

**THE STATE OF TEXTILES EDUCATION IN SENIOR HIGH SCHOOLS IN THE  
GREATER ACCRA REGION, GHANA**

By

Christiana K. Okai-Mensah  
(BA Art, MA Adult Education)

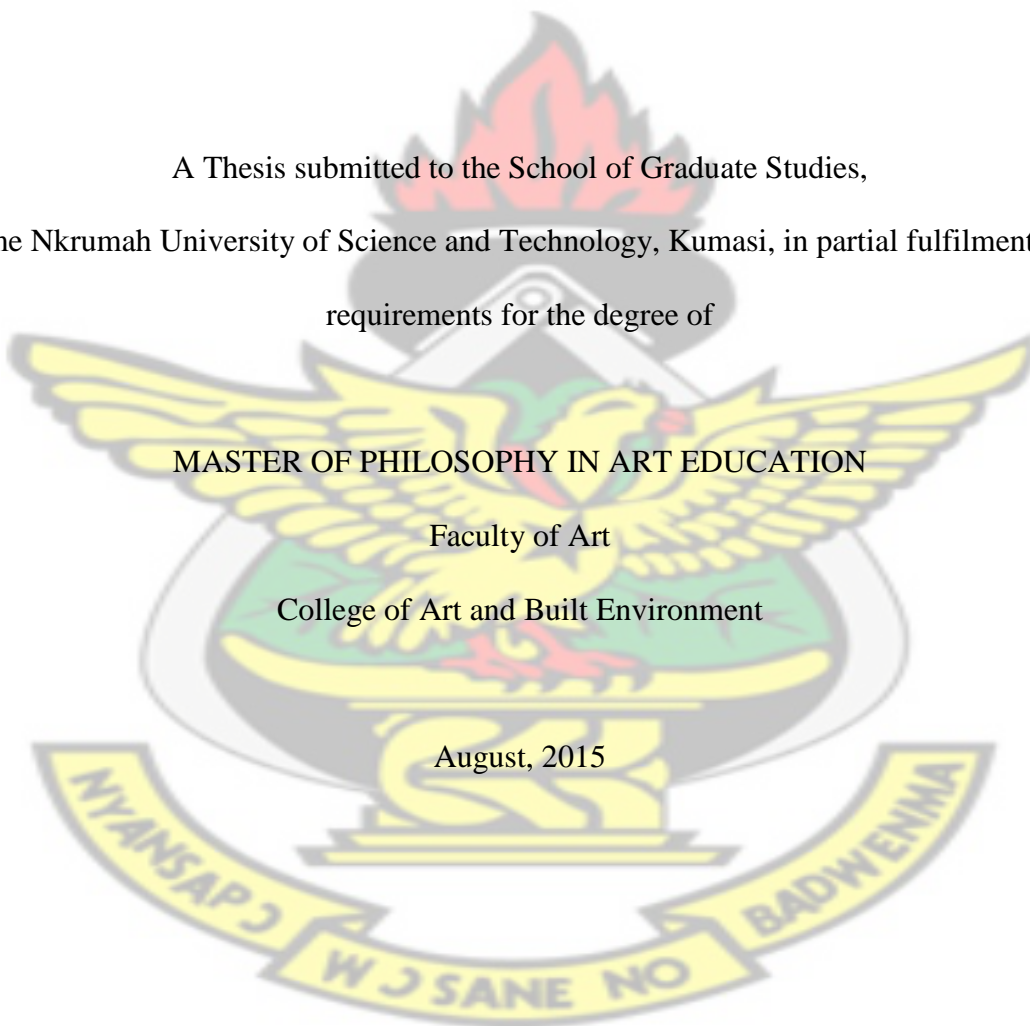
A Thesis submitted to the School of Graduate Studies,  
Kwame Nkrumah University of Science and Technology, Kumasi, in partial fulfilment of the  
requirements for the degree of

**MASTER OF PHILOSOPHY IN ART EDUCATION**

Faculty of Art

College of Art and Built Environment

August, 2015



© 2015, Department of General Art Studies

**DECLARATION**

I hereby declare that this submission is my own work towards the Master of Philosophy (Art Education) and that to the best of my knowledge, it contains no material previously published by another person or material which has been accepted for the award of any other degree of the University, except where due acknowledgement have been made in the text for references.



Christiana K. Okai-Mensah (Mrs.) PG9202013.....

Student's name & ID No.

Signature

Date

Certified by:

Nana Afia Opoku-Asare, Mrs. ....

Supervisor's Name

Signature

Date

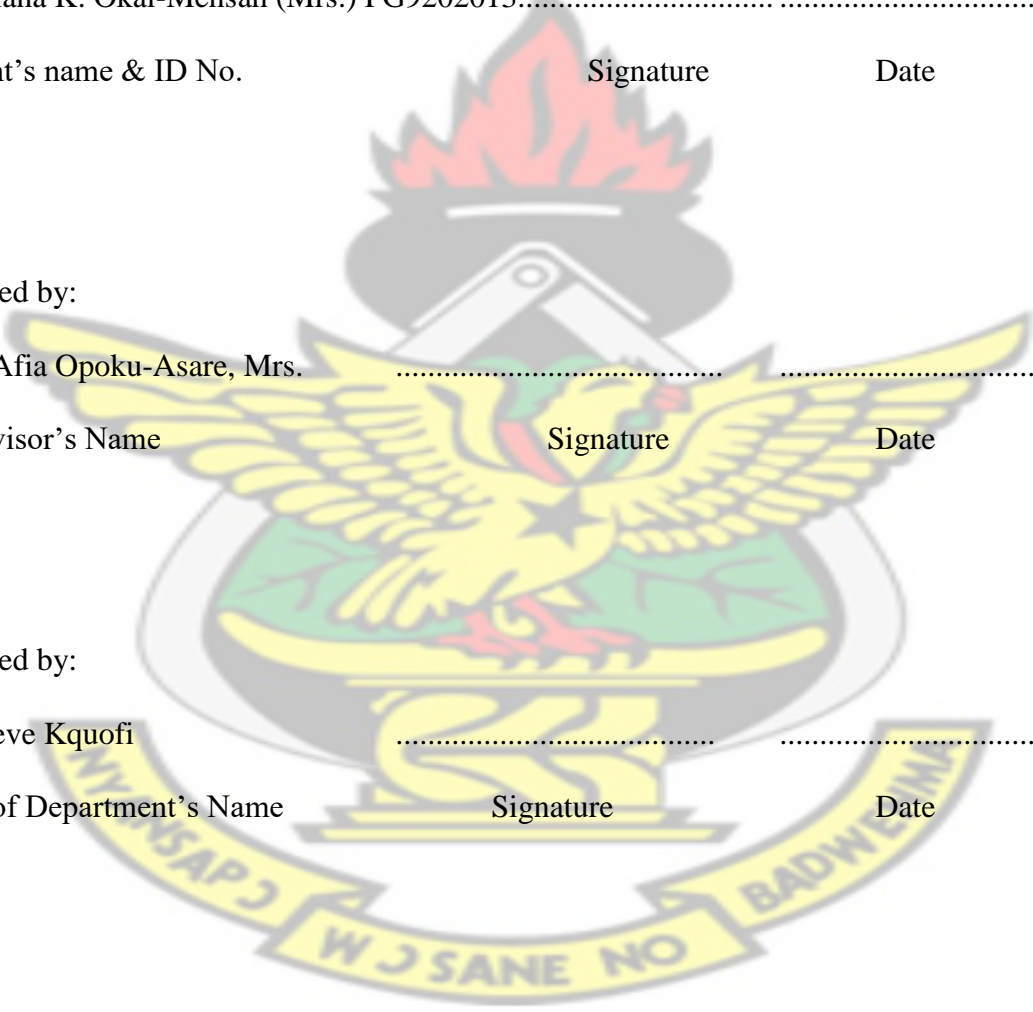
Certified by:

Dr. Steve Kquofi .....

Head of Department's Name

Signature

Date



**ABSTRACT**

The SHS Textiles programme in Ghana has been designed to provide Textiles students with adequate basic knowledge and skills for further education in Textiles as well as self-employment or apprenticeship for those who might terminate their education at the Senior High School level. It is known that some SHS Textiles graduates are unable to acquire and practise the basic skills taught in the SHS Textiles syllabus. This has resulted in a number of them unable to establish for themselves any serious Textiles business at the end of the course. Textiles education is gradually collapsing at the SHS level. The objective of the study however, sought to examine the scope of content of the Textiles syllabus to understand its teaching and learning processes, in order to suggest strategic ways to make Textiles education at the SHS more interactive for students to engage in. The study used mixed methods research approach. The data were collected using convenience and judgemental sampling of 186 students, 12 teachers, three lecturers, three WAEC officials and two CRDD coordinators, in the Greater Accra Region. Data collection instruments were interviews, observations and questionnaires. The descriptive research method was used to report the findings. The study revealed that equipment and tools available in the sampled schools were either damaged or inadequate for effective practical work and demonstration. This makes the teachers to simply describe the tools and equipment that are needed for lessons without the students getting the opportunity to see or use them in class. Teachers are also not able to complete the Textiles syllabus within the stipulated three year-period due to the reduction of the teaching periods from 21 to 18 per week even though many more topics have been added to the 2008 Textiles syllabus that was previously in use. These factors have negative effects on Textiles education in the SHS, hence the poor performance of the Textiles students in the WASSCE and ultimately, their inability to engage in entrepreneurship development in Textiles and employment after they graduate from SHS. It is recommended that Ghana Education Service should make provision for schools which offer Visual Arts and Textiles in particular to have the relevant textbooks, permanent

studios, tools, materials and other equipment such as looms, padded and development tables for practical work in the schools that offer Textiles. GES should also organise periodic in-service trainings and field trips to enhance the teaching/learning methods used by Textile teachers and to introduce them to new topics that have been included in the Textiles syllabus.

# KNUST



## DEDICATION

I dedicate this thesis to my dear husband Mr. Kwasi Okai-Mensah for his untiring support, encouragement, prayer, toil and ensuring that I submitted it in time and also my loving children Nana Kwaku, Papa Kwadwo and Nana Yaw for being so caring.

# KNUST



## ACKNOWLEDGEMENTS

Firstly, I thank the Almighty God for the strength, protection, wisdom, guidance and courage to persevere and complete this study. I highly appreciate the untiring effort of my supervisor, Mrs. Nana Afia Amponsaa Opoku-Asare for her assistance, support and outstanding professional advice given me during the study.

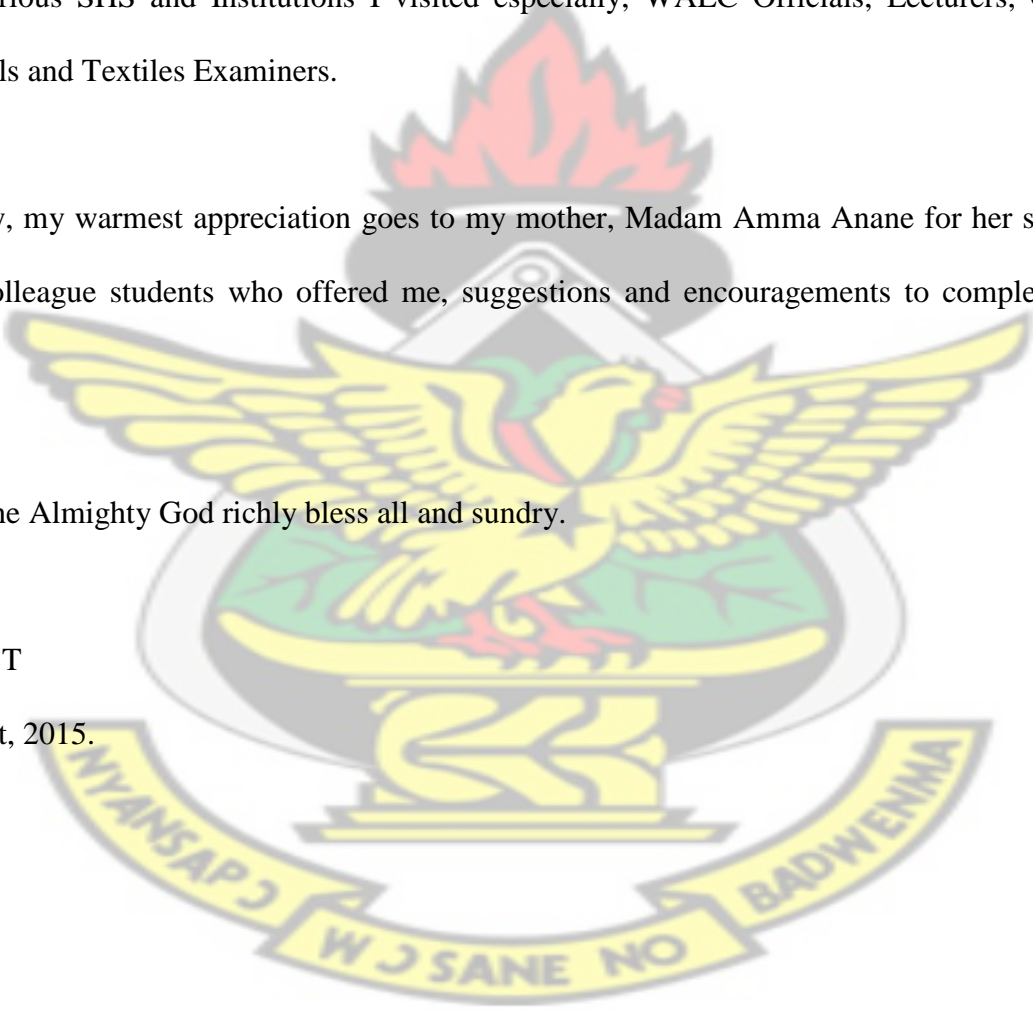
I also wish to express my heartfelt gratitude to the head of Department and lectures in Art Education. I express my indebtedness to all the Heads of Schools, Teachers and Students of the various SHS and Institutions I visited especially, WAEC Officials, Lecturers, CRDD officials and Textiles Examiners.

Finally, my warmest appreciation goes to my mother, Madam Amma Anane for her support and colleague students who offered me, suggestions and encouragements to complete this thesis.

May the Almighty God richly bless all and sundry.

KNUST

August, 2015.

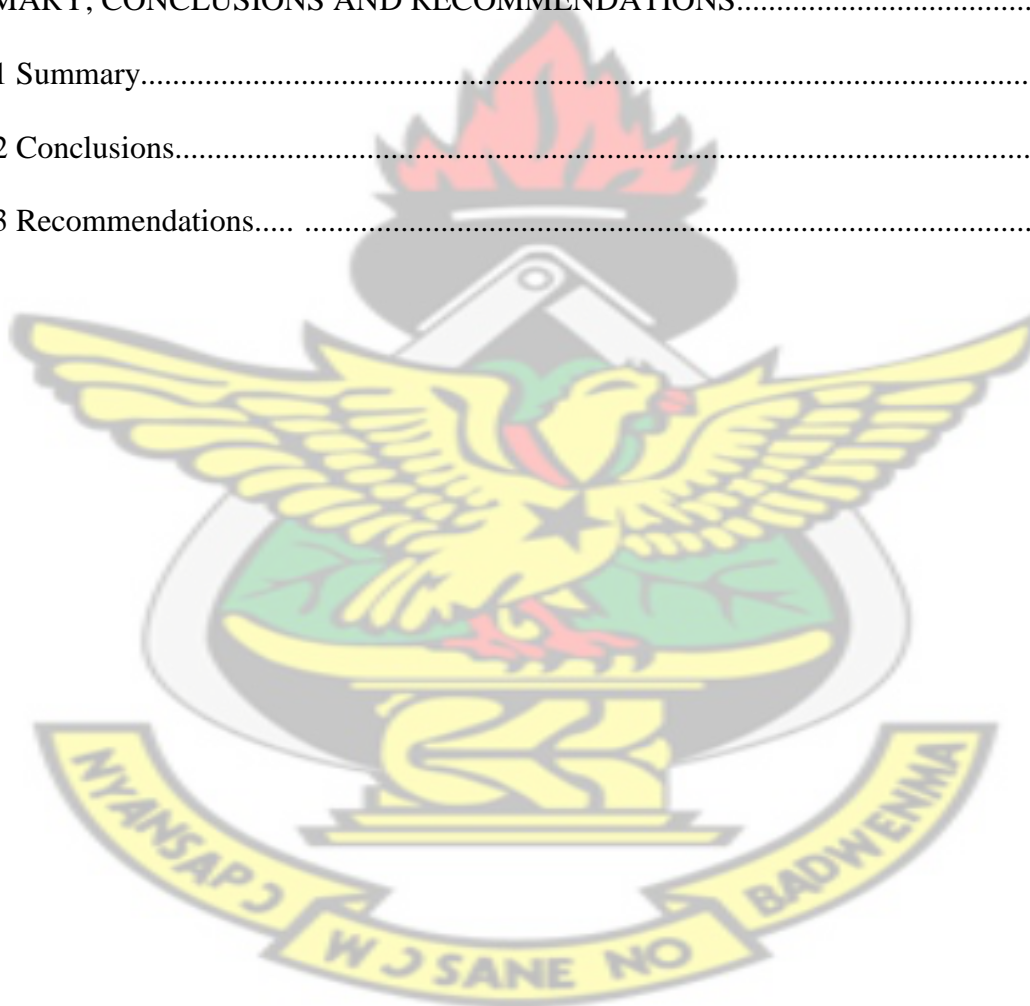


## TABLE OF CONTENTS

DECLARATION.....	ii
ABSTRACT.....	iii
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
APPENDICES.....	x
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF PLATE.....	xiii
CHAPTER ONE.....	1
INTRODUCTION... ..	1
1.1 Background to theStudy.....	1
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study.....	5
1.4 Research Questions.....	6
1.5 Delimitation.....	6
1.6 Definition of Terms.....	6
1.7 Abbreviations .....	7
1.8 Importance of the Study.....	7
1.9 Sources of information.....	8
1.10 Facilities available for the study.....	8
1.11 Organisation of the rest of the Text.....	8
CHAPTER TWO.....	10

REVIEW OF RELATED LITERATURE.....	10
2.1 General Concept and Meaning of Education.....	10
2.2 Education in Ghana.....	12
2.3 The General Concept of Teaching.....	14
2.4 The Concept of Learning.....	22
2.5 Senior High School Education in Ghana.....	26
2.6 Visual Arts Education.....	30
2.7 Textiles Education in Ghana.....	34
CHAPTER THREE.....	43
METHODOLOGY.....	43
3.0 Introduction.....	43
3.1 Research Design.....	43
3.2 Research Method and Strategy.....	47
3.3 Population for the Study.....	48
3.4 Sample and Sampling Design.....	50
3.5 Research Instruments.....	50
3.6 Types of Data Collected.....	55
3.7 Data collection Procedure.....	56
3.8 Reliability and Validity.....	57
3.9 Ethical Issues during Data Collection.....	59
3.10 Data Analysis.Plan.....	60
3.11 Ethical Issues Relating to Analysis and Reporting.....	60
CHAPTER FOUR.....	61

PRESENTATION AND DISCUSSION OF FINDINGS.....	61
4.0 Introduction.....	61
4.1 Characteristics of the Sampled Schools.....	61
4.2 Findings from Questionnaires, Interviews and Observations.....	64
4.3. Data gathered through Observation.....	79
4.4 Interviews.....	85
CHAPTER FIVE.....	101
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	101
5.1 Summary.....	101
5.2 Conclusions.....	103
5.3 Recommendations.....	103



## APPENDICES

Appendix A: Questionnaire for Textiles Teachers.....	117
Appendix B: Questionnaire Textiles for Students.....	120
Appendix C: Interview Guide.....	123
Appendix D: Interview Guide for Teachers.....	124
Appendix E: Interview Guide for CRDD Coordinators.....	125
Appendix F: Interview Guide for Lecturers and Technicians in the Textiles Department...	126
Appendix G: Plates.....	127



## LIST OF TABLES

Table 3.1: Data on Target Population and Accessible Population.....	49
Table 3.2: Data on Accessible Students from the Schools.....	49
Table 4.1 Students' Gender.....	67
Table 4.2: List of Equipment/Tools for SHS Textiles Syllabus.....	72
Table 4.3: Equipment and Tools found in the Schools.....	77
Table 4.4 Frequency of Textiles Practical per Term.....	90
Table 4.5: Skills to be Gained by Students from the Syllabus.....	91
Table 4.6 Frequency of Textiles Practical per Term.....	96



**LIST OF FIGURES**

Figure 4.1: Level of Education of Teachers.....65

Figure 4.2: Number of Years of Teaching Textiles.....66

Figure 4.3: Distribution of Students Respondents.....68

Figure 4.4: Approach of Students towards Practical Work.....94

Figure 4.5: Method of Teaching.....96

# KNUST



## LIST OF PLATES

Plate 1: Tie & Dye Fabrics.....	81
Plate 2: Crocheting.....	81
Plate 3: Frame Loom Weaves.....	81
Plate 4: Frame Loom.....	81
Plate 5: Metal Broad Loom under a tree .....	127
Plate 6: Traditional Loom under tree.....	127
Plate 7: Broken Down Loom.....	127
Plate 8: Broken down Loom with Dyeing Tools .....	127
Plate 9: “Kente” Loom without Accessories.....	128
Plate 10: Poorly maintained Traditional Looms.....	128
Plate 11: Studio Serving as a Classroom.....	128
Plate 12: Frame Loom Weaves.....	128
Plate 13: Frame Loom Woven Fabric.....	128
Plate 14: Framed Loom.....	128

