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Examining the Teaching Strategies for Clothing and Textiles in Ghanaian Senior High Schools

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Abstract

There are several studies on teaching methods and its impact on Clothing and Textiles in tertiary and basic schools but not in Senior High Schools and not on general teaching strategies. This study therefore investigated the suitability and impact of teaching strategies used in teaching Clothing and Textiles at Senior High School level of education in Ghana. Research questions that guided the study were: What are the teaching methods used in teaching Clothing and Textiles in Senior High Schools in Ghana? What is the impact of teaching methods on learning Clothing and Textiles in SHS in Ghana? What is the impact of other teaching strategies on teaching and learning of clothing and Textiles and H01: There is no statistically significant difference in the test scores of students taught theory lessons and students taught practical lessons. Eighteen schools, four hundred and seventy eight students and twenty three teachers were selected using stratified sampling, purposive sampling and random sampling techniques. Observation, test and questionnaires were used to collect data. The study revealed that, there are three dominant instructional strategies currently used to

facilitate C&T lessons in SHSs across Ghana namely demonstration method, discussion method and question and answer method. Students who were taught practically (M =57.71) were found to do better than their counterparts thought theoretically. (M=49.53). There is a statistical difference between the performance of students taught practically and those taught theoretically with p value =.000. The report of the study indicates that, students disagreed they were exposed to good teaching strategies (M=1.73, SD=0.33) and (M=1.69, SD=0.22). It was recommended that, Clothing and Textiles teachers should: use modern teaching methods to enhance teaching and learning; teach concepts practically to improve learning outcomes; introduce students to adequate Clothing and Textiles textbooks to enhance teaching and learning and should assess students during and after instructions to enhance effective learning.

Keywords: teaching strategies, clothing and textiles, Ghanaian senior high school, practical vs. theoretical learning

1. Introduction

Clothing and Textiles (C&T) education is an essential part of the Home Economics curriculum which is a component of Technical, Vocational Education and Training (TVET) in Ghanaian schools. The subject aims to equip students with knowledge, employable skills and attitudes necessary for clothing construction, textiles and fashion design which helps reduce unemployment rates. Effective teaching strategies are therefore crucial for enhancing student learning outcomes in this discipline. Teaching strategies according to Marzano (2007) are the broader plans and approaches used by teachers to achieve specific learning objectives and promote student learning. They are mostly described as the "why" and "what" of teaching, focusing on the underlying goals, principles and values that guide instructional decision-making (Wiggins & McTighe, 2005). It is generally recognised that teaching strategies are multidimensional and their effectiveness depends on the context in which they are applied (Hattie, 2009). The author posits that to improve learning, factors that possess the greatest influence on learning includes the significance of instructors comprehending their influence on student learning and implementing instructional strategies that are evident to both students and teachers. Examples of teaching strategies given by the author include differentiated instruction, project-based learning, and technology integration.

Teaching methods however are the specific techniques and procedures used by teachers to deliver instruction and facilitate learning which are mostly described as the "how" of teaching, focusing on the specific actions and activities used to present information, promote learning and assess students' understanding (Joyce et al., 2004). They include lectures, discussions, group work and hands-on activities.

The need for a successful Clothing and Textiles (C&T) education has called for several studies in this area. Studies such as Muzenda (2014) looked at how Clothing and Textiles (C&T) curriculum is taught in the universities in Zimbabwe and it came out that, the training type of the Lecturers was outmoded making them deficient in implementing the C&T curriculum due to the surge in technology and students were also not satisfied with the teaching and assessment methods used by their Lecturers. Oppong et al. (2013) evaluated the benefits of computer aided-design (CAD) in Fashion Education, at the Accra Polytechnic over a three-year period and found that, Fashion production, Textiles and Fashion design had some amount of CAD in them but had challenges such as insufficient computers and the requisite software equipment confronted students and the department. Sarpong et al. (2012) also studied Teaching of Fashion and Textiles Studies in Ghanaian Tertiary Institutions. The study employed the qualitative research approach and made use of observation and interview as the main research instruments for data collection. The study revealed among other things that, Lecturers use lecture, demonstration, practical and field trips as the main method for teaching. Komugisha (2012) also carried out an action research 'improving my facilitating skills in Clothing and Textiles through use of learner centred approaches' through experiential learning and made the following conclusions: sharing of experiences improves collaborating abilities in the learning process as well as promoting feedback giving and receiving in the improvement process; It helps to improve skills in critical thinking, writing and reflection because to put the report together has been a process on thinking, reflection on the actions and documenting them down in a critical and systematic way; learning is a process.

A study by Akomaning (2022) found teachers used varying teaching methods such as project work, group activity, discussion, demonstration and lectures in teaching sewing to junior high school students in Takoradi metropolis of Ghana. Another study by Mensah (2017) revealed that project-based learning improved students' practical skills and creativity in textiles design.

Other studies also reveal that, traditional teaching methods, such as lectures and demonstrations, are still widely used in Clothing and Textile education (Kanji, 2014; Ogunyemi, 2011). Practical-based teaching methods, such as hands-on activities and project-based learning, Student-centered teaching methods, such as problem-based learning and peer-to-peer learning were also found to be more effective in developing practical skills in Clothing and Textile education (Afolabi, 2017). A study by Adegoke (2018) and Ogunyemi (2018) revealed that, technology-enhanced teaching methods, such as computer-aided design (CAD) and online learning platforms, enhance student learning outcomes in Clothing and Textile education.

The ensuing empirical review reveals that, studies have been conducted on only teaching methods and their impact on Clothing and Textiles Education but not teaching strategies in general. Most of these studies were done at various tertiary levels of education and junior high school and not in senior high schools. Most data collection instruments used for these studies were observations, questionnaires and interviews. The effectiveness of teaching strategies has been a matter of concern because effective teaching strategies results in good learning outcomes as opined by Raba (2017) that, the use of effective strategies results in good and fruitful learning outcomes. This study, thus looked at the appropriateness of teaching strategies and its impact on learning of Clothing and Textiles at senior high school level of education in Ghana using observation, questionnaire and test for data collection.

Research Objectives.

The study sought to:

1. identify teaching methods used in teaching Clothing and Textiles in senior high schools in Ghana

2. investigate the impact of teaching methods on learning Clothing and Textiles in senior high schools in Ghana

3. evaluate the impact of other teaching strategies on teaching and learning of Clothing and Textiles in senior high schools in Ghana.

Research questions

1. What teaching methods are used in Clothing and Textiles instruction in senior high schools in Ghana?
2. What is the impact of teaching methods on learning Clothing and Textiles in senior high schools in Ghana?
3. What is the impact of other teaching strategies on teaching and learning of clothing and Textiles in Ghanaian senior high schools?

Hypothesis

H_{01}: There is no statistically significant difference in the test scores of students taught theory lessons and students taught practical lessons

2. Review of Related Literature

2.1 Teaching Strategies and Teaching methods

Teaching methods and teaching strategies are two related but distinct concepts in education. While they are often used interchangeably, they have different meanings and implications for teaching and learning. Teaching strategies refer to the broader plans and approaches used by teachers to achieve specific learning objectives and promote student learning (Marzano, 2007) while Teaching methods refer to the specific techniques and procedures used by teachers to deliver instruction and facilitate learning (Kerlinger, 1973). Teaching methods are therefore sub-set of teaching strategies.

2.2 Types of Teaching Strategies

Teaching strategies are essential in creating an effective learning environment. Various studies have explored different teaching strategies and their impact on student learning outcomes. These include: Traditional Teaching Strategies are conventional, teacher-centered approaches to instruction that often emphasize the transmission of knowledge from teacher to student, with a focus on rote memorisation, repetition, and standardisation. This include textbook-based instruction, Drill and practice, Recitation method. These have been widely used in educational settings. Freeman et al. (2014) states that these strategies have limitations in promoting

deep learning and student engagement; 2. Student-Centered Teaching Strategies focus on active learning, critical thinking, and collaboration, leading to improved student learning outcomes (Prince, 2004; Strobel & van Barneveld, 2009). It includes problem-based learning, project-based learning, and flipped classrooms which have gained popularity in recent years. Considering the needs of the learner enables planning to bring about effective teaching and learning 3. Technology-Enhanced Teaching Strategies includes online learning, blended learning, and gamification which have become increasingly popular. These strategies offer flexibility, personalization, and increased student engagement, leading to improved learning outcomes (Hamari et al., 2014); 4. Culturally Responsive Teaching Strategies focus on creating an inclusive learning environment that values diversity and promotes equity. These strategies, such as culturally responsive pedagogy and restorative justice, have been shown to improve student learning outcomes, particularly for marginalized students (Gay, 2000; Ladson-Billings, 1995).

2.3 Types of Teaching Methods

Teaching methods refer to the specific techniques and procedures used by teachers to deliver instruction and facilitate learning (Kerlinger, 1973).

They include:

1. Traditional teaching Methods (lectures, demonstration, discussion etc.). These methods can be effective in conveying theoretical knowledge, they may not be sufficient for developing practical skills;

2. Practical-Based Teaching Methods: These include hands-on activities and project-based learning which allows students to apply theoretical knowledge in a practical context;

3. Technology-enhanced teaching method such as computer-aided design (CAD) and online learning platforms. These methods provide students with access to a wide range of learning resources and enable them to work more efficiently.

4. Student-Centered Teaching Methods such as problem-based learning and peer-to-peer learning. These methods encourage students to take an active role in their learning and to work collaboratively with their peers.

The key differences between teaching methods and teaching strategies can be summarized as follows:

Focus: Teaching methods focus on the specific techniques and procedures used to deliver instruction, while teaching strategies focus on the broader plans and approaches used to achieve specific learning objectives.

Scope: Teaching methods are typically used to address specific learning objectives or skills, while teaching strategies are used to guide instructional decision-making and promote student learning more broadly.

Flexibility: Teaching methods are often more rigid and structured, while teaching strategies are more flexible and adaptable to different learning contexts and student needs.

Teaching strategies which include teaching methods are important in facilitating student learning outcomes according to (Kerlinger, 1973). They include traditional, practical-based, technology-enhanced and student-centered teaching methods. It is therefore important to look at the various learning theories and how various teaching strategies employed will affect the educational process.

3. Theoretical Underpinning

The theories which underpin this study are the learning theories which are categorised according to Glasersfeld (1995) as behaviourism, cognitivism and constructivism learning theories. Behaviourism according to Steven-Fulbrook (2019) is based on the idea that knowledge is independent and on the exterior of the learner. The learner is therefore a blank slate that should be provided with the information to be learnt. Operant conditioning theory by B.F Skinner, classical conditioning theory by Pavlov are examples of behaviourist theories who believe that, learning takes place by acquiring new behaviours through associations between stimuli and responses. Myers (2008) also states the social learning theory where an observation of behaviour is followed by modelling. This relates with Purita and colleagues' self-sufficiency and feasibility criteria stating and relates to this study in the sense that, the conditions pertaining in the schools will give a push to the student to learn or not to learn Clothing and Textiles. A good Clothing and Textiles teacher who teaches well with good infrastructure and other

necessary resources would tell the learner on entering the school that, the environment is attractive for learning which will stimulate them to learn. Academically inclined students admitted into Clothing and Textiles will also pose a challenge to the teachers to beef up their competencies on the subject before going to class. This situation will deter incompetent teachers from accepting to teach the course. Operant conditioning implies that, when students get good tuition, and gain knowledge and are able to produce or sew simple garments, they would be yearning to learn more to enhance the implementation of the curriculum while the social learning aspect implies that, when the teacher imparts valuable knowledge and is active in class, students will imitate her by being serious with the course and it will enable them learn very well to gain the requisite skills. These demonstrate the expectancy variable of Vroom's expectancy theory which believes that increased input will result in increased outcome (Vroom, 1964) thus having resources (raw materials, time) and having the necessary support to get the job done (supervisor support, or correct information on the job).

In theory of cognitivism, learning is considered internal and it is a result of student processing and reorganising new information (Steven-Fullbrook, 2019). According to Mergel (1998), the key concepts of cognitive theory are: (a) Schema where new information is compared to existing cognitive structures and this may be combined, extended or altered to accommodate new information, (b) Three-Stage Information Processing Model where input first enters a sensory register(receives inputs from senses), then is processed in short-term memory(interesting sensory input is transferred here and retained for about 20sec or more when rehearsed) , and then is transferred to long-term memory for storage and retrieval by generating linkages between old and new information (c) Meaningful Effects - meaningful information is easier to learn and remember (Good & Brophy, 1990), (d) Serial Position Effects - It is easier to remember items from the beginning or end of a list rather than those in the middle of the list, unless that item is distinctly different, (e) Practice Effects using distributed practice (associating the material with many different contexts than the one afforded by mass practice) (f) Transfer Effects- The effects of prior learning on new tasks, (e) Interference Effects -when prior learning interferes with the learning of new material, (f) Organization Effects - When a learner categorises input such as a grocery list, it is easier to remember, (g) Levels of Processing Effects - Words may be processed at a low-level sensory

analysis of their physical characteristics to high-level semantic analysis of their meaning (Craik & Lockhart, 1972; in Good & Brophy, 1990). The more deeply a word is process the easier it will be to remember, (h) State Dependent Effects - If learning takes place within a certain context it will be easier to remember within that context rather than in a new context, (i) Mnemonic Effects - strategies used by learners to organise relatively meaningless input into more meaningful images or semantic contexts e.g., Every Good Boy Deserves Fruit, (j) Schema Effects - If information does not fit a person's schema it may be more difficult for them to remember and what they remember or how they conceive of it may also be affected by their prior schema, (k) Advance Organizers - advance organisers prepare the learner for the material they are about to learn. They are not simply outlining of the material, but are material that will enable the student to make sense out of the lesson.

To choose learning experiences, one must consider how human memory works. Myer (2008) views learning as an internal mental process where the educator focuses on building intelligence and cognitive development. Piaget's cognitive theory of learning (1972) is key here. The cognitive and emotional development of the learner as postulated by Tyler's student involvement and Purita and colleagues' validity criteria relate to this study. Key concepts by Mergel (1998) in cognitivism imply that, the teacher must understand the student's cognitive development to enable them teach effectively: the use of demonstrations, linking concepts together and to real life situation, using problem solving approaches, project works etc. helps students grasp the concept of C&T to enable them explore various ways of doing things as well as develop and discover their potentials and capabilities in the subject. Thus, teachers must create the environment that will enable student learn on their own.

The theory of constructivism assumes we construct learning new ideas depending on our own previous ideas and experiences (Steven-Fullbrook, 2019). John Dewey, Bruner and Piaget are related to this theory. As such, the curriculum should be designed in a way that builds on the pupil's background knowledge and is allowed to develop with them (Smith, 2002). This is dependent on the learnability, utility, significance and validity criteria of Purita et al. (2008).

This implies that, objectives and content must be stated such that, teaching will be done from known to unknown. The organisation of subject matter must be in such a way that; it should be done from basic /general knowledge to complex. Simple easy to learn concepts must come before the difficult ones. In the same vein, teachers who teach C&T courses must be knowledgeable in the area before they can teach well and they must use strategies that will enable students have repeated experiences in order to learn better. Students admitted to take C&T must also have a background knowledge in the area to aid effective teaching and learning.

Similarly, student's knowing the benefits they will get during and after studying C&T would also improve upon learning situation as demonstrated in the valence variable of Vroom's (1964) expectancy theory of motivation which notes the importance an individual place upon the expected outcome. The learning experiences and content selected for C&T must therefore motivate and stimulate the students' interest based on the benefits they will derive for studying the course. In the same vein, students who knows the value or benefits of C&T tend to do better than those who were forced to take the course. Tyler's model for curriculum development placed so much emphasis on the learner which can also be related to other learning theorists such Piaget, Bruner, Bloom, Gagne etc. Students' generational learning needs is one important aspect that needs to be considered if a curriculum is being planned. Tyler (1949) stated that, learning experience must give the students satisfaction and relate to their needs and capabilities. Implying beside the content, the teaching methods selected must help in making learning easy for the student. In selecting the teaching methods, the learners learning abilities must therefore be considered critically.

In summary, teaching strategies are the broader plans and activities that aid teaching and learning but the specific techniques employed to disseminate information to students are the teaching methods which constitutes part of the broader plans (strategies). The external conditions such as conducive classroom environment (knowledgeable teacher, good infrastructure etc), the needs of learners (maturity-cognitive-emotional), learners' entry characteristics, motivation and choice of good teaching strategies are effective ingredients for enhancing Clothing and Textiles education. The use of effective teaching strategies results in better learning outcomes hence a need to look at the various theories underpinning learning in order to direct the selection of these strategies for the betterment of the educational process.

4. Methodology

The study is an evaluation research as it sought to provide a means to judge actions and activities in terms of values, criteria and standards (Jones et al., 2011) of teaching and learning Clothing and Textile curriculum at senior high schools level of education in Ghana. A pragmatic paradigm was adopted and therefore, the research design used is a convergent parallel mixed method. The multilevel design (multiphase design) mixed method was done because there was the need to venture into different levels of analysis in the research (Ponce & Pagán-Maldonado, 2015). A multi-staged sampling procedure was used. Stratified, purposive and simple of study. The administrative Regions of Ghana as at the time of the study were stratified into two strata (Southern and Northern zones). 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. 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 opportunity of being selected.

Schools in each of the six regions identified were selected using the 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 are five categorizations 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 chosen randomly (lottery method) and eighteen schools were involved in the study. All teachers and students in the sampled schools were purposively sampled to participate in the quantitative part of the study because the numbers were not large and they have similar characteristics in terms of the syllabus used for teaching and learning C&T. This gave a total of four hundred and seventy-eight (478) students and twenty-three (23) teachers. According to school enrolment records of the Ghana Education Service, there were about three thousand, six hundred and forty-three (3643) students offering C&T at various SHSs in Ghana at the time of

data collection. The above sample size is appropriate because according to Bartlett et al. (2001) recommended sample sizes for these research categories is between 300-400 (±5% margin of error ,95% confidence), and Krejcie and Morgan (1970) suggested 384 (±5% margin of error) sample size for educational research.

Observation, questionnaire and test were used to collect data and the reliability of the instruments was determined with a Cronbach's Alpha coefficient of 0.884. The questionnaire captured the suitability of the strategies used in teaching and learning C&T, effectiveness of teachers' teaching strategies as seported by the students, how teachers influence the teaching of C&T and assessment procedures used in teaching and learning of C&T in the schools. A 4-point Likert scale ranging from Strongly Agree (1) to Strongly Disagree (4) was used. For ease of interpretation, the group decision was as follows: the mean score of 1-1.75 represents strongly disagree, 1.76-2.50 represents disagree, 2.51-3.25 represents agree and 3.26-4.00 represents strongly agree

Observation was used to obtain answers for 'What teaching methods are used in Clothing and Textiles instruction in senior high schools in Ghana?' and test was used to investigate the impact of teaching methods on learning Clothing and Textiles in senior high schools in Ghana.

Introductory letters and personal request letters were taken to all the senior high schools and Ghana Education Service (GES) to help collect data for the study. Preliminary contacts were made with the headmasters and heads of Home Economics Department to discuss the purpose of the study and a convenient time for data collection. The purpose of the study was communicated to the respondents and they were assured of the protection of their anonymity and the keeping of their responses confidential. Full consent of the respondents was sought before observing lessons to determine the teaching strategies used. Students and teachers were accorded all the due respect and the study was conducted transparently with all the honesty it deserves.

5. Presentation and Discussion of Findings

5.1 Presentation of Findings

This section presents and discusses the study's results in relation to the research questions (RQs).

RQ 1: ***What teaching methods are used in Clothing and Textiles instruction in senior high schools in Ghana?***

This sought to look at the teaching methods used in teaching Clothing and Textiles in senior high schools in Ghana. Observation in the various schools revealed that, there are three dominant instructional strategies currently used to facilitate C&T lessons in senior high schools across the country. When the respondents were grouped according to instructional methods used in facilitating lessons as observed by the researcher, it came to light that C&T lessons are presented using demonstration method (N=24), discussion method (N=118) and the question and answer format (N=336). To ascertain the impact of these teaching methods on learning, a test was conducted and the outcome of the test is represented in Table 1:

RQ 2: ***What is the impact of teaching methods on learning Clothing and Textiles in senior high schools in Ghana?***

To answer the research question, a test was conducted for students based on the instructional methods used for teaching and the students' performance were ascertained and the results is shown in Table 1.

Table 1: Group Statistics on Instructional Strategies and Test Scores of Students

Instructional Strategies	N	Mean	Standard Dev
Question and Answer	336	51.25	12.84
Discussion	118	47.58	19.90
Demonstration	24	52.58	12.19
Total	**478**	**51.28**	**14.63**

Source: Field Survey (2017)

The average score of 51.28% suggests that the combined effect of these instructional strategies on students' performance is satisfactory. This may suggest that the instructional strategies currently in use are influencing the present performance of students in the subject. When individual instructional strategies were assessed in terms of students' test scores, it came to light that students exposed to the demonstration method on the average performed slightly better (M=52.58, SD=12.19) than question and answer method (M=51.25, SD=12.84) and discussion method (M=47.58, SD=19.90).

These teaching methods were further grouped as practical and theory-oriented methods. To further investigate students' score as the product of practical and theory lessons, the research hypothesis *H_{01}: There is no statistically significant difference in the test scores of students taught theory lessons and students taught practical lessons* was formulated and tested at 95% confidence level. To test for this hypothesis, an independent sample t-test was conducted. Descriptive statistics on the test scores based on lesson formats are presented in Table 2.

Table 2: Group statistics on Lesson Type and Test scores of Students

	Lesson type	N	Mean	Std. Dev.
Scores	Theory Lessons	376	49.53	13.71
	Practical Lessons	102	57.71	16.11

The group statistics in Table 2 revealed that students taught practical lessons (M=57.71, SD=16.11) performed better than students taught theoretical lessons (M=49.53, SD=13.71). In terms of average score, students taught practical lessons scored 57.71% while those taught theoretical lessons scored about 49.53%. To find out whether the observed differences in the mean was significant, an independent, t-test analysis was performed on the data and result is presented in Table 3.

H_{01}: There is no statistically significant difference in the test scores of students taught theory lessons and students taught practical lessons

Table 3: T-test analysis on Lesson Type and Test Scores of Students

	Test type	Mean	Df	T	P
Scores	Theory Lessons	49.53	476	-5.136*	.000
	Practical Lessons	57.71			

**p< 0.05 (2-tail significant results)*

The independent t-test results show that the reported mean difference in the test scores of students in theory lessons is statistically significantly different from the test scores of students taught in practical lessons (t (476) = -5.136, p=.000). Therefore, the null hypothesis H_{01}*: There is no statistically significant difference in the test scores of students taught theory lessons and students taught practical lessons* is rejected. This implied that C&T lessons taught practically have more profound effect on students' test scores than those taught theoretically. Another implication of the result is that when lessons in C&T are practice oriented, students' retention levels will improve and they may, to a large extent, be able to apply the concept in both test and non-test conditions.

The study further evaluated the impact of other teaching strategies on teaching and learning of Clothing and Textiles.

RQ 3: ***What is the impact of other teaching strategies on teaching and learning of Clothing and Textiles in Ghanaian senior high schools?***

General strategies that will enhance teaching and learning were investigated.

Table 4: Students' Views on the Suitability of the Teaching Strategies Used in Teaching Clothing and Textiles (N=478)

Teaching Strategies	Mean	Std. Dev.	Rank
Teacher uses available resources to motivate me during practical lessons	2.05	0.83	8
I enjoy lesson when the demonstration style of teaching is used	1.84	0.92	7
I never miss class when discussion as a method of teaching is used	1.54	0.79	5
I am directed to do my practical work in class	1.31	0.77	1
Teacher is friendly so I actively participate in the learning process	1.51	0.91	3
Teacher always give students enough time to complete their practical work	1.54	0.85	6
Teacher controls the class very well	2.23	0.93	9

Teacher evenly distributes questions in class	2.34	1.08	10
Teacher explains new words vividly to students	1.54	0.60	4
Teacher always remind us of the benefits of studying Clothing and Textiles	1.41	0.88	2
Mean of means	**1.78**	**0.13**	

Source: Field Survey (2017)

From Table 4, it can be observed that students generally disagreed that strategies used in teaching C&T are suitable (M=1.78, SD=0.13). Students disagreed that, teachers used available resources to motivate them during practical lessons (M=.05, SD=0.83). The students also disagreed that they enjoyed C&T lessons when the demonstration style of teaching is used (M=1.84, SD=0.92), they never missed class when discussion as a method of teaching is used (M=1.54, SD=0.79), teacher-controlled C&T class very well (M=2.23, SD=0.93). The students also strongly disagreed that they were directed by C&T teachers to do their practical works (M=1.31, SD=0.77), that teachers are so friendly that they are often motivated to participate in the learning process (M=1.51, SD=0.91). The students further strongly disagreed that teachers gave them enough time to complete their practical works (M=1.54, SD=0.85), explained new words vividly to students (M=1.54, SD=0.60) and reminded students of the benefits of studying C&T (M=1.41, SD=0.88). Teacher's views on teaching strategies used in C&T classrooms was investigated and this is summarized in Table 5.

Table 5: Frequency Distribution of impact of Teaching Strategies as reported by the Teachers (N=23)

Teaching Strategies	Mean	Std. Dev.	Rank
Students get motivated when adequate and available resources are used during practical lessons.	3.83	.39	1
Students understand the concept well when I use demonstration style of teaching	3.73	0.45	2

Students understand the concept better when I use the discussion style of teaching	2.87	.63	11
Students understand the concept well when I use the peer tutoring style of teaching	2.83	.65	12
Students understand the concept well when I use field trip style of teaching	3.05	.59	10
Students understand the concept well when I use role play to introduce a lesson	3.17	0.65	9
I always give students enough time to complete their practical work	3.30	0.56	6
Class control is an aid to good delivery	3.48	.59	3
I always distribute questions in class evenly.	2.27	1.08	7
I evaluate every lesson	3.26	.49	8
I explain new words vividly to students	3.36	0.49	5
I always remind students of the benefits of studying Clothing and Textiles	3.49	0.59	3
Mean of means	**3.22**	**.61**	

Source: Field Survey (2017).

**Range: 1-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.25 (Agree), 3.26-4.00 (Strongly Agree)*

In Table 5, teachers strongly agreed students get motivated when teachers use adequate and available resources to explain concepts during practical lessons (M=3.83, SD=0.39), students understand concepts better when demonstration is employed in teaching (M=3.73, SD=.45), students are always given enough time to complete their practical work (M=3.30. SD=.56), the practice of effective classroom control leads to good delivery (M=3.48, SD=.59) and they assess students at the end of every lesson (M=3.26, SD=.69). Teachers strongly agreed to provide vivid explanation to new words during lessons (M=3.36, SD=.49) and explained the benefits of studying Clothing and Textiles to students (M=3.49, SD=.59). The effectiveness of teachers' teaching strategies as reported by students in Table 6.

Table 6: Frequency Distribution of Effectiveness of Teachers' Teaching Strategies as Reported by the Students (N=478)

Effectiveness of Teaching Strategies	Mean	Std. Dev.	Rank
I enjoy clothing practical because our teacher demonstrates before we are given a task	1.53	0.72	6
I can do my assignment on my own because of how our teacher handles the course	1.33	0.85	2
I can perform any clothing task in class regardless of the limited time	1.01	0.08	1
I can assist friends to do their assignment	1.35	0.77	3
The clothing lesson is interesting since we are handled in smaller groups	1.46	0.73	5
The clothing lesson is interesting because teachers use available teaching learning materials	1.38	0.82	4
Teachers make us feel part of the lesson by involving us	1.83	0.71	8
Teachers systematically deliver lesson	2.05	0.82	10
Students are comfortable when taking clothing test/examination	2.43	0.92	12
I consider Clothing and Textiles as an important course because of how it is being taught by our teachers	1.67	0.69	7
I feel comfortable asking and answering questions in class without being intimidated	2.42	0.76	11
I want to be part of the lesson by always contributing in class	1.84	0.56	9
Mean of means	**1.69**	**0.22**	

Source: Field Survey (2017), **Range: 1-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.25 (Agree), 3.26-4.00 (Strongly Agree)*

In Table 6, it can be observed that there were significant disagreements among the students on all the statements measuring the effectiveness of C&T teaching strategies (M=1.68, SD=0.22). In terms of significant findings, the

students strongly disagreed that students enjoyed C&T practical because teachers demonstrated before giving tasks (M=1.53, SD=.72), that C&T lessons are interesting since teachers handled students in smaller groups (M=1.46, SD=0.73), made C&T lessons interesting because they used available teaching and learning materials (M=1.38, SD=0.82). Also, the students disagreed that teachers made students felt part of the lesson by involving them (M=1.83, SD=0.71). The students further strongly disagreed that C&T subject is very important because of how teachers are teaching the subject (M=1.67, SD=0.69). Finally, the students disagreed that they want to be part of the lesson by always contributing in class (M=1.84, SD=0.56). How teachers influence teaching is presented in Table 7.

Table 7: Frequency Distribution of Students' views on how Teachers influence the teaching of Clothing and Textiles

Statements	Mean	Std. Dev	Rank
Teacher exposes us to many Clothing and Textiles text books to read	1.26	.54	2
Teacher always gives us exercises to do	1.33	.78	4
Teacher always marks our assignment.	1.32	.78	3
Teacher uses electronic devices to display certain images in class	1.08	.23	1
Teachers sometimes bring in a resource person	2.84	1.04	6
Teachers always use abusive words on us so I am always scared in class.	2.54	1.11	5
Mean of means	**1.73**	**0.33**	

Source: Field Survey (2017)

In Table 7, it can generally be observed that the students disagreed that teachers have much influence on the teaching of C&T (M=1.73. SD=0.33). Students strongly disagreed that, teachers exposed them to many C&T textbooks they need to read (M=1.36, SD=0.54), that teachers always gave them exercises (M=1.33, SD=0.78) and regularly marked them (M=1.32,

SD=0.78) and teachers used electronic devices to display certain images in class (M=1.08, SD=0.23). They however agreed that teachers sometimes bring in resource persons to teach them (M=2.84, SD=1.04) and also use abusive word on them (M=2.54, SD=1.11).

The assessment procedures used in implementing the C&T curriculum were also ascertained.

Table 8: Results on Assessment Procedures Used in Clothing and Textiles as Reported by Students

Statements	Students		
	N	Mean	SD
Class exercises are conducted and used to assess after each lesson.	478	1.80	.70
I am always given homework after each lesson.	478	1.34	.65
I am given projects after each unit.	478	1.62	.90
At least two class tests are conducted in each term.	478	1.70	.73
Teacher always pose questions during lesson.	478	1.26	.67
I am always given end of term examinations.	478	2.62	.26
Mean of means		**1.72**	**.21**

Source: Field Survey (2017)

** Range: 1-1.75 (Strongly Disagree), 1.76-2.50 (Disagree), 2.51-3.25 (Agree), 3.26-4.00 (Strongly Agree)*

The results in Table 8 suggest that teachers did not use various assessment methods to measure students' learning and achievement in C&T (M=1.69, SD=0.21). On the part of students, there was significant disagreement with respect to administration of class exercises (M=1.80, SD=.0.70), home works (M=1.34, SD=0.65), at least two class tests in a term (M=1.70, SD=0.73) and the use of project works to assess students' learning

experiences (M=1.62, SD=0.90) and teachers use oral questions to assess them (M=1.26, SD=0.67). However, students agreed termly examinations are given (M=2.62, SD=0.66).

5.2 **Discussion of Findings**

The study revealed that, there are three dominant instructional strategies currently used to facilitate C&T lessons senior high schools across Ghana namely demonstration method (N=24), discussion method (N=118) and the question and answer method (N=336). This confirms a study by Uwameiye (2015) that there is a high usage of theoretical teaching method over practical teaching method. Modern methods of teaching such as technology-enhanced teaching method (computer-aided design (CAD) and online learning platforms) were not being used at the time of the study. The use of ICT in learning C&T is unfortunately missing. Teachers do not use it; the schools also do not have the necessary tools and it is affecting the educational process. This is because, students in the senior high schools now are Gen Z and Gen Alpha who are technologically inclined and without the use of ICT in the implementation of C&T curriculum, they will find their studies dull and lose the ability to develop their potentials very well. Clothing and Textiles is a subject which student would appreciate if electronic/ ICT devices are included in the lesson delivery. This is because as their generational characteristics, they are lovers as lovers of technological devices, who seek most knowledge on their own. Most sewing and textile equipment are CAM controlled for effective and efficient working at a fast rate. Therefore, an ICT integrated C&T curriculum, would enhance graduate employability and efficiency in the industries. The accessibility and utilisation of ICT devices is no more a luxury (Agbo et al. 2015) but a necessity for teaching and learning to be enhanced and also tap student's full potentials.

Generally, the effect of these teaching strategies on students was satisfactory with an average score of 51.28. However, the demonstration method saw students performing slightly better than their counterparts exposed to the other strategies. This emphasises the assertions by Olaintan and Agusiobo (1981) as well as Farrant (1990) that, demonstration method allows students to get a first-hand practice, making them use their senses. In the same vain, it affirms Jean Piagets constructivist learning theory which emphasises the importance of actively engaging students to construct their

own knowledge. This implies that, demonstration improves upon retention and removes abstract learning since students were exposed to reality. This will make the students acquire the requisite C&T skills and motivated since they see what they will be capable of doing after the course. This would encourage them and others to read the course thus affirming the competence aspect of self-expectancy theory by Ryan and Deci (2000). When the students gain competence in the area of C&T, the autonomy aspect of the self-expectancy theory which states that, 'a universal urge to be causal agents of one's own life and act in harmony with one's integrated self but does not mean staying in isolation' will be reached. Consequently, graduates will be ready and motivated to set up their own businesses after school to reduce the unemployment rate.

A further investigation revealed that, students who were taught practically performed better (M =57.71) than their counterparts thought theoretically. (M=49.53). The study further revealed a statistical difference between the performance of students taught practically and those taught theoretically with p value =.000. But a further investigation into this indicated that, the practical work, according to students, were not enough due to lack of resources, time and financial constraint.

The overall means in Tables 7 (M=1.73, SD=0.33) and 46 (M=1.69, SD=0.22) in the report of the study indicates that, students are not exposed to good teaching strategies in the C&T offering schools and they are not comfortable with teaching strategies used by their teachers in the classroom. Teachers however understand the importance of using good teaching strategies in the teaching learning process (M=3.22, SD= 0.61). Their inability to use these strategies in the schools is worrying since this will not aid in the effective teaching and learning of C&T. According to Kaka (2007), students' excellent performance depends on how the content is effectively taught.

The effectiveness of teachers' strategy is a first step to improving students' performance. Students reported teachers do not use available resources to motivate them (mean=2.05, SD=0.83). This may be as a result unavailability of teaching material as revealed in a study by Quarcoo, Amu & Senayah (2022) that, the resources and materials for teaching C&T were inadequate in Senior High Schools in Ghana. This may affect the effectiveness of the curriculum since teaching becomes effective when students interact with

teaching materials to develop their concepts (Alorvor et al., 2012). Research indicates that students are the most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of student satisfaction, and there is substantial research linking student satisfaction to effective teaching (Theall & Franklin, 2002). In this study, the students reported teachers do not use teaching strategies to influence the teaching of C&T with means of means at 1.73 and standard deviation of 0.33.

Generally, the use of effective teaching strategies leads to success in education as opined by Lampert (2006) that, the use of effective teaching strategy makes learners critical thinkers to achieve curriculum goals which lead to desirable educational outcome especially teaching strategies which involves student enables them to generate their own ideas. Teaching strategies such as student motivation on the benefit of the course they are reading by the teacher can ignite a sense of seriousness among students to enable them achieve higher education. This will enable students develop interest in an area of study and interest is a critical element to enhancing students' performance in a course or subject as asserted by several studies such as Lai (2010), Chang and Cheng (2008), Hidi and Harakiewicz (2000), and Krapp (2005). The report indicates that, students were not exposed to C&T textbooks (M=2.86, SD=1.02). This is worrying because, textbooks are important tools that aid lessons or improve the interaction process in the classroom. Textbooks aid in providing structure and a syllabus for a programme, help standardise instruction, maintain quality, save teachers time, provide effective language models and input where teachers' language is bad, train teachers, and are visually appealing to learners sometimes so they get attracted to it and are often forced to read (Richards, 2015).

Generally, teachers did not use various assessment methods to measure students' learning and achievement in C&T (M=1.69, SD=0.21). However, students agreed termly examinations are given (M=2.62, SD=0.66). Most of the assessment methods students disagreed to are formative assessments which are critical in improving learning outcomes, enhance teacher instruction and motivates learners since regular feedback enables learners take ownership of learning (Wiggins & McTighe , 2005).

6. Conclusions

There are three dominant instructional strategies currently used to facilitate C&T lessons in senior high schools across the country namely demonstration method, discussion method and the question and answer method thus the traditional teaching methods are used in teaching Clothing and Textiles in Ghana. No modern methods of teaching were used in teaching C&T in the schools observed. This may bring about less interactions with the learning environment, inadequate hands on experiences, lack of knowledge in modern technologies and techniques and inadequate problem-solving skills which will give a weak foundation to learners in a practical oriented area like Clothing and Textiles. More importantly, the Gen Z and Gen Alpha learners the traditional methods are being used to teach are technologically inclined therefore would find the instructional boring. A further investigation revealed that, students who were taught practically performed better (M =57.71) than their counterparts thought theoretically (M=49.53). The study further revealed a statistical difference between the performance of students taught practically and those taught theoretically with p value =.000, implying that, C&T lessons taught practically have more profound effect on students' test scores than those taught theoretically. Another implication of the result is that when lessons in C&T are practice oriented, students' retention levels will improve and they may, to a large extent, be able to apply the concept in both test and non-test conditions.

Again, the study revealed that, students reported a lack of use of good teaching strategies since research indicates that, they are the most qualified to report on such issues, there is the need for urgent action. The study revealed students were not exposed to C&T textbooks. This implies that, if there are inadequate textbooks, the quality of instruction, teacher quality and the enthusiasm to learn C&T would be affected and consequently affect West Africa Senior Secondary Certificate Examination results and students' interest in the subject. The use of effective teaching will also make learners critical thinkers which will lead to the achievement of curriculum goals which lead to desirable educational outcome. Teaching strategies such as student motivation regarding the benefit of the course they are reading by the teacher can ignite a sense of seriousness among students to enable them achieve higher learning outcomes. This will enable students develop interest in the area of study because, interest is a critical element for improving students' performance in a course or subject.

Students were assessed at the end of a term (Summative) but formative assessment was lacking in the schools. This implies that, constant feedback is lacking in the schools. This would affect learning outcomes since there is no feedback which will tell the student how they are faring to enable them correct mistakes, motivate and re-direct learning for enhanced achievements.

It is therefore suggested that, Clothing and Textiles teachers should use modern teaching methods, teach concepts practically to improve learning outcomes**,** introduce students to adequate Clothing and Textiles textbooks and assess students during and after instructions to enhance effective teaching and learning.

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