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The Impact of Excellence Concepts on Fashion Students in Ghanaian Higher Education

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Abstract:

The study assessed the impact of excellence concepts on fashion students in Ghanaian higher education. In the last decade, the debate in the international arena on Higher Education (HE) quality has increasingly shifted from 'quality' to 'excellence'. HE systems all over the world have undergone massive expansion, and this has created problems in maintaining excellence. Fashion is a big deal as it goes beyond simple clothing to the expression of identity. It is a reflection of our society. The study is an exploratory and descriptive case study that employed a mixed methods approach to data collection and analysis. A cluster sampling method was adopted to obtain a representative sample for the study. The study examined the opinions of fashion students from HE. Findings confirm that excellence teaching is a component of excellence in HE. It is recommended that for better performance, after accumulated experience and practice by any HE institution, accreditation agencies must necessarily review and adjust the existing approaches used.

Keywords: Higher education, excellence, fashion students

1. Introduction

Education is key to the development and growth of every nation in the world (World Bank 1999). Nonetheless, developing countries encounter greater challenges in providing excellent educational opportunities to their populace. Students enroll in HE institutions in Ghana, for example, and they face difficulties in attaining quality academic education. Excellence has become the 21st-century catchword in HE policy at the global level. Although this concept has historically been one of the core values of HE, today it is witnessing shifts in its contents, meanings, values, goals, and tools. In the last decade, the debate in the international arena on HE quality has increasingly shifted from quality to excellence (Rostan and Vaira 2011). Another indicator of the emergence of excellence as a critical issue consists of 'rankings movement' that is both an indication of the current global competitive environment and a driver of change in the field of HE. From the early 2000s, the world rankings movement has earned not only a global scale but also a global relevance for HE. Excellence becomes a kind of 'identity mark' for HE institutions across the world (Rostan and Vaira 2011). Excellence is the highest level of quality and is as such the goal of all quality development efforts. Most organizations endeavour to attain success and achieve excellence in their professional lifetime. HE institutions are no exception. Consequently, it is necessary to develop a more effective and efficient institutional management practices. Excellence is frequently used to refer to exceptional performance. In HE, it means different things in different contexts. 'Excellence may be equated with the reputation and status of institutions, but much depends on the perception of student experience and the varying missions of institutions' (ENQA 2014, p. 9). The concept of excellence in HE is a valuable tool for developing quality in the direction of excellence. Moreover, in practice, it is not applied only for assessment and recognition of excellent examples but also employed mainly as an improvement tool for most organizations, regardless on the reached level of quality (Kiauta 2012). Assessing the impact of quality of teaching has been a long-standing issue for higher education. Excellence can be achieved regarding student satisfaction as well as the performance of students in assessment (ENQA 2014).

2. Literature Review

2.1. *The Higher Education Sector in Ghana*

The education sector in Ghana has undergone enormous changes in recent years. More particularly, the HE system has been transformed significantly. Ghana now has thirty-eight (38) Colleges of Education, ten (10) Polytechnics, ten (10) Public Universities, and sixty-three (63) Private Tertiary Institutions (MoE 2014). Participation in higher education has also risen on an unprecedented scale, and government targets, aim to increase students' numbers further by 2020. These HE institutions offer a broad range of programs to both local and international students.

Fashion is a big deal because the global apparel and accessories market generated total revenues of \$1,334.1 billion in 2008 alone. Moreover, the possibility for the industry to have a positive influence on global society and the environment is just as important as its economic clout. The fashion industry brings many benefits to everyday lives across the globe. Fashion goes beyond simple clothing to express identity, create well-being, embrace creativity and connect global communities (Fashion Futures2025 2010).

It is incumbent upon these institutions of higher learning to deliver excellent service and ensure that students are satisfied, as they contribute immensely to the personal and professional lives of students and enrich the intellectual and economic, aspects of their countries. Dittrich (2014) notes that politicians and HE institutions have discovered during the past few years, the concept of excellence. Rankings unquestionably have stimulated this concept, both in positive and negative ways. One positive effect of the rankings is the latest drive for enhancement.

When students evaluate teaching highly we most of the time think it is because the teaching has produced active learning. This position is, in fact, the foundation for many validity studies that have been conducted with student evaluations of courses and teachers. (Centra and Gaubatz 2000). Though final course examination scores have been the central criterion for authenticating the validity of student evaluations, the scores reveal only a limited representation of student learning outcomes. More general pointers of student learning would go past a single exam score, which typically reflects only narrowly prescribed course objectives. Such indicators might involve student perceptions of their increase in interest in the subject, critical thinking skills, interpersonal outcomes, intrapersonal issues and other general course outcomes (Koon and Murray 1995).

In fact, a study discovered that student perceptions of learning in a course correlated very high with student ratings of instruction than did variations in pre- and post-test scores (O'Connell & Dickinson, 1993). Ryan & Harrison (1995) and Cashin & Downey (1992, 1999) also affirmed that student perceptions of learning were profoundly correlated with their overall ratings of teaching effectiveness.

2.2. *Challenges Currently Faced by Higher Education Institutions*

HE systems all over the world have undergone a massive expansion. A system that was designed in the early years for the elite of society has now been opened to the masses (Sanyal 1992). This has created problems in maintaining excellence both in the developed and developing countries of the world. Facilitating excellence in graduate study is necessary since highly trained specialists are needed in many fields of study. According to Berkowitz (2003, p.8). 'The importance of understanding student perceptions is to enhance student satisfaction.' This study seeks to examine the impact of excellence concept on fashion students in Ghanaian HE institutions. According to Brockerhoff (2013), excellence initiatives and promoting teaching excellence, concern individuals, departments and entire institutions. Hence, as diverse as the initiatives are, so are the possible strategies to increase quality.

However, excellence in HE lacks a precise definition and understandings. Besides, in the academic literature, it is criticized that a critical approach is missing in the debate about excellence and that in the discussion about excellence, possible implications are mostly ignored (Brockerhoff 2013). Currently, there is an extensive body of research on effective teaching at the HE level (Pascarella and Terenzini, 1991, 2005; Perry and Smart, 2007). Despite this body of knowledge, little is known about the relationship between student perceptions of effective teaching and outcomes of the learning experience. Even though student perceptions do not measure the specific performances of the teacher, they are useful in measuring effective learning outcomes.

According to Rostan and Vaira (2011), excellence triggers restructuring processes within HE systems. It is quite evident that these processes aim at reshaping HE systems, but what kind of effects is required from them? Do they lead to a higher degree of diversification within and between systems? 'Given the fact that excellence and policies for excellence are a rather recent phenomenon in the HE field, there is not an exact answer to these questions' (Rostan and Vaira 2011, p. xi).

2.3. *The Importance of Excellence in Higher Education*

Today, more than ever, Africa and particularly, the Ghanaian economy is depending on a highly educated workforce that drives innovation. Excellence in HE is the strategic key to meeting these needs. According to Little et al. (2007), since the late 1990s, public attention has been given to HE teaching and learning through the development of institutional teaching and learning strategies. However, a review of such strategies reveals the term 'excellence' being used in both an aspirational sense as well as being bound up with claims of improving students' learning experience and providing an experience of high quality. 'Critics claim that such an emphasis on teaching and learning strategies (and on learning outcomes) leads to the discussion of process and form taking precedence over content; 'what' is being taught and learned becomes less important than whether it is done excellently' (Little et al. 2007, p. 1).

HE has developed from a rather small and elite activity experienced by a minority of the population into a mass system (Trow 1973). Consequently, it is anticipated that majority of the populace will, at some point in their lives, want to have an HE experience. Little et al. (2007) noted that the number of learners engaging in HE learning has increased and diversified as has the variety of provision on

offer. While HE institutions may be valued for both 'the excellence and the accessibility of their knowledge' (Calhoun 2006). It can also be argued that tensions exist between the two ideals and that the pursuit of recognition and positional good for its sake is now detracting from broader notions of HE and the public good (Calhoun 2006).

At a functional level, the excellence of knowledge might be seen as linked to an HE institution's research mission, while access to excellent knowledge can be perceived as related to the institution's teaching mission (Calhoun 2006). Elton (1998) noted that the basic unification to all the dimensions of teaching excellence was that "the purpose of education is to engender learning looked at from the learner's point of view. Only such teaching as can produce excellent learning can lay claims to excellence" (Elton 1998, p. 3, cited by Little et al. 2007).

In several policy documents, there is an implied acceptance that, excellence in student learning may not need excellent teaching and that this can be managed (Little et al. 2007). The inference is that there could be excellence in managing student learning or even excellence in achieving learning outcomes. 'Good, or even excellent, teaching is not the main issue: it is the learning that should be at the heart of our concerns. My reading of the literature on good and excellent teaching leads me to believe that while the two terms are not exactly interchangeable, the differences are not well articulated' (Matthew 2003, p. 30).

For a long time, excellence in HE was concerned internally by academics that were seen as responsible for controlling excellence in research and in teaching (Lanzendorf and Verburgh, 2003). Excellence had a strong elitist notion used to gain prestige. At present, the excellence of HE is of public concern and the primary aim of most HE policies and institutional strategies (Skelton 2007 and Teichler 2003).

2.4. The Importance of Excellence in Higher Fashion Education

Turn on your television today, or log on to the internet, and you are constantly being told what people are wearing' (Stone 2013, p. 3). Fashion has continuously been changing and evolving. Since people began wearing clothing, fashion has existed. In his 1850 book- 'Fashion: The power that influences the world', George P. Fox said, 'Fashion is and has been and will be, through all the ages, the outward form through which the mind speaks to the universe' (Fox 1872, p. 20).

Stone (2013) describes fashion as 'one of the greatest economic forces in present day life as it determines what people buy' (p. 28). Fashion today is big business, and millions of people are employed in fashion-related activities. Fashion business includes all the industries and services connected with fashion – design; manufacturing; distribution; marketing; retailing; advertising; communication; publishing and consulting (Stone 2013). Black and Cloud (2009) stresses the need for a fashion design HE program to enhance and advance the design and creative skills of students.

Hodges & Karpova (2009), maintains that global forces have shaped the fashion industry into a complex and pervasive phenomenon. Kozar & Connell (2015) argues that there are concerns regarding fashion students' professional development relative to apparel production. Fashion students in HE institutions are expected to graduate with excellent skills to drive the apparel business in Ghana. All these factors contribute towards increasing the importance of fashion and the need for excellence. HFE must thus focus on the development of high-achieving and talented students to advance them to a level of professional achievement that compares with international standards.

2.5. Excellence Concept in Africa's Higher Education

In dealing with the problem of excellence in the African context, it is important to make a distinction between product and process (Sanyal 1992). Sanyal argued that in comparison, the HE system of a developed country will provide, in most cases, graduates of greater excellence on average than a system of a developing country. In Africa, the social demand for HE is on the increase because of its instrumental value – the only way to getting suitable employment.

In Africa, low quality of students admitted, teaching staff and physical facilities and lack of quality control has significantly affected the standard of excellence of HE. Maintenance of excellence and its improvement has been difficult on the African continent also because of inadequate allocation of funds. 'Excellence has deteriorated not only because of over-expansion in enrollment as compared to the teaching force, physical facilities and finance but also because of the drastic reduction in the purchasing power of teachers, their salaries in real terms having been severely reduced' (Sanyal 1992, p. 12). These financial crises affect excellence in HE in a destructive way (Sanyal 1992). The quality of the graduates has declined so much that the effectiveness of the system is in doubt. In these countries, HE is extremely costly, and the pattern of financing is socially inequitable and economically insufficient (World Bank 1988). Thus, excellence is affected in all its dimensions.

3. Methodology

Saunders et al. (2009) explained that the choice of any research design is based on several of factors with the ultimate being the characteristics of the variables or population being used or studied. In this study, both exploratory and descriptive studies were appropriate for this study as it is important to understand the dynamics of the excellence concept in HE, its effects on students' learning and how fashion students perceive it. The study also adopts a case study strategy, since a case study strategy gives a rich understanding of the framework of the research and the processes being enacted (Morris & Wood 1991).

In order to achieve conclusions that are valid, reliable and reproducible, a mixed method (Tashakkori and Creswell 2010) approach was employed. To gain a representative sample, cluster sampling method was adopted. The population that this study focused on included the regular, distance and sandwich undergraduate and postgraduate fashion students in the University of Education Winneba, Kumasi Campus in Ghana. Data was collected using both questionnaires and interviews.

4. Findings

	Percent			
	3	2	1	Mean (+SD)
Adopting a much more acute student-centered culture than previously	87.8	3.8	8.4	2.78 (.58)
Effective teaching & learning and effectual assessment of students' learning outcomes	78.3	7.8	14.0	2.64 (.72)
Attaching prominence to students' views as they have the highest stake	75.8	7.8	16.4	2.59 (.76)
Excellent students should transcend the learning outcomes	77.3	2.3	20.3	2.57 (.81)
Excellence education can only be possible with superior teachers who are good communicators	74.0	7.9.1	8.1	2.56 (.78)
Excellence in learning outcomes is determined by factors such as the inspirational nature	73.8	3.1	23.1	2.51 (.85)
Focus must be shifted from the excellence of the teacher	69.0	11.9	19.0	2.50 (.80)

Table 1: Impact of excellence on learning outcomes in HE
3= Yes, 2=No, 1= Not sure

Table 1 represents a summary of the responses regarding the opinions of respondents on a series of items that shows the impact of excellence on learning outcomes in HE. The majority of the respondents (87.8%) responded 'Yes' to the fact the institution adopting much more acute student centered culture is having the greatest impact of excellence on learning outcomes. Responses to this question received the highest favourable ratings thus with the highest mean score of 2.78 and a standard of deviation of 0.58 showing a deviation away from the mean.

Again, a larger percentage (78.3%) of the respondents responded 'Yes' to the fact that effective teaching, learning and effectual assessment of student's learning is having an impact on learning outcomes in HE. With the second highest mean score of 2.64 inferring among other things that the responses were towards the 'Yes' end of the scale with a 0.72 showing the deviation away from the mean. More so, about two-thirds (75.8%) of respondents said 'Yes' to the effect that the institution attaching prominence to students' views is impacting on their learning outcomes. About, 16% of the respondents responded 'No' on the other hand. An obtained mean score of 2.57 and a standard deviation of 0.76 denotes the point of deviation from the mean score on the scale.

Consideration was given to the idea that excellence in learning outcomes is determined by factors such as the inspirational nature of individual lecturers, their methods of delivery interaction with students and how well the information given meet the overall learning objectives of the program. On this subject, a greater percentage (73.8%) replied 'Yes' to that assertion whereas 23.1% responded 'No'. The mean and standard deviation scores (mean=2.51; ± 0.85) shows the direction and spread of responses along the response scale.

Institutional commitment	Mode of Study (%)			Total	χ^2 (p-value)
	Regular	Distance	Sandwich		
Leadership commitment to improving student learning					
Very Dissatisfied	4.4%	7.1%	3.5%	4.6%	21.832 (0.005)
Dissatisfied	13.3%	25.0%	38.6%	26.9%	
Not sure	33.3%	25.0%	29.8%	30.0%	
Satisfied	22.2%	42.9%	14.0%	23.1%	
Very Satisfied	26.7%	.0%	14.0%	15.4%	
Academic staff commitment to quality teaching					
Very Dissatisfied	21.7%	21.4%	12.7%	17.8%	13.136 (0.107)
Dissatisfied	15.2%	32.1%	32.7%	26.4%	
Not sure	2.2%	.0%	3.6%	2.3%	
Satisfied	37.0%	46.4%	36.4%	38.8%	
Very Satisfied	23.9%	.0%	14.5%	14.7%	
Student involvement in excellent practices					
Very Dissatisfied	19.6%	.0%	15.8%	13.8%	17.659 (0.024)
Dissatisfied	13.0%	25.9%	31.6%	23.8%	
Not sure	2.2%	3.7%	12.3%	6.9%	
Satisfied	26.1%	22.2%	14.0%	20.0%	
Very Satisfied	39.1%	48.1%	26.3%	35.4%	

Table 2: Measuring excellence in HE

Table 2 presents a summary of the responses on the measuring of excellence in HE. With regards to the institution's leadership's commitment to improving student learning as a measure of excellence, 30% of the respondents were "not sure" whether they were satisfied or not. However, 26.9% of the respondents said they were dissatisfied with the leadership's commitment to improving their learning. It is worth noting that about 23% of the respondents declared their satisfaction with the commitment of the leaders to

improving their learning. The results have been presented in relation to the mode of study of the respondents, for which chi-square analysis of the results revealed that there was a statistically significant association between the responses based on their modes of study (Pearson's chi-square=21.832, $p < .05$).

When respondents were asked to express the extent of their satisfaction or otherwise with the academic staff's commitment to quality teaching, the responses as shown in Table 2 indicates that approximately 39% of the respondents expressed their satisfaction with the commitment of the academic staff of the institution to quality teaching. Additionally, 14.7% stated they were very satisfied with the level of commitment to quality teaching. However, 26.4% were dissatisfied. Chi-square analysis of the results shows that there was no statistically significant association between the ratings of the respondents in relation to their modes of study in the institution (Pearson's chi-square=13.136, $p = .107$).

Aptitudes gained during study	Mode of Study (%)			Total	χ^2 (p-value)
	Regular	Distance	Sandwich		
I have accumulated a body of work that demonstrates excellence					
Strongly Disagree	.0%	10.7%	.0%	2.3%	45.277 (0.001)
Disagree	6.8%	21.4%	5.3%	9.3%	
Not Sure	29.5%	7.1%	3.5%	13.2%	
Agree	50.0%	32.1%	35.1%	39.5%	
Strongly Agree	13.6%	28.6%	56.1%	35.7%	
I have developed essential personal attributes & mastery of skills					
Disagree	37.2%	32.1%	19.3%	28.1%	27.816 (.001)
Not Sure	23.3%	3.6%	1.8%	9.4%	
Agree	27.9%	46.4%	71.9%	51.6%	
Strongly Agree	11.6%	17.9%	7.0%	10.9%	
I have discovered ways of doing things that I never imagined					
Strongly Disagree	31.1%	14.3%	1.8%	14.6%	42.689 (0.001)
Disagree	2.2%	10.7%	.0%	3.1%	
Not Sure	2.2%	17.9%	14.0%	10.8%	
Agree	24.4%	35.7%	66.7%	45.4%	
Strongly Agree	40.0%	21.4%	17.5%	26.2%	
My knowledge base is now extensive					
Disagree	4.4%	32.1%	21.1%	17.7%	35.810(0.001)
Not Sure	31.1%	7.1%	1.8%	13.1%	
Agree	37.8%	35.7%	21.1%	30.0%	
Strongly Agree	26.7%	25.0%	56.1%	39.2%	
The program has provided opportunities for me to achieve my full potential					
Strongly Disagree	.0%	3.6%	3.5%	2.3%	41.093 (0.001)
Disagree	37.8%	28.6%	17.5%	26.9%	
Not Sure	6.7%	25.0%	8.8%	11.5%	
Agree	20.0%	28.6%	66.7%	42.3%	
Strongly Agree	35.6%	14.3%	3.5%	16.9%	

Table 3: Impact of excellence concept on fashion students in Ghanaian HE

Table 3 entails the responses given regarding the impact excellence in HE has had on fashion students in Ghana. From the table, it can be observed that approximately 39% and 36% of the respondents agreed and strongly agreed respectively to the assertion that they have accumulated a body of work that demonstrates excellence in most areas in the acquisition of knowledge and their understanding. The results of the study have been presented in relation to the modes of study of the respondents and chi-square analysis of the results revealed that there was a statistically significant association between the responses given by the respondents (Pearson's chi-square=45.277, $p = .001$).

Additionally, (45.4%) of the respondents agreed that the excellence concept in the institution has helped them discover better ways of doing and saying things. Their position was supported by 26.2% of the respondents who also strongly agreed to that effect. It is worth noting that 14.6% of the respondents strongly disagreed with that position. The results have been presented in accordance with the modes of study of the respondents. Chi-square analysis of the results shows that there was a statistically significant association between the responses given by the respondents (Pearson's chi-square=42.698, $p = .001$).

An accumulated percentage of approximately 66% of the respondents agreed and agreed strongly that they were more creative and innovative and will relish the opportunity to engage in entrepreneurial activities and contribute significantly to national development. More so, the results demonstrate that 17% of the respondents on the other hand strongly disagreed with the claim. The results have been disaggregated according to the mode of study of the respondents for which chi-square analysis of the results revealed that there was no statistically significant association between the responses given by the respondents based on their respective modes of study (Pearson's chi-square=40.254, p=.001).

Skills gained during study	Mode of Study (%)			Total	χ^2 (p-value)
	Regular	Distance	Sandwich		
I have acquired comprehensive knowledge					
Strongly Disagree	2.2%	.0%	1.8%	1.5%	40.658 (0.001)
Disagree	4.4%	32.1%	17.5%	16.2%	
Not Sure	33.3%	7.1%	3.5%	14.6%	
Agree	40.0%	35.7%	19.3%	30.0%	
Strongly Agree	20.0%	25.0%	57.9%	37.7%	
I now learn better than I used to					
Strongly Disagree	2.6%	8.3%	3.5%	4.2%	52.335 (.001)
Disagree	26.3%	41.7%	14.0%	23.5%	
Not Sure	42.1%	4.2%	3.5%	16.0%	
Agree	21.1%	12.5%	63.2%	39.5%	
Strongly Agree	7.9%	33.3%	15.8%	16.8%	
I can demonstrate the competencies I am expected to exhibit					
Strongly Disagree	2.3%	3.6%	3.5%	3.1%	43.143 (0.001)
Disagree	4.5%	25.0%	21.1%	16.3%	
Not Sure	40.9%	3.6%	5.3%	17.1%	
Agree	20.5%	28.6%	56.1%	38.0%	
Strongly Agree	31.8%	39.3%	14.0%	25.6%	

Table 4: Impact of excellence on fashion students in Ghana

In Table 4, (37.7%) of the respondents admitted they had acquired comprehensive knowledge and understanding across a wide range of issues as a result of the excellence concept in the institution. The results further show that 30% of the respondents agreed to that effect. That notwithstanding, approximately 16% of the respondents on the other hand disagreed. Chi-square analysis of the results revealed that there was a statistically significant association between the responses based on the mode of study of the respondents (Pearson's chi-square=40.658, p=.001).

From the table, it could be observed that (38%) of the respondents agreed as well as 25.6% who also strongly agreed that they could demonstrate the knowledge, skills and competencies they will be expected to exhibit after the successful completion of their academic program. On the contrary, 16.3% disagreed, implying that they cannot demonstrate the set skills and knowledge after school. Chi-square analysis of the results shows that there was a statistically significant association between the responses based on the mode of study of the respondents (Pearson's chi-square=43.143, p=.001). Results from findings indicate there is a relationship between excellence in teaching & learning and excellence in learning outcomes. There was also an indication from the results that there is a relationship between excellence in teaching & learning and students' perception of learning.

4.1. Strategies Higher Education Institutions use to Achieve Excellence

In answering the above, some Respondent specified that strategies to achieve excellence must include the promoting of interpersonal discipline among students and the efficient use of contacts hours available. One respondent said 'there should be adequate or well equip library and students must be encouraged to do more research and read at least one book every week and summarize it to one chosen lecturer or supervisor and go on educational field trips to industries, demonstration of ideas and relevant teaching and learning supports'.

Some indicated that Teaching Learning Materials (TLM) must be used as it will improve teaching and learning outcomes. 'By using the right method and appropriate teaching and learning materials during teaching'. One respondent specified that 'at least I should get access to the internet, quality lectures should be employed, our laboratory should have up to date equipment, and things should be very systematic and innovative.' Some said practical lessons must be practically taught to students, especially those coming straight from Senior High Secondary (SHS) to also acquire some skills to be able to deliver after completion. Some also said by monitoring, evaluating and controlling of policies that are supposed to be implemented.

4.2. Evaluation of Quality Teaching and its Effectiveness in Promoting Excellence in Learning Outcomes

Respondents specified that there was a significant gap between what they learn and what happens on the job market, which points to a mismatch between the institution and the industry and there should be involvement of students in teaching. One respondent said 'the quality of teaching, in general, is not excellent as some of us cannot practically deliver very well'. Some respondent said the quality of teaching in the institution was average comparing it to learning outcomes. Some just said 'satisfactory,' 'poor'. A respondent said 'by sending across evaluation sheet to students to fill'. Another said 'I will say it is average, and the university should be up and doing and stop relying on quality lectures.'

5. Conclusions

The findings in this study provided valuable insights regarding the impact of excellence concepts on fashion students in Ghanaian HE as well as students' perception of their learning outcomes. The findings of this study show that excellence teaching is a component of excellence in HE. Also, implementing laid down policies and developing meaningful criteria for assessing the quality and effectiveness of institutions, general academic work, and student life is essential in attaining excellence. Strategies to achieve excellence must include the provision of the necessary infrastructure needed for students to excel.

6. Recommendations

The level of impact of excellence concept on fashion students in Ghanaian HE seems imperceptible. Hence finding ways of ensuring excellence in students learning outcome is crucial. Further, since the pace of global change requires the continuous evolution of teaching, learning, and research, constant attention must be given regarding excellence in teaching and its relation to student learning. Also, after accumulated experience and practice by any HE institution, it is necessary to review and adjust the existing approaches used by accreditation agencies. When an HE institution applies for re-accreditation, especially for the third or fourth round, agencies must expect something more than what they experienced previously and searched for improvement and development. It is necessary to see progress in an HE institution's performance.

Again, the actual needs of students such as the specifically intended competency outcomes in the curriculum must be clearly defined and the pedagogy employed must be well developed to address these consequences.

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