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## **Career Prospects of Arts Students in Technical Universities, a Descriptive Study of the Faculty of Applied Arts, Takoradi Technical University, Ghana**

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### **Abstract:**

*Career is frequently understood to relate to the working aspects of an individual's life or a person's course or progress through life. Many a time students of Arts in their various respects seem to be myopic in their career prospects. The descriptive and qualitative research design was adopted by the researchers to find out if the students were aware of career prospects in the various fields in the job market, whether students upon completing their academic work had plans of establishing their own business, their intended target market, sustainability and expansion of their career and if they had any source(s) of funds in mind. The research revealed that majority of them were aware of available career prospects, in both private and public sectors. Some expressed preparedness to set up their own business with the hope of getting family assistance, micro finance facility and others. Only an insignificant number of students claimed they were not aware of career prospects and these were from Ceramics, Painting and Sculpture departments. Lecturers should therefore encourage students to join existing associations for assistance whether financial or advisory and participate in workshops, seminars, presentations, book writing, etc.*

**Keywords:** Career, prospects, self-employment, sustainability and financial assistance, exhibitions

### **1. Introduction**

By the late 20th century, a wide range of choices (especially in the range of potential professions) and more widespread education had made it possible to plan (or design) a career: in this respect the careers of the career counselor and of the career advisor have grown up. It is also not uncommon for adults in the late 20th/early 21st centuries to have dual or multiple careers, either sequentially or concurrently. Thus, professional identities have become hyphenated or hybridized to reflect this shift in work ethic. Economist Florida (2002) notes this trend generally and more specifically among the "creative class".

The term career is used to describe an occupation or a profession that usually involves special training or formal education, and is considered to be a person's lifework. In this case "a career" is seen as a sequence of related jobs usually pursued within a single industry or sector e.g. "a career in education" or "a career in the building trade".

Choosing a career involves more than just finding out what is open to you. Knowledge about oneself is central to the process. It is worth looking at your personal goals, abilities, values, interests and skills to relate study and career options to you. Career management describes the active and purposeful management of a career by an individual. Key skills include the ability to reflect on one's current career, research the labour market, determine whether education is necessary, find openings, and make career changes, [www.arts.caterbury.ac](http://www.arts.caterbury.ac)

When choosing a career that's best for you, according to US News (2010), there are multiple things to consider. Some of those include: natural talents, work style, social interaction, work-life balance, whether or not you are looking to give back, whether you are comfortable in the public eye, dealing with stress or not, and finally, how much money you want to make. If choosing a career feels like too much pressure, here's another option: pick a path that feels right today by making the best decision you can, and know that you can change your mind in the future. In today's workplace, choosing a career doesn't necessarily mean you have to stick with that line of work for your entire life. Make a smart decision, and plan to re-evaluate down the line based on your long-term objectives (Tyrell-Smith 2010).

In reality the scarcity of jobs and strong competition for desirable jobs severely skew the decision making process. In many markets employees work particular careers simply because they were forced to accept whatever work was available to them. Additionally, Ott-Holland et al (2013) found that culture can have a major influence on career choice, depending on the type of culture.

Career management describes the active and purposeful management of a career by an individual. Key skills include the ability to reflect on one's current career, research the labor market, determine whether education is necessary, find openings, and make career changes. Individual careers rarely go exactly according to the plan. The environment changes, personal desires change, and other things happen. However, if the individual periodically reviews both the career plan and the situation, he or she can make adjustments so that career development is not impaired. On the other hand, a career plan that is not kept current rapidly becomes useless. Complacency is the greatest danger once a career plan has been developed. The plan must be updated as the situation and the individual change.

There are a range of different educational, counseling, and human resource management interventions that can support individuals to develop and manage their careers. Career support is commonly offered while people are in education, when they are transitioning to the labour market, when they are changing career, during periods of unemployment, and during transition to retirement. Support may be offered by career professionals, other professionals or by non-professionals such as family and friends. Professional career support is sometimes known as "career guidance" as in the Organization for Economic Cooperation and Development (OECD), 2004 definition of career guidance:

The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including helplines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.

However this use of the term "career guidance" can be confusing as the term is also commonly used to describe the activities of career counselors.

Career support is offered by a range of different mechanisms. Much career support is informal and provided through personal networks or existing relationships such as management. There is a market for private career support however the bulk of career support that exists as a professionalized activity is provided by the public sector.

### *1.1. Key Types of Career Support Include*

- Career information describes information that supports career and learning choices. An important sub-set of career information is labour market information (LMI), such as salaries of various professions, employment rate in various professions, available training programs, and current job openings.
- Career assessments are tests that come in a variety of forms and rely on both quantitative and qualitative methodologies. Career assessments can help individuals identify and better articulate their unique interests, personality, values, and skills to determine how well they may match with a certain career. Some skills that career assessments could help determine are job-specific skills, transferable skills, and self-management skills. Career assessments can also provide a window of potential opportunities by helping individuals discover the tasks, experience, education and training that is needed for a career they would want to pursue. Career counselors, executive coaches, educational institutions, career development centers, and outplacement companies often administer career assessments to help individuals focus their search on careers that closely match their unique personal profile.
- Career counseling assesses people's interests, personality, values and skills, and helps them to explore career options and research graduate and professional schools. Career counseling provides one-on-one or group professional assistance in exploration and decision making tasks related to choosing a major/occupation, transitioning into the world of work or further professional training.
- Career education describes a process by which individuals come to learn about themselves, their careers and the world of work. There is a strong tradition of career education in schools however career education can also occur in a wider range of other contexts including further and higher education and the workplace. A commonly used framework for careers education is DOTS which stands for decision learning (D), opportunity awareness (O), transition learning (T), and self-awareness (S). Oftentimes, higher education is thought of as being too narrow or too researched based and lacking of a deeper understanding of the material to develop the skills necessary for a certain career.

Research shows adding one year of schooling beyond high school creates an increase of wages 17.8% per worker. However, additional years of schooling, beyond 9 or 10 years, have little effect on worker's wages. In summary, better educated, bigger benefits. In 2010, 90% of the U.S. Workforce had a high school diploma, 64% had some college, and 34% had at least a bachelor's degree.

The common problem that people may encounter when trying to achieve an education for a career is the cost. The career that comes with the education must pay well enough to be able to pay off the schooling. The benefits of schooling can differ greatly depending on the degree (or certification) obtained, the programs the school may offer, and the ranking of the school. Sometimes, colleges provide students more with just education to prepare for careers. It is not uncommon for colleges

to provide pathways and support straight into the workforce the students may desire. Much career support is delivered face-to-face, but an increasing amount of career support is delivered online.

Fine Arts have an interdisciplinary focus on the study and conception of creative arts. It forms a broad base of practical and conceptual skills in visual arts, multimedia and design. This allows for opportunities to work in a range of art or media roles and industries. Fine Art programmes revolve around basic teaching disciplines which are divided up into six specializations: Film; Graphic Design; Painting; photography; Printmaking; and Sculpture. [www.arts.canterbury.ac.nz](http://www.arts.canterbury.ac.nz)

According to [www.arts.canterbury.ac.nz](http://www.arts.canterbury.ac.nz), graduates of arts are employed in a range of jobs including photography, teaching and being an illustrator.

#### 1.1.1. Artist

- Researches and implements creative ideas
- Produces art work for exhibitions and commissions in specialist medium
- Liaises with art galleries and clients
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#### 1.1.2. Graphic Designer

- Meets with clients and interprets their requirements
- Produces ideas through creative thinking and collaboration
- Uses creative-based software to design publications and collateral

#### 1.1.3. Photographer

- Takes photos to meet the requirements of clients
- Edits photos
- Develops a portfolio to show expertise and build a good reputation

#### 1.1.4. Illustrator

- Meets with clients and interprets their requirements
- Produces illustrative ideas through creative thinking and collaboration
- Uses creative-based software to create illustrations and graphics

#### 1.1.5. Film Director

- Markets the storyline or scripts to producers
- Directs scene set up and actors in television series and feature-length productions
- Creates shots and decides on length, pace and angle

#### 1.1.6. Art Gallery Manager

- Assesses and selects art
- Plans and presents exhibitions
- Visits artists and negotiates sale prices

#### 1.1.7. Curator

- Chooses items for display at museums or galleries
- Manages collections
- Conducts research around pieces or collections for display

#### 1.1.8. Conversation Assistant

- Researches the history of artworks
- Writes reports on the condition of art
- Assists the senior conservator

## **2. Methodology**

The researchers adopted the descriptive and qualitative research design because it describes what exists with respect to variables or conditions in a situation such as career prospects of Arts students. Opinions were therefore elicited from all the stakeholders including students, lecturers, hospital administrators, and practicing artists, concerning career prospects of arts students. The main aim of including the aforementioned stakeholders was to identify and confirm the fact that students of Arts had various options in career. In addition it was to point to current students and prospective students of the practicality of arts studies in life in general.

The sample size was 81 which included 60 students while the remaining 21 were the lecturers, practicing artists, and hospital administrators. The random sampling method and the purposive sampling method were used to select the students and the other stakeholders respectively. The random sampling technique was used in order to avoid bias, moreover considering the huge population of the students it was deemed appropriate. On the other hand the selection of the remaining stakeholders constituted 12 lectures, 3 hospital administration staff and 6 practicing artists. Altogether, the remaining respondents apart from the students were 21 and these were interviewed using an interview guide. However, the students responded to questions from a questionnaire in order to allow for limited interference from the researchers. Both the questionnaire and the interview guide contained basic questions concerning awareness of career prospects, plans of establishing one's own business, sources of funds among others. The researchers did not achieve 100% response rate because some of the students refused to turn in their questionnaire after filling. On the contrary all the other stakeholders responded since they were directly interviewed by the researchers. The data received from the respondents were coded, analyzed and presented in tables with percentages.

**3. Results**

The purpose of this study was to find out career prospects existing for students of arts. The researchers wanted to identify among the students of Applied Arts their career awareness, their readiness to set up own business among others.

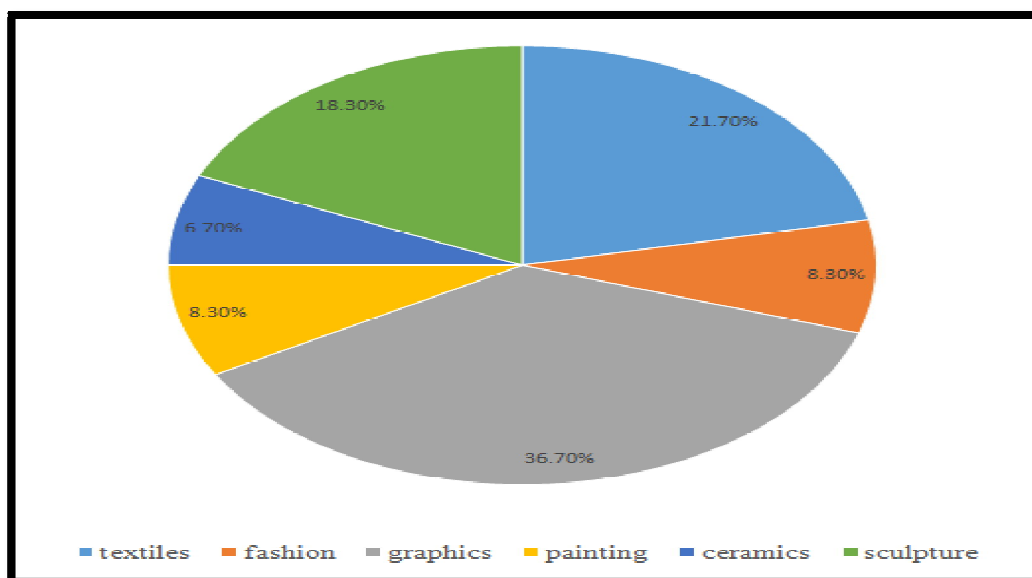
Stake holders	Frequency	Percentage
Students	60	74.1
Lecturers	12	14.8
Hospital Administrators	3	3.7
Practicing Artists	6	7.4
Total	81	100.0

*Table 1: Distribution of Stakeholders  
Source: Field Data (2016)*

Items/variables	Frequency	Percentages	Total
Gender of students			
Males	42	70	
Females	18	30.0	100
Age			
20 -25	44	73.0	
26 - 30	16	27.0	100

*Table 2: Gender and Age of Students*

- HND Program



*Figure 1: A Pie Chart Showing the Percentages of Respondents from Various Departments*

Percentage of respondents from departments

Items/variables	Frequency	Percentages	Total
1.Awareness of career prospects: Yes No	49 11	81.7 18.3	100.0
2.For Yes, means of survival after school: Public work Private work	13 36	6.4 17.6	100.0
3.Thought of establishing own business: Yes No	47 13	78.3 21.7	100.0
4. If Not, why? Poor financial strength: Not yet developed the idea: Fear of non-survival:	1 4 8	7.7 30.8 61.5	100.0
5. If Yes, type of business: Small scale enterprise: Medium scale enterprise: Large scale enterprise	16 23 8	34.0 49.0 17.0	100.0
6.Source of funds available: Family assistance: Micro finance facility: Personal savings	18 10 32	30.0 17.0 53.0	100.0
7. Sufficient skills to set up Business: Yes:	60	100.0	100.0
8. Plans of expansion if Successful: Yes:	60	100.0	100.0

Table 3: Responses to Research Questions (Refer To Page 15)

### 3.1. Areas of Interest

Student expressed interests in varied areas including textiles printing, weaving modeling and assembling in sculpture, dressmaking in fashion, animation, printing, photography in graphics, throwing and modeling in ceramics, painting.

### 3.2. Specific Areas Per Department

- Ceramics: throwing and modeling, building ceramics titles vase making
- Fashion: designing and embroidering
- Graphics: animation, printing, photography, interior decoration, website designing, packaging.
- Painting: figure painting, still life painting
- Sculpture: modeling and assemblage, construction, metal works, wood carving
- Textiles: colour psychology, weaving embroidery

### 3.3. Specific Business Students Expressed Interest In

- Production and distribution of fabrics
- Artificial limb making
- Metal furniture with wood carving decoration
- Art business
- Printing press
- Make-up and clothes

- Printing designing and advertising in graphics
- Building toilet seats
- Production of vent gust to mention but a few.

All students believed they would have acquired some skills by completion of the HND program

Target market for own business: students expressed interest in their target market should they establish their personal business. These included:

- Hotels and hospitality management
- The youth
- Companies
- Traditional people
- The several public senior high school
- Children and adults
- Senior high school
- Movie directors

Students who said they were not aware of career prospects in their area of study came from:

Department	Frequency
Ceramics	1
Painting	2
Sculpture	1

Table 4

#### 4. Discussion

Views were sought from the following stakeholders: students, lecturers, hospital administrators, and practicing artists.

##### 4.1. Responses from Students

The students were the main stakeholders from whom information regarding their knowledge about their areas of study was sought. The number of male Art students far outnumbered the female students. 70 percent of the student respondents were males with only 30 percent for females representing a ratio of 1: 2.3. This contravenes what pertains in universities in other developed nations such UK and US. For instance, Ratchliffe (2013) presents information on gender gap at universities particularly students obtaining undergraduate degrees in Creative Arts and design, 2011-2012. Her research revealed that male students were outnumbered by females at most UK universities. Out of 49920, 30790 (61.7%) were females whilst 19135 (38.3%) were males. Borzelleca (2012) also asserted that male-female ratio in higher education in the US has been steadily moved in favour of the females ever since the 1970s. Total enrolment figures show that females outnumbered their male counterparts for the first time in the late 1970s, and they have steadily increased their numerical advantage ever since.

The average ages of the student respondents ranged between 20 to 30 years. 73.0 percent fell within ages 20 to 25 while 27.0 fell between the ages of 26 to 30 years.

The HND programmes undertaken by the students included; Textile and Technology, Graphic Design, Fashion Design and Technology, Painting, Sculpture, and Ceramics. The number of students per programme varied and it was not in any particular order since they were picked randomly. The number of respondents from graphics was the highest with a percentage of 36.7, followed by textiles with 21.7 percent. The third highest represented department was Sculpture, and the least represented departments were Fashion and Painting both with a percentage of 8.3.

As many as 49 out of 60 students representing 81.7 percent admitted that they were aware of career prospects in their area of study while only 18.3 percent claimed they had no such knowledge. Out of the 81.7 percent of those who agreed to being aware of career prospects in their area of study, 6.4 expressed interest in being employed in public or government establishment while 17.6 percent of same group wanted to be employed by the private sector as their means of survival.

Student respondents were asked if they had thought of establishing their own business. The responses were 47 in agreement and 13 of them stated they had no such thought. These were represented by 78.3 percent and 21.7 percent respectively. On the other hand, the 13 respondents who claimed they had no thought of establishing their own businesses attributed it to reasons such as; poor financial strength (1 respondent by 7.7%); simply not developed the idea (4 respondents represented by 30.8 %); and none-survival (8 respondents represented by 61.5%).

The types of business expressed by those who proposed establishing their own business included small scale enterprise, medium scale enterprise and large scale enterprise with percentages of 34, 49 and 17 respectively. The results showed that sources of funds available to students included family assistance, micro finance facility and personal savings. 30 percent hoped on family assistance, 17 percent said they were going to rely on micro finance and 53 percent decided to rely on personal savings.

All 60 (100 percent) believed they would have acquired sufficient skills at the end of their programme to set up their business and further to this they had plans of expansion. In addition, the study revealed that students had wide areas of interest and these included the following according to their departments.

Specific areas of interest were: For

- Ceramics: throwing and modeling, building ceramics tiles vase making
- Fashion: designing and embroidering
- Graphics: animation, printing, photography, interior decoration, website designing, packaging
- Painting: figure painting, still life painting
- Sculpture: modeling and assemblage, construction, metal works, wood carving
- Textiles: colour psychology, weaving embroidery

Students also expressed interest in establishing businesses in the following areas:

- Production and distribution of fabrics
- Artificial limb making
- Metal furniture with wood carving decoration
- Art business
- Printing, designing and advertising in graphics
- Building toilet seats
- Production of vent gust to mention but a few.

Some of the target markets for the student respondents included hotels, companies, the general public, senior high school, the youth, traditional people, children and adults and movie directors.

#### 4.2. Responses from Hospital Administrators

The Hospital administrators confirmed that patients usually experienced many different art forms. This appeared in the displaying of sculpture in hospital grounds and the involvement of patients and staff in performances, exhibitions or workshops all to help improve the wellness of patients. They confirmed that the medical community works alongside the arts professionals because it is regarded as an integral component of healthcare.

Also Research indicates that the visual arts have many intrinsic and instrumental benefits in healthcare. For example, research with children with cancer indicates that engaging in drawing and painting is an effective method for dealing with pain and other disturbing symptoms of illness and treatment (Rollins, 2005a). Also, the visual arts offer a means of non-verbal communication, often bringing order and clarity to mixed-up, poorly understood feelings. While providing a vehicle for catharsis, the artwork itself offers a tool to monitor the individual's emotional and/or developmental state and progress (Rae, 1991; Sturmer, Rothbaum, Visintainer, & Wolfer, 1980). Visual arts also serve as a diagnostic tool; asthma symptoms may be revealed in children's illness drawings (Gabriels, Wamboldt, Adams, & McTaggart, 2000).

#### 4.3. Responses from Practicing Artists

According to the practicing artists interviewed, fine artists could be tasked to produce a piece of work or they can create their own pieces, which they sell either directly to the public or through an intermediary such as a gallery or an agent. They may also run art classes or engage in community art projects.

Additionally, the interviewees also added researching, planning and creating art work as part of their career to which they accepted those activities could include, but not exclusive to the following:

- Idea generation and development, model making, and sketching;
- Writing of project proposals for galleries, or competitions;
- Liaising with gallery owners, curators and other artists;
- Curating individual and group shows;
- Negotiating a sale or commission;
- Self-promotion, attending private views and networking; and
- Visiting locations, interviewing people, using libraries and the internet.

On the other hand, the artists confirmed that the flow of work could be very irregular and there was generally a lack of stability usually associated with full-time employment. According to them though some fine artists did not have professional qualifications, they sometimes start producing their own work having discovered they had a talent which required them to be resourceful in order to create their own opportunities and seek out new and interesting places to show and sell their work, such as museums, shops, bars, events and public spaces. However, they were quick to admit that to have an increased chance of success it was useful to be formally trained and to obtain relevant qualifications though it was possible to enter a career as a fine artist without a degree. They claimed some artists learned through a combination of short courses such as weekend classes or evening classes, one-week intensive courses and other qualifications such as diplomas or certificates in photography, painting, sculpture, media and printmaking.

Fine artists are usually self-employed. They often combine freelance work or practice with another salaried job. This is often in schools, adult education colleges, universities, studios, galleries and across the creative industries.

Artists may also sell their work independently or through a gallery and, as such, are expected to maintain a good working relationship with the gallery.

Another arrangement is to have an agent sell their work on their behalf. This may achieve more sales and wider exposure but the agent will take commission on what they sell, which will reduce the fee an artist receives.

Many artists find that they learn through collaborating and working with others. Developing good relationships with other artists, curators and gallery owners can provide a forum for criticism and improvement. Artists are constantly growing and developing their own work and practice through improved self-awareness and an increased knowledge of what is happening in the world around them.

Most artists are self-employed as sole practitioners and business operators and usually work in part-time positions/activities or work from home (or both). Throsby & Zednik's (2010) have calculated that the average proportion of time spent on creative work for visual artists is 51.4% and for craft practitioners 44.8%. The time spent on non-arts work is around 20%. These statistics are supported by Curtin alumni data where visual artists have indicated they spend about half of their time on creative work. For many Curtin graduates their income appears centred around education (though not restricted to teaching in a primary or high school).

Although not specific to visual artists, broader research (Blustein, 2008 & Foud, Bynner, 2008) indicates that moving through the career stages may impact on mental and physical health. Whilst this impact may not necessarily be negative (moving from an emerging to established artist would be cause for celebration) there will still be changes to routines and roles and different stresses. It will therefore be important to develop the skills to manage stress, ask for help and more broadly adapt to the changes as they occur.

#### *4.4. Responses from Lecturers*

##### 4.4.1. Textiles Department

Users admitted that textile students could establish their own businesses, since that is the core focus of their training. They said students had the requisite skills and therefore could collaborate with friends in the areas of batik making, printing of anniversary cloths, production and design of chairs, making of room curtains, wall hangings, bag weaving, leather works and fabric preparation. At the industrial level, it was pointed out that apart from designing for companies, students could engage in production and design, weaving and fiber and leather preparation. It was identified that career training was organized for students once or twice in a semester depending on money available through the engagement of people related areas area who are established, to encourage them on how to set up and to improve on their basic management skill. It was discovered that there was no internal source of funding for students to fall on. However, external sources exist in the form of Aid for Artisans and related bodies, with membership required. Some politicians also do give assistance. It is a practice-based study. Some lecturers are practicing artisans with cottage industry to help students to learn and serve as mentors. Exhibitions, open days, lifestyle of lecturers as well as other experiential workshops served as means of building interest in art in Artist and the non-Art population.

##### 4.4.2. Painting Department

From the painting department, lecturers indicated that students could engage in all forms of advertisement for companies and media houses. They could also engage in wide network marketing even to involve graduates from other departments. Structural painting such as painting houses in groups and coral painting were other areas that were mentioned. At the industrial level students could as well advertise for companies and media houses. They could also do structural and industrial painting of vessels at the oil field, on-and-off shore. Again, they could work for painting industries. In the military, they could be hired for forensic investigations.

##### 4.4.3. Ceramics Department

From the ceramics department, it was identified that students could go into architecture and be in the production of tiles and burnt bricks, since the main raw material which is clay is in abundance and almost free in terms of cost. And at the industrial level students could do prospecting for clay, production of tiles on large scale and architecture. They could also offer archeological services such as shards which is the conversion of clay into stone balls to absorb water from the ground. Preservation, history, reuse, creativity and invention were also additional areas mentioned. Another area of interest for students was electricity production. Furthermore, students have the flexibility of branching into other related areas such as cartooning, businesses, and investigations.

##### 4.4.4. Fashion Department

At the fashion department it became obvious that it is one area where students complete their program with complete competence and confidence to face the career world. It was made clear that in their training, there is no partial work. Every work started must be complete since clothes are only worn in their finished states. Moreover the major working tool which is the sewing machine happens to be one of the prerequisites for starting the programme in the first place. At the individual level, each student could start a business right from their homes even with a domestic table as a workshop. It became clear



that having initially acquired the most expensive equipment which is the sewing machine, all other needed material is less expensive, and that they could perfect their sewing by sewing their personal clothes and that of their families. At the industrial level, it was indicated that, students could partner with others to open bigger shops to offer various commercial sewing services. They could also join bigger industrial sewers and even work with fashion designers. It was again discovered that a student moving forward from sole working to expand is quite easy since they could always get paid for the things they sewed on small scale to save for expansion.

#### 4.4.5. Sculpture Department

Lecturers of sculpture believed student should be encouraged to set up their own business to a large extent. This is because they have gained exposure in some employment experience through industrial attachments before setting up their own business. In addition, they believe students have the requisite skill since they do many practical works such as branding which is very easy for them. Besides formal education students undertake field trips, usually once per semester. Lecturers admitted there was no common fund for them. Lecturers act as mentors for students to develop their careers by reaching them and giving them explanations to their difficult questions. Lecturers help develop interest in both Arts and non-Arts population through exhibitions, workshops, Art fairs and any platform that showcases ideas such as fashion shows. Sometimes through Open Day resource persons, both Arts and non-Arts population are helped to develop their interest in arts.

#### 4.4.6. Graphics Department

Lecturers believed students should be encouraged to set up their own business because they possess more than the required knowledge to do so. It was discovered that besides the formal training career training is occasionally organized for students to sharpen their skills. However, it was generally agreed that there was no internal common fund for students to depend on for such future ventures, but nothing was said about external facilities. Lecturers are made to mentor some group of students by use of character (that is quality of lecturers' life, mode of delivery, what lecturers possess such as their qualifications) all of which happen to be inspirational. Generally, the research revealed the following as common problems in the Art industry:

- Piracy
- Lack of awareness of the existence of the various associations. Due to this lack of knowledge students after completion of their programmes do not know where to turn to for assistance.
- Lack of entrepreneurial skills to some extent. This arises as students in the course of study are compelled to complete practical assignments within some stipulated time which is compulsory for all students – both the fast and the slow learner. It makes them lack the confidence they need in their areas of competence leading to the inability to start on their own.
- Some of the government policies are not in favour of practicing artists (ceramics) e.g., the collapse of Saltpond Ceramics company. This is seriously demotivating since such students who may not be able to start on their own cannot also find an established firm or industry to be employed.
- International trade conflict. This is usually in the area of the local market falling so much on the foreign market products even for what can be produced locally. This practice tends to stifle creativity of students who come out of training, fearing a dead market in their area.
- Lack of maintenance of the existing few industries
- Employment of expatriates against nationals

It Is Recommended That:

- Lecturers encourage students to join existing associations for assistance whether financial or advisory.
- Students' products are displayed during exhibitions for sale. This serves as a form of fund creation which can in the long run serve as part of the initial capital needed for students to start up in their own small way possible.
- Students give out product samples to user companies as a marketing strategy as it readily sells out their products to other companies. This can encourage such organisations to offer assistance to students.
- Mentorship by lecturers and practicing artists be intensified to sharpen students' skills. This serves as a panacea for the lack of complete skills needed to start up.
- Industrial attachment be taken seriously by students since it complements what they learn at school.

Workshops, seminars, presentations, book writing, etc. in secondary schools and for the general public (including churches) be organized to whack their interest. This is a means to encourage other upcoming or potential students to consider taking up similar programs at the tertiary levels in order to sustain such programs.

Government involvement is necessary in making policies such as the use of local materials in building as example to beat down the cost of production and to limit importation

The culture of maintenance be intensified to safeguard likely collapsing arts industries which readily provide market for students of arts. This can help absorb graduates from the arts institutions.

## 5. Conclusions

- The study revealed that art programmes in the institution was male dominated.
- The majority of the students were aware of the existence of the many job prospects in their areas of study and a higher percentage (70%) had plans of establishing their personal businesses with the hope of receiving support from sources such as family and other financial bodies.
- They proved this point by stating several businesses they were interested in such as art business, metal furniture and wood carving, building of toilet seats, printing and designing, etc.
- In addition they had a wide range of target markets from children to adults, the rich to the less income-endowed, hospitality industry, movie industry, the traditional sector and many more. All these go to confirm the fact that indeed the students had knowledge and information about career prospects in their fields. Moreover, the student respondents expressed the hope of sustainability and expansion of their future business if resources were available.

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