Arts and Design Studies
ISSN 2224-6061 (Paper) ISSN 2225-059X (Online)
Vol.93, 2021

Textile Training Component of Fashion Design and Textiles Programme in Technical University and Industrial Work Skills Requirements in Ghana

Johnson Kofi Kassah (PhD)[1*] Dymphna Baker-Edo (PhD)[2] Edem Kwame Buami[3]
1. Department of Fashion Design and Textiles, Ho Technical University, P.O. Box HP 217, Ho Volta Region, Ghana
2. Department of Fashion Design and Textiles, Koforidua Technical University P.O. Box KF 981, Koforidua Eastern Region, Ghana
3. Department of Industrial Arts, Ho Technical University, P.O. Box HP 217, Ho Volta Region, Ghana

Abstract
The purpose of this study was to investigate the textile work skills possessed by graduates of fashion design and textiles from the technical universities in Ghana. A cross-sectional survey design was employed to carry out this study. The target population for the study were graduates of the fashion design and textiles programme from the technical universities in Ghana, and lecturers teaching the textile component of the fashion design and textile programme. Snowball and purposive sampling techniques were used in this study. The sample size for the study was 189 (185 fashion graduates & 4 textiles lecturers). The instruments used for data collection were a questionnaire and an interview guide. **The study found that** the fashion design and textiles programme in Ghana technical universities did not have enough textiles component to enable graduates have adequate industrial work skills required in the textiles industry. The study also revealed that the textile work skills graduates received from technical universities were not adequate to enable them to satisfy the job requirements in the textile industries. Based on the results, the study recommended that the textile component of fashion design and textiles programme should be reformed to contain adequate textile content since textiles was one of the major areas of specialization. The study also recommended that teaching and learning equipment should be provided to fashion design and textiles departments in the technical universities to enable students acquire adequate skills needed in the textiles industry.
Keywords: Textiles, fashion design, work skills.
DOI: 10.7176/ADS/93-03
Publication date: May 31st 2021

1. Introduction

The enthusiasm of many fashion design and textiles students during training at technical universities in Ghana is to get employment in the industrial sector after leaving school. Normally, tertiary technical and vocational institutions are mandated to prepare students to meet the demands of various industries after graduation. According to Raul et al. (2014), industrial work skills are vital abilities which employers demand graduates of technical training institutions to possess. Industrial work skills are crucial qualities obtained by a person through effective training in technical or vocational institutions (Samuel, 2017).

According to Audu, et al. (2013), industrial work skills are a collection of skills which aid in supporting the capability of a worker to perform efficiently in the workplace. Ekezie and Owo (2019) stated that industrial work skills are any skill-based job or occupation carried out by an individual to enable him or her to earn a living. Audu, et al.,2013 opined that industrial work skills consist of elementary skills, intellectual skills, resource skills, information skills, interpersonal skills, system and technology skills and individual potentials. Industrial work skills are described as the procedure, technique or way of performing a particular or practical job that can be easily measured (Audu, et al., 2013).

According to Ademu, et al. (2018), industrial work skills are exceptional skills which empower an individual to be industrious in the manufacturing sector. Industrial work skills refer to the level of performance of a person on a specific task or the competence to carry out a job efficiently, which can be divided into technical work skills and behavioral work skills (Noe et al., 2015). The technical work skills, also known as "hard" skills, are manufacturing skills a worker possesses, whilst the behavioral skills, also called "soft" skills, are the communication skills which include the attitudes and approaches a worker takes to their work, such as the ability to collaborate on team projects (Daud, et al., 2012).

Hard skills are used as a foundation for the development of educational curriculum, impending description of jobs and the technical occupations that industries crave most (Kennedy, 2016). In this study, a strong emphasis will be placed on the hard skills textile components of fashion design and textiles programs in Ghanaian technical universities, which are in high demand from the textile industry.

2. Statement of the Problem

One of the purposes of the fashion design and textiles programme in technical universities in Ghana is to help students gain meaningful pay jobs in large scale and small-scale textiles and garment companies after training. The programme is to develop satisfactory knowledge and skills-based abilities to qualify graduates to contribute fully to the socio-economic advancement of the formal and informal sector of Ghana's economy. The fashion design and textiles programme in the technical universities also aims to equip trainees with adequate industrial demand skills. However, there have been complains that fashion design graduates from technical universities in Ghana acquire work skills that cannot enable them to meet the needs of the textile industry.

Many studies have been conducted on other components of fashion design and textiles programme and graduates' performance in the fashion industry (Kemevor et al., 2014). However, much study has not been done on industrial work skills of graduates who studied textiles under the fashion design programme in technical universities in Ghana. This study was to investigate if the textile work skills graduates of the fashion design and textiles programme acquire during training in technical universities in Ghana can enable them to meet the requirements of the industries in Ghana.

3. Objectives of the Study

This study was guided by the following objectives:

i. To establish the adequacy of the textile component of fashion design and textiles programme in Ghana technical universities
ii. To determine the adequacy of textile skills acquired by fashion design and textile graduates from technical universities and their relevance to the needs of industries.

4. Hypothesis

The study formulated and tested the following null hypothesis:

Ho1: There is no statistically significant relationship between industrial work skills acquired by fashion design and textile graduates from technical universities and the demands of textile industries in Ghana

5. Methodology

This study employed a cross-sectional survey design. The cross-sectional design was chosen because it permits collection of data from components of a target population. (Rose et al., 2015). A cross-sectional survey is a type of research design in which the researcher amasses data on merely a trivial portion of the target population to get large information about the sampled components of the population as a whole (Zheng, 2015).

The study targeted lecturers teaching textile components of fashion design and textiles programme and fashion graduates from technical universities in Ghana. In this study, snowball and purposive sampling techniques were used.

The snowball sampling was used to trace the fashion design and textiles graduates. There are many lecturers teaching the various components of fashion design and textiles programme in the technical universities. Purposive sampling techniques were used to select only lecturers teaching the textile components of the programme.

In all, 189 (185 graduates and 4 lecturers) were used as the sample size for the study. The instruments used for data collection were questionnaire, interview guide and documents analysis. The questionnaire was used to collect data from the graduates, while an interview guide was employed to amass data from the lecturers. Document analysis was, however, used to determine the textile component of fashion design and textiles programme in the technical universities.

The data collected was analysed quantitatively and qualitatively to address the objectives. Statistical Package for Social Sciences (SPSS) version 21 was used to analyse the quantitative data obtained from a close-ended questionnaire. Inferential statistics such as One-way ANOVA were used to test the null hypothesis formulated at $p < 0.05$ alpha level of significance. The qualitative data obtained through the interview conducted was analysed manually under the various themes.

6. Findings

Objective 1: To establish the adequacy of the textile component of fashion design and textiles programme in Ghana technical universities

Table 1: Results on content of fashion design and textiles programme

Statement	Agreed	Not Sure	Disagreed
The fashion design and textile programme in technical universities have enough textile contents required in the industries.	6 (3.2%)	-	179 (96.8%)

In Table 1, the majority of the graduate 179 (96.2%) indicated that fashion design and textiles programme

in technical universities did not have enough textile contents required in the industries while 6 (3.2%) said the programme had ample textile components to equip the learners with the skills needed in the industries.

Objectives 2: To determine the adequacy of textile skills acquired by fashion design and textile graduates from technical universities and their relevance to the needs of industries

Table 2: Results on relevance of textile skills received in technical universities and the needs of the industries

Statement	Agreed	Not Sure	Disagreed
The textiles skills I obtained from the technical university are enough to enable me satisfy the work skills needed at the textiles industries.	46 (24.9%)	-	139 (75.1%)

As shown in Table 2, the majority of the graduates 139 (75.1 2%) disagreed that the skills they received during their training in the technical universities were not adequate to meet the needs of the textile industry, whilst 46 (24.9%) were in agreement with the statement.

Ho1: There is no statistically significant relationship between industrial work skills acquired by fashion design and textile graduates from the technical universities and the demands of textile industries in Ghana

The null hypothesis $H_0$1 formulated for this study was tested using a one-way ANOVA. The null hypothesis was tested to ascertain if the group means were equal at 0.05 level of significance. Table 3 shows the results.

Table 3: One-way ANOVA results on relationship between industrial work skills acquired in the classroom and the demands of textile industries

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.588	1	.588	20.625	.001
Within Groups	5.217	183	.029		
Total	**5.805**	**184**			

Table 3 illustrates the one-way ANOVA results which established the relationship between the industrial work skills acquired by fashion design and textiles graduates from the technical universities and the demands of textile industries in Ghana. The findings showed that there was statistically significant mean difference between the groups, df (183) = .588, p = .01, α =.05 where p<0.05. Therefore, Ho1 that states there is no statistically significant relationship between industrial work skills acquired by fashion design and textiles graduates from the technical universities and the demands of textile industries in Ghana was rejected. The study, therefore, concluded that there was statistically significant relationship between industrial work skills acquired by fashion design and textiles graduates from technical universities and the demands of textile industries in Ghana.

7. Discussions

Objective 1: To establish the adequacy of the textile component of fashion design and textiles programme in Ghana technical universities

It was found from the study that the textile component of the fashion design and textiles programme in Ghana technical universities did not have enough textiles component to enable graduates have enough work skills required in the textiles industry.

Objectives 2: To determine the adequacy of textiles skills acquired by fashion design and textile graduates from the technical universities and its relevance to the needs of industries

It was revealed from the graduates that the textile work skills they received from the technical universities were not adequate to enable them satisfy the job requirements in the textile industries. They also revealed that during their training they were not practically exposed to certain topics such as weaving and textile printing because the weaving and printing equipment were not available. As a result, they were only exposed to the theoretical aspect of those topics during their training. It was also found that computer-aided design which is the order of the day in this 21st century was not in the curriculum of some of the technical universities offering Higher National Diploma.

The study also found that shortage of skill textile lecturers in fashion design and textiles department was another reason they did not acquire adequate skills in textiles during their training in the technical universities. The study revealed that in some technical universities only one skilled textile lecturer taught textiles from first year to third year and as a result of that quality training was not achieved. They revealed that the only skills they could boost they acquired adequate skills in it was batik and tie-dye because the equip

8. Conclusion

The first objective of this study was to establish the adequacy of the textile component of fashion design and textile programme in Ghana technical universities. The study concluded that the fashion design and textiles programme in Ghana technical universities did not have enough textiles component to enable graduates have adequate industrial work skills required in the textiles industry.

The objective two of this study aimed to determine the adequacy of textile work skills acquired by fashion design and textile graduates from the technical universities and their relevance to the needs of the industries in Ghana. From the results of the study, it was concluded that the textile work skills graduates received from the technical universities were not adequate to enable them satisfy the job requirements in the textile industries.

9. Recommendations

Based on the results, the study recommended that the textile component of fashion design and textiles programme should be reformed to contain adequate textile content since textiles was one of the major areas of specialization.

Since graduates were not well equipped due to lack of tools, equipment and lecturers, the study recommended that teaching and learning equipment should be provided to fashion design and textiles departments in the technical universities to enable students acquire adequate skills needed in the textiles industry.

REFERENCES

Ademu, A., Adah, O. C. &Atsumbe, J. A. (2018). Approaches for Enhancing Graduates of Agricultural Education Work Skills Towards Social and Economic Transformation in Nigeria. *Journal of Poverty, Investment and Development,*45, 26-31.

Audu, R., Kamin, Y. B. & Saud, M.S.B. (2013). Acquisition of employability skills in technical vocational education: Necessity for the 21st century workforce. *Australian Journal of Basic and Applied Sciences, 7*(6), 9-14.

Daud, S., Abidin, N., Sapuan, N.M., & Rajadurai, J. (2012). Efficient human resource deployment technique in higher education: A standpoint from Malaysia. African Journal of Business Management, 6 (25), 7533.

Ekezie, A. I. A. & Owo, O. T. (2019). Assessment of Agricultural Education Resources for Vocational Skills Development of Students in Universities in Rivers State, South-South, Nigeria. *International Journal of Education and Evaluation,* 5 (6), 1-14.

Kemevor, A.K., Haward, P.M.A. & Simpson, K.B. (2014). The impact of industrial practical skills on fashion students in Ghanaian polytechnics: A case study of Kumasi and Accra polytechnics). *Arts and Design Studies 14,* 31-47.

Kennedy, J. (2016). Hard skills, soft skills important to career success. Available online at: http://www.chicago tribune.com/classified/sns-201512021000--tms--careersntp--h-bb20151209-20151209- column.html.

Noe, R.A., Hollenbeck, J.R., & Gerhart, B. (2015). *Fundamental of human resource management*. McGraw-Hill.

Osei-Poku, P. (2015). An appraisal of the HND commercial art (textiles) curriculum for polytechnics in Ghana. *International Journal of Fiber and Textile Research, 5*(4), 64-73.

Raul, M, S Rauf, R.A.A. & Nor, A.R.M. (2014). Future Employability Skills Sets for Manufacturing Industries. *International Education Studies*,*7*(10), 138-144.

Rose, S., Spinks, N., & Canhoto, A. I. (2015*). Management research: Applying the principles (1st edition.).* Routledge.

Samuel, O. E. (2017). Skills Required by Farmers in Cocoa Production for Sustainable Living and Industrial Development. *Journal of Nigerian Association of Teachers of Technology,12* (1), 157-164.

Zheng, M. (2015). Conceptualization of cross-sectional mixed methods studies in health science: A methodological review. *International Journal of Quantitative and Qualitative Research Methods, 3* (2), 66-87.