APPRENTICESHIP SYSTEM OF "WAYSIDE" SEAMSTRESSES FROM SELECTED NEIGHBOURHOODS IN ACCRA.

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A THESIS PRESENTED TO THE DEPARTMENT OF HOME SCIENCE, FACULTY OF AGRICULTURE, UNIVERSITY OF GHANA LEGON, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE.

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DECLARATION

I, Patience Acquaah-Harrison, hereby declare that, except for references made to other peoples work which have been duly cited, this work is the result of my own original research and that this dissertation had neither in whole nor in part been presented for another degree elsewhere.

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ABSTRACT

The purpose of this study was to investigate the apprenticeship system of fifty seamstresses and fifty apprentices from Achimota, Legon and Madina neighbourhoods of Accra. A stratified sampling technique was used to select the respondents from these neighbourhoods. The respondents were interviewed by the researcher, using two separate structured questionnaires: One for the seamstresses and the other for the apprentices. A non-obtrusive observational guide was also used to evaluate teaching/learning interactions at the workshop. Frequency, percentage distribution and cross-tabulation were used to analyze the data. Fathers with low level of education endorsed apprenticeship for their daughters *(Ref. Appendix VI)*.

The study revealed that the seamstresses were aged between 20 and 40. Their educational attainment ranged from primary six to university. Eighty-two percent had their professional training informally in kiosks while the rest either attended formal vocational training schools or had no formal training in sewing.

The apprentices were aged between 15 and 33 years. The educational level of 90% of the apprentices ranged from primary to vocational school. Ten percent had had no formal education. An aspirant apprentice ought to be introduced to a seamstress by a respectable member of her family who would be the guarantor. Apprenticeship fees ranging from ¢20,000 to ¢120,000 were paid for a period of two and a half years apprenticeship, in addition to six months service to sew with the trainer without being paid.

The apprenticeship system was devoid of theory work, with an average of seven hours each day spent on some sewing activity. Teaching and learning were through demonstration by the seamstress, observation and practice by the apprentices who most of the time taught one another (peer teaching). Eighty-two percent of the

seamstress taught the sewing of slit and kaba and casual wears and eighteen percent taught the sewing of wedding gowns in addition to slit and kaba, using the free hand method of cutting.

End of apprenticeship was marked by a final examination. Eighty percent of the apprentices took the Ghana National Tailors/Dressmakers Association (GNTDA) examination. The rest were examined by their trainers who had not registered with the national association. A graduation ceremony was organized in each neighbourhood for the members of GNTDA to cater for an average of two apprentices each from a workshop who completed their service together. Ninety-nine percent of the apprentices aspired to establish their own sewing shop in Accra after training because they were optimistic that business would be better in Accra than in their home towns.

It is recommended that, The Ghana National Tailors and Dressmakers Association (GNTDA) in consultation with the National Vocational Training Institute (NVTI) Apprentice Training Board and the Ghana Education Service (GES), develop common syllabus and text books for the Apprenticeship System.

Seamstresses should emphasize the importance of fabric grain as well as principles of design as applied in garment design. This would equip the apprentice seamstress with better knowledge in garment design and construction.

CHAPTER ONE

1.0 INTRODUCTION

1.1 An Overview

Garment production has historically been a significant area of women's work throughout the world. In Ghana, virtually all young girls are trained in the skills of needlework and handicrafts within the home or within the educational system. Thus, a constant 'pool' of semi-skilled or skilled labour is always available. This fact is not usually recognized by the Ghanaian society. According to Reddock (1990), garment production is often categorized as a low or unskilled occupation. The practicality of the skill makes it to be regarded as providing little challenge to the intelligence of the learners. Teachers therefore, do not require any specific training. The general impression, therefore, is that, to be trained as a seamstress connotes failure in academic pursuits.

Erwin and Kinchen (1969), however, argued that sewing develops one's creative ability which involves the use of one's imagination to find the best options to designing and sewing problems. This leads to new ideas that may evolve after several experimentations. Eventually, one is able to design and sew garments that are pleasing to the wearer and observers. Gilford (1950), Downey and Kelly (1979) described creative behaviour as including such activities as inventing, composing, planning and designing. These types of skills, to those eminent scholars, are recognized as 'creative'.

In Ghana one comes across such creative individuals, both male and female, literate and illiterate who produce intricate baskets, shoes and dresses all over the country, For

instance, Peil (1972), Ewusi (1978) and Date-Baah (1985) found that dressmaking was one of the most popular occupations for women in Ghana. Reddock (1990) also made a similar observation in Trinidad and Tobago. Ewusi (1978) mentioned that in 1970, dressmaking was a second important manufacturing activity for women in Ghana. The first and most important business was in miscellaneous food preparation: cooked food, fish preservation, dry food processing, extraction of edible oil from palm fruit, palm kennel, coconut and groundnut. The 1970 population census revealed that 60,543 women were classified as manufacturers of wearing apparel. The 1984 census also gave a figure of 80,002 women as being in the garment manufacturing trade an increase of 32% over the 1970 figure. Out of the 1984 figure, Greater Accra region alone had 18,949 seamstresses which was 26.7% higher than all the other regions. For instance, Ashanti Region which was the next highest had 16,925, i.e. 11% less than Greater Accra Region.

Mclaughlin (1979) stated that in Ghana and other West African Countries, the informal training systems of learning practical skills such as carpentry, gold smithery, cloth weaving, cloth dyeing and dressmaking among others, have for generations served local communities by engaging people, including school leavers and school-dropouts in skill training. These trades ultimately provided many of them long-term jobs or self-employment. Such training schemes are conducted through apprenticeships of varying length of time. They turn-out the bulk of master craftsmen and artisans particularly at this time when even university degree no longer guarantees a job in many places. Trager (1987) noted that most of these informal sector training enterprises are owned and operated by a single person. Peil (1970) studied apprenticeship systems in Accra and confirmed that despite the irregularity of income

derived from private business, Ghanaian women with sewing skills seem to prefer self-employment to wage employment. This was because it allowed the married women some flexibility. They could leave their work with little inconvenience to attend to home duties like caring for children and husbands when the need arises. It is, therefore, not surprising that there has emerged such high proportion of young women getting apprenticed to seamstresses in Accra.

The informal apprenticeship system practiced in Ghana has been recognized by the National Vocational Training Institute (N.V.T.I.), Apprentice Training Board, for helping to bridge the gap between education and employment needs of varied categories of out-of-school youth and sometimes adults. In 1978, the Board specified regulations regarding apprenticeship and training (N.V.T.I., Apprentice Training Regulations 1978 LI. 1151). The regulations indicated that, the minimum age of entering into apprenticeship must be fifteen years and the maximum length of training should not exceed five years for all vocations. It also specified: "An apprentice shall not be required to work overtime, except with the approval of the controller of apprenticeship board, who must be satisfied that such overtime work is in the interest of the training of apprentices". Employers are also required to keep an apprentice training record as prescribed by the board, in addition to apprentice identity card.

Smutylo (1973), Peil (1979), McLaughlin (1979) and Lachaud (1987) commented that relatively little is known about the trainer and his or her apprentices. Their educational and employment background, the means by which apprentices are recruited into the workshop and how they actually function as a training system within an on-going business, are not well known by the government or other agencies concerned with

employment of citizens in Ghana. These are worth investigating.

1.2 Statement of the Problem

Efforts are being made by both government and the private sector in Ghana to train the youth and equip them with marketable skills in order to minimize unemployment. Seamstresses have been one of the important force in the training of young women for self employment through apprenticeship. Many of the seamstresses are located in kiosks by the roadside and others operate in their homes. They recruit mainly female apprentices who learn to sew and at the same time help the seamstress with her sewing business.

It is generally agreed that a direct relationship exists between formal education and productivity (Foster, 1965). From observation sewing skills acquired in school had not given school leavers a direct entry into the sewing business.

Some school leavers may have to understudy seamstresses to acquire sewing skills for business before setting up their own shops. One major question that comes into focus is, "How do 'wayside' seamstresses teach apprentices so that they are able to sew for a living.?"

The method of teaching in the *'wayside'* seamstresses shop, the background characteristics of apprentices and their trainers, among others are the main objectives of this study.

1.3 Terms of Reference

In this study therefore, investigation was made into:

a) The nature of the teaching and learning process in the seamstresses sewing shop;

b) The conditions under which the apprentices were taken;

c) The duration of the training;

d) What happened at the end of the training period.

1.4 Objectives of the Study

The objectives of the study were to investigate the following:

a) Age of entry into apprenticeship;

b) Educational background of seamstresses, apprentices, and apprentices' parents;

c) Duration of apprenticeship;

d) Formalities required for entering into apprenticeship;

e) In order of priority, which sewing skills the seamstresses taught the apprentices and why.

f) The criteria used by the seamstresses to judge an apprentice skill perfection before she can graduate.

g) What is done at the end of the training period before an apprentice can finally leave the seamstress.

h) To evaluate workmanship of seamstresses.

1.5 Hypothesis

In this study, it was hypothesized that: Among apprentice seamstresses there is no relationship between their educational level and their parents' educational level.

1.6 Significance of the Study

The results of this study may be used by:

a) The Ghana Education Service (Curriculum Division) to draw attention to formal educational programmes which may

have no direct link to what pertains in the non-formal training systems and in the world of work.

b) Depending on the findings, the N.V.T.I Apprentice Training Board may use the results to review the regulations concerning the apprenticeship system in Ghana.

c) The study may be useful to all Clothing and Textiles teachers in the formal school system. This is because the methods used by the seamstresses in teaching the apprentices may be beneficial for teaching in the formal school system, so that school leavers can set up their own businesses.

d) The findings may be helpful in developing syllabus for the apprentices of the Ghana National Tailors and Dressmakers Association.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Mode of Apprentice Recruitment

Much of the information documented on apprenticeship in Ghana and Nigeria focused on the concept of socialization and productive activity, Fadipe (1970). Fortes (1949) reported that the family of procreation was mainly responsible for this process. Fortes (1949) applied the concept of socialization to the process by which individuals were inculcated with the skills and attitudes necessary for playing given social roles. In all the examples skill was passed patrilineally from father to son, yet flexibility of recruitment was maintained in order that other kinsmen may learn the trade (Fortes 1956, Nukunya 1969). Adewale (1979) referred to this process of transfer of skills as intergenerational mobility but observed that with economic and technological development, the kinship-based transfer of skills had given way to a wider scope of recruitment. In his survey of craftsmen in Ibadan, Nigeria, Adewale (1979) reported that minority (less than 10%) of his respondents were engaged in trades similar to those of their parents. The widening scope of recruitment of apprentices therefore gave rise to two mechanisms to serve this function. Smutylo (1973), Adewale (1979) and Ninson (1991) investigated into the mode of recruitment of apprentices. They observed that there were two main modes each having its own characteristics and outcome.

The two modes were:

a. Fostering apprenticeship;

b. Vocational apprenticeship.

Fostering apprenticeship according to Ninson (1991) occurred between kin relatives,

that is, the Master is related to the family of the apprentice. This type of apprenticeship is typified by very little or no cash payment being required for the training, but rather a relatively long apprenticeship period of five to seven years. The apprentice was inducted into the trade at a very early age, usually in late childhood (11-12 years old) and lived with the master. Conclusions from Ninson's (1991) investigation on fostering apprenticeship were that, the boys who lived with the Master had access to tools, enabling them to practice on their own account during their free time but they lost their freedom because they were regarded as part of the Master's household. Hence most of the time they were expected to perform other activities that were unrelated to their training. Lessons relevant from Ninson's (1991) work to this study are; the relationship between the apprentice and the Master, the payments made, length of training, content of training and the influence of the above factors on the performance of the apprentice.

Vocational apprenticeship required a shorter apprenticeship period (Smutylo 1973). This began usually from late adolescent (17-19 years old). Adewale's (1979) study in Nigeria showed that, out of a total of sixty tailoring apprentices, 78% were less than twenty years old and 20% were between twenty to thirty years old. The Master was responsible only for the training. The apprentices did not live with the Master and mostly were not related to him. Adewale (1979) reported that in Western Nigeria about 79% of the sixty tailoring apprentices studied were not related to the Master, 13% were the Masters' siblings and 6% were other relatives. With regard to the vocational apprenticeship. Substantial payment of drinks, food items and money were made in exchange for the training. Conclusions drawn from the two modes of recruitment indicated that relationship with the master had influence on the amount

paid for training. Furthermore, age is also a determinant factor on duration as well as the quality of training the apprentice received.

2.2 Establishment of the Workshop

Success in establishing any practical skill training programme depends to a large extent on the availability of a workshop stocked with all the tools and equipment necessary for productivity,. This depends mainly on the amount of money available coupled with its location for easy access to customers.

Smutylo (1973) and Ninson (1991) studied the establishment of workshops for informal training in Ghana. Smutylo (1973) found that tailors in Accra-Adabraka established their workshops in kiosks outside the residential areas but were situated at vantage positions where customers could get access to them very easily. Ninson (1991) reported the availability of loan facilities for the small scale entrepreneurs to help them establish their businesses. Such loans were available from the Ghana Commercial Banks, the Rural Banks, International Development Agency (IDA) and the Programme of Action to Mitigate the Social Cost of Adjustment (PAMSCAD). According to Ninson (1991) the terms and conditions for securing such loans were unaffordable to the small scale entrepreneur. Therefore such small scale entrepreneurs solicited financial assistance from their relations or friends. As far as procurement of equipment was concerned, Smutylo (1973) reported that some tailors used electric sewing machines while others used threadle or hand operated sewing machines. The tailors made sewing machines available for the use of their apprentices who could not afford to buy one initially, though they were required to provide their personal sewing machines before embarking on apprentice training. Customers were only to provide fabrics for their sewing orders because the tailors had all the necessary tools and sewing notions for their job.

2.3 Choice of Trade

Normally the choice of vocation should be a personal affair because if one is forced against one's will to learn a trade one might not take the training seriously due to lack of interest. A person who made his own decision out of personal interest would take his training seriously. In Ghana (Smutylo 1973 and Mclaughlin 1979) studied the apprenticeship system in Adabraka - Accra and Koforidua respectively. They reported that young men attached themselves to some outstanding member of the profession they aspired to enter and by studying under such tutelage and helping in the professional duties, the trainee acquired the skill necessary for independent practice. Though the choice of trade was a personal decision made by the would-be apprentice, both Smutylo (1973) and Mclaughlin (1979) stated that parents or guardians had to introduce their wards to the master before they were recruited. In a similar study in Western Nigeria, Adewale (1979) reported that, for the majority of the apprentices in his survey, decision regarding the choice of trade was made by their parents because they were responsible for financing the training. Those who made the decision by themselves were mostly married women in tailoring apprenticeship. Although parents and guardians have to fulfill their responsibility of providing their children with good education and helping them to become responsible adults, children ought to be given the free-will to choose a vocation of their personal interest in order to get maximum satisfaction from the training they receive.

2.4 Choice of Master

One important aspect of apprentice training is the calibre of Master and its influence on the performance of the apprentice and also on the behaviour of the Master. Smutylo (1973) stated that the choice of Master was based mostly on an existing network of personal contact between the Master and the apprentices parents or guardians. In

some cases, older prospective apprentices chose their own Masters. Masters were expected to be highly skilled and responsible craftsmen with good reputation. Adewale (1979) found that 80% of Masters completed at least five years primary school education. This was essential to ensuring a better standard of training. The Masters also must to be assured of the seriousness of the prospective apprentice's intention to learn and to abide by the rules, routines and the rituals of the trade. This was usually accomplished through payment of fees by the guarantors and the signing of the apprenticeship agreement.

In all the studies, professionalism was the main criteria for the choice of Master and therefore deserves due consideration in this study.

2.5 Duration of Apprenticeship

The National Vocational Training Institute (N.V.T.I.) of Ghana, Apprentice Training Board in its 1978 Apprentice Training Regulation, specified that the maximum duration of training should not exceed five years for all vocations. In a related study of informal training sectors in Africa in 1985, the International Labour Organisation (I.L.O.) concluded that apprenticeships lasted between three to seven years depending upon the complexity of the trade. Tailoring apprenticeship according to I.L.O. (1985) took two to three years, carpentry took five years and automechanic took four to five years. Duration of apprenticeship had a significant effect on the performance of the apprentice and the services rendered to the master *(Calaway 1964)*. When training is unnecessarily delayed, the apprentice learned more skills and gained more experience in the management of the business. He also rendered more service to the master but may become disobedient. On the other hand, if duration was too short, the apprentice might not learn enough skills to work independently. It is against this background that Calaway (1964), Peil (1970) and Adewale (1979) investigated into the duration the

apprentices stayed and its effect on their conduct and performance. Calaway (1968) and Adewale (1979) observed that most of the Mastercraftmen in Western Nigeria delayed the apprentices beyond the time originally agreed upon in order to continue to take advantage of their free services. According to Calaway (1968), the apprentices complained that as they stayed longer, they were made to serve as house servants to their master's wives. Peil wrote about the complaints by some tailoring apprentices in Accra. The apprentices reported that their masters deliberately hid techniques from them so as to extend their apprenticeship unnecessarily beyond the three years maximum duration. Consequently, some enterprising tailoring apprentices learnt to attract business privately while they were still in training and so they left their masters unceremoniously when they felt they knew the trade well enough to work on their own.

2.6 Apprenticeship Fees

Peil (1970), Adewale (1979), Mclaughlin (1979) and Ninson (1991) reported that fees for apprenticeship training was generally lower than the cost of training in formal schools. Adewale (1979) documented that parents of low income occupations were often unable to pay the high cost of formal education for their children and hence sent them into apprenticeship. According to Adewale (1979), apprentices paid fees and provided for their own upkeep while they were engaged in the production activities. The cost included the value of equipment, tools and uniforms purchased by the apprentice. Peil (1970) found out that tailoring apprentices paid lower fees as compared to fitters and radio repairers. Carpentry apprentices paid very little cash in addition to food and drinks. Peil (1970) recorded the amount paid for various trades in Accra. These were: Carpentry - 15 new cedis in addition to food items such as yams, fowl or sheep plus schnapps; Tailoring - 50 new cedis in addition to schnapps,

minerals, beer and food stuff; Fitting - 64 new cedis plus schnapps and beer. Radio repair - 120 new cedis plus schnapps. Peil (1970) and Mclaughlin (1979) were of the opinion that the amount an apprentice paid for his training depended upon the complexity of the trade, the social status of the Master and the value of the apprentice's labour to the Master. Thus Peil (1970) argued that the smallness of carpentry fees was intended to compensate for the long period the Master benefited from the apprentice's labour. Since cost of training had been an essential aspect of the apprenticeship training formalities, this present study will consider the cost of apprenticeship. However, with the current rate of inflation and high cost of living in Ghana, it is presupposed that the current fees paid for any apprenticeship would be far more than what was quoted by Peil (1970).

2.7 Method of Training

Teaching and learning involve interaction between the teachers and learners through the use of teaching aids and the organization and presentation of content to learners. Flanders (1970) argued that teachers who talked less and allowed pupils to discuss among themselves produced students who were more interested in their work and learnt better than students whose teachers employed traditional 'chalk and talk' methods of teaching. Hence he recommended that teachers provide opportunity for self initiated learning to enable students experiment and find solution to their study problems. Mays (1948), Smutylo (1973), Adewale (1979) and Mclaughlin (1979) reported that apprentices trained on-the-job by taking part in the production activities at the workshop. In the view of Mclaughlin (1979) and Adewale (1979) the scope of skill learning depended on the number of orders the workshop received. Mastercraftsmen who received larger orders engaged their apprentices in the production activities and by so doing would teach the apprentices the particular skills

required for the production. Hence those apprentices would learn faster than those with a master who received very little orders.

In his survey of craftsmen in Western Nigeria, Adewale (1979) reported that tailoring apprentices were taught how to take and record body measurements but no related training in the form of organized lesson on the skill was provided. According to Mclaughlin (1979) the method of training although informal in nature was a disciplined institution to the extent that there existed a social distance between the master and apprentices and even among junior and senior apprentices. The master delegated the most senior apprentices to perform more complicated tasks such as cutting out of garments while the junior apprentices performed simpler tasks such ironing, tacking and hemming under the supervision of the senior apprentice. Only difficult tasks beyond the solution of the senior apprentices were referred to the master (Smutylo 1973, Mclaughlin 1979). Apart from learning the practical skills of sewing, apprentices were also sent on errands to purchase raw materials and equipment for the job and were thus able to learn about purchasing and marketing trends during the process (Smutylo, 1973). Obviously, both formal and non-formal systems of training advocate learning by doing as the most effective method of transmission of skills but the content and scope of training would essentially depend upon the professional status of the Masters.

2.8 End of Apprenticeship

In order to ascertain the competency of a trainee in any vocation, that trainee must be regularly assessed to determine the level of progress in skill performance. Thus Mclaughlin (1979) stated that masters tested the proficiency of their apprentices by assigning them specific jobs related to their training needs. It was only when the master was satisfied with the apprentice's performance at the end of the training period

that he was allowed to leave finally.

2.9 `Freeing'

An apprentice in order to receive the blessings of his master must undergo a freeing ceremony. Smutylo (1973), Mclaughlin (1979) and Olatumi (1980) reported that the end of training was usually marked by the presentation of certificates during a graduation ceremony attended by the apprentice's relatives and friends. Food and drinks were served and the laws of the Crafts Guilds were read to the apprentice about to graduate by the Guild Master.

The form and content of the ceremony might differ slightly among the trades but the essential part of the ceremony was the presentation of certificate and tools, acceptance into the brotherhood of tradesmen, the nature of advice given to the apprentice and the account given of the apprentice's conduct by the master (Smutylo, 1973). Obviously, the type of advice given to the apprentice on his `freeing' day was meant to remind him of being a responsible, productive citizen.

2.10 Operational Definition

The following definitions were developed for this study:

'Wayside' Seamstress: Women who make sewing as their business. The business is located in kiosks or in their homes and they train between one to twelve apprentices.

Master Craftsman/Madam: A trained and qualified owner of a sewing shop. This is used synonymously with seamstress, dressmaker or tailor.

Guarantor: A prospective apprentice's parent or any relatives who give promise usually in writing that the conditions agreed to in the Apprenticeship Agreement would be fulfilled.

Apprenticeship Agreement: Verbal presentation or written document specifying terms of recruitment, course content, duration of apprenticeship and graduation modalities in the presence of a witness.

`Freeing': Graduation ceremony of apprentices which involves presentation of certificates.

Service: The obligation on the part of the apprentice to stay for an extra three to six months after the training period to sew with the seamstress without any payment.

Slit and Kaba: Long skirt and blouse worn by Ghanaian women.

1st Cycle Schools: Primary, Middle and Junior Secondary School in Ghana.

2nd Cycle Schools: Secondary Schools, Senior Secondary and Commercial/Vocational Schools, two-year Post Middle Teacher Training College and Nursing Training College in Ghana.

Tertiary: Three Year Post Secondary Teacher Training College, Polytechnic and University institutions.

CHAPTER THREE

3.0 METHOD OF SAMPLING

There were two main categories of seamstresses in the neighbourhoods made up of those seamstresses who sew ordinarily slit and kaba and causal wears (Category A) and those who sew wedding garments in addition to sewing slit and kaba (Category B). Stratified sampling technique was used to select the sample. A list of seamstresses in both categories was obtained. It was noticed that the ratio of category A to B was about 5:1. Thus 41 seamstresses were randomly selected from category A and 9 from category B.

The above method was used to obtain a true representation of all categories of seamstresses in the study area.

3.1 Measuring Instrument

3.1.0 Instruments used were:

Structured interview questionnaire;

Structured observation;

Evaluation of garments.

3.1.1 Structured Interview Questionnaire

Structured interview questionnaire with open-ended and pre-coded questions were used to collect the data. There were separate questionnaires for the seamstresses as well as for the apprentices. This was to reflect the different perspectives from which the two groups viewed the profession, one as a trainer and the other as a trainee.

In constructing the questionnaire, consideration was given to conceptual categories representing factors that seemed important in studying the informal training system.

The questionnaire for the seamstresses included the following:

* Age, Educational and Professional Background;
* The method of instruction and the type of skills the seamstresses taught the apprentices;
* The nature of the apprenticeship agreement;
* The procurement of equipment for training;
* What happens at the end of apprenticeship

The questionnaire for the apprentices was based on:

a) Their age and educational level;

b) The occupation of apprentices parents;

c) The nature of the apprenticeship system, the content and scope of skill training.

d) Employment aspiration of the apprentices. The answers to these questions would elucidate on the apprenticeship system.

3.1.2 Structured Observation

The objective of the observation was to analyze teaching and learning at the seamstresses' workshop. Experienced seamstresses such as those in the study population could cut and sew a meaningful part of a kaba within three hours. Hence an observational guide was prepared for a three hour observation of procedures in the workshop? *(Ref. Appendix IVA)* This comprised the following:

Time of observation and specific period of interaction between the seamstress and apprentices;

Type of activity observed between seamstress and apprentices;

Type of activity observed among apprentices, specific activities that were carried out and the time taken to carry out each activity;

What exactly the seamstress taught the apprentices (content) and how they were

taught *(method).*

Series of observation at the workshop would give a general idea of scope and content of apprentice training.

3.1.3 Evaluation of Garments

During the preliminary survey and selection of respondents, it was noticed that the seamstresses did not like their completed garments which they displayed in the showcases to be handled and scrutinized by visitors, but by the customer. Therefore the only way to assess the workmanship of the seamstresses was for the researcher to let the seamstresses sew slit and kaba for her. In this way all the processes including fit of the garment could be assessed meticulously. The evaluation was done taking into consideration the educational and professional background of the seamstresses. The quality of workmanship of the seamstress is an important factor in determining the quality of training given to the apprentices. Five seamstresses were selected on the following considerations: Category of seamstresses, educational level and professional training of the seamstresses

Three Category A seamstresses and two Category B seamstresses which comprised three 1st Cycle educational level; one 2nd Cycle educational level and one tertiary educational level seamstresses. Among the two categories of seamstresses, three were professionally trained through apprenticeship, one vocational school trained and one with no professional training were selected.

The seamstresses were each supplied with six yards (1/2 piece) of cotton wax print from Akosombo Textiles which was cheaper in price compared to other wax prints. The seamstresses were free to choose the style they considered to be suitable for the researcher. It was limited to five seamstresses because the researcher could not afford

to buy fabric for all the seamstresses.

3.1.4 Pretest

The pretest was carried out with five seamstresses. They were selected because they had similar characteristics like those seamstresses in the study population. The characteristics were age, educational and professional background, type of workshop, quality of sewing and duration of apprenticeship.

3.1.5 Comments made and the effect on final draft of questionnaires

The seamstresses found questions on fabric properties irrelevant at their level of operation, thus those questions were deleted from the questionnaire. The respondents preferred responding to the questions rather than writing themselves. As a result of this, the researcher decided to interview the respondents and to write down their responses.

3.2 MAIN STUDY

3.2.1 Survey Census

The research was conducted from November 1993 to June 1994. The study had two phases. The first phase was to establish rapport. This involved agreement with the seamstresses on a convenient time for data collection. Each seamstress also selected her most senior apprentice to be the respondent. It was agreed that the time for the structured observation be scheduled for the morning *(from 9:00am to 12 noon)* when there was much sewing activities at the workshops. By late afternoon *(from 3.00pm)* activities at the workshop had become less hence the interview was schedule for later afternoon.

3.2.2 Administering the Questionnaires

Structured interview questionnaires were used to collect the data. The respondents

were free to express themselves in any of the languages the researcher could speak or understand (English, Ewe and Akan). This was expedient as it afforded the respondents the opportunity to express themselves clearly and freely. The structured interview questionnaire were suitable as this produced completed answers as compared to self administered questions where respondents were likely to skip questions.

3.2.3 Structured Observation

The researcher was a non-participate observer. Three hours was spent in each workshop once a week for four weeks making a total of four visits to each workshop and totaling 12 hours for each workshop. The researcher or her assistants observed and recorded all activities that were carried out by the seamstresses and the apprentices using an observational guide *(Ref. Appendix IVA).* Three hours was scheduled for each observation because experienced seamstresses could cut and sew garment within three hours during which substantial teaching and learning may occur.

3.2.4 Evaluation of Garments

A rating scale was developed using score card and marks allocated numerically to determine the level of skill competencies of the seamstresses.

This was considered on three major criteria namely:

Workmanship	-	50%
Creativity and general appearance	-	30%
Fit of garment	-	20%

The garments were fitted at the workshops for final adjustments by the seamstresses. Details of final assessment was carried out by the researcher at home. Although it was ethically wrong to collect information from the study population without their being aware of it, that was the only way to adopt to be able to access their workmanship

critically.

3.3.0 Statistical Analysis

3.3.1 The Questionnaires

Responses on completed questionnaire were hand coded. Frequency, percentage distribution and cross tabulations were used to analyze the data.

3.3.2 Structured Observation

The hours of interaction between the seamstress and the apprentices and among apprentices were coded for each visit for each workshop. The total hours of interaction in each workshop was also coded. The total hours of sewing activity in all the workshop were also coded. A coding key was developed and the coded data were key punched for computer analysis.

TS = Time of Seamstress

TA = Time of Apprentices

Total time of sewing activity in each workshop was worked out at:

$$\frac{TS}{12} \times 100 + \frac{TA}{12} \times 100$$

Total time of observation in each workshop was 12 hours. Time of actual sewing activity was deducted from total time of observation.

3.3.3 Evaluation of Garments

Marks scored by each seamstress on the detailed sewing techniques were recorded and the overall total marks scored were also recorded. Order of merit was determined for the overall workmanship and also for each sewing technique. This was to determine the strong and weak point of each seamstress as a way of analysing their skill competency.

CHAPTER FOUR

4.0 RESULTS OF THE STUDY

This chapter shows the analysis of the results obtained from the study.

4.1 Frequency and Percentage Distribution of Respondents by age

The age distribution of the Seamstresses is shown in Table 1.

TABLE 1: AGE DISTRIBUTION OF THE SEAMSTRESSES

Age	Frequency	Percentage
20 - 24	10	20
25 - 29	22	44
30 - 34	9	18
35 - 39	7	14
40 +	2	4
TOTAL	**50**	**100**

The Seamstresses were aged between 20-40 years with an average age of 29 years. Forty-four percent of the Seamstresses were within age range 25-29 years. This was followed by twenty percent who were aged between 20-24 years. Eighteen percent of the seamstresses were in the age range of 30-34 years, and four percent were forty years and above.

The age distribution of the apprentices is shown in Table 2.

TABLE 2: AGE DISTRIBUTION OF THE APPRENTICES

Age/Years	Frequency	Percentage
15 - 19	11	22.0
20 - 24	29	58.0
25 - 29	9	18.0
30+	1	2.0
TOTAL	**50**	**100**

The apprentices were aged between 15 and 30 plus years. Fifty eight percent were between 20 and 24 years of age; followed by twenty two percent of the apprentices who were within age range of 15 to 19 years. Eighteen percent of the apprentices were in the age range of 25 to 29 years, with one apprentice who was over 30 years.

The table shows that most of the apprentices were in the age range of 15 to 24 years with an average age of 22 years.

4.2 Frequency and Percentage Distribution of Educational Level of Respondents

The educational level of the seamstresses is indicated in Table 3.

TABLE 3: EDUCATIONAL LEVEL OF SEAMSTRESSES

Level of Education	Frequency	Percentage
1st Cycle	40	80.0
2nd Cycle	8	16.0
Tertiary	2	4.0
TOTAL	**50**	**100**

Eighty percent of the seamstresses attended first cycle school. This is followed by sixteen percent who attended second cycle schools and four percent had had tertiary education.

It appears from the table that, some level of formal education is important for any category of teaching. All the seamstresses in this study attained some level of formal education, majority eighty percent, being first cycle school leavers.

The apprentices had had some formal education. The educational level attained by them are shown in Table 4.

TABLE 4: EDUCATIONAL LEVEL OF APPRENTICES

Level of Education	**Frequency**	**Percentage**
No School	5	10
1st Cycle	42	84
2nd Cycle	3	6
Tertiary	0	0
TOTAL	**50**	**100**

Eighty four percent of the apprentices attended first cycle schools. Six percent attended the second cycle schools and ten percent had had no formal education. None of the apprentices had tertiary education.

The comparison between the educational level of the seamstresses and the apprentices are shown in Figure 1.

FIG. 1 COMPARISON OF THE EDUCATIONAL LEVEL OF THE SEAMSTRESSES AND THE APPRENTICES.

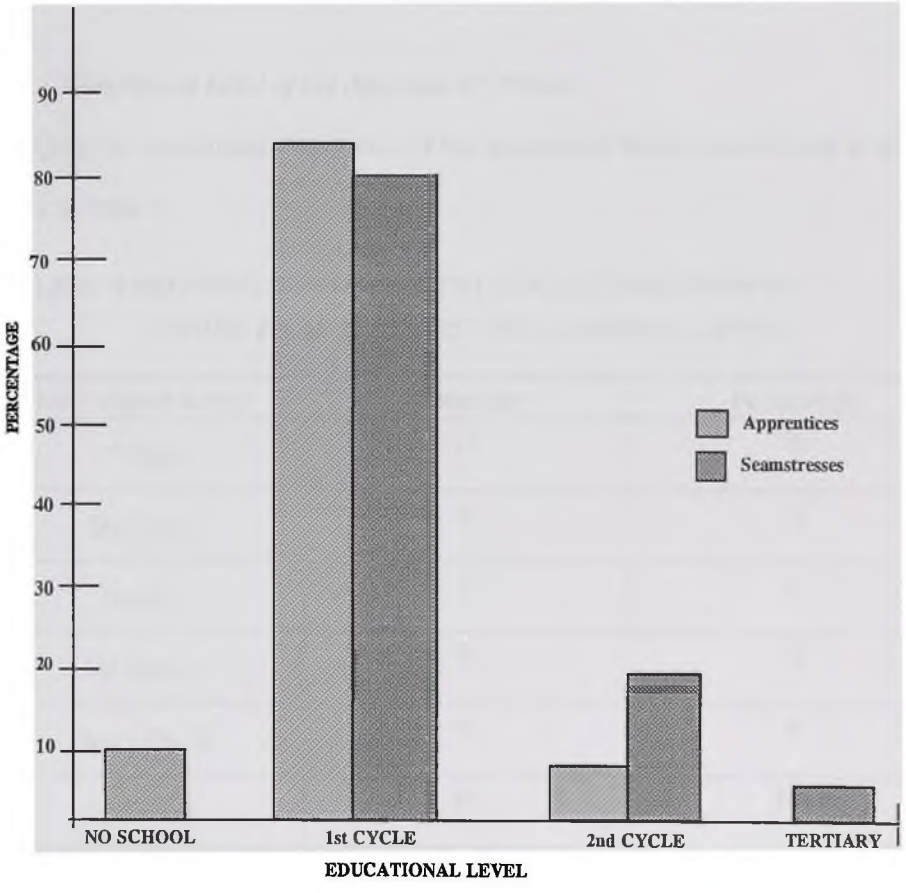


Figure 1 compares the educational level of respondents. It is evident from the figure that majority of the respondents were 1st Cycle school leavers. They formed 84% of the apprentices and 80% of the Seamstresses. All the seamstresses had had some form

of formal education, unlike 10% of the apprentices who had had no formal education, unlike 10% of the apprentices who had had no formal education.

4.3 Professional Training of Seamstresses

Of the fifty seamstresses, eighty-two percent learnt to sew through the apprenticeship system. Twelve percent attended formal vocational schools, and six percent had no professional training. The three seamstresses with no professional training reported that they had natural flair for sewing and they also read books on sewing.

4.4 Educational Level of the Apprentices' Parents

Frequency and percentage distribution of the apprentices fathers' educational level is shown in Table 5.

TABLE 5: FREQUENCY AND PERCENTAGE DISTRIBUTION OF APPRENTICES FATHERS' EDUCATIONAL LEVEL

Educational Level	Frequency	Percentage
1st Cycle	28	56
2nd Cycle	6	12
Tertiary	3	6
No School	9	18
Don't Know	4	8
TOTAL	**50**	**100**

4.4.2 Fathers' Educational Level

Fifty-six percent of the fathers attended first cycle schools. Twelve percent attended second cycle schools. Eighteen percent had no formal schooling. Eight percent of the

apprentices did not know their fathers' educational level.

4.4.3 Mothers' Educational Level

Frequency and percent distribution of the apprentices' mothers educational level is shown in Table 6.

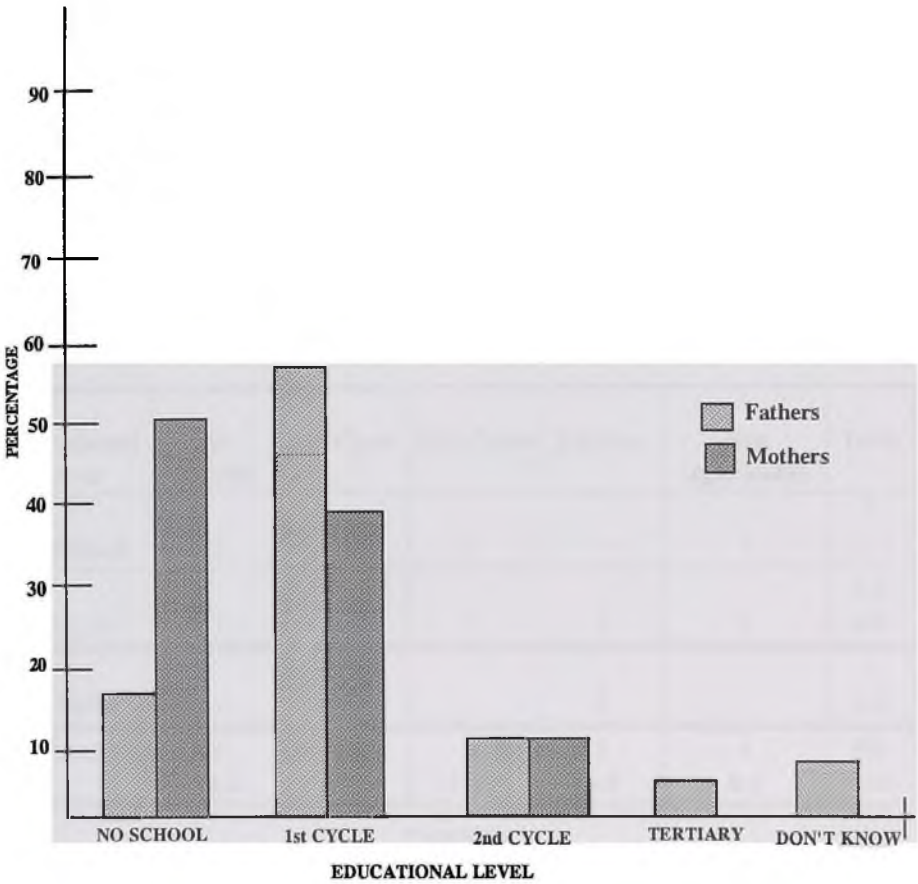
TABLE 6: MOTHERS EDUCATIONAL LEVEL

Educational Level	Frequency	Percentage
No School	25	50
1st Cycle	19	38
2nd Cycle	6	12
Tertiary	0	0
TOTAL	**50**	**100**

The table shows that fifty percent of apprentices' mothers had had no formal education. Thirty eight percent went to first cycle schools, while twelve percent attended second cycle schools.

The educational levels of the apprentices' parents were compared using bar graph. The result is indicated in Figure 2.

FIG. 2 COMPARISON OF THE EDUCATIONAL LEVEL OF THE APPRENTICES' PARENTS.



Comparison of the educational level of the apprentices' parents show that more fathers 56% attended first cycle school than the mothers 38%. Equal percentage of mothers and fathers 12 % each, attended second cycle schools. Fifty percent of mothers had no formal schooling compared with eighteen percent of the fathers. Six percent of the fathers had had tertiary education but none of the mothers had had tertiary education.

4.4.4 Testing of Hypothesis

Hypothesis: ***There is no relationship between Apprentices' and their parents' educational level.***

Pearson's Chi-Square statistics was used to test the hypothesis. The results are indicated in Tables 7 and 8.

Table 7 indicates the educational level of the fathers,cross-tabulated with that of the apprentices.

TABLE 7: RELATIONSHIP BETWEEN FATHERS' AND APPRENTICES' EDUCATIONAL LEVELS

APPRENTICES / Educational Level	No School	1st Cycle	2nd Cycle	Tertiary	Not Applicable	Total
No School	2	1	1	-	1	5 10.0
1st Cycle	7	26	5	1	3	4.2 84
2nd Cycle	-	1		2		3 6.0
Total	**9** **18.0**	**28** **56.0**	**6** **12.0**	**3** **6.0**	**4** **8.0**	**50** **100.0**

FATHERS

Chi-Square	**Value**	**DF**
Calculated	$X^2_c = 40.5915$	12
Table	$X^2_t = 15.5073$	12

$X^2_c > X^2_t$ therefore the test is significant. This implies that there is a relationship between the apprentices' and their fathers' educational levels.

Since the calculated value of the test statistic, $X^2_c = 40.5915$ is more than X^2_t the test is

significant. Hence the hypothesis is rejected.

Table 8 indicates the educational level of mothers cross-tabulated with the educational level of apprentices.

TABLE 8 RELATIONSHIP BETWEEN MOTHERS AND APPRENTICES EDUCATIONAL LEVELS

Educational Level	No School	1st Cycle	2nd Cycle	Total
No School	3	1	1	5 10.0
1st Cycle	22	16	4	42 84.0
2nd Cycle	-	2	1	3 6.0
Total	**25** **50.0**	**19** **38.0**	**6** **12.0**	**50** **100.0**

APPRENTICES

MOTHERS

Chi-Square	Value	DF
Calculated	$X^2_c = 7.7593$	4
Table	$X^2_t = 9.48773$	4

$X^2_c < X^2_t$; therefore the test is not significant. This implies that there is no relationship between the educational level of the apprentices and their mothers educational level.

Since the calculated value of the test statistic $X^2_c = 7.7593$ is less than $X^2_t = 9.48773$, the hypothesis is accepted because there is insufficient information to indicate a relationship between mothers' and apprentices educational level.

4.5 Parents Occupation

Table 9 below shows percentage distribution of the occupation of apprentices parents'

TABLE 9. FREQUENCY AND PERCENTAGE DISTRIBUTION OF THE APPRENTICES PARENTS' OCCUPATION

Father's Occupation	Frequency	Percentage	Mother's Occupation	Frequency	Percentage
Civil Service (teacher, armed forces, doctor)	20	40	Trader/Selling cloth, provisions etc.	21	42
Farmer: Self-employed	13	26	Farmer	12	24
Artisan: Self-employed	6	12	Cooked-food seller	11	22
Trader/ Business (transport, shop keeping)	4	8	Civil Service (teacher, nurse, typist)	3	6
Unskilled labourer e.g. watchman	3	6	Seamstress	2	4
Tailor: self-employed	1	2	Housewife	1	2
Deceased/ Don't know	3	6	Deceased/ Don't know	0	0
T O T A L	**50**	**100**	**T O T A L**	**50**	**100**

4.5.1 Fathers' Occupation

Forty percent of the fathers were in the civil service as Teachers, Doctors, Clerical and Army officers, Drivers and Security men. Twenty-six percent were farmers and twelve percent were artisans (masons, mechanics, carpenters. Six percent were unskilled labourers. Eight percent were in transport and trading. There was a tailor and six percent were deceased. The table indicates that majority of the fathers were self employed. They formed fifty percent compared to forty percent of the fathers in the civil service, and six were unskilled labourers.

4.5.2 Mothers' Occupation

Forty-two percent of the mothers sold cosmetics, second hand clothing or provisions. It was followed by twenty-four percent of mothers who were farmers. Twenty-two percent were cooked food sellers. Three of the mothers (i.e. six percent) were in the Civil Service as teacher, nurse and typist. Two of the mothers were seamstresses and one was a full time house-wife. Ninety-two percent of the mothers were self-employed as compared to six percent in the Civil Service.

4.6 Establishment of Sewing Shop

The study revealed that the seamstresses were aware of the loan facilities from the banks to enable them establish their businesses, but they did not solicit for bank loans. Sixty percent of the seamstresses were financed by their parents. Twenty-six percent were financed by their husbands and six percent were financed by their siblings. None of the seamstresses got financial assistance from government or non-governmental organisation as stated by Ninson (1991).

4.7 Income Tax And Other Payments - Per Annum

There were three categories of taxes paid by the Seamstress to Internal Revenue Service and the Accra Metropolitan Authority *(AMA)*.

Table 10 shows the type of taxes paid by the seamstresses, the amount paid and the frequency of payments.

TABLE 10: TYPE OF TAX AND FREQUENCY OF PAYMENT (PER ANNUM)

Type of Tax	**TYPE - A** No paid worker or apprentice	**TYPE - B** Maximum of 2 paid workers or apprentices	**TYPE - C** 3 or more paid workers or apprentices
Internal Revenue Service (IRS)	¢12,000.00	¢24,000.00	¢36,000.00
Accra Metropolitan Authority (AMA)	¢5,000.00	¢8,000.00	¢11,000.00
TOTAL	**¢17,000.00**	**¢32,000.00**	**¢47,000.00**
Frequency distribution of seamstresses who paid	15 - (30%)	5 - (10%)	21 - (42%)
Tax Defaulters	9 - (18%)		

Source: Type of Tax - Ghana National Association of Tailors and Dressmakers Secretariat.(1994)

4.7.1 Payment to Internal Revenue Services

The first category was from seamstresses who worked alone with no paid workers or apprentices. They paid twelve thousand cedis (¢12,000) annually. The second category were the seamstresses employing a maximum of two persons to work for them or for training. They paid twenty-four thousand cedis annually. The third category were those seamstresses employing three or more persons to work for them or for training. They paid thirty-six thousand cedis (¢36,000). The taxes were collected through the Ghana National Association of Tailors and Dressmakers.

4.7.2 Payment to Accra Metropolitan Authority (AMA)

For establishing a business within the Accra Metropolis, each seamstress was expected to pay an amount to the A.M.A. Seamstresses working alone and not training apprentices paid ¢5,500 annually. For training a maximum of two apprentices, the seamstresses paid ¢8,000 and for training three or more apprentices, they paid ¢11,000 annually.

4.7.3 Tax Defaulters

Nine seamstresses did not pay taxes. Three of the nine tax defaulters operated business in their homes and probably might remain unnoticed by the tax collectors. Although the remaining six tax defaulters are worked in kiosks, they might have been passed unnoticed by the tax collectors.

4.8 Choice Of Trade

The factors that influenced the apprentices in the choice of the trade are indicated in Table 11.

TABLE 11: FREQUENCY AND PERCENTAGE DISTRIBUTION OF FACTORS THAT INFLUENCED THE CHOICE OF THE TRADE.

Influential factors in the choice of the seamstress	Frequency	Percentage
Self Interest	34	68
Husband's	7	14
Mother's	6	12
Father's	3	6
TOTAL	**50**	**100**

Sixty-eight percent of the apprentices chose to learn sewing out of self interest. Fourteen percent said it was their husbands suggestion, while twelve percent stated that their mothers asked them to learn sewing. Six percent however, said the suggestion was from their fathers.

4.9 Choice of a Seamstress to Understudy

Table 12 shows the factors that influenced the choice of Seamstresses to understudy.

TABLE 12: FACTORS THAT INFLUENCED THE CHOICE OF A SEAMSTRESS

Influential factors in the choice of the seamstress	Frequency	Percentage
Recommendation by spouse and relations	30	60
Observation of seamstresses' workmanship	18	36
Recommendation by friends	2	4
TOTAL	**50**	**100**

Sixty percent stated that they were introduced to the seamstress by their husbands and family members. Thirty-six percent of the apprentices selected seamstresses e.g. by themselves, for apprenticeship on the basis of their good workmanship. Four percent were introduced to the seamstress by friends The choice of a seamstress was basically based on recommendation by spouse and relatives of the apprentices.

4.10 Recruitment of Apprentices

Seamstresses were asked how they selected their apprentices. The common criterion used was that, a prospective apprentice must be introduced to the seamstress by parents, guardians or any responsible member of the prospective apprentice's family That person would serve as the guarantor as well, who would sign the apprentice agreement. After the preliminary payments of fees, the apprentice then embarked on a

two and a half years training.

4.11 Equipment Required for Training

All the apprentices were required to provide themselves with a hand sewing machine. This was the most important and expensive equipment. The other tools were; cutting out shears, tape measure, dressmakers pins and needles, machine oil, cement paper and or gray baft, sewing thread. *(Ref. Appendix VII)*

4.11.1 Apprenticeship Fees for Two and a Half Years Training 1992 -1994 Fees

The amount of fees paid by the apprentices in two and a half years of training is shown in Table I3.

TABLE 13: FREQUENCY AND PERCENTAGE DISTRIBUTION OF FEES PAID BY THE APPRENTICES FOR TWO AND A HALF YEARS TRAINING.

Amount *(in Cedis)*	Frequency	Percentage
20,000	2	4
25,000	2	4
30,000	6	12
35,000	3	6
40,000	6	12
45,000	3	6
50,000	8	16
60,000	10	20
75,000	1	2
80,000	8	16
120,000	1	2
TOTAL	**50**	**100**

The highest amount of fees was ¢120,000. This was paid by one person. Sixteen percent paid ¢80,000. One person also paid ¢75,000 and ¢60,000 was paid by twenty percent of the apprentices. The rest paid between ¢20,000 to ¢50,000. There was variation in apprenticeship fees paid. This variation was dependent on the details of skills taught.

4.11.2 Non - Cash Payment

Some items were presented to the seamstress in addition to the apprenticeship fees for final admission procedures. These depended on the individual seamstress but the main items demanded were; one bottle schnapps, six bottles beer and twenty-four bottles of any soft-drink *(i.e. Coca-Cola, Fanta, Malta).*

Ninety percent of the seamstresses reported that the significance of demanding schnapps was traditional. It was meant for an elder member of the family, who used it to pour libation for the prosperity of the sewing business. Ten percent of the seamstresses did not demand any alcoholic drinks, because they claimed it was against their religious doctrine. Part of the soft drinks were served to the guarantors after signing the bond.

4.11.3 Range of Expenditure for Apprenticeship Training

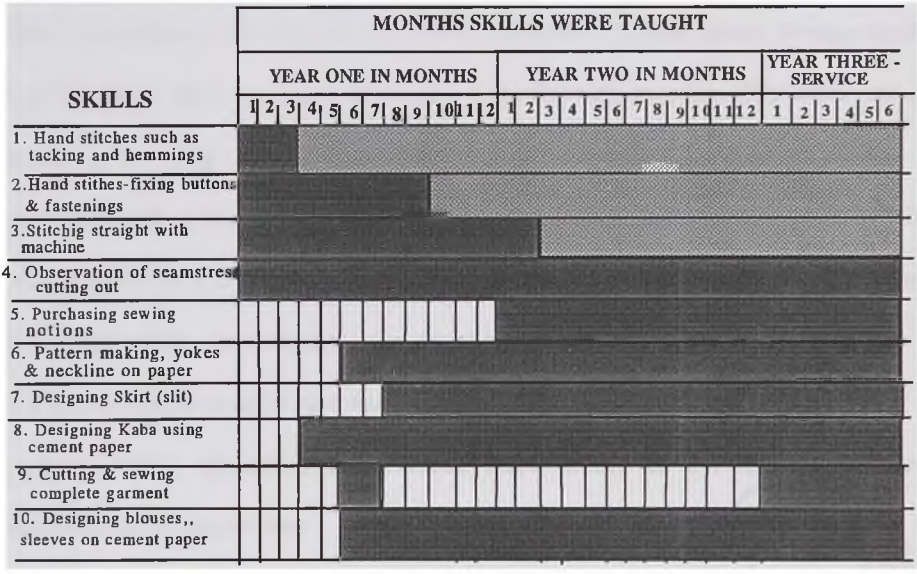
The amount the apprentices spent for all items and equipment required for the two and a half years training, according to 1994 prices, plus monthly association contributions, ranged between ¢89,000 to ¢209,000. *(Ref. Table 13 & Appendix VII)*

4.12 Teaching and Learning at the Workshop

Apprentices had remarkable memories of exactly when they first began to learn particular skills. Although they were less certain about when they had become competent in sewing a complete garment, apprentices generally had a reasonably accurate recall of both the content and sequence of their skill learning experiences. The

responses from individual apprentices concerning the learning of skills at the workshop was checked with the seamstresses' responses as to when they taught a particular skill. The responses as to when the seamstresses started teaching particular skills to the apprentices corresponded with those of the apprentices. The sequence of skill learning processes are shown in Figure 3 .

FIG. 3 SEQUENCE OF APPRENTICE SKILL LEARNING AT THE WORKSHOP FOR TWO AND A HALF YEARS



KEY

When skill was taught and practised intensively

Skill was practised as part of workshop routine sewing

The apprentices first learnt to sew simple hand stitches. These were: hemmings; sewing of buttons and button holes by hand on completed garments; straight stitching the seams of 'slit' using hand sewing machines. These simple skills were practised to perfection within the first three months of training, vis a vis observing the seamstress and the senior apprentices to learn more complex skills such as taking body measurement, designing and cutting kaba by the seamstress and pressing of garments

during construction. From the fourth month, the apprentices started designing kaba using cement paper *(Ref. Appendix V)*. By the sixth month an apprentice must sew herself a uniform prescribed by the seamstress. This served as her first skill assessment of the new apprentices. Other complex skills were acquired by learning on-the-job.

4.12.1 Other Activities in Addition to Learning How to Sew.

When apprentices arrived at the workshop in the mornings, the most junior apprentices cleaned the workshop and brought the sewing machines from the nearby storage shops where they kept their machines at closing time for safe keeping. The other junior apprentices then hung completed garments in front of the shop for display. All the shops conducted morning devotion (singing and praying), before actual work began. The most senior apprentice may be sent by the seamstress to purchase sewing notions for the days' work. Seamstresses who set up workshops in their homes may ask the junior apprentices to launder clothes or cook the days' meal for them.

At one workshop established in the seamstresses' home, the five apprentices were given lunch by the seamstress.

4.12.2 Workshop Observations

A structured observation format was used to determine teaching and learning at the workshop (Appendix IV). Flanders (1971) classroom observational guide was adapted to determine the level of interaction at the workshop between the seamstress and apprentices and among apprentices. It was found that teaching and learning was mostly practical. The seamstress demonstrated the cutting out of the kaba and the apprentices observed and practised the process as instructed by the seamstress. *(Ref. Appendix IV B)*

4.12.3 Evaluation Of 'Kaba' and Slit Using Score Card

The workmanship of the Seamstresses were evaluated using scores that were rated from 1 to a maximum of 14 for the sewing process of kaba and slit. Letters of the alphabet represents the number of garments as well as the categories of seamstress. This is indicated in Table 14.

The researcher allowed the seamstresses to choose a suitable style and were given two days in which to complete the sewing. Thereafter the garments were fitted by the researcher in each of the five workshops for adjustment before final finishing. The researcher took the garments home where she assessed the sewing processes.

Table 14 indicates the marks scored by five seamstresses who made slit and kaba for the researcher to enable her assess their competency in sewing. This was considered on the criteria of workmanship, creativity and general appearance and fit.

TABLE 14: MARKS SCORED BY FIVE SEAMSTRESSES ON WORKMANSHIP, CREATIVITY AND FIT OF GARMENTS.

SEWING SKILL	MAXIMUM SCORE	A Cert. 'A'Post-sec Level	B Vocational Sch.	C 'O' Level Appren.	D Middle Sch. Appren.	E Prim. Sch. Appren.	REMARKS
WORKMANSHIP - 50%		No professi-onal training					
1. Side/underarm seams are straight, have correct seam allowance of 2.5 cm	12	7	7	6	6	6	
2. Zipper button hole stitched straight, zipper allowance to be 2.5 - 3cm. Facing to button closure proportionate to size of button	14	6	6	5	5½	5	allowances for all garments wider than maximum allowance
3. Facing stitched neatly, does not show on right side	12	9	10	8	8	8	Good
4. Hand-stitches is neat, do not show on right side, correct stitch used for position on garment	12	8	8	8	9	7	Good
SUB-TOTAL	**50**	**30**	**31**	**27**	**28.5**	**26**	**above average for all garments**
CREATIVITY AND GENERAL APPEARANCE 30%	MAXIMUM SCORE	A Cert. 'A' Post-sec	B Vocational Sch.	C 'O' Level	D Middle Sch.	E Prim. Sch.	REMARKS
1. Garment cut on correct grain and drapes gracefully	8	4	4	3	3	2	generally poor
2. Neckline artistically cut, neatly stitched	7	6	6	5	6	4	very good
3. Sleeves well cut and attached smoothly with no puckers at armscye	8	7	7	7	7	4	good
4. Style of garment suitable for type of fabric	7	7	7	7	7	7	Very good
SUB-TOTAL	**30**	**24**	**24**	**22**	**23**	**17**	**Very good**
FIT OF GARMENTS - 20%							average
1.Necklace proportionate to size of wearer	7	4	4	3	4	3	generally too big
2. Sleeve proportionate to size of wearer	7	3	3	3	3	3	generally too big
3. Styles suitable and pleasing on wearer and in appearance	6	3	4	3	4	3	average
SUB-TOTAL	**30**	**10**	**11**	**9**	**11**	**9**	**average**
GRAND TOTAL	**100**	**64**	**66**	**58**	**62.5**	**52**	**AVERAGE**

The seamstresses selected for the scores in Tables 14 were as follows:

A. - Certificate `A'-Post Secondary teacher with no professional training in sewing except for what she learnt from the formal school curriculum.

B - Professionally trained in a vocational institution.

C - `O' Level Certificate in addition to apprenticeship.

D - Middle School Certificate in addition to apprenticeship.

E - Primary Six in addition to apprenticeship. The results are discussed in Chapter Five.

4.13.0 Skills Assessment of Apprentices and Evaluation

4.13.1 Final Examinations

At the end of the apprenticeship period, all had to sit for and pass a final practical examinations, in order to be freed. Candidates either sat for the Ghana National Tailors and Dressmakers' Association *(GNTDA)* examination or they were examined privately by their seamstresses who were not members of the Ghana National Dressmakers' Association.

Seventy-four percent of the seamstresses in this study had registered with the GNTDA They therefore presented their final year candidates for the final trade examinations after they had passed a mock examination conducted by them. This enabled the seamstresses to ensure that each candidate presented was confident enough to pass the final examinations. Those seamstresses who were not members of the GNTDA conducted their own private examinations at their various workshops.

Each candidate sitting for the GNTDA examinations paid a non-refundable examinations fee of six thousand cedis in 1994. In addition, they had to purchase their own fabrics which was six metres of wax print and other sewing notions such as zippers, buttons, sewing thread as stipulated by the Examining Board. Seamstresses

who were not members of the GNTDA did not request examination fees from their final year candidates. However, such candidates also provided six metres of fabric and sewing notions for their final examinations.

4.14.0 End of Apprenticeship

4.14.1 Graduation

The graduation ceremony for the Ghana National Tailors' and Dressmakers' Association was attended by the guarantors, other relations and friends of both apprentices and seamstresses. The presentation of certificates followed a fashion parade, during which the graduates exhibited the garments they made for the final examinations. After the fashion show, the guest of honour gave the graduation speech and certificates were presented to outgoing apprentices. Thereafter, food and drinks were served amidst music and dancing. In contrast, seamstresses who did not join the National Tailors and Dressmakers' Association had no obligation to organize the ceremony.

Since completion of service occurred at different times and an average of two apprentices from a workshop completed their apprenticeship together, members of the National Tailors' and Dressmakers' Association planned joint ceremonies in their respective neighbourhoods to cater for more graduates.

4.14.2 Where Apprentices Would Like To Work After Graduation.

Sixty-two percent of the apprentices come to Accra to learn how to sew. Thirty-eight percent attended school in Accra. However, ninety-eight percent of the apprentices preferred to set up their own workshop in Accra after *'freeing'*, because higher sewing fees were charged in Accra than in the villages. One apprentice however said she would return to her home town (Bolgatanga) to establish there, because her husband

was waiting for her in Bolgatanga . All the apprentices planned for ultimate self employment after their training and service. Their reason was that, working for a seamstress who pays for ones daily production according to her whims and fancies was unsatisfactory.

Apprentices were asked whether they were aware of the already large number of seamstresses operating within Accra, and if they were sure they could compete favourably with their mistresses who were well established. All the apprentices said they were aware of the competition in Accra, but they were optimistic of getting their level of customers and that it would still be better than in the villages.

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS

5.1 Age of Respondents

The majority of the seamstresses and apprentices were within similar age range *(19 - 29 years)*. The reason for this similarity might be for the fact that sewing is a strenuous task which adversely affects the eyes and the spine and also demands long hours of hand and eye coordination. This occupational hazard becomes more pronounced as one advances in age. One who sews as business therefore needs assistance to be able to cope with customers demands. Seamstresses being aware of the health problem would normally take on young women to assist them. It also implies that as the seamstresses advanced in age and expand, their establishment improves and they move on from wayside to better premises.

5.2 Educational Level of Respondents

Most of the seamstresses and apprentices were first cycle school leavers (80% seamstresses and 84% apprentices). It is apparent that teachers feel more at ease when the learner's mental age is below that of the teacher or at the same level. If an apprentice had higher level of education than the seamstress, she might not like to be with such a seamstress. On the other hand, if the seamstresse's educational level was too high, she might also find difficulty condescending to the level of the apprentices. The two seamstresses with university degrees contemplated terminating the training of apprentices and to rather employ skilled machinists to sew for them. Obviously the apprentices' level of understanding concepts was too low and they found it difficult to communicate concepts to them.

5.3 Professional Training of Seamstresses

Majority of the seamstresses (82%) trained through the apprenticeship system. This is not surprising because in Ghana, apprenticeship represents the bulk of training in many vocations or trades. Ninson (1991) stated that in 1989 the majority of informal sector employers (59,000 out of 60,000) were former apprentices. It was further noted that three of the seamstresses had no professional training. They built on the little knowledge they acquired in elementary and secondary schools in addition to self interest and motivation. This however, supports Reddock's (1969) statement that sewing is low skilled occupation which may not require any special training by the teachers. Personally I do not think sewing is a low skilled occupation. If properly done, it is the training that requires the use of ones' imagination and expression of creativity. Thus, a person needs to be highly intelligent in order to be a skillful seamstress.

5.4 Parents Educational Level

Cross tabulation of educational level of parents with that of the apprentices at 0.5 level of significance indicated a relationship in the educational level of the apprentices and their fathers educational level. This might be for the reason that, fathers who attained higher levels of education would normally get higher paid jobs and are able to pay their daughters school fees. Consequently, they would prefer to send their daughters to well established sewing schools than sending them to be apprentices. Fathers with low level of education were more likely to endorse their daughters going into apprenticeship. Such fathers are normally low income earners such as in petty trading, peasant farming, and other manual workers who are self employed (Adewale 1969). Even though the mothers educational level was lower than that of their daughters, that did not stop them from encouraging their daughters to learn to sew.

5.5 Establishing the Sewing Shop

The study revealed that the Seamstress did not solicit loans from the banks or on-banking financial organizations because the interest rates were high. Further more, the conditions of paying 25% of the cost of the project before one could benefit from the International Development Agency *(IDA)* loan for example was also high for the seamstresses. For instance, a seamstress might have to provide ¢75,000 cedis (in 1994) in order to secure a loan for which she had no collateral/security. The maximum cost of making a kiosk for a sewing shop in 1994 was ¢300,000.00. The respondents complained that they did not have the initial deposit which was ¢75,000. Therefore, they solicited financial assistance from their relatives to establish the sewing shops.

5.6 Choice of Trade

Sixty-eight percent of the apprentices reported that to train to be a seamstress and set up sewing business was less expensive than hairdressing and catering businesses. They argued that one could set up her sewing business conveniently even in her bedroom but such a venture would not be feasible for hairdressing or catering where one could not cater for commercial purposes in a bedroom. The rest 32% of the apprentices could not decide for themselves. Maybe they were brought up to be dependent on others, hence they lack the will to make decisions concerning their own future.

5.7 Choice of a Trainer

Good workmanship was an important factor in the choice of a trainer for thirty-six percent of the apprentices. Twelve percent of the mothers advised their daughters to be seamstresses. Such mothers might consider sewing as an important skill for marriage. May be this is why in many Ghanaian traditions, a sewing machine is included in the dowry. The rest were adviced by other relations. Regardless of the factors

that influenced the choice of a seamstress to understudy, the apprentice had to be introduced to the seamstress by a guarantor who is a responsible member of the apprentices' family. This is similar to the findings of Smutylo (1973) and Mclaughlin (1979).

5.8 Apprenticeship Fees

Apprenticeship fees were a source of income for the seamstresses. Fees were paid by installment which the seamstress did not refuse because the apprentices could not afford to pay the full fees instantly. The disadvantage in paying piece meal was that the apprentice might quit when she had acquired enough skills to sew independently before the training period is ended. The variations in apprenticeship fees among the workshops were justified by details of skills learnt. Naturally those seamstresses who invested in electric sewing machines to produce quality garments including wedding outfits would charge more than those who used hand or threadle machines.

5.9 Skill Learning Experience

Although skill training in the wayside sewing shop has been characterized as random and informal (Smutylo 1973, McLaughlin 1979 and Adewale 1979), the evidence from this study suggested that it is well organised. While no formal instructions were given nor any pre-conceived format followed, there was nonetheless an implicit order to the entire apprenticeship experience. In part, this order might have originated from the apprentices themselves with their realization that it was better for them to learn simple easier skills like tacking, hemming, sewing button-holes and fasteners and straight machine stitching before trying to learn difficult skills like designing and cutting out full-scale garments.

Skill perfection in any vocation depends more on the frequency of practice. Observing the seamstress would not make an apprentice acquire the skill. Hence the method of individual practice and peer teaching enabled apprentices to learn faster. The seamstresses commented that apprentices who learnt some needle work in the primary or junior secondary schools learnt faster than those who had never been to school or the ones with no previous sewing experience. Therefore some level of education was necessary to become an apprentice.

The findings for the structured observation indicated that apprentices spent 75% of daily workshop hours in learning how to sew. This represents about eight hours of sewing activity each day. In the first cycle schools and in the secondary schools only one hour and ten minutes per week is used for sewing lessons. This probably explains why students who graduate from these schools are not able to sew as professionals. They probably do not acquire enough skills at school. Therefore such students who want to sew as professionals may attach themselves to wayside seamstresses to acquire more skills.

The apprentices confirmed that they learnt sewing in their former schools but complained that there was too much theory and also that the teachers did not teach them how to design and sew garments. Instead they were taught to make stitch samples, table runners aprons and lap bags. Fianu and Hughes (1986) reported similar observations with secondary schools' Clothing and Textiles students. Therefore those who aspire to sew for a living must choose a good institution for practical training on-the-job.

5.10 Evaluation of Kaba and Slit Made By the Seamstresses

The aesthetic appearance of the garments sewn by the seamstresses were good however, critical examination of the details of workmanship revealed the following

shortcomings:

Seam Allowance: Side seam and zipper allowance on the garments were between 5-6 cm. instead of the maximum allowance of 2.5 cm.

Facing: Facing for buttons and buttonhole was too wide for the size of buttons used. They were four (4) times as wide as the diameter of the buttons used instead of a maximum of $2^1/_2$ times the diameter of the buttons.

Fabric Grainline: The main bodice and skirt were all cut on crosswise grain, though the fabrics were unnapped. Garments drape better when cut on length wise grain.

Fit of Garments: The garments did not fit well especially with the styles that had fitted waistlines. The darts did not taper at the end smoothly, thus giving a rather tight fitting on the bust line.

The level of skill competency of the seamstresses is a determinant factor in assessing the level of training of the apprentices.

5.11 Skill Assessment and Evaluation of Apprentices

It is obligatory on the part of the seamstress to make sure that the apprentice is competent and confident with the requisite sewing skills before she is allowed to leave the workshop and practice on her own. This was achieved through assignments and tests that the seamstresses gave the apprentices. The composite sequence of apprentice skill learning shows that apprentices were given practical assignments in hand and machine stitching from the first month of their training. At six months an apprentice was able to take body measurement of colleagues and was given her first test of sewing her personal uniform.

The skills taught were all part of routine sewing activities at the workshop. Thus the

serious and intelligent apprentice could perfect the skill wielded by her seamstress at the end of the two years training.

5.12 End of Apprenticeship

Although apprenticeship is an informal training system, it is regarded by the seamstresses and their apprentices as a professional training which deserved presentation of certificates representing skill competency. Going through examination successfully would give the apprentices the confidence to enter into the professional association of seamstresses and tailors. Furthermore graduation day is a proud moment in the life of every student. It is a day the graduand reflects on the period of hard work and therefore there is joy in achieving success. Hence the apprentices look forward to their graduation day by working diligently to pass their examinations.

5.13 Where Respondents Would Like To Work After Graduation

The majority of the apprentices came to Accra to learn sewing. They found that working in Accra would be more profitable than working in the rural areas. Ninety nine percent of the apprentices opted to set up their sewing shops in Accra. This result confirms the growing concern of the Government about the increased rural-urban migration. Ninson (1991) commented that elementary school leavers from rural areas are more inclined to settle in the urban environment as self employed workers.

CHAPTER SIX

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The purpose of this study was to investigate the teaching method used by the 'Wayside' seamstress, the background characteristics of the seamstresses and apprentices, formalities pertaining to entering into apprenticeship and graduation of apprentices among others. To this end, stratified sampling technique was used to select fifty seamstresses and fifty senior apprentices from Achimota, Dome, Legon and Madina neighbourhoods.

Instruments used for the collection of data were structured interview questionnaire, structured observation and garment evaluation. The questionnaire was used by the researcher to interview the two sets of respondents in Ghanaian languages and their responses were recorded. Frequency, percentage distribution and cross tabulation were used to analyse the data. The results showed that, young women with average age of 22 years were apprentices and the average age of the seamstresses was 29 years.

The seamstresses were better educated than the apprentices. The educational level of thirty four of the fifty apprentices was Middle School Leaving Certificate. Eight apprentices were Primary School Leavers. Three apprentices were Secondary School leavers while five apprentices did not attend any school. Thirty six of the fifty seamstresses had Middle School Leaving Certificate, six completed secondary school while two each completed Post-Secondary Teachers Training and University. Fourty one of the fifty seamstresses had their professional training through apprenticeship while six were professionally trained in formal vocational schools and three of the seamstresses had no professional training in sewing.

The seamstresses established their sewing business by soliciting financial assistance from their relatives. Because majority of the apprentices' parents were in low income self-employed occupations, they could not afford to pay for their daughters professional training in formal vocational schools and hence agreed to their training in the apprenticeship system where cost of training was lower. The null hypothesis was rejected for the fathers but accepted for the mothers at 0.5 level of significance *(Ref. Appendix VI)*. Each apprentice had to provide herself with a hand-sewing machine and other sewing notions required by the seamstress.

Decision to train as a seamstress was personally made by thirty four of the apprentices out of self interest. Parents and other close relatives made the decision for the remaining sixteen of the apprentices. A prospective apprentice was introduced to the seamstress by a guarantor who may be a parent or a relation of the apprentice.

Fees ranging from ¢20,000 to ¢120,000 were charged for the training in addition alcoholic and non-alcoholic drinks were also presented for customary rights.

The organisation of training could be described as informal. The training period averaging two and a half years involved learning on-the-job how to make simple to complex sewing processes such as simple hand stitching, machine stitching, then complex skills like taking body measurements and sewing a self-uniform during the first year of training. Garments made were mainly slit and kaba and the amount of fees paid depended on the type of skills to be acquired. Those who were taught the design and sewing of wedding gowns in addition to sewing slit and kaba, paid more fees.

No theoretical training was provided, rather training depended on the demand from customer sewing orders. The seamstress demonstrated the process while the apprentices observed and practised those skills. The apprentices also taught one another. Evaluation of workmanship of seamstresses in sewing slit and kaba revealed

that the seamstress with higher level of education scored higher in cutting fabric on grain and fit of garment than those with lower level of education. Similarly apprentices who learnt some sewing in formal school learnt faster than those apprentices without any formal education. This proves the fact that in the learning of any skill a good level of formal education is essential for better standard of performance.

At the end of apprenticeship, an examination was taken and certificates given to those successful.

All the apprentices aspired to establish their own workshops after their *'service'*. Forty nine of them said they would work in Accra where business is faster than in their respective hometowns. One apprentice preferred to return to her hometown for self-employment. This concurs with the Ghana Government's concern about majority of rural folks drifting to the urban areas in search of jobs, which most often are non-existent.

6.2 CONCLUSION

6.2 Conclusion

Apprenticeship is a form of skill acquisition in the context of on-the-job training. The apprentice in addition to learning how to sew, may run errands for the seamstress. Thus the relationship between the seamstress and the apprentice included two types of transactions. One being the provision of training services by the seamstress to the apprentice; the other being the provision of labour services by the apprentice for the seamstress. Thus the two facets of seamstress - apprentice relationship gave rise to components of financial and mutual relationships between the two.

An apprentice was introduced to a seamstresses by a guarantor who may be a parent or a relation. The fees paid by the apprentices for a two and a half years training varied

between the fifty workshops. The variations were justified by details of skills learnt. All the seamstresses taught the apprentices mainly how to sew slit and kaba for occasional and casual wear. Others, in addition, taught apprentices the sewing of wedding garments. Teaching in the workshop involved mostly observations and practise by hand and machine sewing. The seamstresses and their apprentices exhibited good level of creativity in designing slit and kaba. However, their workmanship in cutting fabric on grain for good drape, seam allowance and also the fit of the kabas were generally poor.

The type of training which an apprentice received depended on the skill the seamstress possessed. The apprentices learnt the skills in such a manner that they all possessed similar skills wielded by the seamstress. Thus after *'freeing'*, the apprentices may become replica of one another and of their seamstresses unless they develop their own uniqueness on the way to becoming self-employed seamstresses.

Furthermore, the method of transmission of skills applied in the apprenticeship system implied that the seamstress had produced her own competitors, so that lateral expansion of employment is inherent in the system.

6.3 Recommendation

From the foregoing summary and conclusion, it is recommended that:

i. The National Tailors and Dressmakers Association in consultation with the National Vocational Training Institute *(Apprentice Training Board)* should develop a common curriculum and textbooks for its members so as to regularise a syllabus for apprenticeship.

ii. Some amount of theory should be taught to explain the significance of fabric grain, fabric properties as well as elements and principles of design as applied

to garment design.

iii. Seam allowances:

a) Underarm and side-seam allowance are to be a maximum of 2.5cm.

b) Button and button-hole openings are to be two and a half times the diameter of the button.

c) Zipper seam allowance is to be a maximum of 2.5cm.

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APPENDIX I

APPRENTICESHIP SYSTEM OF WAYSIDE SEAMSTRESSES FROM SELECTED NEIGHBOURHOODS IN ACCRA.

QUESTIONNAIRE FOR APPRENTICE

This questionnaire has been designed purposely to solicit information on the above topic. The researcher would be grateful if you could answer the questions to the best of your knowledge.

1. **Age** *(Tick the appropriate column).*

   (1) 15 - 19 years. (2) 20 -24 years (3) 25 -29 years

   (4) 30 -34 years (5) 35 years and above.

2. **Educational Level**

   (1) Never been to school (5) SSS \ Vocational

   (2) Primary (6) Teacher Training\Post Sec.

   (3) Middle/JSS (7) Others-Specify

   (4) Commercial/Technical

3. Where did you attend school?

.....

Parents Education and Occupation

4. What is your Father's occupation?

.....

5. What is your mother's occupation?

.....

6. What is your father's educational background?

.....

7. What is your mother's Educational background?

.....

8. Why did you choose to learn how to sew?

.....

.....

.....

9. Why did you not go to a formal school to learn sewing e.g. vocational school?

.....

.....

.....

10. Are you related to your Madam? (i) Yes (ii) No

If yes, do you enjoy any special privileges from her?

.....

If you are not related to your Madam, why did you choose to learn sewing from her but not any other seamstress?

.....

.....

.....

11. How much do you pay for your training?

.....

12. Which sewing skills did your Madam teach you when you were a new comer in your first three months in the workshop?

.....

.....

.....

13. When did you learn how to cut-out and sew customers' dresses?

.....

14. Are you taught how to design and sew garments to fit different types of human shapes and sizes?

(e.g. element & principles of design, sketching shapes)

(i) Yes (ii) No

15. Does your Madam teach you individually or in group?

.....

16. Does she teach you everyday? (i) Yes (ii) No

17. Can you tell how many hours she spends teaching you each day?

.....

18. What other work do you do at the workshop in addition to learning how to sew?

.....

.....

19. For how long are you trained?

.....

.....

20. Are you able to sew confidently now without supervision by your madam?

(i) Yes (ii) No

21. Do you sit for any examination during the course of training?

.....

22. What would you do after your training when you are freed?

.....

.....

.....

APPENDIX II

APPRENTICESHIP SYSTEM OF WAYSIDE SEAMSTRESSES FROM SELECTED NEIGHBOURHOODS IN ACCRA

QUESTIONNAIRE FOR SEAMSTRESSES

This questionnaire has been designed purposely to solicit information on the above topic. The researcher would be grateful if you could answer the questions to the best of your knowledge.

1. Age: *(Tick the appropriate column).*

(1) 20 - 24 years (2) 25 -29 years

(3) 30 - 34 years. (4) 35 -39 years

(5) 40 years and above.

2. Educational Background

(i) No school (vi) Teachers Training Cert. 'A'

(ii) Primary School Post-Sec Cert. 'A'

(iii) Middle School Post-Sec. Cert. 'B'

(iv) Secondary School (vii) University

(v) Commercial/Technical (viii) Any other school

(ix.) Professional Training

3. Where did you learn to sew? .....

.....

4. What were the basic Equipment you used when you learnt to sew?

.....

.....

5. Funding:

5a. How did you raise the initial funds to establish your sewing shop?

.....

.....

6. Registration:

6a. Are you registered with the National Vocational Training Institute - *Apprentice Board (NVTI)*?

(1) Yes (2) No

6b. i) If yes, how did you get the awareness to register with NVTI?

.....

.....

ii) If no, why?

7. How long have you been working as a seamstress?

.....

8. Tax

8a. How much of tax do you pay a year?

i) Internal revenue Service.....

ii) Accra Metropolitan Authority.....

iii) Ghana Tailors and Dressmakers Association.....

9. How do you recruit your apprentices?

.....

10. What are your admission requirements?

.....

.....

11. How many apprentices do you have now.?

.....

.....

12. How long is the apprenticeship period?

.....

.....

13. How much do they pay for the training?

.....

.....

14. Do they pay immediately when admitted or after training?

.....

.....

15. What are your working hours?

.....

16. Which types of equipment/tools do apprentices require for their training?

.....

.....

17. Teaching Methods:

17a. Which methods do you employ in teaching?

(i) Theory with Practical

(ii) Practical Only

(iii) Other Specify

17b. Which skills do you teach first and why?

.....

.....

17c. Which other skills do you teach during the course of training?

.....

.....

18. Do you follow any prescribed syllabus?

(i) Yes (ii) No

If yes which kind

.....

If no, how do you determine your programme of work?

.....

19. Examination

19a. Do they sit for an examination during the course of training? If yes which type of examination ?

19b. If no, how do you assess their proficiency?

.....

.....

20. What happens at the end of the training period? Is there any special ceremony?

(i) Yes (ii) No

If yes, what is it?

.....

21. Do you encounter any problems from the apprentices?

(i) Yes (ii) No

If yes, specify the problems.

.....

APPENDIX III

A LETTER TO GHANA NATIONAL ASSOCIATION OF TAILORS AND DRESSMAKERS (GNTDA)

Patience Acquaah-Harrison
Home Science Department
Faculty of Agriculture
University of Ghana
Legon

May 26, 1994

The Secretary
Ghana National Association
of Tailors and Dressmakers (GNTDA)
Accra

Dear Sir,

REQUEST FOR ASSISTANCE - (M. PHIL THESIS)

I am a final year student at the University of Ghana. I am reading towards the Master of Philosophy degree in Home Science. My interest is in the *"Apprenticeship System of Seamstresses in Accra."* I am therefore carrying out a research work on some of the seamstresses who train apprentices.

I shall be very grateful if you could inform me about the functions of your Association and your role in ensuring proper training of Apprentices.

I am looking forward to your kind considerations.

Yours faithfully,

Patience Acquaah-Harrison

APPENDIX IVA

3 - HOUR OBSERVATION GUIDE

PROCEDURE: Visit the sewing shop indicated.

Sit in the shop for 3 hours and observe all sewing activities that go on between seamstress and apprentice and among apprentices.
Describe the teaching and learning activities in the appropriate column in the guide attached.

Give your concluding remarks e.g.. practical only or theory and practical lesson.
How much time did the respondents spend in some sewing activity? Indicate in the remarks column.

TIME	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY	REMARKS

APPENDIX IV(A)

3 - HOUR OBSERVATION GUIDE

PROCEDURE: Visit the sewing shop indicated. → "STEP BY STEP" — DOME
6 apprentices present.

Sit in the shop for 3 hours and observe all sewing activities that go on between seamstress and apprentice and among apprentices.
Describe the teaching and learning activities in the appropriate column in the guide attached.

Give your concluding remarks e.g.. practical only or theory and practical lesson.
How much time did the respondents spend in some sewing activity? Indicate in the remarks column.

3rd Nov. 1994

TIME	TEACHER'S ACTIVITY	LEARNER'S ACTIVITY	REMARKS
8.30 am.	Not yet arrived	Sweeping the shop. Four others went for the sewing machines	By 2 junior apprentices arranging work tables.
8.50 am.	Seamstress arrived called them to Worship	Singing and Praying	All involved
9.15 am.	Worship ends. Seamstress asked for the previous day's sewings from the Senior apprentice.	Senior apprentice pulled out a chopbox and removed the sewings. She asked to iron them & to hang them for collection by customers later.	
9.25 am	She welcomed a customer. She gave the customer an album to look through	2 junior apprentices ironing the kabas to slits.	A customer came in carrying 2 pieces of cloths to sew kabas t/slit
9.40	She called the senior appr. to take the customer's measurement.	Senior appr. talked to customer while taking her measurement	The other apprentices watched senior apprentice take measurement
10 am.	Seamstress brought out two batik fabrics, asked one junior appr. to iron them. She called all apprentices to her cutting table for them to watch her cut the styles for sewing	Apprentice went to iron batiks. The apprentices observed the cutting out.	Customer left the clothes. The cutting took about 40mins. She did not explain any processes

10.45 Cutting over & she marked position of darts & gave them out to 2 seniors to start stitching them

APPENDIX IVB

DEMONSTRATION - LAYING OUT AND CUTTING OUT

APPENDIX V

DESIGNED KABA USING CEMENT PAPER

Apprentices first use cement paper to learn how to design Kaba styles.

APPENDIX VI

CALCULATION OF CHI-SQUARE

Using Statistical Table Six, the Chi-Square Calculation is as follows:

The estimated expected level of Education is $eij = \frac{RiCj}{n}$

Where eij = Estimated expected counts for the cell in row i and column j

Ri = Row total corresponding to row e i

Cj = Column total corresponding to column j

n = Sample Size

no School	1st	2nd	Tertiary	not applicable
$\frac{5}{50}$ (9)	$\frac{5}{50}$ (28)	$\frac{5}{50}$(6)	$\frac{5}{50}$ (3)	$\frac{5}{50}$ (4)
$\frac{42}{50}$ (9)	$\frac{42}{50}$ (28)	$\frac{42}{50}$ (6)	$\frac{42}{50}$ (3)	$\frac{42}{50}$ (4)
$\frac{3}{50}$ (9)	$\frac{3}{50}$ (28)	$\frac{3}{50}$ (6)	$\frac{3}{50}$ (3)	$\frac{3}{50}$ (4)

eij =	0.9	2.9	0.6	0.3	0.4
	7.56	23.52	5.04	2.52	3.36
	0.54	16.8	0.36	0.18	0.24

The chi-Square test statistic is calculated by the formula $\frac{(Oi - eij)^2}{eij}$

Where Oi is the observed cell count

$X^2 = \frac{(O_{11} - O_{11})^2}{e\ 11} + \frac{(O_{ii} - e_{12})^2}{e\ 12} + \frac{(O_{11} - e_{ii})^2}{e\ 11}$

for father

$= \frac{(2 - 0.9)^2}{0.9} + \frac{(1 - 2.9)^2}{2.9} + \frac{(1-0.6)^2}{0.6} + \frac{(0-0.3)^2}{0.3}$

$+ \frac{(1-0.4)^2}{0.4} + \frac{(7-7.56)^2}{7.56} + \frac{(26-23.52)^2}{23.52}$

$$+ \frac{(5-5.04)^2}{5.04} + \frac{(1-2.52)^2}{2.52} + \frac{(3-3.36)^2}{3.36}$$

$$+ \frac{(0-0.5.04)^2}{0.54} + \frac{(1.16.8)^2}{16.8} + \frac{(0-0.36)^2}{0.36}$$

$$+ \frac{(2-0.18)^2}{0.18} + \frac{(0-0.24)^2}{0.24}$$

$$= 1.344 + 1.245 + 0.267 + 0.3 + 0.9 + 0.0415$$
$$+ 0.261 + 0.0003 + 0.917 + 0.03857$$
$$+ 0.54 + 15.735 + 36 + 18.4022 + 0.24 =$$

$$+ 054 + 15.735 + 36 + 18.4022 + 024$$
$$= 40.5915$$

Father $X^2 C > X^2 t \quad X^2 0.05 = 15.5073$

X^2 for Mother

5/50 (25)	5/50 (19)	5/50 (6)
42/50 (25)	42/50 (19)	42/50 (6)
(3/5/) (25)	3/50 (19)	42/50 (6)
2.5	1.9	0.6
2.1	15.96	5.04
1.5	1.14	0.36

$$\frac{(3-2.5)^2}{2.5} + \frac{(1-1-9)^2}{} + \frac{(1-0.6)^2}{}$$

$$\frac{(22-21)^2}{21} + \frac{(16-15.96)^2}{15.96} + \frac{(4-5.04)^2}{5.04}$$

$$\frac{(0-1.5)^2}{1.5} + \frac{(2-1.14)^2}{1.14} + \frac{(2-0.36)^2}{0.36}$$

$$0.1 + 0.4263 + 0.2667$$
$$+ 0.04762 + 0.0001 + 0.2146$$
$$+ 1.5 + 0.6488 + 4.5556$$

$X^2C = 7.7593$

DF = (r -1) (C-1) = (3-1) (3-1) =4

X^2 0.05 = 9.48773

Mother

$X^2C < X^2t.$

APPENDIX VII

COST OF EQUIPMENT REQUIRED FOR APPRENTICESHIP IN 1994

EQUIPMENT	NO. REQUIRED	PRICE
Hand Sewing Machine	1	¢45,000.00
Cutting Out Shears	1	¢ 8,500.00
Paper Cutting Scissors	1	¢ 3,500.00
Tape Measure	1	¢ 250.00
Dressmakers Pins	4 Boxes	¢ 1,000.00
Machine Needles	4 Packets	¢ 450.00
Hand Sewing Needle	4 Packets	¢ 200.00
Tailors Chalk	1 Packet	¢ 500.00
Sewing Thread	6	¢ 720.00
6 Yards Polyester-Cotton		¢ 9,000.00
TOTAL		**¢69,000.00**