UNIVERSITY OF EDUCATION, WINNEBA

A TRACER STUDY ON THE BACHELOR OF ARTS EDUCATION GRADUATES OF UEW: 2010 COHORTS OF GRADUATES

EMMANUEL OWUSU
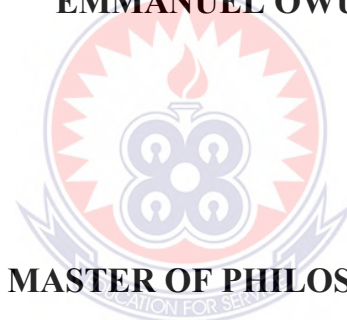
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A TRACER STUDY ON THE BACHELOR OF ARTS EDUCATION GRADUATES OF UEW: 2010 COHORTS OF GRADUATES

EMMANUEL OWUSU

**A Thesis in the Department of Art Education,
School of Creative
Arts, submitted to the School of
Graduate Studies in partial fulfilment**

**of the requirements for the award of the degree of
Master of Philosophy
(Art Education)
in the University of Education, Winneba**

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DECLARATION

Student's Declaration

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

Signature: ……………………….……………

Date: …………………………………

Supervisors' Declaration

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis/dissertation/project as laid down by the University of Education, Winneba.
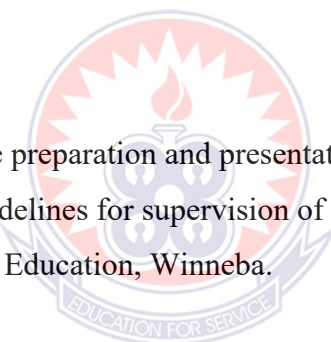
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Date: ………………………………

DEDICATION

To my beloved Family.

ACKNOWLEDGMENTS

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ABSTRACT

Graduates feedback is relevant in assessing the effectiveness or other wise of the services rendered by universities. As a result, the University together with its stakeholders share the view that there must be a continuous process of assessing the progress made by its graduates in the world of work in order to improve upon its programmes and services. This study therefore sought to explore the perceptions of the graduates about their satisfaction with the quality and relevance of the BA Art Education Programme. The study employed the sequential mixed methods approach using qualitative and quantitative methods as the primary means of data collection. Graduates of the 2010 batch of the BA Art Education programme were used for the study. Furthermore, the descriptive survey, tracer study and exploratory designs were adopted for the study. In all, sixty respondents were selected for the study. The objectives of the study were to find out the current occupational fields of the 2010 Art Education graduates of UEW and its relations to their respective areas of specialization, to explore the views of the 2010 Art Education graduates on the relevance of the undergraduate Art Education program at UEW and to investigate the views of the 2010 Art Education graduates on the quality of the undergraduate Art Education program at UEW. The study revealed graduates of the Art Education programme are mostly employed as Art teachers within various educational institution. It was further revealed that in relation graduates work experiences as wells as competencies required of their jobs the Art education programme was perceived as relevant. The study further showed that, graduates were satisfied with the Art Education programme and viewed it as quality in terms of the knowledge and competencies it provided. Lastly, the Art Education was perceived to be lagging behind in terms of the provision of opportunities for practical knowledge. It has been recommended that the Art Education programme must: provide more opportunities for practical work, incorporate of modern tools and equipment including ICT and properly linking what is taught to the world of work.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Higher educational institutions are increasingly being required to make swift changes in the execution of their mandate, because of the ever-changing dynamics of local and global developments in recent times (de Jager & Gbadamosi, 2013). These rapid modifications within the core mandate of higher educational institutions is relevant for them to survive and be able to address the demands of the increasing role of information and communication revolution (Arambewela & Hall, 2006). In this regard, the scope of higher educational institutions has been broadened and modified not only to focus on the delivery of quality education, but to ensure monitoring the outcomes of teaching and learning experiences in order provide students effective teaching and learning experiences (Guo, 2010). In this regard student satisfaction is considered as one of the principal sources of competitive with various outcomes including student loyalty and retention (Arambewela & Hall, 2009)

Globally, higher education institutions are becoming more interested in receiving systematic feedback from their graduates in order to see how their primary products, the graduates, perceive the usefulness of their study experiences and outcomes (Egesah & Wahome, 2017). Nowadays, higher educational institutions pay a close attention to both the value of their graduates' skills and abilities in the society and students' perceptions on educational experience (Ginsburg, 1991; Munteanu, Ceobanu, Bobâlca & Anton, 2010). Since better understanding and addressing the key sources of student satisfaction is adopted as a challenge for many higher educational institutions (Arambewela & Hall, 2006)

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This produces more demand on universities for accountability in service provision and teaching and learning processes forcing universities to continuously improve the quality of services rendered. To produce quality graduates that can steer viable development in thought and practice, universities worldwide must in still and adhere to quality service provision.

According to Egesah and Wahome (2017) institutions of higher learning are increasingly curious about how well study programmes deliveries contribute to learning's by their graduates. This raises two significant questions: How skilled and competent are the graduates on completion of their study programmes? Are the programmes and the manner in which they are delivered adequate for learners to master skills and gain competencies to the level expected of them upon entry into the job market?

One recent and innovative way of ensuring quality learning at universities worldwide, among several options, is utilisation of feedback from graduates for improvement of teaching and learning at universities, especially, to improve study conditions, provisions and programmes (Egesah & Wahome, 2017). This feedback is increasingly being obtained and used from graduate tracer studies (GTS). University graduate tracer studies (GTS) are emerging avenue through which higher education institutions can obtain vital feedback mainly for the improvement of their study programmes, specifically, for the revision of curricula; improvement of study facilities, libraries, and laboratories and enhancement of teacher–learner interactions for better learning outcomes.

Universities are established basically to provide opportunities for students to enhance their academic careers and to achieve desirable professional development goals (World Bank, 2002). Until the latter part of the twentieth century, the provision

of higher education in developing countries, especially those in Sub-Saharan Africa (SSA), was mainly a preserve of public-funded (government-owned) universities (Mbawuni & Nimako, 2015).

However, higher education sector in Sub-Saharan Africa has undergone rapid expansion at the turn of the century with the proliferation of public and private institutions as well as academic programs (Kara, Tanui & Kalai, 2016). This expansion, according to Altbach, Reisberg and Rumbley (2009), was caused by an increasing demand for higher education leading to exponential growth in enrolment of students.

Again, the dwindling ability of governments to fund public higher institutions encouraged private sector participation in the establishment of numerous institutions of higher learning. With this rapid expansion, concerns have been raised regarding the quality of education from HEIs in Sub-Saharan Africa (Kara et al., 2016).

From the seventies and eighties onwards, the idea that production organisations need graduates with good academic records and core competences capable of adapting to changing organisational systems and times including; team work, initiative, entrepreneurship, dynamism, customer service (Espinar, Prades & Basart, 2007) became increasingly important. This led to a series of "human capital" competences being introduced progressively in university education, and the distance between this and the workplace began to be gradually reduced (Greene & Saridakis, 2008).

However, this process has been neither easy nor smooth, given the conceptual and terminological confusion around what should be taught, how it should be done and how it should be evaluated (Green, Hammer & Star, 2009). On the other hand, one should also bear in mind that not all fields of study are the same in terms of graduate employability: some qualifications adapt more easily to the demands of the market and are highly committed to developing human capital skills, whereas others are less

sensitive and less capable of responding to professional practice (Mason, William and Cranmer, 2009). These differences should therefore be taken into account when analysing what happens in different fields of study as regards the level of competence-based learning attained by graduates at the end of their studies.

The Art programmes offered at the University level in Ghana are primarily meant, to train students for the art industry so they can take positions in management, research, manufacturing in textiles, graphic designing and metal smiting, and teaching (EUW, 2009).

Visual art in Ghana was first introduced in the Gold Coast curriculum in the year 1908 as hand and eye (Foster, 1967). The rationale at the time was to develop the co-ordination between the student's hand and eye. As part of 1987 educational reform saw the adoption of the skill development system of education also known as the comprehensive high school or diversified secondary school model or the vocational secondary school system. This policy introduced vocational and technical aspects into general secondary school education consequently visual arts and home economics were categorised as vocational in the main stream secondary education Aidoo (2018). The purpose for this according to Lauglo (2005) included the personal development goals of educating the whole individual, the socio-political goals of providing equality of opportunities and the economic objectives of preparing the student for the world of work.

Currently the Visual Art courses offered at the tertiary level offers students a comprehensive program of Visual art practices and critical theory. The courses further leads to art fields such as Master of Science, Master of Fine Arts, Master of Philosophy, Master of Professional Studies among other under graduate courses including but not limited to Art and Design Education, Arts and Cultural Management , Art Therapy and

Creativity Development, Design Management, Digital Arts, Communications Design, Package Design, Industrial Design, Interior Design, History of Art, Museums and Digital Culture, Animation & Interactive Media, Cinematic Arts, Graphic Design, Painting. Visual art therefore is aimed not only at academic laurels and paper qualifications but provides the basis upon which a wide spectrum of potential careers can be built (UBC, 2015).

The Art Education Program at the University of Education Winneba is intended "to nurture students in the various disciplines of art to equip them with the relevant competencies and knowledge to enable them teach art effectively and competently in the basic and second cycle institutions in Ghana. According the Artwatch, 2015, Art Education graduates can work in the Basic schools, Junior High Schools, colleges of education, Cultural Centers, Art Galleries, Museums and Monument Board, kindergartens and nurseries.

It is therefore expected that graduates of the Art education program be able to work in various occupational areas especially in teaching after graduation. However, as to whether this is the case is the objective of this study. This study attempts to track the occupational status of the 2010-year cohort of the art education department of the University of Education Winneba and their assessment of the quality and relevance of the art education programme and its impacts at the work place.

1.2 Problem statement

Students are the most relevant patrons of Higher Educational Institutions (HEIs) (Abdullah, 2006). Expounding on this, Kara et al., (2016) note that by being primary customers, the result of students' perceptions on service quality are relevant to the continuous improvement of the HEIs. Students' satisfaction has increasingly become

essential to the higher education enterprise worldwide. It is related to the quality of academic service delivery (Rouf, Rahman & Uddin, 2016).

In line with this students' feedback are, therefore required to measure the performance of higher education institutions and also to explore avenues to enhance service quality. This is more important because what constitutes quality service vary from one Higher Educational Institution to the other (Cullen et al., 2003; Nicholson, 2011). It is, therefore, very necessary for institutions to determine from the perspective of their students what constitutes a quality service.

Graduate employment is not the only criterion for evaluating the success of a university. It is important to factor its impact on the individual and its justification for investment made in higher education in order to evaluate the system's performance and contribute to its progressive improvement. This therefore calls for an assessment of the occupational status achieved by graduates at different times in their career: six months after graduation, one year after graduation, three years, five years, etc. (Lim, 2007).

The primary mandate of the Art Education Department of the University of Education Winneba is to prepare students in the Arts as educators, as managers in the promotion of arts and culture and as artistes who can exploit creative innovative environments to generate new ideas (UEW, 2009).

Studies on students' satisfaction with academic services are very few (Mbawuni & Nimako, 2015). Similarly, studies tracking University graduates in Ghana have been episodic and occasional (CORAF, 2010). Very little had been done on Art education as at the time of undertaking this study. In the wake of graduate unemployment, the Ministry of Education in Ghana commissioned Batse and Gyekye to undertake a tracer study of graduates in 1992 (CORAF, 2010). This study attributed the growing graduate unemployment to an educational training that did not sufficiently equip the graduates

for the job market. Another tracer study of graduates of Ghanaian universities from 1985 to 1993 (Djangmah, Anyimadu, Markwei, & Ohene-Konadu 2000) found that 68% of graduates in humanities and social sciences did not see a link between what they studied at the University and their work. On the other hand, 76% of Law graduates reported some linkage between their work and what they studied in the university. Methodologically, these studies were almost entirely based on a survey questionnaire and not much use of other methods such as the qualitative, reconstructive techniques which have been shown to be important in social research in general and in graduate tracer studies in particular (Bond and Frances, 2016). This study therefore seeks to track the occupational outcomes of Art Education graduates from the 2010 cohort and to explore the graduate's perception on the relevance and quality of Art Education programme in the work place.

1.3 Purpose of study

The rationale for this study is founded on the need to carry out an assessment of the Art Education program from the perspective of its graduates. To this end a tracer study was deemed appropriate to establish a connection between the quality of Art Education program and its practical relevance to its patrons especially in the work place. Again the study further explores the competencies and the skill set that HEI's in general and the Art Education department in particular need to emphasises taking into consideration the retrospective experiences of graduates.

In tandem with the primary mandate of the Art Education program to train art teachers the study explores the extent to which art graduates teach in their areas of specialisation. Lastly the study provides meaningful insights into the employment outcomes and challenges of Art Education graduates.

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1.4 Significance of study

This research aims to add to the existing research on how university education translates to graduate outcomes, especially in relation to the Bachelor of Arts Education programme. Furthermore, productivity and efficiency of labour force is product of a myriad of factors including the quality of its educational system. In lieu of the theoretical link between labour productivity and quality education this study is aimed to provide empirical information from the labour market with regards to experiences of UEW art education graduates of 2010.

This study is aimed at providing a sound basis for a comprehensive evaluation of how graduate education aligns to man power needs. Educational development increasingly is a function of economic change and, educational improvement is intended to foster national economic development. In effect, this study would provide information for policy-makers, implementers, researchers and other relevant stakeholders towards the restructuring of the BA Art Education programme to make it relevant to current best practices in Art Education.

1.5 Objectives of the study

The main objectives of the study are to:

1. To find out the current occupational fields of the 2010 Art Education graduates of UEW and its relations to their respective areas of specialisation.

2. To explore the views of the 2010 Art Education graduates on the relevance of the undergraduate Art Education program at UEW

3. To investigate the views of the 2010 Art Education graduates on the quality of the undergraduate Art Education program at UEW to their current employment/ industry.

1.6 The main research questions are:

1. What are the current occupational fields of the 2010 graduates of UEW and its relation to their respective areas of specialisation?

2. What are the views of the 2010 Art Education graduates on the relevance of the undergraduate Art Education program at UEW?

4. What are the views of the 2010 Art Education graduates on the quality of the undergraduate Art Education program at UEW to their current employment/ industry?

1.7 Delimitation

The study was limited to the 2010 year graduates of the Art Education Department of the University of Education Winneba.

1.8 Definition of terms

Visual Art-   This is all creation of artistic products that are perceived with sense of sight and touch and can arouse emotions.

Art Graduate Teachers-   Graduate Teachers who studied Art for their Bachelor's degree

Employability-   The ability to successfully secure employment.

Tracer study   A tracer study or graduate survey is a survey of graduates from education institutions, which takes place sometime after graduation or the end of the training

1.9 List of abbreviations

HEI	Higher Educational Institution
UEW	University of Education Winneba
URC	University Rationalisation Committee
ICT	Information Communication Technology
COTVET	Council for TVET
ESP	Education Strategic Plan
NDPC	National Development Planning Commission
IQA	Internal Quality Assurance
NAB	National Accreditation Board
NABPTEX	National Board for Professional and Technical Examinations
NCTE	National Council for Tertiary Education

1.10 Organisation of study

The research is made up of five chapters, chapter one discussed introduction, background of the study which identify the statement of the problem, purpose of study, objectives of the study, research questions, significance of the study, delimitation and organisation of the study. The second chapter consists of views and findings of different writers as documented in books, Encyclopaedias, and journals. The section deals with the literature that was reviewed concerning graduates' perceptions about the relevance and quality of Art Education programmes to the graduates in the workplace. Chapter three, is made up of research methodology which discussed the research design, the population, sample and sampling techniques, research instruments, data collection procedures as well as data analysis. The fourth chapter discussed the results and findings of the study. Chapter five examines the findings, recommendations and conclusions derived from the results of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This Review of Related Literature consists of views and findings of different writers as documented in books, Encyclopedias and Journals. The section deals with the literature that was reviewed with respect to graduates' perceptions about the relevance and quality of Art Education programs to the graduate in the work place. The review was done under these sub-topics:

- (i)   Theoretical framework

- (ii)   The concept of Higher Education in Ghana

- (iii)   The purpose of Higher Education in Ghana

- (iv)   Quality in Higher Education in Ghana

- (v)   Roles of institutions responsible for quality in Higher Education

- (vi)   Determination of relevance of Academic Programme of Academic Programme

- (vii)   The concept of Quality Assurance in Higher Education in Ghana

- (viii) Tracer study and Quality Assurance

- (ix)   University of Education, Winneba: Mandate, Roles and Challenges.

- (x)   Graduate Teacher education.

- (xi)   Development of Art teacher education.

- (xii)   Nature and scope of Visual art program

- (xiii) Roles of Higher Education Institutions in Economic Development

- (xiv)   Higher education and the labor market

- (xv)   Art education and the employability

- (xvi)   An evaluation of university education and work place skill

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2.1 Theoretical framework

The theoretical framework that underlies this study is the human capital theory (HCT). The theory of HCT can trace it origins to macroeconomic development theory of the 1950s. The period perceived the main factors of production to comprise land, labour, physical capital and management (Mincer 1962b, Becker 1993). By the 1960s, however, economists had great difficulty in explaining the growth of the US economy based on the aforementioned factors of production (Schultz 1961). It was the empirical work of Becker (1964), Schultz (1961) and Mincer (1974) that challenged the prevailing assumption that the growth of physical capital is paramount to economic success. The basic premise behind HC theory is that people's learning capacities are of comparable value with other resources involved in the production of goods and services (Lucas 1990).

The economic development and achievement of a country is significantly a function of its physical and human capital stock. Economic research has traditional focused on physical capital, factors bothering on the enhancement of human skills and talent are categorized in the research of social and behavioral sciences. Hence, generally, human capital refers to the enhancement of people economic productivity through the investment they make in themselves. The theoretical framework that spurs the adoption of education and development policies has come to be known as human capital theory (Binney, 2015).

Human capital theory proceeds on the premises that formal education is key to improve the productive capabilities of a population. Hence, human capital theorists contend that an educated population is a productive population. The focus of human capital theory therefore is to elaborate how education increases the productivity and efficiency of workers by enhancing their productive human capability skill, which is the result of both intrinsic capabilities and investment in human resource. Advocates of this theory therefore see the provision of formal education as a principal investment in human capital, which is considered as equally or even more significant than that of physical capital (Psacharopoulos & Woodhall, 1997). Furthermore, applied in the context of organizations, HCT theory suggests that individuals who invest in education and training will increase their skill level and be more productive than those less skilled, and so can justify higher earnings as a result of their investment in HC. As Becker suggests, schooling enhances productive capacity and boosts earnings primarily by providing knowledge, skills and a way of analysing problems'. Moreover, Becker's ideas play an important role in contemporary employee development and learning literature, as HC theory fuels the idea that employees' knowledge and skills can be developed through investment in education or training, that is, learning (Grant 1996a; Hatch & Dyer 2004). One of Becker's most important contributions to employee development theory relates to training. Becker (1964) argues that, on the whole, investments in education and training will improve productivity; however, it is the type of training that determines who will pay for the training, that is, the employee or the firm. Earlier work by Pigou (1912) came to the conclusion that firms would not have sufficient incentives to invest in their workers' skills because trained workers can quit to work for other employers who can use these skills.

However, Becker (1964) challenged this assumption and argued that organisations would be more willing to share the costs of firm-specific training as it is valuable to the incumbent firm only. This is due to the observation that employees and potential employers would not benefit from the same level of productivity if they changed jobs.

Becker argued that firms will be less willing to pay for general skills primarily because, in a competitive labour market, where workers receive their marginal product, firms could never recoup their investments in general skills, so they will never pay for general training.

Moreover, as the skills are classed as 'generic' in nature, an employee could easily switch to another employer as their skills are not firm-specific. Thus, the firm would lose its initial investment. Instead, Becker argued that employees themselves would have the right incentives to improve their general skills, in competitive markets. They are the sole beneficiaries of the improvements in their productivity (Acemoglu & Pischke 1999).

Furthermore, workers can undertake such investments quite easily by accepting a lower wage than their productivity during the period of training (Becker, 1964). The logic behind this observation relates to the idea that employees will view paying for general training as an investment, which they anticipate will lead to higher future wages, regardless of the firm they are working with.

Human Capital Theory (HCT) concludes that higher economic outputs will yield with more investment in human capital.

2.1.1. Criticisms of the Human capital theory

The authenticity of the theory is brought under scrutiny through the claim that economic strength was largely dependent on tangible physical assets such as land,

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factories and equipment. Labour was a necessary component, but increases in the value of the business came from investment in capital equipment. Modern economists seem to concur that education and health care are the key to improving human capital and ultimately increasing the economic outputs of the nation (Becker 1993).

Oliveira, and Da Costa (2014) note that Becker's initial research on education and earnings ignores the role of worker experience. Oliveira and Da Costa (2014) highlight that Becker declined to measure experience, despite its importance for employers, who rank it both highly in selection and employment. Second, as highlighted by Morgan and Winship (2015), the concept of ability in Becker's research is a contentious issue. Although Becker adjusted for IQ and individuals' performance in high school (that is, high school rank) in his analysis, many theorists still contend that the purported causal effect of education on earnings may instead reflect 'ability' rather than any productivity-enhancing skills gained through educational institutions. Oliveira and Holland (2007) and Oliveira and Da Costa (2014) argue that Becker disregards any education or training that is neither formally structured nor requires financial investment. In other words, Becker places too much emphasis on investments in formal training (that is, general and specific), and neglects the role of informal training/informal learning. Informal learning is essentially learning by doing, or learning from experience. For example, employees can learn a lot by just casually experimenting on the job. Barron, Matins and Roberts (2007) have highlighted that informal learning is especially prevalent at the beginning of a worker's employment.

Acemoglu and Pischke (1999) emphasis that while Becker subdivides skills into general or specific, many skills tend to be industry-specific. For example, knowing how to use a printing machine is of limited use outside the printing industry. Nevertheless, under Becker's framework, these skills are 'general' because typically there are many

firms in the same industry using similar technologies. Estevez-Abe, Iversen and Sorskice (2001) build on Becker's framework and make a distinction between general, industry- and firm-specific skills the authors argue that industry-specific training can be defined as training which boosts the productivity of all other firms in the industry, but not outside the industry. Examples include skills acquired through apprenticeships and at vocational schools.

Finally, Becker's theory largely ignores the role of non-cognitive abilities. In recent years, there has been a growing focus on non-cognitive skills and abilities (Heckman and Rubinstein 2001; West, Kraft, Fin, Martin, Duckworth, 2016). In contrast to cognitive skills, non-cognitive skills are not directly related to the process of acquiring knowledge through the senses, experience or reasoning. Instead, non-cognitive skills consist of the behaviours, mindsets, attitudes, learning strategies and social skills that can have a profound effect on the way human beings learn. For example, an employee may be cognitively strong, but if they do not have the resolve to attend training sessions within the organisation, they will never reach their full potential. In this sense, factors such as self-efficacy, grit, motivation, self-control, resilience, optimism, hope and the ability to work with others become important to the success of employees in organisations (Heckman & Rubinstein 2001; Luthans, Avolio, Avey, Norman, 2007, 2008, Avey, Luthans and Youssef 2010a; West et al 2016). Furthermore, the measurement of non-cognitive abilities is also becoming a key issue within organisations (Avey et al 2010b).

2.1.2. Higher Education and the Human Capital Theory

Developing countries need Higher Education (HE) to provide increasing number of students, especially those from disadvantaged backgrounds. HE also produces a body of students with a general education that encourages flexibility and

innovation thus allowing the continual renewal of economic and social structure relevant to a fast-changing world. It teaches students not just, what is currently known, but also how to keep their knowledge up to date, so that they will be able to refresh their skills as the economic environment changes. Furthermore, HE increases the amount and quality of research, thus allowing the developing world to select, absorb and create new knowledge more efficiently and rapidly than it currently does (World Bank, 2000). The provision of formal education is seen as a productive investment in human capital which the proponents of the theory have considered as equally or even more equally worthwhile than that of physical capital.

The provision of quality education at all levels is an important pre-requisite for national development. As a result, the mandate of the UEW Bachelor of Art Education programme is to principally prepare educators in Art as well as graduates who have the capacity to function in other relevant Art related industry. Student's enrollment and investment in the Bachelor of Art Education programme with the view to acquire the competencies and knowledge required to be productive in the labour market can be viewed as investment in human capital. Investment in human considered to be important because in actual working situations individuals are faced with challenging experiences which they have to strive to overcome in order to survive. Education provides one with tools to cope with a multitude of situations in the best way possible and assists in aligning professional, academic and general knowledge. In view of this, universities are meant to teach one how to best utilise one's cognitive ability. In order to produce a highly skilled and competent workforce, higher education has had to prepare its course curriculum to meet that need. Babalola (2003) substantiates this point as he contends that since the 1990''s the labour market demanded, and expected, university courses offered to be of a consistently high standard. However, the extent to

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which (HE's) are able to fulfill their mandate and ensure the link between what is taught and what pertains in the labour market remains the aims of tracer studies. In order to adduce any evidence that investment in HC through the Bachelor of Art Education programme has increased the productivity of its graduates, there is the need to obtain the views of graduates through tracer studies.

Babalola (2003) identified the rationality behind investment in human capital based on three arguments, which implies that, the new generation must be given appropriate parts of the knowledge which has already been accumulated by previous generations; that the new generations should be thought how existing knowledge should be used to develop new products in order to introduce new processes, procedures and production methods. Finally, people must be encouraged to develop entirely new ideas, products, processes and methods through creative approaches. Fagerland and Saha (1997) put it that efforts to promote investment in human capital were seen to result in rapid economic growth of the society. Such investments were seen to provide returns in the form of individual economic success and achievement.

The role of higher education in human capital development has been linked with globalization residual effect, positive externalities/effect, innovativeness/ creativity. In a knowledge economy, tertiary education can help economies keep up or catch up with more technologically advanced societies. Higher education graduates are likely to be more aware of and in a better position to use new technologies. They are also more likely to develop new tools and skills themselves.

Their knowledge can also improve their skills, while the greater confidence and know-how inculcated by advanced schooling may generate entrepreneurship, with positive effects on job creation. As regards residual effect, tertiary schooling also has indirect benefits for the economies. By producing well trained teachers, it enhances the

quality of primary and secondary education systems and gives secondary graduates greater opportunities for economic advancement. By training physicians and other health workers, it improves a society's health, raising productivity at work. Also, by nurturing governance and leadership skills, it can provide countries with the talented individuals needed to establish a policy environment favourable to growth. Setting up robust and fair legal and political institutions and making them a part of a country's fabric, and developing a culture of job and business creation, call for advanced knowledge and decision-making skills. Addressing environmental problems and improving security against internal and external threats also place a premium on the skills that advanced education is in the best placed to deliver.

Furthermore, HE generates spillover effect, as graduates are able to use their acquired knowledge and skills to improve the skills and understanding of their non-graduate co-workers. The idea that education generates positive externalities is by no means new. Many of the classical economists argued strongly for government's active support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace (Van-Den-Berg, 2001). Proponents of this view of education point out the close correlation between new product development and levels of education. The countries that are at the forefront of technology also have the most educated population (Van-Den-Berg, 2001).

Smith (1976) views the externalities to education as important to the proper functioning not only of the economy, but also of a democratic society. Another way of modeling the role of education in the growth and development process is to view human capital as a critical input for innovations, research and development activities. From this perspective, education is seen as an intentional effort to increase the resources needed for creating new ideas, and thus, any increase in education will directly

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accelerate technological progress. This modeling approach usually adopts the Schumpeterian assumptions of imperfectly competitive product markets and competitive innovation, which permit the process of generating technological progress. Education is seen as an input into the intentional and entrepreneurial efforts to create new technology and new products.

The World Bank (2000) convened a Task Force on Higher Education and Society, which brought together experts from thirteen countries to explore the future of tertiary education in developing countries. The Task Force report, argued that higher education is essential to developing countries if they are to prosper in a world economy where knowledge has become a vital area of advantage. The quality of knowledge generated within higher education institutions and its availability to the wider economy, the report stressed, are becoming increasingly critical to national competitiveness.

Another World Bank report (2002) generated further momentum for higher education. This report stressed the role of tertiary schooling in building technical and professional capacity and bolstering primary and secondary education. Although, the report maintained the Bank's emphasis on primary and secondary schooling, it stated that higher education should receive not more than 20 per cent of a country's total education budget – it also argued that the state should create enabling frameworks to encourage tertiary education institutions. The report further suggested that countries should not focus only on rate of return analyses, but also take account of the "major external benefits" of higher education.

In Ghana, the relevance of education to the growth of the national economy is no longer a matter of dispute. Historically, education has been a significant beneficiary of government budgetary allocation (Kaly-Dery, 2014). In Ghana, anecdotal evidence suggests that education is still widely held as critical for both individual and national

progress. Since political independence in 1957, several educational reform programmes and initiatives aimed at making education relevant for Ghana's economic and social development aspirations have been implemented (Otoo & Asafu-Adjaye, 2009). Over the last 20-30years, Ghana has had many initiatives in the education sector. These initiatives and efforts include: Free Compulsory Universal Basic Education (FCUBE), Phase out of Common Entrance and introduction of JHS/SHS, Senior High School duration at 3 or 4years, Free Senior High School, Colleges of Education linked in with Universities, Polytechnics converted to Technical Universities, New Universities such as UENR, UHAS and proposals to set up even more universities (Eastern Region; Open University etc).

2.2. Higher Education in Ghana

Higher education refers to post-secondary education (Alabi, et al., 2018). In Ghana, Higher education is synonymous with tertiary education and defined to include all universities, university colleges, polytechnics, and colleges of education. Though the 1992 Constitution of Ghana provides for Higher Education, this was replaced with Tertiary Education after the Universities Rationalisation Committee (URC) in 1987, proposed that all post-secondary institutions be re-classified as tertiary institutions. The recommendation consequently led to the amalgamation of all universities and Polytechnics to constitute one level of education and classified as tertiary education institutions though the 1992 constitution still maintained Higher Education in its provisions. Following that, the National Council for Higher Education (NCHE) gave way to the National Council for Tertiary Education (NCTE), established by the National Council for Tertiary Education Act 454 of 1993. Subsequently, the National council for Tertiary Education (NTCE) and the National Accreditation Board (NAB) have been merged under the new Education Regulation Bodies Act, 2020 (Act1023) to form the

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Ghana Tertiary Education Commission on August 21, 2020. The mandate of the Commission are to regulate tertiary education in all its forms with a view to promote (a) efficient and effective administration and accreditation of tertiary education institutions; (b) principles of the provision of consistent quality of service by tertiary education institutions; (c) advancement and application of knowledge through teaching, scholarly research and collaboration with industry and public sector; and (d) the development of appropriate human capital for the sustainable advancement of the national economy (Ghana Tertiary Education Commision, 2021). In 2008, the Teacher Training Institutes were upgraded to tertiary status and finally established as tertiary institutions by The Colleges of Education Act, 2012, Act 847.

2.3. Purpose of Higher Education in Ghana

It appears that Ghana does not have a clearly stated purpose of tertiary education, but this is not peculiar to Ghana. There is still debate over the nature and purposes of higher education as there is no consensus about the purpose of higher education. Higher education institutions have been described as organised anarchies (Alabi et. al., 2018) because the purpose of higher education is diffused, having three missions relating to Teaching and Learning, Research and Community Service. Generally, the purpose of higher education is about the generation and use of knowledge for the benefit of society. In the case of Ghana, the situation is compounded by the trio-nature of our tertiary education sector, as the purpose of Universities are not the same as Polytechnics or Colleges of Education.

The Education Strategic Plan 1 ESP Vol.1 (2008-2015) describes the mission of the Ghana Ministry of Education as "to provide relevant education to all Ghanaians at all levels to enable them to acquire skills that will assist them to develop their potential, to be productive, to facilitate poverty reduction and to promote socio-

economic growth and national development4."However, the Education Strategic Plan (ESP) II (2010-2020) is not as expressive about mission of higher education. The Institute of Advancement of University Learning in Oxford University recognises that there is tension about the purpose of higher education and that this tension is historic. In a paper that summarises a series of studies on the subject of the purpose of higher education, it was concluded that the purpose is to produce learning people who can use acquired knowledge or the pursuit of knowledge to solve societal and developmental problems.

However, there is still no consensus about the purpose of higher education. Highlighting the views Harlan Cleveland, a USA educator on the conflicting views of higher education, (Alabi, Alabi, Adjei, Dzandu, Utuka, Munkaila 2018) noted that: whereas the outsiders want the students trained for their first job out of university, and the academics inside the system want the student educated for 50 years of self-fulfillment. The trouble is that the students want both. This ancient collision between each student's short-term and long-term goals, between 'training' and 'education', between 'vocational' and 'general', between honing the mind and nourishing the soul, divides the professional educators, divides the outside critics and supporters, and divides the students, too. Yet Cleveland only touched on one of the three missions of higher education, namely teaching and learning. Research and community service are often left out. Mishra (2007) also adds to the different concepts of higher education, noting:

Higher education means different concepts in different contexts owing to deferent ideologies, opinions, policies or structures. Mishra identifies four concepts of higher education based on the premises that HE:

- As the production of qualified human resource.

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- As the training for research career.

- As the efficient management of teaching provision.

- As a matter of extending life chances (Barnett 1992)

This study posits that the definition of higher education should be limited to the level of education and not the outcome of higher education as using the outcomes to define higher education may be practically problematic owing to different purposes of different institutions that make up higher education.

2.4. Quality in Higher Education in Ghana

The Strategic Goal for Tertiary Education in Ghana (2010-2020) aims to *"Increase equitable access to high quality tertiary education that provides relevant courses to young adults within Colleges of Education, Polytechnics and Universities, and for research and intellectual stimulus"* (EPS Vol. II, 2010-2020, pg.39).

The current Strategic Plan for education (ESP VOL. II, 2010-2020), has the following policy objectives for quality at the tertiary level ESP II (2010-2020)

- Improve the quality of teaching and learning at the tertiary level.

- Strengthen links between tertiary education and industry.

- Promote science and technical education at the tertiary level.

However, as Alabi et. al (2018), points, it is not clear as to how these policy objectives tie into the overarching national development plan and strategic human resource needs of the country. Though the Education Sector Performance Review Report has been published annually since 2010 when the implementation of ESP VOL.II started, the reach of this communication and who monitors achievements relative to the started target and objectives are not clear (Alabi et. al, 2018).

In respect of quality, Girdwood (1999), further notes, "The Universities Rationalisation Committee in 1987 and subsequent policy-makers also did not define what was meant by academic quality, or what would be required to assure it. Thus, it became difficult to measure its achievement or otherwise as implementation proceeded. Although improved pedagogical training and national accreditation were initiated, there was an apparent assumption that a greater ratio of direct expenditure on academic costs (projected to increase the funding available for academic needs) would by itself result in better teaching and learning (Girwood, 1999).

2.5. Roles of Institutions responsible for Quality in Higher Education

Four institutions namely; the National Council for Tertiary Education (NCTE), the National Accreditation Board (NAB), the National Board for Professional and Technical Examinations (NABPTEX) and the Council for Technical and Vocational Training (COTVET) are the institutions to ensure both equity and quality. For the purposes of this study, the discussion will be limited to two agencies, National Council for Tertiary education and the National Accreditation Board which has since been unified to form the Ghana Tertiary Education Commission. The commission is mandated with the following functions to ensure that tertiary education institutions (a) apply the highest quality standards and relevance of teaching, learning and research programmes and outcomes; (b) promote equitable and inclusive access to all tertiary education programmes and service (c) promote transparent governance and best practices, including reporting and checks and balances to ensure full accountability; (d) promote a culture of independent, life-long learning and of scientific and technological inquiry among staff, students and wider society.(e) promote affirmative action for persons with disabilities and other marginalized and disadvantaged group; and (f)

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promote non-discrimination policies and practices (Ghana Tertiary Education Commision, 2021).

2.6. Determination of Relevance of Academic Programmes

Determination of relevance of academic programmes in Ghana is the mandate NCTE. The process deployed by the NCTE currently entails requesting public institutions to justify why they believe a new proposed programme is relevant and to indicate what makes that programme unique to existing programmes. According to (Alabi et. al, 2018) it is not clear what forms the basis of what the NCTE considers relevant, whether there is strategic data from the Ministry of Employment and Labour Relations, or from the National Development Planning Commission, (NDPC) or the Ministry of Education. One thing that is clear is that within the limits of preliminary information gathered, there was no evidence of labour market data repository for planning market responsive and strategic academic programmes in Ghana.

2.7. The Concept of Quality Assurance in Higher Education in Ghana

Generally, there is no consensus around the concept of Quality assurance in higher education. Different people have described it differently (Alabi et al., 2018). However, it is believed that whatever cannot be described cannot be measured and what cannot be measured cannot be managed. It is, therefore, important to have a common description of what quality assurance represents in HE in Ghana (Girwood, 1999). Quality in HEIs in the Ghanaian context means, ensuring that programmes of study are relevant, recognized and functional and. This means programmes of study are fit to purpose and comparable to national and global standards. In higher education, quality assurance practices come in two different forms: Internal and External quality practices. External quality practices refer to the controls put in place by external bodies or

agencies to ensure that the activities and products of an institution are generally acceptable and are able to fulfill the intended purposes. This requires that there will be in place established acceptable standards and programme level benchmarks which become the yardstick against which quality is measured. The Internal Quality Assurance (IQA) practices refer to the institution's own initiatives, processes, procedures and systems for ensuring that the institution is fulfilling its mission, objectives and intended purposes in an effective, efficient and meaningful manner. IQA also ensures that the institution is meeting external benchmarks, standards and norms that apply to higher education in general, or to the profession or discipline in particular (Alabi et al., 2018). IQA thus reflects true quality assurance steps that an institution uses in a pragmatic way to fulfill the three missions of higher education: Teaching and Learning, Research and Service.

2.8. Tracer studies and quality assurance

The term 'graduate tracer study' in this context is being used interchangeably with other research terms, such as, 'graduate survey' 'alumni research', and 'follow-up study', where in all cases, the aim is to assess the impact of study programmes graduates have received from a given higher education institution (Schomburg, 2003). The International Labour Organization defines a tracer study as an impact assessment tool where the impact on target groups is traced back to specific elements of a project or programme so that effective programme components may be identified (Pacatang, 2016). To achieve this, a graduate tracer study is usually conducted after some time of being engaged in the field of certification. According to Olaniyan and Okemakinde (2008), graduate tracer studies provide valuable information on evaluating the impacts of the higher education and training institutions. This information may be used for

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minimising any possible deficits in a given educational programme's content, delivery and relevance.

Thus, graduate tracer studies have become an integral component of higher education institutions' quality assurance mechanism worldwide. In Ghana, they constitute a key requirement of external quality assurance of higher education institutions (Alabi et al., 2018). The National Accreditation Board (NAB) of Ghana demands graduate tracer studies reports before re-accreditation is granted to a study programme in any higher education institution in Ghana, however this practice has not been strictly enforced. On average, a study programme is due for reaccreditation after every five years. This suggests that a graduate tracer study is required at least every five years in a study programme's lifetime. The implication is that graduate tracer studies are regular operational activities of higher education institutions in Ghana.

2.9. Indicators of tracer studies

Schomborg, 2003 notes that, when analysing surveys of university graduates implemented, a large spectrum of subjects will become apparent which may be consulted as measures for the professional success of the study. For methodological reasons, these measures will be classified in four groups:

2.9.1. Objective Measures for the Transitional Period Between Course of Studies and Employment.

These measures include, for example, the time of job search respectively the time between graduation and the first regular employment, the number of successful or unsuccessful applications, the period of job search and a longer-lasting unemployment as well as the status and the employment characteristics of the first job. Therefore, at the beginning of employment the purest measurements can be obtained about the

professional output acquired during studies. On the other hand, the beginning of employment is not always is indicative for using the qualifications acquired during studies. For some graduates working in jobs which do not meet their expectations the first years are atypical; or they may only later correct their career, or other graduates may have to leave their working place even though they managed to find such a job at first. From this point of view, characteristics of the first employment could be taken as indirect measures for professional success, the actual value of which can only be checked by analysing the connection/correlation between the success at the beginning of the employment and the later professional success.

2.9.2. Measures for Professional Success

These indicators include both objective and subjective measures of professional success. Objective measures include; Transition (duration of job search), Quality of first job: (job title or position, full or part time employment and temporary or permanent employment). The subjective indicators for professional success includes; statements concerning the professional satisfaction, the status and reputation and the general characteristics of the profession which are influenced by the ideas of what is desirable for the profession: for instance the chance of utilizing qualifications acquired, the independence of decision-making in work, the possibilities for further professional education, good cooperation with colleagues and the safety of the workplace.

2.9.3. The Assessments of the Relationship between Study and Profession

This part concerns the measures with the help of which the graduates themselves establish the relationship in their statements between studies and employment. In order to give some examples: the extent of the use of qualifications, in general, or the professional utility of particular contents of study. Emphasis must be placed on the fact

that, in some of these assessments the degree of the professional output of academic studies is expressed, e.g. in the assessment of the educational validity of professional positions and in the general assessment of the extent to which qualifications acquired during the academic studies are used for the profession.

2.9.4. The Graduates' assessments concerning the relationship between academic studies and profession.

This involves questions that seek to establish from the perspectives of graduates, which of the qualifications acquired in the academic studies they use for their job, which fields of study they consider to be especially useful, for which professional tasks they were appropriately prepared at the university and with regard to which area of responsibility they state a lack of qualifications.

2.2.9.5. The affinity between academic studies and profession

Analyses of results of academic studies often aim at vertical differences: this mainly concerns ranking lists. The term "differentiation" which is used in educational science to describe the simultaneity of vertical and horizontal variety of education instead of clearly distinguishing the different types vertically, degenerates into a catchword for vertical differences in the relevant university debate. Horizontality, most of the time, is registered only as absence of differences of vertical measures.

Genuine measuring of horizontal differences only occurs when the affinity between the special emphasis of teaching and academic studies in the respective department and the professional fields of employment and corresponding tasks is examined. a university or a department may only be called successful if many of their graduates undertake professionally related duties - even if they are not linked to the highest status.

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2.10. Benefits of Tracer studies to academic institutions

Tracer studies or graduate survey is a means of maintaining curriculum relevance and providing targeted benefits to graduates to enhance the marketability of educational programs (Woya, 2019). Students, particularly graduates of any course, are required to earn a sense of competence in their field of interest and develop the confidence to explore new possibilities and new employment especially if there is increasing competition among rivals at work (Bingbing, 2014). Graduate tracer studies are one form of empirical study that can appropriately provide valuable information for evaluating the results of the education and training of a specific institution of higher education (Schomburg, 2003). It can collect essential information concerning the employment profile of graduates (Aquino, Punongbayan, Macalaguim, Bauyon, Rodriguez & Quizon, 2015), their undergraduate experience, the first and current jobs of graduates (Nengomasha & Chiware, 2015), and the relevance of their educational background and skills required in their job. Graduate tracer study can also collect data on the relevance of the curriculum and graduates' level of satisfaction with their academic preparation Aquino, et, al. (2015).

2.9. University of Education, Winneba: Mandate, Roles, and Challenges.

UEW was mandated on 14th May, 2004 by the University of Education Act, Act 672, which was enacted to upgrade its status of being a University College of Education of Winneba (UCEW) to as full University status. Hence, the University of Education, Winneba (UEW) was established with a mandate to train qualified teachers in Ghana for the teaching profession. UEW brought together seven (7) diploma awarding colleges located in different towns in Ghana under one umbrella institution, viz the Advanced Teacher Training College, the Specialist Training College and the National Academy of Music, all at Winneba; the School of Ghana Languages, Ajumako; College

of Special Education, Akwapim-Mampong; the Advanced Technical Training College, Kumasi, and the St. Andrews Agricultural Training College, Ashanti-Mampong (Edusei, 2004)

Currently, the Winneba North Campus serves as the central administration, which has the office of the Vice- Chancellor. The institutional mission remains the same: *to train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development*. And the vision: *to be an internationally reputable institution for teacher education and research* (UEW Corporate Strategic Plan, 2009).

According to the UEW Corporate Strategic Plan, there are four main goals that are paramount in the operations of the institutions. These goals are primarily teacher education-focused, and can be summed up as producing competent and professional teachers in all subject areas including sciences, mathematics, languages, creative arts, information, communication and technology (ICT), and so forth. The intent is to produce holistic teacher educators ready for any kind of educational reform as mandated by the University Rationalisation Committee (URC) by the Government of Ghana (Ministry of Education, 1991).

Notwithstanding, UEW like most universities in Africa generally faces serious challenges. These challenges are summed up as

(i)   inability to accommodate the volume and variety of student demand;

(ii)   education is too costly and not sufficiently relevant to the labour market;

(iii)   inadequate funding;

(iv)   teaching methods are too inflexible to accommodate a diverse student body; and

(v)   educational quality is not assured or maintained (Effah, 2003; Teferra & Altbach, 2003a, 2003b). These challenges are eroding the Universities' sense of academic community and possibly their scholarship of engagement as reputable public institution.

However, UEW like other similar Ghanaian institution is rising above the challenges to ensure quality and delivery. According to Effah (2003), there are several measures in place to ensure quality and relevance. These include vigorous student's performance checks on standardized tests and examinations, persistent efforts to recruit qualified lecturers and staff, exposing students to current knowledge and information, minimizing academic expenditure per student, and also checking student-teacher ratios and the general state of the learning environment. These are laudable efforts, according to Effah, that exemplify resilience and leadership in most Ghanaian universities. Effah (2003) also noted that financial issues and accommodation challenges affect students and management of such academic institutions. The general impression is that universities in Ghana, with their challenges of resources, constraints, infrastructures, and inconsistencies in funding, are doing well to produce quality tertiary education (Teferra & Altbach, 2003a).

2.10. Teacher Education

Teacher education is mandatory for UEW to excel; that is teacher education is UEW's niche and brand in accordance with its mission statement (UEW Corporate Strategic Plan, 2009). According to Gardner (1996), the worse failure is not being able to fulfil the promises of education and its relevance to the development of teachers. Citing Dobson's quotation from the Cross Commission of 1886, Gardner debated teacher education in practice. "I hope to see a closer approximation of our training

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college system with the liberal culture of the universities, so that all that is best and highest in modern education may be brought within the reach of those to whom the teaching of great mass of the children of this and coming generations will be entrusted". (p. 36)

The university is a place for knowledge acquisition with a prestigious nexus between scholarship, research and theory, and practical demonstration of human development (Gardner, 1996). For this reason, UEW is central to Ghanaian socio-economic future, socio-cultural transformations, human development, and knowledge-base from the classrooms throughout the nation. The smaller Colleges of Education throughout Ghana are starting points; the teachers must be further developed by the University of Education, Winneba. Career-wise, UEW has to facilitate further development, in all spheres academically and professionally.

2.11. Development of teacher education in Art.

Visual Art was first introduced into school curriculum in the Gold Coast, now Ghana in the year 1908 as hand and eye (Foster, 1967). The hand and eye according to Edusei (2004) was an initial drawing exercise which consisted of copying various shapes and lines. The rationale was to develop the co-ordination between the students' hand and eye to accomplish artistic goal. It continued to 1919 when art was introduced into schools in Ghana (Antubam, 1963).The major boost in the development of art in the schools was the establishment of an Art Department at Achimota in 1927.It is significant to note that art was left out in the school curriculum of the first school in the country in the year 1592 at the Elmina castle by the Portuguese. The Danes, Dutch, and the British who later occupied the castles and the forts along Ghana's coast followed the trend.

The Christian missionaries who eventually took over the castle schools from the European merchants will have nothing to do to art. The reason according to Edusei (2004) is that they considered it as a subject that was interwoven inextricably with indigenous culture, which they regarded as primitive and fetishist.

The year 1927 onwards which is noted as the beginning of Ghana's modern development witnessed the contribution of many personalities of both British and Ghanaian citizenry toward the development of art. One outstanding figure is Mr. Herbert Vladimir Meyerowitz an accomplished sculpture and designer who was appointed as Arts and Crafts supervisor in the Achimota College in 1936. He is credited with the transformation of an ordinary teacher training college and secondary art department of Achimota into a School of Art and Craft. This school started offering 3-year Specialist Art and Craft teaching with a bias on Ghanaian African tradition (Aidoo, 2018).

The scope of this art programme was widened to include subjects like basketry, pottery, wood carving, terra cotta modelling and mural painting. Incidentally, these subjects form part of the current visual art programme of senior high school under discussion. The establishment of the School of Art and Craft opened a new phase of the College of Technology, Kumasi now Kwame Nkrumah University of Science and Technology. With time the teacher training component of the then College of Technology was transferred to Winneba to be part of the then Specialist Teacher Training College (Aidoo, 2018).

It is now the Art Education Department of the University of Education, Winneba. It has remained the only department in the country training professional art teachers at the first-degree level. Its growth and expansion has led to the establishment of two other art departments (Aidoo, 2018). They are Graphic design and Textiles

Design and Fashion Studies. All three departments are turning out hundreds of professional art specialists yearly who are teaching in the Senior High Schools all over Ghana (Aidoo, 2018).

In addition, the   Department of Educational Innovations in Science and Technology of the College of Art and Built Environment of Kwame Nkrumah University of Science and Technology, Kumasi has for several years continued to produce professional at both the masters and doctorates levels. Majority of these graduates are also teaching art at second cycle while the doctorate holders find themselves at the tertiary levels of education (Aidoo, 2018).

2.12. Nature and scope of Visual Art programme
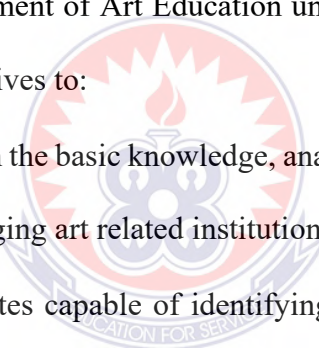
The visual art programme at the university level consists mainly of comprehensive theoretical studies in history of art, psychology of art, aesthetics, sociology and psychology of Art are offered together with practical productions for the degrees of Bachelor of Art Education of Fine Art Masters programmes in Art Education, African Art and Culture and Fine Art, and Doctorate programmes in Art Education and African Art and Culture are also available. These courses are offered at the faculty of Art, Kwame Nkrumah University of Science and Technology in Kumasi, Ghana. The Department of Art Education at the University of Education Winneba offers a Bachelor of Education in Art Education programme (Edusei, 2004).

At the tertiary level Visual Art subjects are studied to the specialist or professional level. At these levels the theoretical aspects of the various branches of Visual Art is given serious attention. These include history, philosophy, psychology of Art amongst others together with the study of the methods and materials of production of the Visual Art objects. New Visual Art areas such as Fashion Designing, Interior

Decorating and Digital Art are gradually finding their way into the Visual Art Curriculum at the tertiary level in Ghana (Edusei, 2004).

The Art programme of the University of Education Winneba is operated under the auspices of the School of Creative Arts. In essence, the school is established to prepare students in the Arts as educators, as managers in the promotion of arts and culture and as artistes capable of exploiting creative and innovative environments to generate new ideas (Aidoo, 2018). As a result, students are equipped with broad and diverse general knowledge deemed essential for reflective professional artists. The "School" comprises four academic departments namely: Department of Art Education, Department of Graphic Design, Department of Music Education and Department of Theatre Arts. The Department of Art Education under the School of Creative Arts is established with the objectives to:

- Equip students with the basic knowledge, analytical skills and methodologies in teaching and managing art related institutions and organisations.

- Produce art graduates capable of identifying, designing and manipulating the local resources and apply them to teaching and learning

- Produce a teacher capable of teaching art in the Junior and Senior High School levels.

- Equip students with the knowledge and competencies in conducting research and research reporting in Art Education.

- Inculcate in graduates desire to use and promote traditional and contemporary Ghanaian visual symbols in the global market (UEW, 2009).

Further to these graduates form the department of Art education are expected to be able to function in a number of roles within the labour market notably within:

- Teaching in government and private institutions under the Ministry of education

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- Tourism and cultural institutions

- Private entrepreneurship/ self-employment

- Regional/district art organising

- Working in publishing/ advertising organizations (UEW, 2009).

2.13. Roles of Higher Education Institutions in Economic Development
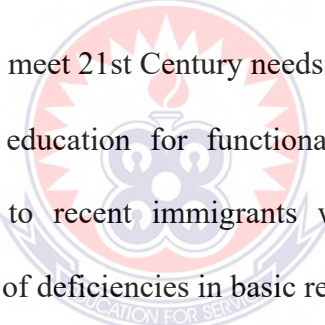
According to Peggy and Maramark, (1996) Higher education institutions have an important contribution to make to the economic vitality of their communities, regions, and states. In many regions of the country they have become the cornerstones of state and local economic development. Peggy and others explained how higher educational institutions address the human capital needs of their communities and states in America as follows:

Colleges and universities have traditionally had three major goals. They teach, conduct research, and provide service to the community. Institutions are able to draw upon these historical roles as they become more involved with economic development. Higher education institutions can contribute to economic development in a variety of ways. They are able to (1) apply their teaching capabilities to human capital development, (2) use their research expertise for technological development, (3) provide service to the larger community via policy development, and (4) serve entrepreneurs by providing business development expertise.

The literature suggests that Skill Development Plans of Tertiary Education, implementation strategies and practices are critical in developing the appropriate calibre of human capital for a country. Gardner (2005) argued that for Tertiary Education to deal with the human capital needs of a country appropriately there is a flexibility challenge that must be overcome between the production of 'Generalist and Specialist' since these determine the depth of skill development. The key stakeholders

in developing and implementing effective human capital development plans are students, Faculty members, Institution management and Industry. These stakeholders require a great deal of interaction to ensure programme success. Some of the medium of interactions indicated include: Institutional Counsel Meetings, Faculty Development Programmes, Technical Seminars, Student Projects, Question Bank Sabbaticals in Industry, Industry Visits, etc.

Peggy and others indicated that in the US for instance, the human capital strategy for economic development requires higher institutions to provide students with skills as well as with training on how to learn. The human capital development strategies recommended for postsecondary institutions as culled from Peggy and Maramark (1996) among others are:

- evising curricula to meet 21st Century needs;
- offering remedial education for functionally illiterate adults and English language training to recent immigrants who cannot effectively join the workforce because of deficiencies in basic reading and writing skills;
- retraining and "reskilling" workers who are displaced by shifts from manufacturing and agriculture to service and knowledge-based sectors;
- renewing and updating professionals and managers in current and emerging technological advances; and
- developing entrepreneurial skills in individuals so they will be able to make jobs as well as take jobs (Peggy & Maramark (1996)

2.14. Higher education and the labour market

The correspondence between higher education (HE) and the labour market rests largely around three main dimensions: (i) in terms of the knowledge and skills that HE transfers to graduates and which then feeds back into the labour market, (ii) the

legitimatisation of credentials that serve as signifiers to employers and enable them to 'screen' prospective future employees and (iii) the enrichment of personal and cultural attributes, or what might be seen as 'personality'

However, these three inter-linkages have become increasingly problematic, as a result of continued challenges to the value and legitimacy of professional knowledge and the credentials that have traditionally formed its bedrock (Young, 2009). A more specific set of issues have arisen concerning the types of individuals organisations want to recruit, and the extent to which higher education institutions (HEI) can serve to produce them.

Traditionally, linkages between the knowledge and skills produced through universities and those necessitated by employers have tended to be quite flexible and open-ended. While some graduates have acquired and drawn upon specialised skill-sets, many have undertaken employment pathways that are only tangential to what they have studied. As Little and Archer (2010) argue, the relative looseness in the relationship between HE and the labour market has traditionally not presented problems for either graduates or employers. This may in large be due to the fact that employers have been reasonably responsive to generic academic profiles, providing that graduates fulfil various other technical and job-specific demands.

Increasingly central to the changing dynamic between HE and the labour market has been the issue of graduate employability. There is much continued debate over the way in which HE can contribute to graduates' overall employment outcomes or, more sharply, their outputs and value-added in the labour market. The past decade has witnessed a strong emphasis on 'employability skills', with the rationale that universities equip students with the skills demanded by employers Little and Archer (2010). There have been some concerted attacks from industry concerning mismatches

in the skills possessed by graduates and those demanded by employers. Universities have typically been charged with failing to instill in graduates the appropriate skills and dispositions that enable them to add value to the labour market. The problem has been largely attributable to universities focusing too rigidly on academically orientated provision and pedagogy, and not enough on applied learning and functional skills (Young, 2009).

In their study, Cavanagh, Burston, Southcombe and Bartram, (2015) revealed a weak relationship between learning outcomes and type of degree and field of study, with the exception of one predominantly subject-specific component: cultural/societal knowledge. They further contend that, that the attempts to develop a broader scope of learning outcomes and improved employability among students make the predominant modes of assessment by traditional examinations and grades insufficient. If one wants to strengthen students' learning of transferable skills, it is also necessary to assess their acquisition of these skills. The further note that assessment of a student's acquisition of knowledge might also serve as an indicator in institutional assessments with a stronger output-oriented focus. Student pass rate and grades cannot function as measures of the quality of institutions and study programmes, since they could be due to different ability of the incoming students, and because grading is often set on a normative basis. However, students and graduates' assessment about what competencies they have gained may be one option in constructing new criteria for quality.

Ali and Jalal, (2018) explored the common perception of students about their education for their practical lives, investigate the relationship between higher education and employment, and the extent higher education predicts employment for students. They found that, majority of the students (current and previous students) had strong belief that higher education leads to the security of employment. Majority of students

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tried to get higher education with comparison of lifetime income source in return of their parents' investment in education. Higher education is perceived as a principal source of high paid job and positively related to the employment factor. Their study revealed that selectivity of higher education accounted 69% of variance as a better predictor of employment tested by the researchers. Furthermore, collaboratively it was found that higher education affects employment working. The results of this study show that cohorts of perception of higher education as a predictor of employment is is significant.

Yabiku, & Schlabach, (2009) studied differences on the bases of gender that revealed that there was no difference among male students and female students regarding the perception of higher education and work. The trends of higher education for the world of work are similar generally between male and female students. Students had strong belief that the concept of higher education is the basic source of getting high opportunities of employment.

2.15. Art Education and graduate employability

There is a demand on universities offering Art to place more weight on the professional outcomes of their graduates. The concept of employability has attracted support (preparing students for the professional life after graduation) as well as criticism (commercialization of higher education). Nevertheless: as creative industries are part of graduates' potential occupations, universities of the arts should open their curricula, integrating courses dealing with the demands of working in this professional sphere.

The discussion about the proportion of university education and practical relevance, however, is an old one, dating back to the Framework Act of Higher Education of 1976 (Teichler, 2008). The aim of teaching employability strategies is to

enable graduates to find employment and, once employed, to act and behave in a competent way. What kind of competencies might reach this goal though, is discussed controversially (Teichler, 2009a). Moreover, the concept, in all its indeterminacy, seems to have been reduced over time: from the above mentioned "qualifications relevant to the labour market" (Bologna, 1999) to occupational capability in the sense of life-long learning (Salamanca, 2001) to the mere ability to be employed (Bucharest, 2012). Following this, the current concept of employability addresses the employment system uncoupled from specific occupational fields of action and instead singles out key competencies like flexibility and adaptability (Schaeper & Wolter, 2008). This reduction is dangerous, for it implies the assumption of causality: once such isolated key competencies have been gained, a person will definitely find employment (Banscherus & Wolter, 2102). Schaeper and Wolter (2008) strongly advise against the idea that employability can be reached without professional skills, highlighting the importance of retaining subject-specific professionalization in the concept. Teichler (2009), in a similar vein, points out that the term employability is misleading, as it neglects the relation between study programmes, competencies and professional relevance.

A more deep-seated problem regarding higher education in the arts lies in the restructuring of traditional degrees like Diplom or Magister to the Bachelor-and Master degree structure. As the Bachelor, with an average duration of three years only, is meant to be a qualification for the job market, higher education has shifted from an input-oriented education concept to one that is obsessively outcome-oriented. The introduction of learning outcomes, that is, predefined abilities and knowledge that a student should have acquired when finishing a module, poses an immense problem for arts education. While certain learning targets like craftsmanship/techniques in music,

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fine arts and design are objectively measurable, the development of an independent artistic profile is highly subjective and simply not quantifiable (Jacobs, 2009). Producing streamline artists trained for the market, empty of any individual personality, must not be the target of higher arts education. Furthermore, artistic development needs something else: time. And time, in the light of the relative short time of study, is a scarce commodity. For academic staff this presents a balancing act: on the one side they want to provide their students with enough time to investigate, on the other hand they feel obliged to prepare them for the realities of professional practice (Rees, 2010). An artistic personality can only grow by means of investigation, experiment and reflection. Referring to employability, the Lisbon Declaration (2007) postulates that learning outcomes provided by universities must be described more clearly and that universities are to track graduate employment. While graduate surveys can be helpful for an insight into graduates' careers, it would be fatal to restructure study programmes based exclusively on these results, as Teichler (2009) notes: "If more former students from arts universities are able to earn their livelihood by decorative arts instead of artistic work, there is no need to conclude that study programmes should henceforth concentrate on preparing students for decorative arts activities".

2.16. An evaluation of university education and work place skill

Reich (1991) in his classification of the three types of work that characterise the information society namely routine production work, person-to-person service and symbolic analytic work identified that university graduates are most likely to be engaged in symbolic analytical jobs. According to Reich, symbolic analytical jobs may include professions in engineering, public relations, investment banking, law, consultancy, strategic planning, organisation development specialist, marketing, writing and editing, teaching, publishing etc. An exploration of symbolic analytical

work provides relevant insights into the nature of expertise required for the modern working life. Field specific knowledge must also be complemented with social skills such as communication, team work, critical analysis and the ability to adduce conclusions based on facts. Also self-reflection, self-regulation, life-long learning and adaptive skills are considered significant in contemporary working situations (Bereiter & Scardamalia, 1993).

Efforts have been made internationally to identify and define key competencies at the turn of the millennium. The most comprehensive amongst these efforts was the DeSeCo project (Rychen & Salganik, 2003) which sought to provide a sound theoretical and conceptual basis for the wide range of competencies required to address current and future working needs of nations. This project identified three broad competencies necessary for a successful working life and an efficient society. These included: interacting in socially heterogeneous groups, acting autonomously and interactive use of tools. These competencies are complemented by certain sub competencies. For instance, social skills, negotiating skills amongst others are required in interacting in socially heterogeneous. Acting autonomously is under pinned by self-development whiles use of interactive tools relies on both physical equipment such as computers and socio-cultural tools such as language and literacy. It places a demand on language skills, critical usage of raw data and interactive utilisation of Information Technology. (Paivi et al., 2006) further notes that alongside the key competencies identified by the DeSeCo project all academically trained professionals must possess further academic skills such as critical thinking, ability to create and utilise knowledge, integration of practical and theoretical knowledge, innovation, presentation skills.

In conclusion competency development in the information society presents a significant challenge to the educational system tasked to prepare experts for the society.

Along with the changing world comes changing views on expertise. Whereas orthodox views saw expertise as non-dynamic skills obtained through primarily through education and work experience, contemporary working scenarios demand life-long learning, adaptation, and problem solving. Again, the view of expertise as an individually based competence has given way to expertise as a collective or team skill (Paivi, Virpi, Juha, Kirsti & Erkki, 2006).

In their study (Paivi et al., 2006) indicates that technical jobs have become increasingly social and vice versa. Jobs traditionally characterised by social interactions require more technical skills. Both computer skills and social skills are needed in practically in all jobs. They further indicated that graduates seemed very satisfied with their computer skills and general mastery of knowledge that the university education had provided them. On the other hand, many thought that they did not have enough practise in social skills and interaction with clients in their university studies. Most of the graduates stated that they had learnt at work the most important skills they needed in their job. This raises challenges for university education. It is important to develop university pedagogy in a way that makes it possible to integrate studying domain – specific knowledge with learning generic skills. Thus, today's university education is prone to a double fold challenge: first on the integration of research and teaching and on the integration of theory and practice. The integration of research and teaching is internal business of the universities while the integration of theory and practise requires not only internal processes but also interaction and collaboration with the surrounding society. Paradoxically, generic skills are heavily content specific and they are impossible to apply without domain-specific knowledge (Beven & Duggan, 1995; Dunne, Benett & Carre, 2000) it is therefore important that work-based learning and work-related learning are included in university study programmes. This requires close

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cooperation between universities and workplaces, and for workplaces development as learning environments.

In their studies of the mismatches between the skills possessed by graduates vis-à-vis the skills needs of firms and the elements informing the mismatches, (Bawakillenuo, Akoto, Ahiadeke, Aryeetey & Agbe, 2013) established a number of sources of mismatch. These included insufficiency of certain skills in the labour market that are highly needed by firms such as the ability of graduates to analyse data/situations and propose solutions, leadership and innovation, technical skills, and graduates' ability to take responsibility of own actions and inactions. Critical among the issues uncovered as informing the mismatch between skills training at tertiary institutions and skills required by firms include included the absence of a comprehensive tertiary education policy; inadequate funding, ineffectiveness of tertiary education governing bodies, poor integration and cooperation among stakeholders in tertiary education sector, absence of a national development plan; lack of a conducive environment for tertiary-industry linkages to take place; inadequate personnel and infrastructure; shift in focus of some tertiary institutions; and lack of capacity of industries to absorb all graduates from tertiary institutions.

2.17. Challenges of undergraduate studies in developing the workplace competence.

The concept of competence-based learning has been the subject of considerable confusion in its construct and in research. As Green, Hammer and Star (2009) have highlighted, the ambiguity associated with defining skills expected of graduates, the features of skills that characterise each field, how they are to be taught and evaluated and how their introduction can be exploited to inform teaching practice in higher education. Such confusion stems from the undefined nature of what ought to be taught

at the university. Different terminologies have been adopted to define the expected outcomes of higher education. Core skills have been used interchangeably with adjectives such as "generic", "core", "key", "facilitating", "transferable" and "professional" and are used together with words like "attributes" "skills", "abilities" and "competences." To the contrary they point to the differentiation of concepts such as "competencies" and "attributes", "generic" should not be conceptualised as "transferable". (Mora, García Aracil, Vila, 2007) there acknowledge that little clarity both theoretical and conceptually exist on how to classify competencies.

Prioritising focus between generic against specific competences presents a dilemma between equipping graduates with skills that gives them adaptability and capacity for lifelong learning through general multipurpose education on one hand and education that provides specific competencies associated with specialised fields of study and professions. There has been recently calls for graduates to acquire competencies in the area of self-awareness, building a positive professional profile, ability to access information associated with a chosen profession and how to operate efficiently at the professional level Bridgstock, (2009).

Again (Heijke, Meng & Ris, 2003; Espinar, Parades & Basart, 2007) highlight the challenge that universities may face in teaching competencies that can only be fully obtained on the field of work. To this end (Heijke et al., 2003) identifies capabilities such as leadership and skills which are of a personal, interpersonal and group nature such as problem-solving, motivating others, conflict negotiation amongst others which can only be acquired unless combined with work experience.

In their studies, comparing employers' and students' expectations in respect of employability skills of university graduates Lisa, Hennelová and Newman, 2019; Clarke, 2017; Janková, 2015 revealed that, perceived barriers to employing graduates

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on the part of Slovak employers revealed that they regarded the lack of appropriate skills as the greatest shortcoming

One way of addressing the complexities above has been to engage two complementary methodologies which involve on one hand asking employers to highlight skills they believe graduates should possess (Hernández and Martín, 2007) and on the other hand evaluating the relevance of skills acquired by graduates whiles in school and comparing with the skills required of graduates on the job (Heijke et al., 2003; Mora et al., 2007). In both instances it has been observed in many European countries apart from the command of theoretical knowledge and subject specific learning skills the competencies acquired through under graduate studies is below par compared with what is required in the professional field.

Research done by Brooks and Everett (2008) and Little (2008) indicates that while HE-level study may be perceived by graduates as equipping them for continued learning and providing them with the dispositions and confidence to undertake further learning opportunities, many still perceive a need for continued professional training and development well beyond graduation. This appears to be a response to increased competition and flexibility in the labour market, reflecting an awareness that their longer-term career trajectories are less likely to follow stable or certain pathways. Continued training and lifelong learning is one way of staying fit in a job market context with shifting and ever-increasing employer demands.

2.18. Graduates satisfaction and quality of higher education services.

Student satisfaction a generally accepted measure of quality service in higher educational institutions (Arambewela & Hall, 2006). Again, unless measured differently student's perception of educational quality bears a significant link with student satisfaction (Athiyaman, 1997). An evaluation of student satisfaction with

higher education services is mostly accessed through methods that focus on appraising teaching and learning processes and evaluating overall student experience (Aldridge and Rowley, 1998). Data collection instruments based on satisfaction feedback comprise the most commonly favoured tools to access student perceptions on various aspects of academic life (Douglas, Douglas & Barnes, 2006), since continuous feedback ensures a vital means by which students provide inputs for improvement to the academic program (Gibson, 2010).

The relevance of graduate feedback lies in the fact that it helps in appreciating the current market and the performance of principal actors within it. To this end, higher education is no exception to consumer evaluation post purchase. Students' satisfaction with their education therefore has important implications for the education market (Arambewela & Hall, 2006). A satisfied alumnus has the potential to influence undergraduate preference for an educational institution through word of mouth which has implications for higher financial assistance. Further, it has been demonstrated that alumni satisfaction tends to have implications for the accountability of the university and influence the viability of the university for further studies by its alumina.

A number of empirical studies have been carried out on the determinants of graduate satisfaction. Amongst them Arambewela and Hall, 2006 identified gender as a significant contributor to student satisfaction. Previous studies by (Aldemir & Gülcan, 2004; de Jager & Gbadamosi, 2013) showed that females were relatively more satisfied whiles (Sojkin, Bartkowiak & Skuza , 2012) are of the view that males were more satisfied compared with females. Barnes and Randall, 2012; Butt and ur Rehman, 2010; Gibson, 2010 have indicated important determinants of graduate satisfaction to include; Quality, expertise and effectiveness of academic staff. Similarly, Khosravi, Poushaneh and Roozegar, 2013; Munteanu, Ceobanu, Bobâlca and Anton 2010; Sutton and Sankar,

2011; indicated academic counselling services was a significant determinant of satisfaction. Ravindran and Kalpana, 2012; Wilkins and Stephens Balakrishnan, 2013; Yang, Becerik-Gerber, & Mino, 2013) argued that learning and physical facilities and resources as well as use of technology influence student satisfaction. Again another important determinant has been shown to be the quality of program and course of study (Denson, Loveday & Dalton, 2010; Guo, 2010).

In a study examining satisfaction with one's course major, Gaertneret, Terpening and Pitts (2012) reported that important predictors of satisfaction were beliefs about the functioning of the faculty and its ability to meet students' needs and career opportunities provided by their course. Whilst Morgan and Shim (2010) showed that satisfaction with one's course major was associated with preparation for employment, variety of course content, and the interest-value of subject matter. In their study of the conditions influencing student satisfaction with a particular emphasis on post graduate students in Turkey, (Ali, Ekran, Üstün, Abdulkerim & İkram, 2017) conclude that, that various factors affect the quality of services provided by higher education. These include age-group, tuition fee, undergraduate education, monthly individual income, monthly household income, type of graduate school, current status of postgraduate education, advisor's academic degree, and time elapsed for postgraduate education. They recommended that, subsequent policies on higher education policies might adequately take into account most of these factors and focus on how they affect graduates perception of quality and satisfaction. In this sense, new enhanced policies that focus on the reorientation of new postgraduate students since younger aged students claimed their dissatisfaction.

Other research has examined how college experiences affect students' perceptions of development and learning whilst at college (Pascarella & Terenzini,

2017). Pace (2014) found that perceptions of learning and development were related to college satisfaction. Findings of Chadwick and Ward (2013) suggested that the strongest predictor of willingness to recommend the university to others was how well the degree was perceived to fare in the employment market. Gender appears to be another factor that is associated with the level of university satisfaction; however, the findings are mixed. Whereas Adelman (2011) found that women were more satisfied with college than men. Pike (2012) found that female alumni tended to be less satisfied.

Dicker, Garcia, Kelly and Mulrooney, (2018) in exploring stakeholder perceptions on quality in higher education point out that, both teaching and learning as well as academic facilities were rated more highly by academic staff and students than employers. Whereas students and staff emphasise the quality of the student experience, employers emphasise employability. Similarly, the subject of study may not be of relevance to most employers, instead, the achievement of a degree in higher education may be considered a tool, which equips graduates for future learning, as part of a lifelong learning model. Their findings further demonstrate that, for employers, the most important attributes of high-quality graduates were personal skills. Their results also underscore the important role of universities in helping all students to develop and demonstrate personal skills, perhaps through co-curricular activities or group assignments where opportunities to work together effectively are given.

2.19. University Educaiton and graduate work readiness

Work readiness comprises features that are used in description graduates who have commenced their professional practise in industry after school (Borg, Turner and Scott-Young, 2016). The concept of work readiness in literature has been used synonymously with different labels such as: work preparedness, graduate employability, transferable skills, key competencies, and generic attributes (Caballero

& Walker, 2010). Work readiness has been highlighted a growing area of interest globally. Again, owing to the evolving nature of the work place, research has established that the degree of graduate's career advancement and job performance prospects is seen as a product of their work readiness. (Caballero & Walker, 2010). Preparation of graduates who are work ready is therefore viewed as an industry wide priority. Work readiness therefore characterises graduates endowed with the necessary capacity to make and meaningful and impactful transition to the work place and makes relevant contribution to the organisation Borg et al., (2016).

There is a general lack of consensus on what constitutes work readiness as well as the skills and competencies that are indicators of work readiness (Casner-Lotto & Barrington, 2006). According to Cabelloro and Walker (2010) work readiness describes the perceived extent to which graduates are equipped with the attributes and skills that will prepare them for success in the workforce. Brady (2010) also defined work readiness as all work-related attributes necessary to land and keep a job. Brady (2010) draws a distinction between attributes that characterise work readiness and academic competencies acquired through formal education.

This line of thought suggests a disconnection between students and recruiting organisations perception of what constitutes work readiness. Chegg (2013) in analysing this disconnection identified that students place more premium on school prestige than recruiting organisations as an indicator of work readiness. Again, students as against manages overestimate the value of personal connections in determining work readiness. Again, students tend to place considerable emphasis on academic results even though this is not a priority to manages. These disconnects are not only limited to students and employers. The conceptual clarity bordering on what constitutes work readiness still remains still lacking.

Borg, Turner and Scott-Young, (2017) uses work readiness models, known as to explore the ways in which one Australian university fosters the development of work ready characteristics in built environment students. The results of their studies indicated that, that universities can foster sufficient preparation by informing students of the recent news related to industry. Furthermore, universities can ensure that the students are well connected to industry through mentoring programs, which encourage engagement between students and professionals within the specific field, which the student aspires to enter into.

In addition, universities may look towards bringing prospective employers to the School to engage directly with the students and share with them their knowledge of the opportunities and challenges within their industry, thereby preparing the students for what awaits them in industry. Furthermore, they showed that, universities could facilitate a Smooth Transition by offering networking opportunities that enable the students to engage with their potential future employers. Universities may look towards providing career services, which help students to plan their careers. Universities may be able to offer an avenue for students to search for employment and internship opportunities, which can aid students to explore career planning issues.

It is envisioned that by aiding students in their transition to industry, universities may be able to alleviate the number of students who may experience reality shock, as identified by Kramer (1974). Their study further showed that, universities could develop Strong Links to Industry by organising events which give students the opportunity to connect with professionals within their prospective industries. Mason, Williams and Cranmer (2009) recommended that universities should encourage more involvement from industry in the development of employability criteria. Universities

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can endeavour to provide a platform which can be used by employers to communicate their requirements of employability criteria to students

2.19.1 Students perception of work readiness

There are a number of assessments to determine whether students' knowledge is expanded in addition to students attesting to either receiving quality education or not. However, preparation of students for post-graduation especially for the world of work is hardly assessed among students. In the US, the Goals 2000 as well as School-to-Work Opportunities acts were passed in 1994 to draw attention to this gap, even though there were no explicit mandates (Grummon, 1997). Organizations therefore use their own means and batteries of tests to make this determination. It is obvious that we cannot pinpoint one skill that is the magic bullet for every task or position at the workplace. Similarly, one can argue that some skills are highly valued in multiple positions. The underlying denominator, perhaps is possessing more of these valued skills in any position. Studies on students' perception of their work readiness are however scant.

The Educational Testing Service which conducts Graduate Records Exams (GRE) for students, surveyed 1,925 students who completed graduate school and are employed about their perception of the importance and preparation of workplace skills. Their results showed that oral communication, planning/ organization, ethics and integrity, teamwork, and writing skills were very important in their current position (Ezzo, 2013). When students were asked about their perceptions of preparedness by their graduate programs, a majority of the students indicated that they were well-prepared except in the following: publications, creativity, technological comfort and savvy, and teaching and training (Ezzo, 2013). It is important to point out that these results were only descriptive and based on students' self-reports.

Some of the studies conducted among students on work readiness were specific to certain professions, for example nursing (Walker & Campbell, 2013), engineering (Jollands & Molyneaux, 2012), and health (Walker et al., 2013). In addition to these studies being domain specific, they studied different variables that are influenced by work readiness. Walker and Campbell (2013) for instance, investigated the influence of work readiness on job satisfaction, work engagement and intention to remain among graduate nurses in their first year of practice. Their results showed significant correlation even though they cautioned that there was no test for social desirability bias (Walker & Campbell, 2013). In the case of Jollands and Molyneaux (2012), they explored, qualitatively, work readiness among graduate engineers who undertook a project-based curriculum versus a traditional curriculum. Their findings suggested that project-based learning was a contributing factor to work readiness, especially regarding work readiness skills such as communication.

Research by Tomlinson (2007) has shown that some students on the point of transiting to employment are significantly more orientated towards the labour market than others. This research highlighted that some had developed stronger identities and forms of identification with the labour market and specific future pathways. Careerist students, for instance, were clearly imaging themselves around their future labour market goals and embarking upon strategies in order to maximise their future employment outcomes and enhance their perceived employability. For such students, future careers were potentially a significant source of personal meaning, providing a platform from which they could find fulfilment, self-expression and a credible adult identity. For other students, careers were far more tangential to their personal goals and lifestyles, and were not something they were prepared to make strong levels of personal and emotional investment towards. The different orientations students are developing

appear to be derived from emerging identities and self-perceptions as future employees, as well as from wider biographical dimensions of the student. Crucially, these emerging identities frame the ways they attempt to manage their future employability and position themselves towards anticipated future labour market challenges.

2.10. Conceptual framework

The individual and the skills are alluded to as human capital. Abilities are utilized for work bringing about economic improvement of the individual and his or her region of occupation. For capabilities to be utilized suitably, they should coordinate the undertakings incorporated into an occupation. Connection between Graduate experiences, the educational process and graduate outcomes is shown in the model
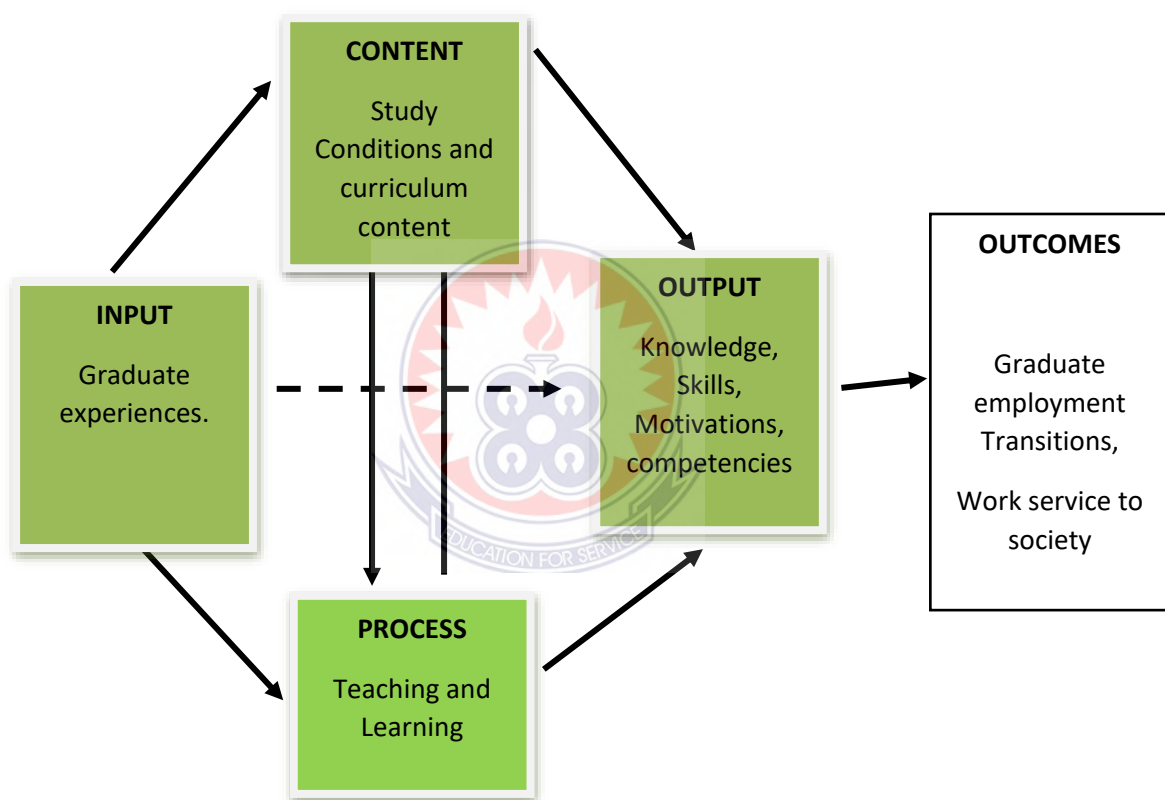
Figure 1. Connection between Graduate experiences, the educational process and
graduate outcomes.
(Source: Schomburg, 2003).

The model explains how the various inputs such as graduate experiences, study conditions and curriculum content, and the teaching and learning process interact to bring about knowledgeable, skilled, and motivated graduates for national development. In order for capabilities accomplished from training to coordinate and produce the

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desired output in terms of knowledge, skills and competences required for an occupation, first, the activities and the competencies required for the requisite professional performance must be recognized within the teaching and learning process. In order to locate teaching and learning process within proper context it must be informed by graduate experiences. Secondly, the interaction between the teaching and learning process as well as curriculum content and study conditions must be informed by student's experiences.

Thirdly, the educational experiences of graduates together with the content of what they learn as well as the teaching and learning process, translates into outputs such as knowledge, skills, motivations, competencies. Lastly, the outcome of this process ensures a smooth graduate-work transition and better work service to society. Any deviation from the above procedures may bring about overlaps between abilities required for entry into the specific occupation or business and the genuine needs of the job markets. As per Smith (1986), "economic advancement will rise or fall on the achievement of the human capital system". de Grauwe, (2008) states that "the way from school to work has turned out to be much intricate and hard to control." Current research appears to recommends that "there is by all accounts an absence of deliberate connection among training and improvement", especially in sub-Saharan Africa (de Grauwe, 2008).

An essential aspect of quality in higher education is the quality of the outcomes achieved. Higher education adds value by developing job-related skills and competencies that prepare students for the workplace Aquino et. al., (2015). In this direction Higher education plays a significant role in Human Capital development by adding relevant value necessary to achieve the competencies required by the labor market.

2.12. Conclusion

This chapter has reviewed literature relevant to providing a contextual and theoretical background to the study. Literature was reviewed under the following various themes relevant to the study. A conceptual frame work was developed to explain the relationship between Graduate experiences, the educational process and graduate outcomes.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The purpose of this chapter is to review the methods that were used in the production this study. It offers an overview of the research approach and the design of the study, justifying the approach and design appropriate for the study. A description of the sampling procedures, as well as the subjects used in the study, is given. The chapter also discusses the instruments that were used to collect data, explaining why they were seen as appropriate and issues that arose from their use. Procedures for data analysis are also discussed. To establish whether there was anything that made it easier or difficult for the researcher to carry out the study, issues of access and process, detailing the experiences of the researcher throughout the data collection and analysis, are also examined.
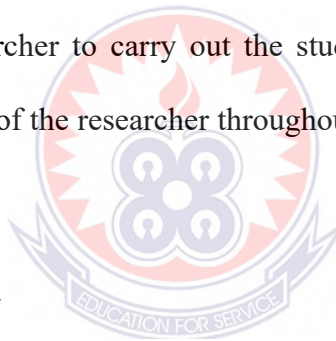
3.1 Research Philosophy

The positivist research philosophy was adopted for the research. Positivists believe that reality is stable and can be observed and described from an objective viewpoint (Levin, 1988), i.e. without interfering with the phenomena being studied. They contend that phenomena should be isolated and that observations should be repeatable. This often involves manipulation of reality with variations in only a single independent variable so as to identify regularities in, and to form relationships between, some of the constituent elements of the social world. Predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. Positivism has a long and rich historical tradition. It is so embedded in our society that knowledge claims not grounded in positivist thought are simply dismissed as scientific

and therefore invalid (Devine, 2002,). This view is indirectly supported by Alavi and Carlson (1992) who, in a review research articles, found that all the empirical studies were positivist in approach. Positivism has also had a particularly successful association with the physical and natural sciences. The positivist philosophy was adopted for this study because data collection relied on the use of a tracer survey. A significant element about surveys as, observed by McMillian and Schumacher (2001), is their nature of exploring relationships between different factors. This was an open-ended plan that traced the graduates to find out where they were, what they were doing from the time they completed the degree to the time of the survey. A tracer study, according to Sayer (1992) is the dominant methodology for collecting data in post-school activities and outcomes.

With this kind of study, respondents also had the potential to provide the researcher with an objective and richer perspective, especially concerning their occupational choices and preferences. The general assumption here is that they would have had a chance to gain experience to do a range of things since graduating. As a result, graduates were traced where they were in order to find out what they were doing and tie that to the quality and relevance of their programme of study.

3.1 Research Approach

The study made use of mixed research methods because the researcher had to rely on both numerical data that could be subjected to statistical analysis and the description and analysis of the subjective views of interviewee. Creswell (2012) opines that mixed research approach is a procedure for collecting, analysing, and mixing both qualitative and quantitative research methods in a single study to understand a research problem. The purpose of this research, as stated in the objectives, was to gather perceptions of graduates on the relevance and quality of the Art Education program to

the work place, how their employment field are related to the courses they offered and the occupational outcomes of the Art Education graduates.

Specifically, the concurrent mixed method was employed for the study because it allowed for triangulation of results through the simultaneous collection of both quantitative and qualitative data and merges them using both quantitative and qualitative data analysis methods, and then interprets the results together to provide a better understanding of a phenomenon of interest. Approximately equal interest is given each method, even though one can follow the other. The interpretation of results is important in this method, as it provides a convergence of evidence in which the results of both methods either support or contradict each other. When the results of different methods converge and support one another, researchers have triangulated the findings. In this case, the use of different methods leads to stronger results. Often, the strengths of one method offsets the weaknesses of the other, which allows for a much stronger overall design and thus more credible conclusions. Quantitative results enhance generalizability, and qualitative results help to explain context. Again, the choice of the mixed methods approach ensured the use of a qualitative research strategy to provide explanations into the perceptions and views of respondents as required by the research questions whiles at the same time quantitative methods were used to address occupational outcomes of graduates were estimated. This choice of approach for this study provides deeper insights and most importantly in-depth explanations on the phenomenon under study form the first-hand view point of the graduates.

3.2. Research Design

It is important that in this research an appropriate design is chosen to better address the research questions and for the purposes of better results in the data collection. Therefore, the design that can explicitly explain this type of research is the

descriptive survey, tracer and exploratory design. Descriptive research method is an indispensable avenue through which researchers seek to find what is going on, look for a fresh insight (Saunders, Lewis & Thornhill, 2007). Mbogo and Muturi (2014) stipulate that descriptive research method offer a representation of a condition as it naturally occurs. A descriptive case study successfully provides multiple sources of qualitative and quantitative evidence for triangulating such experiential data in an all-encompassing manner (Yin, 2003).

According to Aggarwal (2008), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method includes proper analyses, interpretation, comparisons, identification of trends and relationships. The researcher made use of descriptive research design to enable him to describe the characteristics of the population and phenomenon studied. It enabled the researcher to describe the frequencies and averages of the statistical data gathered for the study as well as describing data obtained from interviewees. Again, the descriptive research design enabled the researcher to provide a precise description of how Visual art education is relevant to graduates in the work place as well as how and whether the knowledge acquired from the course is being employed by graduates both inside and outside the classroom. The descriptive design offers an opportunity to effectively describe graduates' views and perceptions on the factors that affects their satisfaction with the Art Education Programme and how these factors influence their perception of the quality of the programme. Shields and Rangarajan (2013) refers to descriptive research design as a design used to describe the characteristics of a population or phenomenon being studied. It ca be used to describe averages of statistical data and observations based on research objectives.

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Again, the tracer research design was adopted since the study seeks to trace and evaluate the relevance of Visual arts program from the point of view of past students who have undertaken the course and are also in the work place. Schomburg (2003) is of the view tracer study encompasses graduate survey, alumni research and follow-up study that seeks to evaluate the relevance of education or training offered to people. It constitutes a form of empirical study which can provide valuable information for evaluating the results of the education and training of a specific institution of higher education.

The exploratory design will be adopted because it attempts to provide insights into a phenomenon with few or no earlier studies to refer to or rely upon to predict an outcome (Creswell, 2012). In relation to this research, studies on incidence of graduate's study areas and its impact on their various occupational areas in relations to Visual arts education in Ghana is very limited hence, the exploratory design becomes most appropriate in seeking insights into the subject matter.

3.3. Population

The population for the study consist of all 180 graduates of the 2010 Visual arts class of University of Education Winneba made up of hundred (100) males and eighty (80) females.

3.4. Sample, Sample size, sampling techniques

The study sampled graduates of the 2010 Visual arts class of University of Education Winneba. In all 60 respondents were used for the study because they were readily accessible and able to participate in the study. Out of this number, 45 were selected to answer questionnaires whiles 15 respondents were selected for interview. The selection of respondents for the interviews and questionnaires was to ensure that

qualitative data was obtained to support the quantitative data. This allowed the researcher to undertake triangulation of data. Furthermore, respondents selected for the interviews were mainly accessible and could participate in the study through phone calls which was the main means used to conduct the interview. The purposive and convenience and snow balling sampling procedures were employed. The purposive sampling technique is used where subjects are selected based on their relationship with the research questions (Bryman, 2012). This study is no exception in this regard. Purposive sampling is a type of non-probability sampling in which the units to be observed are selected on the basis of the researcher 's judgment about which ones will be the most useful or representativeǁ (Bryman, 2012). The use of the purposive sampling procedure required that people who have certain characteristics and are therefore deemed relevant for the study are selected and interviewed in-depth. In purposive sampling, the researcher chooses the sample based on whom he or she thinks would be appropriate for the study (Suresh, 2014). In relation to this study, purposive sampling technique was used to establish correspondence with 60 former students of the Visual arts department specifically the 2010-year group. These respondents are very much associated with the issues raised.

Convenience sampling technique was used to carefully select fifteen (15) respondents to be interviewed. Convenience sampling as clarified by Etikan, Musa and Alkassim (2016) as where participants who can meet certain practical criteria are chosen for the purpose of the study. The criteria included simple availability. These seven (15) interviewees were chosen because they were readily available at the time the study was conducted and could easily be reached on phone. According to Saunders, Lewis, and Thornhill (2012) convenience sampling is a non-probability sampling that involves the sample being drawn from that part of the population that is close to hand.

Again, due to restrictions imposed on human movements as a result of the outbreak of COVID-19 pandemic and for proximity called for the convenient sampling technique to be used.

Furthermore, the convenient sampling method was employed to select forty-five (45) respondents to answer the questionnaires set for the study. The convenient sampling technique also used to sample respondents who were readily available for the study and could easily be contacted. The use of this technique therefore allowed the researcher to use an electronic mobile platform (*google forms)* to administer questionnaires

The snowball was used to get in touch with some graduates of the 2010-year group whose where about were known to the researcher. They intend lead the researcher to locate other students of that year group. The researcher initially established contact with five (5) respondents who provided the contacts of other respondents who were known to them.

3.5 Data collection instruments

Primary data collection instruments for qualitative data was the semi-structured interviews guide to solicit the views of respondents. The interview was used by the researcher to enable him to ask questions on one-on-one basis for response and enabled respondents to have a "great deal of leeway in replying due to its flexibility. It also allowed the researcher to ask follow up questions and to seek further clarity where necessary. It further allowed respondents the flexibility to express themselves freely. In addition, the research objectives sought the perceptions and views of respondents about their satisfaction with as well as the relevance and quality of the Art Education programme. It also sought to find out the reasons why they held such perception or what factors informed such perception. Due to the nature and demands of the objectives

the interview was deemed as the most efficient means to solicit such value laden views. oInterviews are the most used data collection method in collecting qualitative data (Ampadu, 2012). The interview generally denotes a dialogue between two or more people with the sole aim of achieving a specified goal. It is believed that interviews permit interviewers to observe and gain insights from non-verbal cues (Anderson, 1998; Gochros, 2005). Further to this, Byrne (2004) as cited in Ampadu (2012) noted that interviews as a relevant tool in the assessment process in respect to the attitudes of individuals and morals since they are difficult to be observed or put up in an official questionnaire. Interview as a primary data collection is useful by the researcher in the sense that detailed information about research questions is collected. Moreover, Bryman (2012) sees this approach as a structured conversation where one participant asks questions and the other provides answers.

In addition, quantitative data was obtained through the administration of questionnaires. A questionnaire is a vital research instrument or tool used for data collection (Bryman 2012) and its basic function is the measurement. Based on the conclusion of Bryman (2012) opines that, questionnaire is a very vital tool within social science research that basically collects information on participants' in view of matters relating to their social distinctiveness, present and past, standards of behavior or attitudes as well as beliefs and reasons for action with respect to the topic under investigation. The researcher made use of questionnaire because it served as a quick and efficient way of obtaining large amounts of information from the research sample.

In the researcher's quest to investigate the perception of graduates towards how they rated the relevance and quality of the Art education programme as well as their satisfaction with the programme, there was the need to solicit the view graduates. Therefore, the choice of the semi-structured questionnaire which allowed for the use of

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linkert scale was adopted. The use of the scale therefore allowed the researcher to fully estimate the extent to which graduates satisfaction with the Art education programme as well as their perception of its quality and relevance were rated. According to (Ary, Jacob, & Razavieh 2002) the semi-structured interview is one of the most widely used instruments.

According to McLeod (2018), a questionnaire is a research instrument consisting of a series of questions for gathering information from respondents. It can be thought of as a kind of written interview. The questions that formed the questionnaire to be administered to the respondents were both closed and open-ended.

3.6 Data Collection Procedure

Interview

The interview was conducted via phone due to the restrictions on human movement because of the COVID-19 pandemic. The restrictions prevented the researcher from conducting contact or face-to-face interview. In all, ten open-ended questions were put forward for the interview section of the study. Those questions helped in the collection of qualitative data to answer the second research question of the study. It appeared in two parts, the first part on demographic information and timelines for the process and final part on the other hand, contained the ten open-ended questions. Thus, the first part aimed to solicit information on the backgrounds of the respondents whilst the final part tailored at garnering information on the issue under investigation.

Questionnaire

Questionnaires were administered through Google forms due to the restrictions on human movements as a result of COVID-19. The respondents accessed the questionnaires through links that were posted to them through WhatsApp platforms.

The questionnaire was designed in four sections namely; Section 'A'deals with the background characteristics. Section 'B' which covers 10 items deals with the current occupational fields of respondents and how the occupation of respondents is linked with their area of specialization at the university. Section 'C' also covers 5 items and deals respondents views about the relevance of the Art Education programme. Finally, section D covers 10 items and deals with respondents' perception about the quality of the Art Education Programme.

3.7. Data analysis plan

Simple descriptive statistics were adopted to analyse the data. The quantitative data was analysed using frequency tables and simple percentages. This analytical tool was used to present the data in tables for the purpose to depict relations and trends. On the other hand, qualitative responses were summarized, organized and the descriptive-narrative method was adopted to analyse the responses. This, therefore, allowed the results of the study to be communicated without any complex technicalities. The researcher adopted the narrative analysis because this method involves the analysis of qualitative data that emphasizes the stories that people employ to account for events (Bryman, 2012). Specifically, narrative analysis was employed to analyse how relevant the Visual art program has been to graduates in the work place and how graduates' occupational fields are related to the course offered in the university.

3.8 Validity of Data

Validity is defined as the degree to which an idea is precisely measured in a quantitative study (Heale & Twycross 2015). According to Heale and Twycross (2015), validity is categorised into two. These are face and content validity. Face and content validity have been defined by McBurney (1994) as follows:

1. Face validity is the idea that a test should appear superficial to test what it is supposed to test; and

2. Content validity is the notion that a test should sample the range of behaviour represented by the theoretical concept being tested.

The questionnaire designed for the study was subjected to a validation process for face and content validity. In the validating the questionnaire, a copy of the questionnaire and a copy of the research questions were given to my supervisor to go through the research questions and the questionnaire carefully to ascertain the appropriateness and adequacy of the instrument. Having validated the questionnaire, it was piloted to ascertain:

1. How the subject will respond to the questionnaire; and

2. Whether the items in the questionnaire are sufficiently clear and understood.

However, from the pilot test, the researcher came to understand the ambiguity of a few items. There was the need to change them to the level of the questionnaire by resorting to the use of simpler English and reconstructing the questions to be in line with the purpose of the study.

3.9 Trustworthiness

According to Ary, Jacobs, Razavieh (2002) for cardinal principles are necessary to ensure trustworthiness in qualitative research. These principles include credibility,

transferability, dependability and confirmability. In ensuring the credibility of the research data for this study, a number of measures were put in place.

Firstly, the researcher ensured that data was gathered from varied sources including interviews and questionnaires, which enabled the triangulation of data. Additionally, documents, reports and analysis relevant to the objectives of the study were all employed. Again, to further strengthen the credibility of the research the researcher subjected the research data to stringent scrutiny from his supervisors, peers and other researchers.

In order to achieve rigor, the researcher attempted to expose readers to the natural settings and experiences of respondents by capturing direct quotations from respondents (Ary et al, 2002). Again, interpreted data was verified through member checking.

Furthermore, theoretical accuracy of the data collected was ensured as further proof credibility. To this end, literature review was undertaken to identify theories that reflected the current conditions of the respondents. Following the necessary stakeholder engagements, interview guides and questionnaires were designed for data collection. An appropriate sample was selected to take part in the study devoid of any bias. Bias was minimized because respondents were selected based on their association with and their knowledge of the information required of the study. Purposive sampling was also employed to reduce negative sampling.

The issue of transferability of the study were addressed to ensure that the research findings could be transferred to other districts in Ghana and globally who shared similar conditions as in the study districts. As a result, the methods of data collection have been captured and explained for the purpose of future researchers who wish to make use of similar or same research objectives in similar context.

As regards the dependability of research data, evidence of data collected including interview recordings and questionnaires are available for verification. By conducting, the research amongst respondents with different demographic characteristics and with different social dynamics has helped improve dependability.

Factors that prove the credibility of this research is evidence of the fact that the findings of the study can be corroborated by other researchers with similar or same objectives working within the same context. Furthermore, responses to the interview questions together with responses from questionnaires were analysed according to the research objectives.

3.10 Ethical considerations

The respondents were assured of the confidentiality of the information that they gave in relation to the research and the researcher made sure this information was kept confidential. The second ethical consideration was informed consent. The (BSA) Ethical Practice states that participation in social research should be voluntary and informed consent of the respondents. In this regard, the researcher made it a point to explain in detail the purpose of the research to each respondent, and made them understand that participation was on a voluntary basis.

3.11 Conclusion

The chapter began by examining the research strategy (mixed approach) and exploratory design. The different data collection and analysis strategies have also been looked at. The final part of the chapter identified some ethical issues considered in the study. The research was in two parts: theoretical and empirical sections. The theoretical part, mostly the literature review and governmental documents was conducted using secondary sources and content analysis as methodological approaches. The empirical

section, mostly the fieldwork and primary data collection was done using interviews and questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Overview

This chapter deals with the presentation, analysis and discussion of the data collected for the study. The first section presented the demographic characteristics of study participants. It further presented the results in accordance with the research questions for the study.

4.2. Demographic characteristics of respondents

Table 4.2 Demographic characteristics of respondents

	Parameters	Frequency	Percentage of Respondents
Gender of respondents	Female	12	20
	Male	48	80
	Total	**60**	**100**
Highest level of educational attainment of Respondents	First Degree	54	90
	Masters	5	8.3
	PHD	1	1.7
	Total	**60**	**100**
Age of respondents	41-50	21	35
	31-40	34	56.7
	Below 30	5	8.3
	Total	**60**	**100**
Summary of occupation of respondents	Banking	1	1.7
	Judiciary	1	1.7
	Basic school	2	3.3
	Tertiary	2	3.3
	SHS	54	90
	Total	**60**	**100**

(Source: field survey)

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The results show that eleven (24.4%) respondents were female whiles thirty-four (75.6%) were males. Also in terms of highest level of educational attainment, forty (88.9%) respondents possessed a first degree, four (8.8%) had a Master's degree whiles one (2.2%) was a PHD holder. Again the results established that out of the total number of respondents twenty-nine (64.4%) were between the ages of 31-40 years; ten (22.2%) were between the ages of 41-50 years' whiles six (13.3%) were below 30 years. The data also indicates that one (1.7%) respondent works in a bank. One (1.7%) respondent works in the judicial service, two (3.3%) respondents teach in basic schools, whiles two respondents (3.3%) lecture in tertiary institutions. Fifty-four respondents (90%) teach in senior high schools. Data from table 4.2 indicate the highest level of educational attainment for majority of respondents was the first degree. Furthermore, majority of respondents were engaged in the teaching field particularly at the Senior High School level. This is indicative that respondents met the minimum qualification to be employed as teachers at the Senior High School level.

4.2.1 Demographic Characteristics of Interviewees

To obtain first-hand information on the topic under study to add to the data gathered from questionnaire, seven people made up of six males and one female were also selected purposefully and interviewed. The people interviewed were coded as interviewee one to seven (V1 to V7) respectively and their characteristics are presented in the table 2:

Table 2: Demographic characteristics of interviewees

Interviewee (V)	Description
(V1)	A forty-two-year-old female tutor at Jasikan College of Education
(V2)	A thirty-four-year-old man who works with an NGO
(V3)	A thirty-three-year-old male teacher at Accra High SHS
(V4)	A forty-three-year-old male banker at GCB Bank, Kumasi
(V5)	A forty-five-year-old male teacher at Wesley Grammar SHS
(V6)	A forty-four-year-old male teacher at Abetifi Presbyterian SHS
(V7)	A forty-two-year-old male teacher at Mpraeso SHS
(V8)	A forty year old male teacher Nkwatia SHS
(V9)	A thirty nine year old male teacher Mpraeso SHS
(V10)	A thirty-eight year old male teacher Abetifi Presby SHS
(V11)	A forty year old male teacher Mpraeso SHS
(V12)	A thirty-eight year old male teacher Nkawkaw SHS
(V13)	A forty year old male teacher Abetifi Presby SHS
(V14)	A thirty eight year old teacher Mpraeso SHS
(V15)	A thirty nine year old teacher Nkwatia SHS

4.3 What are the current occupational fields of the 2010 graduates of UEW and its

relation to their respective areas of specialisation?

In an attempt to answer research question one, the researcher through the use

of questionnaire obtained the data below from the respondents.

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4.3.1 Employment status

Table 3: Are you currently employed

Responses	Frequency	Percent
Yes	45	100
Total	**45**	**100.0**

(Source: field survey 2020).

The results from table 3 indicates responses to the employment status of respondents. Responses show that all forty-five (100%) respondents were currently employed. The results show that all the respondents were in full time employment as at the time of the survey. This implies that all respondents had been able to secure employment after graduating. This is further indicative that, the job prospects for graduates of the programme is high. To this end Rovira, Canals and Hoz, (2010) maintain the view that the graduate's occupational status amongst other things is a reflection the influence of university education. Furthermore, Lim (2007) adds that graduate employment is significant in accessing the significance of university education

4.3.2. Sector of employment

Table 4 Sector of employment

Responses	Frequency	Percent
Private Sector	4	8.8
Public Sector	41	91.1
Total	**45**	**100.0**

(Source: field survey 2020).

Results from Table 4 indicates that four respondents (91.1%) were employed in the private sector whiles forty-one (91.1%) respondents were employed in the public sector. The result is indicative that, the public sector offers much opportunity for the graduates of the programme. This confirms the notion held by Bawakyillenuo, Akoto,

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Ahiadeke, Aryetey and Agbe, (2013) that the public sector is the largest employer in Ghana, which absorbs a bulk of university graduates.

4.3.3. Institution of employment

Table 5 Institution of employment

Responses	Frequency	Percent
Banking	1	2.2
Education	43	95.6
Judicial Service	1	2.2
Total	**45**	**100.0**

Source: field survey (2020)

Results from table 5 shows that one (2.2%) respondent was employed in a banking institution. Forty-three (95.6%) respondents were employed in educational institutions whiles one (2.2%) respondent was employed in the Judicial Service.

In line with this question all interviewees with the exception of interviwee 2 and 4, indicated that they were employed in the public education sector as teachers whereas interviewee 6 was engaged as an educational administrator in the G.E.S. On the other hand, interviewee 2 and 4 were employed in the private sector as a cultural coordinator with an N.G.O and banking respectively. In addition, results indicated that in terms of institutions of employment 80% of the respondents were engaged in educational institutions as teachers. Other institutions of employment that emerged included banking and judicial service.

These findings are significant because it suggests that although producing Art teachers is prime focus of Art Education programme the programme has non the less been able to produce graduates capable of functioning in other institutions outside the

education field. The findings fulfils the basic mandate of the Art Education department and reflects the general objectives of the Art Education programme which is mandated to; Equip students with the basic knowledge, analytical skills and methodologies in teaching and managing art related institutions and organisations.; produce art graduates capable of identifying, designing and manipulating the local resources and apply them to teaching and learning; produce a teacher capable of teaching art in the Junior and Senior High School levels UEW (2019). Furthermore, the fact that majority of respondents were revealed to be employed as Art teachers is testament of the relevance of the Bachelor of Art Programme. Again, the finding supports the mission the University of Education that is set out to "*to train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development*. And the vision: *to be an internationally reputable institution for teacher education and research* (UEW Corporate Strategic Plan, 2009).

Table 4.6: *Area of specialization in 2D and 3D*

		3D						
		SCUL	LEA	JEW	CER	BAS	TOTAL	%
2D	Picture making	5	2	3	5	1	16	35.6
	Graphic design	3	2	2	7	3	17	37.8
	Textiles	3	2	2	2	3	12	26.6
TOTAL		11	6	6	14	7	45	100.0

Source: *field survey (2020)*

KEY: SCUL=SCULPTURE, LEA= LEATHER WORK, JEW=JEWELERY, CER=CERAMICS, BAS=BASKETERY

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Results from Table 6 shows combinations of 2D and 3D areas of specialization. The results indicate that five (11.9%) respondents specialized in picture making and sculpture work; two (4.8%) respondents specialized in picture making and leatherwork, three (7.1%) specialized in picture making and jewelry, five (11.9%) respondents specialized in picture making and ceramics. Three (7.1%) respondents specialized in graphic design and sculpture; two (4.8%) specialized in graphic design and leatherwork; two (4.8%) specialized in graphic design and jewelry; seven (16.7%) respondents specialized in graphic design and ceramics; three (7.1%) respondents specialized in graphic design and basketry. Three (7.1%) specialized in textiles and sculpture; two (4.8) specialized in textiles and leatherwork; two (4.8%) specialized in textiles and ceramics whiles three (7.1%) specialized in textiles and basketry.

These findings indicated all respondents specialized in various areas of 2D and 3D courses. Majority of respondents specialized in a combination of Graphic design and Ceramics; Picture making and Sculpture; Picture making and ceramics. On the other hand, course combinations which registered the least enrollment included; picture making and leather work; graphic design and leather work; graphic design and jewelry; textiles and leather work; textiles and ceramics. Other combinations included; Picture making and Jewelry; Graphic Design and Sculpture; Graphic Design and Basketry; Textiles and Sculpture; Textiles and Basketry. These findings are indicative that the study is representative of all the various subject fields under the Art Education program.

4.3.5. *Relevance of area of specialization and current occupational field*

Table 7: Do you see a match between your area of specialization at the university and current occupational field?

Responses	Frequency	Percent
No	6	13.3
Yes	39	86.7
Total	45	100.0

Source: field survey (2020)

Results from table 7 shows that thirty-nine (86.7%) respondents agreed that there is a match between their area of specialization at the university and their current occupational field whiles six (13.3%) saw no match.

Majority of respondents shared the view that there is a match between their areas of specialization at the university and their current occupational fields. This confirms the findings of (Robst 2007; Heijke, Meng & Ris 2003, van der Werfhost 2002) that suggest that graduates of programs that are aligned with specific occupations or industries have a higher likelihood of engaging in employment related to their education implying that both that match between education and occupation is a strong possibility in these fields. Similarly, Somers, Cabus, Groot, Maassen Van der Brink, (2016) suggest that graduates who have acquired specific skill oriented degrees are likes to have jobs related to their fields of study compared with graduates with graduates with general skills through formal education. Again, graduates with a vocational training are more likely to have jobs linked to their areas of study compared with their non-vocational counterparts (Levels, van der Velden & Di Stasio, 2014). Finally, it has been suggested by (Somers et al, 2016) that the perceived quality of university program can be used as an index by employers to assess the quality of the graduates of such program which enhances the prospects of graduates of securing a well matching job.

4.3.6. *Relevance of subjects taught and area of specialization in the university*

Table 4.8. If you are a teacher, do you see a match between subjects you teach and area of specialization at the university?

Responses	Frequency	Percent
No	4	9.3
Yes	39	90.7
Total	**43**	**100.0**

Source: field survey (2020)

Results from Table 8 Indicates that out of forty-three respondents who were teachers, thirty-nine (90.7%) respondents indicated that there was a match between the subjects they teach and their specialization at the university. On the other hand, four (9.3%) respondents revealed there was no match between the subjects they teach and areas of specialization at the university. Results from the interviews further revealed that the out of seven interviewees, four who were teachers indicated that the subjects they teach are in their area of specialization.

The implication of these findings suggests that there is optimum utilization of the knowledge acquired at the university. This is because more than 90 % of respondents are teachers who teach in the fields they specialized.

4.3.7. *Art related employment*

Table 9: Apart from teaching are you involved in any art related employment

Responses	Frequency	Percent
No	22	51.2
Yes	21	48.8
Total	43	100.0

Source: field survey (2020)

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Results from table 4.3.7 shows that twenty-two (53.5%) respondents were involved in some Art related employment outside teaching. Twenty-one (46.5%) respondents were not involved in any art related employment outside teaching.

Significantly, the results of the study show that the Art Education programme has relevance both inside and outside the classroom. Results have indicated that 48% of respondents were engaged in Art related employments outside teaching. The results confirm the expectations outlined by the Art Education department of its graduates to include; Teaching in government and private institutions under the Ministry of education; Tourism and cultural institutions; Private entrepreneurship/ self-employment; Regional/district art organizing; Working in publishing/ advertising organizations UEW (2019). This provides significant indication that graduates of that Art Education program in fulfilment the general expectation of the program has shown the capacity to operate in different occupational and entrepreneurial areas outside the classroom.
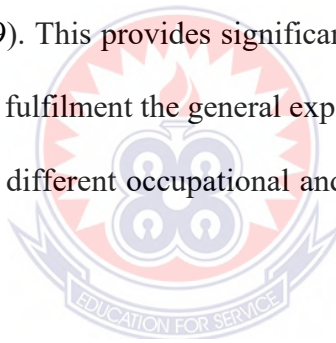
4.3.8. *Types of Art related jobs of respondents*

Table 10: Specific art related jobs apart from teaching

Categories	Frequency	Percentage
Bead making	1	4.8
Body art	1	4.8
Decoration	1	4.8
Graphic design	10	47.6
Digital embroidery	1	4.8
Freelance art	1	4.8
Art based enterprise	1	4.8
Leather work	1	4.8
Multimedia production	2	9.5
Photography	1	4.8
Painting	1	4.8
Total	**21**	**100.0**

Source: field survey (2020)

Results from Table 10 revealed that apart from teaching ten (47.6%) respondents were involved in graphic designing, two (9.5%) respondents were into multi-media production while one (4.8%) respondent each was involved in Bead making, Body art, Decoration, Digital embroidery, Freelance art, Art based enterprise, leatherwork, photography and painting respectively.

Furthermore, in support of the above data respondents were asked to share their thoughts on whether the Art Education programme can be beneficial outside the classroom. All interviewees agreed that the Art Education programme was beneficial outside the classroom.

Interviewee 1 however he observed,

> We are not utilizing all the opportunities that we have. The problem may also be finances, and you need a lot of money to do a good art work. (Field interview 2020)

According to interviewee 3,

> It's a problem in the sense that some of our colleagues who went through the Art Education course and were lacking the practical aspects and did not get to the teaching field have diverted entirely to different institutions meaning that they were well versed in the practical aspects. There is a big gap which needs to be looked at, why do you go for a course and you don't work in line with the course (Field interview 12/8/2020).

Interviewee 4 also said,

> The scope of Art Education broadens your thinking and that prepares the person to meet every standard of life (Field interview) for instance for those of us who have diverted from the classroom, it allows us the think creatively and greatly enhances our ability to improvise solutions (Field interview 12/82020).

Interviewee 10 noted,

> It depends on the passion and the creative ability of the individual. Sometimes the more creative individuals are, the greater their ability to utilize their artistic knowledge (Field interview 12/82020).

Again, interviewees were asked if they had been able to utilize their training outside the teaching profession to create employment. To this,

Interviewee 1 indicated,

> Apart from teaching I do design, T-shirt, I do work on campus; I paint for people outside and all that boils down to how much practical the person has (Field interview 12/8/2020)

Interviewee 2 was involved in graphic design, photography and videography. According to interviewee 3,

> I majored in graphic design. I am well versed in the practical aspects I am into printing and that fetches me more in addition to the teaching (Field interview 12/82020).

According to interviewee 4, the creative aspects of Art Education had given him much preparation to meet any challenge in life especially in his thinking towards problem solving. Interviewee 8 had this to say:

> I have been writing, working on book layout, cloth design and making visual communication for organizations, churches and the school (Field interview 12/8/2020)

Results from the interviews indicated that respondents generally agreed that their acquired skills were both beneficial and usable outside the classroom. It was shown that the major area of engagement of respondents was in Graphic design where many respondents indicated they were into T-shirt printing, Book printing, posters and various other form communication design. Others were engaged in bead making, body art, multimedia production, photography etc. This confirms the position of (Ball, 2003) that the arts graduates' work profile will consist of combination of self-employment, part-time-employment and short-term contracts. However, it was revealed that though the training of Art Education graduates is both beneficial and effective outside the classroom there are a number of barriers towards effective use of training outside the classroom. These barriers included lack of adequate practical skills, lack of finance and the availability of creativity and passion. (Kleine, 2009) further corroborates these findings by suggesting that professional self-employment associated with creative industries is gaining relevance over linear professional work.

4.4 Bachelor of Art Education graduates and their views on the relevance of the undergraduate program at UEW

4.4.1. *Duration of time to secure employment after school*

Table 11: Duration of time to secure employment after school

Years	Frequency	Percentage
Less than 6 months	11	24.4
6months-1 year	21	46.7
1.5 years-2years	7	15.6
2.5 years-3years	4	8.9
More than 3years	2	4.4
Total	**45**	**100**

Source: field survey (2020)

Results from table 11 shows that twenty-one (46.7%) of respondents secured employment between six to one year after graduating from school. Eleven (24.4%) got employment in less than six months after leaving school. Again seven (15.6%) respondents obtained employment obtained employment between one and half to two years after school whiles four (8.9%) respondents had employment between two and half years and three years after school. On the other hand, two (4.4%) respondents obtained employment in more than three years after graduating from school.

The study has shown that more than 71% of respondents were able to secure employment between a few months to 1 year after completion of their studies. This indicates that the employability prospects of the Art education program are high. This finding is in line with the views expressed by Rovira, Canals and Hoz, (2010) that the significance of higher education should be evaluated by assessing the occupational

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status or success of its graduates at different times in their career: six months after graduation, one year after graduation, three years, five years etc.

4.4.2. *Graduate employability*.

Respondents were interviewed to find out whether they thought their university education had contributed to their ability to secure a successful employment. In response to this question, all respondents agreed that their university education played a significant part in securing of employment. According to interviewee 1, his ICT background as well as experiences gathered from school played an instrumental role for him to secure employment. According to interviewee 10, putting what was taught into practice helped him to get a recommendation which later resulted in employment.

Interviewee 3 further indicated,

The university education has in a way pushed me higher in the field of education. It has played an instrumental role in helping me to secure promotion to my current grade as a teacher (Field interview 2020).

Also according to interviewee 4,

Although I am not in the teaching field currently, a university education is the basic requirement to be employed in my current field of work".

Interviewee 13 added that,

A university degree is the most important especially for the purposes of career advancement and promotions. I therefore consider it as the most important academic qualification (Field interview 12/8/2020)

Again, interviewee 5 noted that he had been equipped with the knowledge, creative and employable skills required for securing employment.

Furthermore, respondents were asked, whether they faced any challenges in securing employment after graduating. To this, most respondents revealed very little difficulty in securing employment.

According to Interviewee 3 recounted,

> I was a trained teacher before going to the university for my degree so the last year we were asked to fill forms for reposting so I must say I didn't go through any difficulty (Field interview 12/82020).

Interviewee 9 also added,

> I was on study leave so I was posted to a school through G.E.S so there weren't any challenges in searching and applying for employment (Field interview 12/8/2020).

Interviewee 11 noted that,

> Most of us who were already teaching before coming to pursue our degree were reposted after school. It took a few months for me to be reassigned a school hence I encountered no difficulties whatsoever (Field interview 12/8/2020).

However, on the other hand, interviewee 1 noted it took about a year to secure employment after graduation owing to the fact that the government had not declared vacancy.

The results revealed that not only did respondents believe the Art education programme helped them to secure employment but also offered them prospects of advancement and promotion within their occupational fields. Bloom, Canning, and Chan (2005) therefore notes that better employment prospects are among the benefits of higher education. Furthermore, majority of respondents indicated that they faced little to no challenges in their bid to secure employment after school.

4.4.3 *Are all the Aspects of the Art Education beneficial as to work experience*

Table 12: Is/are there any aspects of the Art education programme, which have not been beneficial as far as your work experience is concerned.

Responses	Frequency	Percent
No	41	91.1
Yes	4	8.9
Total	45	100.0

Source: field survey (2020)

Results from Table 12. Indicates that forty-one (91.1%) respondents are of the view that there are no aspects of the Art education programme, which are not beneficial to their work experience. Four (8.9%) respondents were however, of the view that there are aspects of the Art education programme, which they do not find beneficial as far as their work experience is concerned.

4.4.4. Specific aspects of the Art Education course, which have not been beneficial as to work experience

Table 13: If yes, please specify aspects of the Art Education course, which have not been beneficial as to work experience.

Responses	Frequency	Percent
Ceramics	2	50
Software tutorials	1	25
The art of picture making and ceramics	1	25
Total	4	100.0

Source: field survey (2020)

The study asked respondents to state aspects of the Art Education programme they did not consider beneficial in their work experience. To this result from table 13 has indicates that two (50%) respondents identified ceramics as less beneficial to them.

One (25%) respondent identified software tutorial whiles one (25%) respondent also identified the art of picture making as the least beneficial aspect of the Arts Education programme.

In sharing their thoughts on the question of which aspects of the Art Education programme was less beneficial to their work experience,

Interviewees 12 had this to say,

> Comparing the aspects and the course, we read in school with the experiences on the field, I feel both are in line. I do not know which of the areas to single out as non-beneficial. A course like Art therapy for instance is utilized indirectly in the classroom whiles it is not in our secondary school curriculum (field interview 12/8/2020)

Interviewee 6 on the other hand observed that,

> In our time, there was too much emphasis on drawing so it made the course appear to me like it was a drawing course. There were other things that I could have been equipped with other than basic drawing every semester. Basic drawing should have been left under a specialty such as painting. I am a graphic designer I think if I do basic drawing for a semester its fine. But basic drawing we were always going out and drawing, at a point it was just boring it lacked so much (field interview 12/8/2020)

Interviewee 4 shared a similar view by intimating that,

> The study of Art history is not beneficial today. Every aspect is very important but we spent so much time on studying the past. It takes much of attention and it does not give us much time to prepare ourselves concerning the current form of art and digitization. It doesn't play much of a role I our form of art today *(*field interview 12/8/2020*)*

Interviewees were further asked to comment on aspects of the course, which are important to the work place and employability and must be emphasized? To this

question interviewee 1 identified the practical aspects as most important areas of the course requiring greater emphasis. He went on to add,

> There a lot of teachers who find it difficult to function in the practical domain. Even how to communicate the philosophies behind our work should be intensified so that people do just do work for doing sake, there should be meaning, it should solve a problem, it should affect society if that can be included it would be great (Field interview 2020).

Interviewee 7 shared this view that,

> Emphasis should be placed on research which is very significant in my line of work. I also think the scope of subjects like graphic design and sculpture should be expanded to accommodate more contemporary trends. For instance, in my area i.e. graphic design and sculpture, I was talented in motion graphics but the course restricted me to 2D graphics using Coral Draw to create posters and banners and that is what run through the full four years. I had to self-learn motion graphic design and communication. Even with the sculpture my desire was to sculpt functional works but our training only provided us with the opportunity to sculpt aesthetic works… and to date it has been a struggle to shift from aesthetic to functional sculpture (Field interview 12/8/2020).

Interviewee 8 also maintained,

> The aspects that need to be emphasized is the practical aspects because in the theoretical aspects, the students can be given direction but if the practical skill is not properly natured the graduate comes out and is unskilled (Field interview2020)

According to interviewee 4, digitization and technology in Art must be given much attention. Interviewee 5 also indicated, teaching practice, presentation, studio research, assessment and evaluation as the areas that need emphasis. Interviewee 6 identified research as a significant area reacquiring emphasis. Interview 7 stressed the need for more emphasis on practical than theory.

Results indicate that majority of respondents shared the view that the all the aspects of the Art Education program were relevant to their work practice and experience. This indicates that in terms of work practice the course is relevant.

On the other hand, number issues were raised concerning aspects of the program that in the view of respondent were not relevant in view of their work experience. Some of the issues raised here included the lack of opportunities to learn motion graphics and too much focus on 2D graphics; the monotonous nature of some subjects such as basic drawing; history of Art; Ceramics; Art of Picture making and software tutorial.

Additionally, in the view of respondent's certain areas of the program in relation to their professional experience required greater emphasis. Of the issues identified it was revealed that majority of respondents expressed that more focus should be placed on equipping students with practical skills. In addition, some respondents maintained that attention should focus on problem solving and functionality of art work. Respondents also called for the expansion in the content of Graphic design to cover motion graphics. There was also a call for the integration of more technology and digitization in the program. Research skills, teaching practice, presentation and evaluation were also identified as areas requiring much emphasis. Heijke et al. (2003) identified leadership and skills of creative problem-solving, interpersonal skills as attributes that must be the focus of higher educational institutions.

4.4.5 *Competencies obtained by respondent within the duration of the Art Education program*

Table 14 What competencies did you learn within the entire duration of the Art Education program?

Responses	Frequency	Percent
Creativity and innovation; lifelong learning and invention; Communication and organization; Critical thinking and observation	13	28.9
Creativity and innovation; lifelong learning and invention; Communication and organization; Critical thinking and observation; Self-actualization and conceptual thinking	1	2.2
Creativity and innovation; lifelong learning and invention; Critical thinking and observation	1	2.2
Creativity and innovation; Communication and organization	1	2.2
Creativity and innovation; Communication and organization; Critical thinking and observation	7	15.6
Creativity and innovation; Critical thinking and observation	8	17.8
Communication and organization	1	2.2
Critical thinking and observation	4	8.9
Total	**45**	**100.0**

Source: field survey (2020)

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Table 14 presents results from multiples response sets. The results show competencies obtained by respondents from the Art Education program. From the data presented thirteen (28.9%) respondents were of the view that the major competencies obtained were; Creativity and innovation, lifelong learning and invention; Communication and organization; Critical thinking and observation. In addition, eight (17.8%) respondents were of the opinion that they had been equipped with the competencies of creativity and innovation, critical thinking and observation. Seven (15.6%) respondents were of the view that the competencies obtained were; Creativity and innovation; Communication and organization; Critical thinking and observation whiles four (8.9%) respondents revealed they obtained competencies in Critical thinking and observation. One (2.2%) respondent each was of the view that they had obtained competencies respectively in (Creativity and innovation; lifelong learning and invention; Communication and organization; Critical thinking and observation; Self-actualization and conceptual thinking), (Creativity and innovation; lifelong learning and invention; Critical thinking and observation), (Creativity and innovation; Communication and organization), (Communication and organization).

The results have shown the competencies that Art Education graduates have been able to learn during the duration of their studies. In this regard all respondents indicated the acquisition of at least two of the following competencies namely; lifelong learning; invention; Communication, organization; Critical thinking and observation; Self-actualization and conceptual thinking. These findings confirm the views of (Clark, 2017) who points to studies showing that art and design graduates especially are adequately equipped with competencies like; flexibility, critical thinking, observation, ability to communicate and team work. Similarly, Paivi et al, (2006) support these

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findings in their conclusion that graduates should have the skills of critical thinking, innovativeness, observation and organisation, presentation skills amongst others.

4.4.6. Practical link of competencies to work place

Table 15: How are these competencies practically linked to the work place?

Responses	Frequency	Percentage
Good interpersonal relationship, effective communication skills and innovation	7	15.6
Work efficiency, innovation and problem solving	17	37.8
Creativity	7	15.6
Critical thinking, problem solving and innovation	13	28.8
Career development	1	2.2
Total	45	100.0

Source: field survey (2020)

Results from Table 15 shows that seventeen (37.8%) respondents agreed that competencies acquired from the Art Education program can be practically linked to the work place in terms of Good interpersonal relationship, effective communication skills and innovation. Thirteen (28.8%) respondents believed the competencies equipped them with Critical thinking; problem solving and innovation at the work place. Seven (15.6%) respondents were of the view that their competencies had equipped them with; Good interpersonal relationship; effective communication skills and innovation. Seven (15.6%) respondents also indicated competencies acquired could be linked to the work place in terms of enhancing creativity whiles one (2.2%) respondent indicated their competencies served as a means to career development. The results here show that over 60% of respondents believed that the outcomes of their learnt competencies within the

work place translated into; (Work efficiency, innovation and problem solving), (Good interpersonal relationship, effective communication skills, innovation), (Critical thinking, problem solving and innovation). Other outcomes included career advancement and creativity.

4.4.7. Relevant work-related competencies.

The opinions of interviewees were sought on what professional competencies they think are most relevant in their line of work. In response to this,

Interviewee 13 indicated that,

> Since I am an educationist I think one of the competencies I look out for is the ability to prepare my lessons before delivery there should be some background research prior to the delivery of lessons. Communication skills also counts and it also goes with the practical's…students would like to see so you should be careful how you demonstrate because they will end up copying what they are seeing but then there should be an opportunity for them to bring their own knowledge to bear (field interview 12/8/2020)

Interviewee 2 stated:

> Research skills is very relevant to me. In my line of work, I do a lot of research and I apply the research skill that I gathered at the university (field interview 12/8/2020)

According interviewee 10:

> The skill of researching is very important. One needs to have to capacity to obtain and analyse data effectively that contributes to knowledge. We are teaching students who will go to the university, so the teacher must go the extra mile. So in order to be competent you need to be abreast with current issues. There are some roadside artists who have all collapsed because they were rigid however as a professional graduate you need to be abreast with time (Field interview 2020).

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Interviewee 4 also notes:

> Information technology is a tool for the new world so our actions must be incline with information technology. Therefore, in every course we do that must be our focus. Today in our market, people with IT qualifications are more important that everything else (field interview 12/8/2020).

Interviewee 8 shared the view that,

> Having the ability to utilize ICT in Art in very important especially for contemporary artist. It very important to have courses that effectively link ICT to Art (field interview 12/8/2020).

Interviewee 5 identifies knowledge of subject matter, making lesson scheme, presentation of lessons and assessment of lesson. Interviewee 6 identifies teaching methodology and drawing skills whiles interviewee 7 identifies knowledge of practical aspects as the relevant work-related competencies.

These results identified the competencies which respondent believed were most relevant in their area of work to include communication skills, research skill, organizational and presentation skill, (ie. Ability to prepare and deliver lessons), ICT skills in terms of ability to integrate technology into work, knowledge of practical areas, and innovation in terms of ability to adapt and stay abreast of time. These stated work place competencies relative to competencies acquired from the university indicates that the competencies provided by the university are adequately matched with the competencies required at the work place. Bawakyillenuo, et al (2013) in line with these findings state that relevant competencies sought after by industries comprise of analytical thinking and problem solving, technical skills, and graduates' ability to take responsibility of own actions and inactions.

4.5 Graduates Perception on Quality of BA Art Education Programme at UEW

4.5.1. Quality of Art Education program

Table 16: Quality of Art Education program

Responses	Frequency	Percent
Average	3	6.7
Excellent	8	17.8
Good	14	31.1
Poor	1	2.2
Very good	19	42.2
Total	**45**	**100.0**

Source: field survey (2020)

Results from table 16 shows that nineteen (42.2%) respondents rated the Art Education program as Very good. Fourteen (31.1%) rated the program as Good whiles eight (17.8) rated it as Excellent. Three (6.7%) respondents rated the program as Average whiles one (2.2%) rated the program as Poor.

The views of interviewees were sought on the quality of the Art Education course. Interviewee 3 intimated that,

> The quality of the course was very good; even a comparison of our grading system to other institutions reveals our standards are more stringent (field interview 12/8/2020)

According to interviewee 4

> It was not the best because education must be technologically and practical oriented, however the infusion of ICT into the Art Education programme was very limited in my opinion. Also, we had very little opportunity for practical work which served as a severe handicap in the classroom where we had to demonstrate practically to students (field interview 12/8/2020)

Interviewee 9 also mentions that,

> The course could have provided me with a better standard with more focus on problem solving. So my overall assessment of the quality of the course on a scale of one to ten, I will score it six". There should have been more emphasis on linking the programme with practical problem solving (field interview 12/8/2020).

Interviewee 12 added,

> As far as I am concerned the Art Education programme was good, but it could have been better. I say so because more opportunities should have been provided for practical work. Also more should have been done to link the content of the programme to finding solutions to practical problem, in this way making the course more relevant beyond just producing Art (Field work 12/8/2020)

In view of the results, it was shown that more than 90% of respondents rated the quality of the program as either good, very good or excellent. On the other hand, the lack of practical work, integration of technology and lack of problem solving approach were identified as the major drawbacks of the program.

4.5.2 Respondents satisfaction with the knowledge and competencies acquired from the university

Table 17: Respondents satisfaction with the knowledge and competencies acquired from the university

Responses	Frequency	Percent
No	10	22.2
Yes	35	77.8
Total	45	100.0

Source: field survey (2020)

Results presented from Table 17 reveals that thirty-five (77.8%) respondents were satisfied with the knowledge and competencies acquired at the university. On the other hand, ten (22.2%) were unsatisfied.

From the interview, respondents were asked to state their satisfaction with the Art Education program in terms of providing practical and theoretical knowledge. To this interviewee 1 indicated,

I am partially satisfied because if I cannot get all the practical aspects in all the domains then it is not enough. So in part, it was okay, if they could add a little bit of the ICT. Most of us are not very conversant with the ICT (field interview 12/08/2020).

Interviewee 2 also indicated,

to some extent I am satisfied. I believe more could have been done in the practical and theoretical knowledge. Therefore, I would not say I am very satisfied. Comparing what I am seeing from other institutions more could have been done in terms of the practical knowledge. This could have changed if I was offered an opportunity to embark on field trips to interact with practicing artist. In the theoretical knowledge if we were introduced to certain resources my theoretical knowledge would have improved. We were left on our own to seek information with inadequate guidance, even the resources to use in seeking information such as the internet was below average. It was very challenging to get access to information (field interview 12/8/2020).

According to interviewee 7,

The theoretical aspect was good. I am satisfied because it has widened the scope of my knowledge. The negative aspect is that the practical aspects together with the requisite tools and equipment to do practicals was inadequate so I was not satisfied (field interview 12/8/2020).

Interviewee 4 also added,

> I am satisfied because it helped me to acquire specific techniques that has becomes the tools of my trade mark. It also teaches factual knowledge and the ability to link learning to environmental needs (field interview 12/8/2020).

Interviewee 6 pointed out that, in terms of practical knowledge more could have been done. He believed that the practical aspects were not as intensive as the other areas of the programme. Interviewee 7 also registered his dissatisfaction with especially the practical aspects of the programme.

The data shows a more than 70% rate satisfaction amongst the respondents. The result is consistent with those of Stukalina (2012) in his assertion that the knowledge provided by European universities has a positive implication on student's level of satisfaction.

4.5.3: Reasons for respondents' lack of satisfaction

Table 18: Reasons for respondents' lack of satisfaction

Responses	Frequency	Percentage
Courses are less practical and more theoretical	3	30.0
Topics treated at the university are disconnected from topics treated in schools	1	10.0
Student creativity is restricted and old methods of teaching	1	10.0
Lack of modernization in courses	1	10.0
Lack of resources, mentorship sessions, no job orientation, poor student to lecturer interactions	2	20.0
A disconnect between university education and the world of work	2	20.0
Total	**10**	**100.0**

Source: field survey

Results from table 18 provides a view of reasons provided by respondents for their dissatisfaction with the competencies received at the university. According to three (30%) of respondents the courses are less practical and more theoretical. Two (20%) respondents stated that there is no connection between university education and the world of work. Two (20%) also stated lack of resources, mentorship sessions, no job orientation and poor student to lecturer interactions. One (10%) respondent each respectively stated; lack of modernization in the courses; student creativity is restricted and use of old methods of teaching; Topics treated at the university are disconnected from topics treated in schools.

The results showed that respondents who were not satisfied attributed their lack of satisfaction to a number of factors. Principal amongst these factors were the lack of practical knowledge; the disconnection between university education and the world of work and Lack of resources, mentorship sessions, no job orientation and poor student to lecturer interactions accounted for the top three reasons explaining respondents lack of satisfaction. Other factors sighted included restriction of student creativity and outmoded methods of teaching as well as lack of modernization in courses.

4.5.4. Graduate's satisfaction with the quality of university education

Table 19: Graduate's satisfaction with the quality of university education

Are you satisfied with the competencies and knowledge acquired at the university?							
Responses		Responses			Percentage of		
		No	Yes	Total	No	Yes	Total
How would you rate the quality of university education to adequately prepared you for the work place?	Average	3	0	3	6.7%	0.0%	6.7%
	Excellent	0	8	8	0.0%	17.8%	17.8%
	Good	1	10	11	2.2%	22.2%	24.4%
	Poor	4	0	4	8.9%	0.0%	8.9%
	Very good	2	17	19	4.4%	37.8%	42.2%
Total		10	35	45	22.2%	77.8%	100.0%

Source: field survey 2020

Results from Table 19 indicates that of the ten (22.2%) respondents who were not satisfied with the competencies and knowledge acquired at the university, three (6.7%) rated the quality of university education to prepare them for the work place as average. Four (8.9%) respondents rated the quality of education as poor whiles one (2.2%) respondent, rated the quality of university education as good. On the other hand, of the thirty-five (77.8%) respondents who rated the knowledge and competencies acquired as satisfactory, eight (17.8%) respondents rated the quality of education as excellent. Ten (22.2%) respondents, rated the quality as good whiles seventeen (37.8%) rated the quality of education as very good.

The results indicated that more 84% of respondents were satisfied with the knowledge and competencies acquired at the university especially to prepare them for the work place. It can also be inferred that, respondents who were less satisfied gave low ratings of quality than respondents who were satisfied. This implies that, the respondent's perception of the quality of the Art Education program to prepare the graduate for the work place has an influence on their level of satisfaction with the quality of the Art Education Program. This result shows the nature of relationship between the satisfaction of Art education graduates with the competencies and knowledge acquired at the university and the quality of the Art Education program to adequately prepare the graduate for the work place. The percentage analysis conducted in this section to observe the relationship between respondent's satisfaction with the competencies and knowledge acquired on one hand and the quality of the Art education program on the other hand proved significant. The result of the analysis was conclusive that the high satisfaction amongst respondents indicates the quality of the Art Education program. This result is consistent with Purgailis, Māris and Zaksa, Kristīne (2012) in terms of the existence of a positive relation between acquisition of skill and student satisfaction university services in Latvia. The results further confirm the assertion of (Arambewela and Hall, 2006) who indicate that Student satisfaction is a generally acknowledged indicator of the quality of service for higher educational institutions

4.5.6. *Respondents preparedness for the work place*

Table 20: Has the education you received at the university adequately equipped you for the work place?

Responses	Frequency	Percent
No	8	17.8
Yes	37	82.2
Total	45	100.0

Source: field survey

Data from table 4.5.6. Shows that eight (17.8%) respondents believed the university did not adequately equip them for the work place whiles thirty-seven (82.2%) were of the view that they had been adequately equipped for the work place.

The results show that over 80% of respondents believed that the knowledge and competence acquired was enough to the adequately prepare them for the work place. This is a strong indication of the university's ability to provide its graduates with the necessary skills to function within the field of work. These findings are supported by Falconer and Pettigrew (2003) who state that programmes of Higher Educational Institutions are designed to produce functional graduates capable of functioning in multidimensional work environment.

4.5.7. *How university education equipped respondents for the work place*

Table 21: If Yes, how has your professional competencies been improved?

Responses	Frequency	Percentage
Improvement in teaching methods and skills	16	43.3
Ability to apply knowledge acquired in different subject areas	4	10.8
Improved research abilities	4	10.8
Critical thinking and problem solving	9	24.3
Broader understanding of issues and effective communication of facts	4	10.8
Total	37	100.0

Source: field survey

Results from table 21 indicates that sixteen (43.3%) respondents believe there has been improvement in teaching methods and skills. Nine (24.3%) respondents have improved in their critical thinking and problem-solving abilities. Four (10.8%) respondents each respectively stated; Ability to apply knowledge acquired in different subject areas; improved research abilities; Broader understanding of issues and effective communication of facts.

The results show over 60% of respondents identified an improvement in their teaching methods and skills as well as their critical thinking and problem-solving skills. Other improvement sighted were in relation to improved ability to apply acquired knowledge in different subject areas, improved research capabilities, broader understanding of issues and effective communication of facts. This result is an indication that the Art Education program is undertaking its mandate of producing graduates capable of effective teaching of Art. This finding supports Falconer and

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Pettigrew (2003) view that providing the graduates with both academic and technical knowledge created through field specific studies and skills required by organization enhances work readiness.

4.5.8. How university has fallen short to prepare respondents for the work place

Table 22: If No, how has the education fallen short?

Responses	Frequency	Percentages
Lack of infrastructure	1	12.5
Lack of practical work	5	62.5
No link between what is taught at the University and what is taught in the classrooms	2	25
Total	8	100.0

Source: field survey (2020)

According to five (62.5%) respondents, this was due to lack of practical work. Two (25%) of respondents stated no link between what is taught at the university and what is taught in the classroom whiles one (12.5%) respondent indicated lack of infrastructure.

The results indicate that majority of respondents were of the opinion that not enough had been done by way of providing opportunities for practical work. This opinion is reflected by more than 60% of respondents. This finding is supported by Cavanagh, Burstone and Southcombe, (2015) who note that one significant area in graduate training for the labor market that has been the source of considerable concern amongst graduates has been the lack of opportunities to put into practice what they have learnt prior to the entering the labor market. The lack of infrastructure as well as no link

between what is taught at the University and what is taught in the classrooms comprised the rest of the reasons sighted.

4.5.9 Respondents rating of the quality of university education to adequately prepare you for the work place?

Table 23: Quality of university education and whether university education has adequately equipped graduates for the work place

Question		Responses			percentage of responses		
		No	Yes	Total	No	Yes	Total
How would you rate the quality of university education to adequately prepared you for the work place?	Average	4	0	4	8.9%	0.0%	8.9%
	Excellent	0	8	8	0.0%	17.8%	17.8%
	Good	0	11	11	0.0%	24.4%	24.4%
	Poor	4	0	4	8.9%	0.0%	8.9%
	Very good	0	18	18	0.0%	40.0%	40.0%
Total		8	37	45	17.8%	82.2%	100.0%

Source: field survey (2020)

Form table 23, of the eight (17.8%) respondents who revealed that university did not adequately equip them for the work place, four (8.9%) rated the quality of the Art Education programme average. Whiles four (8.9%) rated the quality of the Art Education programme as poor. On the other hand, of the thirty-seven (82.2%) respondents who believed the university had adequately equipped them for the work place, eight (17.8%) rated the quality of the Art Education program as excellent. Eleven (24.4%) rated the quality of the Art Education programme as good whiles eighteen (40.0%) rated the program as very good.

The foregoing analysis is indicative that more than 82% of respondents rated the quality of education they received highly. The results also show that, there exists a significant relationship between graduate's perception about quality of the Art Education Programme and the ability of university education to prepare them for the work place. It is evident from the results that respondents who believed the education received had adequately prepared them for the work place rated the quality of education higher than those who believed were not adequately prepared. The implication of the results is that the quality of university education has an influence on graduate's perception of preparedness for the workplace. The analysis is therefore conclusive that the high perception of work readiness amongst graduates influences their perception of the quality of the Art Education program. Caballero and Walker (2010) corroborate this finding when they conclude that the quality of education provided by higher educational institutions is positively the ability of its graduates to meet the technical and labor demands of industry.
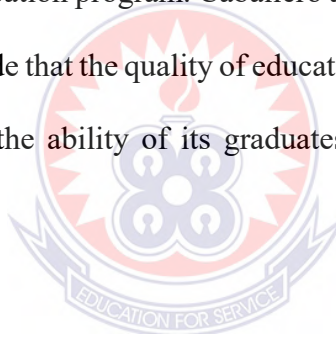
4.5.10. Graduates' satisfaction with the competencies and knowledge acquired at the university and whether university education has adequately equipped thew for the work place.

Table 24: Are you satisfied with the competencies and knowledge acquired at the university?

		Are you adequately equipped for work					
		Responses			Percentage		
		No	Yes	Total	No	Yes	Total
Are you satisfied with the competencies and knowledge acquired at the university?	No	7	1	8	15.6%	2.2%	17.8%
	Yes	3	34	37	6.7%	75.6%	82.2%
Total		10	35	45	22.2%	77.8%	100.0%

Source: field survey 2020

Data from the table 4.5.10. shows that, of the ten (22.2%) respondents who revealed that the education they received at the university did not adequately equip them for the work place, seven (15.6%) respondents, were not satisfied with the competencies and knowledge acquired at the university whiles three (6.7%) indicated they were satisfied. On the other hand, out of thirty-five (77.8%) respondents who indicated that the education they received at the university adequately equipped them for the work place, thirty-four (75.6%) indicated that they were satisfied whiles one (2.2%) respondent was not satisfied with the competencies and knowledge acquired at the university.

The above result is indicative that more than 77% of respondents were satisfied with the knowledge and competencies acquired at the university. Furthermore, the relationship between graduates' satisfaction and work preparedness shows that,

graduates who believed they had been adequately prepared for the work place had high levels of satisfaction with the education received. This is indicative that the ability of university education to prepare the Art education graduate for the work place influences their satisfaction with the Art Education program. It can be concluded that graduate's satisfaction with the Art education program is attributable to the high perception of work readiness amongst them. This result also confirms the position of Majeed, Sawsan and Ziadat, Muhammad (2008) that student satisfaction is an important measurement tool for educational institution because satisfaction is reflective of quality of service.

4.5.11. *Work place experiences*

This section sought to find out work place experiences respondents were unprepared. When asked what on-the-job experiences they had encountered which they feel the Art Education programme did not adequately prepare them for. Interviewee 1 said,

> The area of practical's is an area the school did not adequately prepare majority of us for. This is because in our time we did very little by way of practical lessons. Most classes were largely limited to the theoretical areas. In my view, practical topic s should be widened enough to cover other aspects of the arts (field interview 2020).

Interviewee 2 indicated,

> There are many things I learnt on the job such as administering first aid to my students. Also funding learning activities such as field trips out of my own resources was something I was not prepared for. Even how to adjust to a new curriculum, the real classroom experiences most of these were learnt on the job I wasn't adequately prepared. For instance, I was asked to fill in for a colleague so I had to teach arts in addition to ICT, social studies as well as double as a sports teacher. I didn't have any of these experiences on campus during my training (field interview 2020).

According to interviewee 5,

> The Art course itself is practically oriented but you end up seeing some lecturers who will never take you through the practical aspects there by you as a student have to go through yourself at times you learn from your own colleagues that is the challenges some of us face when we come to the job (field interview 2020).

According to interviewee 4,

> Integrating Art with technology is something I was not adequately prepared for. This aspect of the Art education must have more attention to fully prepare the Arts graduate for the market. Something that would have taken much time becomes easy and quick with digitization. Much attention was not given to digitization so it becomes a big challenge to meet the standards of today so in the field of work you see your deficiency. Art production is affected using the old techniques without integrating modern *technology* (field interview 2020).

The results revealed amongst others that most respondents felt they were unprepared when it came to the area of practical work. Others felt they had not been prepared in aspects such as administering first aid to students and financing educational activities form their own personal resources. Other respondents indicated they were not fully equipped in the use and integration of technology in Art whiles others had to teach different subject areas even though their training was in Visual art. This result is consistent Yorke and Knight (2004), who suggest that graduates acquire many of work-related skills in the workplace. In relation to this (Heijke et al. 2003) have raised concern over the limitations confronting universities to teach certain competencies in an academic context that can only be adequately acquired through on-the-job work experience.

4.5.12. *Respondents expectations about Art Education program before enrolling*

Table 25: Did you have any expectations about the Art Education program before enrolling?

Responses	Frequency	Percent
No	12	26.7
Yes	33	73.3
Total	45	100.0

Source: field survey (2020)

From table 4.5.12. thirty-three (73.3%) respondents indicated they had expectations before enrolling in the course. Twelve (26.7%) respondents had no expectation before enrolling in the course. The results showed that over 70% respondents indicated that they had expectation. This supports the findings of Purgailis, Māris and Zaksa, Kristīne (2012) which indicates that student expectation is a major determinant for students acting as consumers within the higher education market and it is therefore the prime role of higher educational institutions to manage such expectations.

4.5.13. *How expectations of respondents have been met*

Table 26: If Yes, how have these expectations been met?

Responses	Frequency	Percent
Acquisition and improvement of skill sets and abilities in: esthetics, ICT, creativity and critical thinking	13	39.4
Career development, employment and entrepreneurship	16	48.5
Expectation have not been met due to lack of practical work	4	12.1
Total	33	100

Source: field survey (2020)

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According to data from table 4.5.13, sixteen (48%) respondents agree that their expectations have been met through the acquisition and improvement of skills in: Esthetics, ICT, creativity and critical thinking. According to thirteen (39.4%) respondents, their expectations have been met through Career development, employment and entrepreneurship. On the other hand, four (12.1%) respondents stated their expectations have not been met because of lack of practical work.

In relation to the results, over 87% of respondents, whose expectations had been met indicated was through acquisition and improvement of their skill sets and abilities in; aesthetics, ICT, creativity and critical thinking as well as enhancing prospects in career development, employment and entrepreneurship. On the other hand, respondents who felt their expectations had not been met sighted the lack of opportunities for enough practical work. This confirms findings of Purgailis et al, (2012) in their study of university services in Latvia which suggest that student acquisition of expected skills is directly related to student satisfaction with university services. According Dicker, Garcia, Kelly and Mulrooney, (2018) Students may feel dissatisfied with their university education if what the university offers and delivers does not match their expectations.

4.5.14 Improvement to the Art Education Program

Table 27: How can the Art Education program be improved to suite the work place?

Responses	Frequency	Percentage
Introduction of more practical work.	18	40.0
Improvement in infrastructure and provision modern tools	14	31.1
Revision of Art Education curriculum to make it reflect current trends in the job market and current competencies	7	15.5
Exploration of the ICT in course design and lesson delivery	3	6.7
Linking internship to industry and extending the duration of internship	3	6.7
Total	45	100.0

Source: field survey (2020)

Results from table 27 reveals that eighteen (40.0%) respondents held the view that the Art Education programme can be improved through the introduction of more practical work. Fourteen (31.1%) respondents share the view that the program can be improved through improvement in infrastructure and provision of modern tools. Again three (6.7%) respondents believe that the programme can be improved through the exploration of ICT in course design and lesson delivery whiles three (6.7%) believe that the programme can be improved by linking internship to industry and extending the duration of internship.

From interviews conducted, interviewees shared views on how the Art Education programme can be improved.

To this interviewee 3 said;

> The authorities should look at what other institutions are doing and develop on the positive aspects. The world is all about needs and demands so if they can do research ad find out what their learners are currently doing in the system, what the industry needs from their learners that would inform what to teach learners and the competencies to stress on. This will enable them know what society needs, what schools need and what industries need so that when professional artist come out they can fit in every hole. (field ineterview 2020)

Interviewee 2 stated that

> If the Art education program sees a lot of functionality introduced that would be beneficial because then art becomes useful. The sculpture students can be tasked to produce cookery items such as simple ladle instead of importing ladles. We could sculpt ladles for it to have aesthetic quality and at the same time functionality in the kitchen. We could task the graphic design students to design tailor made solutions to our daily needs. Design goes beyond using Coral draw to design a poster or banner, design involves solving reading challenges in children, solving challenges at the hospital using graphic design (field interview 2020)

According to interviewee 14

> By furnishing the department with modern state of the art tools and equipment. In fact, one thing that I learnt when I to KNUST for my second degree was that I saw that the leather studio had a lot of machines so i wondered why we did all these things at Winneba without even sewing machines *(*field interview 2020*)*.

According to interviewee 5

> By focusing on modern and technological way of presenting lessons to the contemporary learning needs of students (field interview 2020).

Interviewee 12 added,

> That the Art Education program should be linked to practical problem solving. The focus of the program should be channeled towards addressing pressing societal concerns (field interview 2020).

Interviewee 6 also mentioned that students should be attached to industries during vacations to become abreast of trends in the industry.

The study also showed how the Art Education programme could be improved. Over 85% of respondents identified the introduction of more practical work; Improvement in infrastructure and provision modern tools as well as revision of Art Education curriculum to make it reflect current trends in the job market and current competencies. Other areas identified for improved included exploration of the ICT in course design and lesson delivery; linking internship to industry and extending the duration of internship. Also introducing as much functionality as aesthetics into Art projects and introducing more problem solving discourse in to the teaching and learning of the Arts. (Cavanagh, Burstone & Southcombe, 2015) notes the demand from the industry to integrate more practical skill development into the university curriculum with aim to fostering graduate work readiness and desired employability skills

4.5.15. *How respondent's performance has been improved after graduating*

Table 28 How has your work performance been improved since graduating?

Responses	Frequency	Percentage
Ability to teach better through improving on teaching methods and teaching styles, transferring and applying knowledge in different subject areas	30	66.7
Gained more experience and confidence in work	5	11.1
Improved ability to do research	10	22.2
Total	45	100

Source: field survey (2020)

From table 28 thirty (66.7%) respondents agree that after graduating they are the ability to teach better through improving on their teaching methods and styles; transferring and applying knowledge in different subject areas. Five (11.1%) respondents also state that after graduating, they have gained more experience and confidence in work whiles ten (22.2%) have improved ability to do research.

In showing how graduates work performance had been improved since graduation, results indicate that over 66% indicated the ability to teach better through improving on teaching methods and teaching styles, transferring and applying knowledge in different subject areas. Other responses included improved ability to do research and acquisition of experience and confidence in work. Judging from the result it can be concluded that Art Education programme has fulfilled its primary of mandate of equipping its graduates with the foundations to effectively teach Art.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter examines findings, recommendations, and the conclusions derived from the results of the study. This is consistent with the research objectives and questions raised for the study.

5.1 Summary

The rational for the study was to carry out a tracer study of the Art Education program of the University of Education Winneba concerning its quality, relevance and satisfaction of its graduates. In view of this, the study objectives were to find out the current occupational fields of the 2010 Art Education graduates of UEW and its relations to their respective areas of specialisation. Again, the study sought to explore the views of the 2010 Art Education graduates on the relevance of the undergraduate Art Education program at UEW. The study explored the perceptions of graduates using variables such as quality, satisfaction and work readiness. Finally, the study investigated the views of the 2010 Art Education graduates on the quality of the undergraduate Art Education program at UEW.

Owing to the above objectives, the mixed research method was employed for this study. Both qualitative and quantitative methods were used to collect data from the sampled respondents. sixty respondents were sampled for the study using purposive and convenient sampling methods. A combination of questionnaires and interview guides were used to obtain quantitative and the qualitative data for the study. The study sought to find out the current occupational fields of the 2010 Art Education graduates of UEW and its relations to their respective areas of specialisation.

The study showed that, the Art Education Programme is comprehensive as all aspects of 2D and 3D specialisations are adequately covered as a result maintain the relevance of the programme. It was further revealed that the current occupational fields of graduates are well matched with their areas of study. Findings of the study revealed all respondents were fully employed mainly in the public sector, specifically within the education and teaching fields serving as the major avenues of work for Art Education graduates in line with the broad mandate and mission of the UEW Art Education Programme. Additionally, it was revealed that respondents were adequately well matched both in their areas of specialisation and occupation with majority serving as teachers. The findings also showed that some graduates were employed in other occupational fields such as banking and administration. The findings showed that the Art Education programme offered many entrepreneurial prospects outside the classroom. T-shirt printing, book printing amongst other forms of graphic designing constituted the main form of alternative employment for Art Education graduate. Others included photography, videography, bead making etc. Also, the findings indicate that, graduates in the teaching field teach subjects they have specialised in. this confirms the relevance of the Art Education Programme in aligning the content of the programme with the demands of the classroom.

Secondly, the study sought to explore the views of the 2010 Art Education graduates on the relevance of the undergraduate Art Education program at UEW. The findings revealed that the Art Education Programme is relevant to the work experience of its graduates. Communication skills, critical thinking, invention, organisation and observation constituted work related competencies provided by the program. The outcomes of these competencies in the work experience of graduates translated into innovation, ability to solve problems, good interpersonal relationship, critical thinking,

work efficiency and improved teaching capabilities. Furthermore, the study revealed that the Art Education Programme offered high employment for its graduates owing to the relatively shorter period of time within which most were able to secure employment. Additionally, respondents agreed that all aspects of the Art Education Programme are useful in terms of offering the necessary competencies needed to cope with the environment of work. The study also revealed the need for more emphasis on the practical aspects.

Thirdly, the study also sought to examine the views of the 2010 Art Education graduates on the quality of the undergraduate Art Education program at UEW. The findings are conclusive that the quality of the Art Education Programme is highly rated as very good. The findings also revealed a high rate of satisfaction with the programme. Additionally, graduates were satisfied with the theoretical knowledge acquired however practical knowledge was the area majority were least satisfied. Further findings showed at the Art Education program had adequately prepared its graduates for the work place.

The study also revealed a number of relationships. Findings suggested a strong relationship between graduate satisfaction with the Art Education Programme and the quality of the Art Education Programme. The findings further showed that, the ability of university education to prepare the Art education graduate for the work place influences their satisfaction with the Art Education program. In addition, the study shows that, high perception of work readiness amongst graduates influences their perception of the quality of the Art Education program. Lastly, the analysis of results was conclusive that the high satisfaction amongst respondents indicates the quality of the Art Education program.

The findings further showed that major drawbacks on the relevance, quality and student satisfaction with the Art Education programme is the lack of opportunities for

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practical work. Other drawbacks include lack of infrastructure, lack of modern tools and equipment, lack of linkage between the university curriculum and the school curriculum, poor integration of technology, lack of linkage between programme content and real life problems etc.

Lastly, the findings have revealed that the Art Education Programme can be improved through more focus in practical work, more opportunities for industrial attachments, modernisation in terms of infrastructure and tools, making the Art Education curriculum relevant to modern developments amongst others.

In order to address the objectives of the study the following research questions were answered:

1. **What are the current occupational fields of the 2010 graduates of UEW and its relation to their respective areas of specialisation?**

The graduates of the Art Education Programme are fully employed mainly within the public sector specifically the in education and teaching fields serving as the main avenues of work for Art Education graduates thereby fulfilling the mandate and mission of the UEW Art Education Programme. Furthermore, graduates of the Art education program are well matched both in their areas of specialisation thereby teaching in their specialised subject areas. Additionally, the results indicated that, 71% of respondents in the study were engaged in some kind of entrepreneurial activity outside the classroom. Lastly, as an indication of the versatility of the graduates of the Art Education programme, it was shown that a number of graduates were also engaged in occupational fields outside teaching such as banking and administration.

2. **What are the views of the 2010 Art Education graduates on the relevance of the undergraduate Art Education program at UEW?**

The findings indicate that, the Art Education Programme is perceived to be very relevant to the art graduates as far their work experience is concerned. This is backed by the fact that 91% of respondents believed that all aspects of the programme has been beneficial to them in their line of work. On the other hand, number issues were raised concerning aspects of the program that in the view of respondent were not relevant in view of their work experience. Some of the issues raised here included the lack of opportunities to learn motion graphics and too much focus on 2D graphics; the monotonous nature of some subjects such as basic drawing; over emphasis on history of Art; lack of modernization of Ceramics; lack digitization of Picture making and software tutorial.

Again, comparing competencies acquired from the university and competencies required of the work place, the findings of the study indicate that, the competencies required in respondents' fields of work including; communication skill, research skill, organisational skills, critical thinking, problem solving etc. are adequately matched with the competencies learnt in school. All Art Education graduates who took part in the study are currently in employment. This indicates that, the employability prospects of the Art Education Programme is very high. By implication, the Art Education programme is viable in terms of employment creation. Furthermore, the results here show that over 60% of respondents believed that the competencies learnt at school led to, (Work efficiency, innovation and problem solving), (Good interpersonal relationship, effective communication skills, innovation), (Critical thinking, problem solving and innovation) at the work place. Other outcomes included career advancement and creativity.

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Lastly, in the view of respondent's certain areas of the program in relation to their professional experience required greater emphasis. Of the issues identified it was revealed that majority of respondents expressed that more focus should be placed on equipping students with practical skills. In addition, some respondent's maintained that attention should focus on problem solving and functionality of art work. Respondents also called for the expansion in the content of Graphic design to cover motion graphics. There was also a call for the integration of more technology and digitization in the program. Research skills, teaching practice, presentation and evaluation were also identified as areas requiring much emphasis.

3. **What are the views of the 2010 Art Education graduates on the quality of the undergraduate Art Education program at UEW?**

The quality of the Art Education Programme is highly rated with over 90% rating the programme as either good, very good or excellent. Over 82% of respondents indicated a strong belief that, the Art Education programme was quality in terms of its ability to prepare graduates for the work place. The study shows that, high perception of work preparedness amongst graduates influences their perception of the quality of the Art Education program. Furthermore, in terms of the knowledge and competencies acquired by graduates at the university, there is also a high rate of graduate satisfaction with the programme especially with the theoretical aspects as indicated by over 70% of respondents. Additionally, over 70% of respondents indicated a high degree of satisfaction with the knowledge and competencies received at the university. Again, a comparison of graduate satisfaction with the knowledge acquired and perception of quality of the programme indicated that more than 84% of respondents who were satisfied also perceived the quality of the programme as high. The analysis of results was conclusive that the high satisfaction amongst respondents indicates the quality of

the Art Education program. In addition, there is a positive perception amongst Art graduates that the Art Education program has adequately prepared its graduates for the work place as indicated by over 80% of respondents. Again, a comparison of results between graduate satisfaction with the Art Education programme on one hand and the ability of the programme to prepare the its graduates for the work place showed that most graduates as indicated by 77% of respondents, who indicated they were well prepared for the work place, also indicated they were satisfied with the programme. The finding showed that, the ability of university education to prepare the Art education graduate for the work place influences their satisfaction with the Art Education program. Lastly, the lack of opportunities for practical work constituted the major drawback of the programme. Topics treated in schools. The results showed that respondents who were not satisfied attributed their lack of satisfaction to a number of factors. Principal amongst these factors was the (lack of practical knowledge); (the disconnection between university education and the world of work) and (Lack of resources, mentorship sessions, no job orientation and poor student to lecturer interactions) accounted for the top three reasons explaining respondents lack of satisfaction

5.2 Conclusion

This study has contributed to one of the pertinent expectations in pursuing Higher education in Ghana. The issue of graduate unemployability has always been a concern in Ghana, and the quest to find out whether higher education is equipping graduates with the requisite skills that would render them employable opportunities have always been an issue of great concern. In this light, the need to gain deeper insights in to the contribution of higher education to graduates professional and occupational outcomes also necessitates an exploration of graduate satisfaction with the programmes

offered by universities as well as their perceptions on the quality and relevance of such programmes.

Based on the findings of the study, graduates of the Art Education programme are mostly employed as Art teachers within various educational institution. Again, it is clear that graduates in the teaching field predominantly teach the aspects of Art they specialized in at the university. It has also been shown that the informal sector especially in the area of art-based entrepreneurship serves as an alternate area of employment for Art graduates. By implication, graduates of the Art Education programme are employed in both the formal and informal sectors as teachers and entrepreneurs. The findings are also conclusive that all the aspects of Art Education including 2D and 3D are comprehensively covered in the programme this therefore allows graduates the flexibility required to teach in the specialised fields in various schools. The Art Education Programme is therefore relevant in its ability to align its content with the curriculum of schools.

Furthermore, taking into consideration the current work experiences of graduates as well as the competencies required to effectively operate within their various occupational fields, the findings of the study demonstrate that the Art Education programme is relevant due to its ability to translate into enhanced work performance.

Additionally, evidence from the study suggested that the Art Education programme is perceived as providing quality education and equipping its graduates with the necessary skills and knowledge especially for the work place. Again, graduate positive feedback on the ability of the Art Education programme to effectively prepare them for the work place as well as their satisfaction with the programme further reinforces the perception of the programmes quality amongst graduates. However, there

is need for greater emphasis of the practical aspects of the programme which amongst other factors is seen as an area that can be improved.

5.3 Recommendations

Following the findings of the study the following recommendations are proposed

1. The Art Education programme must provide more opportunities for practical work. In this regard the necessary tools and infrastructure which are current with modern trends must be provided to provide a better educational experience

2. Since the world has shifted towards digitisation and technology so has modern Art. The implication here for the Art Education programme is to integrate as much as possible technologically oriented ways of producing and teaching Art.

3. Furthermore, as every other university programme is seeking to equip its patrons with competencies and skills, the Art Education programme must ensure a proper linkage with industry so that graduates can meet the demands of industry.

4. Again the study has shown that Art graduates have employed their skills outside their main areas of training ie. Teaching and have engaged in various forms of entrepreneurship. This has implication for addressing unemployment. In this regard more focus should be placed on entrepreneurship training to enhance the capability of the Art graduate both in the teaching and the non-teaching field

5. Lastly, as it has been established in literature, the aim of the university is to produce graduates capable of critical thinking and problem solving. Focus must there for be placed on producing artist capable of producing and teaching Art with the aim of providing critical solutions the numerous challenges faced by the country.

5.4 Implications for further studies

The study was limited by the outbreak of the Covid-19 pandemic. This posed severe constraints on the collection of data. This study took account of the 2010 graduating year group of the Art Education program. Further studies can expand on other year groups and examine the dynamics quality and satisfaction across various year groups. This will provide a clearer picture of the nature of service the university is providing.

Again, further tracer studies can explore gender and the different conditions that affect gender perception of quality and satisfaction. This will help understand the gender dynamics as it affects the graduates of the Art Education program

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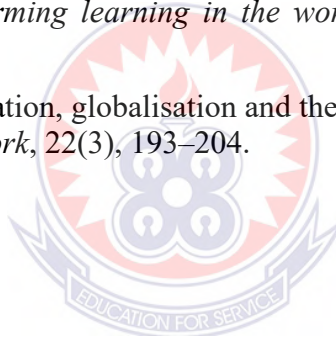
APPENDIX A

UNIVERSITY OF EDUCATION WINNEBA

DEPARTMENT OF ART EDUCATION

QUSTIONAIRE
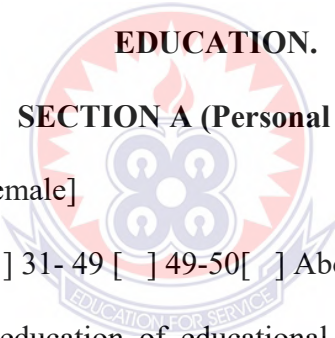
Introduction

This study sought to investigate graduate perception about the relevance of the art education programme to the work place. All respondents are assured of absolute confidentiality in this Academic Research. Please tick appropriate responses or fill in space provided.

STRUCTURED QUESTIONNAIRE FOR GRADUATES OF ART EDUCATION.

SECTION A (Personal Data)

I.   Gender: [male] [female]

II.   Age: Below 30[   ] 31- 49 [   ] 49-50[   ] Above 50 [   ]

III.   Highest level of education of educational attainment? [Diploma] [Degree] [Phd]

SECTION B

1. Are you currently employed?   Yes [ ]   No [ ]

2. If No what has accounted for your unemployment

……………………………………………………………………

……………………………………………………………………

………………………

3. If Yes in which sector?   Private sector [ ] Public sector [ ]

4. In which institution are you employed

    i.   [education]

    ii.   [Commerce]

    iii.   [Industry]

    iv.   other pls specify………………………………………….

5. If you are in the teaching field please indicate your major area of specialization in 2D and 3D …………………………………what subject/s do you currently teach? Ceramics [ ] Graphic design [ ] Picture making [] Textiles [ ] Jewellery [ ] Basketry [ ] GKA [ ] Sculpture []

6. If others specify…………………………………………………….

7. Do you see a match between your area of specialization at the university and your current occupational field? Yes [ ] No [ ]

8. If you are a teacher do you see a match between the subjects, you teach and your area of specialization at the university? Yes [ ] No [ ]

9. Apart from teaching are you engaged in any Art related employment? Yes [ ] No [ ]

10. Please specify?…………………………………………………….

    SECTION C

11. How long did it take you to secure employment after school

12. Is/are there any aspect of the Art Education programme which have not been beneficial as far as your work experience is concerned? Yes [] No []

13. If Yes, what aspects

14. What competencies did you learn within the entire duration of the Art Education programme?

    i.   Creativity and innovation [ ]

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     ii.   lifelong learning and invention [ ]

     iii.   Communication and organization [ ]

     iv.   Critical thinking and observation [ ]

     v.   If others specify……………………………………………………

15. How are the above competencies linked practically to the work place?...

....

......…………………

SECTION C.

16. How would you rate the quality of university education to adequately prepared you for the work place?

     i.   Good [ ]

     ii.   Very good [ ]

     iii.   Average [ ]

     iv.   Poor [ ]

17. Are you satisfied with the competencies and knowledge acquired at the university?   Yes [ ] No [ ]

18. If No explain why

19. Has the education you received at the university adequately equipped you to for the work place?   Yes [ ] No [ ]

20. If Yes, how has your professional competencies been improved

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21. If No how has the education fallen short

22. Did you have any expectations about the Art Education programme before
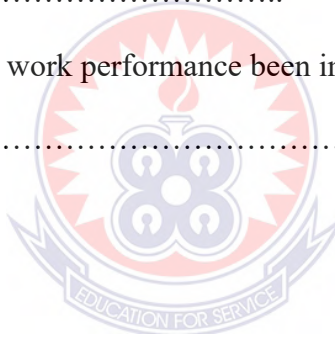
enrolling?

Yes [ ] No [ ]

23. If Yes, how have these expectations been met?

24. How can the Art Education programme be improved to suite the work

place?...............................…………………………………………………

…………………………………..

25. How has your work performance been improved since graduating?

…………………………………………………………………………………

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APPENDIX B

UNIVERSITY OF EDUCATION WINNEBA

DEPARTMENT OF ART EDUCATION

INTERVIEW GUIDE FOR ART EDUCATION GRADUATES.

1. In which sector are you currently employed?

2. Did you face any challenges in securing employment after school?

3. Has your university education contributed in your ability to secure a successful employment?

4. Are you satisfied with the Art education course in terms of providing (i) practical knowledge (ii) theoretical knowledge (iii) self-regulative knowledge?

5. What on-the-job experiences have you encountered which you feel the Art Education programme did not adequately prepare you for?

6. Are /is there any aspects of the Art Education programme you consider non-beneficial in terms of your work place experience?

7. What aspects of the course are important to the work place and employability and must be emphasized?

8. What professional competencies do you think are most relevant in your line of work?

9. What is your assessment of the overall quality of the course?

10. How can the Art Education programme be improved?

11. Do you teach a subject related to your area of specialization?

12. What strategies do you utilize to teach subjects outside your area of specialization?

13. Do you think the Art Education programme can be beneficial outside the class room?

14. Have you been able to utilize your training outside the teaching profession?