

# Arousing and Sustaining Interest in the Study of TVET

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**Abstract:**-The Ghana Government's initiative of formulating a free and double track senior high school education policy, which saw its maiden admissions made in 2017, with about 80% of JHS graduates accessing it, covered only the mainstream senior high schools at the unfathomable neglect of the TVET as if to say it has no prospects for its graduates. The prospective results of this policy therefore can be emphatically asserted to produce a bookish education system with little or no prospects of guaranteeing 50% of its graduates ready entry either to the tertiary institutions or the job market. On the other hand, considering sewing, a notable branch of TVET for example, Wallani (2000) says there are numerous importance that sewing offers to the individual, society and nation at large which include

**It serves as a source of income:** The acquisition of skills and knowledge in sewing can serve as a source of income. These basic skills acquired will give pupils the ability to construct garment and make articles like tablecloth, hat, handkerchief, etc. made by crocheting which they will sell to generate some money. The generated income by the pupils will help them finance their education or support the family when the need arises.

**It serves as a leisure and hobby:** Pupils acquiring skills and knowledge in sewing will make pupils busy during their leisure time as well as their hobby. As the popular saying goes "an idle man is the workshop of the devil". Pupils can engage themselves with construction of garments, articles made by crocheting and paper pattern during their leisure time. It also increases the interest in sewing and further pursue the course at higher educational level.

**Pupils can be an alterationist:** Pupils with the ability to use the sewing machine and the hand needle can be alterationists. They will be able to renovate and remodel garment. Remodelling of a garment takes pupils with creative and mind and skills through skills and knowledge acquired from sewing. Pupils with skills and knowledge in sewing can be renovating and remodelling relatives garments or people in the community, which will generate them income and raise their standard of living. These and many other benefits of TVET may have been so great of a concern to the stakeholders involved in the formulation of the new 4 year B.Ed curriculum for initial teacher education institutions in Ghana that the discipline has attracted a specialism with specific colleges assigned to (PDS Handbook for Tutors Theme 9 pg 6)

There should, hence, be a need to place emphasis on vocational and technical training for learners in all basic schools in Ghana so that learners with creative minds can with the basic skills acquired, start making artefacts or products to be sold especially during the waiting time for either an entry into a tertiary institution or the job market to help in their personal advancement in pursuit of higher educational level. The inclusion

of Basic Design and Technology in the Junior High School curriculum, if intended to provide the pupils with basic skills in Design and Technology should be given precedence as a practical examinable subject.

Apart from its potency of being pursued at higher levels of the educational ladder, it can also be recognized that the advancement of the country can only be accelerated if a large number of persons are trained in Design and Technology. It is expected that if the subject is taken seriously in schools, a new breed of pupils with Basic Design and Technology skills will be developed as the human resource for the growth of the individual and at large the country.

Disinterest in garment construction is a major problem facing many pupils in most basic schools in Ghana because many teachers and parents have associated mastery in this technique with learners who are academically weak. In this case little or no attention is given to the study of this subject. However if the pattern cutting methods taught in Ghanaian schools including draping, drafting, copying and direct cutting on fabric called freehand cutting are given some push, the menace of learners staying home after their secondary education for more than three years because of 'the no money syndrome' would be curtailed as their ability to measure accurately and cut patterns for garment construction will reduce the dependency on the little income parents generate from their professions and occupation.

In a survey taken in AssinAmponsie JHS in the Assin North Municipality in the Central Region, it was observed that Learners' showed disinterest in measuring and cutting of patterns. This made the researcher embark on this study to identify the causes of their disinterest in garment construction and to systematically take them through the techniques of garment construction

This article catalogues the outline of contemporary basic fashion design expectations for pupils in our basic schools to select appropriate tools and materials to learn the processes of design techniques such as drawing, freehand sketching and colour work to make a product or artefact that satisfies a need. It examines to what extent measurement and cutting fabrics can be used in training pre-tertiary learners to develop creativity and practicality which are vital to promoting individual effectiveness.

**Key Words:** Critical thinking, education, teacher education, pathways to teacher education, basic design and technology, free and double track education system

## I. INTRODUCTION

Key educational institutions in Ghana need to highlight an aspect of BDT in any discipline pursued, so as to create pathways for the future generation to be self-reliant at the

least for the development in Ghana. If all hopes on recruitments into government paid jobs is significantly reduced, the pressure on government work and resources lessened. We advocate that all pre-tertiary institutions in Ghana join forces to chart new content and, emphatically, new approaches to teaching Basic design and technology that can promote critical thinking skills, creativity and originality in pupils. With the increased emphasis on the mainstream education at the detriment of vocational and technical institutions in Ghana, the country is in no way ensuring quality standards in Ghana.

Ankama (2005) defines fashion as the popularly accepted and prevailing styles at any given time. It represents the mass taste or what everybody wears. On the introduction of a style, only a relatively few people are seen wearing it as they probably can afford to have clothes. As its popularity spreads, more and more people copy it until it reaches the peak of acceptance when everybody in the society has adopted the style, the attraction and excitement fade away and gradually it becomes old fashioned. Fashions stay for a long time, for example, the slit and the wrap-around are styles which have been in fashion for a very long time and continue to be worn by nearly everybody.

To Bernard (2003) clothing is one of the most obvious expressions of habits, thoughts and conditions that exists in a society as a whole. In other words, the type of clothes that people wear is an aspect of their culture. The form that clothing takes is influenced by the physical environment. The first clothing was probably made from leaves, skins of animals and bark of trees from the natural environment. For instance in Ghana, kyenkyen which is the bark of a tree, was used as clothing in former times. In West Africa, clothing has been greatly influenced by many factors such as trade, transportation, communication, political ideals, technology and education.

Boateng (2003) identifies **Trade as an** early contact with the foreigners dating as far back as 600BC when the Phoenician and Carthaginian merchants visited West Africa. The Carthaginians came from the Mediterranean where early civilization (300 BC) helped determine and establish the basis for Western dress. The clothes of the ancient Mediterranean were not cut and fitted. Instead, the cloth was draped from one long piece of fabric similar to the traditional Ghanaian man's cloth has retained the basic form.

Little (2015) also listing **Travel and Education** posits that the Ghanaian woman's cloth called Ntama and Kaba have gone through several changes which may be due to travel and education. Education broadens the mind and makes one willing to accept changes in ones way of life. These changes can be reflected in the clothes. Africans who travel abroad may have observed the fashion of other nationals. For example, the skirt and blouse may have brought the new fashion called the slit which is a modification of the Ntama-wrapped round the body rather like the Nigerian fashion.

Through travels, we have borrowed ideas from one another's countries. Nowadays, many Ghanaians wear Nigerian outfits while Nigerians also wear the Ghanaian outfit.

**Technology** is Amikweze's discovery. He is of the view that with the advancement in technology, there have been improvements in the communication and transportation systems. This has affected fashion as ideas are now easily transported from one country to another. If a new fashion hits the American market today, it can be seen on television or video sets. Ghana Airways may have a flight to London which returns on the very same day with the fashion magazines carrying the latest fashions. These fashions are either copied or modified to suit prevailing conditions in a country. Also due to technology, there may be interesting fabrics on the market which are suitable for the new fashions.

Dike (2009) writes that the political climate in a country also influences the fashion. In Ghana after independence, nationalism was greatly promoted. As a result, many Ghanaians gave up the three-piece suit and European frocks for the traditional rich kente cloth and wax prints. These were made into beautiful clothes which were worn on the ceremonial occasions. The new fashioned introduced by the public figures were widely copied in subsequent years. New fashions were then given names like "NaaMorkor" (wife of the late Dr. Abrefa Busia, the Prime Minister of the Second Republic). Similarly, a fabric was named "Fathia Fata Nkrumah" (special Kente design named after the wife of the first President of the First Republic, Dr. Nkrumah.)

According to Leslie (2003) sewing is a useful skill that is worth learning. There are so many reasons people come to a screeching halt when it comes to sewing. Things like winding a bobbin or threading a machine are just too much for them to master. They have trouble breathing at the thought of inserting a zipper or making a buttonhole. Well, the rewards of learning to sew outweigh the unfounded fears that cause people to shy away.

To him sewing has so many layers including

#### *Home Décor*

Around the home, sewing can be a real door opener. You can make throw pillows and curtains for every room in your house. With a little practice you can make a fabric covered headboard, recover dining room chairs, slipcover and an occasional chair, or make some custom kitchen towels. Sewing skills can make your house a home by allowing your own personality to shine through not to mention the money you will save.

#### *1. Kids*

Sewing for kids could be an entire blog post. Minimal sewing skills can allow you embellish ready-made garments making them personal and unique. Sew something simple like a pillowcase, simple bags for little girls, hair bows, embellished t-

shirts, Of course, babies are the most fun to sew for. Think bedding, blankets, and burp cloths to name a few. If you're a young mom with kids you are going to need baby gifts for your friends. Learn to sew in a straight line and you will always have affordable gifts to share with new moms.

## 2. *It's Green*

If you are concerned about the environment then sewing should definitely be your thing. Sewing allows you to repurpose almost anything made from fabric. Uncycled thrift store curtains become throw pillows for a bed. A used duvet becomes a new shower curtain. A men's dress shirt becomes a little girl's dress. Add a piece of fabric to some repurposed curtains to personalize them for your home. Turn an old sweater into a beautiful throw pillow. With minimal sewing skills anything can be cut apart and turned into something unique.

## 3. *Save Some Cash*

Knowing how to sew allows you to make simple repairs to garments. Hem your own jeans, sew on a missing button, repair an open seam. All of these will extend a garment's life. Thinking about and imagining all of the gifts you can make and sell, Aprons, bags, pillowcases, and quilts make beautiful handmade gifts that everyone will love. Doing all these yourself save you a little money

## 4. *Sense of Accomplishment*

The best reason for learning to sew is the sense of accomplishment that comes from creating something handmade. Seeing your own hand-sewn creations will give you the confidence to use a piece of fabric, an hour or two of your time, to transform almost any room in your house. Then, for months afterwards, you can admire your handy work. That's the real value of learning to sew. Sewing gives you power over a limited decorating budget. It opens creativity when you sew a simple garment. Over time, sewing can save you money by providing a means for making gifts. And, it insures unlimited possibilities for repurposing almost anything made from fabric.

## 5. *Fabric Construction*

The way in which fabrics are constructed determines the characteristics of the cloth. Today, there are several methods by which fabric is produced. Some of these methods are weaving, knitting, crocheting, felting, knitting or netting, braiding, bonding or laminating.

## II. METHODS AND MATERIAL

The research design used for the study was action research design. The design was used to encourage pupils' participation in measurement and cutting of fabric so as to whip up their interest in the study of vocational and technical skills. The study was conducted at Assin Aponsie M/A JHS. Assin Aponsie is a town in the Assin North Municipality in the Central Region of Ghana. The population for the study was 42 pupils in JHS2. All 42 pupils were purposively selected for the study because almost all of them showed gross dislike for the study of BDT as it is a discipline tagged for academically weak learners. The sample consisted of 20 males and 12 females. This was done to challenge stereotypical gender roles and responsibilities as sewing, is perceived in Ghana, as a feminine-dominated venture. The data collections occurred at three stages; pre intervention stage, intervention stage and post intervention stage. The design employed both qualitative and quantitative methods of collecting data. The quantitative data was collected using test while the qualitative data was collected using observation. The test was used at the pre-intervention and the post intervention stages. At the pre-intervention stage, the test was conducted to empirically establish the degree to which the dislike for BDT exists. The pre intervention test was diagnostic in nature. The purpose of conducting the post intervention test was to find out the extent to which the intervention was successful in helping the pupils understand states of matter and change of state of matter. In order to have a good basis for comparison, the same test given to the pupils at the pre-intervention stage was given to the pupils at the post-intervention stage. At the intervention stage, lessons were taught on measurement and cutting using gender responsive pedagogy. During the intervention stage, the pupils were observed to examine how their level of interest rises and how they participated healthily in the processes taken through. The observation was done to record pupils' misconception on the study of BDT. During the observation, pupils' feedback to the questionnaire was recorded. The information gathered from the pre-intervention stage served as a basis for the researchers to employ the gender responsive pedagogy and group work to help the pupils to understand the concepts fashion design. The intervention took three weeks with three days in each week. Each day exhausted 30 minutes. All arrangements for field trips, community voices, demonstration lessons were scheduled a week before the intervention was implemented. The intervention took the following form

### *Week 1*

In week one, learners were introduced to the basic equipment used in sewing. The thread, needle, scissors, tracing wheel, should be used as TLMs and their uses be discussed into details. Pupils were also taken on a field trip to a fashion centre where there are both the hand sewing machine and the electric sewing machine. As pre-arranged, the owner of the centre vividly described the functions, care and maintenance of the two machines. Learners were also made to observe how

measurements are taken and patterns are cut and finally watching the machine display

Week 2 day 1

Lesson 4

Lesson topic: double stitched seams

Lesson procedure:

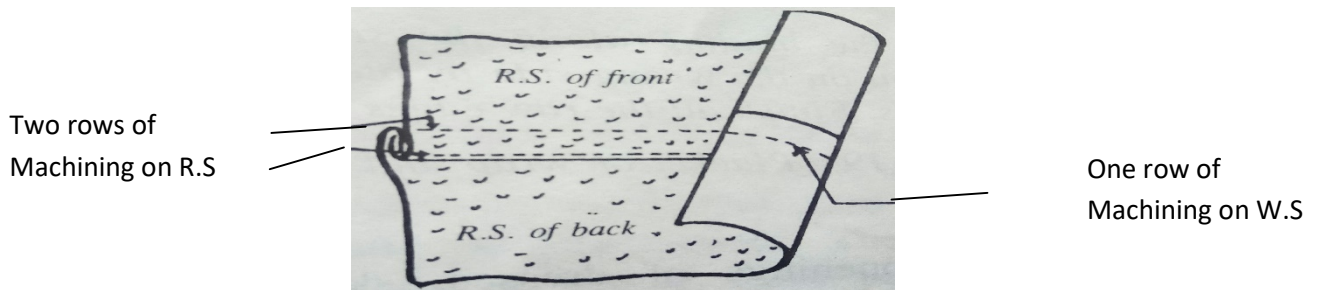
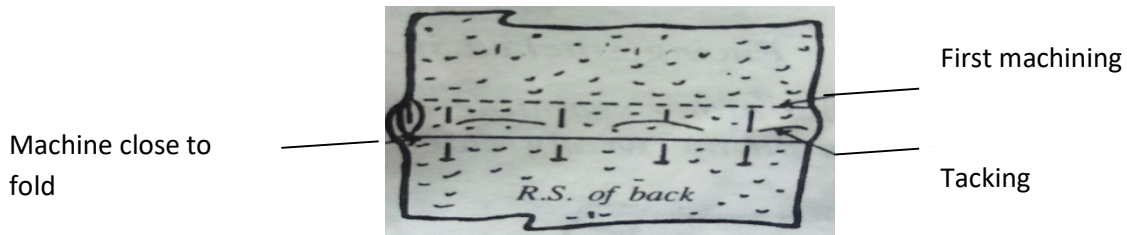
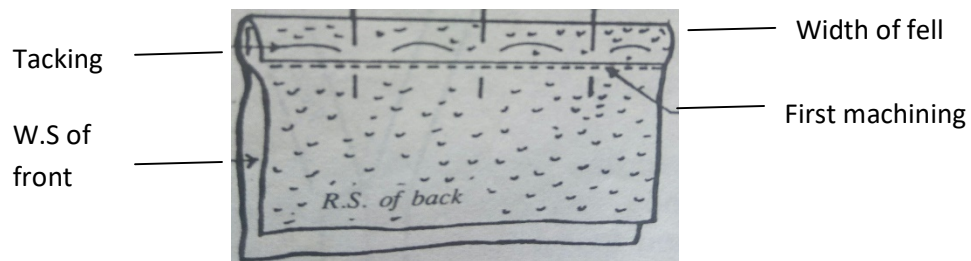
Put pupils into gender groupings and the focus should be to whip up the male pupils' interest.

Through discussion, take pupils through the following steps as they practice them at each step.

Preparation: The width of the fell of the seam is 0.6cm but can be made narrower on very thin materials. The fell is stitched flat onto the back of the garment, so the front edge of the garment requires a larger seam allowance than the back. Twice the width of the fell is allowed on the front edge and the exact width of the fell on the back. For 0.6cm fell, allow 1.2cm on the front and 0.6cm on the back.

Fixing:

- a) Fold the seam allowance the width of the fell on the front edge to the wrong side of the material and crease firmly.
- b) Place the back edge under the fold with the raw edge exactly on the creased line on front and wrong side facings
- c) Pin and tack through the three thicknesses of material, just above the edge.
- d) Machine just below the raw edge through two thickness of material only.
- e) Open out the seam and press the seamline on the wrong side.
- f) Turn to the right side, pin and tack the fell flat onto the back of the article, making sure that the raw edge is completely hidden. Make sure that there is not tuck on the wrong side.
- g) Machine close to the fold, take out the tacks and press the seam.



Fixing the double-stitched seam



Week 2 day 2

Lesson 5

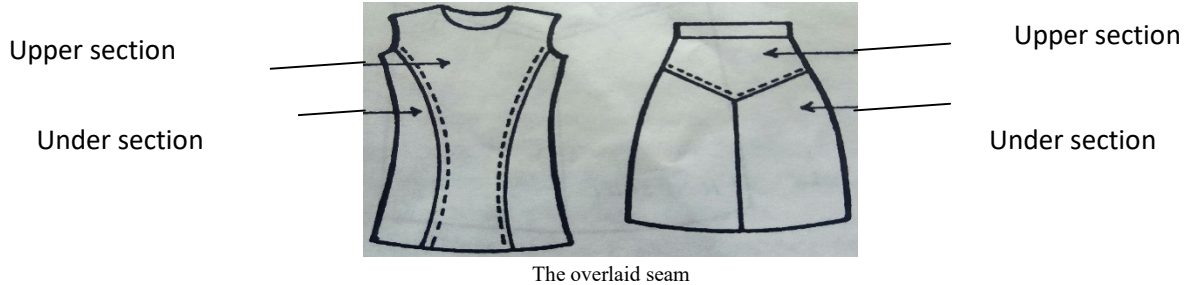
Lesson topic: Overlaid seams

Lesson duration: 35 minutes

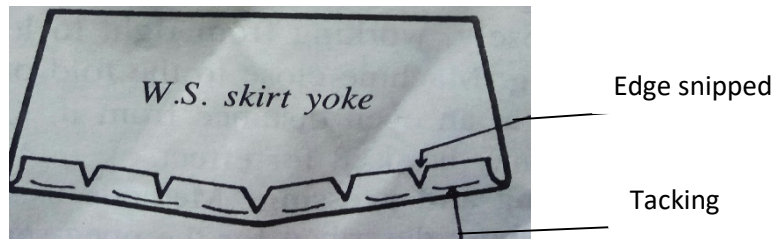
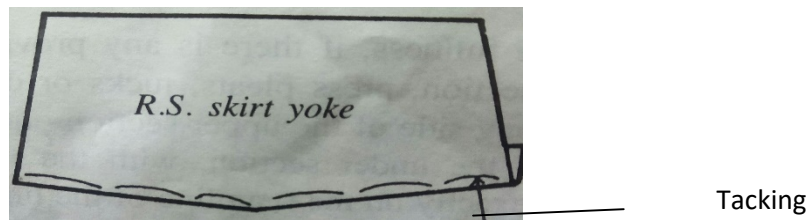
Lesson procedure:

1. See that the seam allowance is even and marked out.

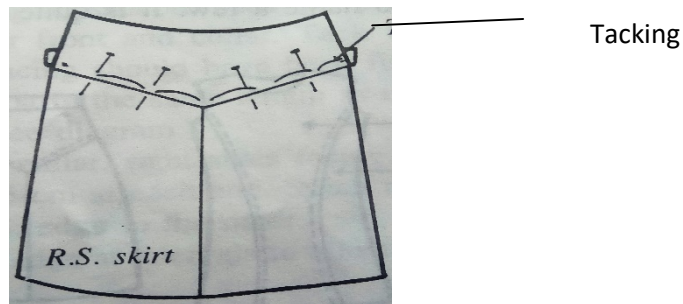
2. Decide which section is to be uppermost, or which is to be overlaid onto the under section. When one side to be joined has fullness, the plain section is overlaid onto the full part. Skirt panels are fixed with the centre panel overlaid onto the side ones.
3. Prepare the upper section of an overlaid seam by turning and tacking down the seam allowance.
4. Press snip if necessary and trim down the seam allowance.
5. Fix angles neatly.



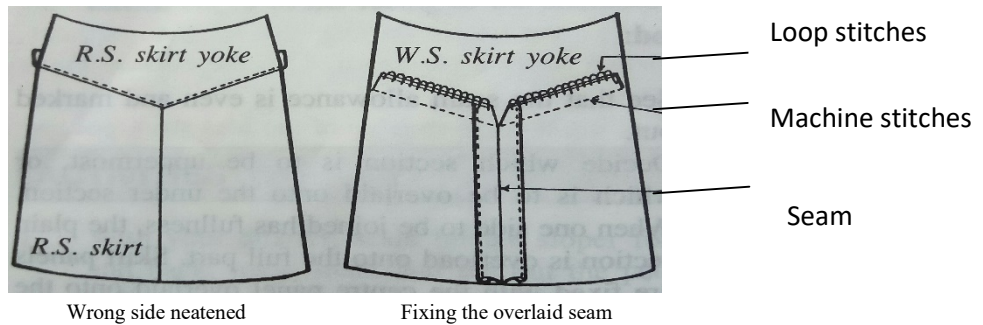
The overlaid seam



- a) Outer corners: Match the corners. Pin and tack one side before fixing the second side.
- b) Inner corners: Pin the seam allowance in position, but when the angle is reached, cut diagonally through the seam allowances. Tack closely near the corner. Machine.



The upper section of an overlaid seam pinned to the under section



Overlaid seam stitched on the right side and showing the finish on the wrong side.

6. Arrange fullness, if there is any provided in the under section, press pleats, tucks or darts. Place the wrong side of the upper section onto the right section of the under section, with the fold of the upper exactly on the seamline of the under. Pin in position, working from right to side. Pull up gathering threads (if any) and arrange evenly. Tack closely, working from right to left.
7. Stitching: Machine close to the fold on the right side, or at an even distance from it. Contrasting thread may be used for effect.
8. Finishing and pressing: Methods used may be any of those described for the open seam except edge stitching. Give final pressing to work.

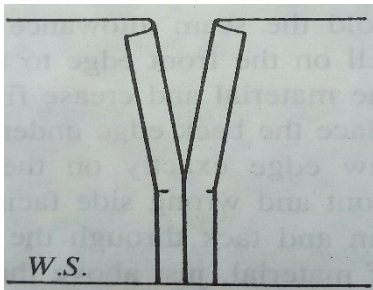
Day 3

Lesson 6

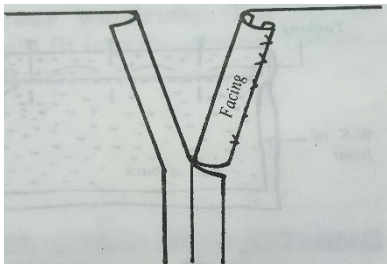
Lesson topic: Placket or wrap and facing opening

Lesson duration: 35 minutes

Lesson procedure

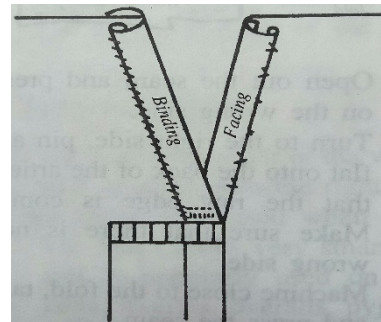


1. Lay out seam and opening on the wrong side.



Facing stitched in position

2. Stitch facing along seamline of garment and slip-hem in position on the wrong side



2. Binding stitched in position and edges neatened

Stitch the binding along the seamline and hem in position on the wrong side by picking up the machine stitches. Finish all the raw edges with blanket stitches.

Use:

For side openings of dresses, skirts, pyjamas and slacks.

#### ACTIVITY

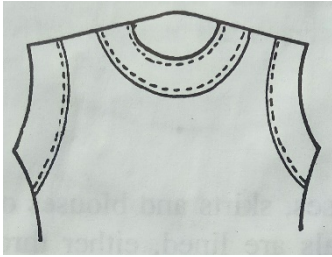
Pupils should make samples of each type of opening and mount in their scrapbooks.

#### ACTIVITIES

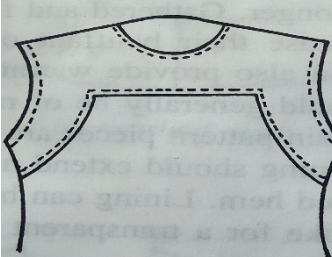
1. Take your dress or kaba and examine it.
  - a) Find out where interfacing or lining has been used.
  - b) Note down the fabrics used.
2. Write out other substitute materials in our market/shops today that can be used equally as well as lining, underlining or interfacing. Note their prices.
3. Collect samples of such materials and paste them in your note book with their names beside them.

#### COMBINED FACINGS

3. When facing is used, it could be done separately for neck and armholes or cut and finished all in one on a dress.



Facing cut separately, attached and edge stitched.



Facing cut all in one, edge stitched and under-stitched.

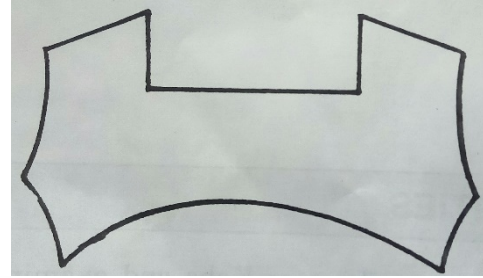
**Combined facings**

To face a sleeveless bodice, use the neck and armhole of the garment to trace the outline and cut out the facing (neck and armhole in one piece).

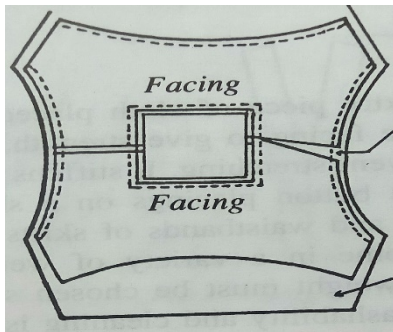
**Method:**

1. Trace out the neckline and armhole edges (out-line).

2. Mark out the width required as in the diagram, for the front and the back.

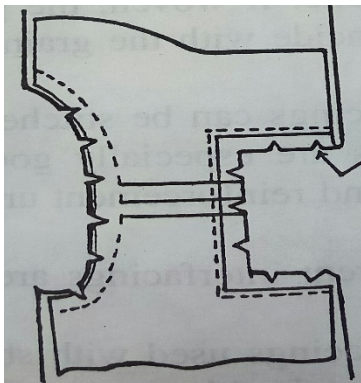


3. Stitch the shoulder seams of the bodice and one shoulder seam of the front and the back of facing.
4. Match the bodice and the facings right sides together. Pin, tack and machine. Leave one shoulder of the facing unstitched.
5. Trim down the seams and snip into the curves and the corners.
6. Pull through the unstitched shoulder, crease well and push up the stitching.
7. Through the free ends of the facing, pull down the seam allowance for the facings of the back and the front, tack and machine stitch open, cut and under stitch. Press to prevent the facing from rolling down. Edge stitch the lower free ends of the facing.



Shoulder of facing not sewn

Prepared facing and lining stitched to sleeveless, collarless edge.



Facing stitched and clipped

**Method of combined facings**

**Note:** Where there is a back opening, stitch all round and pull out through the opening. Crease facing firmly down and press.

III. RESULTS OF THE STUDY

The respondents indicated their responses that are applicable by ticking and completing the statements by giving their comments and views. The data was mainly numerically collected so as to make the analysis easily understandable.

The data was from interviews and questionnaires, and was analyzed. Scoring of the instrument was by grouping the responses. The greater percentage of the responses, the more they have accepted as the report from the opinion of the population.

*Data Analysis*

Each item of the questionnaire was answered individually and the responses received from the various respondents were expressed as percentages. Any item that received the highest percentage response was assumed to reflect the view of the masses.

Some of the data has also been explained further with diagrams, chart, and tables. As regard, the response received from the structured interview and the notes made from observations conclusion were drawn from answers, views, opinion and suggestions of the respondents.

In certain instances, statements made and conclusions arrived at were purely for opinion of the researcher. This led to the compilation of some fact which was considered as the true representation of ideas, views and opinions expressed by respondents.

Pre intervention test designed and conducted under the supervision of the researcher to access the entry learning point of the students sampled. The data revealed that out of the 42 students registered as candidates for the 2019 BECE batch, 30 of them were present in school at the time when this test was conducted. 12 out of 42 students representing 28.60% were absent on the day of pre intervention test was administered. The school recorded a huge number of absenteeism among the form 3 students on this day because it was the day BDT is studied in the class. Out of the 30 students who wrote the test, 11 students representing 26.19% scored an average mark of

25 and above. Out of this, only 1 student managed to cross the 70% mark, 3 students scored a little above the 60% mark, 7 students scored above 50%,.As many as 19 students representing 45.24% scored below the average mark of 25. The result depicts that performance as much as sewing skills is concerned is below standard and that if it were to be the BECE, they would have perform abysmally low.

*Discussion on Answers to Interview Questions*

Under this section, the writer sought to test the interview questions that were formulated earlier to effectively evaluate the technical education programme to arrive at the most likely factors affecting the proper teaching and learning activities of sewing at the Junior High School.

The study showed that most teachers have not been using the child-centred approach in teaching, or the activity-based teaching method in teaching the subject hence the poor performance in the subject. It came to light that teachers sometimes tried to engage students in some minor practical activities but are not motivated to continue due to the inadequacy of basic tools, equipment, materials and workshop in the school premises.

On measures to motivate students to develop interest in learning by themselves, adequate practical exercises and assignments were given to occupy them at home and providing but these sometimes become difficult to monitor due to large sizes of classes.

Another issue is that there were no high calibre vocational skills teachers. The discussions on the problem of acute shortage of qualified competent teachers were highlighted here. It came to light that some teachers do not use appropriate teaching methods which leads to students' inability to understand the subject let alone having interest for it. It was affirmed that though some teachers tried to make their lessons practical with the involvement of the students, due to the insufficient needed facilities in the school, their efforts in most cases do not have desire effect on the students' performance.

*Results on Post Intervention Test*

Marks Score	Absent	0 - 10	11 - 15	16 - 24	25 - 30	31 - 35	36 - 40	41 - 50	Total
No. of Students	7	2	3	6	7	6	9	2	42
Percentage (Students)	16.67%	4.76%	7.14%	14.29%	16.67%	14.29%	21.43%	4.16%	100.01%

The data in the table above shows the result of the post intervention test conducted. From the table 24 students representing 57.14% out of the 42 registered candidates obtained the average score of 25 and above. 11 students representing 26.19% were below the average mark. The number of absentees also reduced to 7 students, representing 16.67%. This shows an upward improvement in the

performance of students in the BDT as compared to the pre intervention test taken earlier. Again the level of passes in the post intervention test shows significant improvement that can be attributive to the efficient and effective methods adopted during the intervention stage. At this time in the post intervention test 2 students scored as high as over 80%, 9 students scored a little over 70% , 6 students scored above



60%, 7 students scored over 50% with 11 of the students settled below the 50% marks. These show significant improvement over the first one conducted earlier, that with every effective, efficient and well planned lesson in BDT students' performance will improve.

## V. DISCUSSION

One of the major findings of the study was that there seems to be an undue lack of interest in the students for technical education in general. Secondly, lack of technical teachers in most schools in the district was identified as a big one needing urgent action as observed by Tuo, (1998).

In addition poor teaching methods have played number one major role at poor showing of entire educational system.

Poor students and teachers motivation to arouse students' interest was also identified. Evan (1987) quotes Professor Djangmah as recommending in-service training and re-orientation of teachers as remedy.

Finally, funding of technical education programmes was lacking. i.e. there are no adequate textbooks, workshops, furniture, tools and equipment for the smooth running of the programme.

Some of the main findings identified were:

- Students' lack of interest in the subject
- Lack of competent and committed teachers
- Poor teaching methodology adopt by some teachers
- Laxity in supervision both internally and externally on the teaching of the subject.

## VI. SUMMARY OF FINDINGS

The research was conducted in a basic school in the Central Region of Ghana, and the following findings were made:

It was found out that teaching and learning of BDT were solely based on theoretical aspect. In view of this, only 30% of the final year students have been obtaining between aggregates six to thirty (6 – 30) in the Basic Education Certificate Examination yearly.

Furthermore, it was found out of this 30%, 20% of these students have no interest in the subject the remaining 10% of the final year Junior High School graduates enter Secondary – Technical Schools and Technical Schools / Institutions.

It was also deduced that, some BDT teachers do not teach topics according to the syllabus, they rather select topics they are conversant with (e.g. the designing aspect of the subject) always suffers in respect of teaching. This made students who enter Technical Institutions or take technical subjects in Senior High Schools perform poorly which finally affect their Senior High School Certificate Examination results.

Lastly, it was observed that teaching and learning of the subject which must have also to be enhancing students' practical skills was not given any due attention, the school

authorities do not show much interest in such drive. They more often than the not complain of funds.

## VII. CONCLUSION

In conclusion, the study placed the students' performance in sewing Skills under focus and sought to find an appropriate method to improve upon it. Pupils of the basic school who enter Technical Institutions and often experience difficulties with their practical skills could be helped; this further goes a long way to affect them during their industrial attachment programmes. Finally, students' performance in BDT at Basic Education Certificate Examination that had been generally low was given an urgent attention duly.

The activities put in place during the study have raised the level of concerns on the teaching of the sewing Skills in the school with the students' activeness and positive moral attitude toward the subject and these are the hope that the effort made through the intervention can help in improve on the students' performance in the BDT in the coming Basic Education Certificate Examination.

## VIII. RECOMMENDATIONS

I recommend that guidance programs should be organized for pupils from basic six before they enter Basic Seven (JHS.1) to prepare their minds. This could be done by inviting experts of that field of study to give talks on BDT and related Technical courses available.

Furthermore, I recommend that teaching of Sewing Skills must be more practically orient rather than the theory so as to equip students with the basic necessary skills before they enter Senior High Schools or Technical Institutions. The Districts, Municipals and Metropolitan Assemblies must sometimes help to organize in-service training on the subjects. These in-service training should be based more on practical aspects and also be facilitated by very competent experts in the subject.

Finally, the Ministry of Education should be resourced with enough funds so that more can be allotted to the Technical departments of the various schools to cater for teaching and learning needs and for industrial visits.

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Dennis Annan happened to be the students' men's prefect in Foso College of Education. Having Miss Ruby Jecty as a Project work supervisor, he agreed to implement the strategies to see the outcome so as to find a sound grounding to educate all stakeholders of education about the need to take BDT seriously.