

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

**LOW PATRONAGE OF STUDENTS IN CLOTHING AND TEXTILES**  
**PROGRAMME IN THE SENIOR HIGH SCHOOLS OF GHANA: A CASE STUDY**  
**OF KUMASI METROPOLIS.**



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**NOVEMBER, 2016**

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**A Dissertation in the Department of Fashion Design and Textiles Technology, Faculty of Vocational Education, submitted to the School of Graduate Studies, University of Education Winneba, in partial fulfilment of the requirements for the award of the Master of Technology (Fashion and Textiles Technology) degree.**

The logo of the University of Education Winneba is a circular emblem. It features a central shield with a lamp of knowledge and an open book. The shield is surrounded by a wreath. The outer ring of the emblem contains the text 'UNIVERSITY OF EDUCATION WINNEBA' at the top and 'EDUCATION FOR SERVICE' at the bottom.

**NOVEMBER, 2016**

## DECLARATION

### STUDENT'S DECLARATION

I, CHARITY ATTOH declare that this dissertation, 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:.....

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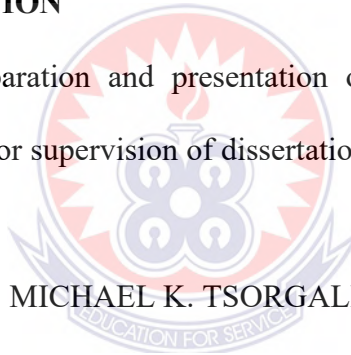
### SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: MR. MICHAEL K. TSORGALI

SIGNATURE:.....

DATE:.....



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## **DEDICATION**

This research work is dedicated to my dear husband Mr. Andrews Atigah and my children Emelia, Lily and Emmanuel Atigah.



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## ABSTRACT

The decline in popularity of Clothing and Textiles amongst the youth of today has led to the low enrolment of students in the programme in senior high schools. The study sought to investigate the low patronage of students in clothing and textiles programme in the Senior High Schools of Ghana using Kumasi Metropolis as the study area. The objectives of the study were to identify factors responsible for the low patronage of students in Clothing and Textiles, and the extent to which attitude of parents and teachers towards clothing and textiles affect student enrolment and finally devise ways of improving students' interest in the programme. The descriptive survey method was employed in the conduct of this study. A total of 240 respondents were sampled for the study comprising 160 students, 16 teachers, 8 headteachers and 56 parents. Questionnaire and interview were used to elicit data from respondents. The study found that a combination of factors such as students disinformation on the importance of studying clothing and textiles, lack of career counselling and parents' disapproval of the programme were the main reasons behind the low enrolment of students in Clothing and Textiles. The study made several recommendations for mitigating these problems which are; the relevant stakeholders in Technical and Vocational education should look at ways of motivating and providing financial assistance to parents and students who enrol in clothing and textiles to ease their financial burdens. Also, the study recommends that there should be career guidance on the job prospects of the programme especially for parents not to downplay the importance of the programme and encourage their wards to enrol in it.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Clothing is one of the basic needs of man, which influences an individual's health, wellness and status (Arubayi 2003; Ukpore 2006). Clothing and Textiles is among the elective Home Economics subjects which students are expected to study at the senior high school level of education. Arubayi (2003) implied that the aim of Clothing and Textiles is to help learners acquire knowledge, skills and techniques for meeting personal and societal clothing needs.

In recent years it has been a major concern to teachers of Clothing and Textiles as regards the decline in popularity of the course amongst today's youth hence causing low enrolment in the subject in the senior high schools. Comparing subjects like Food and Nutrition and the Arts to Clothing and Textiles, it comes to light that Food and Nutrition has larger patronage than Clothing and Textiles. People are alarmed as to the poor enrolment of Clothing and Textiles students in the Senior High Schools in Ghana. According to Sang (2002) Clothing and Textiles is found to be unpopular unit in Home Economics because it is perceived as a vocational programme, tedious and difficult to pursue, costly and time consuming to learn.

Home Economics being the umbrella course under which Clothing and Textiles finds itself is an applied, multi-disciplinary subject that provides students with a wide range of learning experiences, knowledge, understanding and skills necessary for living as self-sufficient adults and as members of a family. The integration and application of theoretical knowledge combined with the development of practical skills are at the core of Home Economics. Home Economics focuses on strengthening the home and the fundamental unit of the society.

Clothing and Textiles is the branch of Home Economics education that is concerned with the acquisition and development of practical skills by beneficiaries (Ossaio, 2001). Clothing and Textiles is one of the courses offered in the Senior High/Technical Schools in Ghana. The objective of the Ghanaian education is to produce skilled persons who are able to play effective roles in the national economy and spearhead technological growth and development. Clothing and Textiles is a skill-oriented course designed to help equip students with individual saleable skills needed for self-reliance (Lemechi, 2000).

Anyakoha (2002) stated that Clothing and Textiles equips individuals for enormous employment opportunities in occupations relating to Fashion namely dressmaking or clothes construction, designing, dry-cleaning and laundering services, tie and dyeing, beauty care and hair dressing, fashion merchandising and pattern illustration or drafting. Despite the numerous opportunities the course offers, evidence available in our Senior High Schools reveal that Clothing and Textiles which is an aspect of Home Economics is viewed as an activity for the dullard, local people or the non-academic. This is because it revolved around unskilled people and technicians. For this reason, practical work in Clothing and Textiles do not attract any high academic recognition.

The attitudes of teachers, students, parents and school administrators for Clothing and Textiles determine the way they value it and hence how they teach, learn, and accept it respectively.

Dewey (1938) in his research work states that the role of education is to develop an individual into a good learner and a complete human being. According to him “a student’s, abilities, skills and attitudes need to be developed and properly nurtured”.

## **1.2 Statement of the Problem**

Even though Clothing and Textiles curricular at the secondary schools aimed at using the available resources in the environment to improve the home, family and societal Clothing needs, the worrying trend is that the well-to-do and affluent in the society do not encourage their children to pursue Clothing and Textiles or Fashion as a course or career. They usually convince their children to opt for courses in social sciences, arts and the rest.

Also, students have realised that customers do not patronise made in Ghana clothing but prefer the foreign second hand ones. Further, students prefer the Catering option under Home Economics to Clothing and Textiles because they hold the view that, catering students have more job opportunities than fashion students. This has led to the low enrollment of students into Clothing and Textiles programme in the Senior High Schools. Research has shown that lack of facilities, training materials, inadequately trained instructors and financial handicap has contributed to the waning of interest in the study of clothing and textiles in schools (Arubayi, 2003). The trend is evident all over in the metropolis which threatens the existence of several schools. Most of such schools are on the verge of closing down because of the low enrolment. On the basis of this, the current study attempts to find out the underlying factors responsible for this trend using Kumasi Metropolis as the study area and provide measures to mitigate it.

## **1.3 Purpose of the Study**

The purpose of this study was to examine the causal factors of students' low enrolment in the study of Clothing and Textiles in some selected senior high schools in the Ashanti Region of Ghana.

#### **1.4 Objectives of the Study**

The following are the research objectives of the study:

1. to identify factors responsible for the low patronage of students in the Clothing and Textiles programme
2. to investigate the extent to which attitude of parents and teachers towards Clothing and Textiles affect the enrolment of students into the programme
3. to devise ways of improving students' interest and enrolment in Clothing and Textiles programme in the senior high schools

#### **1.5 Research Questions**

The following research questions were formulated to guide the study:

1. What are the factors responsible for the low patronage of students in the clothing and textiles programme?
2. To what extent does attitude of parents and teachers towards clothing and textiles influence the enrolment of students in clothing and textiles programme?
3. What measures can be adopted to boost students' interest and enrolment in clothing and textiles programme?

#### **1.6 Significance of the Study**

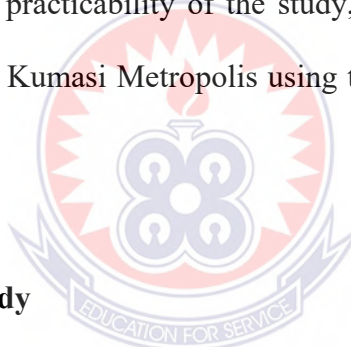
The following are the significance of the study:

- This study will establish the factors contributing to the low enrolment of students into Clothing and Textiles programme in the Senior High and Technical Schools in Ghana.
- The findings will serve as an eye opener to the youth and the community at large on the prevailing labour market and job opportunities in the fast growing economy.

- It will also enlighten the youth on the importance of Clothing and Textiles programme for self-employment.
- Finally, the research will sensitize the administrators in the Senior High and Technical Institutions on the need to adopt measures that will boost interest and increase enrolment of students in the Clothing and Textiles programme.

### **1.7 Scope of the Study**

The scope of this study covered some aspects of the teaching and learning of clothing and textiles. Specifically, the study touched on the problems of teaching clothing and textiles, causes of students' interest and disinterest in the course and ways to mitigate the problems. For reasons of time constraints and practicability of the study, the study was conducted in the Ashanti Region, specifically the Kumasi Metropolis using two Senior High schools and two Senior High/Technical Schools.



### **1.8 Organization of the Study**

The study is organized into five chapters. The first chapter comprises general introduction which includes the background to the study, problem statement, research questions, objectives of the study, scope of study, and organization of the study. Chapter Two focuses on literature review and this involves both empirical and theoretical literature related to the topic. In Chapter Three the methodology used for conducting the study which includes the study area, study design, sources of data, target population, sample size, sampling procedure is discussed. Others are pre-testing of instruments, ethical issues involved and data processing and analysis. Chapter Four is devoted to data processing and analysis. The last chapter, Chapter Five focuses on the summary of the major findings of the study as well as conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Clothing and Textiles rank together with food and shelter as the basic needs in the survival of man in his environment. Clothing is the general term for various coverings designed to protect or adorn the human body, while textile is the large umbrella that covers all things called fibre (Falanc, 2004). The chapter presents an overview of the factors influencing the perceived low interest of students in enrolling in Clothing and Textiles as a course in the Senior High School. It gives an overview of literature on TVET education and Clothing and Textiles from past studies.

#### 2.2 History of Clothing

The records of man's use of Textiles dates back thousands of years before the birth of Christ. Our knowledge of the early development in textiles is very meagre as they are not evident through proper records. Textiles were first developed as a means for carrying food and as mats in shelter. Only in the later stages were they used as clothing (Standfield, 1970).

The wearing of clothing is specifically human characteristic and most human societies wear some form of clothing. There is no information about when we started using clothes but there are ideas why. Anthropologists think that animal skins and vegetation were adapted as protection from weather conditions. Other idea is that clothing may have been invented first for other purposes, such as magic, decoration, cult or prestige, and then later found to be practical as means of protection. There are archaeological findings as well as representation of clothing in art which can help to determine when particular clothing appeared in history (Standfield, 1970). There is a problem of preservation of archaeological evidences because



some places preserve findings better than other and from some places we don't have evidence at all.

According to Erwin and Kinchen (1970), Textiles appeared in the Middle East during the late Stone Age. There is evidence that suggests that humans may have begun wearing clothing somewhere from 100,000 to 500,000 years ago. Primitive sewing needles have been found and are dated to around 40,000 years ago. Dyed flax fibers which have been found in a prehistoric cave in the Republic of Georgia are old some 36,000 years. Some 25,000 years ago the Venus figurines started appearing in Europe, which were depicted with clothing. They had basket hats or caps, belts at the waist and a strap of cloth above the breast.

Erwin and Kinchen (1970), hold that the first material used for clothing that was not leather but textile was probably felt. Nålebinding, which is another early textile method - a type of precursor of knitting, appeared somewhere in 6500 BC as some evidence tells. At a Neolithic site at Çatalhöyük in Anatolia were found oldest known woven textiles of the Near East. They were used for wrapping the dead. Flax was cultivated from c. 8000 BC in the Near East but sheep are bred much later in 3000BC. Cotton was used for clothing in Ancient India from 5th millennium BC. Linen cloth was made in Ancient Egypt from the Neolithic period. Flax was grown even earlier. Ancient Egypt also knew about different spinning techniques like the drop spindle, hand-to-hand spinning, and rolling on the thigh as well as about horizontal ground loom and vertical two-beam loom which came from Asia. Ancient Egyptians also used linen for bandages for mummification and for kilts and dresses. The earliest proof of silk production in China dates from between 5000 and 3000 BC and is in the form of cocoon of the domesticated silkworm which was cut in half by a sharp knife. Japan started with weaving in Jōmon period which lasted from 12,000 BC to 300BC. There is evidence of pottery figurines

that were depicted with clothing and a piece of cloth made from bark fibers dating from 5500BC. Some primitive needles were also found as well as hemp fibers and pattern imprints on pottery which proves existence of weaving techniques in Japan at that time. Silk Road was very important for exchange of luxury textiles between East and West. It helped in the development of the great civilizations of China, Egypt, Mesopotamia, Persia, the Indian subcontinent and Rome that traded along the route (Cock, 1996).

Ancient civilizations like Greece and Rome favored wide, unsewn lengths of fabric from which they constructed their clothing (fabric was expensive and they didn't want to cut it). Ancient Greek clothing was made of lengths of rectangular wool or linen cloth which was secured at the shoulders with ornamented pins and belted with a sash. Women wore loose robe called peplos, men cloak called chlamys while both men and women wore chiton - a type of tunic which was short to the knees for men and longer for women. The toga of ancient Rome which was worn by free Roman men citizens was also an unsewn length of wool cloth. Under the toga they wore a simple tunic which was made from two simple rectangles joined at the shoulders and sides. Roman women wore the draped stola or a tunic that had length to the ground. During the Iron Age that lasted from 1200 BC to 500 AD women of north-western Europe wore wool dresses, tunics and skirts which were held in place with leather belts and metal brooches or pins. Men wore breeches with leg wrappers for protections and long trousers. They also wore caps and shawls made from animal skin and soft laced shoes made from leather (Neal, 1976).

During Medieval times the Byzantines made and exported very richly patterned cloth. Expensive variant was woven and embroidered while cheaper, intended for lower classes was resist-dyed and printed. They wore tunics, or long chitons over which they wore dalmatica, which is a heavier and shorter type of tunica or long cloaks. At the same time look of European

clothing depended on whether people who wore it identified with the old Romanized population or the new invaders such as Franks, Anglo-Saxons or Visigoths. Men of the invading peoples wore short tunics with belts and visible trousers, hose or leggings. In 12th and 13th century Europe clothing remained simple. In 13th century dyeing and working of wool improves and Crusaders bring with them craft of silk. Fashion begins in Europe in 14th century.

In Renaissance Europe wool remained the most popular fabric for all classes but the linen and hemp were also used. More complex clothes were made and urban middle class joins the fashion that was set by higher class and royalties. Early Modern Europe from 16th century sees even more complex fashion with ruffs, passementerie and needlelace. Enlightenment introduces two types of clothing: “full dress” worn at Court and for formal occasions, and “undress” which are everyday, daytime clothes. Full dress almost disappeared by the end of the 18th century. Industrial revolution brings machines that spin, weave and sew and with that produce fabric that is of better quality, faster made and has lower price. Production moves from small cottage production to fabrics with assembly lines. The 20th century saw the invention of synthetic fibers that is cheaper than natural and which is mixed with many natural fibers (Neal, 1976).

### **2.3 Vocational Education and Training**

Vocational programmes differ from academic ones in their curriculum and in their aim of generally preparing students for specific types of occupations and, in some cases, for direct entry into the labour market. Vocational Education and Training (VET) takes a variety of forms in different countries but also within a country. Initial VET normally leads to a certificate at upper secondary level. Taking into account differences between European countries, the definition of vocational education used in this project is broad, including all vocational,

technical and commercial schools and colleges, and all possible fields of specialised training (Oziegbe, 2009). The project therefore considers as ‘vocational’ all education and training that differs from general, comprehensive or academic education.

Olaitan (1998) defined Vocational Education and Training (VET) as a form of education that primarily concerns the development of occupational skills needed in an individual as a preparation for work. It is a form of education which promotes the dignity of labour by entrenching work as the goal of education. VET is training or retraining programme given in schools or classes under supervision and control. The learning experiences according to Abubakar (2010) may occur in variety of learning context, including educational institutions and workplace. In Nigeria, the teaching of skills in the formal sector exists in two types of institutions (Oziegbe, 2009). These institutions are Technical Colleges and Trade Centres. In these institutions, individuals are provided with needed skills that will enable them become proficient in both the public workplace and private employment. VET is a continuous process of adaptation of the worker’s training towards acquiring the minimum knowledge required. Technical Vocational Education and Training is result oriented. It brings about technological advancement and aims to fit new manpower for employment and provide continuing training for those already qualified, so that they can keep pace with modern and emerging work environment. VET are by design intended to develop skills that can be used in specific occupation or job (Olaitan, 1998). The objectives and content of the curricula of VET according to the World Bank are derived from occupational standards or more directly from analysis of the task that are to be carried out on the job. The effectiveness of these curricula can thus be measured by the extent to which trained beneficiaries can use their skills in employment. The National Policy on Education (2004) explained the purpose of VET as:

- i. To enable individuals acquire vocational and technical skills.

- ii. To expose the individuals to career awareness by exposing useable options in the world of work.
- iii. To enable youth acquire an intelligent understanding of the increasing complexity of technology, and
- iv. To stimulate creativity.

The Fashion and Textiles Studies programme is vocational and technical based, therefore, the students are expected to be trained and equipped with employable skills, competencies and knowledge that will make them capable of fulfilling the manpower needs of the nation to earn a meaningful living and contribute to the improvement of the socio-economic development of the nation. To achieve this, the government of Ghana is increasingly envisaging skills development of the citizens as an important factor contributing towards enhancing productivity, stimulating economic competitiveness as well as taking people out of poverty (Amankwa, 2007).

Currently, special emphasis is being put on the study of Technical and Vocational Education at the tertiary level with the hope that, relevant and key skills would be acquired to enable graduates from such institutions contribute to the socio economic development and progress of the nation (Amankwah, 2007; Ministry of Education, 2003).

#### **2.4 The Study of Clothing and Textiles in Schools**

Clothing is one of the basic needs of man, which influences an individual's health, wellness and status (Molokwu 1990; Arubayi 2003; Ukpore 2006). Clothing and Textiles is among the elective Home Economics subjects which students are expected to study at the senior secondary school level of education. Arubayi (2003) implied that the aim of Clothing and Textiles is to help learners acquire knowledge, skills and techniques for meeting personal and societal

clothing needs. The aim of Clothing and Textiles curricular at the secondary schools is to teach the learners how to strategically plan and use available resources in his/her environment to improve his/her home, family and societal Clothing needs (Osisefo 2004). Clothing and Textiles in schools curricula also provides students with an apprenticeship Clothing, Textiles and Fashion, which if properly carried out will equip them with strategies for earning income in the future (Mberengwa, 2004).

In teaching of clothing and textiles there are many approaches employed by teachers which make their lessons interesting, clear, purposeful and meaningful to the learners. It is doubtful if any subject lends itself to a greater variety of approaches than clothing and textiles. If properly handled, the subject matter becomes exciting and stimulating. The process of teaching and learning in clothing and textiles begins with rudimentary needle work to more complex form of the tie and dye, pattern making, garment constructions and designs. According to Standfield (1970) the purpose of needle work in education is to help the learner to think and develop creative abilities. It develops muscle control in the learners and teaches them appreciation of good workmanship and also gives them pleasure. Basic skills in clothing and textiles as explained by her are not merely manuals, but involves intellectual reasoning, problem solving, managing and communication.

Erwin and Kinchen (1970) are of the view that sewing and construction of clothing in schools; and colleges give one first-hand experience in creating designs, handling materials and appreciating various qualities in fabrics. They state that learning to sew in a group is stimulating because as more problems arise, more possible solutions are presented and one becomes more aware of thinking procedures. Uzoka (1971) remarked that a well-planned clothing curriculum is concerned with a wide range of activities of importance to the learners. An individual learner

she further suggests should be able to differentiate between types of fabrics, choose suitable materials for different seasons and occasions, and know how to handle the chosen materials.

Teaching of Clothing and Textiles involves sharing of facilities so that learners learn to appreciate the importance of social attitudes. According to Perkins (1972), ideally, the work should be planned to give learners' feelings for the craft disciplines and an understanding of the tools of the trade. This she explained will involve them in the aesthetic awareness of colour, texture and shapes. She further explains that experimental work by students will help reveal the principles underlying the choice of the fabric for clothing and the home and awareness of the importance of dress as a social and psychological factor in modern times. In her own view, there is nothing revolutionary in the ideas of teaching clothing and textiles skills to boys. She stated that there is a long tradition of masculine skills in the field of tailoring. She reported that soldiers and sailors always have managed to sew for themselves while the latter during voyage adopt a most creative attitude towards knitting, netting, knitting and patch work, a hobby shared with old soldiers.

Fleck (1974) shared the same view with Perkins (1972) that clothing generally help people to work together through group projects, team work and joint reports. She explained that students in schools can as well be enlightened on clothing creativity, a rich environment for students to explore can be provided. Students, she states, can be given the chance to experiment with many methods, fabrics, colours and tools in clothing construction. The environment for learning as suggested by her can include attractive surroundings, suitable materials and very good equipment. In support of learning of clothing and textiles for boys, Mc-Jimsey (1976) mentioned some names of fashion leaders in the world and majority of them were males. Some examples include Charles Worth who after working as a sailor opened his own business in

designing, and Cristobal Ballenciages who learned dress making from his mother and became the greatest tailor in Madrid.

Through the study of clothing and textiles, the learner can gain experiences in budgeting, purchasing of clothing and textiles materials and confidence that comes from being well dressed and groomed. Skills acquired may bring satisfaction for an immediate, useful and personal end (Kaka, 1980). In her opinion the task of the teachers is to encourage work, so that steady and progressive development of quality work is ensured. A learner she stated may develop a sense of imagination, creativity, observation and concentrate in things that interest him/her. She further explained that education of the child is the responsibility of the teacher. It becomes necessary therefore, that the teacher listens to ideas suggested by the students or questions during the course of their work in the classroom. These she is of the view that should be welcomed and discussed as they may solve some major problems of the learners.

In view of the vital role of the teacher in the learning of clothing and textiles, the teaching of the subject should be handled by the professionally qualified teachers because such teachers have the ability to select the appropriate teaching strategies that can help in accomplishing the task. She suggested above all that, any approach used for teaching clothing and textiles should be geared towards developing the various domains of knowledge that is cognitive, affective and psychomotor domains of the individual learner.

Development in education has made available great resources for teaching in schools. Oliver (1971) supported this idea when she states that educational advances have combined to produce abundant materials for the teaching of clothing and textiles in schools. She pointed out that, resourceful teachers will take advantage of these opportunities and try various types of audio-



visual aids that could enhance their teaching aids and materials is the starting point of clothing and textiles. She is of the opinion that by nature clothing and textiles is a subject which can make valuable use of nearly endless lists of printed visual aids and community resources in instruction. But this depends largely on the teachers' manipulative ability. Report by Agwasim and Yaroson (1985) stipulated that instructional materials possess the characteristics of appropriateness and relatedness. They suggested that the instructional materials should be related to the curriculum of study, daily lesson and appropriate for a particular age and level of study. To them this means that instructional materials for the teaching of clothing and textiles should be appropriate and related to the content of the curriculum. It should also be suitable for the age and level of the students.

It is a known fact that the various fields of knowledge do not exist in isolation. Therefore no subject can be treated in isolation from others. Clothing and textiles as a subject should be seen as an integral part of the curriculum for the complete development of the individual. In view of this, Standfield (1970) suggested that clothing and textiles should be linked with other subjects. For example, during primary science lessons the students can collect different leaves for printing on paper and on fabrics. Students can arrange seeds, petals, pretty shells, and flower petals which they have collected to produce attractive designs and colour. In the view of Cott (1970) craft activities can be connected clearly with other subjects. In a classroom shop, fabrics of different colours and designs could be sold to the students to choose their materials, measure the required length and work out the cost. Sociology and social studies could also be correlated with clothing and textiles in the study of different costumes mode of dressing and cultural assimilation.

The relationship between needlework with Arts and Crafts is obvious. There is endless creative work in the tie and dye, using variety of materials and creating individual design fabric printing

and simple weaving and spinning can be explored as they are closely related to clothing and textiles (Machugh, 1974). Hence there are elements of arts in Home economics, especially in area of the tie and dye.

## 2.5 Problems of Teaching Clothing and Textiles

Writing on the concept of teaching and learning, Olaitan (1994) describes teaching as an attempt to bring about desirable changes in human abilities and behaviours. Farrant (1990) affirms that teaching is a process that facilitates and enhances change in behaviour of learners adding that it requires someone with a professional skill to transfer skills and knowledge to learners. These writers express a common view that, teaching brings a change in behaviour of the individual. Studio activities such as demonstration and practical works that involves development of psychomotor skills are important examples of strategies that bring about change in behaviour of a student (Cock and Hughes, 1995). Brown *et al.*, (1985) attests that the principal stakeholders involved in the teaching and learning activities are the teacher and the learner. It is the teacher who imparts the knowledge, skills and competencies to students, and it is the students' duty to acquire these and make meaningful use of them. Hence, the teacher's ultimate task is to influence and facilitate effective learning in students.

The teaching and learning of Clothing and Textiles has suffered a lot of setbacks. Students in general have negative attitudes towards the subject. Arubayi, *et al.*, (2011) acknowledge this problem in their research. Instead of reading Clothing and Textiles students prefer Arts and Science based subjects. To them they do not understand why they should do sewing in school. People have the notion that sewing should be done outside school for people who cannot do serious academic work. When one studies Clothing and Textiles up to Tertiary level a lot of Fashion careers are discovered. A lot of careers are available for fashion students to practice

after school. Examples of such careers are Fashion Journalism, Costume Designing, Textile Designing, Page Designing, Fashion Buying.

Eze (2001) found that among the factors that militate against the teaching and learning of Clothing and Textiles are; the period for reading Clothing and Textiles is too short since the time allotted to it does not allow the students to do adequate practical work. If there will be adequate time allotted for studying of the subject students will complete school with enough skills to sell their knowledge. The proposed three year Secondary school education period is not inadequate considering the practical oriented nature of the programme. First year students report late during the first term and some even go to school the second term of the first academic year. Before the students are even introduced to the programmes the school organizes one week orientation for them. Instead of having nine (9) terms in school rather it is reduced to seven (7) terms. This is because students have to spend two terms in form one and two terms in the final year. When students pass out to Tertiary Institutions, even basic drafting becomes very difficult for them since they could not have enough practical assignments.

The subject is not effectively taught by most of the teachers who had obtained certificate in Clothing and Textiles. Most teachers feel lazy to teach the subject and so the students lack knowledge in the practical work. Most of the teachers teach the subject without instructional materials or workshop facilities (Mberengwa, 2004). The quality of some teachers is questionable and is inadequate.

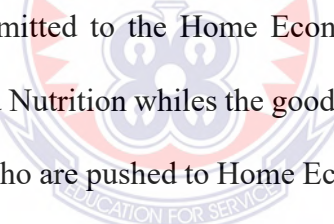
Clothing and Textiles was studied at school as second area and so little attention was paid to it. Another point to note is that some teachers relied on their friends to do their course work for them. Some find the practical work tedious and difficult to teach. Some teachers after their certification cannot teach their students. Others have diverted to teach different subjects at the

basic level of education. Teachers are not assessed in the Clothing and Textiles and so do not prepare before going to class. If teachers will be assessed every now and then they will prepare adequately before going to teach (Scriven 1995; Harrison, Ryan and Moore, 1996). A teacher is responsible for facilitating the learner to acquire new knowledge, skills and attitudes. The negative and positive attitude of students depend also on the teacher. According to Serem (2010) if the teacher is good in all aspect of Clothing and Textiles the student's attitude will be positive. (Otunga, 1993) reported that Clothing and Textiles and Consumer Education are the worst taught and learnt units as ranked by sample students and teachers in the study.

When the students give information about the performance of their teachers who handle the Clothing and Textiles it will put teachers on their toes, (Obrifor, 1993). Teachers should be appraised in Clothing and Textiles programme to put away the fears that the subject is difficult to teach. Heads of the second cycle institutions should encourage their students to appraise the teachers teaching Clothing and Textiles, Ceramics, Food and Nutrition, Basketry and other vocational subjects.

Teachers should also appraise students as students appraise them. If teachers and students complain of Clothing and Textiles being difficult then it means that the teacher does not prepare and cannot teach for students to comprehend. According to Murray (1984), Arubayi, (2004), Miron and Segal (1978) most developed countries have used students appraisal of teachers to improve the quality of instructions. If a teacher is highly motivated in teaching Clothing and Textiles unit, he or she will influence his or her students to do well in school examination and hence make students have positive attitude towards the unit (Serem, 2011). Some teachers are not confident in handling Clothing and Textiles.

Managements of schools have also contributed to the problems that had engulfed Clothing and Textiles. Managements of schools have failed to provide the needed equipment and tools for the promotion of Clothing and Textiles studies among the interested students. Items such as the sewing machine, shears, tape measure, iron to mention but a few have been diverted and some sold out to people. Managements have been soliciting for and buying books for the programmes such as Sciences and Arts. It is not surprising to find a school offering Clothing and Textiles without government textbooks. If teachers go to schools without their own textbooks it means students will fail woefully. When one gets to the open market he will not find textbooks on Clothing and Textiles to buy rather you will find magazines full of pictures of dresses. Grants from the central government is not enough and they are not released early enough for the schools to plan for it disbursement.

The logo of the University of Education, Winneba, is a circular emblem. It features a central sunburst or starburst design in white and red. Below the sunburst is a blue shield with a white cross. The shield is set against a red background. The entire emblem is surrounded by a blue border with the text 'UNIVERSITY OF EDUCATION, WINNEBA' and 'EDUCATION FOR SERVICE' at the bottom.

Students with bad grades are admitted to the Home Economics Department to read either Clothing and Textiles or Food and Nutrition while the good ones are admitted to read Science and Business subjects. Students who are pushed to Home Economics unwillingly do not put in the effort to learn. “Clothing and Textiles subject is not for the less intelligent students”, Fomadi (2013). Computerized school selection programme has not helped the system. This programme continues to select weak students to read Home Economics. Everybody in the society wants to be seen in the best of clothing yet those do not want their wards to read Clothing and Textiles. Clothing manufacturing needs intelligent people to design and construct clothes and its accessories. The computerized school selection system was to help students to be admitted to their first choice of schools but this had not been fulfilled. The system continues to place academically weak students to the Home Economics unit. According to Sang (2002) Clothing and Textiles is found to be the unpopular unit in Home Economics because it is perceived as technical and vocational, tedious and difficult to pursue, costly and

time consuming to learn. Too many processes in Clothing and Textiles unit are a major factor for disliking the unit. This means that the subject is not well taught.

Students offering other subjects such as Science, Business, Arts laugh at those who offer Clothing and Textiles as alterationists. Students who are mocked will also bow out of the Clothing and Textiles subject for a different one (Lemechi, 2001). Some students view the Home Economics Clothing and Textiles as a subject dealing with sewing, skills that can be acquired outside academic circles (Kasuku, 1984). Wangah (1995) also reported that people don't pursue Clothing and Textiles because it is seen as less important, less prestigious and having no vocational future. Clothing and Textiles entails more than just knowing to sew. Students lack information concerning the future career prospects of Clothing and Textiles unit. Lemechi (2001) noted that some students have no interest in studying Clothing and Textiles. This has come about because of how people look at the subject as not being important.

Greater number of parents have shown little interest in their wards offering Clothing and Textiles at the second cycle institutions (Wangah, 1995). This is because the parents want the children to be in more 'dignified' professions like Medicine, Engineering, Accounting and the likes. Of late too, the parents want their children to venture into nursing because the remuneration is higher. It has been found out that parents, students, teachers and school administrator's attitudes towards Clothing and Textiles have not been encouraging. Parents have not been happy with their children reading Clothing. In the same vein teachers, administrators and students have not helped either.

## 2.6 Students' Interest in Enrolling in Clothing and Textiles

Key to the success of a vocational programme is teachers' attitude. Teachers frequently use practical work as a form of punishment, while they lavish praise on those who do well in their theoretical academic courses (Al-Ali, 2005). This may result in lower motivation, less learning and lower probabilities that students will enter the occupations for which they have been. A desired educational outcome may not occur due to the attitude one may be bearing (Schneider, Gruman & Coutts, 2012). Attitudes play a major role in the success or failure of the delivery of any curriculum in universities. If people involved in the delivery of a particular programme have a negative attitude, it is most likely that the programme will not succeed. Rex and Singh (2003) reiterate that negative attitudes of teachers and students in TVE are the major barrier to the successful delivery of the Clothing and Textiles curriculum. Teachers' attitudes have a great influence on what students learn and as such students' perceptions are a reflection of those attitudes held by their teachers. However, it is worth noting that the word "attitude" often has a negative undertone. Every lecturer or student has an attitude, so it is best to identify the type of attitude that is a healthy attitude, a positive attitude, negative or an agreeable attitude. This attitude focuses on the ability of the lecturer to accommodate students in the learning environment. Research has established that students and teachers account for each other's attitudes, thus there is a positive correlation between the attitude teachers display in any learning situation and that of students (Skinner & Belmont, 1993). It has been observed that when teachers do not show maximum commitment when teaching students, there is a high possibility that students will retaliate by having unbecoming behaviour as a way of showing their displeasure on the lecturer's attitude (Demagnet & Van Houtte, 2012; Van Houtte & Stevens, 2008).

Teachers contribute to their profession through their actions and utterances and these affect those who hear it. According to Cawelti (2004), those teachers who have high regard for their profession get the same from their students. Teachers' attitudes have been seen to have an impact on the climate of any Institution of Higher Learning.

Recent studies by Gwaradzimba and Shumba (2010) and Makochekanwa and Kwaramba (2010) have shown that the successful delivery of an educational curriculum depends largely on the attitudes of educators who eventually determine how they implement the curriculum in the classroom. Lecturers' attitudes are a major enabling or disabling factor in the delivery of any curriculum (Bullock, 2004). The attitude and motivation of TVE lecturers have a significant role in improving the performance of TVE graduates as well as their willingness to learn. Factors related to motivating lecturers in developing their own programmes include caring for students, attention to professional growth and a desire to keep programmes up-to-date with changing technology (Al-Ali, 2005). A competent lecturer should be able to give students the freedom to learn through exploration and experimentation for this enables both lecturers and students to contribute to the learning environment for a relationship of closeness and acceptance to develop (First Results from TALIS, OECD 2009). In the same vein, Kersaint, Horton, Stohl, and Garofalo (2003) reiterate that lecturers who have positive attitudes towards teaching are comfortable with exploring new methods of making learning easy, for example the use of Computer-aided learning or technology in CT when making patterns. When lecturers are more comfortable with using computer aided learning, they are therefore confident enough to incorporate it into their day to day lectures. Woodrow (2002) stresses that any successful transformation in educational practice requires the development of positive user-attitude towards the new curriculum or technology.



## 2.7 Motivation to Study Clothing and Textiles

Motivation as explained by Mukherjee (1978) is a behaviour that arises out of thoughtful action and considerable planning. Also Oladele (1994) said motivation is a process by which learner's internal energies are directed towards various goals in his environment. This study research work was based on the theoretical frame work that motivation is an urge which emanates from a stimulus or push, the stimulus may be internal or external. The learning based theory of motivation emanates from stimulus response learning theory and cognitive field theory.

According to the S-R theory, man is governed by principles and motivations of behaviour emanating from physiological drive. This theory also states that the behaviour of an organization can be predicted on the basis of cause effect relationship. While the cognitive field theory states that motivation emerges from psychological situation in an organism and his behaviour is directed towards a goal as dictated by the psychological situation. It further stated that when the individuals moves towards a goal he is thwarted by a barrier. This barrier creates a tension which the individuals tries to remove. The release of tension by proceeding towards such a goal is referred to as motivation.

This theory sees motivation as emerging from psychological situation which is created by dis-equilibrium in life time of the individual. It believes that success or failure can also act as motivation (Chauhan, 1983). The score awarded by a teacher for an assignment or test can stimulate the student to work harder in a bid to improve on it. The theory also states that if a student successfully complete a task this will motivate him/her for further task. This research work is based on the theoretical frame work that sees motivation as an urge which emanated from a stimulus or push, the stimulus may be internal or external. This is the view of the learning based theories of motivation. Hence the theory believes that if a student successfully complete a task this will motivate him/her for further task.

## 2.8 Concept and Application of Interest

People usually use inward and outward expression to show like or dislike for a thing, place, event, programme or occupation. This expression by man is described as interest. According to Leona (1971) interest is to make a difference as to why an organism tends to favour some situations and then come to react to them in a very selective manner. He further records that interest in adolescents play an important role in the development of their behaviour and personalities. In their own opinion, Crowther, Kavunah, and Ashby (1995) saw interest as a state of wanting to learn or know about something, curiosity or concern for something or somebody. Ireogbu (1988) stated that there are three major interpretations of interest. They are expression, manifestation and inventories. He noted that the expressed interest is verbal pronouncement of interest for object, activity, task or an occupation, otherwise called specific interest. Manifested interest according to him is synonymous with participation in a task, activity or occupation. Inventory interest measures experimentally, the factors of interest using questionnaire. Interest therefore bears direct relationship to drives, or need, attitudes, values, aptitudes, orientation and performance.

The concept of interest is often applied in the field of education, career counselling, vocational and occupational choice. Learners are grouped according to their interest in courses, programmes and vocation, where it is hoped they will perform better. Hence Brown (1977) proposed activities that can help develop innate interest in learners. His proposed activities are:

- i. Organising formal and informal social functions
- ii. Arranging excursions, field trips, games;
- iii. Arranging debates and seminars

In support of this, Osuala (1988) provided strategies that could be adopted to motivate students' interest in vocational competences as follows:

- i. Describing the programme to students
- ii. Working with guidance personnel;
- iii. Providing occupational information
- iv. Counselling students about entering a programme
- v. Gathering information on students' socio-economic background;
- vi. Programming and scheduling;
- vii. Helping learners with career placing.

Interest of students in a subject depends on the pedagogical approach. Abalage (1996) stressed that students interest can be stimulated in subjects where there is provision of adequate instructional and learning facilities augmented with field trips and subject based extra-curricular activities. To further arouse learners' interest, Chikwelu (1997) advised that Home economics teachers should encourage Home economics' students to form Home economics clubs and set out a day in every term as Home economics day in which Home economics activities would be arranged to create awareness in the students.

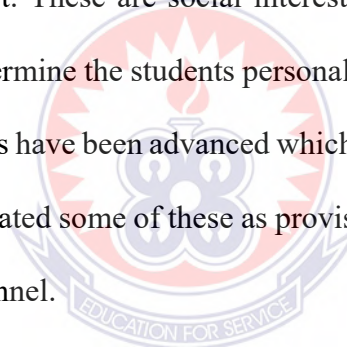
The students' interest on subject and vocational choice is influenced by many factors. Olaitan (1996) gave some of these factors as;

- Physical development of the learners
- Sex differences
- Environmental, social and economic status of learners
- Intelligence of learners
- Father's occupation
- Play and reading interest

In addition to the factors militating against interest, measurement of interest is equally a difficult task. Anaesthesia (1988) pointed out that measurement of interest in students is affected by instability of learner overtime, faking of data, maturity of the learner, parents' occupation and low ability on the task. Anaesthesia (1988) provided the following remedies to some of the problems of measuring interest:

- i. Use of projective technique such as Rorschach in Blot Test or Thematic apperception Test (TAT) to eliminate faking response,
- ii. Use of naturalistic observation and role playing
- iii. Prompt use of information collected in students' placement of occupational choice.

There are many types of interest. These are social interest, personal interest and vocational interest. Summative of these determine the students personality, choice of career or occupation and performance. Some strategies have been advanced which could enhance vocational interest in students. Ugbe (1997) enumerated some of these as provision of vocational training centers, infrastructures and trained personnel.



## **2.9 Concept and Application of Motivation**

In teaching and learning process the teacher is faced with learners' individual differences in behaviour. The teacher is also faced with the behaviour of learners' towards a purposeful goal.

This task possess some questions to the teacher such as:

- i. How will the teacher direct the behaviour of the learner towards approved norms, values and attitudes?
- ii. What activities must occur to facilitate the desired behaviours, skills or knowledge?
- iii. How will the teacher measure the expected outcome?

In the process of this judgement, educational psychologists use concepts such as motivation, motivational factors, motivation theories and measurement of interest and their application to solving educational problems.

Mukherjee (1978) described motivation as a:

- a. Process of arousing or initiating behaviour
- b. Process of sustaining an activity into a given course
- c. Process of channelling activity into a given course
- d. Theory which takes behaviour as an independent variable and other variable like environmental factors as dependent variable.

From the above it is clear that motivation is all activities which are designed to arouse, sustain and direct behaviour. In the same vein Aneastesia (1988) described motivation as a process by which internal energies are directed towards various goals in the learners environment.

This is similar to the opinion of Oladele (1994) that motivation is a process by which learner's internal energies are directed towards various goals in his environment; while Okeke (1999) contended that motivation are complex forces drive or motive of a psychological condition that direct behaviour or actions of an organism and maintain the voluntary activities to achieve personal goal. Also, Lovell (1983) presupposed that motivation answers the question why human beings do certain things. He equally sees it as a psychological internal process initiated by some needs or drive which lead to gratifying activities. Needs according to Uba (1980) are of two types, primary and secondary needs. The primary needs according to him are food, appetite, water, air, rest, protection, excretion, escape from pains, release of anxiety and emotion; while the secondary needs are affection, autonomy, aggression, dominance and security. While Chauhan (1983) postulated that the major sources of motivation are pain

avoidance, pleasure seeking and tension reduction, Nwachukwu (1992) explained that motivations are those factors that energise and direct behaviour.

The educational psychologists whose interest have been focused on motivation, investigated motivation for the purpose of classroom teaching/learning process. Hence, the need to examine to the application of motivation in the teaching/learning process, generally and teaching/learning process of clothing and textiles in particular. Applying motivation to solving educational and individual problems, Lawani (1997) suggested that Maslow Hierarchy of needs can be adopted. According to him, Maslows Hierarchy of needs is centered on the essential needs of human beings. Maslow believes that individuals pass through series of stages from one lower need to a higher or more complex ones.

Maslow's hierarchy of needs states that the lower needs are pre-requisites to the higher needs hence the lower needs have to be adequately satisfied before the next higher needs. This would prevent an imbalance that lead to misjudgements. Teachers are therefore expected to ensure that learners are assisted to meet their needs according to the hierarchical order since these needs are directly related to learners' motivation and educational attainments.

- The needs are classified by Maslow thus:-
- Physiological needs (food, shelter and sex)
- Security and safety needs (physical safety and financial security)
- Social affiliation needs (love, belongingness and acceptance)
- Esteem needs (self-esteem and recognition)
- Self-actualization (autonomy, development and self-direction).

Motivation can be used to solve learning problems in vocational education. Osuala (1987) explained vocational education as a systematic learning experience which are designed to fix

individuals for gainful employment in recognised occupations as semi-skilled workers or technicians or professionals. There is no doubt that vocational education thus Clothing and Textiles requires adequate motivation.

The relevance of motivation in vocational and technical education cannot be underscored. Ndomi (2001) is of the opinion that motivation is a management function whereby all components for motivating students' interest in vocational/technical subjects must come from the prefects, teachers, principals and governments. He cited Oladele (1994) to present a seven point list on how to increase classroom motivation for each subject thus:

- Focus the learner's attention on the learning outcome i.e. practically of the subject in real life.
- Make extensive use of incentives that would intensify learning activities (prizes privileges, praises and rewards).
- Give symbolic reward like books, equipment trophy for performance.
- Organise and set learning task that are appropriate to each learner's ability level.
- Set up realistic goals, evaluate their progress and provide feedback
- Take account of developmental changes and individual differences in motivational pattern.

In the same vein, Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999) proposed the following techniques of achieving effectiveness and motivation for vocational and technical education:

- i. Good planning of programmes,
- ii. Preparation for teaching,
- iii. Organisation of facilities,

- iv. Arrangement of facilities,
- v. Sequential learning
- vi. Impart knowledge before skills
- vii. Provision of industrial work experience/field trips,
- viii. Related teaching to work situation,
- ix. Provision of evaluation and review of programmes based on feedback information.

## **2.9 Students' Disinterest in Clothing and Textiles**

Many Home economics educationists have conducted various researches related to this work. Olaosebikan (1988) conducted a research on factors responsible for students not offering clothing and textiles subject. The survey revealed that most Home economics teachers don't want to teach this aspect, students preferred foods and nutrition and home management to clothing and textiles; and both teachers and students find these other two areas easier than clothing and textiles. The study equally revealed that the schools had inadequate facilities for teaching and learning clothing and textiles. Similarly the research carried out by Oladebo (1988) among the Home economics teachers in Kaduna state on factors militating against the teaching of clothing and textiles in the secondary schools revealed that Home economics teachers lack reference materials like textbooks, film and films slides on clothing and textiles. They also lack adequate instructional materials e.g. cloth, brown papers, needles and threads for teaching practicals in clothing and textiles. The findings also revealed that there was no special allowance for clothing and textiles teachers and that training and retraining programme opportunities for Home Economics teachers in clothing and textiles are lacking.

The research carried out by Olabanji (1996) on factors militating against students' interest in learning clothing and textiles in some selected secondary schools in Kwara State revealed that



only 5% of the respondents had interest in learning clothing and textiles; 30% for home management and 65% were for food and nutrition. The result of this work clearly indicates that students prefer other aspects of Home economics to clothing and textiles.

Also a research conducted by Chikwelu (1997) on strategies for increasing the interest of youths in Home economics education in Benue State indicates that students had interest in writing Home economics courses at SSSCE examination but could not because of financial constraints. This financial constraints bothers on the inability of the students to buy materials like cloth, sewing thread and tools, knitting wool, foods stuff, cleaning agents and materials etc. Similarly, the schools lack equipment and facilities for teaching and learning Home economics. Along with this finding is the poor image of Home economics education which could be attributed to the wrong notion that many people have, that vocational/technical education is for the academically backward and handicapped people (Olaitain, 1986). Alongside with this, is the poor image of teaching profession. Hence Ajayi (1998) stated that teaching since the ages has been an occupation that enjoys the unpleasant appellation of an "ungrateful trade" or a profession for the "never-do-well".

Haruna (1995) conducted a study on factors affecting the implementation of National Commission for Colleges of Education (NCCE) Minimum standard for NCE Agriculture. In the study he observed that there are inadequate qualified teaching and non-teaching staff in most areas of Agriculture including specialist in soil science and agricultural engineering. An experiment conducted by Kinder (1971) shows the significance of the use of audio-visual aids in teaching all the subjects. He emphasized the need for audio-visual materials as an integral part of our instructional system because the whole concept of the school is changing with the changing society and technology. He therefore suggested that to make teaching and learning

meaningful and understandable, we should bring in audio-visual aids so that students can get full, real and purposeful experiences which will enable them live and above all, stimulates genuine interest among the students. The importance of clothing and textiles education to the nation and individual health is of paramount importance.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter covers the methods that were employed for the collection of data for the study. It begins with a description of the research design, the population, sample and sampling procedure, data collection instruments and techniques, and ends with a description of the instruments used in the analysis of the data collected.

#### 3.2 Research Design

The descriptive survey method was employed for the collection of quantitative data which made possible gathering of large-scale data upon which a basis for interpretation and generalisations were drawn. The study was a cross-sectional one, taking into cognisance the fact that the research was conducted for academic purposes only and within a stipulated period of time and hence would not be repeated over time.

#### 3.3 Population

The target population in this study was all senior high schools in the Kumasi Metropolis. Kumasi as a metropolis boasts of about thirty-three (33) senior high schools of which 15 are private and the remaining 18 are public. The population consisted of the total number of students enrolled in the senior high schools in the region. The population also covered clothing and textiles teachers, headteachers and parents who had their wards enrolled in the clothing and textiles programme in the senior high schools.

### 3.4 Sampling Technique and Sample Size

The researcher used simple random sampling to select four public senior high schools out of the total of 33 schools in the Metropolis. In the sampling of the students, stratified and random sampling was used. The stratified sampling was used because the students were already grouped into classes or strata. As a result, the researcher further used simple random sampling to select forty (40) students from the various classes in each school.

Again, four (4) teachers and two (2) headteachers were purposively sampled from the various schools. This was to ensure that teachers who taught clothing and textiles were selected to participate in the study. The researcher sampled fourteen (14) parents whose wards were in the Clothing and Textiles department from each school through randomly sampling. This was however done by proxy through the students. In total, 240 respondents were sampled for the study. The sample size of 240 as selected is shown in Table 3.1.

Table 3.1 Sample distribution of respondents

<b>Respondents</b>	<b>Number Sampled</b>	
Osei Kyeretwie Senior High School	Students	40
	Teachers	4
	Head teachers	2
	Parents	14
Asanteman Senior High School	Students	40
	Teachers	4
	Headteachers	2
	Parents	14
Kumasi Girls' Senior High School	Students	40
	Teachers	4
	head teachers	2
	Parents	14
Kumasi Senior High Technical School	Students	40
	Teachers	4
	Headteachers	2
	Parents	14
<b>Total</b>	Students	160
	Teachers	16
	Headteachers	8
	Parents	56
	<b>240</b>	

### **3.5 Ethical Considerations**

The researcher observed the following major ethical principles to make this study ethical:

- Self determination

The respondents were informed of their rights to voluntarily participate in the study or decline.

- Anonymity and confidentiality

Respondents of questionnaires were directed not to indicate their names or identification on the questionnaires such that the responses they provide could not possibly be traced back to them. Interviewees were assured that their information would be confidential and not reported in any way that will identify them.

- Informed consent

Participants of the study were also informed about the purpose of the study. They were also assured that there were no potential risks involved in the research process.

### **3.6 Piloting of Instruments**

To ensure validity and reliability, the researcher conducted a pilot survey using the questionnaire and interview guide. An initial draft of the questionnaire was tested informally using students from Nkawie Senior High School and Toase Senior High School, both in the Ashanti Region outside the study area. Based on the feedback, few items were revised to improve better comprehension, content validity, wording format and question flow. This pilot exercise was carried out in accordance with what Hendricks (2009) described as getting the bugs out of the instrument so that respondents in the main study will experience no difficulties in completing them. This was also to enable the researcher carry out a preliminary analysis to see whether the wording and format of questions will present any difficulties when the main data are analysed.

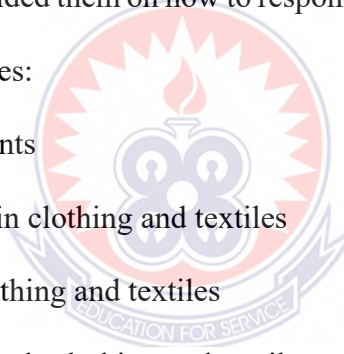
### **3.7 Data Collection Techniques**

Instruments used for collecting the data for the study were questionnaire and semi-structured interview.

#### **3.7.1 Questionnaire**

The researcher conscientiously opted to use questionnaire for data collection. Different set of questionnaires were designed for students and teachers to investigate the causes of students' disinterest in the study of Clothing and Textiles in the Senior High Schools. Questionnaire designed by the researcher was based on the research questions for the study. A total number of 184 questionnaires were administered of which all were retrieved. The researcher gave the questionnaires to students and guided them on how to respond to the items. Questionnaire items were based on the following issues:

- Demography of respondents
- Interest level of students in clothing and textiles
- Funding of the course clothing and textiles
- Society's perception towards clothing and textiles



#### **3.7.2 Interview**

Interview schedules were designed for parents whose wards are offering clothing and textiles in the chosen senior high schools in the Kumasi Metropolis. Interview was used as a tool to find out about how the parents really felt about the teaching and learning of Clothing and Textiles. The parents were interviewed on issues such as resources and funding of clothing and textiles and the challenges of clothing and textiles as a course of study. The interview format used was semi-structured interview where questions were asked and based on their responses, follow up questions were be added. The wording of the questions were not restricted as this

gave the researcher the opportunity to form one or two questions on the spot and investigate into issues and in some cases follow the order dictated by the situation. The researcher engaged in personal face to face interview with selected parents to enable her explain in detail those interview questions which needed further explanation and also see behaviours, attitude and reactions of parents so far as clothing and textiles is concerned. The interview was centred on the following themes of the study; resources and funding of clothing and textiles education, interest of students, attitude of teachers and parents' interest in their wards' study of clothing and textiles.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter discusses the results obtained from data collection through questionnaires and interview.

#### 4.2 Results of Questionnaire

Results of questionnaire were obtained from headmasters, teachers and students.

##### 4.2.1 Results of Questionnaire from Headmasters

The researcher collected information from headmasters to find out their opinions on the issues affecting the enrolment of students in Clothing and Textiles. The results are presented in Tables 4.1 to 4.4.

Table 4.1 Responses on factors accounting for low interest in clothing and textiles

Responses	Frequency ( <i>f</i> )	Percentage (%)
Students have poor background in Clothing and Textiles	1	12.5%
Lack of proper vocational guidance to students	3	37.5%
Students think the course is meant for the unintelligent	2	25%
Poor economic standing of parents	0	0%
Parents do not encourage their wards to enrol in the course	2	25%
Total	8	100%

Source: Researcher's field work (2016).

From Table 4.1, majority of the headmasters, i.e. 3 representing 37.5% out of the total 8 responded that the students lacked proper vocational guidance and counselling which accounted for their low interest in clothing and textiles. Two respondents each representing



25% also opined that students were of the view that the course is meant for the unintelligent students and that parents do not encourage their wards to enrol in the course. Only one respondent representing 12.5% said students have poor background in Clothing and Textiles. This indicates that the headmasters are of the view that the factors accounting for low interest of students in studying Clothing and Textiles are many but notable among them are the lack of vocational guidance and counselling, lack of parental encouragement and students attitude towards the course.

Table 4.2 Responses on challenges students encounter in clothing and textiles

<b>Responses</b>	<b>Frequency (<i>f</i>)</b>	<b>Percentage (%)</b>
Lack of reference materials (textbooks) on clothing and textiles	3	37.5%
Inadequate facilities for teaching clothing and textiles	3	37.5%
Negative attitude of the public towards clothing and textiles students	2	25%
Total	8	100

Source: Researcher's field work (2016).

Table 4.2 presents respondents' view on the challenges facing students in their study of Clothing and Textiles in the senior high schools. From the table, three respondents each representing 37.5% were of the view that, lack of reference materials on clothing and textiles and inadequate facilities for teaching clothing and textiles posed big challenges to students enrolled in the course whilst only two respondents representing 25% said that the negative attitude of the public towards the course was a problem for students enrolled in the course.

Table 4.3 Factors accounting for the poor performance of students in Clothing and Textiles

Statements	Agree		Not Sure		Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Students have poor psychomotor abilities	1	12.5%	1	12.5%	6	75%
Career prospects of clothing and textiles graduates are not bright	5	62.5%	2	25%	1	12.5%
Incompetence of Clothing and Textiles teachers in handing the subject	6	75%	1	12.5%	1	12.5%
Teachers do not motivate students to perform well in the subject	7	87.5%	1	12.5%	0	0%

Source: Researcher's field work (2016).

The researcher also sought from the headmasters, the factors which account for the poor performance of students in Clothing and Textiles. From the table, respondents indicate that teachers do not motivate their students to perform well in the course since 87.5% agreed and 12.5% were not sure. No respondent disagreed to this statement. The next factor which accounted for poor performance of students according to students was the incompetence of Clothing and Textiles teachers in handling the subject. This statement received 75% agreement whilst 12.5% each of respondents disagreed and were not sure respectively. From the table, 62.5% of respondents agreed that the career prospects of clothing and textiles graduates are not bright whilst 25% were not sure. Respondents however disagreed that students having poor psychomotor abilities accounted for their poor performance in clothing and textiles. This is because 75% disagreed to the statement whilst 12.5% each agreed and were not sure.

Table 4.4 Headmasters responses on how to improve students' interest in Clothing and Textiles

Statements	Agree		Not Sure		Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Encourage field trips to industry and fashion shops	7	87.5%	1	12.5%	0	0%
Provision of adequate infrastructure (fashion workshops and labs)	7	87.5%	0	0%	1	12.5%
Provision of adequate raw materials (cloth, wool and brown papers)	6	75%	1	12.5%	1	12.5%
Convert students' finished work into commercial value for motivation	8	100%	0	0%	0	0%
Providing vocational guidance and counselling to improve interest in Clothing and Textiles students	8	100%	0	0%	0	0%
Provision of in-service training to Clothing and Textiles teachers	6	75%	0	0%	2	25%
Admitting qualified students into the Clothing and Textiles program.	5	62.5%	1	12.5%	2	25%

Source: Researcher's field work (2016).

When respondents were asked on how the interest of students in clothing and textiles could be improved, 100% of respondents agreed that providing vocational guidance and counselling to improve students' interest and converting students' finished work into commercial value for motivation are measures that could be instituted to improve students' interest. From the table, 87.5% of headteachers agreed that encouraging field trips to industry and fashion shops would improve students' interest in clothing and textiles. Similarly, 87.5% respondents agreed that provision of adequate infrastructure like fashion workshops and laboratories would greatly improve students' interest in Clothing and Textiles. Again, respondents agreed that provision of in-service training to clothing and textiles teachers and providing adequate raw materials such as cloth, wool and brown paper to improve productivity of students would go a long way to arouse students' interest in clothing and textiles. On the issue of admitting qualified students into the clothing and textiles programme, 62.5% agreed that this would improve students' interest whilst 25% disagreed and 12.5% were not sure.

#### 4.2.2 Results of Questionnaire from Teachers

This section presents the results obtained from teachers with associated discussions and findings. The presentation and discussion of results from teachers are grouped into three; demographic data of teachers, factors causing low enrolment of students in Clothing and Textiles and measures to implement to boost students enrolment in Clothing and Textiles.

#### Demographic Data of Teachers

Table 4.5 Demographic distribution of Teachers

Variables	Frequency ( <i>f</i> )	Percentage (%)
<b>Gender</b>		
Male	8	33.3
Female	16	66.7
<b>Age</b>		
Below 25years	2	8.3
26 – 30years	3	12.5
31 – 39years	13	54.2
40 – 49years	3	12.5
50 – 59years	3	12.5
60years and above	-	-
<b>Highest Educational Qualification</b>		
Certificate	-	-
Diploma	-	-
HND	4	16.7
First Degree	16	66.7
Post-Graduate	4	16.7
<b>Teaching Experience (Number of years taught)</b>		
Less than a year	-	-
1 – 2 years	3	12.5
3 – 5 years	9	37.5
6 – 9 years	9	37.5
10years and above	3	12.5

Source: Researcher's field work (2016).

The gender distribution presented in Table 4.5 reveals that majority of teachers handling Clothing and Textiles in the Senior High Schools are females. From the table, 16 out of the 24

teachers sampled, with a percentage representation of 66.7% are females whilst the remaining 8 (33.3%) are males. This is consistent with the student data reported in Table 4.8 which also revealed that majority of students offering clothing and textiles are females hence confirming what Erwin and Kinchen (1970), stated that the years preceding the industrial revolution saw only women dominating in roles of garment construction and needlework for the family. This trend has followed through to modern times as is evident in the results presented here.

The age distribution from the table also indicates that majority of teachers; 13 respondents which represents 54.2% were in the age range of 31 – 39 years whilst the remaining age groups; 26 – 30 years, 40-49 years and 50 – 59 years each received a response rate of 12.5%. Two teachers representing 8.3% were below 25 years and no teacher was recorded in the age group of 60 years and above. It can be deduced from this information that, majority of the teachers handling Clothing and Textiles are in their primes and hence are considered active and energetic.

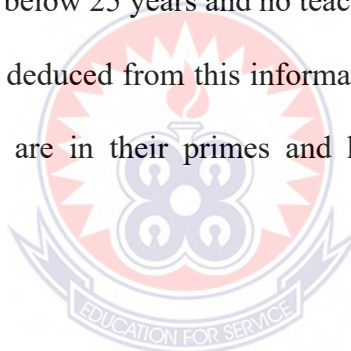


Table 4.5 also presents data on the educational qualification of teachers teaching Clothing and Textiles in the SHS. From the educational qualification information, no teacher was reported to possess a Certificate or Diploma qualification as their highest qualification at post. However, four respondents representing 16.7% of teachers were holders of HND qualifications whilst 16 respondents representing 66.7% were holders of bachelors' degrees. Again, four respondents representing 16.7% of Clothing and Textiles teachers held post-graduate degrees as their current qualification. From the data, it can be concluded that teachers of Clothing and Textiles were suitably and adequately qualified to handle the subject adequately well. It however calls to attention that, if these teachers are adequately qualified to deliver in their line of duty, then

they may contribute little or no part at all to the problem of low enrolment in the study of clothing and textiles.

The final section of Table 4.5 solicited the teaching experience of teachers handling Clothing and Textiles. This information was necessary to make inferences or conclusions on the experience level of teachers. From the data presented, no teacher was recorded to have taught less than a year while three teachers representing 12.5% had taught between 1 – 2 years teaching experience. Majority of students, nine representing 37.5% each had taught for between 3 – 5 years and 6 – 9 years. The number of teachers who had teaching experience of 10 years and above were three representing 12.5% of teachers sampled for the study. The information on teaching experience of teachers reveals that, teachers of clothing and textiles were adequately experienced since about 75% of them had taught for between 3 – 5 years and 6 – 9 years.

### **Factors causing low enrolment of students in Clothing and Textiles**

This section of results from teachers presents data collected on the factors that accounted for the low number of enrolments in Clothing and Textiles from the perspective of the teachers.

The breakdown of this data is presented in Table 4.6.

Table 4.6 Causes of low enrolment in Clothing and Textiles

Statements	True		Not Sure		Untrue	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Students have poor background in Clothing and Textiles	10	41.7	7	29.2	7	29.2
Lack of proper vocational guidance and counselling to students	14	58.3	7	29.2	3	12.5
Poor psychomotor ability of students	7	29.2	8	33.3	9	37.5
Poor economic standing of parents	16	66.7	3	12.5	5	20.8
Lack of reference materials on clothing and textiles	10	41.7	1	4.2	13	54.2
Career prospects of clothing and textiles is not bright	5	20.8	2	8.3	17	70.8
Negative attitude of the public towards students enrolled in Clothing and Textiles	17	70.8	5	20.8	2	8.3
Inadequate facilities and materials for teaching clothing and textiles in Senior High School	19	79.2	3	12.5	2	8.3
Incompetence of Clothing and Textiles teachers	3	12.5	5	20.8	16	66.7
Parents do not encourage their wards to enrol in the course	18	75.0	3	12.5	3	12.5
Students think the course is meant for the unintelligent	17	70.8	2	8.3	5	20.8
Teachers do not encourage and motivate students to enrol in the course	6	25	2	8.3	16	66.7

Source: Researcher's field work (2016).

The first factor/cause of low enrolment in clothing and textiles presented for teachers to react to in Table 4.6 was the assertion that students had poor backgrounds in clothing and textiles. From the table, it is apparent that teachers accepted that assertion but rather disregarded the opposite as untrue. This is because, seven teachers which represent 29.2% regarded the statement as untrue whilst 10 respondents representing 41.7% accepted the statement as true. Notwithstanding, seven teachers with a percentage representation of 29.2% were not entirely sure whether students' poor background in clothing and textiles accounted for poor enrolments in the course and hence opted to remain neutral to the statement. Since majority of respondents accepted the statement to be true, it can be concluded that indeed, poor background of students in clothing and textiles is a contributory factor to students not enrolling in the course in the Senior High Schools. In a similar study, Fomadi (2013) blamed the weak background of students as a causal factor to the low enrolment of students in Clothing and Textiles. He further

pointed out that, the Computerised School Selection and Placement System in Ghana further worsened the case by continually selecting weak students to read Home Economics and Clothing and Textiles whilst the good ones are placed in the Sciences and the Arts.

The second factor presented as a cause of low enrolment in Clothing and Textiles was the lack of proper vocational guidance and counselling services rendered to students. To this factor, a majority of 14 respondents representing 58.3% teachers responded in the affirmative whilst only three respondents representing 12.5% disregarded the statement. A higher number seven teachers which represents 29.2% however decided to stay neutral to this assertion claiming that they were unsure. Consistent with other findings from similar studies, lack of vocational guidance and counselling has been variously reported as contributing to low student enrolment in vocational and technical education courses. Oziegbe, (2009) pointed out the fact that little or no vocational guidance and counselling is given to students who transit from the basic schools to the second cycle schools. This denies the students the vital information upon which they can make informed decisions and choices concerning their career paths and fields of study. Students are rather left to the mediocre ideologies of peers and family and hence pushed away from studying Clothing and Textiles.

Poor psychomotor ability of students was rejected by a slight majority of teachers since it was considered not a contributing factor to the poor enrolment of students in Clothing and textiles. From the data presented in the table, nine respondents which represents 37.5% of teachers rejected the assertion that the poor psychomotor ability of students led to low enrolment of students in Clothing and Textiles whilst seven which represents 29.2% of respondents however claimed it did. Again, as many as eight respondents representing 33.3% of teachers claimed to be unsure of the factor's role it played in the enrolment of students in Clothing and Textiles.



This finding was however not corroborated by any literature as no single author reports it as true.

As regards the poor economic standing of parents, 16 respondents which represents 66.7% of teachers responded that it was true that it contributed the low enrolment of students in Clothing and Textiles whilst five respondents which represents 20.8% of respondents disagreed. On the same matter, three respondents representing 12.5% of respondents opted for neutrality because they were not sure. The presented data is a clear indication that teachers accepted the fact that the financial/economic standing of parents also had a part to play in determining whether students enrol in the Clothing and Textiles course. This result confirms findings from other researchers. Olaitan (1996) and Anaesthesia (1988) all cited the low economic standing of students' parents as an influential factor in relation to students' enrolment in Clothing and Textiles course. They explained that financial constraints of parents impacts the ability of students to buy materials like cloth, sewing thread and tools, knitting wool, etc for practical work.

On the assertion that lack of reference materials on clothing and textiles is a causal factor for the low enrolment of students in Clothing and Textiles, 13 respondents representing 54.2% rejected the assertion saying that it was not true. It is also seen that, 10 respondents representing 41.7% however accepted the assertion to be true whilst one respondents representing 4.2% of respondents was unsure. The foregoing is an indication of the fact that, respondents discredited the assertion that lack of reference materials in clothing and textiles accounts for the low enrolment of students in the course. This finding however is in variance to what other researchers Amankwaa (2002), Olabanji (1996) reported that teachers of Clothing and Textiles lack adequate teaching and learning materials like reference manuals and textbooks.

From the table, it is seen that majority of respondents, 17 respondents representing 70.8% accepted the statement that the negative attitude of the public towards students enrolled in Clothing and Textiles impact the enrolment of students into the course negatively. In spite of the seeming massive endorsement of the statement, five respondents which represents 20.8% respondents remained neutral whilst two respondents with a percentage representation of 8.3% responded in the negative. This result is an endorsement of several findings from various authors. Arubayi, *et al.*, (2011) acknowledged this problem in their research stating that the public in general has a negative image and attitude towards students who read Clothing and Textiles in school.

A careful look at Table 4.6 reveals that, when teachers were required to respond to the statement whether inadequate facilities and materials for teaching clothing and textiles in senior high schools contributed to the low enrolment of students in the course, respondents generally accepted the assertion. From the table, it is seen that 79.2% of respondents accepted the assertion to be true with 12.5% being unsure and 8.3% responding in the negative.

It can again be seen from Table 4.6 that, respondents disregarded the assertion that the incompetence of clothing and textiles teachers contributes to the low enrolment of students in the subject. On this assertion, 66.7% of respondents rejected the claim whilst 20.8% were unsure. However, 12.5% responded in the affirmative.

From Table 4.6, regarding the statement that parents do not encourage their wards to enrol in clothing and textiles course, 18 out of a total of 24 respondents, with a percentage representation of 75% responded in the affirmative. This indicates that, respondents were almost unanimous in accepting the statement. This notwithstanding, 12.5% responded in the negative with another 12.5% of respondents remaining neutral to the statement. This is a finding which is confirmed by other research findings. According to Wangah (1995), greater

number of parents have shown little or no interest in their wards offering Clothing and Textiles at the second cycle institutions. This, he says is because the parents want the children to be in more 'dignified' professions like Medicine, Engineering, Accounting and the likes.

The last but one statement in the table which states that students think that the course is for the unintelligent was also accepted by respondents. Looking at the figures, it is seen that a majority of 70.8% of respondents accepted the statement as true whilst 20.8% disagreed with the statement. About 8.3% of respondents were nonetheless neutral on the statement. In consonance with the views of Kasuku (1984) and Wangah (1995), some students view the Clothing and Textiles course as a subject that only deals with sewing, a skill which can be acquired outside academic circles through apprenticeship and hence need not be learnt at school.

Also, a presentation of responses on the statement that teachers do not encourage their students to enrol in clothing and textiles program, 66% of teachers responded in the negative whilst only 25% responded in the affirmative with 8.3% remaining neutral. This is a clear indication that, teachers did not accept the assertion that not encouraging students to enrol in clothing and textiles is a causal factor for the recorded low enrolment of students in the course. It is worthy of note however that, Mberengwa (2004) holds an opposite view to this assertion. He asserts that the quality of some clothing and textiles teachers is questionable and inadequate and hence do not teach the subject effectively to students. This implicitly does not encourage students to enrol or pursue the course in higher levels of education.

### Measures to improve interest of students and boost enrolment in Clothing and Textiles

Teachers were asked of their opinions on factors or measures that could be implemented to improve the interest of students in the study of Clothing and Textiles and hence boost enrolment in the course. Responses obtained on this particular theme are presented in Table 4.6.

Table 4.7 Factors to boost enrolment in Clothing and Textiles

Statements	Agree		Not Sure		Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Encourage field trips to industry and fashion shops	22	91.7	2	8.3	-	-
Giving regular practical assignments to students	16	66.6	4	16.7	4	16.7
Encouraging group practical assignments	15	62.5	3	12.5	6	25.0
Students to do independent practical work when required	16	66.7	4	16.7	4	16.7
Provision of adequate infrastructure (fashion workshops and labs)	19	79.2	1	4.2	4	16.7
Provision of adequate raw materials (cloth, wool and brown papers)	14	58.3	4	16.7	6	25
Convert students' finished work into commercial value for motivation	21	87.5	3	12.5	-	-
Providing vocational guidance and counselling to students	24	100	-	-	-	-
Provision of in-service training to Clothing and Textiles teachers	20	83.3	4	16.7	-	-
Admitting qualified students into the Clothing and Textiles program.	21	87.5	1	4.2	2	8.3

Source: Researcher's field work (2016).

The data presented in Table 4.7 indicates a massive endorsement of the statement that encouraging field trips to fashion industries and shops will serve as a motivational technique and hence help boost enrolment in the course. The data shows that out of the total 24 respondents, 22 representing 91.7% agreed to the statement whilst two respondents representing 8.3% responded that they were not sure. No respondent disagreed with the statement.

Also, another look at the table shows that respondents agreed that giving regular practical assignments to students would help boost student enrolment in Clothing and Textiles. To this statement, 66.6% of respondents with a frequency representation of 16 out of 24 agreed with 16.7% each having a corresponding frequency of 4 either disagreed or were not sure.

When respondents were asked whether encouraging group practical assignments would improve the enrolment of students in Clothing and Textiles, 15 respondents with a percentage representation of 62.5% agreed whilst six respondents representing 25% disagreed and 12.5% remained neutral.

On the issue of students doing independent practical work when required, respondents agreed that this could improve student enrolment in clothing and textiles. From the table, 66.7% of respondents which corresponds to 16 out of the total 24 agreed. To the same statement, 16.7% of respondents were not sure and 16.7% again were in disagreement.

The statement on provision of adequate infrastructure (fashion workshops and labs) received endorsement from 79.2% of respondents with one respondent representing 4.2% respondents being unsure whilst 16.7% disagreed. 58.3% of respondents agreed that, provision of adequate materials like cloth, wool and brown paper would boost student enrolment in clothing and textiles. On the same issue, 16.7% of respondents were not sure whilst 25% of the respondents disagreed.

A massive endorsement was given by respondents on the issue of converting students' finished work into commercial value for motivation. To this statement, 21 out of 24 respondents representing 87.5% agreed whilst three respondents which represents 12.5% were not sure of the statement. No respondent disagreed.

An overwhelmingly unanimous agreement was given by respondents to the assertion that providing vocational guidance and counselling to students would go a long way to boost their enrolment in the study of the course. The percentage agreement was 100% to the statement.

From the table, though with varying levels of endorsement, it is apparent that teachers accepted all the measures suggested because they are of the view that, when a number or all of these factors are implemented, there would be a tremendous difference in the way Clothing and Textiles is perceived in society and the general public and hence boost student enrolment in the subject significantly.

#### 4.2.3 Results of Questionnaire from Students

The researcher administered questionnaire to students to find out their views on the disinterest in Clothing and Textiles.

Table 4.8 Gender and age distribution of students

		Gender of respondents			
		Male	Female	Total	Percentage (%)
<b>Age of respondents</b>	13 – 15 years	6	20	26	16.25%
	16 – 18 years	2	22	24	15%
	19 – 21 years	24	24	48	30%
	22 years and above	34	28	62	38.75%
	Total	66(41.25%)	94(58.75%)	160	100%

Source: Researcher's field work (2016).

From the results presented in Table 4.8, out of a total of 160 student respondents, 66 representing 41.25% were males whilst 94 representing 58.75 were females. This is an indication that majority of students who pursue clothing and textiles in the senior high school level are females since the student sample was taken from the various clothing and textiles classes of the selected schools. Again, this goes to confirm the popular notion held by the general public that Clothing and Textiles is a female dominated discipline. This commonly held belief, according to Erwin and Kinchen (1970) is attributable to the fact that women once

held the sole responsibilities for weaving and knitting household clothes in the past before the industrial age.

A cursory look at the result reported in the table shows that, majority of student respondents (38.75) were aged 22years and above. This the researcher reckons could be due to the fact that students enrolled in Clothing and Textiles are considered by society as somewhat dull and hence might spend longer years in their basic schooling. The other age groups 19 – 21years had 30% of respondents whilst 16 – 18years and 13 – 15 years had 15% and 16.25% of respondents respectively. A close look at this data indicates fewer students fell in the younger age groups whilst majority fell in the older age groups of 19 – 21 years and 22years and above.

### Students' Perception and Interest in Clothing and Textiles

Perception and interest in a course of study ultimately affects enrolment of students into such particular courses and as such, the researcher deemed it relevant to collect data in relation to students' interest and perception of the Clothing and Textiles course. The data collected is presented in Table 4.9 and discussed.

Table 4.9 Perception of Students towards Clothing and Textiles

Statements	Yes		No	
	<i>f</i>	%	<i>f</i>	%
Do you have an interest in sewing as a subject?	77	48.1	83	51.9
Do you think sewing is a program for school dropouts?	73	45.6	87	54.4
Do you feel good and comfortable in the outfits you wear?	151	94.4	9	5.6
In your view, is sewing clothes an important job?	158	98.8	2	1.2
Did you learn Sewing in the Junior High School?	154	96.3	6	3.8
Would you like to pursue Fashion/Clothing and Textiles at the tertiary level?	67	41.9	93	58.1

Source: Researcher's field work (2016).

From the table, when students were asked whether they had an interest in sewing as a subject, a slight majority 51.9% answered in the negative whilst the rest 48.1% answered affirmatively. This result shows that though students may be enrolled in the Clothing and Textiles Programme, not all of them may be offering the course out of interest or passion for the course. Again, when asked whether students thought that Sewing is for school dropouts, 73 respondents representing 45.6% out of the total 160 students responded 'Yes' whilst the remaining 87 students representing 54.4% responded in the negative. Although majority of the respondents were against the view that sewing or Clothing and Textiles is for school dropouts, the result indicated that not all students had a favourable opinion of the course that they were offering. On the other hand, with regards to whether students felt good and comfortable in the clothes they wear, an overwhelming majority of 151 students representing 94.4% gave an affirmative response. This supports the claims made by Osisefo, (2004) that individually, people choose to wear clothes for a myriad of reasons including comfortability and the sense of feel-good. Only few respondents, nine students representing 5.6% however said they did not feel good and comfortable in the outfits they wear.

When students were asked whether they see the job of sewing clothes for people as important the response was almost unanimous in the affirmative. To this question, 158 respondents out of 160 representing a percentage of 98.8% said 'Yes', they viewed sewing clothes as an important job. The baffling question here was that, if students saw the job of sewing as an important job in society, why then were they not so enthused and passionate about it so as to pursue it to the highest levels? This question lent itself to further scrutiny as is discussed in the next sections. The researcher further sought to find out whether students currently enrolled in the clothing and textiles course took a similar course like sewing in the basic level and would like to pursue it to higher degrees in the tertiary levels.



According to the results, majority of students offering clothing and textiles 154 which represents 96.3% had taken sewing, a prerequisite to study Clothing and Textiles at the SHS level in the Junior High School whilst 6 (3.8%) indicated that they did not but however managed to get into the programme. This is an indication that indeed, students enrolled in Clothing and Textiles were already familiar with the discipline before offering to pursue it in a higher level. Ironically, when students were asked whether they will pursue the course in the tertiary level, the results obtained were in favour of the negative. Out of the 160 respondents, 93 with a percentage representation of 58.1% responded that they will not pursue it in the higher or tertiary level whilst 67 representing 41.9% indicated that they would pursue it when given the opportunity. This result is a testament of the fact that students enrolled in the Clothing and Textiles program are not content or happy with the program they are pursuing. This result is consistent with findings from Eze (2001) who intimated that the teaching and learning of Clothing and Textiles suffers a lot of setbacks which in turn causes students not to be passionate or enthused in studying it. Among the several setbacks he cites are; a general negative attitude towards the subject, lack of logistics and facilities for teaching and learning of the subject and the common erroneous notion that sewing can be done outside school and so it is meant for school dropouts.

Mberengwa (2004) also posits that most teachers feel lazy to teach the subject especially the practical aspects and so students lack knowledge in the practical work. When students realise that they are in school and yet do not have the practical skills as their colleagues who are learning through apprenticeship outside school, they tend to disregard or discredit their own study and hence lose interest in it.

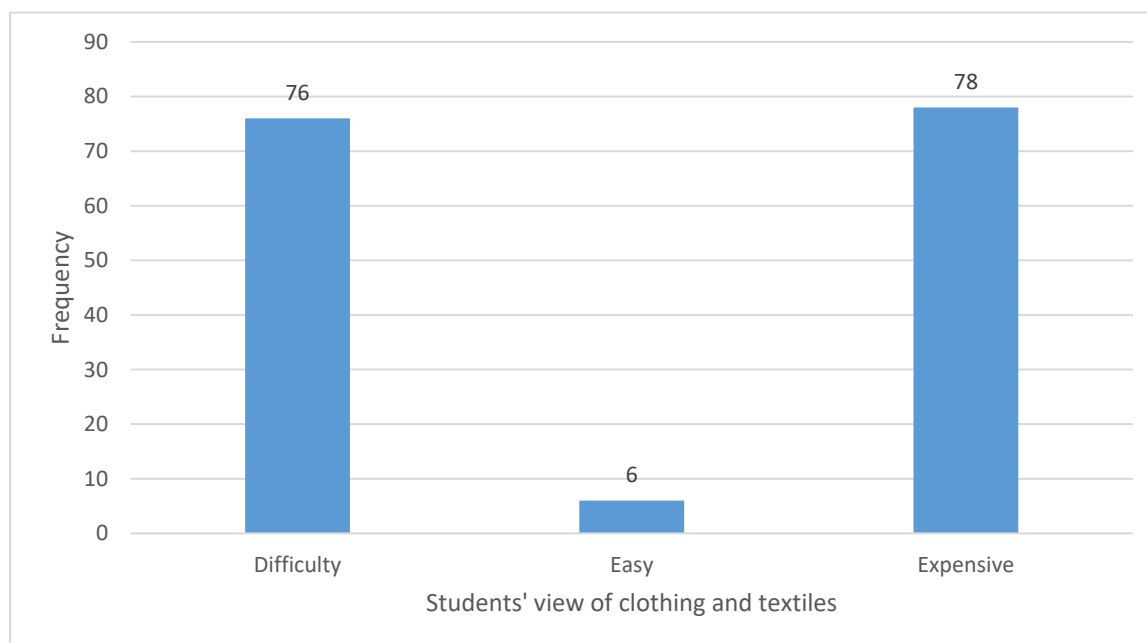


Figure 4.1 Students view of clothing and textiles.

Source: Author's construct, (2016).

Figure 4.1 presents students' view of the teaching and learning of Clothing and Textiles in the Senior High Schools. From the table, it is clear that students regard the course as overly expensive and difficult to learn at school. The result shows that, 78 respondents representing 48.8% out of the total 160 students regard the course as expensive whilst 76 respondents representing 47.5% out of 160 respondents said the course is difficult. Six students representing 3.8% however said the course was easy to learn.

This finding is consistent with findings from Oladebo (1988) and Olabanji (1996) who gave reasons as the lack of teaching and learning reference materials for clothing and textiles, lack of practical experience and dexterity on the part of teachers and lazy attitude of Clothing and Textiles teachers. They asserted that these factors culminate into students having the wrong impression about the course. When there is lack of logistics and facilities, the burden will be passed onto students to provide them themselves which causes students to see the course as

expensive. Also, they suggested that when teachers are unable to teach the practical aspects with dexterity, students are led to believe that the course is too difficult even for their teachers.

Table 4.10 Factors discouraging students from pursuing Clothing and Textiles

<b>Factors</b>	<b>Frequency (<i>f</i>)</b>	<b>Percentage (%)</b>
Parents	39	24.4
Teachers	15	9.4
Colleague students	72	45
Self (lack of interest)	34	21.3
Total	160	100

Source: Researcher's field work (2016).

In Table 4.10, the researcher sought to find out from students the factors that actually discourage them or dissuade them from pursuing clothing and textiles program. From the data in the table, students cited their colleague students who are offering different subjects as the main factor that discourage them to pursue clothing and textiles. This factor was ascribed to by 72 out of 160 students, which represented 45%. Parents' decisions/influence was also cited by students as the next leading cause of discouragement from studying Clothing and Textiles. This is because 39 respondents which represent 24.4% of students intimated that their parents was the reason for their loss of interest in pursuing clothing and textiles. The next discouraging factor for students was their own loss of interest in the subject. This factor received 34 representing 21.3% of responses whilst the last factor was teachers which received 15 respondents which represents 9.4% responses.

Several authors also came out with similar and consistent findings as to factors accounting for the low interest of students in enrolling in clothing and textiles program. Obrifor (1993), Harrison, Ryan and Moore (1996), Serem (2010) all found among others, peer pressure, parents

and family decisions, attitude/incompetence of teachers, lack of motivation, perception of society/public of clothing and textiles as the reasons that keep students away from enrolling in Clothing and Textiles. Lemechi, (2001) went further to cite an example that students offering other subjects such as Science, Business and the Arts often laugh at those who offer Clothing and Textiles and call them names like alterationists or ‘oyeadieyie’ in the local parlance. He continues that this causes such students who are mocked to bow out of the Clothing and Textiles course for a different one.

#### 4.3 Results of Interview from Parents

The researcher collected data from parents to find out their opinions and views on the teaching and learning of Clothing and Textiles as a programme in the Senior High Schools. The data was collected through semi-structured interview. The data collected also aimed at inquiring from parents their perception of students who enrol in Clothing and Textiles. For easy analysis and interpretation, the responses obtained were grouped and treated as categorical data. The results obtained from this data collection process are presented and discussed below in this section.

Table 4.11 Parents’ view of students who pursue clothing and textiles

<b>Responses</b>	<b>Frequency (<i>f</i>)</b>	<b>Percentage (%)</b>
Talented	5	8.9
Dressmakers and tailors (apprentices)	32	57.2
Professional fashion designers	19	33.9
Total	56	100

Source: Researcher’s field work (2016).

Table 4.11 presents data collected on parents’ views of students who pursue clothing and textiles in the academic circles. The data from the table shows that majority of parents

interviewed had low regard for students who pursue Clothing and textiles as they regarded them in similar light as dressmakers' and tailors' apprentices. This is because, from the table a majority of 32 out of 56 parents corresponding to a percentage of 57.2% said they saw students of clothing and textiles as apprentices of dressmaking and tailoring. Only five respondents representing 8.9% said they saw students of clothing and textiles as talented and hence in the right position to pursue the course in school. However, 19 respondents representing 33.9% viewed students of clothing and textiles in schools as professional fashion designers who were under specialised training. It is seen from the foregoing that, the general perception of parents regarding students who offer Clothing and Textiles in the Senior High Schools is that of low regard. This therefore goes without saying that, since parents saw students of Clothing and Textiles as below other students offering mainstream non-technical courses, it will lead them to discourage their children from reading or pursuing the program in the senior high schools and at the tertiary levels too.

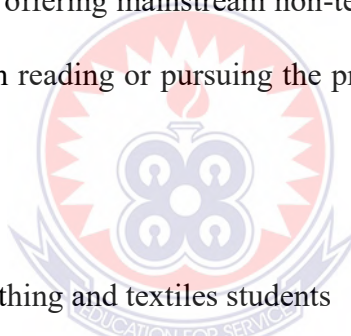


Table 4.12 Job prospects for Clothing and textiles students

<b>Responses</b>	<b>Frequency (<i>f</i>)</b>	<b>Percentage (%)</b>
Very bright	14	25
Limited	22	39.3
Not bright at all	20	35.7
Total	56	100

Source: Researcher's field work (2016).

Parents' thoughts on the future job prospects of students who offer clothing and textiles in the senior high school was solicited, the results of which are reported in Table 4.12. The results from the table indicate that parents are of the opinion that, job prospects of students of Clothing and Textiles are rather unattractive. A glance at the table shows that, majority of 22 respondents representing 39.3% thought that the job prospects of Clothing and Textiles graduates are

limited whilst 20 students representing 35.7% also said the job prospects are not bright at all for clothing and textiles students. It was however the view of 14 respondents which represents 25% that the job prospects of clothing and textiles students was very bright. This result is inconsistent with findings from other researchers. Wangah (1995) maintained that, parents have not been happy with their children reading clothing and textiles in senior high schools. In the same vein, Arubayi, et al., (2010) acknowledge that there are a myriad of job opportunities for students of clothing and textiles if studied diligently and pursued to the highest levels. He cites several career paths as fashion journalism, costume designing, textile designing, etc as the few prospective jobs among the lot for clothing and textiles students. However, due to the erroneous notion of parents that the subject of clothing and textiles is not important, less prestigious and have no vocational future, they discourage their wards from pursuing it.

Table 4.13 Parents responses on the teaching and learning of Clothing and Textiles

Statements	Yes		No	
	<i>f</i>	%	<i>f</i>	%
Do you have any of your wards reading Clothing and Textiles?	54	96.4	2	3.6
Do you encourage your wards to read Clothing and Textiles?	24	42.9	32	57.1
Do you think clothing and textiles is for weak students?	34	60.7	22	39.3
Do you see clothing and textiles in schools as having challenges?	35	62.5	21	37.5
Does your ward complain of teaching method of Clothing and Textiles teachers?	24	42.9	32	57.1

Source: Researcher's field work (2016).

From Table 4.13, it is seen that a majority of 54 respondents representing 96.4% of parents who were sampled for the study had their wards enrolled in the clothing and textiles program whilst the remaining two respondents representing 3.6% did not have wards enrolled in the course. When parents were asked whether they encourage their wards to read Clothing and Textiles, 24 parents representing 42.9% responded in the affirmative whilst 32 respondents

57.1% responded in the negative. This is a strong evidence which supports claims by other researchers; Eze (2001), Arubayi, et al (2010) that parents do not encourage their wards to enrol in the course. A second look at the data reported in the table indicates that even though majority of parents had their wards reading the clothing and textiles program, parents were somehow not in support of their children pursuing the course.

When asked their thoughts on the assertion that clothing and textiles is for weak students, 34 parents representing 60.7% responded in the affirmative with only 22 parents representing 39.3% responding in the negative. As a justification for their response, they claimed that the good and bright students enrol in ‘better’ courses like the sciences, arts and business. This belief is in contradiction to the assertion of Fomadi (2013) who maintains that clothing manufacturing needs intelligent people to design and construct clothes and its accessories.

Again, 35 parents representing 62.5% responded that they see the study of clothing and textiles in senior high schools as having several challenges whilst 21 parents representing 37.5% respondents alleged otherwise. It is also seen from the table that a majority of 57.1% of parents responded that their wards did not complain of the teaching methods used by their clothing and textiles teachers at school whilst 42.9% of respondents however responded otherwise.

Table 4.14 Financing of Clothing and Textiles education

<b>Source of Finance</b>	<b>Frequency (<i>f</i>)</b>	<b>Percentage (%)</b>
Self (parent)	51	91.1
Government	1	1.8
School	1	1.8
Church	3	5.4
Total	56	100

Source: Researcher’s field work (2016).

Information on how parents were financing their children who pursued clothing and textiles education was sought and is presented in Table 4.14. From the table, an overwhelming 51 respondents representing 91.1% of respondents indicated that they financed the wards' study in clothing and textiles by themselves whilst one respondent each representing 1.8% had their wards' clothing and textiles study being financed by government and the school they were attending. The church was also cited by three parents with a percentage representation of 5.4% of respondents as taking care of the financial aspect of their wards' education in clothing and textiles.

Table 4.15 Challenges of Clothing and Textiles

<b>Responses</b>	<b>Frequency (<i>f</i>)</b>	<b>Percentage (%)</b>
Funding of the course	22	39.3
Practical equipment and materials	23	41.1
Workshops and training facilities	11	19.6
Total	56	100

Source: Researcher's field work (2016).

Table 4.15 presents the responses obtained on parents' view of the challenges encountered in the study of Clothing and Textiles. Majority of respondents, i.e. 23 representing 41.1% of respondents agreed that practical equipment and materials was among others the major challenge faced in clothing and textiles whilst 22 representing 39.3% of respondents indicated the funding aspect of the course to be the real challenge in clothing and textiles education. Again, 11 respondents which represents 19.6% were of the view that the provision of workshops and training facilities constitute a tough challenge for the implementers of the clothing and textiles curriculum in the senior high schools.



Table 4.16 Recommended measures for improving the teaching of Clothing and Textiles

<b>Responses</b>	<b>Frequency (<i>f</i>)</b>	<b>Percentage (%)</b>
Field trips	6	10.7
Holding workshops and symposia for students	9	16.1
Intensive practical and demonstration based lessons	12	21.4
Introduction of modern technology like computers	10	17.9
Addition of entrepreneurship aspect in the curriculum	19	33.9
Total	56	100

Source: Researcher's field work (2016).

From Table 4.16, parents were asked to suggest measures that could improve the teaching and learning of clothing and textiles in schools. It is seen that, 19 out of 56 respondents, with a percentage of 33.9% representing a majority of the respondents to the question are of the view that the addition of entrepreneurship education aspect in the curriculum of clothing and textiles will improve the study of clothing and textiles.

Respondents also agreed that, the provision of intensive practical and demonstration based lessons would be a step in the right direction if improvement in the teaching of clothing and textile education is to be achieved. This response was given by 12 parents which represents 21.4% whilst 17.9% of respondents rather held the view that the introduction of modern technology like computers in the teaching of clothing and textiles would be beneficial. Again, 16.1% of respondents indicated that the organisation of workshops and symposia for students of clothing and textiles would make the course attractive to teach and learn in the second cycle schools. Finally, 10.7% of the respondents thought that field trips and excursions organised to fashion industries and shops would serve as motivational strategies to encourage students to enrol more in the course of Clothing and Textiles.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

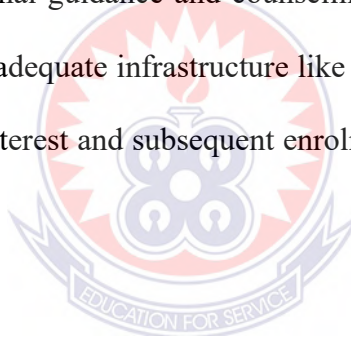
This chapter is the concluding part of the study which presents the summary of findings, conclusion and recommendations.

#### 5.2 Summary of Findings

The study has among others identified some factors responsible for the low patronage of students in the clothing and textiles programme as:

- Influence of peers who have low interest in the course.
- Parents negative attitudes towards their ward enrolling in clothing and textiles programme
- Teachers' inappropriate use of teaching methods in clothing and textiles which make the course appear difficult in the eye of students.
- The study has shown that students were unmotivated and as such had low interest in studying the subject. Students however held a good general perception about the study of the subject and did not consider it as a course for school dropouts. Another factor that was pointed out by students was that the course was difficult and expensive to pursue in the secondary schools as compared to the arts and the science courses.
- The study also revealed that, colleague students and parents' attitudes significantly influenced students' decision not to enrol on the course. Analysis of information from teachers showed that, the significant factors that discouraged students from enrolling in the course were;
  - Parents discouraging their wards from enrolling in the course
  - Students having poor background in Clothing and Textiles
  - Lack of proper career guidance and counselling services for students

- It was also revealed that, parents held a negative perception of the clothing and textiles course and therefore did not encourage their children to enrol on it. Parents viewed the course as being for the unintelligent and school dropouts. To them, they did not see why their wards should learn dressmaking and tailoring in school which otherwise could be learnt in apprenticeship. They rather wanted their children to be in more ‘dignified’ professions like banking, medicine, law, engineering, etc and thus saw the job prospects of clothing and textiles students to be not bright at all.
- The study also showed that teachers do not use appropriate teaching methods thereby making the lesson boring to the learners.
- The study again revealed that organising periodic field trips to industry and fashion shops, providing vocational guidance and counselling to students in the Junior High School and provision of adequate infrastructure like fashion workshops will go a long way to boost students’ interest and subsequent enrolment in the study of Clothing and Textiles.



### **5.3 Conclusions**

The study has confirmed that a combination of factors such as students not informed on the importance of studying clothing and textiles in school due to lack of career guidance and counselling and parents’ disapproval of the course were the main reasons behind the low enrolment of students in Clothing and Textiles. There were other minor factors such as peer group or colleague students’ influence and personal disinterest in the course which also led to students shunning the study of Clothing and Textiles. Teachers also did not contribute much to improve the situation since they portrayed the course as difficult to learn and expensive to students making students to drop out of the course. It was seen however from the study that all hope is not lost for the fashion industry. Several measures were suggested by participants that

would go a long way to make the study of clothing and textiles in the senior high schools attractive to students and parents alike.

#### **5.4 Recommendations**

The following recommendations are made to address the findings of the study:

- The Ministry of Education and Ghana Education Service should look at ways of motivating students and providing financial assistance to parents and students who enrol in Clothing and Textiles to ease some of the financial burdens on them.
- Stakeholders like the Ghana Education Service, (GES) and the Technical Education Unit (TEU) should provide intensive education and career guidance on the job prospects of the course especially for parents not to downplay the importance of Clothing and Textiles to society and encourage their wards to enrol in the programme.
- Students should be taken on excursion and field trips by their teachers and instructors to various established Fashion or Clothing and Textiles industries. This will give them the opportunity witness employment opportunities in the field of clothing and textiles and hence motivate them to enrol in the programme.
- Teachers of Clothing and Textiles should be given special in-service training especially in the practical aspect of the course so as to master the art and present it effortlessly to students. In so doing, teachers will use appropriate teaching methods to enhance the teaching of the course. This will make the study of the subject attractive to students when they see their teachers doing so well at it.
- The government should also provide facilities/equipment/materials and funds to promote the effective teaching and learning of Clothing and Textiles in our various educational institutions at all levels.

## 5.5 Suggestions for Further Research

The following suggestions are made by the researcher for further research:

- A research should be conducted to investigate into the effect of teachers' qualification and experience on students' performance in learning clothing and textiles.
- A study should be done into the apparent preference of females over males in the study of clothing and textiles in Ghana.



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## APPENDIX A

### QUESTIONNAIRE FOR TEACHERS

#### PREAMBLE

I am a final year M.Tech. Fashion Design and Textiles Technology student in the University of Education Winneba, Kumasi Campus. I am conducting a study to investigate into the low patronage of students in Clothing and Textiles in the Senior High Schools in Ghana. This questionnaire is designed to solicit your opinions and views in this regard. Your responses to the items are very necessary for the success of the study. Any information provided is solely for academic purposes only and absolute confidentiality is assured. Please tick [  ] accordingly in the spaces provided. Thank you for your co-operation.

#### SECTION A

##### General Information

1. Sex:

- a) Male
- b) Female

2. Age (in years)

- a) Below 25
- b) 26 – 30
- c) 31 – 39
- d) 40 – 49
- e) 50 – 59
- f) 60 and above



3. Educational qualification:

- a) Certificate
- b) Diploma
- c) HND
- d) 1st Degree
- e) Post-Graduate

4. How long have you taught clothing and textiles?

- Less than a year
- 1 – 2 years
- 3 – 5 years
- 5 – 10 years
- 10 years and above

**SECTION B****Reasons for the low enrolment of students in Clothing and Textiles in Senior High School**

Please indicate the extent to which you accept the following reasons to be true or otherwise concerning the low enrolment of students in Clothing and Textiles.

S/N	Statements	Responses		
		True	Not sure	Untrue
5	Students have a poor background in Clothing and Textiles			
6	Lack of proper vocational guidance to students			
7	Poor psychomotor ability of students			
8	Poor economic standing of students' parents			
9	Lack of reference materials (textbooks) on clothing and textiles			
10	Career prospects of Clothing and Textiles graduates is not bright			
11	Negative attitude of the public towards students enrolled in clothing and textiles			
12	Inadequate facilities and materials for teaching clothing and textiles in the Senior High School.			
13	Incompetence of Home Economics teachers in handling Clothing and Textiles.			
14	Parents do not encourage their wards to enroll in the course			
15	Students think the course is meant for the unintelligent			
16	Teachers do not encourage and motivate students to enroll in clothing and Textiles			

**SECTION C****Improving the interest of students in learning clothing and Textiles in Senior High School**

Please indicate the extent to which you agree or disagree to the following ways for improving the interest of students in learning Clothing and Textiles in Senior High Schools

The response categories are Agree - (A), Not Sure (NS) and Disagree (D)

S/N	Statements	Responses		
		A	NS	D
17	Encouraging field trips to industries, organisations, shops and factories dealing in clothing and textiles			
18	Giving regular practical assignments to students in clothing and textiles when justified.			
19	Encouraging group practical assignments for students in clothing and textiles.			
20	Students to independently carry out practical work in clothing and textiles when required			
21	Providing adequate infrastructure like laboratories, classrooms and storage places for teaching and learning clothing and Textiles			
22	Providing adequate raw materials like cloth, wool and brown papers for teaching and learning Clothing and Textiles			
23	Converting finished products of students' practicals into commercial value to improve motivation			
24	Using vocational guidance and counselling to improve interest in Clothing and Textiles			
25	Provide special training and in-service training for Clothing and Textiles teachers to update their skills			
26	Admitting qualified students into the Clothing and Textiles programme			



**APPENDIX B****QUESTIONNAIRE FOR HEADTEACHERS****PREAMBLE**

I am a final year M.Tech. Fashion Design and Textiles Technology student in the University of Education Winneba, Kumasi Campus. I am conducting a study to investigate into the low patronage of students in Clothing and Textiles in the Senior High Schools in Ghana. This questionnaire is designed to solicit your opinions and views in this regard. Your responses to the items are very necessary for the success of the study. Any information provided is solely for academic purposes only and absolute confidentiality is assured. Please tick [ ✓ ] accordingly in the spaces provided. Thank you for your co-operation.

**Factors Hindering the Interest of Students in Learning Clothing and Textiles in Senior High School**

1. In your view, what do you think account for low student interest in Clothing and Textiles?

Students have poor background in Clothing and Textiles

Lack of proper vocational guidance to students

Students think the course is meant for the unintelligent

Poor economic standing of students' parents

Parents do not encourage their wards to enroll in the course

2. What are the challenges that students encounter in the study of Clothing and Textiles?

Lack of reference materials (textbooks) on clothing and textiles

Inadequate facilities for teaching clothing and textiles

Negative attitude of the public towards clothing and textiles students

3. To what extent do you agree to the following factors as accounting for poor performance of students in Clothing and Textiles?

Statements	Responses		
	Agree	Not Sure	Disagree
Students have poor psychomotor ability			
Career prospects of Clothing and Textiles graduates is not bright			
Incompetence of Home Economics teachers in handling Clothing and Textiles.			
Teachers do not encourage and motivate students to perform well in the subject.			

## Improving the Interest of Students in Learning Clothing and Textiles in Senior High School

Please indicate the extent to which you agree or disagree to the following ways for improving the interest of students in learning Clothing and Textiles in Senior High Schools

Statements	Responses		
	Agree	Not Sure	Disagree
Encouraging field trips to industries, organisations, shops and factories dealing in clothing and textiles			
Providing adequate infrastructure like sewing workshop, classrooms and storage places for teaching and learning clothing and Textiles			
Providing adequate raw materials like fabric and wool for teaching and learning Clothing and Textiles			
Converting finished products of students' practicals into commercial value to improve motivation			
Using vocational guidance and counselling to improve interest in Clothing and Textiles			
Provide special training and in-service training for Clothing and Textiles teachers to update their skills			
Admitting qualified students into the Clothing and Textiles programme			

## APPENDIX C

### INTERVIEW SCHEDULE FOR PARENTS

#### PREAMBLE

This interview is designed to solicit your opinions and views with regards to the low patronage of students in Clothing and Textiles in the Senior High Schools. Your responses to the items are very necessary for the success of the study. Any information provided is solely for academic purposes only and absolute confidentiality is assured. Please tick [  ] accordingly in the spaces provided. Thank you for your co-operation.

1. What is your occupation?

.....

2. Do you have any of your children reading clothing and textiles program?

Yes

No

3. Do you encourage your children to pursue Clothing and Textiles?

Yes

No



4. How do you see students who pursue Clothing and Textiles?

Talented

Dressmakers and tailors apprentices

Professional fashion designers

5. Do you think Clothing and Textiles programme is for weak students?

Yes

No

6. How do you view job prospects for students of Clothing and Textiles?

Very bright

Limited

Not bright at all

### Resources and Funding of Clothing and Textiles Education

7. How is the clothing and textiles course pursued by your ward financed?

- Self
- Government
- School
- Community
- Church

### Challenges of Clothing and Textiles as a Course of Study

8. Do you think Clothing and Textiles as a course of study in schools is faced with challenges?

- Yes  No

9. What do you think are the challenges to Clothing and Textiles programme?

- Funding of the course
- Practical equipment and materials
- Workshops and training facilities

### Methods used in Teaching Clothing & Textiles

10. Does your child complain about the teaching method employed by clothing and Textiles teachers at school?

- Yes  No

11. Which methods of delivery will you recommend for the teaching of Clothing and Textiles?

- Field trips
- Holding of workshops and symposia
- Intensive practical and demonstration lessons
- Introduction of modern technology like computers
- Addition of entrepreneurship aspect

## APPENDIX D

### QUESTIONNAIRE FOR STUDENTS

#### PREAMBLE

I am a final year M. Tech. Fashion Design and Textiles Technology student in the University of Education Winneba, Kumasi Campus. I am conducting a study to investigate into the low patronage of students in Clothing and Textiles in the Senior High Schools in Ghana. This questionnaire is designed to solicit your opinions and views in this regard. Your responses to the items are very necessary for the success of the study. Any information provided is solely for academic purposes only and absolute confidentiality is assured. Please tick [  ] accordingly in the spaces provided. Thank you for your co-operation.

#### SECTION A: BIO DATA

1. Gender:

Male [  ]

Female [  ]

2. Age (in years)

13-15 [  ]

16-18 [  ]

19- 21 [  ]

22 and above [  ]



3. How do you regard Clothing and Textiles as a course?

A. Difficult [  ]

B. Easy [  ]

C. Expensive [  ]

4. Do you have interest in sewing as a subject?

A. Yes [  ]

B. No [  ]

Give reason for your answer: .....

.....

5. Do you think sewing is a program for school dropouts?

A. Yes [  ]

B. No [  ]

Give reason for your answer: .....

.....

6. What is making the subject unattractive to you?

- A. Parents [ ]
- B. Teachers [ ]
- C. Colleague students [ ]
- D. Self-disinterest [ ]

7. Do you feel good and comfortable in the outfits you wear?

- A. Yes [ ]
- B. No [ ]

Give reason for your answer: .....

.....

8. In your view, is sewing clothes for people important?

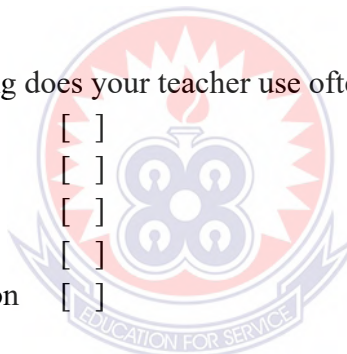
- A. Yes [ ]
- B. No [ ]

Give reason for your answer: .....

.....

9. Which method of teaching does your teacher use often during sewing lessons?

- Lecture [ ]
- Discussion [ ]
- Demonstration [ ]
- Lecture and discussion [ ]
- Lecture and demonstration [ ]



10. Did you take Sewing as a subject in the Junior High School?

- A. Yes [ ]
- B. No [ ]

Give reason for your answer: .....

.....

11. Would you like to pursue Fashion/Clothing and Textiles at the tertiary level?

- A. Yes [ ]
- B. No [ ]

Give reason for your answer: .....

.....