

Available Teaching and Learning Resources for the Implementation of Clothing and Textiles Curriculum in Senior High Schools in Ghana

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Abstract

This study examines the availability of resources for Teaching and Learning Clothing and Textiles in the Senior High Schools in Ghana. The input component of Stufflebeam's Context, Input, Process, Product Model (1971) formed the framework of the study. The study answered the following questions. 1. What measuring and marking tools do Senior High Schools have for implementing Clothing and Textiles curriculum in Ghana? 2. What cutting tools do Senior High Schools have for implementing Clothing and Textiles curriculum in Ghana? 3. Do Senior High Schools have sewing equipment for implementing Clothing and Textiles curriculum in Ghana? 4. Are pressing tools available in Senior High Schools for the implementation Clothing and Textiles (C&T) curriculum in Ghana? 5. What reference materials and facilities are available for the implementation of Clothing and Textiles curriculum in Ghana? The research was approached qualitatively. A multi-staged sampling procedure was used to sample six regions and eighteen schools offering Clothing and Textiles in Ghana. An observation checklist was used as a data collection instrument. The study showed that, majority of the schools had some measuring, marking, cutting, and sewing tools but in minimal quantities and obsolete while majority did not have most pressing tools and reference materials. Nine out of the eighteen schools had a reference material or the other. It is recommended that; Ministry of Education and Ghana Education Service should provide adequate and modern facilities for the implementation of Clothing and Textiles in the Senior High schools.

Keywords: Availability, Teaching and learning resources, Clothing and Textiles, Implementation.

1. Introduction

Teaching and learning resources (TLRs) form a bedrock of implementing any curriculum. They support learning by making lessons interesting, easy and enable teachers to easily express concepts. According to [1], teaching and learning resources add

structure to lesson planning and the delivery of instruction and assist teachers in the differentiation of instruction. [2] and [3] stated that, TLRs allow pupils to practice and apply new skills making learning interesting and meaningful and encourage a healthy classroom environment by supplementing and reinforcing content that teachers provide and encourage. [4] suggest that, students' interest can be generated in the classroom by selecting well-compiled teaching materials that students have a prerequisite knowledge of. It can therefore be seen as a very important element that aids in the implementation of any curriculum of which Technical and Vocational Education and Training for that matter Clothing and Textiles curriculums are not exemptions.

The main aim of Technical and Vocational Education and Training (TVET) in Ghana is to contribute to the development of a productive workforce by linking the education system to the needs of the economy [5]. TVET equips youth with the skills necessary to enhance their employability and livelihoods and provides equitable access to competency-based training. Clothing and Textiles as an area of Home Economics under TVET is a skill-oriented subject taught at the Senior High School level of education in Ghana with the main aim of training students to acquire knowledge and skills in clothing production and management [6]. To achieve these aims, there is a need to have a well-equipped facility to facilitate skill training.

A study by [7] revealed that, clothing and Textiles teachers did not find the Clothing and Textiles classroom conducive while students reported distractions, hanging wires in clothing laboratories and inadequate ventilation among others were in the classroom environment. A suggestion by [8] in their study indicated that, adequate and modern facilities must be provided in Clothing and Textiles. A related study by [9] found that, tools and materials for teaching and learning of garment making in the senior secondary schools in Edo State are grossly inadequate.

This study examines the availability of Teaching

and Learning Resources for the Implementation of Clothing and Textiles Curriculum in Ghana.

The input component of Stufflebeam's Context, Input, Process, Product Model (1971) formed the framework of the study. The input evaluation assesses alternative means of deciding the resources and strategies used to achieve curriculum goals and objectives [10].

2. Research Questions

The study sought to answer the following questions:

- i. What measuring and marking tools do Senior High Schools have for implementing Clothing and Textiles curriculum in Ghana?
- ii. What cutting tools do Senior High Schools have for implementing Clothing and Textiles curriculum in Ghana?
- iii. Do Senior High Schools have sewing equipment for implementing Clothing and Textiles curriculum in Ghana?
- iv. Are pressing tools available in Senior High Schools for the implementation Clothing and Textiles curriculum in Ghana?
- v. What reference materials and facilities are available for the implementation of Clothing and Textiles curriculum in Ghana?

3. Methodology

A multi-staged sampling procedure was used to sample six regions and eighteen schools offering Clothing and Textiles in Ghana. An observation checklist was used as a data collection instrument. The ten administrative Regions of Ghana as at the time of the study were stratified into two strata (Southern and Northern zones). The Southern zone consists of Greater Accra, Eastern, Western, Central and Volta Regions, whilst the Northern zone consists of Ashanti, Brong Ahafo, Northern, Upper East and Upper West regions.

Three regions each were selected from each of the stratum to obtain six regions. Two out of the three regions selected in each stratum were purposively selected i.e., the region with the highest number of schools offering C&T and the lowest number of schools offering C&T in each stratum. The third region from each stratum was chosen using the simple random sampling technique specifically the lottery method in order to give each region an equal chance of being chosen.

Schools in each of the six regions identified were selected using the list of Ghana Education Service categorization of schools (options 1-5) at the time of

data collection. One school under Options 3, 2 and 1 in each region was randomly selected. There were five options under the categorization at the time of data collection but the public Senior High Schools which fall under options 3, 2 and 1 were used because they have similar characteristics in terms of the syllabus used in teaching. Option 3 schools were the much-endowed schools in terms of infrastructure, Option 2 moderately endowed and Option 1 have less infrastructure than the others. Option 4 was the private SHS and option 5 Technical Vocational schools.

The sample of schools offering C&T in each Region under each option were selected using the simple random sampling method (the lottery method). Eighteen schools were involved in the study.

Data was analysed using frequencies and percentages and some data was presented using bargraph.

3.1 Ethical Consideration

An official introductory letter was taken from the Dean, Faculty of Humanities and Social Sciences Education of the University of Cape Coast to the various schools and institutions to facilitate data collection. In addition, personal permission letters were taken to all the SHS. The authorities, teachers and students in the schools were informed about the observation process.

4. Results and discussions

An observation checklist was used to obtain data on the availability of teaching and learning resources. At each of the eighteen (18) schools sampled, physical examinations of the resources for teaching and learning C&T subject were made and the results are presented. The tools were put into five categories (Measuring and Marking; Cutting; Sewing; Pressing; and Reference) and observations done accordingly.

4.1. Availability of Measuring and Marking Tools

Out of the eighteen schools observed, majority have metre rule/yardstick (62.5%), tape measures (75%), dressmakers' carbon (62.5%), tailors chalk (100%) and tracing wheel (87.5%). However, majority of the sampled schools (62.5%) do not have hem markers and seam/sewing gauge (75%). None of the sampled schools, had French curves for practical works

The results from the responses and observations made at the Senior High Schools revealed that, apart from the measuring tools meter rule and tape measure which was available in almost all the schools visited, no other measuring tool was identified as owned by

the schools except foot rules which were for the students. In apparel making, a measuring tape is an important part of supplies which is used to take body measurements; therefore, it is very favorable to note that, this basic tool is available in schools reading Clothing and Textiles. Regardless of what type of sewing you do; you need other measuring tools to do effective sewing. The absence of other measuring tools such as hem marker and sewing gauge in some of the schools will hinder effective Clothing and Textiles lessons.

Among the marking tools, only tailors chalk, was available in all the schools visited but in minimal numbers. Majority of the schools also had dressmaker’s carbon and tracing wheel but no French curves were seen in any school. Marking your fabric is a standard part of sewing [11] and without marking tools, your sewing will not come out well. Marking tools are unique in the sense that, whether you’re tracing a template or transferring pattern markings, the type of tool that works best will depend on the type of fabric you’re using and the purpose you need it to fill. It is therefore very important to have enough of them to meet your needs. Marking tools are essential to sewing. On most dressmaker’s paper patterns, you’ll find symbols that indicate what to do with the fabric, and it is important to transfer those markings to your actual fabric and this can only be done using marking tools.

4.2. Availability of Cutting Tools

Observation revealed that, out of the eighteen schools visited, 62.5% had cutting shears, 75% had pinking shears, 56% had paper cutting scissors and 100% thus all the schools had cutting tables. However, rotary cutter was not available in all of the sampled schools (see Figure 1).

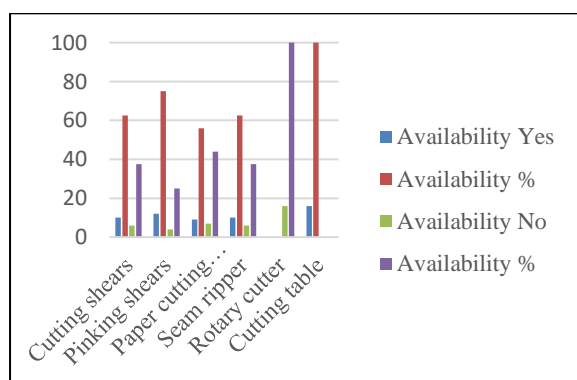


Figure 1. Distribution of Availability of Cutting Materials

Cutting tools aid in cutting out patterns and fabrics after they have been laid out. They help in getting the various pattern pieces of a design for a garment. It is therefore heart-warming to have most of the schools

having some cutting tools and using them. This will make teaching and learning of C&T in these schools easier and more interesting. [2] indicates that, teaching and learning materials (TLMs) attract the attention and interest of students and makes learning interesting and meaningful. Implying that, when all the schools have enough cutting tools and use them well, teaching and learning of C&T will become more effective. This will then lead to the attainment of some C&T aims and educational goals of Ghana.

Observations in some SHS showed that, some of the cutting tools were not in good shape. Also, all the tools stated above are the basic cutting tools needed in the sewing industry, but the rotary cutter which is a little more modern was not found in any of the schools and this is very appalling because, there are more sophisticated cutting tools in modern sewing industries and if students are not introduced to the basic ones at this level of education, they cannot cope well in the modern sewing industry which should be the target for setting up a clothing industry in order to stay in business [12],[13] in a study indicated that 27 out of 30 respondents stated that enough cutting tools including the current technologies used for cutting in the Clothing industry should be provided in schools.

Looking at the generation in which our students fall, new technologies of cutting tools must be introduced to them to enable them to get used to some of the new systems of cutting and since they are tech savvys (a technologically inclined generation), it will make teaching and learning interesting and productive.

4.3. Availability of Sewing Tools

It was noted that sewing materials, thread, sewing needles and dressmakers’ pins were in all schools (100%). It was further observed that (87.5%) of the schools had hand sewing machines, (75%) had electric sewing machines and (87.5%) of the schools had thimble for sewing. However, none of the sampled schools had treadle machine, embroidery machine and serger (neatening) machine for sewing. Further investigations revealed that most of the machines were not in good working condition. The schools lack modern sewing equipment and tools. The curriculum is designed to equip students with the necessary skills for sewing, but it appears it has not been updated to meet the new era of advance sewing machines. In recent times hand sewing machines are being replaced by electric(industrial) sewing machines. Thus, schools which still have only hand sewing machine are doing much disservice to the students and the nation because, this will not help students who complete C&T have many skills on the use of these modern electric(industrial) sewing machines. The cohort of young people this curriculum is being taught to are technologically inclined and wish to explore with new technologies to get

information on their own. The current state of sewing tools in the schools will not enable students achieve the objectives of the curriculum since it is expected of these students to become the work force of our C&T industries in the country after completion.

Lack of tools and equipment coupled with lack of does not encourage teachers to organize Clothing and Textiles practical which is affecting the implementation of the curriculum seriously. In a similar study, [14] noted that, ineffective teaching and learning of Clothing and Textiles in some schools is due to the fact that, some schools do not have the required educational resources to support the programme designed in the curriculum.

4.4. Availability of Pressing Tools

It was observed that clothes brush, pressing mitt, pounding block, seam roll and sleeve board were not available in the sampled schools. However, all the schools (100%) had pressing iron. Also, (87.5%) of schools had press cloth and ironing board respectively.

Only few pressing tools were in the schools sampled. Pressing equipment are very basic for straitening wrinkled fabric before cutting out, ironing seams when they are made, and pressing the finished article to give it that professional touch. Pressing tools are very handy and can easily be made by the article maker but most of our schools do not have pressing tools stated in the C&T syllabus. This is hindering the effective teaching and learning of this concept. Teaching and learning materials (TLMs) according to [2] and [3] makes learning interesting and meaningful and aids students to retain concepts learned. [3] added that they supplement and reinforce content that teachers provide and encourage a healthy classroom environment.

4.5. Availability of Reference Materials and other Facilities

Reference materials for teaching and learning C&T are inadequate in the sampled schools. Approximately (25%) of the sampled schools had reference books and textbooks respectively. Also, (12.5%) had fashion magazines and catalogues respectively. However, commercial patterns (0%) were not available in any of the sampled schools as observed.

Majority of schools do not have reference materials. Reference materials in education for that matter C&T education cannot be underrated. Reference materials such as textbook plays a major role in teaching and learning as enumerated by [15]: He stated that they provide structure and a syllabus for a programme thus without textbooks when a programme does not have a syllabus that has been systematically planned and developed, students and

teachers may find it difficult going about its teaching and learning; They help standardize instruction thus a textbook in a programme can ensure that the students in different classes receive similar content and therefore can be tested in the same way. He further stated that they maintain quality; provide a variety of learning resources, are efficient and save teachers' time. This implies that, most benefits derived from reference materials cannot be realised in the implementation of Clothing and Textiles curriculum since most schools do not have them.

Regarding other facilities, chalk/marker board, chairs, and brown paper were available in the sampled schools. Classroom accommodations were available in (62.5%) of the sampled schools. Full length mirror and clothing laboratory were also available in 3(19%) of the sampled schools. Only 1(6%) school has dress form.

Majority of the school do not have basic facilities for the implementation of C&T curriculum. The results of the study show that, basic facilities and materials necessary for the smooth running of C&T are inadequately available in the SHS. Many schools do not have permanent classrooms for C&T because their classrooms are shared with the Food and Nutrition students. Observation shows that, most of the schools do not have laboratories for C&T.

Observation shows that, C&T classes are held in dining halls, clothing laboratories have been turned into regular classrooms and C&T students having lessons on the corridors. A good place of learning or a permanent classroom will help students to learn better and even remember facts by just picturing the time the teacher taught a concept in class. [2] opined that TLM make learning easy, help learning to remain in the minds of the trainees for a longer time, help the trainer to deliver his/her lesson successfully and easily. If they move from one room to another and encounter inconveniences, it becomes difficult for the teacher to conduct an effective practical lesson thus hindering teaching and learning.

A well-organized C&T classroom and laboratory will enhance learning because studies have shown that, how furniture are arranged can impart learning because it helps students gain an understanding of the social expectations of the teacher in the classroom. This organizing tool can be used in any classroom regardless of the content to enhance learning, discipline and if a teacher does not show that they care about organizing then a student will most likely develop that attitude as well [16]. [17] also noted that, how a teacher uses this tool can set the tone for the rest of the school year. A teacher can organize their classroom for students to interact with others and stay focused on the content at the same time. This implies that, where there is no permanent classrooms and laboratories, learning will be impacted negatively since there would not be space to use the organisation tool to the advantage of Clothing and Textiles

curriculum implementation, students and teachers.

On the other hand, the main consumers of the C&T curriculum are generation Zeros who are tech savvy and addicted to digital devices [18]. Observation shown that, there are no digital devices in the schools and neither do they use them for learning. Television was not even found in any of the schools to enhance learning since these cohort of individuals according to LinkedIn Learning's "2018 Workplace Learning Report," prefers to learn at the point of need; and are true digital natives who learns from watching movies and finding answers on google.

Apart from grey baft, which is a textile item, tools for teaching Textiles were not in the schools. Schools which have these tools, have most of them broken down without repairs, and almost all tools and equipment available in the SHS are outmoded.

5. Conclusion

Generally, most SHS lack tools and equipment needed to teach and learn C&T. No school is having any modern equipment for the production of garments. One wonders how our graduates will fair in this global world of business if they go out to set up their own businesses.

The implication is what is seen pertaining in C&T in SHS where it is less attractive to students as a subject of study in spite of its prospects. Unless sufficient and effective resources are provided, the cohort of students the curriculum is taught to may never get the best out of Clothing and Textiles education.

6. Recommendation

Ministry of Education and Ghana Education Service should provide adequate and modern facilities for the implementation of Clothing and Textiles in the Senior High schools. Our suggestions for further study are as follows:

- i. A study on the comparative study of tools and equipment available in the Senior High Schools offering Clothing and Textiles in Ghana and new technologies in the fashion industry.
- ii. Clothing and Textiles teachers' needs to knowledge on the use of modern tools and equipment in the fashion industry.

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