

**VISUAL ARTS AND TECHNICAL UNITS AT CROSSROADS:
THE WOES OF LOW STUDENT-TEACHER INTAKE IN
BAGABAGA COLLEGE OF EDUCATION, TAMALE**

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ABSTRACT

Purpose of the Study: The study investigated the causes of low student teacher intake into the Visual Arts and Technical Units of the Vocational and Technical Department of Bagabaga College of Education in Tamale.

Statement of the Problem: It is unfortunate that the intake of student teachers into the Visual and Technical Units has been appalling since 2018 when the degree program started. The number of intakes keeps on decreasing in these two units year by year and it was therefore necessary to dig into the root cause of the low intake of student teachers into the units.

Research Methodology: A sample of 200 students and 20 teachers were taken for the study from three Senior High Schools as well as one Technical Institute and one Technical College of Education. The study adopted mixed method approach and made use of survey questionnaires and oral interviews in soliciting the views of students, student teachers, teachers and tutors on issues about Vocational and Technical Education and Training. The qualitative data gathered were assembled and analyzed using statistics, diagrams and scales while the qualitative data gathered were thematically and content analyzed.

Research Findings: The findings pertaining to the causes of low Visual and Technical students' intake into Bagabaga College of Education showed that most students did not obtain credits or better in the core subjects but had excellent and credit grades in the elective subjects. This proved that Vocational and Technical students from the second circle institutions do well in their electives than the core subjects. Another cause emerged from the fact that BECE candidates who obtained good grades do not choose Visual Arts or Technical to study in the Senior High Schools. This was noted to be as a result of some negative perceptions attached to Vocational and Technical Education and Training in Ghana.

Keywords: *Student-teachers, Visual Arts, Technical, Virtual, Online, Practicals*

INTRODUCTION

Vocational and Technical Education in Ghana starts from Kindergarten to Tertiary level (Issah, 2019). Creative Arts are learnt from Kindergarten to Primary School and Design and Technology is also taught at the Junior High School level. At the Senior High Schools, Vocational and Technical Education runs special programs as courses which are the Visual Arts courses, Technical courses and Home Economic courses. In the tertiary institutions, Vocational and Technical Education are studied as programs of specialisation as well. This breakdown of the Vocational and Technical Education throughout the levels of the educational systems in Ghana shows that there will be adequate students' enrolment into the Teacher Colleges of Education to offer Vocational and Technical Education (Kassah & Kemevor, 2016). The introduction of prevocational skills and technical course into Colleges of education is not new and started since the beginning of teacher education in the colleges (Kassah & Kemevor, 2016). During the diploma awarding era, all colleges of Education a mounted Foundations in Art Related (FVA 111) among all student teachers offering the General program.

As a result, there were more student teachers offering Vocational and Technical subjects as it was mandatory for all level 100 students to learn them as core subjects. However, with the degree program which came with the specialism of courses, the number of enrolments into the Visual Arts and Technical courses in particular kept decreasing in Bagabaga College of Education, Tamale. This low enrolment remains a worry for college management and all tutors at the Vocational and Technical Education and Training Department. However, the Home Economics unit of this department does not experience the low enrolment problem but Visual Arts and Technical units do. Meanwhile little attempt has been made to investigate the problem and that is why this study seeks to find out the causes of the low enrolment of Visual Arts and Technical student teachers and the possible solutions to that in Bagabaga College of Education.

STATEMENT OF THE PROBLEM

In the year 2018/2019 academic year, the Visual Arts and Technical Units admitted a total of 38 and 34 student-teachers respectfully, while in 2019/2020, the Visual Arts and Technical Units had a total student intake of 16 and 27 respectfully. Also, in 2020/2021 the Visual Arts and Technical Units had a drastically reduced student teacher intake of 4 and 11 respectfully (Bagabaga College of Education, 2021). It is rather unfortunate that the intake of student teachers into the Visual and Technical Units has been appalling since 2018 when the degree program started. The number of intakes keeps on decreasing in these two units year by year and it was therefore necessary to dig into the root cause of the low intake of student teachers into the units. Thus, the study sought to investigate the causes of low intake of student teachers into the Visual Arts and Technical Units and to find appropriate solutions to the causes.

RESEARCH OBJECTIVE

The research objective of the study was to find out the causes of the low student teacher intake into the Visual Arts and Technical Units of Bagabaga College of Education, Tamale.

LITERATURE REVIEW

Mode of admitting Students into Visual Art class at the SHS

Opoku-Asare et al. (2015) hold the view that the admission of BECE candidates into Visual Arts programs differ in terms of candidates' entry requirements and the type Senior High School or Technical and Vocational Institutes. These Senior High Schools and Technical and Vocational Institutes are categorized according to their resources, thereby admit students with different grades. First class schools admit good grades into Visual Arts courses than the second and the third classes (Siaw, 2009; Asihene, 2009) and this shows that there is no an exact standard grade set for admitting BECE candidates to offer Visual Arts courses in the pre-tertiary schools and institutions in Ghana.

In a more closely related circumstance to schools admitting BECE candidates for their programs based on their resources, the other less endowed schools that admit poor grades are usually situated in the rural communities (Banson, 2010). As a result, BECE candidates who failed or are in the average range are offered admissions to offer Visual Arts because the good ones are perceptively assigned for other programs than the Visual Arts. Also, many heads and some parents believe that Visual Arts is a program for low class students. This notwithstanding, the students' low patronage of Visual Arts courses due to some wrong perceptions about art (Fusheini, 2020) has compelled some school heads to push students with poor grades to the Visual Arts classes.

Initially, BECE candidates selected schools and programs of study manually and admissions to Senior High Schools and Technical Institutes had been the duty of the heads (Adiza, et al., 2020). Therefore, the heads met to select candidates for their schools based on merit and other factors defined by their communities. With this arrangement, Visual Arts candidates were selected into the Visual Arts classes though some few were by virtue of bad luck were not given their chosen schools and programs (Salessie, 2019). The selection and placement of qualified BECE candidates into Second Cycle schools after their certificates were released, was done at the regional levels. By this, all heads of the Schools with Ghana Education Service came together for the selection of the placement cards (GINKS, 2008, as cited in Adiza, et al., 2020, 2020, p. 72). At the end, some schools that did not have enough Visual Arts and Technical students will resort to admitting students with poorer grades into Visual Arts and Technical classes.

Even with the recent computerized placement system of admitting students into pre-tertiary schools, the issue of prioritization of schools by grade and program of study still exists (Adiza, et al., 2020). After a successful computerized placement into various schools for various programs, the race between first class students and third or poor grade students are massaged in the hands of some heads (Selassie, 2019). In this context, some students are transferred from one program to another just for the mere thinking of replacing students based on their performance (Fusheini, 2020). In another contention, most schools have few students admitted for Visual Arts at the initial placement stages but will finally get more students for the Visual Arts during second and self-placement periods. All this boils down to admitting students from the third class for Visual Arts who most at times fail the final WAECE exams.

Challenges faced by Visual Arts and Technical Education in Ghana

Problems facing Visual Arts and Technical education in Ghana is not recent and started right from the early childhood education (Fusheini & Musah, 2017). At the early child stage in some years back, teachers' qualifications were questionable as there were untrained teachers teaching the Creative Arts who were not competent to handle the subject. Though all the untrained teachers were finally trained in the Colleges of Education to improve their competencies, the marginalization of the content of art and technical that these teachers learnt in the colleges seemed to fall short of what was required to be studied in the basic schools.

Visual Arts and Technical subjects are practically oriented and need specialist teachers to handle them at the basic schools than leaving them in the hands of generalist teachers. These generalist teachers lack the knowledge of the practical components of the Visual Arts and Technical courses at the basic schools and sometimes, these teachers completely abandon teaching them (Evans-Solomon & Opoku-Asare, 2011; Adinyira, 2012). The Creative Arts in particular is known to have been neglected by most classroom teachers (Fusheini, 2020; Anamuah-Mensah, 2004) while the few who make attempt to teach it do selective teaching of the content. Basic Design and Technology at the Junior High Schools is another concern for art scholars where it is noted that the Visual Arts option in particular is given a low patronage by students. This according to Fusheini resulted from the ineffective teaching and learning of Creative Arts at the primary schools which seems to make pupils lose interest in Visual Arts.

In the Ghanaian Colleges of Education, those who pursued the diploma certificate before the introduction of the degree program were insufficiently trained in the art related subjects (Fusheini & Musah, 2017). This is because, the practical component of the content of the art taught in the colleges were not enough to produce competent generalist teachers (Kassah & Kemevor, 2016) for the basic schools. Some of these teachers are still teaching with the diploma certificates and have not yet upgraded themselves to the next degrees for their professional development. However, the beginning of the degree program in 2017/2018 academic year with specialties in Visual Arts and Technical in the colleges seems to provide some relief, but the challenge of resources still remains a headache for these Units.

The Visual Arts and Technical Units in the Colleges of Education are under resourced to effectively train specialist student teachers. There are no art and technical studios to do practicals which always push some tutors and student teachers to leave the practical components. Similarly, Kassah and Kemevor (2016) pointed out that training materials, basic tools and equipment are not supplied to both students and tutors for practical training. Likewise, studio practice is very essential for knowledge and skill acquisition and the students in the Vocational and Technical departments in almost all Ghanaian public Colleges of Education only seat in the classrooms to execute their art works.

Causes of the low intake of students for Vocational and Technical Education in Ghana

Right from basic schools to the Tertiary level, the patronage for Visual Arts education remains a serious problem for discussion. The previous objective curriculum at the primary school did not place much emphasis on Creative Arts education because the period allocations were very insufficient for Creative Arts (NaCCA, 2019). As a result, pupils have few contact hours to learn Creative Arts which has really contributed to pupils' low interest in the subject at the Basic Schools (Fusheini, 2020). Nevertheless, the children need practical exposure in Visual Arts and Technical subjects and due to generalist teachers' little or no content knowledge of the subjects, effective teaching had always been comprised. Similarly, the extinction of art and craft which was an end of term project by pupils at the primary schools in the past has woefully undermined pupils' creative skills. This has then paved ways for pupils to buy already made

artefacts and soft drinks for their teachers (Fusheini & Musah, 2017) at the expense of allowing them to explore with artistic and technical tools.

Besides the poor methodologies adopted to teach Visual Arts and Technical subjects, there is also limited number of technical institutes in Ghana to train students to acquire basic skills in Technical skills and drawing (Amedome & Fiagbe, 2013). This notwithstanding, the few technical institutes in Ghana are lacking the facilities and materials for training students and Amedome and Fiagbe saw lack of technical teachers and facilitators to be another accompany problem with the former challenged. This is because, when technical institutes have inadequate facilities and resources to train students, there shall also be no technical teachers and facilitators in future to promote technical education (Anamuah-Mensah, 2004). In effect, failure to build more vocational and technical schools will adversely affect the intake of students at the tertiary levels.

Unhealthy negative perceptions held by society about Vocational and Technical Education and Training are evidenced in a research conducted by Fusheini (2020) to be another cause for low student enrolment into the tertiary institutions to offer Visual Arts or Technical courses. Most parents in particular see Vocational and Technical subjects as low-class subjects for their wards to pursue. In the other way around, some educated parents convinced their children that art is not a serious money-making field of study and remains as subjects for gaining the necessary skills for personal entrepreneurship. Consequently, these negative perceptions by society and some parents' influence in the child's career (Tillman, 2015) for selecting programs of study in schools inculcate phobia for Vocational and Technical courses for their lifelong careers.

RESEARCH METHODOLOGY

The target population included all students undertaking Technical and Visual Arts programs in Tamale Technical Institute, Tamale Senior High School, Vitting Senior High School and Dabokpai Technical Institute in the Tamale Metropolitan Assembly. However, the accessible population remained all the third-year students undertaking Visual Arts and Technical courses in these schools and institutions. Proportionate stratified, purposive and simple random sampling techniques were used to arrive at the sample. The foundation of using stratification had to do with students' areas of study which included Visual Arts and Technical courses. Also, with the four schools and institutions selected, purposive sampling was employed to pick the most recognized Senior High Schools and Technical Institutes that have been offering Visual Arts and Technical courses within Tamale Metropolitan Assembly. A sample of 120 students were proportionately selected from each school and institution. In each school and institution, 15 students were selected among Visual Arts students and 15 students among Technical students. Therefore, a proportionate sample size of 30 students were taken from each school making the total sample of the four schools to be 120. The study was quantitative enquiry and employed the survey method via the distribution of questionnaire among 120 final year students from the two Senior High Schools and the two Technical Institutes. The questionnaire was built on themes with a total of 13 questions. The themes were demographic information of respondents, educational background of respondents, choice of program of current schools, tertiary institution desired in future, and suggestions for improvement of college enrolment. Questionnaire comprised both open-ended and close-ended questions, however, the open-ended questions were greater than the close-ended questions so as to provide flexible data on students' views.

RESULTS AND DISCUSSIONS

The gender of the respondents is presented in Table 1

Table 1: Gender of Respondents

Gender	Frequency	Percent
Male	97	88.2
Female	13	11.8
Total	110	100

As seen in Table 1, the female students were fewer than the males in the study of Visual and Technical programs in the Senior High, Technical and Vocational schools. The male students were 97 of a percentage of 88.2 as against 13 of a percentage of 11.8% female students. This is better expressed by Fusheini (2020, p. 76) and Fusheini and Musah (2017, p. 87) in their findings that girls normally have phobia for Visual Arts and Technical courses because of drawing. Meanwhile, Tillman, 20) holds a different view that every student is a potent learner in any subject area if their foundations are built upon career guidance and motivation. Similarly, there are few female student-teachers offering Visual Arts and Technical courses at the college due to the low patronage of the subject by girls at the second cycle schools.

The study results of BDT Option Studied is depicted in Table 2

Table 2: BDT Option Studied

Option	Frequency	Percent
Home Economics	47	42.7
Visual Arts	19	17.3
Pre-Technical Skills	44	40
Total	110	100

In Table 2, 47 (42.7%) of students offered Home Economics, 19 (17.3%) offered Visual Arts and 44 (40%) offered Pre-Technical Skills options of Basic Design and Technology. It is clearly a manifestation that the Visual Arts option had low patronage and this confirms Fusheini's (2020) inclination that the Visual Arts option of BDT had not been liked by students for quite a long time now. Fushieni and other authors, have however, attributed the students' low patronage of the Visual Arts option to poor career guidance and counselling given to students, poor teaching methods and strategies employed by teachers and the lack of specialists to handle the Visual Arts option (Opoku-Asare et al., 2015, p. 8; Fusheini & Musah, 2017, p. 88; Anamuah-Mensah, 2004, p. 9, GNAT & TEWU, 2009). As the results, the Visual Arts option had been left to be handled by generalist teachers who have no content and pedagogical knowledge in the subject. Consequently, the low patronage of the Visual Arts option at the Basic Schools affects the enrolment of student-teachers into the college as it is recalled in

minutes of Academic Board Meeting that only 5 students chose to offer Visual Arts for the 2021/2022 academic year (Bagabaga College of Education, 2021).

The results of the choice of SHS program is summarized in Table 3

Table 3: Choice of SHS Program

Agent	Frequency	Percentage
Myself	75	68.2
My parents	23	20.9
My friends/peers	3	2.7
School teachers	9	8.2
Total	110	100

From Table 3, it is seen that the choice to study either Visual Arts or Technical was largely influenced by the students' own preference as 75 of the students making a percentage of 68.2 chose the programs by themselves. However, there is quiet a significant factor of parents' influence on students' choice of program of study for their careers, as 23 (20.9%) of the students in Table 3 responded that their Parents have chosen programs for them. In Table 4 as well, 8 (7.27%) of students agreed that they chose their programs based on the academic professions of their parents. This finding has its support in Nawabi et al., (2019, p. 222) concession that most parents want their wards to follow their footsteps on the same academic ladder of programs of study and it is even more pronounced among parents who have benefited a lot with their academic professions (Shellenbarger, 2006, para 7, 2015; Agyiri, 2020, p. 53 & 59). Likewise, peer influence has its symptoms in the students' choice of their current programs of study as 3 (2.7%) of the students indicated that their friends directed them to choose their programs. This is a signal that their choice to come to the Teacher Colleges of Education for Visual Arts or Technical education is not saved from what their friends desire of them, thereby, there is the likelihood of some students choosing other tertiary institutions other than College because of peer influence. This notwithstanding, 9 (8.2%) of students have shown that their school teachers have chosen their programs of study for them. Teachers role as parents, guardians and counsellors of students will sometimes permit them to advise or direct students on their career programs (Bohumira et al., 2019, p. 48; Tillman, 2015). However, it is bad to see some teachers encouraging students to patronize certain courses on basis of the high level of patronage by Ghanaians citizens at the expense of the child's competencies, abilities, intelligence, and previous academic achievements (Evans-Solomon, 2004; Asihene, 2009; Adinyira, 2012).

The study results on factors that motivate students on the choice of programs of study is depicted in Table 4

Table 4: Factors that Motivate Students on the Choice of Programs of Study

Factors	Frequency	Percent
I personally love the course/program	49	44.5
I got interested in the course after studying BDT	8	7.3
We had very good BDT teacher(s) who inspired us with their pedagogical skills	18	16.4
My parents have also studied the course at their profession and inspired me to study it as well	8	7.3
I just want to acquire practical skills and knowledge for self-employment in future	27	24.5
Total	110	100

There are many reasons which motivated students for the programs they chose for study. In Table 4, 49 (44.4%) students responded yes to that they personally love the course their studying which made them chose it. Every student has self-motivation in them which directs them to have personal preferences without the influence of external factors. Therefore, students normally choose programs of study by personal desires but, Nawabi et al. (2019) see in young children that there still need guidance on their career choices despite the fact that the students themselves have personal aspirations. This is because, the child’s choice is most at times influenced by their peers and other uncertainties which do not project a brighter future. It is also evident on Table 4 that 27 (24.5%) of the students chose Visual Arts or Technical because they want to acquire practical skills and knowledge for self-employable skills in future. This is obviously in line with the educational goals of Ghana’s new Standards-based Art curricular for basic schools and Senior High Schools which aims at producing of students who will have critical thinking skills and problem-solving skills (NaCCA, 2020, p. 6). It could also be as a result of the high rate of unemployment problems among the literate Ghanaians with academic and professional certificates that is prompting the students as 12(10.9%) of the students in Table 6 want to apply for Teacher Colleges of Education because they shall be posted at the end of training.

The teacher’s knowledge of subject content and pedagogy can motivate students to like the subject (Ishola & Udofi, 2017, as cited in Jacob, John & Gwany, 2020) the teacher teaches for their career pursuance, besides the fact that it influences the students’ academic achievement (Umeano, Onyishi & Adimora, Onah, 2019). As a result, 22 (20%) of the students expressed that their choice to further their education in Visual Arts and Technical were inspired by their former BDT teacher’s effectiveness in teaching. A teacher can, therefore, change the attitudes of students either positively or negatively through the teacher’s own level of competency in delivery lessons and other academic activities. In other words, Table 4 also support this as 18(16.4%) of the students expressed that the BDT teachers’ abilities to exhibit good teaching inspired them to offer Visual Arts at the second cycle level.

Further, the results on how some heads admit students to offer Visual Arts or Technical courses in their schools is summarized in Table 5

Table 5: How Some Heads Admit Students to Offer Visual Arts or Technical Courses in their Schools

Reasons	Frequency	Percent
Because of poor BECE results	YES = 56	50.9
	NO = 54	40.09
Wrong computer placement	YES = 20	18.18
	NO = 80	72.7
Because other course areas were already full	YES = 20	18.18
	NO = 90	81.8
Because of poor grades in the core	YES = 12	10.9
	NO = 97	88.2

At the time of students' placement, complains are numerous with regards to some students not getting their preferred choices (Selassie, 2019). Similarly, on Table 5, majority of the students responded yes to the statement as to whether due to poor BECE result aggregate there were offered the Visual Arts or Technical programs or not. This justifies Christiana's (2012, p. 112) research outcome that majority of the Senior High Schools place students with poor aggregates into Visual Arts and Technical programs believing that these courses are offered by low class candidates (Aidoo, 40; Siaw, 2009). The worst still happens with the computerized system when some heads of schools and institutions manipulate the computer placements to still push students with poor BECE requirements to other courses perceived to be for low class students (Aidoo, 2018, p. 140; Artwatch Ghana, 2017, p. 6). This challenge is a matter of insult to the Visual Arts and Technical Departments and the situation is sometimes aggravated by wrong computer placement and emphasizes put on the weaknesses and strengths of the individual grades obtained on each subject. According to Wesley-Otoo and Anokye (2016), on throwing more lights on the challenges with the computer placement, they reiterated that some wealthy parents grease the palms of heads to swap programs and schools for their wards. They further expound that the decision to place students on their strengths and weaknesses remain a great threat to the career opportunities of some candidates.

The description presented in Table 6 depicts the results on students' priorities of tertiary institutions after second cycle education

Table 6: Students' Priorities of Tertiary Institutions after Second Cycle Education

Tertiary Institutions	Frequency	Percent
Teacher Colleges of Education	12	10.9
Technical Universities	75	68.2
Universities	16	14.5
Health Institutions	3	2.7
Police/Military Service	4	3.6
Total	110	100

Majority of students in every final year have placed priorities on the next schools upon obtaining qualified grades. As seen in Table 6, about 75 (68.1%) of students forming the majority chose to enter into the Technical Universities after a successful completion of second cycle schools. This is as a result of the intensive practicals that students do at the Technical Universities than the Colleges of Education. This view is shared by the same students in Table 10, where 44(40%) of the students as the majority group said that they would not choose to study in the Colleges of Education because of little practicals being done there. In Kassah and Kemevor's (2016, p. 92) view with regard to the mode of teaching in the Teacher Colleges of Education, they lamented that there is little teaching and learning in practicals as compared to in the Universities and attributed this to lack of resources for tutors to teach practicals effectively.

The results on the reasons why students will not want to come to Teacher Colleges of Education is presented in Table 7

Table 7: Reasons Why Students Will Not Want To Come to Teacher Colleges of Education

Reasons	Frequency	Percentage
I don't want to become a professional teacher	39	35.4
Teacher Colleges of Education do not do more practicals	48	43.6
I am not aware of the nature of Visual Arts/Technical courses in the College	23	20.9
Total	110	100

In Table 7, the responses of the students show that 39 (35.4%) of the students do not want to become professional teachers in Visual Arts or Technical. This is one of the reasons of the students' preference for Universities than Teacher Colleges of Education as earlier on discussed in Table 6. The teaching profession is not made attractive enough in Africa following teachers' poor conditions of services and motivation (Adedeji & Olaniyan, 2017.5, Salifu, 2014, p. 71; GNAT & TEWU, 2009, p. 8) and this is dramatized into the ears of the youth every now and then. Another factor leading to the students' desistance to come to the Teacher Colleges of Education is the little attention paid to practicals as the results of insufficient resources (Amedorme & Fiagbe, 2013, p. 254, Dasmani, 2019, p. 72). This resulted in 48(44%) of the students, as seen in Table 8, responded affirmatively that Teacher Colleges of Education do not do more practicals as compared to Universities. Likewise, the poor attention paid to practical components in the Teacher Colleges of Education is a matter of stake holders' negligence to assist the tertiary institutions to be well equipped with resources (Anamuah-Mensah, 2004, p. 3-4, GNAT & TEWU, 2009) for practical works. The worst could be seen in some colleges where there is no workshop rooms or Art studios for practical works. In addition to the factors or reasons for students' low patronage of the Visual Arts and Technical programs, 23 (20.9%) of the students in Table 8, expressed that they do not know much about the nature of Visual Arts and Technical programs run in the Colleges. This means that Art tutors in the Technical Colleges of Education have not been organising outreach programs for the sensitization of students in the feeder schools on the prospects of Visual Arts and Technical Education run in the Colleges.

The study findings on factors affecting students' chances of entering into teacher colleges of education is shown in Table 8

Table 8: Factors Affecting Students' Chances of Entering Into Teacher Colleges of Education

Factors	Frequency	Percent
Entry requirement is high as E8 and D7 are not allowed	15	13.6
Most Visual Arts and Technical students have problems in core subjects	18	16.4
Cost of admission is very high	44	40
Grading system of NAPTEX for Vocational and Technical Institutions is very high than WACE/SSCE	33	30
Total	110	110

Majority of students' responses in Table 8 show that 44(40%) of them agreed to the statement that the cost of admission fees into Teacher Colleges of Education is high which remains a factor affecting their choice to apply for admissions into the Colleges. Evidence shows that fee payment in Teacher Colleges of Education during the Diploma era was semester based as the results, it was a threat to majority of parents. Even though the degree program came along sides with yearly academic fee payment system as it happens in Universities, examination fees remain semester based of which majority of students still find it difficult to pay (Bagabaga College of Education, 2021, p. 3). The grading system of NABPTEX for Vocational and Technical Institutions is also a challenge as a result, 33(30%) of students indicated in Table 8 that the grading system of NABPTEX for Vocational and Technical Institutions is very than WAEC/SSCE. The mark required to grade a student as pass with NABPTEX grading system is equivalent to C6 for WAEC and SSCE grading system (GHADMIN, 2020). As also seen in Table 8, eighteen (18) of a percentage of 16.4 say that most of the Visual Arts and Technical students have problems in core subjects and this implies that most of them fail to have the required qualifications for tertiary institutions due to poor grades in core subject areas. In view of Amedorme and Fiagbe (2013, p. 255), stakeholders in Ghana should harness students' performances in their subject areas with the core subjects because, the electives subjects must form the basis for their success for further studies.

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