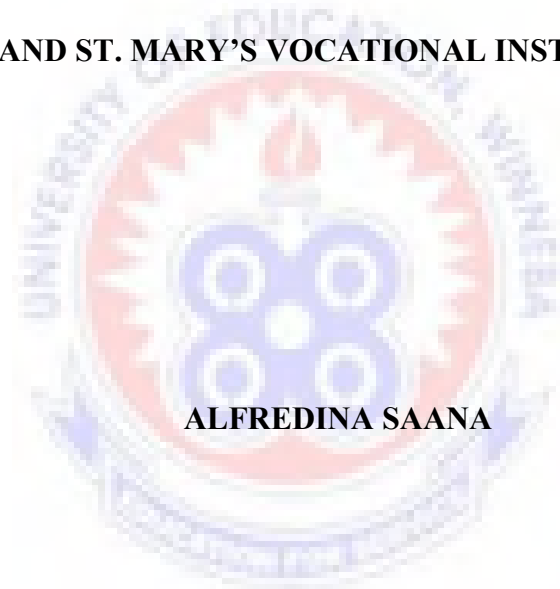


UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

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VOCATIONAL EDUCATION: CASE STUDY OF TAMALE VOCATIONAL
INSTITUTE AND ST. MARY'S VOCATIONAL INSTITUTE IN TAMALE**



NOVEMBER, 2016

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VOCATIONAL EDUCATION: A CASE STUDY OF TAMALE VOCATIONAL
INSTITUTE AND ST. MARY'S VOCATIONAL INSTITUTE IN TAMALE**

ALFREDINA SAANA

7141210011

**A thesis in the Department of Fashion Design and Textiles Education, Faculty of
Vocational Education Submitted to the School of Graduate Studies, University of
Education, Winneba, in partial fulfillment of the requirement for the award of
Master of Technology Education (Fashion Design and Textiles) degree.**

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, Alfredina Saana, declare that except for references to others, people's work which have been duly cited, this research work is the result of my own work and that it has neither in whole nor in part been presented elsewhere or in this university.

Signature..... **Date**.....

ALFREDINA SAANA

SUPERVISOR'S DECLARATION

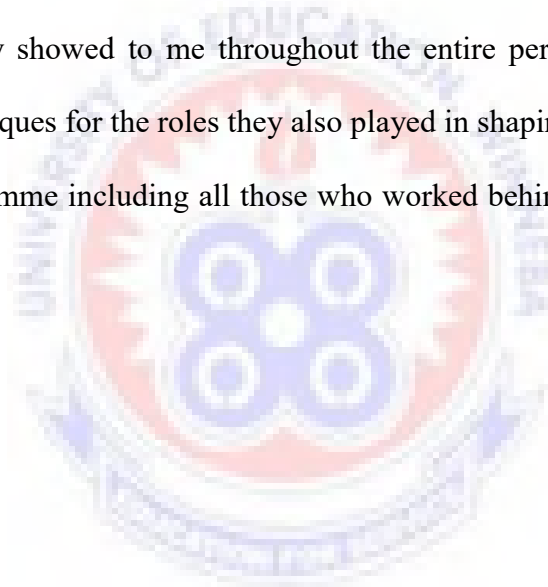
I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

Signature..... **Date**.....

NAME OF SUPERVISOR: DR. DANIEL K. DANSO

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DEDICATION

I dedicate this piece of work to God Almighty for protecting and guiding me throughout the period throughout the period. Most especially for giving me wisdom and knowledge to carry out his research work to a successful end. Not forgotten my family members especially my mother, Beatrice Saana who is my source of inspiration, Mr. and Mrs. Walter Banoenumah and all my siblings may God shower his limitless blessing on all.



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ABSTRACT

In today's world of stiff skill competition in the labor market, coupled with advanced technology, industries require students to have experience before employing them. The challenge here is that, the experience being required is not taught in the class rooms or lecture rooms. The reality is that, it is only gained through hands on the job, thus real world confrontation popularly called industrial attachment a platform for students to arm themselves with all the skills, and demanded. Hence the SIPP for dressmaking (Fashion) students had been virtually inactive partially due to the poor organization, supervision, insufficient time allocation and inadequate placement opportunities resulting in poor performance of the student at the world of work. There was thus, the need to verify how well the programme was organized and its impact on the beneficiaries in Ghana. The Research design used was survey. The study used both questionnaires and interviews to collect the data. In all, a total of 100 questionnaires were administrated and all the 100 were returned. The population comprised of current students, employers of Fashion industries, homes and liaisons officers. Figures, tables and texts were employed to present the data. The most significant results were that students and schools constitute the main financiers of the programme and placement was still a difficult task. Most reported benefiting very much from the programmes. All the respondents reported the programme to be very important. All the key informants (100%) preferred engaging students with industrial practical experience. Though most students were satisfied with the programme, pragmatic steps should be taken to improve it.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Vocational training is a system of training that provides specific occupational workplace skills for employment and self-employment. Developing countries were yet to reap the full benefits of it, largely because of their perception about this unique system that is designed to create competent skilled persons for industry and for self-employment. The practical craft skills needed to put together a garment are just as critical as vision. Unfortunately, too many students come out of the fashion design courses in Vocational institutions, technical institutions, Polytechnics, Art colleges and Universities lacking these skills (NVTI, 2009).

Factors that account for the wrong perception include; The young people find it very difficult to get employment craving for white collared jobs (the genesis of this is deeply rooted in history, largely as a result of effects of colonization), effect of various educational arrangements that put VT at a disadvantage, inadequate funding among other challenges. The UK model for competitiveness requires highly skilled people with a broad range of practical talents, but the education and training system just is not just delivering enough of them, and employers are increasingly concerned (Bennett, 2002). In Ghana, a critical observation of vocational education reveals that, students in the various dressmaking institutions (Fashion) are not able to relate practical meaning to the theoretical lessons imparted in the lesson developing as there is no balance between academic education and practical skills in vocational education. The attachment programme helps students to interact with other people with different educational and cultural backgrounds, thus enhancing social relationships.

Industrial practical experience which is key for anyone embarking on a career in Fashion and textiles is inadequate, hence the need for the industrial practical skills. However in this era of massive unemployment across many developing countries, it is important to highlight the benefits of industrial attachment that could be maximized. The full benefit of industrial attachment programme accrues to civil society, industry and government. Citizens, no matter their prior knowledge and educational level have a place in industry. It can fully equip the citizenry to start their business; it can prepare students for available job opportunities ; it can be used to put idle hands into productive workforce; all classes of people has place in the industrial environment; it can be used to quickly fill the skill gaps in the economy and many more.

In the industries, practice is an experience scheme that helps students to have job specification that will guide the industrialists and the vocational institutional supervisors in the placement of the students such that, they will meet the expected requirement of the minimum industrial exposure, leading to their employment. The scheme therefore becomes an accepted skills training programme which forms part of NVTI approved minimum academic standards in the various programmes for vocational institutions. Industrial Practical Skills (IPS) is an effort to bridge the gap between theory and practical work of technological sciences. In developed countries, the minimum duration for industrial work experience scheme is normally 24 weeks except for engineering and technology where the minimum is 40 weeks which serves to impact valuable practical experiences that prepares the students for workforce upon completion.

These programmes provide opportunities for the application of classroom knowledge to real/ world situations. Industries role is refocusing on VT in the country, thus, industrial giants in the developing world have to be more visible in the promotion of

VT through; curriculum development, facilitation, workplace experience, rewarding of competence and many more. The role of government has always been to create the needed training environment, the needed budgetary support and the employment of the right mix of staff (management and operational). Ghana has had the best opportunity to take the lead in VT in the sub region, but in the midst of the contemporary socio economic difficulties including youth employment; industrial attachment programme is one of the outlets that can be used to equip the students with skills, thereby making them employable after completion.

1.2 Statement of the Problem

A preliminary survey conducted in Tamale Vocational Training Institute and St. Mary's Vocational Training Institute has revealed that the industrial practice programme in the vocational institutions is not effective due to its poor organization and the period of time allocated to it. Some of the problems associated with the programme are the failure on the part of the institutional supervisors to link up with industries for proper placement. Again, supervisors are not able to do the actual period of follow-up due to financial constraints faced by the institutions. Furthermore, as there are a few fashion industries in the country and students find themselves with roadside dressmakers and master craft persons (dressmakers and tailors) who do not have any formal fashion education, also some tools and equipment are not always available for their industrial practice.

In the clothing sub sector many fashion designers have not been able to design unique Ghanaian designs that would bear their own brand name. Increasing number of mainland Chinese manufacturer is taking over the role of mass production of the products and dumping them in Ghana. Due to the above lapses, most students come back from industrial attachment without gaining enough practical experience. Again,

since most industries do not have the available tools and equipment some students do not know how to operate the industrial machines. Some managers have their reservations allowing the students for the fear that it can lead to accidents or the machines can breakdown. Students do not seem to take industrial practice serious due to the ineffective supervision. More emphasis is also placed on generic subjects as compared to the practical aspect of the course in the schools. Therefore there is the need to assess the impact of industrial practical skills on the dressmaking trainees in Tamale Vocational Training Institute and St. Mary's Vocational Institute.

1.3 General objective

The objective of the research is to find out how well the programme is organized and its impact on the beneficiaries in the fashion industry in Ghana.

1.4 Specific Objectives

1. To find out how the industrial attachment programmer of Tamale Vocational Training Institute and ST. Mary Vocational Training Institute of Tamale are organized
2. To find out the constraints that hinder the effectiveness of the industrial attachment programmes in the vocational education in Tamale, Ghana.
3. To determine ways by which the industrial attachment programme can be improved in NVTI institutions in Ghana and elsewhere
4. To discuss the benefits derived from the Students Practical Industrial Experience Programme (SPIEP) by dressmaking students in the Dressmaking department at the vocational institutions and fashion industries in contemporary Ghana

1.5 Research Questions

1. How is the industrial attachment programmes of Tamale vocational training institute and St .Mary vocational training institute organized?
2. What are the constraints that hinder the effectiveness of the industrial attachment programmes of Tamale vocational training institute and St. Mary vocational training institute of Tamale?
3. What ways can the industrial attachment programmes of Tamale vocational training institute and St. Mary vocational training institute can be improved?
4. How beneficial is the industrial practical attachment skills programme to the dressmaking students and stakeholders in the fashion industry in Ghana?

1.6 Scope of Study

The researcher's survey was conducted within Tamale Metropolis. Although there are many NVTI Schools which have dress making programmes, the study is focused on Tamale Vocational and St. Mary's Vocational in Tamale.

1.7 Limitations of the study

The first limitation of this study is that it was conducted only on two institutions in the northern region and hence this limits the ability of the findings to be generalized. The second limitation of the study is the unavailability of adequate baseline data about students' industrial attachment.

1.8 List of Abbreviations

CBT	Competency Based Training
GDP	Ghana Domestic Product
GTP	Ghana Textiles Production
ILO	International Labour Organisation

IPE	Industrial Programme Experience
IPSP	Industrial Programme Skills Programme
ITP	Industrial Training Programme
NABPTEX	National Board for Professional and Technician Examination
NVTI	National Vocational Training Institute
SPIED	Student's Practical Industrial Experience Programme
SIPSP	Student's Industrial Practical Skills Programme
SPSS	Statistical Package for Social Sciences
TIWES	Trainees Industrial Work Experience Scheme

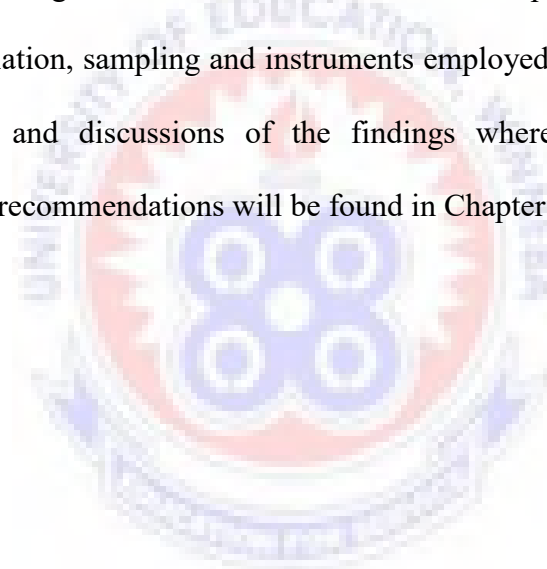
1.9 Significance and Purpose of the Study

Graduates of the vocational and technical institutions are trained to be self-employed or to assume the middle level manpower positions in the country. Currently, NVTI mission is emphasizing the acquisition of employable skills and occupational competencies. To achieve this vision, they need to prepare them for employable skills in order to promote sustainable livelihood and responsible citizenship. To prepare them for such task, the vocational institutions incorporated in the curriculum industrial practical programme (IPP) which is to enhance their performance to boost their confidence at the world of work. This study seeks to find out how relevant the programme is to the performance of students at the vocational institutions and whether it is living up to expectation. The outcome of the study will reveal the performance of the programme regarding the links that dressmaking department at the vocational institutions and whether NVTI and industries are benefiting from such

links or not. This will offer opportunity to create awareness so as to elicit the necessary attention for solution. It will further provide a stage for further research work and add to the body of knowledge

1.10 Organization of the Study

The study has been structured in five chapters. Chapter one, the introduction of the study consists of the problem statement, objectives, significance of study, limitation, scope of the study, definition of terms and organization of the study. Chapter two reviews related literature; here the study focuses on the impact of industrial practical skills on dressmaking students in NVTI institutions. Chapter three discusses general procedure, population, sampling and instruments employed in the study. Chapter four presents results and discussions of the findings whereas summary of findings conclusions and recommendations will be found in Chapter five.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature concerning industrial attachment in an institution of learning. Literature review has always provided the foundation upon which a research confirms an existing situation, compliment an existing issue, counter or establish any new trends that possibly might have emerged in the field of study particularly as they relate to the issue under investigation.

2.2 Concept of industrial attachment

Industrial attachment is a programme organized by National Vocational Training Institute (NVTI) schools in Ghana to give matter the training that is given to our trainees in the various institutions. This gives the trainees the opportunity to relate. NVTI focuses on employable skills which expresses a view that graduates must come to workplaces ready to hit the ground purposes of attaching students to industries for them to acquire practical skills in their occupational areas and to acquaint themselves with how new technologies, machines and equipment they hear of and read about in books. NVTI Guide (P.5). In addition, industrial attachment equips the graduates with market relevant skills so that they would be able to secure jobs after completing their training. It also exposes trainees to day to day work environment of professional (GNA, 2012). This programme is accepted value-added mode of delivery that enables students to receive credit in their subject discipline for classroom theory combined with on the job practical work (recruitgrad.vtc.edu/text/workplace.htm).

The essence of the industrial attachment is to provide practical competence to trainees and with the requisite knowledge to contribute their quota towards developing society (GNA, 2012). Against this background, this section will be developed by looking at

fashion, fashion industries, various skills needed in fashion on industry, job opportunities in fashion and socio economic benefits of fashion in the Ghanaian economy as fashion students or dressmaking and their Training. The vocational Education in NVTI Ghana and the need for organization of industrial/ practical skills programme, as organized in countries elsewhere in the world will also be discussed. Moreover, it will also highlight on the benefits and the challenges facing trainees on the programme.

2.3 Fashion

Fashion according to www.oxfarm.org UK/ 2013 fashion is about expressing your identity to show someone who you are through your dressing. According to Wikipedia, the free encyclopedia <https://wikipedia.org/wiki/fashion>, fashion is a popular style or practice, especially in clothing, footwear, accessories, makeup, body or furniture. Merriam Webster Dictionary gives the most general definition of fashion as applies to dressing, behavior, writing or performance that is favored at any one time or place. Cynthia Nellis, women's fashion Expert, 2016 Fashion is an art form it is a method of utilizing clothing, accessories and grooming to show or hide something about yourself. It can also be an extension of your professionalism allowing you to introduce parts of your personality to the world without saying a word.

Fashion by Wikipedia, is a distinctive and often habitual trend in the style in which a person dresses. Although aspects of fashion can be feminine or masculine, some trends are androgynous. The above discussions of the definitions of fashion are enough indications of the extent of influence fashion have on the life of man and the world as a whole. Therefore, the kind of premium placed on it is very crucial.

2.3.1 Fashion Industries

The clothing field is typically split into four main areas and these are the textile industry, apparel the fashion field, and the education and communication fields.

2.3.2 The Textile Industry

The textile industry is primarily concerned with design and production of yarn, cloth, clothing and their distribution. The raw materials may be natural, synthetic using products of the chemical industry.

2.3.3 The Apparel Industry

The apparel industry is concerned with the designers, who designed the garment, selected the fabric and drafted the pattern. The machining and sewing of the garment, together with the sales person who sells it to the customer

2.3.4 The Fashion Field

The fashion field involves buying, pricing, marketing, displaying and selling certain types of garments and accessories. They produce and promote items that are new and “in vogue”, or show new ways to wear familiar styles and convince customers to buy new clothes.

2.3.5 The Education and Communication Fields

They are concerned with giving out information to people and educate them about what goes on into fashion. The home economics teacher is an educator in clothing field as well as the person who teaches sewing at the local fabric store. The instructor who teaches pattern drafting in the vocational school is all part of those fields. The consumer education field includes people work for manufactures retailers; government’s agencies and trade associations help people to learn how to get the greatest satisfaction from the goods and services they purchase. For the various fields

to live up to expectation, then people who work there must be equipped with the requisite skills and knowledge. The forgoing dwells on the various skills and knowledge needed for the fashion industries.

2.4 Various Skills need in the Fashion Industry

Fashion is a very competitive field and in order to come out successfully, you must have the talent, creativity, skills and ability it takes in order to do the job. To be a fashion designer, you will need to have a good eye for color and shapes. You need to know the pattern cutting and sewing. You also need to be able to spot trends as well as technical skills that will give you the ability to spot and develop trends, drawing skills ability to solve problems and commercial awareness, the ability to use computer design packages and understanding of production process. Again fashion is all about styles and innovation, the cut of a design, the fashion colours and course, a vital ingredient, the fabric and trimmings. Illustrating fabrics brings another important dimension to fashion drawings making the designs come alive.

Also, globally public interest in fashion has grown to the extent that it influences almost everyone and everything. In view of this, workers in the various sections of fashion industry needed to keep their fingers on the pulse constantly creating new ideas using a melting pot of the latest design concepts, for the coming trends and historical, cultural and futuristic influences.

In conclusion, workers in the fashion industry are dynamic, not static rather cyclical as such, many styles. Are revamped, and in our life time, we can expect to clothing trends from pre various decades revived several times, we can for example, the mini skirt and Burberry French coat. Many people who fall in different categories of job placement work in the fashion industry. There include: presser, controller/trimmer and the time and motion –engineer as well as the head shipper/ware house manager.

2.4.1 Presser

Many people who fall in different categories or job placement work in the fashion industry. They include presser work which involves ironing the fabrics cuffing throughout the manufacturing process opening seams, pressing facings, and etc. when needed finished pressing occurs when the garment is completed.

2.4.2 The Hand Finisher

The hand finisher is designed for minor corrections during final inspection, for removing wrinkles shine and freshening of garments as to improve the shape of all kinds of fabrics and leather. The hand finisher sews on special buttons, tacks, cuffs, hem, joins, reinforces usually with needle and thread for variety of manufactured items. This person also works on garments by trimming the excess threads or edges of garment parts using scissors or knives, smooth with heated iron, flat bones or rubbing sticks.

2.4.3 Quality Controller/Trimmer

The quality controller trims threads, checks for sewing errors, hangs garments on hangers, attaches hang tags, and covers each garment with plastic bag. He or She may place retailer's sales tags on garments at this point. When a garment has been in correctly sewn, the quality controlled returns it to the factory or the contractor to be repaired.

2.4.4 Time and Motion Engineer

The sewing engineer studies the operator's movement to determine the time it takes to complete each phase of sewing process. The apparel engineer streamlines the production cost of each garment.

2.4.5 Head Shipper/Warehouse Manager

Computerized inventory systems allow the sewing department to know what is on hand in the warehouse, to pull orders for the stores (selecting the sizes, styles, and colours specified on the orders) and to ship garments according to the retailer's instructions.

2.5 Job Opportunities in Fashion

2.5.1 Fashion

Fashion is one of the greatest economic forces in present day life. The fashion industry employs millions of people, not only fashion engineers but also, cosmetics, furniture, automobiles, illustrators, models, costs more to get, salesperson manufacturers, photographers, stylists, marketing and artist. On the other hand, fashion is a style that is accepted and used by majority of people in order for one to become successful in a fashion job you must have good eye for line, design, colour and ready to come out with ideas, as a designer you need to always emphasizes the perfection of fashion garments through critical thinking and interpretation of thematic ideas found in the environment. Most designers produce accurate illustration for garments and accessories, they develop them on their own sketching and styles. Illustrators communicate the skills to the fashion manufacturers by drawing and painting usually on magazines as one part of feature advertising and promoting fashion makers. Fashion designers design and sketch garments to communicate their ideas to design make their designs understandable. The fashion industry brings creativity and innovation as well as creates entrepreneurs.

2.5.2 Models

Fashion models wear the various garment and accessories that an individual or a company designs to show off the features of the design, models must have a certain type of figure to all clothes. Models are responsible for letting people see the way that the design looks on a real person so that retailers and consumers will then want to purchase the garment. A fashion photographer also sometimes known as a commercial photographer, takes pictures of the garment and/or accessories that an individual or company design, as well as pictures of the models wearing those garments and accessories. Fashion salesperson, known as fashion retail salesperson or a fashion sales representative, sells garment and accessories to retailers or consumers. Salespeople are responsible for convincing a retailer or consumer to buy the products that individual or company designs.

Stylist is another popular fashion job, they stylist or make-up artist depending on the styling task that they are required to perform, uses styling techniques and make-ups to improve the overall appearance of an actor, models or other client. These individuals are responsible for making sure that their clients look their best before they step in front of a camera or a crowd. Stylists assess the overall appearance and needs of each clients. Designers are responsible for analyzing the accessories and garments in the stores of other major designers, at fashion shows and in fashion magazines so that they can use this information to plan out new accessories and garments that may be popular in the near future based on current trends. Fashion designers create design samples with or without the aid of sewer.

Fashion marketers, managers, designers determine if the idea make sense or not, discuss their idea with textile companies to determine which materials should be used; draw new designs for accessories and garments; provide advice to sketching assistants

and pattern makers regarding the appropriate way to create, breakdown or assemble a design use design samples and models to look for problems in design and the appropriate alterations. Pattern maker is another important fashion job. The apparel pattern maker depending on the type of pattern takes the style and examine each design, they best way to breaks the pattern down into a series of pieces that can be reassembled; make paper outlines of each part of the design can be reassembled correctly; make a set of instructions that a manufacturer use the pattern, in order to produce as many accessories and garment.

A fashion maker creates advertising campaigns or marketing plans that an individuals or company can use to sell its products. Fashion marketers make sure that each accessory and garment is presented to their retailers or consumers in the best way possible. Fashion marketers analyze current trends to determine if a new idea or design is marketable or not. Fashion merchandiser determine hoe all of the accessories and garments in a store will be displayed. Visual, merchandiser their responsible for making sure that all garments are displayed for customers to see and buy. They also make sure that all type of garments are available on the market. The education and communication field in fashion have something in common, both are concerned with giving information to people. Home economics teacher is a teacher in the clothing field.

This is also true of the person who teaches sewing at a local fabric store and the instructor. Who teaches pattern drafting at a vocational school? Generally, the best foundation for a career in fashion is to get a good course content that will cover all the subject areas that can lead to a broad range of career opportunities in fashion and related industries working as, a freelance designer or as in house or any of the areas discussed so far. In a cross sectional survey conducted by Jones(1990) Nepal revealed

that if students were made to do attachment at their own will they may be reluctant to look for industries to do or end up attaching themselves in industries that were not well established.

2.6 Socio-economic and political influence on fashion

Fashion has always reflected social conditions, current events, technology, popular entertainment, and people's values and attitudes. In Victorian society of the late 1999s, women were looked upon as fragile and delicate creatures. The style of clothing reflected and contributed to this belief. A lady's frame or skeletal structure was believed to be weak and delicate. The corset, an intricate cage of heavy canvas reinforced with whalebone or steel, was thought to be an absolutely essential undergarment. Victorians believed that it was needed to support the blood, as well as provide a fashionable look. This corset was so indeed, develop health problems and became fragile. In addition to the corset, the Victorian lady wore several layers of undergarments, which consisted of at least three petticoats, a hoop skirt, and long dress that contained up to 20 yards of fabric.

When she went out, she added a heavy woolen shawl and a large bonnet. All of this could weigh from 10 to 30 pounds. Historic clothing shows that economic and political factors have always had a great deal of influence on fashion. For instance, in an era of hard times, clothing usually gives a serious, conservative image. In better times, the styles are brighter and more adventurous since people are more to try new, different fashions. The 'Hemline index' is a theory that was developed by research director of a stock brokerage firm. He noticed that when hemlines raised (as in the early 1960s) the stock market indexes also went up. When hemlines started to fall (as in the late 1920s, 1960s) the stock market indexes also went down. Many fashion and

stock market experts think the hemline indexes were amusing and should be taken highly (Black & Garland, 1975).

Even so, it reinforces the basic idea that people's mood are reflected in the way they dress. When they are down in the dumps, they tend to lose interest in their appearance. When their spirits are high, they dress in styles that are more fun and provocative. If the standards of dresses change quickly, the basic social structure of the society also changes. There was a military influence on apparel whenever there was war. For example, during world war II, styles became tight, width of hems and seam allowances were skimpy, and men's trousers no longer had cuffs as amount of fabric to be used for civilian clothing was restricted (Jones, 1990).

2.7 Dress making students and their training

NVTI provide demand driven employable TVET skills and enhance the income generating capacities of basic and secondary school leavers and such other persons through competency based apprenticeship, master craftsmanship testing and career development. The principal areas for the programme consist of garment theory, dress designing pattern, technology, millinery, and accessories, trade practical, trade drawing, needle work, trade science and calculations, freehand cutting and generic which in cold; entrepreneurship, English language, integrated science, ICT, and mathematics students are made to undergo at least three (3) months scoring industrial attachment (05).

2.7.1 Practical Skills

In the institutional levels trainees are taught many things during training which pertain in the industry. However, they are not exposed to some type of industrial tools and equipment their practical lessons. The practical lessons conducted for trainees give them the competency and the theory helps trainees to understand the course they are

doing much better. According to Derrick (1969), a skill is the ability to do something well, usually gained through training or experience. Which are the definition and the objectives of the various industries to acquire more knowledge and new skills in order to make come competent in their areas of specialization?

2.7.2 Industrial Practical Skills

This is designed for NVTI trainees at the end of their certificate one examination level to acquire the industrial attachment skills which give them opportunity to see and handle some of the tools and equipment taught in their theory lessons and enable them to apply the knowledge acquire in their work which will also enhance their ability to understanding the theoretical aspects of the fashion programme and place them into the world of work so that they become effective and productive to their respective organization after their studies. Furthermore, the industrial attachment skills will trainees to use their initiative to translate theories learnt in classroom and perform assignment in actual working environment.

2.8 NVTI Training in Ghana

National vocational training institute was established in 1967, a tripartite National Manpower Board comprising representatives of the government, employers (industry) and workers (labour) in order to plan socio – economic development and utilization of human resources in accordance with expected socio – economic development of the country. After a comprehensive study of the country's manpower needs and the existing facilities for skill training, the Board requested for assistance from the United Nations Development Programme Special Fund (UNDP/SF) in establishing a national vocational training programme. The first phase of the project which was four years duration was approved in June 1968 with a total UNDP input seven hundred and five thousand, four hundred dollars and Ghana Government count depart contribution of

three hundred and seventy-four thousand cedis the UNDP input provide for 240 manpower of expertise in addition to equipment and fellowships.

The plan of operation was signed on 23rd October, 1968 and commence of operations was authorized on 25th October, 1968, with the international labour organization (TLO) as the executing agency and the ministry of labour, social welfare and co-operatives now ministry of manpower, youth and employment as the co-operating agency. All act of parliament 351 of 12th January 1970 was passed to legalize the establishment of the institute.

2.8.1 Mission

NVTI vision is to provide the best systems of employable TVET skills.

To provide demand driven employable skills and enhance the income generating capacities of basic and secondary school leavers and such other persons through competency-based apprenticeship, master craftsmanship testing and career development. According to the Act of parliament (No. 351 of 12th January 1970) establishing National Vocational Training Institute is to function as follows:

- To organize apprenticeship in – plant training and training programmes for the industrial train instructors, provide private vocational guidance and career development trainee’s standards and trade testing
- Initiate continuing study of the country manpower requirements establish and maintain technical and culture relations with international organizations that engage in activities related to vocational training. Under legislative instrument (LI) No. 1154 (Ministry of Education, 1993), the NVTI department of apprenticeship was meant to regulate and control all forms of apprenticeship training, formal and informal. The original intention was that they should provide theoretical top up training to trainees already industry and although

NVTIs original mandate did not include direct pre-employment vocational training, by the early 1990s the NVTI shifted much of its focus to this area, NVTIs main programmes under its department of apprenticeship have been targeted at training formal apprentice at NVTI institutions, what NVTI calls school-based apprenticeship.

“This is essentially institutional classroom theoretical instruction combined with (on–the–job training) thus industry practical training through trainee industrial attachments, a method similar to that used by other TVET institutions such as technical training institutes. In line with the mission and vision of NVTI trainee skilled middle level manpower for the nation, departments in the NVTI various institutions organize three months industrial attachment for trainees after their certificate examination to go equip themselves with the skills needed at the industry for employment (Ministry of Education, 1993).

2.8.2 Trainee’s Industrial Practical’s

Experience programme SIPEPJAS organized in Ghana by the Department of Dress making Tamale Vocational Training Institute. TPEP has been an important and comprise for all departments in NVTI training curriculum since it was started a couple of decade ago like St Mary’s vocational training and other vocational institutions elsewhere in the world. The scheme has the mission of equipping the trainees with industrial practical skills (IPS) so as to able to face the challenges awaiting them at the industries and the world of work. The following discusses the metamorphosis of the programme in the Dressmaking Department in Tamale Vocational Training Institute.

2.8.3 Vocational Training Female Project (VTFP)

The TIPEP as organized by the dressmaking department Tamale Vocational has gone through some changes. Before VTF project, there was no proper linkage between the institution and the industries. Training who underwent industrial practical experience programme (IPEP) at that time were asked to look for their own places to have attachment and they had to pay for the services of the industries because most of garment and textile companies and workshops at that time were privately owned therefore no service was given free of charge. Also there were difficulties in ascertaining whether the facilities and training received were the kind that could equip trainees the requisite skills. Trainees could not be well monitored and given individual attention due to the distance because of lack of industrials some have to travel to places attach themselves.

In some instance some trainees don't even come back to continue their education. Following that a study was conducted with the view to building the capacity of Tamale Vocational Training to strengthen Dressmaking as a course in NVTI training institutions in Ghana which was initiated by NVTI and VTF with a major mission amongst others to create a stronger link between industry, master craft persons and education.

2.8.4 Vocational Training for Females (VTF) Project Study Focus

Intensifying linkage between Tamale vocational training institute and the dressmaking department resulting in long term industrial placement programmes. Increasing trainees access to industrial production facilities for attachment and perceiving active inputs from industry in matching the curriculum professional profiles and qualifications.

2.8.5 VTF Project Study Focus

- i. Intensifying linkages between Tamale Vocational Training Institute and the fashion and garment sector resulting in long term industrial placement programmes.
- ii. Increasing trainees access to industrial production facilities for attachment and
- iii. Receiving active inputs from industry in matching the curriculum to professional profiles and qualifications.

2.8.6 VTF Study

Forty companies were visited in Tamale, Wa and Bolgatanga. The rest were Brong Ahafo, Walewale, Damongo, Savelugu. The result of the study was as follows; most of companies reacted positively and were willing to cooperate with the vocational institution in offering Trainees places for attachment. The industries on the other hand expected trainees to have motivated and protective attitude. They also expected trainees to open to learn from others and again feel responsible for their own future. Following that, a date base was developed containing all the necessary information about the companies visited.

The companies were then classed into three categories as follows;

Category 1: companies were considered to be cooperate with. They were mostly eligible for attachment after second year.

Category 2: companies were also considered as good companies to cooperate with. They were eligible after second to third year.

Category: companies were also willing to cooperate with Tamale Vocational Training Institute but there were doubts as to whether Trainees would gain enough industrial experience during the attachment period. The documents so developed has becomes very useful information source fort trainees, trainee's supervisors and industrial

Liaison officer for attachment issues. Instructors can easily get companies for excursion or good speakers for instructors could be linked to a case or a subject based on the company profile.

2.8.7 Organization of the Programme at Tamale Vocational Institute after VTF

Study Result

In repercussion of the result these actions were taken:

- A Trainee supervisor was appointed to coordinate all industrial activities of the department with support of the industrial Liaison officer.
- The first sixty (60) Competency based Training (C. B. T) Trainees has four (4) weeks in house attachment after the first year of study.
- The same group of trainees spent the second term of the industry for attachment.

This has been the practice of date since the inception of the (V.T.F) vocational training for Tamale project (G.R.S.C.D.P) Gender Responsive skill and community development (G.R.S.C.D.P.). As it is done in the vocational schools' trainees are sent to both private firms and public institution all over the country for the attachment programme.

Instructors from the department embark on follow up exercise to supervise the attachment (Trainees on the programme). The visits are made to ice during the (3) three months on the job Training. Each year on industrial training is organized for trainees at tamale central market- National Board for small industries for garment textile designs production and then fashion Centre tamale. The training runs to equip trainees with practical skills on the use of industrial machines. Additionally, educational visits are arranged within and outside tamale go the various classes during the term all geared toward enhancing the on the job training for trainees.

2.8.8 Gender Responsive Skill and Community Development (C.B.T) Challenges

So far, these are the challenges confronting the programme;

- Some supervisors industry had difficulty with assessment procedures.
- The need to develop a policy and a clear cut document on payment and attachment supervision and instructor.
- The need to fine more textile industrial for trainees

2.8.9 VTF (C.B.T) Recommendations

Against this background the study recommends among the following;

- Introduction of an attachment guide
- Introduction of trainee supervisor (must be an instructor ion the dress making department.
- On the job trainees must made a part of the curriculum
- Management to give allowances for the supervisors and trainees
- Instructors should have organized field trips to the industries before the industry attachment
- There should endeavor to established good relationship with the industrials
- They should ensure that all trainees return back to school at a given time.

2.8.10 Trainees Industrial Practical Experience Programme

An organized in Ghana by the dress making department in ST mart's vocational training institute Tamale. The dressmaking in St. Mary's vocational institute Tamale Job Training (O.J.T) within the mission to equipping trainees with practical skills. The programmee is organized yearly for D/M two an d three trainees the trainees undergo at least three (3) months cosponsoring industrial practical experience programme (I.P.E.P) after which they make a product submit if for their experience

assessment. Apart from the submission of the product that they made during the period they are also required to make patterns or the product made illustration in a sketchpad. The project works are submitted after one month of the programme and each project area attract 2 credits hours.

The course structure for the second year, trainees dressmaking programme is given below; trade theory, reacted cutting, pattern drafting, trade practical's millinery, trade science and calculation, trade drawing course work/assessment for certificate one (1).

The liaison officer of the school places trainees at both private firms and public institutions all over the country for industrial training embark on follow-up exercises to supervise the attaches (trainees on the programme). The visits are twice during the three (3) months practical training. Each year a group in industrial training is organized for trainees who has finished with dressmaking certificate one at C.N.C (fashion and Textile in Tamale.

The training run for (3) three-month period and this is meant to equip trainees with practical skills on the use of industrial machines, additionally, educational visits are arranged within and outside Tamale for the various classes during the term all geared towards enhancing the N.V.T.T mission and vision. According to the act of parliament (No. 351 of 12th January, 1970) establishment of the institute. (reviewed curriculum, 2010, report to congregation, 2010,2011). Even through Tamale vocational has conducted some research aimed at strengthen industry and education leakages, there is still the need for further research to be conducted to verify the programme's. Current impact on the dressmaking trainees and the stakeholders (industry and education) at both TVIT and ST Mary's VTI.

2.9 Organization Skills in Countries Elsewhere in the World

In Singapore, industrial attachment programmer (IAP) is a compulsory gradable module for all full-time diploma students. Second year full-time diploma students are attached to a business organizations gain the working experience from the industry. This gives them good opportunity to pick up technical knowledge and practice skills not taught in classrooms, the students will also learn to work together with industrial workers and professionals and acquire communication skills essential in a working environment. Oversea ITP (IOTP) is an avenue by which students anticipating the need in the future to work overseas, can prepared themselves mentally and culturally for future challenges in emerging markets such as those in China and India several successful overseas industrial programme has been conducted by the school.

This programmer in China includes locations, such as Beijing, Changchun, Senshem and Weifang. Placement has also been secured at University in New Zealand, Australia, Italy and Germany (Nevett, 1986). The following table presents the detail information concerning how Singapore Polytechnic organizes the programmer.

2.9.1 Industrial Practical Skills programmer (New Zealand)

In New Zealand internship training also receives six months after which they come back their respective schools to complete their last semester. The host nation is responsible for findings jobs for the quest. This is for full-time students pursuing diploma. They should be 18 years but not more than 30 years. Candidates apply three (3) to four (4) months prior arrival at Zealand. The objectives of the programmes are to gain practical work expiring in their respective field of study.

2.9.3 Industrial Practical Skills Programmer/ Nayang Polytechnic

Industrial practical skills programme (IPSP) is an integrate part of the country curriculum, preparing their students for dynamic real-life employment situation,

cultivating their professionalism aptitude and attitude adaptive interpersonal and collaborative skills. At the school, students in their final academic year are sent to industry for industrial practical skills (IPS). There, they work on real-life industry based project and apply what they have learnt in class to real-studio environment. In a descriptive study conducted by Dageyenga, (2013) in New Zealand students made efforts to still acquire knowledge after the first practical training of industrial attachment.

2.9.4 Industrial attachment fine in Namibia

In Namibia, industrial attachment/internship forms parts of the faculty' curriculum, and it is seen as an integral part, where the students need to sue their initiative to translate practical learnt in class and perform as- segment in an actual working environment. In still in the students the right professionalism through interaction with people in the organisation and observation of their future roles in industry and reduce the on-the job training requirement so they can become effective and productive to their respective organisations. Industrial training was establishes to provides students and the opportunity to meet and network with people in the industry, and the industry opportunity to identify talented and potential skilled workers. In Namibia industrial training provides the impetus for the students to comprehend and appreciate real-life working experience. Students may realize their ambition and ascertain their career path from the experience gained during industrial training.

2.9.5 Objectives for SIWES

The students' industrial working experience a scheme (SIWES) is a skills training programmed, designed top exposed and prepared students in institutions of higher learning for the industrial work situation they are likely to meet after graduation. The scheme is also meant to familiarize students with work method and expose them to

the needed experience in handling such equipment and machinery are not available in the educational institutions. The programmer is compulsory for all students from second to fourth years (industrial attachment, I, II, III). The industrial attachment is normally scheduled for June-July or December January and should have minimize of six weeks for all students. Generally, the objective of the programmer is to equip students with skills and to gain experience. Students will also be able to works under supervision. The programme is also to group students with much required practical ability, the right attitude to work and communicational skills so that they can function well in the worlds of work expected.

As it is being done everywhere. Ghana stands to benefits immensely from the programmer when well organized. Poor organisation can affect the realization of the set objectives, currently many schools and institutions in Ghana do organized the programmer for students. As to how well since there has not been any extensive research into that especially in NCTI institution.

2.9.6 Industrial attachment programmes (Germany)

In Germany, vocational training is provided by the private sector and the state. As a result, there is large variety of training possibilities and qualifications. The dual system differs from pure school education. In the dual system, the larger part of the learning process takes place not in school but in production facilities or service enterprise: In industry, commerce, home managements and agriculture. The students are trainees in a company. They are released from work for the purpose of attending school. They received formal practical training in a company for three or four days per week and at a part-time theoretical training in vocational school for one or two days per week. In Germany, responsibility for training is shared by all those involved: employers, employees and governmental authorities cooperate at all levels.

The theoretical technical education in the vocational school is in the responsibility of the state while the practical training is in the responsibility of the company. The costs of company training are borne by the private sector whereas the costs of vocational/school are from public funds. Companies provide training voluntary at their own expenses because they believe that this is the best way in which to provide their own need for skilled staff, and is necessary in order to maintain and increase their own performance and competitiveness. One of the most obvious advantages of the dual system is the practical training of the companies which takes place under conditions of using machines and facilities which reflects the current state of the art. On completion of their training, skilled workers are able to enter a qualified position immediately (Cox,& King, 2006).

2.9.7 Industrial internship (United State of America)

U.S.A also recognizes the essence of internship training students. This gives the students a real-world work expertise. The individual will have the opportunity to work directly with companies and their expertise. Assignment is given to them in respect of their area of discipline. The interns are placed in an opportunity that relate their area of discipline, they also received a written end-of- assignment evaluation from their managers providing feedback on the following competencies, leadership ability, communication skill, , technical competency, administrative (E.g time management skills), strongest attributes and areas for development.

2.9.8 Internship programme (United Kingdom)

Elsewhere in London, industries and organizations publish internship placement opportunities to enable students have the chance of gaining industrial experience. This is about reputable companies. Those who do well are employed on the job. Internship (vacation work placement) which usually takes between four (4) to 10 weeks over the

summer provides opportunity for gaining insight into how companies work .upon creating a good impression, students stand the chance of being offered a graduate placement in their field of work. Usually, students on the internship programme are paid (UK students' internship Guide). E.g requirement and benefits of students' industrial practical experience programme requirement.

Through many academic institutions provide qualification and a solid grasp for fundamental in academic and research, business support are major minus. Many students graduating with certificates or degrees are unprepared the environment. Qualifications are not enough. What all sectors of society need are individual who are ready to solve problems and create opportunity using information technology from day one. The market and society wants thinking contributors not just qualifications. Against this background, education institution have attempt to address this deficiency by building industrial programme and internship into their programmes relating to technology and require students to perform internship (industrial practical skilled) at specific programmes. Such academic programmes incorporate work experience as an integral part of a student's core curriculum. Graduates and certificate individuals who wish to develop hands-on work experience can also take the initiative to secure IPE. During such periods IPE, students get expose working life and experience where they gain some hand for going is about the required and benefits of the IPEP.

2.9.9 Benefits

Industrial attachment is common in Asian and Africa technical and vocational education and training (TVET) which offers practitioners to “replenish and update their skills” (Seymore & Higham, 1996) used elsewhere to augment the practical training received in classroom (Nduro, Anderson, Pephrah & Twenefour, 2015; Dudziak & Kohn, 2007;) the internship of scientific basis and work experience to

educate young engineers showed that the learners were well prepared for the first job and were able to adapt quickly to new situation in their work environment (Dudziak & Kohn, 2007). One of the most important and obvious goals of an IPE is the acquisition of actual real work experience. Industrial attachment gives you full and realistic view of workplace environment.

Again it aids the beneficiaries in analyzing their options and their situation. Also it is not only to gain sense of the work environment but makes it possible to think the academic environment with workplace and professional realities in terms. Additionally, it is an opportunity to learn firsthand about valued requirement that can't be taught or experience in the classroom. Furthermore, one's educational experience can be enhanced through practical work assignments that expose him/her to the work of the employer (IPE). By participating in an IPE, a beneficiary gains hand-on experience and enhances his/her knowledge in a career field. The opportunity to develop professional competence is a major plus. Competence is particularly important in today's world as industries require competence not just qualifications increase ones marketability.

More so, IPE is important is for learning and communication, problem solving leadership, decision-making, teamwork, network and sensitivity and friendship. Lastly, it enables students to build professional networks leading to career opportunity (Sheldon & Thornwaite, 2005). Nayang polytechnic in support of Sheldon & Thornwaite, (2005), indicates that the dynamic real-life employment situation, cultivating their professionalism aptitude and attitude, adaptive, interpersonal and collaborative skills. Therefore if it is well organized in Ghana it will benefit industrial training institutions and the nations as a whole. Whether it is being properly organized

in situations and schools or not has not been published hence it is important to research into that

2.10 Benefits that dressmaking trainee and industries derive from industrial practical skills programme

Opoku (2004), in his attachment report indicated that the acquisition of the IPE gave him the opportunity to know exactly what happens at the industries and went on further to say that his industrial experience which enabled him to come out with good collection and masterpieces. Jamali, (2005) also add that the IPE helped her to relate well to employees and customers. According to her, she became a successful entrepreneur as a result of gaining technical in management, maintenance of the relevant factors that ensure consistent production of quality goods. Jamali continued that the IPE programme instilled the work of discipline and hard work in her and enabled her obtained some ideas about certain industrial machines which hither to she did not know. She ended by saying that the programme whipped up entrepreneurial spirit in student which would enable them to establishes their own business.

Amaniampong (2014) also report that an HND fashion students after the industrial experience was able to design embroidery skillfully suing the embroidery machine. He continued that the student learned the improved methods of batik production and was able to use electric scissors in cutting. Amanianpong indicated in his report that a beneficiary of the IPE programme; Ampah was able to operate the button workers, cut and fix design. She also used the over lock stitches to netted some raw edges of cut out garment and was given the chance to sew most of the things produced at the factory including the use of greybaft to sew smock. Amanianpong (2015) again re-countered the experience that Alexander also a beneficiary of the IPE programme gained. According to Amanianpong and Alexander, they employed the use of brushes,

brooms, jaunting tool, wax, gloves and to make batik, curtains, table cloth and tie and dye. He also learnt how to arrange motif in most appropriate and acceptable manner.

Baechle and Earle (2008), in his research work at U.E.W Kumasi Campus revealed beneficiary about 65.5% of student benefited from the IPE program and about 72.5% were of the view that the programme had enhances their knowledge change of students as result of the IPE programme about 80% of them agreed that they had a greater change in their attitude towards work. The above review has brought to light some of the benefits students gained whilst on the programme. As whether this is still the reality on the ground, it is not known. It is therefore essential to verify from the two study areas to ascertain the truth and provide solution if it is found to be the opposite.

2.10.1 Benefits that industries and institution derive from industrial practical skills programme (IPSP)

Baechle and Earle (2008), writes that the industry practical skills programme (IPSP) provides an opportunity for institutions to train their students in well-equipped workshops and organizations for valuable practical skills which the institutions workshop cannot afford. According to Baechle and Earle (2008) report about 70% of the industries visited admitted that the enables works to also acquire some theoretical knowledge to enhance their practical performance as well as assignment trainees (students on IPEP) to do jobs of transferred workers. Amanianpong (2014) writes that in his interview with students regarding the importance of the IPSP about 70% of them said that the programme had helped them to relate the theoretical concept to practical work which enables them to acquire new skills.

2.10.2 Challenges confronting the success of student's industrial practical skill programme (SIPSP)

There is lack of collaboration between industries and institution of training resulting in some industries feeling reluctant to accept students on IPSP. Even if accepted industries do not plan attaining programme for students and therefore do not involve them in their activities resultant effect is that the attaches (students on IPSP) become inactive, lose interest and start absenting themselves from the programme (Baechle & Earle, 2008) continuous that there is also weak linkage between the industries and training institutions culminating infective organisation of the programme (IPSP) due to the fact that the level of training areas of specialization strategies for training, materials requirements and the like have been left at the discretion of industries, most of whom have no training officers. In the end attaches just follow supervisors or stand at a distance and instead of learning by doing.

Another area of concern that Baechle & Earlereport brought to the fore is that the rater weak link between industries and training institutions blamed on the institutions liaison role. Majority (80%) of the respondents for the industries confirmed that they intimated that there is the need for constant collaboration between the training institution and government department to dew up effective training programmes for attaches that would identify facilities available, materials requirement and training strategies amongst others. Amanianpong (2014), buttress the issues raised by Baechle and Earle, (2007) regarding the challenges confronting the SIPSP, Donkor, Nsoh, and Mitchual (2009) adding to the challenges, indicated earlier by Baechle and Earle, (2014) and Amanianpong, (2014) stated inter alia;

- Students spend a lot of money in travelling from their homes to the workplace
- Students do not have free access to machines and equipment to work

- Firms/ industries are suspicious of students on the attachment programme.
- Students spend a lot of time in looking for placement for industrial practical experience (IPE)

Amanianpong, (2014), Donkor and Mschuany, (2009) and Baechle and Earle (2008) have highlighted on some of the challenges emanating from the organisation and implementation of the programme. Notable amongst them were weak linkage between training institution and industries as a result of their ineffectiveness of the liaison officers, financial challenges behaving the programme will tend to hamper laudable objectives of the programme and solving them is very important. Nonetheless, it is not known whether these issues are still prevented and whether they are indeed stifling the success of the programme. Hence verifying them is appropriate for the study.

2.11 Summary of Literature Review

Fashion is a socio-cultural phenomenon in which a preference is shared by a larger number of people for particularly styles that change periodically and are placed by other popular styles to the dressmaking trainees in NVTI, these may be dress an accessory, footwear or grooming and is more related to the fashion industries. There are five interconnecting sectors that make up the fashion industries. These are the textiles, apparel, modeling, education, and communication fields. The textile field produces the fabrics which are made into garment or clothes by the apparel sector to be promoted by the modeling sector. The education sector involves the teaching of the professional associated with the textiles, apparel and modeling sector, the communication sector deals with the promotion and advertising the fashion products. Dressmaking gains a lot when they are exposed on the job training or industrial practical attachment.

The trainees work with industrial workers and professional and from when they acquire communication skill essential in a working environment, use equipment and machinery that are unavailable in the department of eth dressmaking and pick up technical knowledge and practical skill not taught in the classroom. In addition, trainees are able to test or translate their taught lesson into practical experience thus gaining competency thereby. It finally prepares trainees for the job-market and real life fashion jobs, thus those who did not want to continue their education, be they fashion designing, pattern drafting, even fashion merchandizing.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section seeks to provide an outline of the parameters that will be used in collecting the data for the study and the research Design used was Survey.

They are discussed under the following headings.

3.2 Population

There existed the need for a group of potential participants to whom, the result of the study would be generalized (Neuman, 1999) for this study. The population was based on the dressmaking trainees in the Tamale Vocational training Institute and St. Mary's Vocational training Institute as well as organizers of Industrial practical skills (IPS) and fashion industries within Tamale. Therefore, their contribution immensely facilitated the collection of the relevant data and analyses of the data.

3.3 Population Sampling

This refers to the process of selecting a portion of the population to represent the entire population. The sampling form refers to the act of listing all the units in the population from which the sample will be chosen (Okai, 2010). On this score, the sampling formula covers both second and third year Dressmaking trainees in Tamale vocational and St. Mary's Vocational training institutes, others includes two liaison officers: one from Tamale Vocational and St. Mary's Vocational institute as well two heads of department. Besides, employees from industries, dressmakers association and other institutes where students go for their IPS forms part of the study, the Purposive Sampling Technique was used in this research in selecting respondents. Respondents here were intentionally selected because of their special characteristics and qualities they will exhibit in the study.

Purposive sampling here was to help provide the correct judgments and knowledge that will provide more and better information on the subject matter of their area. This sampling technique was used here because of its useful nature in evaluating causes of success or failures of projects as well as useful in studying fashion industries with respect to cause of, or reasons for, ideas or innovations (Kumekpor, 2002).

3.4 Sampling techniques

In sampling for the population for the study, purposive sampling technique was used. This was the appropriate technique that could enable the needed information to be realized (changing mind.org). This approach was used to select industries, employers, dressmakers, liaison officers and students. However, that of the past students was tested on accidental sampling (Wikipedia. Org). This is because respondents may be met at a fashion show from where data was collected. In all a total of 100 people will be used for the study: 60 Fashion students, 20 employees of industries, 16 past students, 2 Liaison officers and 2 department liaison officers from the two institutes all in Tamale.

3.5 Data collection instruments

Data collection borders on obtaining requisite information with respect to the major ideas of the research questions for the purpose of answering them. In this regard, two instruments were required and they are; questionnaire and interview. Questionnaire, according to (Okai, 2010) is a device for securing answers to questions by using forms which the respondents fill themselves. It was an advantage, being cheaper in cost and its ability to cover a wide area under study. It has another advantage of giving free flow of responses to questions given, and the data collected was valid, reliable and accurate as it contains unadulterated information (Okai, 2010). On this

account, the research wants to use questionnaire consisting mostly of closed ended questions and a few open ended ones.

This enhances easy analyses. They are to be given to Dressmaking Trainees, both departments and school liaison officers at the two institutions. For the close type, respondents will be asked to choose from the responses given by ticking appropriate answers, and for the open type, respondents replied their responses where necessary. One hundred (100) copies of questionnaire were prepared and administered to all second and third year trainees, past trainees, employers, two heads of department and two liaison officers from Tamale vocational and St. Mary's Vocational Institute. Interview is a very powerful tool for data collection. It allows for follow up questions, enabling clarification on issues for better issues and for better understanding. It is a social research tool, which involves collection of data through direct verbal interaction between industries (Okai, 2010). This type of interview comes close to being the oral ministration of questionnaires. In this light, an unstructured interview would occasionally be used to seek clarification on important issues that cropped type during data collection.

3.6 Reliability and Validity of the instrument

The initial draft of instrument was subjected to face validating. The essence of validating the instrument was to ensure that it would elicit the information it was designed for. Validity refers to the extent to which an empirical measure adequately reflects the real meaning of concept under consideration. The relevant of the items to the purpose of the study was checked, clearly stated and confirmed to be capable of eliciting for the right response of the study was checking, clearly stated and confirmed to be capable of eliciting for the right responses from the respondents. To determine the reliability of the instruments, they were tried and tested using few randomly

picked Trainees from the dressmaking department from both Tamale Vocational and St. Mary's Vocational Institute.

3.7 Data Collection and Procedures

The study was conducted in two areas namely: Tamale Vocational Training institute and St Mary's Vocational Training Institute. They were selected due to their similarities to other vocational institutions in terms of objectives and the courses offered there. Therefore the methods used to collect data could be applied to similar areas. To increase the internal validity of the study, questionnaires consisted of the (1) personal records (e.g. genders, age, educational level) (2) information about the programme frequency of all ending the programme, benefits and challenges of the programme rating and statistics). Appropriate likert were employed (Osuala, 1993). For example, likert scale ranging from "None top twice" was used to obtained information concerning the number of times respondents have attended the programme, where as "very difficult", "difficult", "easy", "Very easy", was sued to elicit the information regarding to locating places for the programme. "Strongly disagree, disagree to strongly agree" was also used to collect data regarding the disparities that existed between the classroom taught lessons and that of the industrial programme.

In addition to the above "less important to very important" was applied to find out the importance of the programme to the industry. This method was employed in order to obtain further information and clarification necessary for the study. In order to get a successful data collection and credible for the study, I explained to every respondent the rational for the study so as to win their trust for participation whole heartedly. I assured them of profound confidentiality and anonymity needed for the study.

Because they were educated, they were able to answer the questions with little assistance.

3.8 Results and Analysis

Qualitative and quantitative analysis were used in scoring and analyzing the primary data collection using Statistical Package for Social Science (SPSS). Cross tabulations were also employed in presenting and analyzing the data. Table and figures were used to present the result.

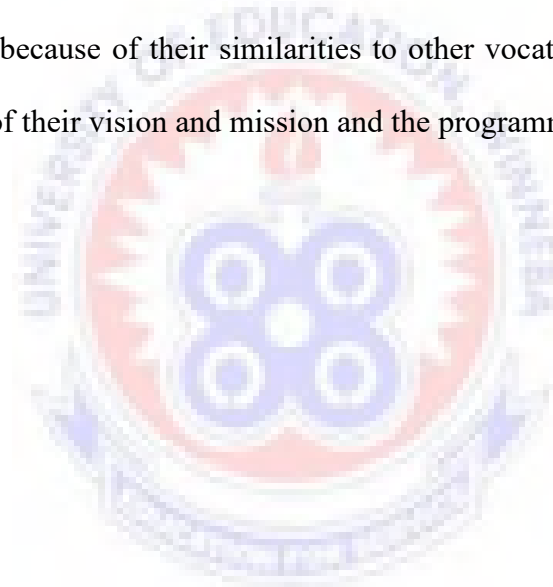
3.9 Information about the areas of study

Tamale vocational training Institute is located in Tamale the Capital city of Northern Region of Ghana whiles St. Mary's vocational institute is situated in Tamale under Sagnerigu district Tamale Ghana. Tamale vocational institute has a population of about three hundred and sixty trainees (360), twenty two permanent instructors, 10 supporting staff. In the case of St. Mary's Vocational training Institute, the trainees population was four hundred and thirty (430) trainees, twenty seven (27) instructors, eight (8) supporting staff and one (1) technician who helps in the dispensation of knowledge and practical skills. Tamale vocational institute has three other institutions that are under it and nine (9) departments and runs the following courses: , certificate one and two (1&2) as well as proficiency one and two (1&2) for those who want to obtain certificate in informal apprentice training in respect to the dressmaking department being the main study area.

Tamale Vocational training institute has 80 trainees in the dressmaking department and three instructors whereas St. Mary's Vocational training instituted has 100 trainee's and four 4 instructors and other supporting staff. Both departments'(Tamale VTI and St. Mary's VTI) offers two year foundation and three year certificate one and two in fashion and design. The principal areas for the programme consist of pattern

drafting, trade theory, craft, millinery and accessories, textiles, trade practical, trade science, trade calculations, trade drawing, needlework and tailoring. The rest are English language, mathematics, ICT, Science and entrepreneurship. Most of the trade courses taught have their practical component which are in the form field trips to industries in NVTI institutions and non NVTI institutions.

Trainees are made to undergo at least three (3) months non-scoring industrial attachment and with the assistance of the industrial Liaison Officer of the institute, second and third year trainees are sent out for the industrial attachment to both private firms and public institutions all over the country. The two study areas were selected for the research because of their similarities to other vocational training institutes in Ghana in terms of their vision and mission and the programmes they offer.



CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the analysis and results of the primary data that was collected from the respondents. The Statistical Package for Social Science (SPSS) windows (version 21.0) was used together with word excels 2013 to analyze the primary data. The results are presented in the form of simple frequency and percentage tables and charts. The results have been organized under three main headings, namely demographic data of respondents, information about the students' industrial practical skills programme and the challenges students face during the attachment period.

4.2 Demographic characteristics of respondents

The socio-demographic background of the respondents are shown in Table 4.1 under the following headings; age, sex, levels of respondents in the Institutions visited, educational qualifications and positions held by respondents. The importance of assessing respondents demographic characteristics is to enable the researcher have a fair idea about the category of people being considered as respondents in the research work. Table 4.1 below depicts the variables assessed by the researcher as demographic characteristics of the respondents.

Table 4.1: Demographic characteristics of respondents

Variable	Frequency (100)	Percent (%)
Age		
≤20	46	46
21-25	24	24
26-30	12	12
31-35	5	5
35+	13	13
Total	100	100
Sex		
Male	30	30
Female	70	70
Total	100	100
Current Student's Educational level		
1 st Year	12	12
2 nd Year	34	34
3 rd Year	14	14
Total	60	60
Educational qualifications of past students and Officers		
Advance	1	1
HND	10	10
under graduate	5	5
Post Graduates	4	4
Total	20	20
Position of Employees and workers of the Industry.		
Manager	9	9
Assistant manager	3	3
CEO	2	2
Staff	6	6
Total	20	20

Field survey, 2016

A total of 100 study participants were sampled during the study period. From Table 4.1, the mean age of the respondents was 21.4 ± 3.2 (mean \pm SD). Of these, 70% respondents were women and 30% respondents were men. Having a fair knowledge of the sex composition of the respondents who participated in the study would provide a balance in terms of gender. And more importantly, it would also provide an information concerning estimation of the number of male and female in the institutions visited particularly in the fashion department. Analyses revealed that, respondents who aged ≥ 20 years constituted the modal age group whilst only 24% and 7% respondents were within the ages of 21-25 and 26-30 years respectively. Including the age factor in the demographic data was to assist the researcher to know the level of maturity in the provision of their responses therefore making the research findings reliable. More so, 5% of the respondents were within the age range of 31-35 years and 13% respondents were aged 35 years or more.

Furthermore, 34% of the respondents were in 2nd year, 12% respondents were in 1st year, and 14% respondents were in 3rd year. The educational background of the respondents is also important since it also contributed to the reliability of the results as respondents had a fair understanding of the variables that were asked. Analyses showed that 10% respondents were HND holders, 5% respondents possessed degree whilst 4% respondents possessed masters' certificates. On the issue of position respondents held at the time of the research, analyses revealed that 9% respondents were managers, 3% respondents were assistant managers, 6% respondents were staff whilst 2% respondents were Chief Executive Officers. With this analysis, it is clear that many of the respondents had a good educational background which input has been important in the research.

4.3 Information on students' industrial practical skills programme

The students' industrial practical skills programme focuses on employable skills which express a view that students must attach themselves to an institution of higher learning to acquire basic knowledge related to their field of study before the complete the programme. The purposes of attaching students to industries is for them to acquire practical skills in their occupational areas and to acquaint themselves with how new technologies, machines and equipment they hear of and read about in books are been used and applied in the field of work. Proper planning of the programme would contribute to the success of impacting the needed knowledge and skills in students thus, yielding the desired goals. The table below shows the industrial practical skills programmes of students who served as respondents in this research work.

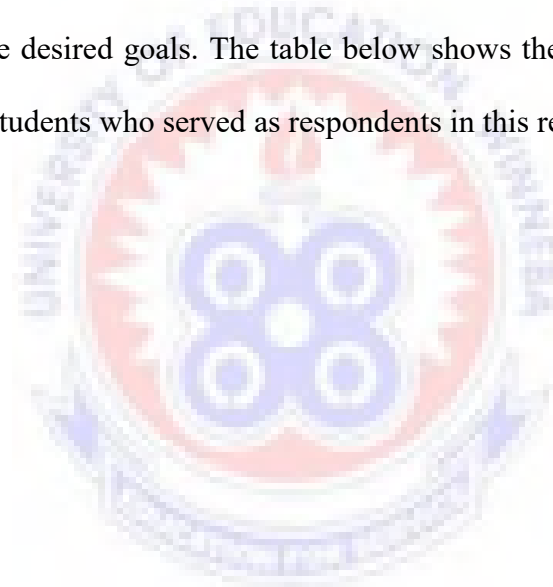


Table 4.2: Industrial practical skills programme

Variable	Frequency (n) and Percent (%)
Ever undergone students practical skills programme	
Yes	61 (87.1%)
No	9 (12.9%)
Total	100%
Number of times students have ever undergone industrial attachment	
Once	39 (63.9%)
Twice	16 (26.2%)
Thrice	6 (9.9%)
Total	100%
Hands on equipment/machine at the industries	
Yes	43 (70.5%)
No	18 (29.5%)
Total	100%
Amount given by the industry	
Very little	5 (8.2%)
Little	20 (32.8%)
Very much	12 (19.7%)
Much	24 (39.3%)
Total	100%
Employment and students industrial programme	
Yes	12 (75%)
No	2 (25%)
Total	100%

Field survey, 2016

From Table 4.2 above, proper organisation of students' practical skills programme especially in the fashion department in the various Institutes visited will enhance their practical knowledge on what they have learnt at the theoretical level at the school.

This programme normally aims to improve and equip students to better enhance their skills and competence in the field of work. From the results it was revealed that only 61 (87.1%) of the students have ever undergone the students' practical skills programme since the programme started. Whilst 9 (12.9%) respondents however, claimed that they had never gone for the programme before. This few number who did not go for the programme before, could be due to the fact that the programme does not necessarily force students to embark on the programme but under their own volition. This finding from the study supports the study done by Jones (1990) whose findings revealed that students in Nepal were very willing to do the industrial attachment that was scheduled for them to do by their institutions.

Analyses also revealed that majority of the students who had ever gone for the programme said they went for just once 39 (63.9%), 16 (26.2%) respondents went twice whilst 6 (9.9%) respondents went thrice. It is importance that the majority be made to take the students practical skills programme serious because just once on the programme may not yield the needed desired impact on the students. It is also worth stating that sometimes the flexible nature of the programme on students also contributes to the low number of students taking part in the programme continuously on different session. This could account for the low number of students taking the programme three times. It is important to note that the programme provides students the opportunity to become more marketable and well versed with their area of work. It is also worth stating that sometimes students find it difficult to get a place to do the students practical programme because sometimes the places are not well endorsed with modern equipment.

This finding from the study supports the study done by Cox & King, (2006) where students were reported to have gone for the industrial attachment only once because

they were spending a lot of their productive hours in searching for places to do the industrial attachment. However, the findings appeared to be at variance with the findings made by Dageyanga,(2013) where students in New Zealand made efforts to still go back to do the industrial attachment after the first one because of the excitement in the first round. Concerning whether students had access to try their hands on the equipment or machines at their respective places of the programme at the industries, findings revealed that, majority of the respondents 43 (70.5%) said yes they were given the opportunity to try their hands on the machines whilst 18 (29.5%) respondents said they were not given the opportunity to try their hands on the machines. This findings from the study supports the findings presented that students in Nigeria who were allowed to do industrial attachment in industries were given the opportunity to try their hands on the machines to have a firsthand information (Dudziak& Kohn, 2007).

The benefits of the students programme were assessed among the respondents. Analyses revealed that all the students who ever participated in the students programme representing 61 (100%) said they had benefited from the programme. Students who ever participated in the programme maintained that the programme benefited the industries they worked for, the programme benefited they the students themselves because they were able to acquire new knowledge and skills on their programme of study. It was also revealed by the students that the benefits of the programme to students include; increasing their chances of employment in the formal and informal sector after completion. The findings from this study is similar with findings made by Dudziak & Kohn, (2007) where students mentioned the students industrial programme benefited students who participated in it.

Respondents were also assessed to know how much were given to them in terms of quantity at the industry during the duration of the programme. Analyses revealed that 20 (32.8%) respondents opined that what the respective industries they worked for gave them was just little to assist them perhaps buy soap for their routine washing aside that the quantity given was nothing to write home about. Analyses also revealed that 24 (39.3%) respondents maintained that the amount that was given to them was much. This category of respondents perhaps came from students who had the opportunity to take the programme at well endorsed places with modern equipment where customers do come to the workplace most often. It was also observed that 12 (19.7%) respondents said the amount that was given to them was very much whilst 20 (32.8%) respondents said it was very little. This finding from the study supports the study done by Seymore & Higham (1996) where students in Asia and some African countries who undertook the industrial programme were given a token after their training by the industries.

It is important to state that students' accommodation and feeding whilst on the programme could influence them negatively or positively on their knowledge and skills that they are required. Knowing how students are usually accommodated and fed just to keep body and soul together during the attachment period could enhance better acquisition of knowledge and skills, but regrettable to say, most often than not the issue of accommodation and feeding whilst on the attachment period is usually the preserve of the student. This could even derailed the chances of many students who perhaps would have love to do the programme but due to lack of finance to bear their own accommodation and feeding may suppress them from taking part in such programmes.

Concerning mode of employment of the students in their subsequent jobs, analyses revealed that most of the key informants interviewed stated that they would prefer to employ students with industrial practical experience to those who do not have any. Respondents also maintained that many a time, students with industrial knowledge and skills do gain employment faster than their colleagues due to their experience in the practical component of the work. Even though others also mentioned that gaining employment these days is difficult the general impression created was that students with practical skills and knowledge were better placed in terms of employment than their counterparts. The finding from the study supports the study done by Sheldon & Thornwaite, (2005) where professional who were interviewed on students industrial programme maintained that they would only employed those with skills from industrial attachment whilst on their school training.

4.4 Challenges students face during the attachment period

The challenges that mostly affect the successful implementation of the students' industrial programme are mostly institutional and some aspects relate to the students themselves. Most known factors that hinder the students from effectively undertaking the industrial programme have been identified to include; the inadequate number of times students participate in the programme, lack of readily available accommodations for students who perhaps may not be from the place where the industry is sited, duration of the programme, sources of findings, and placement issues. And in some cases, students may even not get a proper industry to do the attachment. The table 4.3 shows the challenges students face during the attachment period. Frequency of their attendance may be contributory factor to their competence in that, the more they experience the programme the more they become equipped with the requisite practical oriented skills and the more competent they become which

invariably will be responsive to the needs of the industry and the world of work. The table 4.3 shows the results of the study.

Table 4.3: challenges students face during the attachment period

Variable	Frequency (N) and Percent (%)
Securing of industry by student	
Yes	45 (64.3%)
No	25 (35.7%)
Total	100%
Difficult in securing industry	
Yes	40 (57.1%)
No	30 (42.9%)
Total	100%
Industry is well established	
Yes	55 (78.6%)
No	15 (21.4%)
Total	100%
Assistance from staff	
Yes	66 (94.3%)
No	4 (5.7%)
Total	100%
Exposure to risk	
Yes	36 (51.4%)
No	34 (48.6%)
Total	100%
Availability of safety equipment	
Yes	10 (14.3%)
No	60 (85.7%)
Total	100%
Timing of programme	
Yes	40 (57.1%)
No	30 (42.9%)
Total	100%
Duration of programme	
Yes	50 (71.4%)
No	20 (28.6%)
Total	100%
Difficult in obtaining information to compile report	
Yes	48 (68.6%)
No	22 (31.4%)
Total	100%

Field survey, 2016

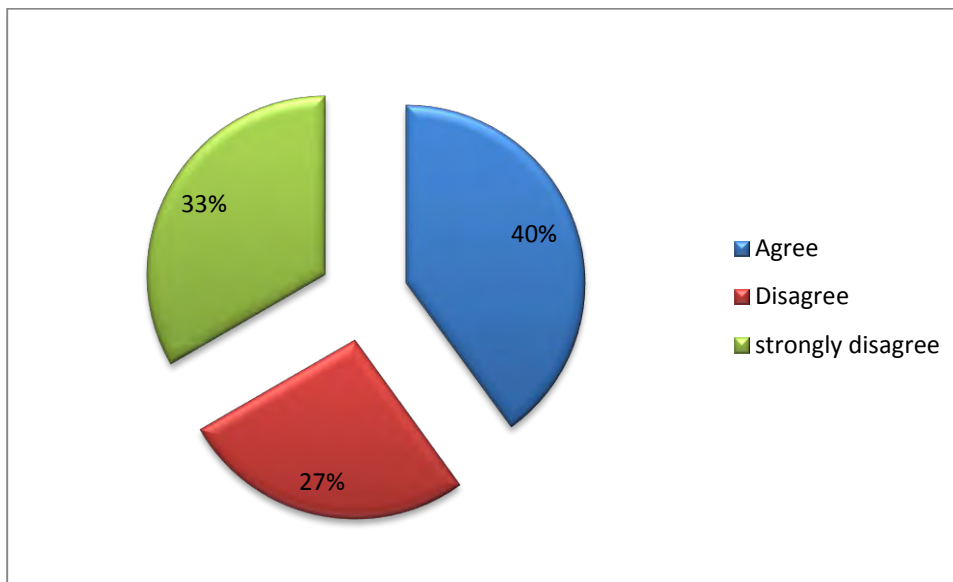
From Table 4.3, the challenges facing students during the attachment period were assessed. Analyse revealed that most 45 (64.3%) of the respondents said they normally have to look for place for themselves to do the attachment whilst 25 (35.7%) respondents said they institute placed them at a particular place to do the attachment. These findings from the study support the study done by Baechle& Earle (2008) where an interview conducted with students revealed that they usually have to look for their own places for the attachment with an introductory letter from the school. The report revealed that students would normally have to spend much time and cost moving from one place to another searching for a place to do the attachment. If they find it difficult to do, they end up not doing the attachment.

Analyse also revealed that majority of the students 40 (57.1%) indicated that it was difficult to get a place to do the attachment if you are to look for the place yourself whilst 30 (42.9%) respondents said it was not difficult to get a place to do the attachment. Placing students at a well-established place to do the attachment could assist them to gain the needed skills desired for employment. Findings revealed that 55 (78.6%) respondents said where they worked was well established with modern equipment whilst 15 (21.4%) respondents said their place of attachment was not so much well established with modern equipment. This finding from the study disagrees with the study done by Donkor et al, (2005) where students were only placed in a well-established industry to do the attachment.

Majority of the respondents representing 66 (94.3%) stated that the workers were willing to assist them in using the machine to work at the attachment place whilst only 4 (5.7%) respondents claimed workers at the place where they did their attachment were not interested in showing and coaching them how to use the machines to work at the study place. This finding from the study supports the study done by Donkor et al,

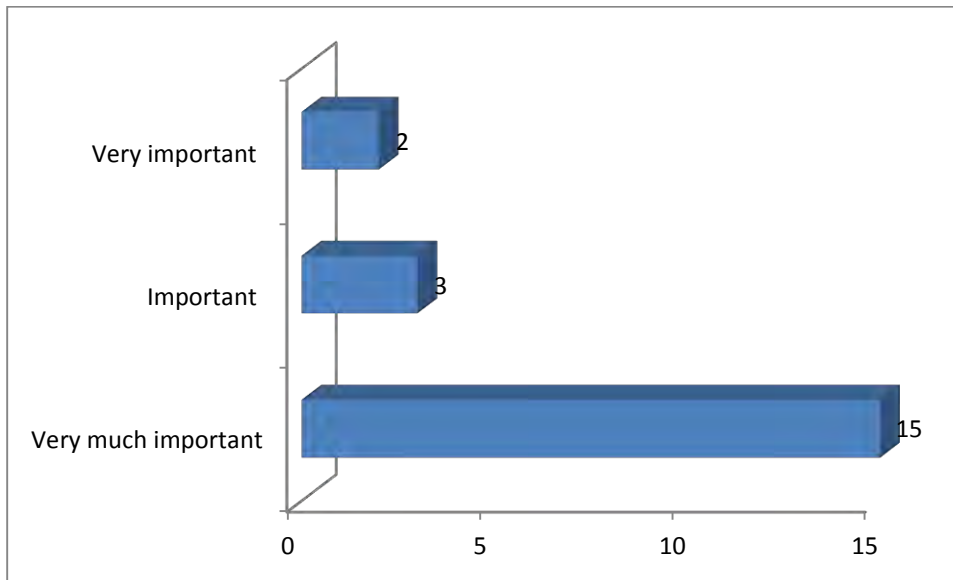
(2005) where workers in an industry assisted people who were doing their attachment at the industry to do the work properly. Analyses also showed that 36 (51.4%) respondents indicated they were exposed to risks at their work place of attachment whilst 34 (48.6%) respondents however, claimed they were not exposed to risk at the place of their work during the attachment period. Analyses also revealed that majority of the respondents said they were not provided with safety equipment at their work place making them exposed to risk and hazards. Majority of the respondents 40 (57.1%) said the timing of the programme was okay for students to be engaged for the attachment whilst 30 (42.9%) respondents said the timing of the programme was not okay as students are usually not given much time to learn.

Additionally, 50 (71.4%) respondents were of the view that the duration of the programme was also okay whilst 20 (28.6%) respondents claimed that the duration of the programme was not okay. Analyses also revealed that 48 (68.6%) respondents said they found it very difficult in obtaining information from industrial for writing their reports after the attachment duration whilst 22 (31.4%) respondents said it was very difficult to obtain information to write their reports. This finding from the study seems to disagree with the findings presented by the results. However, the findings agree with Amanianpong, (2014) where students stated that the duration for the attachment period was small and hence students were not able to complete the final work.

Figure 4.1: Work place experience

Source field survey, 2016

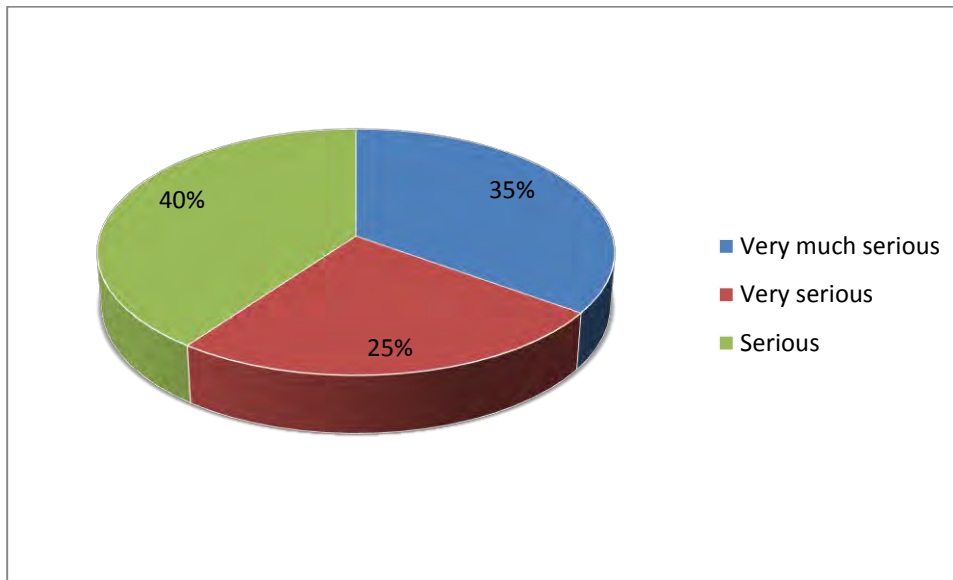
From the results obtained as presented in Figure 4.1, most of the respondents (40%) agree that there are times when the workplace experience was different from the classroom taught lesson, 27% respondents disagree with the statement that there are times when the classroom workplace experience was different from classroom taught lesson whilst 33% respondents strongly disagree with the statement. This finding from the study is similar with the findings made by Baechle & Earle, (2008) where employees were interested in employing only students with the requisite knowledge and skills in the related work of study.

Figure 4.2: Importance of the school industrial programme

Source field survey, 2016

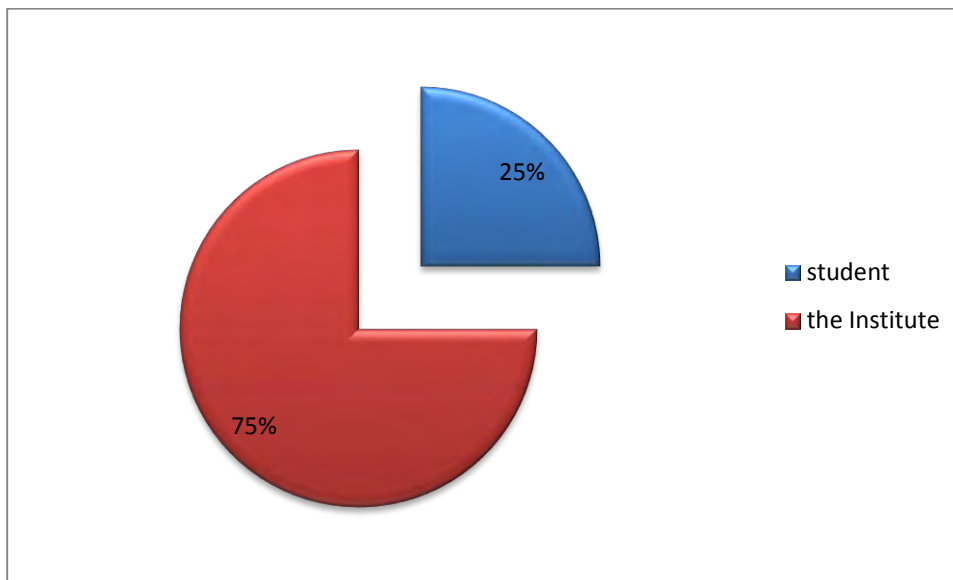
Figure 4.2 shows the results concerning the importance of SIPSP to the industry. Out of the total most (15%) indicated that the programme was very much important, 3% respondents stated that it was important whilst 2% respondents said it was very important. With this number of respondents admitting the importance of the industrial attachment, it would be speculative that they would place much emphasis on the programme to provide the needed support to sustain the industrial programme. Based on these results, the findings seem to agree with the results by Baechle & Earle, (2008)

Figure 4.3: Attitude towards the programme



Source: Field survey, 2016

From Figure 4.3, respondents were asked to rate the attitude of students who go to do the industrial programme results revealed that, most (35%) respondents said students' attitude towards the industrial programme is very much serious, 40% respondents said students attitude towards the industrial programme is serious whilst 25% respondents said students attitude towards the programme was serious. The findings also suggest that the results seem to be similar with the findings made by Amanianpong, (2014).

Figure 4.4: Funding of the programme

Source Field survey, 2016

Respondents were asked to state who fund the programme. Results indicate that most (75%) of the respondents said the Institute fund the programme whilst 25% respondents said it is the students who fund the programme. It was also revealed that the duration period for the industrial programme is 1-4 months grace period. Respondents were also asked to rate the performance. It was also revealed that sometimes students find it difficult to get a place to do the attachment for themselves or the School looking for a place to do the attachment. It was however, revealed that the liaison officer is responsible for finding places for students to embark on the programme during the attachment period. Overall on a scale of 1-10 respondents were asked to rate how well the organized the programme and findings revealed that 7% respondents said that they have rated the programme organisation 4-6 whilst 13% respondents rated the programme organisation 7-10 at the time of the research work. The findings are the same as the findings presented by Amanianpong, (2014).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the summary of the findings, draws conclusions based on and findings and recommends ways improving the impact of industrial practical attachment in Vocational Education in Ghana.

5.2 Summary

The main objective of the this study was to find out the impact of industrial practical skills and training programme on fashion students (dress making) in Tamale Vocational and Saint Mary's Vocational Training Institutes. The study applied both qualitative, quantitative and mixed method approaches to collect data among 100 students, past students, school liaison officers, MCPs from various industries and employees of the various industries through the use, questionnaires and interviews. The data were collected between the period of September and October 2016.

The major findings were as follows:

1. It was reported that the programme duration was between 3 to 6 months
2. The study also revealed that the programme was also funded by the students and the schools.
3. Under practical industrial skills, the study revealed that 61% benefited from the programme.
4. Data from the study revealed that majority of the students (63.9%) attended the programme once.
5. The study also revealed that about 70.5% of respondents had their hands on machines during practical attachments.

6. Regarding the challenges facing students on the programme, the study revealed that 64.3% looked for their places for attachment and 57.1% also said it was very difficult to get places for attachment.
7. Concerning work place experience, the study revealed that 40% of the students were of the view that work place experience was very difficult than classroom thought.
8. Regarding attitude of students towards the industrial attachment, the study revealed 40% said they were very serious and 25% of them reported being serious.
9. On the importance of the industrial attachment programme, 15% said it was important.
10. On the overall rating of the industrial attachment programme, 75% were satisfied with the programme and 25% were not satisfied with the programme.

5.3 Conclusions

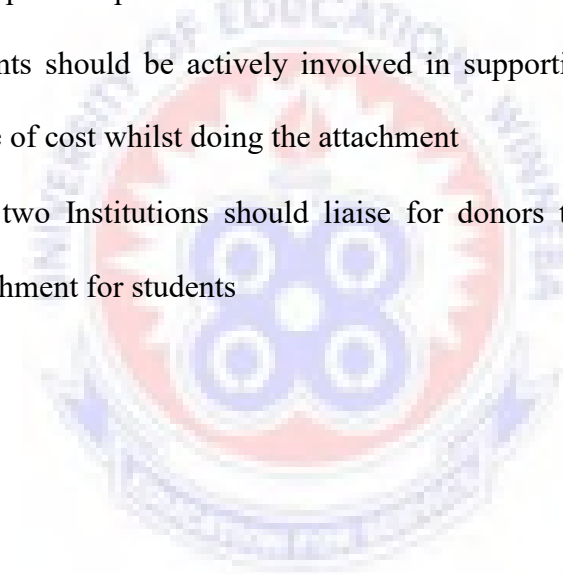
The study concludes that respondents had good attitude towards the student's industrial attachment programme even though they complained of identified challenges militating against the programme. Respondents who ever participated in the programme maintained that the programme benefited the industries they worked for, the programme benefited the students themselves because they were able to acquire new knowledge and skills on their programme of study. It was also revealed by the students that the benefits of the programme to students include; increasing their chances of employment in the formal and informal sector after completion. The research revealed that students would normally have to spend much time and cost moving from one place to another searching for a place to do the attachment. If they find it difficult to do, they end up not doing the attachment. Placing students at a well-

established place to do the attachment could assist them to gain the needed skills desired for employment. On the whole all the key informants interviewed stated that they preferred to employ students with practical knowledge in their work.

5.4 Recommendations

Based on the findings from the study, the following recommendations are suggested to assist policy makers interested in promoting industrial attachment especially among vocational and technical students

- Liaison officers should liaise with the well-established industries to get a right place to put students to do the industrial attachment
- Parents should be actively involved in supporting them to minimize the issue of cost whilst doing the attachment
- The two Institutions should liaise for donors to sponsor the industrial attachment for students



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APPENDIX I

UNIVERSITY OF EDUCATION, WINNEBA (KUMASI-CAMPUS)

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FASHION DESIGN AND TEXTILES EDUCATION

QUESTIONNAIRE FOR VOCATIONAL INSTITUTE STUDENTS IN

TAMALE

Preamble

This research, although a requirement for the fulfillment for the award of M. Tech. Degree by the University of Education, Winneba may be a source of information not only for the fashion educationalist and students but also for those involved in education development. I should be much obliged if you could kindly respond as frankly and sincerely as possible to the questionnaire. Please be assured that your response will be treated with the utmost confidentiality deserved.

Please tick [] if applicable (Yes or No)

Part A: Personal records and information

1. Name of Student.....

2. Age

- i. Below 20 years ii. 21 - 25 years iii. 26 - 30 years
iv. 31 - 35 years v. Over 35 years

3. Gender

- i. Male ii. Female

4. Level in the School

- i. 1st year ii. 2nd year iii. 3rd years

Part B: Information about the Students industrial practical skills programme

5. Have you undergone students practical skills programme (SIPSP) since you started this programme

- i. YES ii. No

6. If yes, how many times have you had such experience?

- i. Once ii. Twice iii. Thrice
iv. None

7. Did you get the chance to try your hands on the equipment /machine at the industries?

- i. YES ii. No

8. How much help were you given by the people at the industry during your association with them.

- i. Very little ii. Little iii. Much
iv. Very Much

9. Would you say the programme students /practical skills programme is beneficial to students

- i. YES ii. No

10. Indicate the challenges during the students industrial practical skills programme

- i. financial ii. Accommodati iii. Disrespect by industry

on workers

- iv. Le v. Do not vi. Others, state.....

ss attention know

11. How difficult is it to find a place for industrial skills practical skills programme?

- i. Very difficult ii. Difficult iii. Easy
iv. Very easy v. Do not know

12. Indicate on a scale of 1 to 10 from the options given to show how well your school does organize the programme.

- i. 0 ii. 0 - 3 iii. 4-6
iv. 7 – 9 v. 10

Part C: The challenges students face during the attachment period.

13. Did you secure the industry yourself?

- i. YES ii. No

14. Was it difficult securing an industry?

- i. YES ii. No

15. Is the industry a well-established one?

- i. YES ii. No

16. Where the workers willing to assist you in the use of the machines?

- i. YES ii. No

17. Where you exposed to any risk?

- i. YES ii. No

18. Did the company provide you with safety equipment's?

- i. YES ii. No

19. Would you say that, you benefited from the attachment programme

- i. YES ii. No

20. Is the timing of the programme ok?

- i. YES ii. No

21. Is the duration of the programme ok?

- i. YES ii. No

22. Was it very difficult obtaining information from the industrial for the writing of your report?

i. YES

ii. No



APPENDIX II

UNIVERSITY OF EDUCATION, WINNEBA (KUMASI-CAMPUS)

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FASHION DESIGN AND TEXTILES EDUCATION

QUESTIONNAIRE ON INDUSTRIAL ATTACHMENT FOR EMPLOYEES

AT THE INDUSTRY IN TAMALE

Preamble

This research, although a requirement for the fulfillment for the award of M. Tech. Degree by the University of Education, Winneba may be a source of information not only for the fashion educationalist and students but also for those involved in education development. I should be much obliged if you could kindly respond as frankly and sincerely as possible to the questionnaire. Please be assured that your response will be treated with the utmost confidentiality deserved.

Please tick [✓] where appropriate in the boxes provided and or state otherwise where you are required to either specify or give reasons.

Part A: Personal information

1. What Is Your Name?

2. Position

i. Manager ii. Assistant Manager

iii. Chief Executive Officer iv. Others, specify.....

3. Age

i. Below 20 years ii. 21 - 25 years iii. 26 - 30 years

iv. 31 - 35 years v. Over 35 years

4. Gender

i. Male ii. Female

5. Educational Qualification

i. Intermediate ii. Advance iii. HND

iv. Undergraduate v. Post Graduate vi. Others, Specify

Part B: Information about the Students industrial practical skills programme

6. How important is the students industrial practical experience programme to your industry?

i. Less Important ii. Important iii. Very Important
iv. Very Much important

7. How do you rate the attitude of students who come to you for the programme?

i. Not Serious ii. Serious iii. Very Serious
iv. Very Much Serious

8. If you were given a scale of 1 to 10 how would you rate the performance of students who undergo attachment at your end?

i. 1 ii. 2 - 3 iii. 4-6
iv. 7 - 10

9. Would you prefer employing student(s) with industrial practical experience to those who do have?

i. YES ii. No

APPENDIX III

UNIVERSITY OF EDUCATION, WINNEBA (KUMASI-CAMPUS)

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FASHION DESIGN AND TEXTILES EDUCATION

QUESTIONNAIRE ON INDUSTRIAL ATTACHMENT FOR PAST

STUDENTS OF VOCATIONAL TRAINING INSTITUTE TAMALE

Preamble

This research, although a requirement for the fulfillment for the award of M. Tech. Degree by the University of Education, Winneba may be a source of information not only for the fashion educationalist and students but also for those involved in education development. I should be much obliged if you could kindly respond as frankly and sincerely as possible to the questionnaire. Please be assured that your response will be treated with the utmost confidentiality deserved.

Please tick [✓] where appropriate in the boxes provided and or state otherwise where you are required to either specify or give reasons.

Part A: Personal records and information

1. Name.....

2. Age

i. Below 20 years ii. 21 - 25 years iii. 26 - 30 years

iv. 31 - 35 years v. Over 35 years

3. Educational Qualification

i. Advance ii. HND iii. Post Graduate

Others, Specify.....

4. Gender

i. Male

ii. Female

Part B: Information about the students' industrial practical skills

1. Are there times when the workplace experience was different from classroom taught lesson

i. Strongly Disagree ii. Disagree iii. Not Sure

iv. Agree

2. Did you gain employment due to the experience you gained through the industrial / practical skills programme?

i. YES

ii. No



APPENDIX IV

UNIVERSITY OF EDUCATION, WINNEBA (KUMASI-CAMPUS)

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FASHION DESIGN AND TEXTILES EDUCATION

QUESTIONNAIRE FOR LIAISON OFFICER IN TAMALE

Preamble

This research, although a requirement for the fulfillment for the award of M. Tech. Degree by the University of Education, Winneba may be a source of information not only for the fashion educationalist and students but also for those involved in education development. I should be much obliged if you could kindly respond as frankly and sincerely as possible to the questionnaire. Please be assured that your response will be treated with the utmost confidentiality deserved.

Please tick [√] where appropriate in the boxes provided and or state otherwise where you are required to either specify or give reasons.

Part A: Personal Information

1. Name.....

2. Age

- i. Below 21 years ii. 21 - 29 years iii. 30 - 39 years
iv. 40- 49 years v. 50 years and above

3. Gender

- i. Male ii. Female

4. Education Background

- i. Intermediate ii. Advance iii. HND
iv. Undergraduate v. Post Graduate vi. Others, Specify

Part B: About the Students industrial practical skills programme.

1. Do you think it is important to organized students industrial practical skills programme (SIPSP) in NVTI institutions?

- i. YES ii. No

2. Who is responsible for finding places for students to embark on the programme?

- i. The Institute ii. The liaison Officer

- iii. Department iv. Student

3. How difficult is it when looking for placement for your students?

- i. Very Difficult ii. Dificult iii. Easy

- iv. Very easy v. Don't Know

4. Who funds the programme?

- i. Ghana ii. The Institute

Government

- iii. NGO's iv. Student

5. How long do they spend on the programme per every session?

- i. One Year ii. About a

Week

- iii. One Month to 6

months

6. From the way you organized the programme do you think it is helping students to benefit from it?

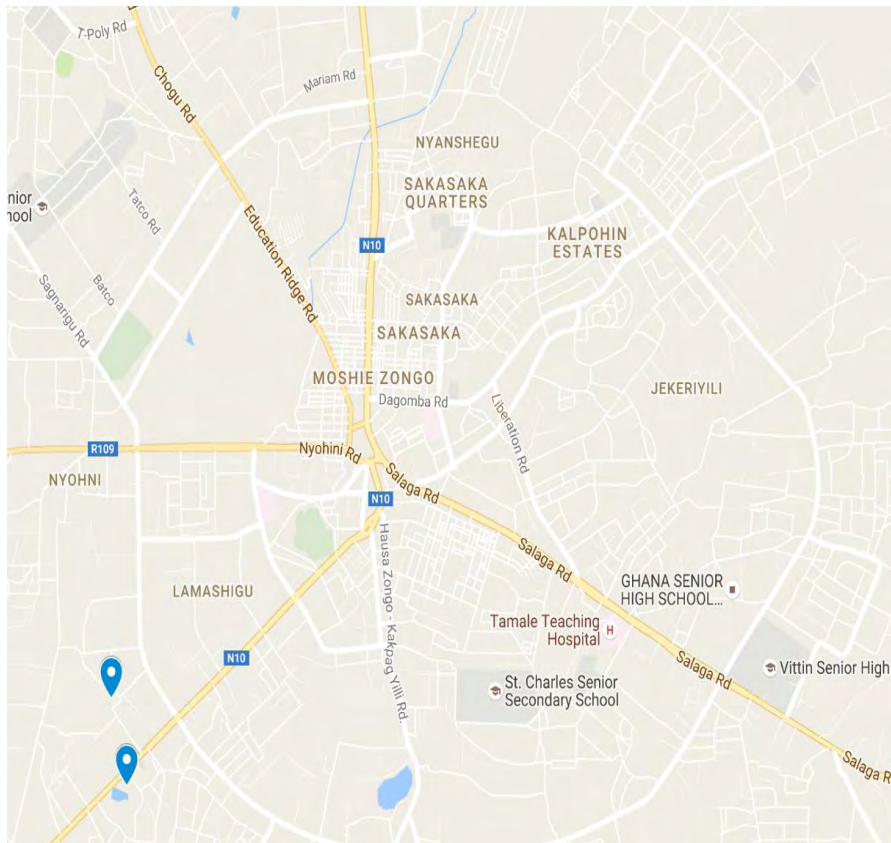
7.

- i. Well ii. Not Well

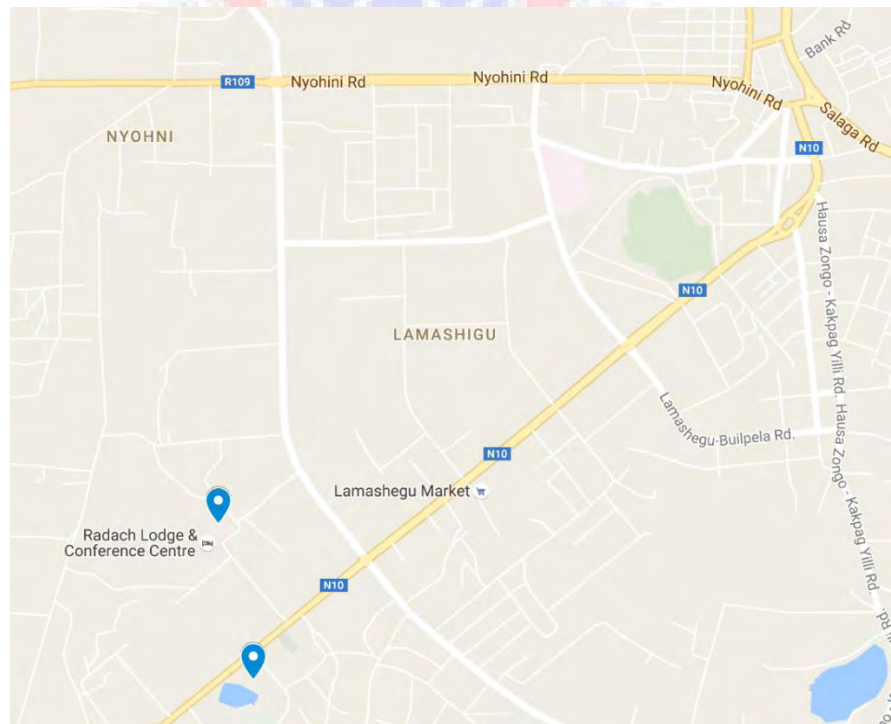
8. On a scale of 1- 10 indicate how well you do or organized the programme?

- i. 1-2 ii. 3 - 5 iii. 6 - 8

- iv. 9 - 10



Map of Tamale Vocational Training Institute



Map of St Mary Vocational Training Institute