of graduates from Toh-Kpalime are in employment (self or wage).	Frequency	37	72	6	0
	Percent (%)	32.2	63	5.2	0
	Cumulative percent (%)	32.2	95	100	0

Source: Researcher's field survey, 2015

4.4.1.1 Statement 4

The living standards of most TVET Graduates has improved. A cumulative percentage of 96 (i.e. 34.8% strongly agree and 61% agree) hold positive perception with regards to the above statement. For TVET experience, respondents with little TVET experience (i. e under 2 years) could not express any strong opinion about the perception statement under consideration; neither "strongly disagree" nor "strongly agree" as is the general pattern. Indeed, 72% of persons with a little TVET experience (i. e fewer than 2 years) hold more positive perceptions than with over 2 years of experience. In the case of education, masters and diploma holders as well as university degree holders express strong opinions about the perception statement under

consideration: either “agree” or “strongly agree” as being the general pattern. More so, respondents with other educational backgrounds gave more of “strongly agree” than “agree” to the general pattern of responses.

4.4.1.2 Statement 5

TVET programmes at Toh-Kpalime V. T. I must be expanded to include course such as hairdressing, welding, plumbing etc. On the above statement perception among respondents was positive. Majority of Instructors and Non-Instruction staff either “agree” or “strongly agree” with the above statements. They believe if other courses such as hairdressing, welding, plumbing which are not offered at Toh-Kpalime V.T.I. at the moment are introduced, it will encourage more youth to enroll in TVET and will also have very positive impact on the youth in South Dayi District.

4.4.1.3 Statement 6

Instructors at Toh-Kpalime V. T. I need further training to meet the current trends in TVET. From the questionnaire, it was revealed that, 58% of the past trainees agree with the above positive perception statement. This may be due to the experience they had had with the instructors. Also, majority (55%) of the current trainees have the same opinion about the above statement. However, 45% of the current trainees don’t think so. Instructors at Toh-Kpalime V. T. I. also agree with the above perception statement which they believe will go a long way to improve upon their performance.

4.4.1.4 Statement 7

Toh-Kpalime V.T.I. has been beneficial to all surroundings communities through their training**.** On the statement “Toh-Kpalime V.T.I. has been beneficial to all

surrounding communities through their training", perception among respondents was split between negative and positive, but positive was much more than the negative (i e. 92% positive and 7.8% Negative), as indicated in Table 4.3 above.

4.4.1.5 Statement 8

I will actively encourage my child, siblings, and friends to pursue TVET. A cumulative percentage of 4.3% (i.e. 1.7% disagree and 2.6% strongly disagree) held negative perception with regards to the above statement, a pattern that holds generally true for all demographic factors cross-tabulated against the statement. This is shown in Table 4.3 above

4.4.1.6 Statement 9

TVET is the solution to youth unemployment. On the statement "TVET is the solution to youth unemployment", positive perception among respondent outweighed the negative perception (i.e. a cumulative percent of 90 agreed and strongly agree while only 10% disagree and strongly disagree as indicated in the table 4.3 above).

4.4.1.7 Statement 10

There are more opportunities for TVET graduates than those who did not pursue TVET. For TVET experience respondents', expression on the above statement was positive. Only 12.1% of the respondents had negative perception about the above statement. More so, majority of parents agree to the above perception statement as well.

4.4.1.7 Statement 11

Majority of graduates from Toh-Kpalime V.T.I. are in employment (self or wage) A cumulative percentage of 95 (i.e 31.2% strongly agree and 63% agree) held positive perception with regards to the above statement, a pattern that holds generally true for all demographic factors cross-tabulated for the statement as depicted in table 4.3 above.

4.3.2 Analysis of Negative Perception Statements

Results of responses to five (5) negative perception statements are presented in Table 4.4. For these statements "strongly disagree and disagree" are considered as positive perception about impact of TVET on youths in South Dayi District, "Strongly Agree and Agree" are considered as negative perception about the impact of TVET on the youth.

Table 4.8 Response to Negative perception statement by staff

Perception Statement	Opinion	Frequency	Percentage
Only those who went to Junior High school can pursue TVET	Strongly Agree	0	0
	Agree	2	8
	Disagree	7	28
	Strongly Disagree	16	64
Total		**25**	**100**
Female who pursue TVET are not likely to get good husbands and make happy families	Strongly Agree	0	0
	Agree	2	8
	Disagree	7	28
	Strongly Disagree	16	64
Total		**25**	**100**
TVET is the preserve for those who are perceived to be academically weak.	Strongly Agree	1	4
	Agree	1	4
	Disagree	8	32
	Strongly Disagree	15	60
Total		**25**	**100**

TVET graduates cannot pursue further education	Strongly Agree	6	24
	Agree	3	12
	Disagree	6	24
	Strongly Disagree	10	40
Total		**25**	**100**
People who pursue TVET find it difficult to get jobs.	Strongly Agree	0	0
	Agree	7	28
	Disagree	8	32
	Strongly Disagree	10	40
Total		**25**	**100**

Source: Researcher's Field survey, 2015

The Table 4.8 shows that there is still a considerable disagreement of negative perception concerning the impact of TVET on the youth amongst the staff of the school in spite of the influence of the surrounding academic atmosphere. This could be as a result of earlier societal influence to which members of the staff were subjected to in their earlier stages of development especially about vocational and technical education and training.

Table 4.9 Response to Negative Perception statements by Parents

Perception Statement	Opinion	Frequency	Percentage
Only those who went to Junior High School can pursue TVET	Strongly Agree	0	0
	Agree	0	0
	Disagree	6	30
	Strongly Disagree	14	70
Total		**20**	**100**
Female who pursue TVET are not likely to get good husbands and make happy families	Strongly Agree	0	0
	Agree	0	0
	Disagree	10	50
	Strongly Disagree	10	50
Total		**20**	**100**
TVET is the preserve for those who are perceived to be academically weak.	Strongly Agree	0	0
	Agree	0	0
	Disagree	6	30
	Strongly Disagree	14	70
Total		**20**	**100**

TVET graduates cannot pursue further education	Strongly Agree	0	0
	Agree	0	0
	Disagree	2	10
	Strongly Disagree	18	90
Total		**20**	**100**
People who pursue TVET find it difficult to get jobs.	Strongly Agree	2	10
	Agree	2	10
	Disagree	6	30
	Strongly Disagree	10	50
Total		**20**	**100**

Source: Researcher's field survey, 2015

Though parents for one reason or another have consented to their wards partaking in TVET to improve upon their well-being, negative perceptions regarding the TVET still persist. A reason for this might be lack of exposure to youth who are actively involved in TVET and the benefit that accrue to them as a result. Again, it may also be due to the general perception people have that only those who are academically weak pursue TVET. Lack of adequate education on TVET to the public is another contributing factor (Table 4.9).

Table 4.10 Response to Negative Perception statements by current trainees

Perception Statement	Opinion	Frequency	Percentage
Only those who went to Junior High school can pursue TVET	Strongly Agree	1	5
	Agree	0	0
	Disagree	4	20
	Strongly Disagree	15	75
Total		**20**	**100**
Female who pursue TVET are not likely to get good husbands and make happy families	Strongly Agree	0	0
	Agree	1	5
	Disagree	7	35
	Strongly Disagree	12	60
Total		**20**	**100**
TVET is the preserve for those who are perceived to be academically weak.	Strongly Agree	2	10
	Agree	1	5
	Disagree	3	15
	Strongly Disagree	14	70
Total		**20**	**100**
TVET graduates cannot pursue further education	Strongly Agree	0	0
	Agree	2	10
	Disagree	7	35
	Strongly Disagree	11	55
Total		**20**	**100**
People who pursue TVET find it difficult to get jobs.	Strongly Agree	1	5
	Agree	1	5
	Disagree	16	80
	Strongly Disagree	2	10
Total		**20**	**100**

Researcher's field survey, 2015

There is ample evidence from Table 4.10 suggest that negative perceptions are still rife even amongst the student body of the institution. Societal perceptions, coupled with youths who wish to embark on TVET programmes but cannot for one reason or another to those who have taken the bold step may be a reason that suffices to explain this observation. Also, their counterparts in the grammar schools who at times consider them as not being brilliant enough to pursue secondary education have influence on them.

Table 4.11 Response to Negative Perception statements by Past trainees

Perception Statement	Opinion	Frequency	Percentage
Only those who went to Junior High school can pursue TVET	Strongly Agree	0	0
	Agree	10	20
	Disagree	25	50
	Strongly Disagree	15	30
Total		50	100
Female who pursue TVET are not likely to get good husbands and make happy families	Strongly Agree	0	0
	Agree	9	18
	Disagree	15	30
	Strongly Disagree	26	52
Total		50	100
TVET is the preserve for those who are perceived to be academically weak.	Strongly Agree	4	8
	Agree	0	0
	Disagree	10	20
	Strongly Disagree	36	72
Total		50	100
TVET graduates cannot pursue further education	Strongly Agree	0	0
	Agree	0	0
	Disagree	28	56
	Strongly Disagree	22	44
Total		50	100
People who pursue TVET find it difficult to get jobs.	Strongly Agree	0	0
	Agree	12	24
	Disagree	30	60
	Strongly Disagree	8	16
Total		50	100

Researcher's field survey, 2015

Inferring from Table 4.11 there is still a considerable degree of negative perceptions concerning the impact of TVET on the youth, in spite of the influence of the past experiences surrounding their academic atmosphere. This could be a result of earlier societal influence to which some past trainees were subjected to in their earlier stage of development. It can also be due to the fact that some are not in gainful employment after school.

Table 4.12 Responses to Negative Perception Statements

Negative Perception Statement		Responses To Perception Statements			
		Strongly Agree	Agree	Disagree	Strongly Disagree
Only those who want to Junior High school can pursue TVET	Frequency	1	12	42	60
	Percentage	0.9	10.4	36.5	52.2
	Cumulative Percent(%)	0.9	11.3	47.8	100
Female who pursue TVET are not likely to get good husbands and make happy families	Frequency	0	12	39	64
	Percentage	0	10.4	33.9	55.7
	Cumulative Percent(%)	0	10.4	44.3	100
TVET is the preserve for those who are perceived to be academically weak.	Frequency	7	2	27	79
	Percentage	6.1	1.7	27.5	68.7
	Cumulative Percent(%)	6.1	7.8	31.3	100
TVET graduates cannot pursue further education	Frequency	6	5	43	61
	Percentage	5.2	4.3	37.4	53.1
	Cumulative Percent(%)	5.2	9.5	46.9	100
People who pursue TVET find it difficult to get jobs.	Frequency	3	22	49	41
	Percentage	2.6	19.1	42.6	35.7
	Cumulative Percent(%)	2.6	21.7	64.3	100

Source: Researcher's field survey, 2015

4.4.2.1 Statement 1

Only those who went to Junior High school can pursue TVET. From the Table 4.12, 88.7% of respondents either "disagree or strongly disagree" with the perception statement under consideration. However, few respondents also agree and strongly agree" with the negative perception statements. More so, some current trainees are those who agree with the above negative perception (Table 4.12).

4.4.2.2 Statement 2

Female who pursue TVET are not likely to get good husbands and make happy families. Some respondents (i.e. cumulative 10.4) hold negative perception against the impact of TVET with respect to this statement as 10.4% agree with respect to it (Table 4.12).

4.4.2.3 Statement 3

TVET is the preserve for those who are perceived to be academically weak. Although, majority of the respondents (i.e. cumulative 92%) "Strongly disagree" or "disagree" with the above perception statement, some respondents are also of the view that TVET is the preserve for those who are perceived to be academically weak (Table 4.12).

4.4.2.4 Statement 4

From Table 4.12, it is indicated that TVET graduates cannot pursue further education (articulation). Less than 10% of the respondents either agree or strongly agree with the above negative perception statement. Indicating that, majority shows an overall positive perception i.e. 90.5% either "disagree or strongly disagree".

4.4.2.5 Statement 5

People who pursue TVET find it difficult to get jobs. An analysis for perception of South Dayi District Constituents with respect to the above statement generally shows an overall positive perception (78.3%) with 35.7% (strongly disagree") with the statement (Table 4.12).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusions and recommendations about the impact of TVET on the youth in South Dayi district. It specifically assessed the demographic variables of the youth, the perception of the youth as well as the general public on the TVET educational structure and programmes, the employment opportunities of TVET graduates and how TVET has contributed to improving the living standards of the youth in Toh-Kpalime and surrounding communities. The recommendations made in this chapter are intended to capture the attention of the trainees both past and current, parents, South Dayi District Assembly, Ministry of Employment and Labour Relations and the government.

5.2 Summary of Findings

5.2.1 Perception of the study group

There are a lot of misconceptions demeaning the image and the importance of TVET to the socio-economic and technological development of the youth in TohKpalime and South Dayi District and the country in general.

In an attempt to unveil the reality or dispel the misconception among the general populace of the country about TVET the study ventures for ‘never-do-wells’, the study reveals that 99 respondents representing 86.1% strongly disagree and disagree about that misconception while only 16 respondents representing 13.9% believed it. This suggests the need to intensify serious education on this negative mentality.

The notion that only those who complete JHS can pursue TVET is been refuted by the statistics provided in the analysis. This is indicated by 83.5% of the respondents who disagree and strongly disagree with the perception that TVET only makes room for JHS students to pursue. This shows that TVET Programme is designed to allow all manner of people who wish to acquire or upgrade their skills to any level of their choice.

The strong perception which normally discourages the youth from pursuing TVET programmes is the one that seeks to suggest that TVET graduates cannot pursue further education. The information obtained from the field survey indicates that 96 out of 115 respondents vehemently disagree with that assertion. This demonstrates that all graduates from TVET institutions are having a wider range of chances to further their education to any level provided he or she meets the requirements.

5.2.2 Employment opportunities

In terms of the employability of TVET graduates, 106 out of 115 respondents forming 92.2% believed that the graduates of the vocational program had better employment opportunities and are more gainfully employed than the graduates of academic programmes. This suggests that employability and entrepreneurship skills should be integrated into TVET programmes because it has the ability to even reintegrate unemployed persons in the job market.

5.2.3 Improvement in the living standards of the youth

The study reveals that, the cumulative valid percentage of 89 of the entire study population agree and strongly agree with the claim that the living standards of most TVET graduates has improved tremendously over the years, courtesy, the skills and

practical training structure of its programmes unlike other educational structures that champion only humanities. Having only 11% of respondents disagree and strongly disagree, clearly show that TVET Programmes are more beneficial to the teaming youth of Ghanaian population. No wonder 93% of the study population shows much interest in encouraging their children, siblings and friends to pursue TVET's Programmes in future.

5.3 Conclusions

It was found that graduates from TVET institutions are having a wider range of chances to further their education to any level provided he or she meets the requirements. Moreover, the study concludes that employability and entrepreneurship skills should be integrated into TVET programmes because it has the ability to even reintegrate unemployed persons in the job market.

The study concludes that TVET Programme is designed to allow all manner of people who wish to acquire or upgrade their skills to any level of their choice. Also, it was found that the living standards of most TVET graduates has improved tremendously over the years, courtesy, the skills and practical training structure of its programmes unlike other educational structures that champion only humanities. The study further revealed that parents show much interest in encouraging their children, siblings and friends to pursue TVET's Programmes in future.

5.4 Recommendations

Based on the results and limitations of this study, several recommendations for policy, practice, and future research are offered:

The government should work collaboratively with the private sector to maintain and expand technical and vocational education and training in Ghana. In particular, the government should draw upon the resources of employers and solicit private sector investment in technical and vocational education and training by providing infrastructure and modern tools and equipment to replace the obsolete ones.

Subsidies should be given to trainees by government to reduce the burden on parents, guardians and even the trainees who look after themselves in school and boarding houses to enable them have sound mind to study. The government should also equip the training institutions with modern tools and equipment to enable them turn out quality products.

In addition, the government should provide effective leadership and incentives to the private sector to encourage partnerships and collaboration with vocational institutions. This will go a long way to improve the quality of training and also attract more youth to skill training.

The Ministry of Employment and Labour Relations should seek input from numerous stakeholders, such as educators, business/industry personnel, parents, students, academicians, and other professionals, before formulating major policy decisions regarding technical and vocational education and training. The ministry in collaboration with the district assembly should endeavor to stock the libraries of TVET schools with textbooks to enhance proper teaching and learning and also embark on vigorous educational programmes to clear the misconception the general public hold about TVET education.

A balanced approach should be emphasized in the school curriculum through the integration of technical, employability, and general skills in vocational programs. In

addition, vocational curricula should be flexible and responsive to the present and future needs of the nation.

Policymakers should introduce legislation related to new reform initiatives such as school/business partnerships, school-to-work activities, technology preparation, and workforce development to sustain employer and private sector commitment to education, training, and human resource development. Parliament should also enact a legislation to include the TVET schools in the computerized posting of students. TVET institutions in N.V.T.I should also be made to benefit from the GETFUND. This will help increase in the enrolment in the above mentioned institutes and other TVET institutions.

Parents and guardians need to be encouraged, to also influence their wards to explore all avenues when it comes to securing a better future through TVET education.

5.4 Recommendation for Future Research

In view of the findings of the study, time and resource constraints experienced, the following recommendations are made for further studies in future.

1. A study of perceptions held about youth participation in acquiring employable vocational and technical skills and their impact on curriculum development by policy makers in Ghana.
2. A study of underlying factors contributing to the low patronage of vocational institutions in Ghana.
3. A study to understand the reasons why technical and vocational education has not received the needed attention of the Ghana Governments over the periods.

REFERENCES

Achoanena, D. & Delluc, A. (2002). *Revisiting Technical and Vocational Education in Sub-Saharan Africa*. Paris: UNESCO publications.

Adentwi, K. (2000). *Curriculum Development.* Kumasi: Skies Ghana Ltd.

Afeti, G., Baffour-Awuah, D. & Budu-Smith, J. (2003). *Baseline Survey for the Introduction of Competency-Based Training in Polytechnics:* Final Draft. National Council for Tertiary Education (NCTE)/ Japan International Cooperation Agency (JICA).

African Union (2006). *Strategy to revitalize technical and vocational education and training (TVET) in Africa*. Addis Ababa: Final Draft. Bureau of the Conference of Ministers of Education of the African Union.

African Union, (2002). *Report on the Implementation of the Technical Vocational Education and Training (TVET) in Africa*.

African Union, (2012). *Report on the Implementation of the Technical Vocational Education and Training*. Fifth Ordinary Session of the Conference of Ministers of education of the African Union (COMEDAF V) (pp. 1-9).

Agodzo, S. K. (2005). *Competency- Based Learning:* The Case of Wa Polytechnic of Ghana, CAPA Seminar, Erata Hotel, Accra, 6th August, 2005.

Anamuah-Mensah, J. (2004). *Vocational/Technical Education for Accelerated Wealth Creation, Critical Issues facing the Nation.* Paper presented at the 56th New Year School Conference organized by the Institute of Adult Education, University of Ghana, 30th December, 2004.

Anang, K., & Brainard, S. (2000*). Knowledge for development? Comparing British, Japanese, Swedish and World Bank aid.* London, UK: Zed Books

Anderson, F.H., & Metcalf, J.Y. (2003). *Technical and vocational education and training (TVET) Sector mapping for learn4work: Draft*. Dutch schokland programme on TVET. Retrieved on 6th April, 2014 from:http://www. freepatentsonline.com/article/college-student-journal/ 169306809.html

Annoh, K. (2002). *Education Studies*. Kumasi: Oman Press.

Antwi, M. K. (1992). *Education work and development.* Accra: Unimax Publishing Ltd.

Arriagada, A., & Ziderman, J. (1992). *Vocational Secondary Schooling, occupational choices and earnings in Brazil.* Washington DC: World Bank.

Atta-Quayson, J. (1998). *The governance of schools (Better schools series).* London: Commonwealth Secretariat Press.

Austin, M. (1993). *Efficiency and equity in vocational education and training policies in a changing international division of labour*. Geneva, Swtizerland: ILO

Australia Department of Education, Science, and Training. (2004). *"Skills at Work: Evaluation of New Apprenticeships."* Canberra: Strategic Analysis and Evaluation Group.

AVI V. A. (2005). *Technical/Vocational Education.* Today Newsletter, July-September 2005. Abuja: NERDC Printing Press.

Baffour-Awuah, D. (2010). *Technical and Vocation Education and Training in Ghana*. COTVET Quarterly Newsletter. Retrieved from http://www.newsletter.com

Baiden, F. A. (1996). *Technical and Vocational Education in Ghana:* In the development of Technical and Vocational education in Africa. Case study from selected countries (pp.81-122) Dakar, Senegal: UNESCO Regional office.

Becker, G. (1964). *Human Capital.* Chicago: University of Chicago Press.

Bennell, P. (1999). *Learning to change: Skills development among the economically vulnerable and socially excluded in developing countries.* Turin: ILO Employment and Training Papers No. 43.

Bennell, P. (1999). *Learning to change: Skills development among the economically vulnerable and socially excluded in developing countries.* Turin: ILO Employment and Training Papers No. 43.

Bilodean, L. (1966). *Acquisition of skills.* New York: Academic Press.

Blenkyeral, T. (1986). *Reforming technical and vocational education in Sub-Saharan Africa: Case studies of Ghana - Mauritius - Tanzania and Zimbabwe*. Dakar, Senegal: BREDA.

Boafo, J. S. (2004). *The importance of C.B.T. in practical assessment.* In APTI Conference Report. Takoradi: Unpublished.

Boateng, C. (2012). Restructuring Vocational and Technical Education in Ghana. The role of Leadership Development. *International Journal of Humanities and Social Science Publication, Saskatoon, Canada,* 1(2), 111-122.

Budu -Smith, J. (2005). The Need for Polytechnics to Assert and Create a Niche for Themselves among Tertiary Institutions in Human Resource Development: *Journal of Polytechnics in Ghana. Canada,* 3(22), 71-98.

Caroline A. A. (2013). Competency based training quality delivery for Technical and Vocational Education and Training. International Bureau of Education. *Journal of Vocational and Technical Education,* 7(1), 78-82.

Cartmel, F. (1999). Young people unemployed in urban and rural settings. *Journal of Vocational Studies,* 6(1) p.56-75.

Commonwealth of Learning (2001). *Addressing the challenges of TVET*. Vancouver, Canada: Author.

Conference of Ministers of Education of the Africa Union (2007). *Developing an African Higher Education Quality Rating System:* Meeting of the Bureau of the conference of Ministers of Education of the Africa Union (COMEDAF II), Addis Ababa, Ethiopia, 29-31, May 2007.

Cummins, J. (1984). *Bilingual Education and Special Education: Issues in Assessment and Pedagogy.* San Diego: College Hill.

Daily Graphic (2002). *Government won't compromise quality tertiary education*. Thursday, September, 25.

Dei, S.G. (1996). *Anti-Racism Education: Theory and Practice.* Fernwood Publishing Co, Ltd.

Delker, P. V. (1990). *Basic Skills Education in Business and Industry: Factors for Success or Failure.* Contractor Report, Office of Technology Assessment, United States Congress.

Douglas, L., Roberts, A. and Thompson, R. (1988) *Oral History: A Handbook.* Sydney: Allen & Unwin.

Dwomo-Forkuo, Y. (2001). *'Ghana: System of Education'.* In T. Husen and T.N. Postlethwaite (eds) (1994) *The International Encyclopedia of Education.* Oxford: Pergamon.

Emeka, E. O. (2011). Youth Unemployment and Implication for Stability Democracy in Nigeria. *Journal of Sustainable Development in Africa,* 13 (1), 358-373.

Enu, K. (1998). *Fine tuning the Basic Education Reforms*. Kontagora: Amaka Enterprises.

Felder, D., Greenberg, D. H. & Robins, P. K. (1997). "Evaluating Government Training Programmes for the Economically Disadvantaged." *Journal of Economic Literature,* 35(4), 1809–1855.

Felder, S., Brenman, J. and Little, B. (1994). Effect of Technical/Vocational Education in a developing economy. *Journal of Emerging Trends in Economics and Management Sciences (JETEMS)* 2 (4): 251-256.

Foyster, J (1990). *Getting to Grips with Competency – Based Training and Assessment.* TAFE National Centre for Research and Development: Leabook. Australia. ERIC: ED 317849.

Gabriel, S. K. (2008). *Policy frameworks: major issues in TVET in Africa*. London: Commonwealth Printing Press.

Gallart, M.A. (1988). The Secondarization of Technical Education in Argentina and the Professionalization of Secondary education in Brazil in a Comparative

Perspective: Paper presented at the Vocationalizing Education Conference. London. *Journal of Vocational Education Research,* 16(2), 1-32.

Gasse, C. (1985). *Vocationalisation of education in Kenya: Factors that have influenced policies and practices in the colonial and post-colonial period*. Nairobi, Kenya: Kenyatta University Press.

Gbedemah, F. (1975). *Alternative Language Policies for Education in Ghana*. New York: Vantage Press.

Ghana Statistical Service (2014). *"2014 Population and Housing Census".* Accra, Ghana.

Ghana Statistical Service (2014). *Population and Housing: A Preliminary Report*. Accra, Author.

Gondwe, M. & Walenkamp, J. (2011). *Alignment of Higher Professional Education with the Needs of the Local Labour Market:* the Case of Ghana. The Hague: NUFFIC and The Hague University of Applied Sciences.

Government of Ghana (2002). *White Paper on the Report of the Education Reform Review Committee.* Accra: Ministry of Education, Youth and Sports.

Government of Ghana (2006). *Council for technical and vocational education and training bill.* Accra: Ministry of Education.

Grewal, J. S. (1999). *Vocational environment and occupational choices.* India: Wiley Press.

Hallak, J. (1990). *Investing in the future: Setting educational priorities in the developmental world*. Paris: UNESCO.

Hanson, M. (1996). *Efficiency and equity in vocational education and training policies in a changing international division of labour*. Geneva, Swtizerland: ILO

Harbison, F. H. (1983). *Human resources as the wealth of nations.* London: Oxford University Press.

Hoyt, B., Evans, R. N., Mackin, F. F. & Manguru, G. L. (1974). *Career education: What it is and how to do it* (2nd ed). Saltlake City: Olympus Publishing Co.

ICCES Charter (2004). *Integrated Community Centres for Employable Skills Charter*. Accra: Ministry of Employment and social welfare.

International Labour Office (2000). *A Skilled Workforce for Strong, Sustainable and Balanced Growth; A G20 Training Strategy*. Geneva: International Labour Office.

International Labour Organization (2012). Productive and Decent work for youth in the Mano River Union: Guinea, Liberia, Sierra Leone and Cote d I' voire 4.5 million youth need employment: An agenda for a multi- stakeholder programme. Journal of Vocational and Technical Education, 22(19), 99-103.

Johanson, R. K. & Adams, A. V. (2004). *Skills Development in Sub-Saharan Africa.* Washington DC: The World Bank.

Kane, E. (1990). C*aught between two stools. Women in vocational education and training in Ghana.* ILO Discussion paper No. 29. Geneva: ILO.

King, D., & Palmer, P. (2010). *Private technical vocational education in Sub-Saharan Africa: Provision patterns and policy issues*. Revised final report. Paris, France: UNESCO.

King, K. (1994). *'Technical and vocational education and training: An overview' in international encyclopaedia of education*. (2nd ed.). Oxford: Pergamon Press.

Levin, B. & Young, J. (1994). *Understanding Canadian schools: An introduction to educational administration.* Toronto: Harcourt Brace & Company.

Lewin, K. M. (1997). *Education and development. Defining the issues, Educational Research paper No. 06.* Centre for International Education, University of Sussex.

Maslow, A. H. (1954) A theory of human motivation. *Psychological Review*, 50(4), 370-396

McElvery, R.H., Hall, C.H., & Lynch, R.H. (1997). "Perceptions of leadership in post-secondary technical institutes in Georgia". *Journal of Vocational Technical Education.* 13(2):57–64

Middleton, J., Ziderman, A. & Adams, A. V. (1993). *Skills for Productivity: Vocational Education and Training in Developing Countries*. New York: Oxford University Press.

Ministry of Education (1997). *Reform of Ghana Education Service for the period 1975-1997.* Accra: Ghana Publishing Corporation.

Ministry of education (2008). *National technical and vocational education and training (TVET)* (2nd ed.). Accra: Ghana Publishing Corporation.

Moham, P. (2003). *Importance of Technical/ Vocational Education for Peace and Social development.* Retrieved from h*ttps://*en.wikipedia.org/wiki/education todaynewslatter.com on September, 22, 2014.

Morley, L., Gunawardena, C., Kwesiga, J., Lihamba, A., Odejide, A., Shacketon, L. & Sorhaindo, A. (2006) *Gender Equity in Selected Commonwealth Universities.* Research Report No. 65, Department of International Development. London: DFID.

Nsiah -Gyabaah, K. (2007). The Change to Competency- Based Education in order to Match Labour Market Needs; *Journal of Polytechnics in Ghana,* 2(2), 112-114.

Nsiah-Gyabaah, K. (2009). The Missing Ingredients in Technical and Vocational Education in Meeting the Needs of Society and Promoting Socio- Economic Development in Ghana: *Journal of Polytechnics in Ghana, 3(19), 22-34.*

Nyankov, A. (1996). *Current issues and trends in technical and vocational education.* Paris: UNEVOC-International Project on Technical and Vocational Education.

Oaks, M. M. (1990). The Future of Technology Teacher Education. *Journal of Industrial Teacher Education,* 26, (4). 67-70

Okolacha, C. C. (2012). Vocational Technical Education in Nigeria; Challenges and the Way Forward. *Journal of Business Management, Dynamics*, 2(6), 1-8.

Owusu – Ansah (2004). Vocational secondary schools can be more cost-effective than academic schools, *Journal for Comparative Education,* 25(2), 151-163.

Pao, R. (1996). *Skills for work? From skills development to decent livelihoods in Ghana's rural informal economy*. Edinburgh, Scotland: Centre of African Studies, University of Edinburgh.

Pascarlla, J. & Terenzini, K. (1991). (Eds.) *Vocationalizing education: An international perspective*. Oxford, UK: Pergamon Press.

Péano, S., de Dios, B., Atchoaréna, D. & Mendoza, U. (2008). *Investment in Technical Vocational Education and Training (TVET) in the Philippines.* Paris: International Institute of Educational Planning, UNESCO.

Pucel, K. (1990). Seven years on… Making sense of the new graduate labour market. Graduate Recruiter. *Journal for vocational education,* 2(8), 22-23.

Punch, K. F. (2000). *Developing Effective Research Proposals.* London: Sage Publications.

Seyfried, E. (1998). *Evaluation of Quality Aspects in Vocational Training Programmes: Synthesis Report: CEDEFOP Document, Luxembourg:* Official Publications of the European Communities.

Seymour, B. (1995). The Role of Web Resources and Technology as Instructional and Learning Tool in Vocational and Technical Education for National Transformation. *Journal of Vocational Studies* 6(1). 56-75.

Sheng, S., Zhou, K. Z., & Li, J. J. (1996). *Reading and Understanding Research*. California: Sage Publications.

Smith, M. J., Jennings, R. Solanki, G. (2005). "Perspectives on Learnerships: A Critique of South Africa's Transformation of Apprenticeships." *Journal of Vocational Education and Training,* 57(4): 537–562.

South Dayi district (2010). *Population and Housing Census; Ghana Statistical Service, 2014.* Retrieved from http//.www.Goggle search engine.com.

Strong, L. (1990). (Eds.) *Vocationalizing education: An international perspective*. Oxford, UK: Pergamon Press.

Technical Education and Skills Development Authority (2010). *Impact Evaluation study of TVET Programmes.* Philippines: TESDA, Republic of the Philippines.

The Commonwealth of Learning (2001). *Addressing the challenges of TVET.* Vancouver: Commonwealth Publications.

Toh-Kpalime Craft Centre Archives (1994). *Vocational and technical education and training. Ho: Toh-Kpalime Craftt Centre Archives*

Turkson, S. (2010). *Technical and Vocational Education and Training Reform in Ghana: The Master Key to Development.* Retrieved from http://www.COTVET quarterlynewsletter.org.com.

TVED (2008). *Statistics on technical institutes in Ghana.* Accra: Ghana Education Service.

TVET policy framework for Ghana (2001). Entrepreneurship and Vocational Education: A contemporary challenge and the way forward (Paper presented at the National Conference on Entrepreneurship Education at FCE (Technical) Umunze, *Journal of vocational education,* 3(9), 25 – 28.

UNESCO (2002). *Technical and Vocational Education and Training for the Twenty-first Century.* Paris: UNESCO Publications.

UNESCO-UNEVOC (2012). Transforming TVET from idea to action. *Journal of Economics of Education Review*, 8(1), 37-47.

United Nations (2012). Vocation and Technical Education: An Antidote to unemployment. International Journal of Educational Studies. 14(16). 22-99

United Nations Educational Scientific and Cultural Organization (UNESCO) and International Labour Organization (ILO), (2010). Technical and Vocational Education and Training for the Twenty- First Century. *Journal of Vocational and Technical Education,* 3(8), 8-19.

Wallace, A. G. (1985). *Introducing technical and vocational education*. London: Macmillan Education Ltd.

Weber, C., & Custer, J. (2005). Integrated skills training for self employment: The case of Ghana. In Grierson, J.P. & Mckenzie I. (Eds): *Training for self employment through vocational training institutions*. Turin, Italy: ILO International Training Centre.

Woltjer, L. (2006). *Analysis of vocational education and training in Ghana*. Paris: Woord en Daad.

World Bank, (1991).*Vocational and technical education and training.* A World Bank policy paper. Washington, DC.

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE

This study is designed to evaluate the impact of TVET on the youth in general and South Dayi District in particular. It does not require names of participants you are therefore to answer the entire items as best as you can. Place one mark " ✓ " against each of the following statement. Confidentiality of any information provided is assured. Thank you.

SECTION 'A'

Impact of TVET on the Youth Questionnaire

To what extent do you agree with each of the following statements? Please tick only one box per statement.

ITEM	RATING			
	Strongly agree [4]	**Agree [3]**	**Disagree [2]**	**strongly disagree [1]**
1. Only those who went to Junior High School can pursue TVET.	[4]	[3]	[2]	[1]
2. Female who pursue TVET are not likely to get good husbands and make happy families.	[4]	[3]	[2]	[1]
3. TVET is the preserve for those who are perceived to be academically weak.	[4]	[3]	[2]	[1]
4. The living standards of most TVET graduates has improved.	[4]	[3]	[2]	[1]
5. TVET programmes at Toh-Kpalime V.T.I. must be expanded to include courses such as hairdressing, welding, plumbing etc.	[4]	[3]	[2]	[1]
6. Instructors at Toh-Kpalime V.T.I. needs further training to meet the current trends in TVET.	[4]	[3]	[2]	[1]

7. Toh-Kpalime V.T.I. has been beneficial to all surrounding communities through their training.	[4]	[3]	[2]	[1]
8. I will actively encourage my child, siblings and friends to pursue TVET.	[4]	[3]	[2]	[1]
9. TVET graduates cannot pursue further education (articulation).	[4]	[3]	[2]	[1]
10. TVET is the solution to youth unemployment.	[4]	[3]	[2]	[1]
11. There is more opportunities for TVET graduates than those did not pursue TVET.	[4]	[3]	[2]	[1]
12. People who pursue TVET find it difficult to get jobs.	[4]	[3]	[2]	[1]
13. Majority of graduates from Toh-Kpalime V.T.I. are in employment (self or wage)	[4]	[3]	[2]	[1]

SECTION 'B' PERSONAL DATA

Kindly provide the following information

1. Department:.....

2. Current position/Responsibility: .....

3. Sex..... 1 ( ) Male 2 ( ) Female

4. Age ..... 1 ( ) 18-30 yrs

( ) 31-40 yrs

1 41-50yrs ( )

2 over 50 yrs ( )

3 How long have you been working

[1] under 2 years

[2] 2 – 10years

[3] over 10 years

4 How long have you been working with Tohvoc.

[1] under 2 years

[2] 2 – 10years

[3] over 10 years

5 Religion [1] Christian

[2] African Traditional

[3] Muslim

[4] others (spacing)

6 Highest Education

[1] Certificate/Adv. Cert.

[2] Diploma/HND

[3] Univ. Degree

[4] Masters Degree

[5] Others (specifying)

8. State home District.

[1] SouthDayi

[2] Kpando Municipal

[3] HohoeMinicipal

[4] Asuogyaman

[5] Others (specifying)

Final Comments

C. Please write your final comments and/or suggestions about impact of TVET on thYouth or any other relevant issues that were not directly covered in this questionnaire.

.....

.....

.....

.....

Thank you for your kind participation.

POSITIVE PERCEPTION STATEMENT

Perception Statement	**Opinion**	**Frequency**	**Percentage**
The living standards of most TVET graduates have improved.	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
TVET Programmes at Toh-Kaplime V. T. I. must be expanded to include courses such as hair dressing, welding, plumbing etc.	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
Instructors at Toh-Kpalime V. T. I need further training to meet the current trends in TVET	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
Toh- Kpalime V. T. I. has been beneficial to all surrounding communities through their training	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			

I will actively encourage my child, siblings and friends to pursue TVET.	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
TVET is the solution to youth unemployment.	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
There are more opportunities for TVET graduates than those who did not pursue TVET.	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
majority of graduates from Toh-Kpalime are in employment (self or wage).	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			

Source: Researcher's field survey, 2015

NEGATIVE PERCEPTION STATEMENT

]	**Opinion**	**Frequency**	**Percentage**
Only those who went to Junior High school can pursue TVET	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
Female who pursue TVET are not likely to get good husbands and make happy families	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
TVET is the preserve for those who are perceived to be academically weak.	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		

Total			
TVET graduates cannot pursue further education	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			
People who pursue TVET find it difficult to get jobs.	Strongly Agree		
	Agree		
	Disagree		
	Strongly Disagree		
Total			

Source: Researcher's field survey, 2015

APPENDIX B

RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	115	100.0
	Excluded[a]	0	.0
	Total	115	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.767	65