Contemporary Issues about the Industrial Practical Skills Program in Ghana, Opinion of the Stakeholders: A Study of the Faculty of Creative Arts and Technology- Kumasi Polytechnic

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Abstract
Training or education devoid of the requisite practical skills is not enough if professionals should function effectively in their work environments; hence the rationale for Industrial Practical Skills program instituted at the higher educational levels all over the globe. Effective program organization will enhance the benefits and satisfaction of the beneficiaries. Against this backdrop this study set out to verify how effective the IPS program at Kumasi Polytechnic (Faculty of Creative Art and Technology) was. In so doing the study applied case study with mixed method approach. 103 respondents were sampled through purposive sampling. The result indicates that only 51.8% viewed the pre-program activities as being effective with 43.2% holding the contrary position and the rest being "neutral". 66% "agreed" that the actual practicum activities were effective, 18.3% "disagreed" with 16.53% "uncertain". Notwithstanding that, they were generally not pleased with the post program aspect. On the average about 47.56% found the program activities to be easy, 30% challenged, with the rest holding the middle position. Approximately 59% of the attachés benefitted from the program to a "great" extent, nearly 26% "moderate" extent whilst the remaining benefitted to either "small" or "no" extent. On the whole whereas close to 61% were satisfied with the program, 25% were neither "satisfied" nor "dissatisfied" and with the rest not "satisfied" This means that much needs to be done concerning every aspect of the program in order to realize a successful program outcome capable of increasing satisfaction levels.
Keywords: Industrial practical skills, effective program, challenges, stakeholder satisfaction, program success

1. Introduction and Rationale

Institutions of higher learning are always seeking for ways to ensure that students apply their acquired knowledge to practice; in this way they learn by doing (Clements, 2010**).** Learning is therefore seen as a two-way process whereby practical experience gained during internship can complement studies undertaken earlier in the universities (Little, 2004). Undoubtedly, creating opportunities for students in meaningful learning environments in which integrated and performance-oriented capabilities can be developed for handling professional core problems in practice is critical (Biemans, Wesselink, Gulikers, Schaafsma, Verstegen, & Mulder, 2009), as also is improving connectivity between school based learning and learning in the workplace also crucial (Wesselink et al., 2010).

Essentially Polytechnic tertiary education and learning is to run career-centered and more practically oriented programs. Polytechnic education in Ghana received tertiary recognition in the early 1990s as a result of the reforms of the 1980s to produce middle level managers and engineers to provide strategic leadership skilled personnel to both public and private sectors of the national economy. Basically, the reform was motivated by the fact that, Ghana was in need of skilled and educated entrepreneurs, managers and leaders to feed into the development strategy of the country (Governments White Paper 1991). Hence, Polytechnics in Ghana, offer training programs which inculcates and develops in students high knowledge and technical skills for middle-level human capital with productive and employable skills, attitudes, and competencies required in industry and the world of work (GoG, 1992; Kwami, 2001; Amankwah, 2011).

Training or education without practical skills is insufficient for Kumasi Polytechnic students to effectively discharge their duties in any work environment. Barbeau and Stull (1990) stated that "there are aspects of every profession that cannot be learned in the classroom, but must be learned where the profession is practiced…" Hence the introduction of the industrial practical experience.

Kumasi Polytechnic is located in the capital city of the Ashanti Region of Ghana (Kumasi) and among the ten Polytechnics in Ghana. It was established in 1954 as then Kumasi Technical Institute and became a Polytechnic on October, 30th 1963. It was later upgraded to a tertiary institute following the enactment of the Polytechnic Law 1992, (PNDC Law 321). Prior to the inception of the law, it ran Technician and Diploma programs and few professional courses. Presently it has 23 departments under 9 faculties and 1 school offering

full time and part-time programs at tertiary and non-tertiary levels.

The industrial attachment program which is based on experiential learning approach has been perceived by stakeholders as a catalyst to human resource development in Ghanaian public polytechnics. It also serves as a perfect cross over from the classroom to the world of work by developing students' job related skills, and enhancing job placement opportunities, as well as developing the problem solving, communication and human relations skills of students (Ayarkwa, Adinyira, & Osei-Asibey, 2012; Adjei, 2013).

Various studies have shown that there are a lot of benefits obtained from industrial attachment programs with much cooperation between the host organization and the institution involved. These include a belief in one's self and the ability to interact with others (Gillin *et al.,* 1984; Wilson, 1974), acquisition of practical knowledge (Williams *et al.,* 1993), and gaining of enough experience that would assist in getting employment (Clark, 1994; Sharma *et al.,* 1995).

A study conducted by Howard, Simpson & Agbeyewornu (2014) on the impact of the Industrial Practical Skills program (IPSP) on fashion students in both Accra and Kumasi Polytechnics revealed very important issues such as that; over two-thirds of the employers preferred employing potential employees with prior experience of industrial training and therefore majority 64.1% of the past students who had benefitted from the program were employed based on their prior experiences. None the less, respondents faced difficulties and challenges such as (63.3%) placement, (37.4%) finances, (30.53%) accommodation, (20.61%) relating to disrespect from workers at the industry (6.1%), less attention from the workers and employers and other challenges recorded (5.34%) (Howard et al, 2014). Based on these findings, Howard et al., (2014) recommended among others that:

- Special fund contributed by the government, industries and NGO's who may be direct beneficiaries of the program must be set aside to finance the program.
- There should be better collaboration between the training institutions and the industries. The curriculum of the training institutions should be prepared in consultation with the industries.
- The LO's in the training institutions should be up and doing in search for well-equipped industries where the trainees can get maximum exposure to practical work.
- Institutions must send students to industries for industrial exposure;
- If possible trainees on the program should be given a percentage of the minimum wage so as to support their expenses.
- Certificates should be issued to trainees at the end of the training program which will be a prerequisite for their future employment;
- The government should not pay only lip service to the essence of the program but help as many industries as possible with the requisite equipment fit for sharpening the skills of the attachés.
- The duration of the program must be increased to maximize benefits
- There must be more cogent linkages between the training institutions and the industries whereby the industries as stakeholders will adopt some training institutions for training of their products. On the other hand, the training institutions can also support industries in research work and also provide them with sounder principles essential for their growth. On this score, government should support the growth of training institutions and industries through pragmatic support systems for their joint activities.
- The Institutions should organize a post Industrial Training Program (ITP) seminars for their students to share their work experiences and give feedback on their attachment.

This paper seeks to make contribution to the existing literature on the matter concerning the organizational issues of the industrial practical skills program and how best they can be improved. The rest of the paper dealt with the literature review, methodology, results and discussion in addition to conclusions drawn.

1.2   Definition of Terms
Industry Respondents in this paper refers to the Industry Supervisors, Managers / Masters whilst Assessors stands for Polytechnic Supervisors and Academic Supervisors.

1.3   Objectives of the Study
- To explore the effectiveness of the implementation of the current Industrial Practical Skills Program in the Faculty of Creative Arts and Technology.
- To determine the challenges inherent in the program delivery
- To establish the degree of satisfaction of the stakeholders and
- To determine the program success

1.4.   Research Questions
- How effective is the implementation of the current Industrial Practical Skills Program in the faculty of

Creative Arts and Technology?
- What are the challenges facing the stakeholders and the program itself inherently?
- How satisfied are stakeholders with the program?
- How successful is the program in meeting the set objectives and goals?

2.1 Program Implementation in some Universities in East Africa and in Kumasi Polytechnic
Prior to the commencement of the program the Coordinator convenes a meeting to allocate practicum supervision responsibilities. The Coordinator meets with the university supervisors during which the modalities of supervision are discussed and the supervisors are given the requisite documents including attachment guide booklet and the assessment form. A month to the start of industrial attachment, the Coordinator convenes a meeting with the students at which the students are briefed on the requirements, expectations and procedures of the industrial attachment exercise. After informing the Attachment Coordinator of the assurances of the availability of vacancies from the eligible industries, the students are given the required materials and resources for the beginning of the program (Procedures for Supervision of Industrial Attachment 2016; Attachment Guidelines, Massai Mara University; Students Attachment Logbook- Bachelor, 2015). In the course of the program, the students report at the organization where internship will be undertaken, agree on and draw up a work plan for the period with industry based supervisors (Attachment Guidelines, Massai Mara University). As the program progresses the students are expected to report to the institutions/organizations during the normal working days of the week where they are assigned duties by the institutions' supervisors. During this period the students write daily report in the logbook in respect of the tasks undertaken (Procedures for Supervision of Industrial Attachment, 2016). Others also write both daily and a summary of weekly reports and are sent to the industry based supervisors for assessment of content and progress showing the task carried out and the skills acquired in a particular day (Students Attachment Logbook-Bachelor, 2015; Attachment Guidelines, Massai Mara University). The University Supervisors inspect the log book when they visit students to ensure that proper training is being dispensed to the students and their comments are recorded (Procedures for Supervision of Industrial Attachment 2016; Students Attachment Logbook -Bachelor 2015; Attachment Guidelines, Massai Mara University). The University Supervisors visit the organizations once or twice. During the visit, University Supervisors discuss with the students with respect to their experience and progress, advise them on how to address challenges they may be facing, discuss with Industry Supervisors on the progress of the students, and provide Industry Supervisors with Internship Assessment Form. The students are expected to contact the School possibly through the University Supervisors as regards any critical matter during the internship period. (Attachment Guidelines, Massai Mara University). A day to the commencement of the supervision exercise, the university supervisors, book appointments with the institution's supervisors to visit the student attachés. On obtaining permission, the supervisors conduct a brief pre-observation session with the students before the working/ attachment section. The supervisor conducts the practicum supervision relative to the attachment assessment guidelines. Upon completion of the practicum, the students are provided with clearance letters from their places of practicum (Procedures for Supervision of Industrial Attachment, 2016). The supervisor is required to evaluate the student in collaboration with the industry based supervisor (Attachment Guidelines, Massai Mara University). Getting to the completion of the program, the industry based supervisors conduct confidential overall assessment as required and are sent to the University. The student also submit a report of work done during the period indicating the organizational structure of the organization where they were attached, the skills acquired, challenges faced, recommendations for improvement of the program and the like to the Attachment Coordinator at the end of the period (Students Attachment Logbook -Bachelor, 2015). Table 1 exhibits the criteria of assessment employed for scoring attaches in the stated Universities.

Table 1: Assessment Procedure for Attachés of two Institutions in East Africa

	Massai Mara University	Amoud University
Assessment components	Marks	Marks
Industry Supervisors' Assessment	20	30
University Supervisors' Assessment	10	30
Students' Logbook presentation	20	10
Final internship report	50	30
Total	**100**	**100**

(Attachment Guidelines, Massai Mara University; Students Attachment Logbook- Bachelor, 2015)
In the Kumasi Polytechnic, Department of Fashion Design and Textile Studies -Faculty of Creative Art and Technology, the program is organized annually for HND first and second year students. The students are sent to both private firms and public institutions all over the country for the IPSP. A student's supervisor is appointed to coordinate all industrial activities of the department with the support of the Industrial Liaison Officer (ILO). Lecturers from the department embark on follow-up exercises to supervise the attachés twice during the practical

training program. Students undergo at least up to 6 months scoring Industrial Practical Experience (IPE) after which they write and submit reports on their experience for assessment. Each year, industrial training is organized for the students at the Presidential Special Initiative (PSI) on Garments in Accra and the Ghana Textile Production (GTP) in Tema for practical skills on the use of industrial machines and also Bonwire Kente village near Kumasi for the observation of indigenous Kente weaving. Additionally, educative visits are also made within and outside Accra for the various classes during the semester to enhance the practical and research base skill of the students (Reviewed curriculum, 2009: Rectors report to congregation, 2009/10; Addo, 2010). Apart from the submission of their reports on IPE for assessment, they are also required to work on projects on Pattern Technology, Garment Technology, CAD and Illustration and Textiles Design among others. Projects are submitted after 4 months of the program and each attracts 3 credit hours. Attachés on submitting their projects also defend them before panel of lecturers. Assessment covers areas such as attendance and punctuality, performance on the job, attitude to work, resourceful and initiative, leadership drive and co-operation. Others are safety consciousness, ability to complete work on schedule, adherence to rules and regulations of the organization and finally temperament. Each area of assessment carries a minimum mark of 2 (weak) and a maximum of 10 (outstanding).

2.2 Assessment

Industrial attachment supervision and assessment should be competence-based, since their misalignment can negatively affect learning outcomes (Gulikers et al., 2008). Students need to be assessed so as to know whether they have sufficiently achieved the required competences, also called summative assessments or "assessment of learning" (Biemans et al., 2009). Authentic assessment of students on industrial attachment only takes place where the student is attached at credible organizations and is exposed practically to the broad categories of the specific field of study. The use of portfolio and logbook remains an underutilized approach and yet is one such popular technique of alternative assessment which is not being used in the training program (Chiyemba et al., 2012). According to Gulikers et al. (2008), more emphasis is placed on competence-based assessment being formative in nature. Assessment should promote transparency and openness. According to Glasser as cited in Ornstein and Hunkins (1998), the assessment employed should be such that the processes and products of learning are closely visible to the assessor. This allows for a fair treatment of the assessment. It is important to give the individual student the opportunities to judge their own achievement as active participant in the assessment process by involving them in the feedback loop. The problems of assessing and grading industrial training performance are notorious due to disparate degrees of supervision, experience offered, and cooperation by the hosts, and problems of access for teaching staff. The solution is that the assessment used should not be another theoretic essay divorced from the reality of the training place. It may be in the form of analytical report by the host. This involves the students in describing the activities that they are involved in on a day-to-day basis with the host. They should discuss the significance of the activities done or seen with regard to the purpose, relevance and actual practice in relation to the overall aims and objectives of the host organization and parent institutions. The emphasis is on the significant activities (Beard, 1995). Successful assessment relies on careful briefing and preparation of students prior to industrial training and close liaison between the industrial training coordinator, employer and student during the training period (Huntington, 1999).

3. Methodology

This study's primary data was collected from self-administered questionnaire administered by the researchers at the Kumasi Polytechnic campus. The study was conducted in May, 2016 and data was gathered on variables relating to the implementation success of the IPSP organized by the faculty of Creative Arts and Technology in Kumasi Polytechnic.

A sample of 103 respondents made up of Students Attaches, Assessors, Industries and Industrial Liaison Officer was purposively sampled and the response rate was about 98%. A mixed-method approach such as questionnaire, personal interviews and observation were adopted to gather data (resourcecentre.foodrisc.org.). The areas covered by the questionnaire included;
(1) Bio data /Personal records (e.g. gender, age, educational level, rank / position, administrative status, number of years with present institution, and frequency of program attendance)
(2) Pre- placement issues (e.g. Orientation for stakeholders, availability of list of industries, obtaining placement,)
(3) Effective practicum (e.g. program plan for attaches, training resources, attaches attitude, supervision and monitoring, assessment, incentives/allowances, report writing, conflict resolution strategies,)
(4) Effective post-program issues (e.g. certification, experience and knowledge sharing,)
(5) Benefits of the program to students
(6) Challenges of the program to stakeholders (e.g. financial, time constraints, accommodation, pre-placement issues, access to training resources, report writing, supervision and monitoring) and
(7) Satisfaction of the stakeholders with the program (e.g. pre-placement activities, assessment procedures,

supervision and monitoring, grievances and conflict resolution strategies, training relevance).

Data was gathered through appropriate Likert scales. For instance, a five point Likert scale ranging from "strongly disagree" to "strongly agree" was employed to gather data in respect of respondents' view about the pre-placement and actual practicum activities whereas a three point scale ranging from "Yes to No" was also used for the post-program activities. "Very difficult" to "very easy" was also adopted when collecting data regarding the challenges of the program whilst "very dissatisfied" to "very satisfied" helped in the collection of data in relation to the opinion of the stakeholders concerning program satisfaction (Osuala, 1993; Cohen, Manion, and Morrison, 2007). Apart from the questionnaire, unstructured interviews including observation (Depoy and Gitlin, 1998) were used to generate data from some of the students who had finished their six months mandatory industrial practical skills program and from some assessors from the faculty. For data credibility, participants were made aware of the rationale for the study and were assured of the utmost anonymity and confidentiality required (Frankael and Wallen, 2003). SPSS windows (version 16.0) and Excel 2013 were used to generate the data set and charts. Data generated was analyzed with the use of descriptive statistics.

4. Results and Discussions

Table 2: **Demographic Characteristics of the Respondents**

| Variable | Assessors | Percentage Level of Respondents | | | | Total |
		Third Years	Past Students	Industry	ILO	
Gender						
Male	11 (78.5%)	18(28.1%)	-	6(30%)	-	35(34%)
Female	3 (21.4%)	45(65.6%)	4(100%)	14(70%)	1(100%)	68 (66%)
Total	*14(100%)*	*63(100%)*	*4(100%)*	*20(100%)*	*1 (100%)*	*103 (100%)*
Age bracket						
≤20	-	5(7.8%)	-	-	-	5(4.96%)
21-30	1 (7.1%)	57(89.1%)	4(100%)	4(22.2%)	-	66(65.35%)
31-40	5(35.7%)	2(3.1%)	-	8(44.4%)	1(100%)	16(15.84%)
41-50	4(28.6%)	-	-	4(22.2%)	-	8(7.92%)
51≥	4(28.6%)	-	-	2(11.1%)	-	6(5.94%)
Total	*14(100%)*	*64(100%)*	*4(100%)*	*18(100%)*	*1(100%)*	*101 (100%)*
Educational level						
Elementary/JHS	-	-	-	6(30%)		6(15.38%)
Sec. /Tech./ Voc	-	-	-	2(10%)		2(5.13%)
HND / Advance	1(7.14%)	-	4(100%)	8(40%)		13(33.33%)
Bachelor	1(7.14%)	-	-	2(10%)		3(7.69%)
Masters	10(71.43%)	-	-	-	1(100%)	11(28.21%)
Doctorate	2(14.29%)	-	-	-		2(5.13%)
Non-formal	-	-	-	2(10%)		2(5.13%)
Total	*14(100%)*	*-*	*4(100%)*	*20(100%)*	*1(100%)*	*39(100%)*
Rank /Position						
Tech. Instructor	1(7.1%)	-	-	-	-	1 (2.86%)
Lecturer	5 (35.7%)	-	-	-	-	5 (14.29%)
Senior lecturer	5 (35.7%)	-	-	-	-	5 (14.29%)
Manager				17(80%)		17 (48.57%)
Master	3(21.4%)	-	-	3 (20%)	1(100%)	7 (20.00%)
Total	*14(100%)*	*-*	*-*	*20(100%)*	*1(100%)*	*35 (100%)*
Admin Responsibility						
Assist. Dean	1(7.7%)	-	-	-	-	1(7.14%)
Program. Coordinator	5(38.5%)	-	-	-	-	5 (35.71%)
Others	7(53.8%)	-	-	-	1(100%)	8(57.14%)
Total	*13(100%)*	*-*	*-*	*-*	*1(100%)*	*14 (100%)*
Years with Present Inst.						
≤ 1yr	-	-	-	2(10%)	-	2 (5.71%)
1-5yrs	5(35.7%)	-	-	12(60%)	-	17(48.57%)
6-10yrs	8(57.1%)	-	-	2(10%)	1(100%)	11(31.43%)
11-15yrs	1(7.1%)	-	-	4(20%)	-	5 (14.29%)
Total	*14(100%)*	*-*	*-*	*20(100%)*	*1(100%)*	*35 (100%)*
Frequency of the Prog Attendance /supervision						
Seldom	6(42.9%0	-	-	2(10%)	-	8 (7.84%)
Always	8(57.150	-	-	18(90%)	-	26 (25.49%)
Never	-	1(1.6%)	-	-	-	1 (0.98%)
Once	-	11(17.2	-	-	-	11(10.78%)
Twice	-	44(64.1%)	4(100%)	-	-	48 (47.06%)
Thrice	-	8(12.5%)	-	-	-	8 (7.84%)
Total	*14(100%)*	*65(100%)*	*4(100%)*	*20(100%)*	*-*	*102(100%)*

There was the need to find out the implementation success of the IPSP organized in Kumasi Polytechnic by the faculty of Creative Arts and Technology after the 2014 study of both Accra and Kumasi Polytechnics as regards the programs impact. In so doing key areas such as demographic characteristics of the respondents (Table 2), opinion of respondents about the pre-program activities (Table 3a, 3b and 3c), opinion on the issues concerning the practicum (Tables 4a, 4b and 4c), opinion about post- program activities (Tables 5a, 5b, and 5c), opinion about the challenges of the program (Tables 6a, 6b, 6c, 6d and 6e), benefits of the program to the students (Table 7) and satisfaction of the respondents in respect of the program components (Tables 8a, 8b and 8c) were covered. Means of attaches accommodation during the program (Figure 1), attaches areas of placement (Figure 2) and attaches ranking of the program delivery (Figure 3) were dealt with as well.

The results in Table 2 shows a total of 103 respondents participating in the study made up of 34% males and 66% females. 65.04% of the respondents were students, 19.42% being Managers/ Masters (Industry Respondents), 13.59% Assessors (Polytechnic-Based Supervisors) and only 0.97% from the Liaison Office (LO). The majority of them (65.35%) had ages ranging between 21 and 30 years whilst only a few (4.96%) of them were 20 years and less. Their educational levels ranged from Elementary/ Junior High School (JHS) to Doctorate. 85.71% of the Assessors have Master degree or higher. The highest qualification among the Industry respondents was Bachelor degree followed by HND/Advance certificate, Secondary/Technical/Vocational education and then Elementary or JHS. All the Student respondents were in HND III except four past students who were pursuing their national service. Most of the respondents (48.57%) have had 1-5 years' experience with the IPSP followed by 6-10 years (31.43%) and then 11-15 years (14.29%) with a few (5.71%) being less than 1 year. The Assessors have either seldom or always participated in the program. Over 80% of the students have completed their two time mandatory IPSP with the rest either never or have participated only once.

Research Question 1
How effective is the implementation of the current Industrial Practical Skills Program in the faculty of Creative Arts and Technology?
In answers to that we studied the pre-placement, actual practicum and post-placement issues.

4.1 Pre-placement Issues
Effective prior preparation and initiating of would-be-attachés into the IPSP was very paramount to the study since it would have effect on the program and thereafter. Thus indicators such as, whether or not there was an orientation for stakeholders, teaching of report writing, availability of a list of centers from which students could make their choices, whether the Polytechnic finds students placement, and whether long distance placements are accepted by the faculty among others were very vital to the study. Opinions of the categories of respondents regarding the pre-placement issues are shown in tables 3a, 3b and 3c. Table 3a shows Attaches' opinions on the pre-program issues. The results indicate that over 70% of the sample either "agreed" or "strongly agreed" that there was an orientation program that sensitized them on the requirements, expectations and procedures of the IPSP whereas 19.4% either "disagreed" or "strongly disagreed" with the rest remaining "neutral". Over 70% of the respondents either "disagreed" or "strongly disagreed" that it took them a longer period before securing placement as against 30.1% who either "agreed" or "strongly agreed" to that, with only a few 1.6% sitting on the fence. More than 3 out of 5 respondents (60.4%) either "agreed" or "strongly agreed" that the Polytechnic found them placements whilst 36.5% either "disagreed" or "strongly disagreed". Close to 83% either "disagreed" or "strongly disagreed" that they paid some money before securing placement. However only 10% either "agreed" or "strongly agreed" with less than 5% being "neutral".

Table 3a: Result on Attachés' Opinion about the Pre-program Issues

Pre Experience Issues	% Level of Agreement							
	SD	D	N	A	SA	Total	Mean	SD
Orientation	9.7	9.7	8.1	51.6	21.0	100	3.65	1.202
Long period of finding placement	34.4	35.9	1.6	17.2	10.9	100	2.34	1.394
The Polytechnic found me placement	19.0	17.5	3.2	42.9	17.5	100	3.22	1.431
I paid money before placement	63.5	19.0	6.3	3.2	7.9	100	1.73	1.221
Total Average	31.7	20.5	4.8	28.7	14.3	100	2.735	1.312

Legend: SD (strongly disagree); D (disagree); N (neither disagree nor agree); A (agree); SA (strongly agree)

Table 3b: Assessors' View about Pre-program Issues

Pre Experience Issues	% Degree of Agreement							
	SD	D	N	A	SA	Total	Mean	SD
Orientation is organized for eligible students	-	14.3	-	42.9	42.9	100	4.14	1.027
Students are taught report writing	7.1	7.1	21.4	42.9	21.4	100	3.64	1.151
Centers list are given to eligible student for their choice	-	-	-	57.1	42.9	100	4.43	0.514
Polytechnic find students placement	7.1	14.3	21.4	35.7	21.4	100	3.50	1.225
Long distant centers are unacceptable	14.3	21.4	-	64.3	-	100	3.14	1.231
Long period before placement	7.1	50.4	-	21.4	21.4	100	3.00	1.414
Some students pay money before placement is secured	21.4	-	-	78.6	-	100	3.36	1.277
Total Average	**8.1**	**15.4**	**6.1**	**49.0**	**21.4**	**100**	**3.60**	**1.12**

Legend: SD (strongly disagree); D (disagree); N (neither disagree nor agree); A (agree); SA (strongly agree)

From Table 3b representing the views of the assessors /lecturers, over 85% "agreed" or "strongly agreed" that there was an orientation for would-be attaches prior to the commencement of the program whereas only 14.3% "disagreed". While majority (64.3%) of the sample "agreed" or "strongly agreed" that would-be attaches are taught how to write attachment report during the pre-placement period a few (14.2%) either "disagreed" or "strongly disagreed" with the rest taking no side. The respondents unanimously "agreed" or "strongly agreed" that a list of eligible attachment centers are made available to would- be student attaches from which they are expected to make their choices. Whereas 57.1% "agreed" or "strongly agreed" that the faculty in conjunction with the Liaison Office (LO) find places for the would-be attaches, 21.4% indicated their "disagreement" or "strong disagreement" to the assertion with the rest remaining "neutral". The table further indicates that more than 60% (64.3%) opined that long distance placement is unacceptable to the faculty as against the rest who hold an opposite view. More so, as 57.5% "disagreed" or "strongly disagreed" that it takes students a longer period before being placed, the rest "agreed". About 8 out of 10 of the respondents "agreed" or "strongly agreed" that some of the would-be attaches have to pay money before they can secure placement.

Table 3c also presents the views of the industries relative to the pre-placement issues. Here there was a split view (50% "disagreement" and 50% "agreement") as to whether there was a sensitization session for industries before the program starts. Whilst 60% "disagreed" that list of would-be attaches are sent to them for placement, 20% remained "neutral" with the rest "agreeing". Majority (4/5) "agreed" that would-be attaches look for placement themselves and 7 out of 10 indicated students do not pay money before they are accepted, none the less 1 out of 10 "disagreed" with the rest taking the mid position. The LO "agreed" to orientation for attaches, establishing contact with the industry for vacancies, allocating attaches to centers, providing introductory letters, ensuring that attaches are taught how to write report based on the laid down procedure and also ensuring that the requisite resources are in place but "disagreed" to orientation for supervisors and provision of logbooks.

Table 3c: Industry's Responses to their Opinion about Pre-placement Issues

| Pre Experience Issues	% Level of Agreement							
	SD	D	N	A	SA	Total	Mean	SD
Orientation is organized for my company before program starts.	-	50.0	-	50.0	-	100	3.00	1.026
I declare vacancies based to the school.	-	50.0	-	50.0	-	100	3.00	1.026
List of eligible attachés are sent to me from the school for placement.	-	60.0	20.0	20.0	-	100	2.60	0.821
Individual attachés look for placement themselves other than the polytechnic placing them.	-	20.0	-	80.0	-	100	3.60	0.521
Some attachés paid money in order to secure placement at my end.	70.0	20.0	-	10.0	-	100	1.50	0.946
Total Average	**14**	**40**	**4**	**42**	**-**	**100**	**2.74**	**0.874**

Legend: SD (strongly disagree); D (disagree); N (neither disagree nor agree); A (agree); SA (strongly agree)

The differences in opinions in respect of the above issues are indicative of inherent flaws in the program organization. Though majority (60%, students) and (57.1%, assessors) attested to the fact that the Polytechnic found students placement, the remaining percentage who either sat on the fence or disagreed to the issue is so significant that their opinions cannot be discounted if the program is to be bettered. Most of the industry respondents indicating that eligible students look for placement themselves, confirm that there are still placement

challenges that need to be addressed. Again with 10% of students admitting that they pay money and over 70% (assessors) confirming that indeed some students exchange money for placement makes the issue very vital to be addressed even though 9 out of 10 industry respondents denied receiving monies from students before they are placed. Irrespective of the fact that most of the respondents believe that attaches are able to acquire the necessary skills, we believe that they will be better off if they worked in well-equipped industries having modern and state of the art equipment rather than where they normally go. More so attaches should be taught effective ways of report writing so that they can easily write reports. A situation where by close to 65% of the (assessors) agreed that attaches don't write daily and weekly reports as done elsewhere is not in the right direction since the compilation of these reports enables the final report to be written as well as enhancing monitoring of the attaches progress (Attachment Guidelines-Massai Mara University). In the Kenyan Catholic University, it is mandatory for the LO to convene a meeting with the stakeholders to share responsibilities, give out the requisite documents to supervisors and brief students on the requirements, expectations and procedures of the attachment program (Procedures for Supervision of Industrial Attachment, 2016).

Figure 1 presents the results of the means of accommodation of Attachés whilst on the program. The sample displays that (60%) of them lived with either their parents, relatives, or spouses followed by close to 30% (29.2%) hiring rooms, with the rest "perching" with their friends.

Figure 2 also shows of Attachés various places of attachment whilst on the program. According to the result about 94% were either in the fashion industry (FI), fashion shops (FS) or fashion homes (FH) whilst the remaining 6.20% worked in either textile/ fashion industry of textile /fashion shop. For better placement experience the Polytechnic will have to have good links with the better endowed industries but not the fashion homes and shops where majority of the attaches find themselves. Places where they battle with a lot of challenges regarding basic facilities and poor quality training will have to be changed.
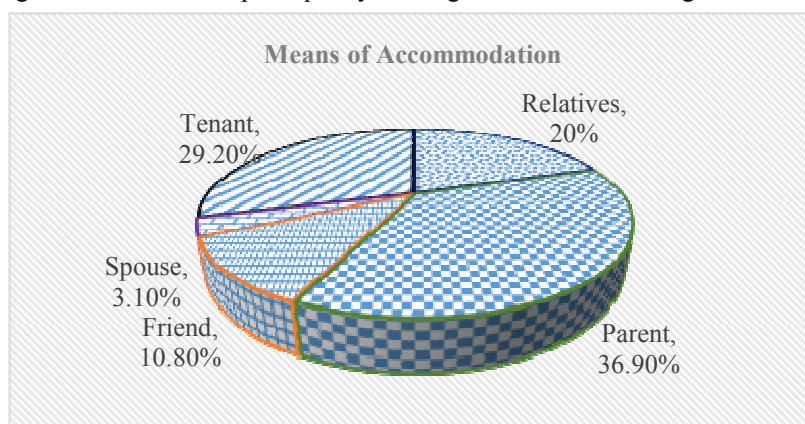
Fig 1: Respondents' Means of Accommodation during the Six Months Duration
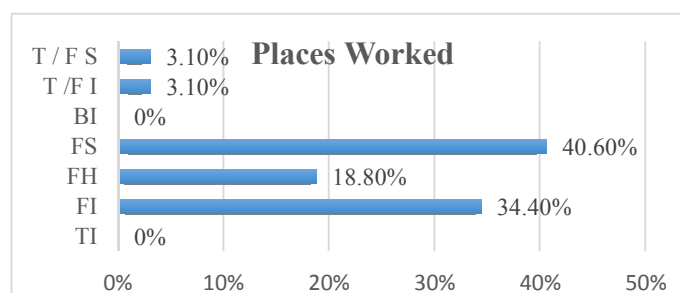
Fig 2: Respondents' Places of IPSP during the Six Months Duration
Key: (T/FS)Textile/Fashion Shop; (T/FI) Textile/Fashion Industry; (BI) Beads Industry; (FS) Fashion Shops; (FH) Fashion Homes; (FI) Fashion Industry TI (Textile Industry)

4.2 Actual Practicum Issues
As already indicated, effective pre-placement issues can influence the quality of the actual program activities. In the actual practicum, issues bordering on attachés attitude to work, access to training resources, supervision and monitoring, report writing, assessment procedures, incentives for attachés and the like are covered by Tables 4a, 4b, and 4c respectively.

Table 4a presents the opinion of the Attachés concerning the actual practicum issues. According to the sample, whilst over 20% either "disagreed" or "strongly disagreed" to all the elements in the table, 10.2% were

uncertain and the rest "strongly agreed" or "agreed" to them. Apparently, split opinions (50% in each case) emerged regarding the percentages of "agreement" and "disagreements" with respect to the Attachés enjoying incentives whilst on the program. Between 15 and 30% of the respondents disagreed to nine (9) of the items in the table, such as: special program drawn for attaché's (23.4%); working with modern equipment (16.9%); writing daily and weekly reports (28.1%); Polytechnic Supervisors visiting Attaché's twice during the program (17.4%); having much knowledge about the mode of assessment and its fairness (25.8%); Attachés being taught IPSP report writing (23.8%); deserving some allowances due their usefulness (29.2%); enjoying incentives given by the managers (46.1%); and wanting to continue with the program at same centers (25%). Respectively, 54.4%, 78.5%, 59.3%, 74.6%, 57.2%, 68.2%, 56.9%, 46.1%, and 65.6% held a contrary opinion. In the essence, the quantum of the percentages of disagreement to the issues as against the opposing views suggest that those issues should be critically considered if the quality of the program is to be improved for better stakeholders' satisfaction and program success. Though the other five items such as: punctuality and regularity to work, regular monitoring by industry supervisors, helpfulness of managers, easy access to training resources and assessors showing concern about the welfare of attachés, had higher percentages ranging from 72.3% to 88.6%, their corresponding percentage disagreements should not be discounted if effective practicum is to be ensured.

Table 4a: Results on Attachés Opinion about the Issues during the Program

Variables	SD	D	% N Agreement	A	SA	Total	Mean	SD
I was punctual and regular throughout	4.7	3.1	3.1	45.3	43.3	100	4.20	0.995
A special program was drawn for me	7.8	15.6	17.2	40.6	18.8	100	3.47	1.195
My industry supervisor monitored my work regularly	6.3	7.9	6.3	55.6	23.8	100	3.83	1.086
My industry supervisor was helpful to me	4.8	8.1	8.1	46.8	32.3	100	3.94	1.084
Access to materials, machines and equipment was easy	4.7	9.4	12.5	46.9	26.6	100	3.81	1.082
I worked with modern machines and equipment	4.6	12.3	4.6	47.7	30.8	100	3.88	1.125
I wrote daily and weekly reports	12.5	15.6	12.5	35.9	23.4	100	3.42	1.343
My school supervisor visited me twice.	7.9	9.5	7.9	33.3	41.3	100	3.90	1.266
My school supervisor was concerned about how I was fairing.	9.2	4.6	13.8	44.6	27.7	100	3.77	1.183
I have much knowledge about the mode of assessment and it is fair	12.7	12.7	17.5	39.7	17.5	100	3.37	1.274
I was taught how to write IPSP report	12.7	11.1	7.9	47.6	20.6	100	3.52	1.293
Per the work that I did I deserve some allowance	7.7	21.5	13.8	41.5	15.4	100	3.35	1.205
I was given some incentives	17.5	28.6	7.9	30.2	15.9	100	2.98	1.397
I would like to continue the program at the same place if given the chance	12.5	12.5	9.4	29.7	35.9	100	3.64	1.407
Overall Average	**8.97**	**12.3**	**10.2**	**41.8**	**26.7**	**100**	**3.65**	**1.209**

Legend: SD (strongly disagree); D (disagree); N (neither disagree nor agree); A (agree); SA (strongly agree)

Table 4b: Lecturers View about Issues during the Program

Variables	% Degree of Agreement					Total	Mean	SD
	SD	D	N	A	SA			
Special program is drawn for attachés	-	21.4	35.7	42.9	-	100	3.21	0.802
Industry supervisors are hardworking and credible.	-	-	21.4	78.6	-	100	3.79	0.426
Industry supervisors monitor attachés well.	-	-	53.8	46.2	-	100	3.46	0.519
Attachés have access to training resources	-	14.3	21.4	64.3	-	100	3.50	.0700
Attachés write daily and weekly reports and are signed by their industry supervisors	14.3	42.9	21.4	21.4	-	100	2.50	1.019
I visited the attachés discussed their experience and progress and signed logbook	-	7.1	42.9	21.4	28.6	100	3.71	0.994
Attachés should be aware of how they are assessed.	-	7.1	7.1	57.1	28.6	100	4.07	0.829
Attachés are aware of how they are assessed.	-	30.8	23.1	46.2	-	100	3.15	0.899
Assessment is fair	-	7.7	15.4	46.2	30.8	100	4.00	0.913
Attachés should earn some allowance	-	14.3	28.6	35.7	21.4	100	3.64	1.008
Attachés are given some incentives	35.7	21.4	28.6	14.3	-	100	2.21	1.122
Placement centers are well resourced for the expected outcome	14.3	21.4	28.6	28.6	7.1	100	2.93	1.207
There are clear cut plans for addressing grievances and conflict resolution		57.1	28.6	7.1	7.1	100	2.93	1.207
Most attachés are punctual and regular	-	21.4	28.6	35.7	14.3	100	3.43	1.016
Total Average	**4.6**	**19**	**27.5**	**39**	**9.9**	**100**	**3.3**	**0.9**

Legend: SD (strongly disagree); D (disagree); N (neither disagree nor agree); A (agree); SA (strongly agree)

Table 4c: **Industry Respondents' Opinions on Issues of the Practicum**

Elements	% level of agreement					Total	Mean	SD
	SD	D	N	A	SA			
I am aware of attachés expectation	-	-	10	70	10	100	4.10	0.553
I plan a special program for attachés and follow it	-	20	10	60	10	100	3.60	0.940
Attachés at my end are punctual and regular	-	-	-	88.9	11.1	100	4.11	0.323
I allow easy access to training resources	-	10	-	70	20	100	4.00	0.795
I have modern and state of the art machines /equipment	-	20	-	60	20	100	3.80	1.005
I monitor the attachés closely as much as possible	-	-	-	90	10	100	4.10	0.308
Attachés are hardworking and submissive	-	-	-	80	20	100	4.20	0.410
Attachés reduce the burden on my workers	-	-	-	90	10	100	4.10	0.308
I give them incentives because they help me	11.1	22.2	22.2	44.4	-	100	3.00	1.085
Attachés write daily and weekly report and I sign them	10	30	40	10	10	100	2.80	1.105
I am trained to help assess the attachés	-	-	-	80	20	100	4.20	0.410
I need regular training to better understand the mode of attachés assessment	10	20	-	60	10	100	3.40	1.231
Attachés should have much knowledge about the mode of assessing them	-	-	-	90	10	100	4.10	0.308
Assessment of attachés is fair	-	-	40	40	20	100	3.80	0.768
There are clear cut grievances plan for conflict resolution	-	-	40	50	10	100	3.70	0.657
Supervisors from the polytechnic visit the attachés at least twice within the program period to supervise and monitor attachés	-	-	10	80	10	100	4.00	0.459
I collaborate with the supervisors in assessing the attachés	-	-	30	60	10	100	3.80	0.616
Total Average	**1.8**	**7.1**	**11.9**	**66.1**	**12.4**	**100**	**3.81**	**0.664**

Legend: SD (strongly disagree); D (disagree); N (neither disagree nor agree); A (agree); SA (strongly agree)

Table 4b also presents the opinion of the Assessors on the practicum issues. An average of 23.6% either "disagreed or "strongly disagreed" to all the items in table, 27.5% remained "neutral" whilst less than 50%

"agreed" or "strongly agreed" to them. Between 14 and 58.1% of the respondents either "disagreed" or 'strongly disagreed" to (9) nine of the items such as special programs drawn for attachés (24.4%); Attachés having easy access to training resources (14.3%); attachés writing daily and weekly reports and vetted by Industry Supervisors (57.2%); Attachés being aware of the mode of their assessments and believing that it was fair (30.8%); Attachés given incentives (57.1%); placement centers being well resourced (34.7%); the existence of plans for seeking redress (57.1%); and most attachés being regular and punctual to work (21.4%), whereas 42.9%, 64.3%, 21.4%, 46.2%, 57.1%, 14.3%, 35. 7%, 14.2%, and 50% in that order either "agreed" or "strongly agreed". Further, it could be noticed from the results that substantial percentages of respondents ranging from 7.1% to 58.3% were undecided and therefore remained neutral. This suggests a clue about the ineffectiveness of the practicum. However, respondents registered higher percentages of "agreement" or "strong agreement" to the Industry Supervisors/Managers being hardworking and credible (78.6%); Attaches needed to be aware of how they were assessed (85.7%) and assessment being fair (77%).

In Table 4c, the sample showed higher overall percentage averages of respondents (78.5%) "agreeing" or "strongly agreeing" to almost all the elements in the table, followed by 11.9% "neutral" and 8.9% "disagreeing" or "strongly disagreeing". Specifically more respondents between 60 and 100% "agreed" or "strongly agreed" to all the elements except given incentives to Attachés whilst on the program (44.4%), vetting and signing Attachés' daily and weekly reports (40%) and Industry Supervisors needing regular training to better understand assessment (30%). Notably, considerable percentage of the respondents were skeptical about incentives to Attachés (20.2%), vetting and signing written report of attachés (40%) assessment being fair (40%) and collaboration with Assessors in assessing Attachés' performance (30%).

The Liaison Office neither "agreed" nor "disagreed" to the issue of regular visits to the centers, attaches having access to modern equipment, regular report writing by Attaches, Supervisors being well trained, and centers being well resourced. The Office however "agreed" to Attachés punctuality and regularity, Academic Supervisors monitoring Attachés at least twice, assessment being unambiguous and attaches being aware of the assessment procedures, and "disagreeing" that there is conflict resolution plan and a special program drawn for the Attachés before work started. The result generally shows that more than 30% of the Attachés, about 52% of the Assessors and 20% of the Industry Respondents were either "neutral" or "disagreed" to the issues above.

Arguably the factors in the tables discussed can facilitate effective practicum, thus serious attention ought to be given to them especially those areas that respondents disagreed to or were uncertain of in order to achieve effective IPSP in the faculty as has been advocated by Karunaratne & Perera, (2015) that, the effectiveness of internship enables skills to be gained in academic, enterprise and personal skills.

4.2 Post program Issues

Effective post program activities indicates program's success therefore factors such as post-program seminars for knowledge and experience sharing, certification of attachés who have successfully completed the six months mandatory program**,** the relevance of the training acquired and others have been studied. Details of the results concerning the views of the various respondents to each indicator can be found in Tables 5a, 5b and 5c in that other.

Table 5a shows the opinions of the attaches bordering on the post-program issues. According to them there was no any post-program seminar and no certificate was awarded to show evidence of participation and that they were unanimous ("Yes" or "Yes to some extent") in suggesting that certificate be given to them. While 86.6% indicated either "Yes" or "Yes to some extent" the rest opposed the assertion that there was a linkage between what they were taught in their lecture rooms and their new experience in the industry.

Table 5b also presents the Assessors' views on the post-program issues. From the result it can be seen that whereas majority (71.4%) reported that there was a post program seminar for attaches for knowledge and experience sharing after completing the program, the remaining indicated otherwise. Moreover majority (71.4%) said that no certificate was given to Attachés after the six months program but the rest reported that there was. They were however unanimous in suggesting that certificates be given after the program and also accepted that ("Yes" or "Yes to some extent") Attachés were able to acquire the necessary skills (academic, interpersonal, collaborative and enterprise). Overall, majority of them affirmed ("Yes" or "Yes to some extent", 75%) and the rest denied ("No", 25%) to those issues.

From Table 5c respondents reported that attaches were not given certificate after the program and that they should be certificated. Also attaches are able to acquire the expected skills and therefore perform better after the program and this was confirmed by the Liaison Office.

Table 5a: Result on Attachés Opinion about the Post Program Issues

Variables	% Level of Confirmation					
	Yes	Yes to some extent	No	Total	Mean	SD
There was post-program seminar.	-	-	100	100	3.00	0.00
There was IPSP certificate after the second program.	-	-	100	100	3.00	0.00
I suggest for certificate after the program.	98.1	1.9	-	100	1.02	0.136
There is a linkage between the schools' taught courses and the program experience.	52.5	36.1	11.5	100	1.59	0.692
Average Total	37.65	9.50	52.88	100	2.153	0.207

Table 5b: Assessors Views about the Post- program Issues

Variables	% level of respondents					
	Yes	Yes to some extent	No	Total	Mean	SD
There was program seminar for knowledge and experience sharing.	7.1	64.3	28.6	100	2.21	0.579
There was certificate given after the six months program.	14.3	14.3	71.4	100	2.57	0.756
If No, do you suggest that they should be given?	100	-	-	100	1.00	0.000
Attachés are able to acquire the necessary skills	28.6	71.4	-	100	1.71	0.469
Total	**37.5**	**37.5**	**25**	**100**	**1.9**	**0.4**

Table 5c: Industry Respondents' View about the Post program Issues

Variables	% Level of confirmation					
	Yes	Don't know	No	Total	Mean	SD
Are attachés given any industrial practical experience certificate after the program	-	-	100	100		
If No, do you suggest that they should be given one by the polytechnic	100	-	-	100		
Are attachés able to acquire the necessary skills after the program?	100	-	-	100		
Are attachés able to perform well after the program than before?	100	-	-	100		
Total	**100**	**-**	**-**	**100**		

The above results Table 5a, 5b and 5c) have shown a dichotomy of opinions between the Attachés and the Assessors. For instance, whilst attachés indicated that there was no post program seminar for knowledge sharing, majority (71.4%) of the assessors indicated otherwise. This implies that it is either not in place or if it is it might not be effectively organized. Therefore proper post-program seminars providing a platform for knowledge and experience sharing and feedback must be instituted as it is done in Singapore (Singapore Polytechnic, 2009) and also recommended by Wallace (2009) that De-briefing and Reflection as well as peer teaching (passing on experience) sessions must be held.

Again with all the three categories of respondents advocating for certification of the attachés after the program as an evidence of on-the-job training, it makes it important to do that since many (over 60%) of the employers in Ghana would like to employ people with prior experience in industrial practical skills as reported by (Howard et al,. 2014). With over 80% believing that "Yes" attachés are able to acquire the needed skills after the program, it points to its relevance and this is confirmed by many of the employers wanting to employ people with such backgrounds.

Research Question 2

What are the challenges facing the stakeholders and the program itself inherently?

4.4 Challenges of the Program

The quantum of challenges facing the stakeholders and the program as a whole can serve as a yardstick to measure the satisfaction of the stakeholders and the ultimate success of the program. In this regard issues of finances, accommodation, transportation, feeding, access to training resources (like tools /equipment, machines and materials), attention from workers in the industry, acquisition of new skills, placement, report writing and so

on are worth researching into. The results in relation to opinions of the attachés, assessors and industry respondents' can be found in tables 6a, 6b, 6c, 6d and 6e respectively.

Table 6a: **Results on Types and Levels of Challenges Attachés faced during the Program**

Variables	% Degree of Challenges or Otherwise							
	VD	D	N	E	VE	**Total**	Mean	SD
Placement	11.1	19	7.9	36.5	25.4	100	3.46	1.354
Financial	17.2	35.7	25.0	20.3	-	100	2.48	1.000
Accommodation	6.2	9.4	20.3	43.8	20.3	100	3.62	1.106
Transportation	17.2	21.9	21.9	28.1	10.9	100	2.94	1.283
Feeding	7.9	19	20.6	39.7	12.7	100	3.30	1.159
Access to materials machines and equipment	9.4	14.1	17.2	37.5	21.9	100	3.48	1.247
Attention	4.7	15.6	12.5	40.6	26.6	100	3.69	1.167
Relationship	7.9	6.3	23.8	28.6	33.3	100	3.79	1.325
Learning	11.3	6.5	11.3	32.3	38.7	100	3.81	1.329
Report writing	9.4	17.2	29.7	32.8	10.9	100	3.19	1.139
Average Total	10.2	**16.47**	**19.02**	**34.02**	**20.07**	**100**	**3.38**	**1.211**

Legend: VD (very difficult); D (difficult); N (neither difficult nor easy); E (easy); VE (very easy)

Table 6b: **Assessors' Views about Challenges Attachés Encountered during the Program**

Variables	% Level of Difficulty							
	VD	D	N	E	VE	Total	Mean	SD
Placement	-	42.9	14.3	21.4	21.4	100	3.21	1.251
Financial	21.4	71.4	7.1	-	-	100	1.86	0.535
Accommodation	28.6	42.9	14.3	14.3	-	100	2.14	1.027
Transportation	-	64.3	21.4	14.3	-	100	2.50	0.760
Feeding	-	28.6	57.1	14.3	-	100	2.86	0.663
Access to training resources	-	42.9	28.6	28.6	-	100	2.86	0.864
Attention from workers and supervisors in the industry	-	35.7	21.4	42.9	-	100	3.07	0.917
Relationship with the workers in the industry	-	-	21.4	78.6	-	100	3.79	0.426
Learning of new skills	-	21.4	35.7	42.9	-	100	3.21	0.802
Report writing	-	57.1	21.4	21.4	-	100	2.64	0.842
Total Average	**5.0**	**40.7**	**24.3**	**27.9**	**2.1**	**100**	**2.81**	**0.809**

Legend: VD (very difficult); D (difficult); N (neither difficult nor easy); E (easy); VGE (very easy)

Table 6a reports on the challenges or otherwise attaches faced whilst on the program as per the attaches themselves. The encountered challenges ranged between issues on placement and report writing. According to the sample some attaches faced either "difficult" or "very difficult" challenges such as; placement (20.1%), Finances (52.9%), Accommodation (15.6%), Transport (39.1%), Feeding (26.9%), Access to training resources (23.5%), Attention from the industry workers (20.3%), Relationship with workers at the industry (17.2%), learning of new skills (17.8%) and Report writing (26.6%). On the average 26.7% faced either "difficult" or "very difficult" challenges whereas (54.09%) found the issues either "easy" or "very easy". Thus; 61.9%, 20.3%, 64.1%, 39%, 52.4%, 58.4%, 67.2%, 61.9%, 71%, and 43.7% in that order. The sample further displayed that 19.02% of the respondents neither found the issues "difficult nor easy".

From Table 6b, the Assessors report confirmed the issues that constitute the challenges faced by Attachés as found in Table 5a and also in Table 5b but with varied opinions. On the average, majority (47.7%) of them thought that attachés had either "difficult" or "very difficult" challenges. The difficulties included; placement (42.9%), financial (96.2%), accommodation (71.5%), transport (64.3%), feeding (85.7%), access to training resources (42.9%), attention from the industry workers (35.7%), relationship with workers at the industry (78.6%), learning of new skills (21.4%) and report writing (57.1%). On the other hand, only (30%) on the average believed that attaches either found the issues "easy" or "very easy". That is; 35.7%, 0%, 14.3%, 14.3%, 14.3%, 28.6%, 42.9%, 78.6%, 43.9%, and 21.4% in that order. The sample further displays that more than 24% of the respondents thought that Attaches neither found the issues "difficult" nor "easy".

Table 6c shows the opinions of the Assessors on challenges they encountered in carrying out their duties. The sample reported of challenges like financial, time constraints, long distance travel to supervise and assess attaches, lack of training for assessors /supervisors to sharpen their skills, and the credibility of the industry supervisors. Majority of them (28.6%) were of the view that supervisors / assessors have less time to

perform as expected and this was followed by 21.4% who held that all the stated challenges affected the performance of Academic Supervisors. In addition, the respondents indicated that the stated challenges of Academic Supervisors also influenced the program negatively and that other challenges such as general placement issues, lack of logistical support among others could also stifle the program success. The table shows that 42.8% of the respondents considered lack of finances, general placement issues and insufficient logistics as the main challenges hindering the progress of the IPSP.

Table 6c: Responses of Assessors on the Challenges Facing them and the IPSP

Challenges of Assessors	Frequency	Percentage
Financial	2	14.3
Time constraint	4	28.6
Long distance	1	7.1
Lack of training of assessors	1	7.1
Financial and lack of training	1	7.1
Credibility of Industrial supervisors and lack of training of assessors	2	14.3
All the above	3	21.4
Total	**14**	**100**
Program challenges		
Financial	3	21.4
Time constraint	1	7.1
Long distance	1	7.1
Financial, general placement issues and logistical support	3	21.4
Financial and industrial supervisors credibility	1	7.1
Financial, industrial supervisors credibility and lack of training	2	14.3
Industrial supervisors credibility, general placement issues and lack of training	2	14.3
Long distance, Industrial supervisors credibility and general placement issues	1	7.1
Total	**14**	**100**

Added to the confirmation of the challenges of Attaches, Table 6d displays the result of the Industry Respondents concerning such challenges. The result showed that 58.6% to either ("great" or "very great extent"), 21.4% ("moderate extent"), and 20% ("no" or "small extent") thought that attachés faced such challenges.

From Table 6e, the industries themselves have challenges, which include financial, resources (materials, machines and equipment), energy, inadequate space, taxation, attaches indiscipline as well as supervision and monitoring. Varied opinions of the respondents indicates that most 40% to a ("great" or "very great extent"), followed by 32.9% ("no" or "small extent") and then 27.4% ("moderate extent") believed that these challenges could impact negatively on the program success.

According to the LO, other challenges such as lack of job description for the attaches, high cost of program organization, poor students attitude, and difficulty in securing placement close to attaches homes are to a large extent affecting the program. Conversely, extortion of monies for the purpose of placement, poor attaché worker relationship, negative supervisor attitude, limited well-resourced centers, supervisors' credibility, and poor partnership between industry and the polytechnic were to a "small extent" affecting the program whilst sexual harassment poses medium challenge.

Table 6d: Industries' Views about the Challenges Attachés Faced during the Program

	% Extent of attachés challenges							
	NE	SE	ME	GE	VGE	Total	Mean	SD
Placement	-	20.0	50.0	30.0	-	100	3.10	0.718
Financial	-	20.0	20.0	60.0	-	100	3.40	0.821
Accommodation	10.0	10.0	30.0	50.0	-	100	3.20	1.005
Transportation	-	40.0	10.0	40.0	10.0	100	3.20	1.105
Feeding	20.0	20.0	40.0	20.0	-	100	2.60	1.046
Access to training resources	10.0	10.0	20.0	60.0	-	100	3.30	1.031
Attention from supervisors and workers in the industry	-	20.0	-	80.0	-	100	3.60	0.821
Relationship with workers in the industry	10.0	-	-	80.0	10.0	100	3.80	1.005
Learning of new skills	-	10.0	-	80.0	10.0	100	3.90	0.718
Report writing	-	-	44.4	55.6	-	100	3.56	0.511
Total Average	**5.0**	**15.0**	**21.4**	**55.6**	**3.0**	**100**	**3.4**	**0.88**

Legend: NE (No extent); SE (small extent); ME (medium extent); GE (great extent); VGE (very great extent)

Table 6e: Challenges Industries Faced in Relation to the Program

	% Extent of challenges							
	NE	SE	ME	GE	VGE	Total	Mean	SD
Financial	-	50	30	20	-	100	2.70	0.801
Resources (Materials, modern machines/equipment)	-	20	52	30	-	100	3.10	0.718
Energy	-	-	30	-	70	100	4.40	0.940
Inadequate space to accommodate attachés	10	10	40	20	20	100	3.30	1.218
Tax	-	-	10	-	90	100	4.80	0.616
Attaché Indiscipline	70	10	10	10	-	100	1.60	1.046
Supervision and assessment	50	10	20	20	-	100	2.10	1.252
Total Average	**18.6**	**14.3**	**27.4**	**14.3**	**25.7**	**100**	**3.14**	**0.942**

Legend: NE (No extent); SE (small extent); ME (medium extent); GE (great extent); VGE (very great extent)

It can be established from the results that while 54.09% of attaches found the measures easy, 26.67% held the contrary view, with 19.02% remaining "neutral" and this is confirmed by Assessors 45.7% considering them as "difficult", 24.3% "neutral" and 30% "easy". The Industry Respondents' confirmation indicated that 20%, to "no" or "small extent", 21.4% to "moderate extent", and 58.6% to a "great extent" recognize such challenges. Further the challenges of the Assessors and that of the program itself in addition to the challenges of the industries will have to be curbed considerably. The findings regarding the challenges of Attachés is congruent with the findings of Carlson (2002) who indicates that students always face some challenges during attachment. Lack of capacity building of the supervisors and assessors will go a long way to affect supervision and credible assessment outcomes as established by Chinyemba et al. (2012); that lecturers/assessors should be professionally developed to handle competency-based assessments as footholds for improving connectivity between workplace and learning. When these challenges remain unsolved the level of satisfaction of the stakeholders will be greatly affected and ultimately the anticipated program success cannot be attained, thus defeating the very essence of the program.

4.5 Benefits of the Program to Attachés

The quantum of program benefits to the attachés becomes a pointer to the program's relevance as well as their level of satisfaction**.** Indicators such as the acquisition of academic, interpersonal, collaborative and enterprise skills helped in the study of the benefits. Table 7 presents the result of the views of the attaches regarding the benefits acquired. According to the sample 59.23% to ("great" or "very great extent"), 25.9% to ("moderate extent") and 14.3% to ("no" or "small extent") acquired academic, interpersonal, collaborative and enterprise skills after undergoing the IPSP. This thus corroborates with the findings of Karunaratne & Perera (2015) about the fact that   the effectiveness of internship enables skills to be gained in academic, enterprise and personal skills.

Table 7: **Result on Attachés View about the Extent of Benefits from the Program**

	% Extent of Acquisition							
Skills Acquired	NE	SE	ME	GE	VGE	Total	Mean	SD
Academic	3.2	12.7	33.3	38.1	12.7	100	3.44	0.980
Interpersonal and collaborative	3.2	11.1	23.8	38.1	23.8	100	3.68	1.060
Enterprise	3.2	11.1	20.6	46.0	19.0	100	3.67	1.016
Average Total	3.2	11.63	25.9	40.73	18.5	100	3.59	1.033

Legend: NE (No extent); SE (small extent); ME (medium extent); GE (great extent); VGE (very great extent)

Research Question 3

How satisfied are the stakeholders with the program?

4.6 Satisfaction of the Stakeholders

It was very important to verify the degree of satisfaction of the stakeholders as an indicator of quality of performance of the program. Factors such as pre-program issues, during the actual practicum issues, assessment procedures, supervision and monitoring, grievances and conflict resolution strategies, post-program issues, overall performance of the program and so are very important pointers. Tables 8a, 8b and 8c present the result of the respondents' level of satisfaction with these factors.

Table 8a shows the results of Attaches' degree of satisfaction with the program. Overall, on the average majority (67.89%) were "satisfied" with the program followed by 19.39% neither being "satisfied nor "dissatisfied" whilst close to 13% were "dissatisfied". More respondents (82%), (81.9%), (73.35%), (70.7%) and (55.40) were "satisfied" with supervision and monitoring, final placement of Attaches, overall performance,

actual practicum activities and assessments procedures respectively. Again more males (71.13%) were "satisfied" with every department of the program than their female counterparts (64.6%) probably due to their nature or gender differences.

Table 8a: **Result on Attachés Degree of Satisfaction with the Program**

| | Percentage Level of Satisfaction of the Respondents | | | | | | | | | | | |
| | Male | | | | Female | | | | Total respondents | | | |
	S	N	DS	Total	S	N	DS	Total	S	N	DS	Total
Pre –IPSP	41.2	35.3	23.6	100	46.7	35.6	17.8	100	44.0	35.5	20.7	100
Final placement	88.2	0	11.8	100	75.6	8.9	15.6	100	81.9	4.5	13.7	100
During the program	77.7	22.2	0	100	63.6	15.9	20.4	100	70.7	19.1	10.2	100
Assessment	53	47	0	100	57.8	15.6	26.7	100	55.4	31.35	13.35	100
Supervision	88.9	5.6	5.6	100	75	18.2	6.8	100	82.0	12.0	6.0	100
Overall performance	77.8	16.7	5.6	100	68.9	11.1	20	100	73.35	13.9	12.8	100
Total	71.13	21.15	7.77	100	64.6	17.55	17.88	100	67.89	19.39	12.79	100

Legend: Satisfaction (S), Neutral (N), Dissatisfied (DS)
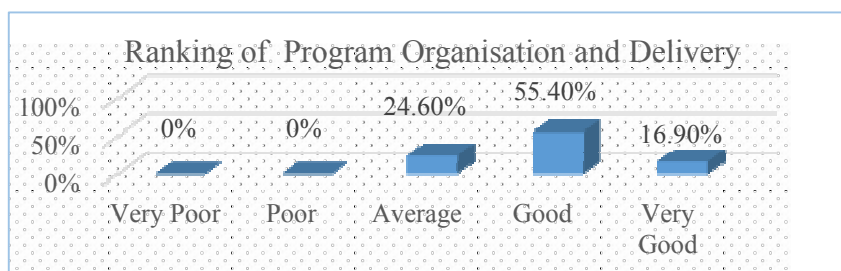

Fig 3: Result on Respondents' Ranking of the IPSPs' Organization and Delivery

Similarly more males (21.15%) preferred to remain "neutral" than their female counterparts (17.55%) whereas more females (17.88%) were "dissatisfied" with the program than their male counterparts (7.77%). Though approximately 13% were "dissatisfied", none of the respondents ranked it as poor but rather either "good" or "very good" (72.3%) and the rest being "average" (Figure 3).

Table 8b shows the results of Assessors' level of satisfaction with the program delivery. It could be seen that averagely only a little over (41.21%) are satisfied with every department of the program followed by (37.64%) neither "satisfied" nor "dissatisfied" whilst the remaining 21.71% are "dissatisfied". Here again more males (58.54%) are "satisfied" with the program than their female counterparts (25.01%). However less males (23.08%) preferred to remain "neutral", neither being "satisfied" nor "dissatisfied" than their female counterparts just like being "dissatisfied" with the program. This may be due to the fact that female complaints are more than their male counterparts. Surprisingly more than 8 out of every 10 respondents were "satisfied" with the overall performance of the program whilst the rest remained "neutral". Grievances and conflict resolution strategies received less than 10% satisfaction of the respondents indicating that much needs to be done in this area. With nearly 60% of the respondents either being 'neutral' or 'dissatisfied' with the program is an indication of poor performance of most of the areas of the program which need to be addressed urgently. Factors such as pre-program preparation, supervision and monitoring, post- IPSP activities and conflict resolution strategies to curb conflict amongst the stake-holders must receive premium placement as early as possible.

Table 8c also displays the results of the industry respondents' degree of satisfaction with the program areas. Generally more than 70% of the respondents' were "satisfied" with the program followed by 18.33% neither "satisfied" nor "dissatisfied" with nearly 8% being "dissatisfied". It could be realized from the table that over a quarter of the sample were either "dissatisfied" or remained "neutral" with the factors contributing to the satisfaction of the program. This implies that areas like pre-industrial practical skills program (IPSP) preparation must be conducted effectively though the remaining areas are equally important to be improved in this regard. On the gender differences, again more males (72.2%) were "satisfied" with the program factors than their female counterparts (55.6%). More females (33.3%; 11.1%) than their male counterparts (19.1%; 4.77%) were either "uncertain" or "dissatisfied" respectively.

Table 8b: Result on Lecturers/Assessors' Degree of Satisfaction with the Program

Percentage level of respondents												
	Male				Female				Total respondents satisfaction			
	S	N	DS	Total	S	N	DS	Total	S	N	DS	Total
Pre-IPSP issues	63.6	27.3	9.1	100	0	100	0	100	27.25	63.65	4.55	100
Final placement	36.4	18.2	45.5	100	66.7	33.3	0	100	51.55	34.67	22.75	100
Assessment procedure	63.7	36.4	0	100	66.7	33.3	0	100	65.2	34.85	0	100
Supervision & monitoring	36.4	9.1	54.5	100	0	100	0	100	18.2	54.55	27.25	100
Conflict resolution strategies	18.2	63.6	18.2	100	0	33.3	66.7	100	9.1	48.45	42.45	100
Post-IPSP issues	50	30	20	100	0	33.3	66.7	100	25	31.65	43.35	100
Training relevance	100	0	0	100	0	33.3	66.7	100	50	16.65	33.35	100
Overall performance	100	0	0	100	66.7	33.3	0	100	83.3	16.65	0	100
Total Average	**58.54**	**23.08**	**18.41**	**100**	**25.01**	**49.98**	**25.01**	**100**	**41.21**	**37.64**	**21.71**	**100**

Legend: Satisfaction (S), Neutral (N), Dissatisfied (DS)

Table 8c: Result on Industries' Degree of Satisfaction with the Program

Percentage Level of Respondents												
	Male				Female				Overall respondents satisfaction			
	S	N	DS	Total	S	N	DS	Total	S	N	DS	Total
Pre-IPSP	57.2	28.8	14.3	100	33.3	66.7	0	100	45.25	47.75	7.15	100
Assessment procedure	57.2	28.6	14.3	100	66.7	33.3	0	100	61.95	31.25	7.15	100
Supervision & monitoring	85.7	14.3	0	100	100	0	0	100	92.98	7.15	0	100
Conflict resolution strategies	57.2	42.9	0	100	33.3	66.7	0	100	92.98	7.15	0	100
Training relevance	100	0	0	100	66.7	0	33.3	100	83.35	0	16.65	100
Overall performance	100	0	0	100	33.3	33.3	33.3	100	66.65	16.65	16.65	100
Total Average	**72.2**	**19.1**	**4.77**	**100**	**55.6**	**33.3**	**11.1**	**100**	**73.86**	**18.33**	**7.93**	**100**

Legend: Satisfaction (S), Neutral (N), Dissatisfied (DS)

Additionally, all the female respondents were "satisfied" with the supervision and monitoring during the program as against their males (85.7%) whereas the male respondents were also unanimously satisfied with the overall performance of the program than the females (33.3%). Although close to 60% of each of the remaining satisfaction indicators attracted the satisfaction of the respondents, the rest of the percentages catering for "neutral" and "dissatisfied" was so substantial that much attention should be paid to such factors to ensure better performance and satisfaction. The LO was satisfied with pre-attachment preparation, final placement, assessment procedures, general supervision and monitoring, relevance of training provided to attaches, and overall performance but "dissatisfied" with conflict resolution strategies and was "neutral" to post-program activities, meaning that much is to be done at this aspect of the program. A strategic plan gearing towards addressing misunderstandings among the three stakeholders is required for effective and successful program. It can be deduced from the result that only a little more than 60% of the respondents on the average were "satisfied" implying that the challenges and flaws inherent in the program must be consciously addressed so as to realize a better outcome. These findings are in tandem with the conclusion of Howard et al, (2014); that majority of the stakeholders are satisfied with the program.

5. Conclusion

This paper has so far studied the contemporary issues surrounding the IPSP at Kumasi Polytechnic (Faculty of Creative Art and Technology) concerning pre-placement, during the on-the-job training, post-program, challenges, benefits and satisfaction levels of the stakeholders leading to program success. In general, this report points to an improvement on the previous study which also included the Accra Polytechnic.

Specifically with respect to the pre-placement issues, most respondents (72.6%), "agreed" to orientation training organized for them as against 19.4% "disagreeing". 60.4% "agreed" to the Polytechnic placing them with 36.5% holding contrary views. Whereas 70.3% "disagreed" to placement delays, 27.9% "agreed" whilst 82.5% "disagreed" to paying money before being placed in the industry to undergo the IPSP, the rest "agreed" or remained undecided (Table 3a).

In the case of the assessors, most respondents (85.8%), "agreed" to orientation session for students as against 14.35% "disagreeing" to that. More respondents (64.3%) confirmed that students were taught how to write report and were unanimous (100%) on the issue that centers lists were made available to students to make their choices. Additionally, 57.1% of the respondents confirmed that the Polytechnic found students placement

but the rest remained "neutral" or "disagreed". Long distance centers not acceptable by the Polytechnic received 64.3% agreement with the rest being "neutral" or "disagreeing" whilst payment of money before placement was attested to by 78.6% respondents with the rest holding dissenting views (Table 3b).

There was a split decision regarding the organization of orientation programs for the industries by the Polytechnic and the declaration of vacancies to the school prior to placement. Majority of the industry respondents (80%) believed that attachés look for their own placement rather than the Polytechnic placing them. Nonetheless 90% of them denied taking money from would-be-attachés before giving them placements (Table 3c).

On the actual training issues, more attachés "agreed" to most of the indicators than "disagreeing". That is higher percentages ranging from 56.9% to 78.5% "agreed" to special programs drawn for the attachés, attachés working with modern equipment, daily and weekly report writing, visit to centers by assessors, attachés having much knowledge about the mode of assessment, teaching of report writing, deserving allowances and enjoying some incentives and the like (Table 4a). Furthermore, respondents recorded higher percentages between 64.3% and 85.7% in "agreeing" to the fact that, attachés had easy access to training resources, industry supervisors/managers were hardworking and credible, there was the need for attachés to be aware of how they were assessed, and the fairness of attachés assessment but recorded lower percentages agreement for the rest of the indicators. Moreover, the quantum of percentages who remained "neutral" to all the items in the table compared to the "disagreement" was substantial and together represents 51.1% of the total respondents (Table 4b). This presupposes a certain degree of program ineffectiveness during the actual practicum. In Table 4c, respondents from the industries recorded higher percentages of agreement to almost all the variables unlike the result in Table 4b, indicating a sharp dichotomy between the two categories of respondents concerning the quality of the practicum. More than 35% of the sample "disagreed" that placement centers were well resourced. Again 33.3% of the sample denied giving incentives to Attachés and 22.2% were uncertain, whilst 40% also "disagreed" to the assertion that attachés wrote daily and weekly reports and were vetted by them, whereas 40% remained "neutral" (Table 4c).

Regarding the opinions on the post-program issues, the attachés were unanimous in confirming that no post program seminar was organized for knowledge sharing and feedback, certificate be awarded to attaches after successfully completing the program, and the existence of linkage between lecture room taught lessons and experience acquired (Table 5a). More assessors affirmed "Yes" to post-program seminar for students, attachés being able to acquire the requisite skills after the program, and the need for certificates to be awarded to the successful attachés (Table 5b). The industry respondents on the other hand confirmed that no certificate was given to attachés and supported the idea that there is the need for the issuance of certificates to successful attachés, and that attaches are able to acquire the needed skills and perform better after undergoing the program (Table 5c).

The results further exhibits that 7 out of 10 of the attachés put up with either parents or relatives or spouses or friends in the course of the program with the rest hiring accommodation (Figure 1). Most of the attaches worked in either fashion industry, fashion shops, or fashion homes while only a few found themselves in either the textile industries or fashion shop or textile industries or fashion industry (Figure 2).

The Attachés faced challenges during the program. For instance about 27% of them had "difficult" challenges whereas over 50% found them otherwise with the remaining neither finding them "difficult" nor "easy" (Table 6a). This was confirmed by assessors (45.07%, "difficult"; 24.35%, "neutral"; and 30%, easy) (Table 6b), with the Industry Respondents (20%, to "no" or "small" extent; 21.4%, moderate extent; and 58.6%, to a "great" extent) recognizing that (Table 6c). The assessors themselves had their own challenges pertaining to the program such as financial, long distance travel to supervise attachés, time constraints, lack of training to build their capacities among others and 42.8% were of the view that lack of finances, general placement issues and insufficient logistics posed the main challenges hindering the progress of the program (Table 6d). In Table 6e, the industries opined that 40% to a ("great extent"), 32.9% to a ("small extent") and 27.4% to a ("moderate extent") believed that such challenges could impact negatively on the program success.

In spite of the challenges and other flaws discussed, generally 67.89% of the attaches were "satisfied", 19.39% neither "satisfied" nor "dissatisfied" with 12.79% being "dissatisfied" (Table 8a). Similarly, more industries (73.8%) were "satisfied", 18.33% neither "satisfied" nor "dissatisfied" and 7.93% "dissatisfied" (Table 8b). Conversely only a little over 40% of the assessors were "satisfied", 37.64% neither "satisfied" nor "dissatisfied" and over 20% "dissatisfied" (Table 8c). It can be deduced from the result that only a little more than 60% of the respondents on the average were satisfied with the program implying that the challenges and flaws inherent in the program must be consciously addressed so as to realize a better outcome. This findings are in tandem with the conclusion of Howard et al., (2014) that majority of the stakeholders are satisfied with the program.

Recommendations

- We therefore recommend that supervision and monitoring be stepped up by paying regular visits to the attaches at program centers preferably just after placement, midway of the placement and at the tail end of the program. Vehicles must be readily available for the purpose.
- To improve the credibility of the assessment, log books must be provided for the students to write daily and weekly reports and this is to be vetted and signed by the industry and academic supervisors.
- Academic supervisors must endeavor to conduct an elaborate assessment during their visits.
- Industry supervisors should have separate assessment forms so that they can conduct their assessments independently and attachés must be made to appraise their own performance.
- A format for attachment report writing should be developed as guide for attaches, and considerable effort and time must be put into teaching them during the pre-program stage.
- In the program funding, the industries, the NGOs and government and donor agencies must contribute their quota to it by way of logistics supply or others since they are the direct beneficiaries. Parents should also contribute.
- Most of the industries that provide service to the attaches are not well furnished with the modern and state of the art equipment essential for attaches. Efforts must be made to support them.
- The Institutions should organize a post Industrial Practical Skills Program (IPSP) seminars for their students to share their work experiences and give feedback on their attachment.
- At the end of the training program, certificates should be issued to trainees which will be a prerequisite for their future employment.
- The government should not pay only lip service to the essence of the program but help as many industries as possible with the requisite equipment fit for sharpening the skills of the attachés. Not only will they work for the companies if they are well trained, they can as well set up their own businesses and when they succeed they can help reduce unemployment in the country which in effect will also help increase the Gross Domestic Product (GDP) of the nation.
- There must be effective pre-program orientation aimed at sensitizing the stakeholders in relation to the program expectations.
- In service training will have to be organized for supervisors so as to build their capacities of supervision and assessment.

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