An investigation into the relevance of Technical and Vocational Education and Training curriculum in Lesotho secondary schools

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DECLARATION

I hereby declare that this dissertation titled,"An investigation into the relevance of technical vocational education and training curriculum at secondary schools in Lesotho", is purely my own independent work which has not been in any means previously or its parts been submitted to any institution of higher learning for any qualification. As such this does not contain any other person's data in the form of pictures, graphs or any other information, unless otherwise stated and correctly acknowledged from the original source.

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ABSTRACT

Relevance and responsiveness of a curriculum is a topic of discussion in recent times. The current study considers the relevance of technical education and training curriculum at secondary schools in Lesotho. The focus is on the technical education that is provided in those secondary schools which offer technical education. It looks at the conceptualization of relevant and responsive curriculum. It also ascertains whether or not the goals and objectives which were set for this curriculum are being achieved.

This study was grounded in qualitative tradition whereby the case study strategy was used. Semi structured interviews were conducted to capture the opinions, thoughts, perceptions and experience of the participants on the relevance of technical and vocational education and training at secondary schools.

Data was analysed according to main themes that emerged from the responses of the participants. The findings of this study indicated that TVET curriculum should be improved so as to align it with the needs, demands and expectations of the market and industry for it to be able to be used as a strategy to alleviate poverty and to reduce high rate of unemployment among the youth in particular.

It is hoped that recommendations that were drawn from the findings of this study will be used by the curriculum designers and implementers to improve the standard of TVET in the country in order to achieve its relevance and responsiveness, hence the reason why this study was conducted.

Keywords: Lesotho, Technical Vocational Education, curriculum, secondary schools, relevance, responsiveness.

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ABBREVIATIONS

CBET	Competency Based Education and Training
CBT	Competency Based Training
COC	Centre of Competency
COL	Centre of Learning
COSC	Cambridge Overseas School Certificate
CYF	Common wealth Youth Foundation
D&D	Design and Technology
DUT	Durban University of Technology
ESSP	Education Sector Strategic Plan
GOL	Government of Lesotho
ILO	International Labour Organisation
LGCSE	Lesotho General Certificate of Secondary Education
LNDC	Lesotho National Development Cooperation
MOET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
NVA	National Vocational Association
UNDP	United Nations Development Programme
UNICEF	United Nations International Children Emergency Fund
SACU	Southern African Custom Union
TVET	Technical Vocational Education and Training

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CHAPTER 1

GENERAL INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

Quality, relevance and responsiveness of technical and vocational education curriculum has been a topic of discussion amongst many researchers and scholars in recent times. This has been sparked by an unstable economy and high rates of unemployment amongst the youth in particular in developing countries like Lesotho. This research was motivated by the idea that perhaps Technical and Vocational Education and Training (TVET) was not playing its intended role. This idea could not be confirmed until some investigations were conducted.

This study investigates the relevance of TVET in secondary schools in Lesotho. As such, aspects such as background to the study, site of the study, statement of the problem, aim of the study, objectives, research questions, literature review, methodology, population, sample and sampling, instruments of research, data collection and analysis, significance of the study and research ethics are discussed in this chapter. The aforementioned aspects inform the reader on what to expect in this dissertation.

1.2 Background

Historically, many studies have been conducted to investigate the purpose of TVET education, such as its impact on economic development; the impact of quality assurance on technical and vocational education and training; reforming and effective implementation of the TVET curriculum in schools (Audu, Yosri and Muammad 2013), Mousakitis (2010), Anaele *et al*. (2014: 44).

Vocational and technical education, according to Yusuf (2006 as cited in Innocent 2013: 24) is that type of education that aims at preparing students for employment in a reputable field of work. It provides the skills, knowledge and attitudes necessary for effective employment. For this reason technical and vocational education and training has emerged as one of the most effective human resource development strategies that African countries need to embrace in order to modernize their workforce (Afeti 2010: 1).

This massive role of TVET has attracted many researchers and scholars to engage in further research, including the researcher of the current study who is investigating the relevance of technical and vocational education at secondary schools in Lesotho and who regards this type of education as a country strategy to reduce the rate of unemployment and poverty. This was the fundamental reason why it was introduced in many countries globally.

According to Nwachukwu and Phillip (2014: 10), Africa is the most blessed continent amongst the other continents of the world. Despite this, it still remains the poorest and the least developed region of the world. Nwachukwu and Phillip (2014) assert that many African countries have been looming around many different economic problems over the past three years. As a result of this crisis, poverty has increased throughout the nations and has underpinned the education and national development of the affected countries. As such, Lesotho is not an exception to this crisis, despite it having TVET education which was meant to reduce unemployment and alleviate poverty. The high rate of youth unemployment which is said to be around 30% (Socio-economic policy brief 2014: 1), has hit this country.

This stimulates one to ask whether or not the TVET curriculum is relevant to the goals and objectives which were meant to guide it so that its intended purpose of alleviating poverty is achieved. The view of Nwachuku (2014: 15) is that 'technical and vocational education and training is an education, learning and training activity which provides knowledge, skills and attitudes relevant for employment and or self-employment which must be put into practice by all countries for TVET to effectively play its intended role'.

In line with this, it can be asserted that it is the responsibility of all curriculum designers and implementers to ensure that the curriculum is periodically reviewed to maximize its relevance and responsiveness.

According to the researcher of the current study, whatever explanation is given to TVET education may be appropriate. However, the important thing is whether or not its intended purpose is achieved in African countries. As has been indicated in some earlier studies that TVET has been in existence for many years in developing countries. However, its intended aim and purpose of producing inventive and readily employable and/ or self-employable graduates and serving as a real economic bailout for the deteriorating economy in Africa is yet to be achieved (Osuanyi et al. 2014: 27).

The cause may be due to the fact that TVET was introduced in other countries simply because it was the policy of other countries to do so or because donor countries had instructed that it must be introduced in schools; not because the countries in question really see the need to implement TVET in schools. According to Hopkin (1996 in Mosothoane 2013: 331), sometimes developing countries make changes to their education system just to satisfy the expectations of the developed countries who impose on them what to do. In most cases, they are instructed as to how to spend the money.

In response to this, the government of the Kingdom of Lesotho is making every effort to improve the quality of education after alsoidentifying the education system as the bedrock for economic development and poverty reduction in the country. Notwithstanding this government initiative, most youth remain jobless after the completion of their studies, either at secondary or tertiary levels. The Economic Review (2012) highlights that Lesotho is one of the African countries with a high rate of unemployment, particularly among youth such that it is estimated that there are 7,500 graduates who enter the labour market each year and only half of this number do get jobs.

This situation led the researcher of the current study to ask himself as to what is the cause of this high rate of unemployment amongst the youth who have acquired knowledge, skills and attitudes at schools and should be able to apply them to the world of work? There must be a reason behind all this. It must either be due to the fact that their education and training is not relevant and responsive to the changing needs and expectations of the industry or that the country does not have the industries for students to work after their schooling. These questions prompted this study to be undertaken in order to investigate the relevance of Technical and Vocational Education and Training (TVET) curriculum at secondary schools. The study was conducted at secondary schools because that was the foundation for TVET education.

1.3 Site of the study

The site where this study was conducted was Maseru district. The participants in this study came from various parts of Lesotho and lived in Maseru. This included both rural and urban areas of the country. The schools and factories are all situated in Maseru.

1.4 Statement of the problem

The problem which motivated this research study is that while the government of the Kingdom of Lesotho is investing in education with the chief aim of reducing unemployment, developing the economy and alleviating poverty, the rate of unemployment amongst the youth seems to be increasing despite the skills, knowledge and attitudes that they have. This made the researcher of this study to question the relevance of technical and vocational education and training and whether the demands of the economy were incorporated into the design of the curriculum.

The main question was if the current TVET curriculum was still relevant after long being introduced around the early 70s. This question made this study focus on the relevance, responsiveness and the general state of technical and vocational education and training curriculum in secondary schools in Lesotho.

The present situation of youth unemployment in Lesotho is that huge numbers of youths drop out from schools and afterwards remain jobless. Probably many of them have been doing technical and vocational subjects at their last schools attended, consequently leading the researcher to believe that there were matters of concern in the TVET curriculum thatneeded to be investigated and attended to. Hence the purpose of this study.

1.5 Aim of the study

The aim of this study was to investigate the relevance of Technical and Vocational Education and Training (TVET) curriculum at secondary schools in Lesotho. By so doing, the general state of this curriculum would be known and the researcher would be able to identify some contributing factors to the relevance and responsiveness of such a curriculum and map a way forward for improving and adjusting it to be in line with the evolving needs of industry and markets in the country.

The results obtained from this study were hoped to be used to improve the standard of theTVET curriculum and also designing an intervention programme which would be used in the designing of future curriculum. ‘A well-designed curriculum should aim at equipping learners with relevant knowledge with emphasis on technology innovation and entrepreneurship, develop their full capacity, enhance the quality of their lives and also

enhance continuing with learning as a life-long engagement' (Mugumbi, Ochieng and Meriti 2014: 500).

The relevant curriculum should identify the educational purposes and organize them into goals and objectives to be achieved at different levels.

1.6 Study objectives

The objectives of this study are as follows:

- To investigate the current relevance of technical and vocational education and training in Lesotho secondary schools;
- To explore ways of improving the TVET curriculum in secondary schools in such a way that it will produce learners who can compete in both national and international worlds of work; and
- To produce learners with skills and technological knowledge which will create wider career opportunities and further education and training.

1.7 Research questions

The following research questions guided the study:

- What is the current relevance of technical and vocational education and training in Lesotho secondary schools?
- How can the technical and vocational education and training curriculum in Lesotho secondary schools help to produce learners who can compete in the national and international world of work?
- How can the technical education curriculum in secondary schools enhance career opportunities and further education and training after secondary education?

1.8 Literature review

The literature review for this study was conducted with the express purpose of highlighting how the relevant and responsive curriculum should be in order to address the needs of learners and society in general. This includes the aims and objectives which should be incorporated in such a curriculum. The need for adjusting and realigning the curriculum to be in line with the objectives of the education sector were also examined.

This study was guided by the Human Capital theory which presumes that individuals and society derive economic benefit from investment in people (Sweetland 1996: 341). It encompasses the notion that there is investment in people like education, training and health, and that investment increases individuals' productivity (Diebolt and Michael 2014: 1).

In order for the curriculum to be relevant and responsive to the needs of the nation, it should attain some purpose. It must aim at the capacity building of learners with foresighted vision, innovative mind and guiding spirit (Rani 2014: 871).

It was in this context that the researcher wanted the technical education curriculum to be revisited and amended to be in line with the needs of the economy. In support of this, Njenger (2014: 3) asserts that the role of the curriculum is to identify the educational purpose and organize them into goals and objectives to be achieved at different levels of education and training, while on the other hand, the technical and vocational education curriculum is expected to offer the courses contained with relevant skills to fit in the labour market. The courses that students obtain help them to be saleable in industries and to get employed (Netherlands Initiative for Capacity development in higher education 2010 in Bhutel 2015: 80).

1.8.1 The need for curriculum realignment in schools

By making sure that technical and vocational education and training is inline withthe particular vocations and tasks which are required by the labour market, the problem of mismatch between industry and education is seen as the main source of the high degree of unemployment in developing countries, (Almeida et al. 2012 in Werne *et al*. 2012: 22). Hence technical and vocational education provides the youth with practical oriented knowledge as a basis for further education and training.

Reforming TVET education and training by enabling anindustry-led approach is very important in producing skills and human labour that meet industry demands and support the migration of all economic sector towards knowledge - intensive activities in line with the aspiration to become a high-income nation by 2020 (Eleventh Malaysia plan 2016 – 2020: 9).

Based on this argument, the researcher believes that in order to have a quality curriculum, such a curriculum should be reviewed from time to time in order to comply with the demands of the present. Shiundu and Umulando (1992 in Mandiudza, Chindesa and Makay 2013: 126) affirm that no curriculum remains perfect and relevant for ages; curricular must keep changing to address new needs that emerge as new societal needs. The curriculum must be designed in accordance with the needs of the economy and of the society if one wants a significant impact on unemployment in the country.

1.9 Research methodology

1.9.1 Research Design

As stated, the purpose of this study was to investigate the relevance of technical andvocational education and training curriculum at secondary schools in Lesotho.The opinion of the researcher of this study is that relevance can be measured from people's perceptions, opinions, thoughts and their views as they were contacted face to face about the phenomenon (McMillan and Schumacher 2006: 315).

Based on the above view, the researcher felt that qualitative approach was the best option for this study as Salkind (2009: 209) noted that the qualitative method has been in existence for many years, as long as people were able to share their ideas and traditions together, interviewed others and so on. As such, students who completed their secondary education; principals of the schools offering technical and vocational education and training curriculum and executive officers of industries were contacted to express their views and experiences with the technical education curriculum.

As seen in section 1.7, all research questions needed detailed explanations to be presented. De Vos *et al*. (2011: 308) advocate that,'unlike the quantitative approach, the qualitative approach requires that the design of the research be more than a set of worked out formulae. The qualitative researcher is concerned with understanding, rather than explanations with naturalistic observations rather than controlled measurements, with subjective explanations of reality'.

Since the focus of this study was on the students who have studied technical vocational education at secondary schools in Lesotho, it was very difficult and tedious to reach allthe students who have studied TVET in the country for data collection. As a result, the researcher opted for the case study strategy as the aim of the case study is to study a person or any social organization in its original state or situation in as intense and as detailed a manner as possible. 'Case studies enable a very close examination, scrutiny and the collection of a great deal of detailed data' (Salkind 2009: 231).

In support, Rule and John (2011: 1) assert that the case study is a popular strategy within the social sciences and education because it allows the researcher to examine a particular case, a situation, a person or even an organization. Likewise, Keith (2009: 119) affirms that case studies strive to fullyunderstand the case or situation in depth and in its original state, recognizing its details and context.

1.9.2 Population

'Population refers to a group of elements or cases that share the same criteria and to whom we intend to generalize the results of the research study' (McMillan and Schumacher 2006: 119). In this study, the population was fifty students who have studied TVET education at ten secondary schools in Maseru district, ten principals of schools offering TVET curriculum and ten executive officers of industries in the same district.

1.9.3 Sampling method

Since this is a case study, Maseru district was the appropriate case over the other nine districts of Lesotho, with the highest number of schools offering technical education. It is also the biggest district in the country. For this reason, ten groups comprising of five students who had studied technical education in ten schools which offer this curriculum were selected. This brought the sample size to fifty students. This size was selected because it was manageable and reachable in terms of travelling costs, weather conditions and the geographical location of each school. While 50 was the target, the researcher was committed to continue until data saturation was reached. For making this selection, purposive sampling was used. The researcher selected particular membersfrom the population that will provide

rich and accurate information about the topic of interest (McMillan and Schumacher 2006: 126).

1.9.4 Instruments of research

Interview guides and document analysis with different sets of questions were used for all three sets of participants. The Semi-structured interviews were held with each group. This involved face-to-face interaction of the researcher and the participants (Kumar 2011: 160).

1.9.5 Data collection

As shown in 1.8.5 above, the researcher used both document analysis and interviews to collect data that was suitable for this study.

1.9.6 Data analysis

According to Schwandt (2007 as cited in De Vos *et al*. 2011: 397) analysis of data is the process of orderly structuring and bringing order as well as meaning to large volumes of collected data. This is the process of making sense of, interpreting and theorizing data. For this study, the qualitative researcher assessed and made interpretations for the mass of the data that was collected. This process involved bringing order, structure and meanings to the data in order to make sense of that data from the perceptions, thoughts and experiences of the participants.

To do this, the researcher used a coding procedure as suggested by De Vos *et al*. (2011: 410). This involved the main points being marked with codes. The codes were grouped according to similar themes in order to make them more workable. From these themes, categories were formed and the different pieces of data were compared, out of which the pieces which had the same theme were put together and were given a code. In this way, data was described based on the theme that occurred most often.

1.9.7 Significance of the study

The findings and recommendations of this study will motivate interventions to be taken to improve the quality and standard of the technical and vocational education and training

curriculum in Lesotho secondary schools. The significance of this study will be effective for the following social groups and social activities:

- This study is highly likely to motivate future researchers to conduct further research in the field of technical and vocational education and its impact on wealth creation.
- This study may be used as a reference point by the government and other stake holders to take some measures to reduce the rate of unemployment amongstthe youth by financing the youth to start their own businesses.
- The study aims to motivate the youth at all levels who are considered in this study to generate income out of the skills and knowledge that they have acquired in education and training, other than seeking employment from the government and private sector.
- The research is meant to be an eye-opener to both industry and the market to take part in the design and development of theTVET curriculum in order to ensure that the needs and expectations of the industry are incorporated into the curriculum. This will ease the way for the youth to immediately get jobs after the completion of their education.
- This study is meant to be an eye-opener to curriculum designers and implementers to regularly revisit the curriculum so that its relevance and responsiveness can be evaluated in time and necessary adjustments made.

1.9.8 Ethical considerations

All research is governed by research ethics. For this reason, research ethics must be taken into consideration before any research endeavor can be executed. This is taken into consideration in order to make sure that no harm comes to the respondents due to their participation in the research study. If for example, a respondent is not happy about the questions that he or she is asked in an interview, such an interview should be left rather than risk upsetting the respondent (Oppenheim 1992: 83).

First of all,the researcher applied to DUT to grant him permission to conduct the research. The letter was also written to the Lesotho Ministry of Education and Training (MOET) administrative body, being the senior education officer, to grant permission for the current study to be undertaken in secondary schools. Such a letter was also written to industries.

Two letters were also written to the principals of schools offering TVET and the senior administrative officers of the industries who were going to be interviewed. These letters were written in order to seek permission to conduct the study and also to interview them. The letters informed them that their participation in this study would be highly appreciated and that the participation in this study was not compulsory. This meant that they could withdraw from the study any time they felt like doing so.

Participants were assured that the information that they provided is only meant for study purposes and nothing else. That is why they did not provide any identifying information such as their contact details. Further, all participants were assured that the information that they provided will be treated with the strictest degree of confidentiality as possible and will only be made available to them, the researcher and the relevant stakeholders in this study.

1.1.9 Structure of Dissertation / chapter outline

Chapter 1: is based on the introduction and background of the study. Components such as background to the study, site of the study, statement of the problem, purpose of the study, objectives, the research questions, literature review, significance of the study and research methodology and ethics were discussed in this chapter.

Chapter 2: looks at the relevant existing literature concerning the relevance of the technical and vocational education curriculum. It covers a number of components such as the theoretical framework of the study, the concept of curriculum and the concept of relevant curriculum as well as the definition of a relevant TVET education curriculum. Aspects such as the purpose of TVET, rationale for enhancing quality in TVET, quality appropriateness and relevance are also covered.

Chapter 3: described the methodological section of this study. As such, the research design; research approach; justification for the research design; the population, sample and sampling techniques; instruments of research; pretesting of instrument; data collection and data analysis; significance of the study; limitations; delimitations; credibility; transferability and trust worthiness are discussed.

Chapter 4: deals with the analysis of data. The following aspects are addressed: the meaning of relevant curriculum as perceived by respondents and the responses from the participants which have been categorized according to their themes.

Chapter 5: focuses on the conclusions and recommendations drawn from the findings of this study.

1.10Summary

The focus of this chapter was on the introductory part of the research study. The following elements were addressed: the background to the research, site of study, statement of the problem, aims of the study, objectives and research questions, literature review, methodology, population and sampling, research instruments, data collection and analysis, significance of the study, research ethics and chapter outline. The next chapter undertakes an intensive review of existing literature in the field.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In this section, different literature sources are reviewed concerning the meaning or definition of the concept curriculum; as well as technical education curriculum. Within the review, an explanation is also provide on the meaning of relevant curriculum. The theoretical framework which underpins the study is also discussed. This will help us to better understand the theory upon which this study is grounded as well as how the curriculum should be in order to address the needs and economic expectations of the society in which such curriculum functions.

Researchers including Mouszakitis (2010), Omang *et al*. (2012), Mupinga, Burnett and Redman (2005), Akhuemonkhan and Raimi (2013), Salami (2013), Mandiudza, Chindedza and Makaye (2013), Affera, Razali and Hassan (2013), have conducted studies on relevance and appropriateness of reforming the technical and vocational education and training, and their findings and arguments are highlighted.

In the above studies, little has been said about improving or the state of technical and vocational education in secondary schools. This study provides the views of other researchers on this issue, as well as the need to revisit and re-adjust the technical and vocational education curriculum to be in line with the ever-evolving needs of the economy.

2.2 Theoretical framework

The study is underpinned by the Human Capital Theory because it offered the best prospects to understand the complex phenomenon under review.

According to Terre Blanche et al. (2006: 20),'refining a research problem involves identifying the theoretical framework upon which to base the research'. Theory serves as an orientation for gathering facts, since it specifies the type of facts to be systematically observed (Bless and Highson 1995 in Terre Blanche 2006: 20). This is so because elements or variables of a theory are logically interrelated, and if relevant theory exists, hypotheses or research questions can be deduced based upon particular relationship between the elements.

Theory is a set of intertwined hypotheses, underlying ideas, constructs, explanations and propositions that provide a systematic view of phenomenon based on facts and observations with the purpose of explaining and predicting the phenomenon (Becker 2003: 434 in De Vos et al. 2011: 37). Kerlinger (1986 as cited in McMillan and Schumacher 2006: 14) has the same argument as Becker about theory.

Kerlinger asserts that 'theory is a set of interrelated constructs and propositions that specify relations among variables to explain and predict phenomenon by explaining which variables relate to which other variables and how scientists can make predictions. For this study, the preferred theory is the Human Capital Theory.

2.3 Human Capital Theory (HCT)

The Human Capital Theory is one of the oldest theories used in technical vocational education and training. It was developed as early as 1776 and ended in the 1960s when the theoretical and empirical foundations of the field were articulated and established (Sweetland 1996: 341). Human Capital Theory rests on the assumption that individuals and society derive economic benefit from an investment in people (Sweetland 1996: 341).

According to Diebolt and Michael 2014: 1), it encompasses the notion that there is investment in people like education, training and health and that the investment increases individual's productivity. The human capital theory was popularized by Gary Becker who argued that education and training are the most important investments in human capital (Becker 1994: 17). Becker (1994), Schultz (1975), Ladipo et al. (2013 in Akhoemonkhan and Raimi 2013: 7) furthered what Becker (1994) left by making it more clearer in that HCT supposes that education or training has the potential for stimulating economic growth, technology progress and productivity because it transfers useful skills, knowledge and dexterities for better life time earnings.

These assumptions support the present study in that the education which is offered in schools should be the type of education which transfers useful skills and knowledge. In this study, useful education, skills, knowledge and training refer to the relevant and appropriate curriculum which solves the economic problems of the individuals. Human capital theory, according to Schultz (1971 cited in Jermolajeva and Znotina 2011: 1) is the knowledge and

skills obtained by people as capital in the process of technical and vocational education and training.

HCT is relevant to the current study because it focuses on education as the means of developing human capital for better life and economic benefits. The current study looks at improving technical and vocational education at secondary schools in Lesotho, with the chief purpose of developing future human capital.

Windy's (2010) study compared the relationship between the standard of knowledge, transferable skills and skill needs of dislocated workers in Northeast Iowa to the knowledge and skill needs of area business to outline and develop a model for equipping Iowa's workforce for a knowledge-based economy and to provide a paradigm for assessment and training. Windy (2010: 141) argues that there is still a challenge of encouraging businesses to spend more resources on the education and training of the existing workforce and to collaborate with community colleges, public and private institutions to develop career pathways into emerging occupations.

Windy (2010: 141) further asserts that if one wants to be successful in keeping young talents and building the present workforce, one requires the efforts of enabling individuals to become lifelong learners and supporting the growth of the region's economy through investment in knowledge and skills development in regional business. Olaniyan and Okemakinde (2008) posit that formal education is highly instrumental and even necessary to improve the production capacity of a nation and they discuss the rationality behind investment in human capital.

Olaniyan and Okemakinde (2008: 161) opine that there is a needfor authorities to put more effort and not to interfere with decisions such as curriculum or teachers' responsibilities. Parents should not select careers for their children which suit their own interests but not the benefit and interest of their children by suggesting career pathways for their children. They further state that many developing nations have realized that the principal mechanism for developing human knowledge is the education system.

This advancement is critical in the current study because it shows that in the process of investing in human capital, education appears to be the prime human capital investment for

imperial analysis (Schultz 1981). 'Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capabilities, which is a product of innate abilities and investment in human beings' (Olaniyan and Okemakinde 2008: 158). To the researcher of the current study, education as referred to in the study of Olanian and Okemakinde is the relevant and responsive education that answers the economic questions of society.

Fugar, Ashiboe–Mensah and Adiyara's (2013) study wanted to find out from already existing literature the effect of human capital development on growth, profitability and competitive success of organizations and to argue that the development of Ghanian construction industry and its capacity to remain pivotal to the nation's economic growth and the ability to become globally competitive were directly linked to investment in the development of its human capital.

Fugar, Ashiboe – Mensah and Adiyara (2013: 466) argue that training (being part of education) is a leading mechanism by which human capital is developed. Marimuthu *et al.* (2009 in Fugar, Ashiboe – Mensah and Adiyara 2013: 466) describe it as knowledge and training required and undergone by an employee that increases the individual's capabilities in performing activities of economic value.

Bushra and Muhammad (2014) examined the role of human capital formulation in economic growth of Pakistan by using annual data from 1979 to 2010. Bushra and Muhammad's study used the time series period of 1979 to 2010 to collect data from World Bank economic data survey and indicators of world development.

Bushra and Muhammad (2014: 640) found that there is a long run relationship between human capital and economic growth. It is also indicated that economic growth is positively related to education. Bushra and Muhammad (2014: 640) argue that priority must be given to secondary education. Social spending and essential health care services should be increased in order to guarantee that poorer people in the country also have sufficient access to health services and education.

2.4 Exploring the concept of curriculum

This section explores different concepts and meanings of the term 'curriculum', as this term can be perceived differently by different societies of the world, in accordance with its intended purpose.

The main reason for this is that the curriculum can be viewed in many ways such that it can be compared to a recipe in a cookery. Some can criticize it on its nutritional or gastronomic grounds – does it taste good or bad? The same thing applies to the curriculum – does it nourish students and does it taste good? Furthermore, it can also be criticized on the grounds of practicality (Stenhouse 1975: 4). In Stenhouse' (1975) own definition, curriculum in general is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. He further asserts that to some educationists, curriculum is an intention or plan. On the other hand, some view it as what happens in the class room, and the way one views the curriculum affects what and how they would study the curriculum.

According to Kelly (1999:2), some people still view curriculum as the same thing as the syllabus and this limits their planning of the content or body of knowledge they wish to transmit or at least of the subject to be taught, or both. Curriculum and syllabus do not mean the same thing. The concept of syllabus is different to curriculum in that syllabus only refers to a given core content of what is prescribed. Middlewood, Coleman and Craham (2003: 50) support Kelly in that some people are still of the perception that curriculum and syllabus mean one and the same thing.

Notwithstanding this confusion of these terms, Macneil (2003: 107) views the curriculum as the means of improving the living conditions while at the same time helping students to think more intelligently about how national and world affairs are affecting their lives. However, to some authors like Taba (1962 in Wiles and Bondi 2007: 4) curriculum is a series of carefully directed training experiences that the school utilises to complete and perfect the individual. It is all of the learning of students, which is planned and directed by the school to attain its educational goals.

According to Wiles and Bondi (2007: 5), curriculum is a desired goal or set of values that can be activated through development processes, culminating in experience, for the students. Mackernan (2008: 4) argued that the term curriculum originated from other languages and it is a very old term which was first used professionally in the United States. It has been in existence since the 1820s. It basically originated from a Latin word ‘’currere,’’ which mean a course to be run or running of the course.

In his definition of the concept curriculum, Mackernan (2008) further denotes that ‘the curriculum embodies the planning and implementation of educational experiences through carefully orchestrated procedures made from judicious selections from culture’. Many authors like Janson (1967); Eisner (2002); Wiles and Bondi (2007); Connely and Glandini (1988); and Mash and Willis (2007 in Mckernan 2008: 11 – 12), have the same view about the curriculum, which they view as a structured series of intended learning outcomes. It prescribes or at least anticipates the results of instruction.

All of the above authors that the researcher of the current study has quoted have defined the concept curriculum from different perspectives, but none of them has explained what is a technical and vocational education and training curriculum, which is the focus of this study. Generally, from these definitions, the researcher can conclude that the curriculum is like a plan that the builder follows when building a house. It is like the leading road that one has to follow in order to execute an educational journey.

This is a set of directions, goals and objectives that one intends to follow or achieve in the course of studying something. It is in this regard that the researcher of the present study found the importance of defining a Technical and Vocational Education and Training curriculum (TVET). Technical and vocational education and training, as it is commonly known, should not be something foreign to students and should not be chosen just because it is traditional or cultural to do so. It should be the kind of curriculum that speaks of today, tomorrow or real life problems facing the community (Kennedy 2013: 9).

According to Dike (2009 cited in Audu *et al*. 2013: 11), technical and vocational education is that type of education which is based and focused on the acquisition of knowledge and skills, as well as basic scientific knowledge. It is a well-planned program of courses and learning experiences that learners must acquire, beginning with an exploration of career

options, supporting basic and life skills and enables the high achievement of high academic standard, leadership preparation for industry defined work and advanced and continuing education.

Maclean and Wilson (2009 cited in Audu *et al*. 2013: 11) have a slightly different definition of technical vocational education and training, as much as they are quoted by the same author. They view this curriculum as the broad term which may be used to denote those typesof educational process involved in addition to general education,technological studies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social development.

To the researcher, the most appropriate definition for the technical and vocational education and training curriculum is the one provided by Maclean and Wilson because they state that it is the application of science, technology and practical skills which are applied in different sectors of social and economic development.

2.5 The purpose of Technical and Vocational Education and Training (TVET)

Many studies were undertaken by various researchers to discuss the relevance and responsiveness of the technical and vocational education and training curriculum; the purpose of technical and vocational education and training curriculum; quality; and quality assurance of TVET with the aim of achieving TVET which is relevant and responsive to the economic needs of society. These researchers include Marlow and Digumarti (2007); Geoffrey and Jing Yong (1997); Mupinga, Burnett and Redman (2005); Moses (2007); Mouzakitis (2010); Jaana (2011) and Akhuemonkhan and Raimi (2013).

Mupinga, Burnett and Redman's (2005) study where they were interested in the functions of technical education programs in Zimbabwe's high schools as stated in the national curriculum documents and perceived by program implementers, collected data from 452 technical education professionals(technical education teachers, teacher educators and inspectors).

These groups comprised of 397 high school teachers; 39 technical education teacher educators and 16 inspectors. Data were also collected from policy documents. The teachers who teach technical subjects were all from one district while the educators for the teachers

were all from three technical colleges in Zimbabwe. The sub-population for program managers included all secondary technical education program managers from all the 9 educational regions in Zimbabwe.

Mupinga, Burnett and Redman (2005: 81) found that the intended purpose of technical education was not indicated in the official document of Zimbabwean schools. Apart from this, the statement of objectives in the technical subjects syllabus was not clearly stipulated and they provided mixed messages. Apart from thatthe exact purpose of technical education in Zimbabwean high schools was not well defined. Mupinga, Burnett and Redman (2005: 81) argue that the ministry of education in Zimbabwe has to clearly spell out the desired purpose of technical education programs in Zimbabwe.

Mupinga, Burnett and Redman's study is based on four earlier studies undertaken by Hawke (2000); Little (1992); Lynch (2000) and Burnett; Harrison and Miller (1984). For the purpose of the current study, the researcher will only consider two studies which were undertaken by Hawke (2000) and Little (1992).

Hawke (2000) was interested in the effective linkage between policy and practice, improving assessment practice, the nature of learning in the workplace and its role within a formal vocational education and training system and the role and nature of institutions. He found out that vocational education must be examined in light of changes in the concept of work, for example in an attempt to meet employer's needs.

Vocational and technical education programs at secondary school levels serve numerous purposes, which range from narrow skills training aimed at providing individuals with occupational skills for employment in special jobs to enhancing general education (Hawke 2000; Little 1992; Linch 2000 as cited in Mupinga, Burrnet and Redman 2005: 75).

Little (1992) gathered data for a three year field study conducted in five comprehensive high schools in a single state and was interested in analyzing ways in which vocational teachers construct the content and purpose of vocational studies in comprehensive high schools. Little (1992: 4) argues that the schools and teachers' accommodation to an academic first policy compromise both academic education and work preparation. Little (1992) adds that it is one of the oldest perceptions of the past years' reforms that vocational purposes and

programs must only be provided to a limited extent in comprehensive high schools at a time when reform movements are propelled by the spectre of diminishing economic productivity and national competitiveness.

After looking at these studies, Mupinga, Burnett and Redman (2005) analyzed their own data and found that the present curriculum in Zimbabwe does not address the needs of school leavers by failing to help make them become better skilled, educated and confident problem solvers. The solution is to introduce relevance and the type of basic vocational education in schools which will respond to the needs of the learners.

This study is very relevant to the current study because it encourages the introduction of meaningful basic vocational education which will provide a sustainable solution to the problem of unemployment to the youth. It also discusses the relevance of the curriculum which the current study investigates in secondary schools in Lesotho, to the objectives as outlined in the official document.

However, data were not collected from the students whose lives technical and vocational education impacts. The current study, however, involves students on whoselives technical and vocational education hasimpacted. The principals of the schools offering a technical and vocational education curriculum, as well as the industries which absorb the learners for employment after the completion of their studies. In this case the researcher believes that the results of the current study will provide the state and situation of technical and vocational education and training curriculum in schools which will be the answer to one of the research questions of this study.

In a study focusing on the needs which must be catered for when implementing technical and vocational education and training programs which are considered the most effective instruments of meeting globalization demands, Mouzakitis (2010) studied a sample of 1250 persons being the senior administrative officers and the clerical staff which were surveyed. A questionnaire was distributed to all the employees and interviews followed. In this way it has been possible to integrate professional knowledge with empirical data in order to form instructional development decisions.

Mouzakitis (2010: 397) observed that training and skills development are instrumental in the provision of economic growth in individuals and organizations, but are also the cornerstone in the development of human resources. Mouzakitis (2010: 3818) asserts that 'TVET systems play a key role in social and economic development. A pre–requisite for the positive influence of TVET in economic development is the appropriate design of relevant curriculum based on market needs identification analysis. A dual type of curricular has to be designed. This must be the curricular for the employed workforce and an innovative form of curricular for TVET for the future employment of the general workforce.

This study supports the current study in that it looks at the relevant TVET curriculum to satisfy the present market and economic needs. It also emphasises the need for designing the type of curriculum which will be based on the needs of the market. However, Mouzakitis puts little emphasis on the type of needs to be satisfied by the relevant curriculum. Moreover, the methodology which he adopted is silent about students and principals of the schools in which TVET is exercised daily. Maybe the inclusion of principals and students could give different results of the study.

The study of Mouzakitis has the same weakness as that of Mupinga, Burnett and Redman being that these researchers did not include students who work with the TVET curriculum in the schools when collecting data, even though they have the common argument that the curriculum of technical and vocational education should be relevant and appropriate. This raises the need to conduct the current study, whereby the perceptions, ideas, thoughts and aspirations of students and principals will be captured using interviews. To the researcher of the current study, relevance of the curriculum can only be commented on by those people who work with such a curriculum.

2.6 Rationale for enhancing quality, relevance and appropriateness in TVET

Akhuemonkhan and Raimi (2013) examined the impact of quality assurance on technical and vocational education and training in Nigeria. They assessed the research-based evidence on TVET in Nigeria. They employed qualitative methods for conducting this study, while the survey strategy was used for data collection. The required data was collected from Yaba College of Technology; Federal College of Education Technical, Lagos State Polytechnic; and Federal Science and Technical College and a few others using structured questionnaire

instruments with 54 items. Purposive sampling was used on the population of 65000. A sample of 150 respondents was selected electronically, using an internet assisted calculator.

Akhuemonkhan and Raimi (2013: 1) outlined that if quality assurance is not effective or it is absent, the realization of the goals of TVET will be obstructed. Onyesom and Ashibogu (2013 as cited in Akhuemonkhan and Raimi 2013: 1) opined that the chief aim of quality is to enhance the effectiveness of the education system towards achieving set standards.

Akhuemonkhan and Raimi (2013) analyzed the returned questionnaires electronically and the findings were systematically presented using descriptive and inferential statistics. From their study they found that the impact of TVET has not been impressive because of ineffective quality assurance at all levels and that there is a significant relationship between technical vocation education and training and technological progress for national development.

Following the findings of this study, they concluded that for technical education to stimulate employability and national development, there is a need for proper sensitization and education of the general public, including policy makers, on the real essence of technical and vocational education. Akhuemonkhan and Raimi (2013: 18) concluded that exchange programs between industry and TVET institutions for effective technical and vocational education and training outcomes that meet the needs of the industry and the needs of individuals for self-employment and improved productivity should be enhanced.

This study emphasizes the quality of the technical and vocational education and training curriculum. This makes the study of Akhuemonkhan and Raimi relevant to the current study because quality goes hand-in-hand with relevance and responsiveness. A quality curriculum is one that meets the objectives for which it is intended, as they are outlined in curriculum policy documents. However, the study of Akhuemonkhan and Raimifocuses on tertiary institutions. Therefore, this makes it slightly different to the current study even though it is very relevant in many ways. The present study focuses on secondary schools.

Ogbuanya and Oluwasola (2015) investigated quality technical and vocational education and training as a vital tool for self–reliance. In specific terms, they investigated students' factors

as a vital tool in attaining quality TVET as well as the school as a vital tool in attaining quality TVET.

A survey research design was used for the study. The population of the study comprised 36 teachers from Ekiti State Technical College. No sampling was taken from the indicated population, instead all the 36 teachers were used as a sample. This was done due to small size of the population. Structured questionnaires were used as the instruments for data collection.

Ogbuanya and Oluwasola (2015: 34) highlighted that the issue of quality technical education and training for self-reliance is a fact that cannot be discarded or over emphasized. From the findings of their study, Ogbuanya and Oluwasola (2015: 35) indicate that students admitted into technical college were not considered on the merit of their brilliancy. The findings also indicated that the school as a training provider lacks everything that could prove it is able to provide quality graduates.

On the side of the government who dictates the tone of the school, it is revealed that there is no timely review of the TVET curriculum.

Ogbuanya and Oluwasola (2015) concluded that in order to provide TVET programs that can make or create an impact for rebranding the nation's economy and cater for self-reliance, quality and standards must be created and embedded into TVET systems at all levels of education and training. Ogbuanya and Oluwasola's study found to be supporting the current study in that these researchers have a perception that quality is a propeller for improving the nation's economy. This aspect of quality in technical and vocational education and training in Lesotho is what the present researcher wants to reap at the completion of this study.

The findings of these two researchers are the basic foundation for formulating the recommendations of the current study, whereby the researcher is also looking forward to obtaining the quality curriculum that meets the economic challenges of the society and will also provide guidelines on how schools should be in order to provide quality education to learners.

Ayonmike, Okwelle and Okeke (2015) ascertained the challenges and improvement strategies that can be implemented to obtain quality in TVET programs in Nigeria institutions of higher learning. To carry out this study, the explanatory survey research design was used whereby the population of 160, being 130 males and 30 females were registered members of Nigeria's vocational association. This is a body of professional vocational educators in Nigeria's tertiary institutions. No sampling was done.Instead, all 160 registered members of NVA were used for the study because the population was considered manageable.

Structured questionnaires were used to collect data. The content and face validity were achieved by three experts in TVET who were used to validate the instruments. Ayonmike, Okwelle and Okeke (2015: 33) found that students, schools and governments have been identified as the challenges of obtaining quality TVET programs in Nigerian tertiary institutions. They also observed that the strategies for addressing the challenges of obtaining quality technical and vocational education include the introduction of a workable quality assurance mechanism and system that will help to foster quality and standards in every aspects.

Ayonmike, Okwelle and Okeke (2015: 33) argue that in order to provide technical and vocational education and training programs that can create an impact in the development of human resource who can be the driving force for technological and economic growth of the nations, quality and standards will have to be enhanced.

The Studies by Ogbuanya and Oluwasola (2015) and Ayonmike, Okwelle and Okeke (2015) have many similarities, and differences in some points. They are similar in that they both explored the ways of obtaining quality technical and vocational education programs. In investigating the challenges faced by the implementation of quality TVET, they both employed a descriptive survey research design and they both used structured questionnaires for collecting data. Their findings both indicate that schools, students and the government play a vital role in fostering quality technical and vocational education and training.

Ogbuanya and Oluwasola (2015) and Ayonmike, Okwelle and Okeke(2015) have the common argument that in order to provide TVET programs that can create an impact on the development of human resources, or to provide TVET programs that can make an impact in

the rebranding of the nation's economy and cater for self- reliance, quality and standards must be created at all levels of education. The two studies differ in that the population which was used by Oluwasola and Ogbuanye was technical teachers of the college while the population that was used by Ayonmike, Okwelle and Okeke was the registered members of Nigerian vocational association.

Akhuemonkan and Raimi (2013) examined the impact of quality assurance on technical and vocational education and training in Nigeria while Ogbuanya and Oluwasola investigated quality technical and vocational education as a tool for self-reliance. On the other hand, Ayonmike, Okwelle and Okeke looked at the challenges and improvement strategies of obtaining quality technical education and training.

The studies of Akhuemonkhan and Raimi, Oluwasola and Ogbuanya, Ayonmike, Okwelle and Okeke are relevant to the current study because they all discuss the concept of quality technical education and training and they have also influenced the researcher of the current study to adopt some of their methodologies. However, these researchers are quiet about the status of the quality in secondary schools where the focus of the current study is. And it is clear that their interest was only in tertiary institutions. This creates the necessity to conduct the current study because its main interest is based on secondary and high schools in Lesotho.

The current study is qualitative where the perceptions, ideas and views of the students, school principals and industry personnel are given the first priority for data collection. This will help the researcher to establish the state of technical and vocational education and training in Lesotho's secondary and high schools.

2.7 Revitalization of technical and vocational education and training

Many African countries like Lesotho have been battling with high rate of unemployment and the alleviation of poverty, which have been social problems for many years. As a solution to this problem, many studies have been conducted to ascertain how technical and vocational education and training can be utilized to bring new life and effectiveness to TVET education. This section presents the studies reviewed in how technical and vocational education and training can be reformed.

Jaana (2011) undertook a study in which he was interested in the implementation of entrepreneurship education through curriculum reform in a Finish comprehensive school. To conduct this study, a two-part survey was used in 43 municipalities with different educational and socio-economic backgrounds. The first part in 2005 dealt with curriculum reforms with a focus on the development of entrepreneurship education.

The second part in 2006 dealt with the implementation of entrepreneurship education. Questionnaires were sent to the representatives of the education and business sector in the municipality. Jaana (2011) highlights that it is very important to devine entrepreneurship, which he argues has many different meanings at various times and in various contexts.

Affero and Razali (2013) investigated the problems that overlay the implementation of technical and vocational education in Malaysia. Affero and Razali (2013: 2) highlight that it is very important to ensure that the economy has suitably qualified human capital. They further state that the current capacity of TVET institutes reveal that is insufficient to meet the needs of economic transformation consequently, Malaysia which is developing very rapidly, is in dire need of technical and engineering manpower at various levels.

The objective of this study was to discuss the problems that arise in the implementation of technical and vocational education and training in Malaysia. To achieve this objective, document analysis through reading from reports, newspapers, journals and articles by previous authors and researchers was undertaken. Affero and Razali (2013: 4) observed that technical and vocational education is not new in Malaysia while the government is propelling for a dire transformation in the economy towards vision 2020. They also found out that TVET seems to be the last resort for less qualified students for academic options.

Furthermore, it was found that the demand for k-workers is increasing and this goal could be achieved by developing human capital by providing TVET provisions. Affero and Razali (2013: 8) argue that is imperative for all stakeholders to work together to develop the needed legislation and policies, establish institution structures and redesign the curricular to ensure that TVET caters for the varied needs of all members of the society to enter and re-enter the world of work.

According to Osuanyi *et al*. (2014: 32), while academic education developed the cognitive and effective domain of students, the technical and vocational education system developed the cognitive, effective and psychomotor skills of the students, general education was made the only requirement to enter diploma and degree programmes in universities. But all the technical and vocational graduates could only progress up to the advanced craft certificate.

Henry, Jack and Getrude (2014: 42) have the same view as Razali and Affero (2015), stating that there was a need to improve TVET programs in such a way that they are geared towards satisfying the expectations of the market. As such, the curriculum of technical and vocational education and training should mainly concentrate on the knowledge, attitudes and skills required for industrial development. TVET should be based on the provision of quality delivery and should ensure that trainees get employed at the end of their training, should improve the consistency of management of its training and should promote lifelong learning in order to make it more attractive to the youth.

The view of these researchers is relevant to the present study in that it states clearly that TVET programs should be improved in order to respond to the needs of the economy. However, these researchers are not specific about the level of technical and vocational education and training which should be improved, while the present study specifies that the curriculum which must be improved is the secondary technical education curriculum.

These researchers relied only on documents for data collection, which makes their study a little weaker because if they collected data from people who are directly involved in their daily interaction with this curriculum, they could get different results. This made it necessary for the present study to collect data from people, rather than from documents.

Anaele *et al*. (2014) looked at ways of revamping the introductionof entrepreneurship education in technical and vocational education and training to enhance self- employment in Nigeria. This study was made possible by employing a descriptive survey research design which, according to Anyakoho (2009 in Anaele *et al*. 2014. 54), uses questionnaires, interviews and observations to capture the opinions, attitudes and perceptions of people.

The population comprised 61 technical and vocational education administrators and 96 entrepreneurs in small and medium enterprises. The instruments used to collect data were structured questionnaires.

Anaele *et al*. (2014: 52) advocate:'TVET is the type of education which is designed to provide technical and vocational education and training with skills, knowledge and attitudes for the purpose of gaining effective employment in specific occupations after training or completion of the course of study, while entrepreneurship education is the form of education designed for learners to become entrepreneurs'.

After data were analysed, the researcher observed that the respondents supported the strategies identified for improving the technical and vocational education curriculum. These strategies were that entrepreneurship education in schools can be achieved through the provision of specific skills needed for the development of human capital (Anaele *et al*.2014: 58). It was also found that the implementation of entrepreneurship education in TVET programs in Nigeria is confronted with a number of challenges such as inconsistent government policies, corruption, and poor state of infrastructure among others.

Anaele *et al.* (2014: 59) concluded that technical vocational education and training and entrepreneurship education are complementary. A graduate of TVET without entrepreneurship skills will end up looking for nonexistent paid employment. Proper implementation of entrepreneurship education in TVET programs will equip and stimulate students to opt for self- employment.

Mercy, Robert and Gilbert (2014) explored the challenges faced by an unemployed youth in Kenya and examined how curriculum can be adjusted to make it more responsive and relevant in addressing youth unemployment, taking into account major activities in the society and needs of the learners.

Data were collected through document analyses. This helped to collect data on global issues concerning youth unemployment. The research subjects were trends of youth unemployment, government strategies in alleviating youth unemployment in Kenya, the role of education and training as well as the role of curriculum in addressing unemployment.

Mercy, Robert and Gilbert (2014: 500) opined that the curriculum must be part of the change because a well-designed curriculum must aim at equipping learners with relevant knowledge with an emphasis on technology innovation and entrepreneurship, developing their full capacity, enhancing the quality of their lives and also enhancing continuous learning as a life-long engagement.

They (Mercy, Robert and Gilbert 2014: 500) further state that if the Kenyan government wants to reform education and training as one of the strategies for combating unemployment, it is now time for curriculum designers, developers and implementers to play the vital role of establishing the strategies and guidelines as to how the reorientation of education and training systems to entrepreneurship education and vocational and technical education areas can be effectively implemented.

The concepts discussed in Anaele *et al*'s study are similar to those discussed by Mercy, Robert and Gilbert. They are both relevant to the current study because they both emphasise reloading or improvement, and they strongly talk about innovation of the curriculum in schools. These researchers indicate that curriculum should timeously be adjusted in order to address the ever changing needs of society and as well as to embark on life- long learning and training of learners.

Anaele *et al*. carried out a study to revitalize the implementation of entrepreneurship education while Mercy, Robert and Gilbert looked at how curriculum can be improved which brings similarity to these two studies.

However, Anaele *et al*. (2014) seem to be more interested in the graduate of TVET without saying much about the curriculum at secondary schools. This researcher is generally viewing the strategies to improve the implementation of TVET in Nigeria to enhance self-employment of those students who are graduates. On the other hand Mercy, Robert and Gilbert (2014) used document analyses for the collection of their data which if the same study could have been carried in Lesotho involving learners, principals and teachers who are teaching technical education, findings could be different. This fact will be observed in the findings of the current study.

It is therefore imperative to undertake the present study because it has adopted a qualitative method of enquiry to determine how a technical and vocational education and training curriculum in secondary schools in Lesotho can be reloaded to make it more relevant, responsive, and appropriate. The interest of the current researcher is secondary schools, which are the foundation phase for technical education in Lesotho.

Muricho and Chang'ach (2013) investigated education reform for innovation in Kenya which invested mainly in education to enhance economic growth, productivity, National and social development, thereby reducing social inequalities. It was in line with this situation that the government of Kenya made education reform its main objective since independence. In this study a historical method was employed which utilized mainly primary and secondary sources of data. In this study, the aim of investigating education reform in Kenya was to accertain whether or not education reforms are benefiting innovation in education in collaboration with vision 2030. The main source of primary data were government commissions and other policy documents like sessional papers and acts of parliament related to education in Kenya.

The main source of secondary data were written documents such as books, journals and newspapers. According to Muricho and Chang'ach (2013: 142), education plays an integral part in the development of any nation, and for it to fulfill this obligation, educational reforms should be prioritised, clearly planned, protected from political dictates and adequately financed. The findings of their study indicate that education reforms in Kenya have been handled by the government to achieve political objectives.

Muricho and Chang'ach (2013: 143) observed that politicians have treated education reforms as a political tool,rather than a technical process. This led to resistance towards reforming education. Therefore, political education reform processes did not serve Kenyans well, to the extent that Kenya will always yearn to change their current 8-4-4 system.

Conclusions were drawn from the findings of this study which state that education reforms should be enhanced to achieve innovation in education and also that the main stakeholders being the ministry of education should change the policy of education reform. They must plan and access the need for change then design a strategy for change. They further argue

that education reform is a very important process which needs time and gradual change in order for it to be reformed.

Muricho and Chang'ach (2013)further argue that education reform should be geared towards technical schools in order to transmit knowledge and skills to respond towards the needs of the economy. From these technical schools, the country would get divergent thinkers in production that will provide innovation and sustainable development, create jobs after education but not searching for jobs after school, thus being job creators rather than job seekers. Muricho and Chang'ach (2013: 144) concluded that reform should focus on a quality and relevant education curriculum.

The conclusions of Muricho and Chang'ach are highly supported by the researcher of the current study because they serve as the directives which must be followed or utilized in order to foster reform in the technical education curriculum in secondary schools in Lesotho, which has not changed much since its introduction around the early 70s. They emphasize changes and reforms in education for innovation, which shall be one of the recommendations of the current study.

However, Muricho and Chang'ach (2013) focus on the reforms of education for innovation generally, and they are not specific as to what type of education should be reformed for innovation. The present study specifies that the secondary technical and vocational education and training should be reformed. The studies of Mercy, Robert and Gilbert (2014); Affero and Razali (2013); Henry, Jack and Getrude (2014); and Muricho and Ching'ach (2013) have many more similarities than differences. They are similar in that all of them highly recommend education or curriculum reform, which according to the researcher of the current study refers to the re-adjustment, improvement, reloading or revitalization of education in order to respond to both economic and social needs.

2.8 Competency in the workplace

Kufaine and Chitera (2013) assessed the challenges faced by technical entrepreneurial vocational education and training systems in Malaysia as it attempts to broaden access to skills and competency in technical education. The methodology adopted was a qualitative approach. The study was guided by the stratified approach. The sample was eight technical

training colleges in Malawi and forty instructors were also selected. This number comprised five instructors from each college, and eight principals being one from each college, were also selected.

The selection of participants was guided by a stratified approach, as well as their freedom to participate in the research study. Instruments were piloted with two private technical colleges. The data collected here were used to establish the validity of the instruments.

In-depth interviews were used to collect data from the principals of each college. Focus discussion groups comprised the five instructors in each college and document analysis which involved the reviewing and analysis of official documents that were useful in terms of the information and themes that the research was investigating. These were policy documents and circulars.

According to Bieman (2004 as cited in Kufaine and Chitera 2013: 38),'competency based education and training (CBET) is a human resource development approach which can be defined as education based on outcomes and pre- determined standards of what students can do'. Harris and Hodge (2012 in Okoye et al. 2015: 66) support Beiman in their view of competency-based education in they posit that competenc-based education about assessing individuals to acquire skills and knowledge with a view to performing a task to a specified standard under certain conditions.

Kahirol and Sulaiman (2015: 74), argue that competency-based education that has been introduced in TVET is a new form of obtaining not only quality and expert human resources but also technical workers who have a high competency in the behavioral and thinking with regard to technical tasks. A few competency model can be applied as evaluation and assessment system in order to evaluate the technical competency of human resources.

The findings of this study indicate that all students were expected to follow the CBET approach as a method of learning and teaching (Kufaine and Chitera 2013: 39). It was also noted that TEVETA does not induct instructors into competency- based education. It was also found that the implementation of a competency-based education approach in the TVET systems was overshadowed by a number of factors, such as TVET being viewed as being

expensive to implement, private technical colleges not fully embracing CBET, disconnection between CBET and student priorities.

The findings of Kufaine and Chitera's (2013) study link this study with the current study undertaken. Because observably in some secondary and high schools in Lesotho, it is very difficult to replace the lost, broken or stolen tools which were supplied by the training for self-reliance project, which also obtained funds from the World Bank for purchasing such tools and equipment. As a result, it becomes difficult to obtain competency based curriculum.

CBET requires much preparation, such as a deliberate effort to change the mindset and the attitudes of instructors and students, which tend to be taken for granted. The supply of teaching and learning materials should be provided on time and be up-to-date and relevant.

Dadi (2014) assessed the reasons behind the incompetence of trainees of competence-based programs in technical and vocational education and training institutions of Oramia regional state. The reason which motivated the researcher in this study is that a large number of TVET trainees are characterized by incompetency, as shown by the Center Of Learning assessment, which resulted in a failure to be self- employed and employed in different public and private sectors.

According to Frere (2010 as cited in Dadi 2014: 32), competency is a difficult concept to explain. It can be explained and interpreted in different ways. In Frere's study, competency is explained as being the statement of the characteristics that graduating students should demonstrate which indicate that they are prepared to perform and function independently in professional practice. It is the possession and development of sufficient skills, knowledge, and appropriate attitudes for successful performance in life.

A mixed method approach was employed in Dadi's study which employed both qualitative and quantitative approaches in order to make the data more comprehensive. The target groups were the trainees registered for COL assessment, trainers, Deans and co-ordinating teams of the selected TVET institutions. Teaching and learning materials and COC assessment results from Oramia center of competency were also the source of data. Questionnaires were used to collect quantitative data by assessing teaching and learning

materials, teachers' involvement in curriculum implementation; and their attitudes towards the implementation of the programs.

Qualitative data were collected from students to know their perceptions towards competency-based curriculum. The Stratified random sampling and purposive sampling methods were used. The findings of the study of Dadi (2014: 75) revealed that competencies to be achieved by trainees were not identified and presented to the trainees and also that teaching was not based on the principles of competency based education and training. In addition, the study revealed that learning materials were not sufficient and properly organized for the implementation of competency- based TVET curriculum.

The qualitative data also indicated that there is a shortage of learning materials and that materials are not provided on time. The finding of this study led Dadi (2014: 181) to conclude that even though a competency- based TVET curriculum was used as a tool to achieve the objectives of the study, there was ineffectiveness of the competency- based TVET curriculum in TVET institutions under investigation. According to the finding of this study, factors that have influenced ineffectiveness of competency based TVET curriculum are based on the failure to design the competency-based curriculum materials according to the principles of designing a competency-based curriculum.

Another factor is the poor implementation of competency-based TVET curriculum materials during training. The fact that the ineffectiveness of a competency-based curriculum is still under investigation, makes the study of Dadi to be relevant to the current study because it highlights the factors that influence the ineffectiveness of competency based TVET, while on the other hand the current study seeks to investigate whether or not the current curriculum which is offered in schools is relevant or not.

The main purpose of the current study is to investigate the factors which hinder or are obstacles to obtaining the relevant curriculum which can prepare the students to face the world of work with pride and confidence. However, the fact that Dadi's (2014) study employed a mixed method approach makes this study to differ with the current study.

Aboko and Obeng (2014) conducted a study to investigate the perceptions of students on the effectiveness of competency-based training programs in imparting industry desired

competencies. A descriptive survey was used to describe the effect of CBT on agricultural engineering, students' acquisition of competencies needed for the world of work. The survey design was used because it is flexible, efficient and results are generalizable (McMillan and Schumacher 2006: 233).

The population was made up of all students in the agricultural engineering section of Tamole Polytechnic who participated in the industry attachment session. Simple random sampling was used to select 73 out of the 90 students. The research instruments were both questionnaires and interviews and extended to documents analysis because of time constraints and the need to collect significant amounts of information.

The data collection instruments were developed with the assistance of lecturers from agricultural engineering department of Tamale polytechnic and supervisors at the industry level. Competency was determined by asking student to show their level of competency from a list of competencies that students have obtained from polytechnic courses.

Aboko and Obeng (2015: 15), found that students in the Agricultural Engineering Section of Tamole polytechnic perceived the competency-based training programs to be largely capable of equipping them with the desired industry competencies. Students perceived themselves to be competent in most of the industry desired competencies that they have acquired at Tamole polytechnic. It was also found that their level of competency improved after the program.

Aboko and Obeng (2015: 15) argue that there is a need for all institutions of higher learning in the country to revise the effectiveness of CBT programmes in equipping students with the desired competencies. They (Aboko and Obeng) also opined that strong partnership between polytechnic and industry should be encouraged. Well-resourced workshops and simulation centers should be introduced to help students acquire hands-on-experience.

As will be seen, one of the research questions to be answered by the present study is how can the technical and vocational education and training curriculum in Lesotho Secondary schools help to produce learners who can compete in the national and international world of work. The study of Aboko and Obeng is relevant to the current study because it provides a leading road toward achieving competency in education. It highlights the importance of

self-introspection to the already existing technical education programs for the purpose of achieving competency- based education.

The findings of this study will help the researcher to construct recommendations on how to obtain competency-based education. The recommendations of the study of Aboko and Obeng (2015) are similar to the recommendations made by Dadi (2014) concerning enhancing competency based technical education, for this reality they are both relevant to the current study being undertaken.

However the study of Aboko and Obeng is interested in students who have already completed their technical education at secondary level. It focuses on those learners who are at polytechnic and are ready to take up employment in industries. The importance of implementing competency- based education in tertiary institutions is highlighted but they say little about the value or statistics of competency based education in secondary schools. This elevates the necessity for conducting the present study. Aboko and Obeng (2015) failed to provide adequate information about the studies they have reviewed.

2.9 The demands of Lesotho's economy

According to the economic review (Central Bank of Lesotho 2011: 1), Lesotho's economy faces many challenges, including agricultural production which has deteriorated significantly over the years. Some of these challenges are not new, some are recent and they both impact severely on the economic wellbeing of the country. These challenges must be addressed for the economy to be on a sustainable growth and development path. According to the same review, some of the challenges include agricultural production which has deteriorated significantly over the years.

The other challenge is the continued low level of Southern African Custom Union (SACU) revenues, being one of the sources of revenue for the government of Lesotho. In the financial and monetary sector, the main challenge relates to a high liquidity of the banking sector vis-a-visa credit extension to economic agents.

The economic review (The Economic Impact of Youth Unemployment in Lesotho 2012: 1) states that Lesotho like other countries of the world, is faced with a problem of high youth unemployment. This problem is very evident in Lesotho whereby universities and college

graduates increase in numbers annually but most of them are not getting jobs. Lesotho's youth unemployment was estimated at 38% in 2010 by the International Labour Organization (ILO). It was also estimated that of the 7,500 graduates who enter the labour market each year, half of this number does not get jobs.

This high rate of unemployment presents a number of economic and development challenges which some of which have already been stipulated. Availability of jobs in Lesotho is another challenge. According to the same report (Lesotho Youth Unemployment Survey 2012: 29), critical issues of this country flag around youth unemployment and the aspiration of youths to own their own businesses. At present, the report indicates that the unemployment rate of youths stands at 30.5 % with 54.7 % of youths having searched for a job for more than a year. This is a cause for concern, given that the government has a target of creating 10 000 jobs per year. This falls very short of the demand for jobs in Lesotho. However, most youth would like to establish their own business, but getting financial assistance remains a big river to cross.

People work their way out of poverty and hardships through better livelihoods. Jobs are thus transformational. They can transform what we earn, what we do even what we are having. A Job is thus a key aspect of youth empowerment in any country including Lesotho. This is as much as not having a job is a disgruntlement (The report, Lesotho empowerment survey 2012:29).

With the steps taken by the government of Lesotho (GOL) in alleviating poverty and reducing unemployment, it is also the objective of the government to provide technical and vocational guidance and training programs (Report, Lesotho Youth Empowerment Survey 2012: 25). Although accurate poverty statistics are not easy to obtain, the country's national strategic development plan is based on an estimated 56.6% of citizens living below the poverty line, while most growth is generated in urban areas. An estimated 76% of country's population resides in rural areas, which makes Lesotho one of the world's most unequal countries with a Gini coefficient of 0.53 in 2003. Women accounted for 45.8% of the total labour force in 2013.

According to the socio–economic policy brief (2014: 1), Lesotho has the highest unemployment rate in Southern Africa which is estimated to be 30%. To address this

problem, one element of the youth policy is the promotion of self-employment or entrepreneurship among youths. Furthermore, the government of the Kingdom of Lesotho has identified job creation as one of the key concerns in the major national key policy document included in the Vision 2020 the Poverty Reduction Strategy paper and recently the National Development Strategy.

The GOL through the Ministry of Gender, Sports and Recreation in collaboration with the United Nations Development Program (UNDP), united agencies such as the Commonwealth Youth Foundation (CYF), the United Nations Children's fund (UNICEF) and other partners implemented the Youth Employment Project which aimed at promoting youth employment and the reduction of poverty. Lesotho National Development Cooperation (LNDC) also established a partial credit guarantee scheme towards the end of 2012.

The object of this facility is to support investors who wish to start or expand their own business, but are not able to access loans from the banks due to a lack of collateral. In the policy dialogue report by the UNDP (Harnessing Innovation for Employment Creation 2015: 1), the Minister of Trade and Industry acknowledged that employment is one of the key challenges facing Lesotho. He therefore called for strong partnership between government and private sector to address national economic challenges and to ensure an effective post- 2015 era.

The minister also indicated that the education system of Lesotho needs to reflect both the economic and industrial aspiration of the country. He further asserted that the mismatch between the skills and the requirements of the private sector to access the contribution that academia can make in promoting innovation and employment creation opportunities amongst graduates.

The aspirations of the Minister of Trade and Industry are in line with the object of the current study, whereby the researcher is looking forward to seeing technical and vocational education and training evolving towards being the curriculum that reflects economic and industrial aspirations of the country.

Although improvements have occurred in recent years, weak infrastructure continues to exacerbate this inequality (BTI country report 2016: 20). Despite signs of economic growth

of 3.8% in the 2011 and 2012 fiscal years, 6.8% in 2012 /2013, the eminent thread to Lesotho's economy is the Southern African Customs Union (SACU) recipients, with South Africa threatening to pull out of oldest customs union. Lesotho will be left without a thing wanting other sources of revenue and how best she can improve and sustain domestic revenues (Government Budget 2015: 15).

Looking at the demand of Lesotho's economy, it becomes clear that it is very important to include a technical and vocational education and training curriculum in the schools as it has already been indicated in earlier sections that this type of curriculum prepares learners for the world of work and also for job creation. This calls for a relevant and responsive curriculum to be implemented in schools.

2.10 Impact of TVET on globalization

It is an unavoidable truth that TVET plays a pivotal role in Africa's development and from the analysis of trends and issues in the region. The chief aim is to revamp it so that what is offered can reflect the prevailing situation of the current state of the labour market. The transformation must begin with TVET shedding off its traditional moulds and taking as its objective and the need to link itself to the informal sector (Oketch 2007: 233).

There are some contributing factors which shaped curriculum changes and developments in Malawi. These factors lie on political, social, economic and external influences. The most prominent of these influences being globalization. As curriculum innovation is a continuous process, it is expected that curriculum changes in Malawi will be constantly changing to respond to the needs of the country (Grames and Davika 2014: 344).

According to Ogutuyi (2013: 22), vocational technical education and training play a very important role in the social and economic development of nations. Due to their dynamic nature, they are continuously subject to the forces driving change in the schools, industries and society. One of its important features is its orientation towards the world of work and the emphasis of such a curriculum on the acquisition of employable skills.

As such the significance of TVET to the development and industrialization of nations cannot be over emphasized in response to the impact of globalization. In line with this many Asian countries are fast adopting new and emerging technologies in industries and agriculture. To

the researcher even the African countries should fast adopt new and emerging technologies if they want to up lift the standard of economy in their countries. The new technologies in general need a high level of knowledge and skills based system and would require enormous technical skills (Affero and Razali 2013: 1).

2.11 Summary

This chapter discussed the theoretical framework that underpins the study such as human capital theory. It discussed the meaning and purpose of theoretical framework as it relates to the current study. The chapter also reviewed the existing literature in regard to the topic of investigation. The concept curriculum and technical and vocational education curriculum were also explored.

As such, aspects such as the purpose of technical and vocational education and training, rationale for enhancing quality and appropriateness in TVET, revitalization of TVET, competency in the workplace; the demand of Lesotho's economy, as well as the impact of TVET on globalization were discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is based on the research design, which involves the strategies which were adopted in this study. Based on the design of this study, acase study strategy which adopted the qualitative approach was utilised. This chapter will focus on the research methodology used in this research study. The research design, qualitative approach, justification for using the selected paradigm, target population, and sampling, measuring instruments, data collection and data analysis are discussed.

3.2 Research design

In any research endeavor, it is very important to clearly state the research design of the study to be followed when executing such study. According to the researcher of the current study, research design is like a plan that the builder follows in order to build a certain building. It is the road that one has to follow in order to reach a certain destination.

According to Punch (2005: 62),'research design refers to all the issues involved in planning and executing a research project, from identifying a problem through to reporting and publishing the results'. McMillan and Schumacher (2006: 22) affirm that the research design outlines how the study will be carried out. It also describes the order for conducting the study including the time for conducting the study, the persons involved and under what conditions the data will be obtained. In other words, it indicates the general plan. They further indicate that the purpose of the research design is to specify a plan for generating empirical evidence that will be used to answer the research questions.

3.3 A case study

In the execution of the current study, a case study strategy will be employed. Many researchers and scholars have explained what the case study is and the rationale for employing it in qualitative research approaches. Terre Blanche, Durrheim and Painter (2006: 460 – 461) argue that case studies are a broad enquiry of particular individuals.

Case studies are an approach that studies individuals as individuals rather than as members of the population. Rule and John (2011: 1) add that a case study is a popular strategy within the social science and education because it allows the researcher to examine a particular case or situation in depth.

According to Creswell (2007: 73 as cited in De Vos et al. 2011: 321),'a case study involves an exploration of a 'bounded system' (bounded by time, context or place) or a single or multiple cases over a period of time through detailed in-depth data collection involving multiple sources of information'. As such, secondary schools which offer technical education around Maseru district is an appropriate case for this study.

De Vos *et al*. (2011: 321) assert that the examination and description of the case takes place through detailed in-depth data collection methods involving multiple source of information that are rich in context. These sources may include interviews, documents, observations or archival records.

The current study uses a case study because it aims to understand the case in depth and in its natural setting, recognizing its complexity and content. Terre Blanche, Durrheim and Painter (2006: 461) also support Rule and John in that case studies are usually descriptive in nature and provide rich longitudinal information about individuals or particular situations. Case studies allow new ideas and hypotheses to emerge from careful and detailed observations and they are normally used in qualitative approaches.

The researcher of the current study selected a case study strategy as the ideal design for this study because the researcher is investigating a real life situation which required experiences, thoughts, perceptions and ideas of the participants being the students who have completed their technical and vocational education curriculum in 2015, the principals of the schools offering this curriculum and the executive managers of the relevant industries.

3.4 Research approach

There are generally three common approaches of research used in social research namely: a quantitative approach, a qualitative approach and a mixed method approach. For the purpose of the current study, the researcher used a qualitative approach.

Welman *et al*. (2005: 8) define a qualitative approach as the subjective data that are produced by the minds of the respondents or interviewees. The data in this approach is presented in words instead of numbers. The aim of the qualitative research approach is to establish the socially constructive nature of reality to emphasise the relationship between the researcher and the object under study. This exploratory/descriptive phenomenological approach is the enquiry in which the researcher collects data in face- to- face situation by interacting with the selected persons in their setting.

According to McMillan and Schumacher (2006: 315), qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, perceptions and experiences. It is a research approach that is based on a constructivist philosophy, assuming that the reality of what is being researched is a multilayered, interactive, shared social experience that is interpreted by individuals.

The motivation for using this approach is that it takes people's subjective experiences seriously as the essence of what is real for them. It makes sense of people's experiences by interacting with them and listening carefully to what they tell one (Terre Blanche, Durrheim and Painter (2006: 274). In the present study, face-to-face interaction was between the researcher and the informants.

3.5 Justification for the adopted research approach

This study lends itself to a qualitative approach because of the research questions which must be answered by this study. Since all the research questions in this study need people's explanations, perceptions, their observations, thoughts, ideas and experiences with relevance to the technical and vocational education curriculum in secondary and high schools in Lesotho. This is of course in line with what McMillan and Schumacher (2006: 15) view as a qualitative study, whereby they argue that qualitative studies describe and analyses people's beliefs, thoughts, perceptions, ideas and experiences about a phenomenon under investigation.

As indicated earlier, the aim of this study is to investigate the relevance of the technical and vocational education curriculum in secondary schools in Lesotho to the policies of the Education Sector Strategic Plan 2005 – 2015 and of the curriculum and assessment policy.

Relevance can be measured from people's perceptions, ideas, thoughts and experiences with such a curriculum. Therefore, the most accurate means to obtain this was to interact face-to-face with interviewees by conducting interviews. A qualitative approach is also very important in situations where it is difficult for the researcher to say what the variables are, which ones are important and how to measure them. In such cases the researcher needs to engage in a kind of open ended inductive exploration, which shall be made possible by qualitative research (Terre Blanch et al. 2006: 272).

In this study, the researcher was concerned with understanding rather than explanations with naturalistic observations or controlled measurements with the subjective exploration of reality from the perspective of an outsider. The qualitative paradigm requires the design of the research to be more than a set of worked out formulas as it is in the quantitative paradigm (De Vos *et al*. 2011: 308).

Therefore, the qualitative approach was selected as the best option for this study. The researcher of the current study is not interested in how many respondents or interviewees are of certain views or ideas. Instead the researcher is interested in the depth of reality in the phenomenon being researched. The researcher believes that their thoughts, ideas, perceptions and experiences will reveal the truth that he is looking forward to obtaining with this study.

3.6 Population

According to McMillan and Schumacher (2006: 119), a population is concerned with a group of objects or cases that comply with a specific criteria and to whom the researcher intends to generalize the results of the research study. Welman *et al*. (2005: 52) advocate that a population is the study object and it consists of individuals, groups, organisations, human products and events or conditions to whom they are exposed.

In line with these explanations, the population in this study was the total number of 747 past students who have studied technical education curriculum in seventeen schools in Maseru district and have completed it in 2015. The past students are the best subjects for the study because the researcher believes that they have studied and completed the technical and

vocational education curriculum and they therefore can provide quality and rich information about such curriculum.

Since the researcher does not know the location of those students who have already completed their studies in 2015, the best way to meet them was to make arrangements with their teachers and principals as to when and how to get them to the school premises for interviews. The students who are still attending the schools also provided the best information to the teachers about the whereabouts of such students and how to find them. Ten principals of the same schools were also selected on the grounds that they have been managing the implementation and operation of such a curriculum for some years as well. Executive officers of the relevant industries were also considered to be useful to the study.

However, due to research costs and other expenses, it was very difficult to study the entire population as Sarantakos (2000: 139 in De Vos *et al*. 2011:224) state, the primary reason for sampling is feasibility. A complete coverage of the population is seldom possible and all members of a population of interest cannot be reached. This is very relevant in this study in that it was not easy to contact the said population. For this reason, a sample was drawn from this population.

3.7 Sample and sampling procedures

Sampling is concerned with taking a portion or a small number of units of a population which represent or have particular characteristics of that total population (Descombe 2008: 141, DePoy and Gilson 2008: 234 – 235, Kerlinger and Lee 2000: 164, Tomas and Smith 2003: 225 in De Vos *et al*. 2011: 223). In most cases, sampling is done because even if it was possible to reach the whole population, time and cost considerations usually make it difficult to study the entire population.

Brynard and Hanekom (2005: 43) are of the view that in a research study, it does happen that the population to be studied is so large that it could take the researcher unreasonably long to complete it. For this reason, a small group from that population is selected and this is known as the sample.

This is what led the researcher in this study to select a sample of five students who studied technical education and completed in 2015 from each of the ten schools in Maseru, from a

population of 747 students. This brings the sample size to fifty students. This size was selected because it was manageable and reachable in terms of travelling costs, weather conditions and the geographic location of each school. However, the researcher was committed to data collection until data saturation was reached. To make this selection, purposive sampling was used.

3.7.1 Purposive sampling

'Purposive sampling is one example of non-probability sampling. Both theoretical and purposive sampling are approaches that are non-probability based samples. They are generally associated with small in-depth studies with research designs that are based on the gathering of qualitative data and focus on the exploration of interpretation of experiences and perceptions' (Matthews and Ross 2010: 167).

Having been a technical teacher in both secondary and high schools in Lesotho for 25 years has provided the researcher with enough experience in terms of selecting the right sample for this study. The researcher selected five best performing students in technical education during their completion in 2015.

The criteria for this selection of students for sampling was not only dependent on the availability and willingness of such students to participate in the study, but any five students who studied technical education in 2015 and who were staying close to the schools in which interviews were held were selected for sampling. This was done because the researcher believed that such students have rich information about technical education (Terre Blanche, Durreheim and Painter 2006: 139). Ten principals of schools which are offering the technical education curriculum and those which are very close to one another in Maseru district and the researcher were also selected. Snowball sampling was used to select the relevant industries for providing data about the employment abilities of the completed students.

This involves contacting one relevant industry which will then provide information about the next relevant industry. The process of gradually accumulating a sufficiently large sample through contacts and references is called snowball sampling (Terre Blanche. Durreheim and Painter 2006: 139).

The chief reason for selecting purposive sampling, one form of non-probability sampling, is to generate theory. In anyway, there are no formal procedures for generalizing from the sample to the population. Non-probability sampling is suitable in the event whereby the researcher is intending to generate theory and gain a wider understanding of a social processes (Grobbelaar 2000: 159). In exploratory research, it is not easy to know the number of subjects needed before hand. Therefore, purposive sampling in a qualitative study provides an opportunity for the researcher to continually sample until he can no longer obtain any new information.

3.8 Semi-structured interviews

Semi-structured interviews were held with each group. This involved face- to- face interaction of the researcher and participants (Kumar 2011: 160). The semi-structured interviews were meant to gain a detailed picture of participants' beliefs, experiences and the perception about the topic. De Vos et al. (2011: 351) also support Kumar in that researchers use semi-structured interviews in order to gain a detailed picture of participants' beliefs about, or perception or account of, a particular topic which is being investigated. They add that this method gives the researcher much flexibility because the researcher is able to follow particular interesting avenues that emerge in the interview.

In the interview, the researcher already had a set of pre-determined questions on an interview schedule. The interview was directed rather than dictated by the schedule. To start the interviewing process, the researcher had to set up an appointment with the participants. In the beginning of the interview process the researcher had to introduce himself and expressed his sincere welcoming of the members who took part and he really thanked them for their time and efforts. The purpose of the study was explained, as well as the importance of conducting it. The benefits of taking part in this study were also highlighted.

Participants were assured of confidentiality and anonymity. The principals were then asked the open-ended questions. As they were answering the questions, the researcher recorded their responses so that the information could be transcribed later. The same procedure was used for other participants.

According to De Poy and Gilson (2008: 108 in De Vos et al. 2011: 342) interviewing is the leading method of data or information collection in a qualitative enquiry. This is where scientists and scholars get information through a direct interchange with an individual or group that is known or expected to possess the knowledge that they are looking for. Furthermore, the main reason for interviewing is because the researcher is interested in other people' stories (De Jong 2005:178 and Seidman 1998 in De Vos *et al.* 2011: 342). In other words, the researcher is interested in what others knew.

For the above reasons the researcher in this study employed the semi-structured interviews in order to obtain a detailed picture of participants' beliefs about, or perception or account of phenomenon (De Vos *et al*. 2011: 351).

3.9 Instruments of research

Since this is a single approach type of study and being qualitative, all three sets of participants were provided with the interview guides. These three sets of questions were not the same. Each set was designed in such a way that it addressed the issues which are pertinent to that group, but generally questions were asked to investigate the relevance of technical and vocational curriculum in secondary schools in Lesotho by getting participants to express their views, experiences and thoughts.

3.10 Data collection

In this section, the researcher explains the procedures which were employed to collect the data of the study. The data collection process usually involves the use of research instruments. As indicated in 3.9 above, the study used interviews with all three sets of participants to collect data.

To carry out this operation, a pre-visit was arranged with the three sets of participants. Even though permission was granted by the Ministry of Education to conduct this study, the researcher found it more appropriate to further seek permission from the principals to conduct the research study at their schools and the executive officers in their industries. Hence the purpose of the pre-visit. The purpose and benefits of the study were explained in this visit.

During the actual data collection, which took place on the 22 May 2017 to 15 July 2017, the principals were interviewed while their responses were recorded on tape, while at the same time notes were also taken. For the students and the executive officers, pre-determined questions were issued to them to answer. This was done with the aim of ensuring freedom of expression amongst participants.

3.11 Data analysis

Data analysis according to Schwandt (2007 in De Vos *et al*. 2011: 397), is the process of orderly bringing meaning and structure to the large volumes of collected data in an orderly means. This is the process of making sense of, interpreting and theorizing data. The view of Schwandt affirms the argument of Mattheus and Ross (2010: 317) that the process of data analysis involves working with such data to describe, discuss, interpret, evaluate and explain the data in terms of the research questions or hypothesis of the research project.

For this study, the qualitative researcher assessed and made interpretations to the mass of the data that was collected. This process involved bringing order, structure and meaning to the data in order to make sense of that data from the perceptions, thoughts and experiences of the participants.

To do this, the researcher categorized data according to the similarities of themes and meanings. This means that different pieces of data were grouped together and then given a coding according to the similarities of themes. This means that thematic analysis was used. In this way, data was described based on the themes that occurred most often.

3.12 Pretesting

According to Kumar (2011: 158), having now constructed the research instruments(the interview schedules in this study), it was very important to test them before the actual data collection. This involved critical examination of the understanding of each question and its meaning by the respondents. Pre-testing also ensured that errors of whatever nature could be rectified immediately at little cost and it also improves both face and content validity of the measuring instruments (De Vos *et al*. 2011: 195).

The piloting of the interview schedules for students was carried out in two neighbouring schools which were not part of this study and were close to the researcher. Piloting

conducted to determine whether or not the participants understood what the questions required, as well as to test the appropriateness of the interpretation of questions. The process involved interviewing three students from each of the two schools. However, it was found that some questions were not clear. Therefore, they could not be interpreted accordingly. It was in the pre-testing session that every part of the question was made clear and expectations were announced.

For the principals pre-testing of the interview schedules was carried out with the same principals of the two schools where pre-testing was done with students. The reason for choosing these principals was that they are highly experienced in the management of technical and vocational education curriculum and its implementation. Their schools are amongst the first schools in which this curriculum was implemented.

The same pretesting procedure was followed with the managing directors of two firms in Maseru's industrial park by interviewing them in the same way as would be done when conducting the real study. It was through this interviewing session that the researcher realized some relevant industries to contact during the data gathering process of the study. Also some questions had to be reworded in order to be relevant to what the researcher wanted to obtain in his data.

3.13 Delimitations

The focus of this study is on the technical studies section. This refers to those sections which specialize in the offering of woodwork, metalwork, basic hand crafts, technical drawing and design and design and technology in both secondary and high schools in Lesotho. The researcher hopes to make recommendations to improve the standard of technical education in Lesotho's secondary schools.

3.14 Limitations

The execution of this research study was not an easy task due to the location of each individual school. Some schools were very much distant from each other and the method of travelling when collecting data was not easy due to the fact that in some areas there are no roads which link the schools. This means that the researcher had to walk long distances. In some instances, the researcher could not find students at some schools even though the

appointment was set prior to the date of the visit. This could be due to the fact that some schools have lost the contact details of such students, since they completed school the previous years.

In some cases, the researcher had to visit some schools more than once where the principal or the student could not be found during the first visit. Executive officers of the relevant business enterprises had a great interest in answering the questions, but seemed to have no time. In this case, the researcher believed that it must be due to their work commitments and other reasons.

3.15 Ethical considerations

Research is governed by ethics. For this reason, the research ethics were taken into consideration when conducting this study. This was taken into consideration to make sure that no harm should come to the respondents as a result of their participation in this study. For example, if a respondent has been upset by questions that he/she had been asked in an interview, such an interview was abandoned, rather than risk upsetting the respondent (Oppenheim 1992: 83).

The researcher applied to DUT to grant permission to conduct the research. Letters were also written to gatekeepers to allow the researcher to conduct the study in their organizations. In these letters all participants concerns were answered:

- Their participation in the study is free and that no person was compelled to participate. As a result, they are free to withdraw whenever they want at any point during the commencement of the interview or even before that.

- They were also assured of anonymity and confidentiality regarding the information that they provided. All information that led to their identification, such as their contact numbers, addresses and names, were not required to ensure anonymity and confidentiality.

- They were also assured that all the information that they have provided shall remain known to the researcher and the relevant stakeholders for this study only.

3.15.1 Trustworthiness and credibility

This is a qualitative study, so trustworthiness is of prime importance and it must therefore be taken into consideration by the researcher undertaking the qualitative approach study. The reason for this is that qualitative researchers normally regard validity and reliability asinappropriate in establishing the true value and genuineness of a qualitative research project (De Vos *et al*. 201: 419). As a qualitative researcher, there are four elements of trustworthiness namely: credibility, transferability, dependability and conformability.

3.15.2 Credibility

Credibility is defined as the confidence that can be placed in the truth of the research findings. It establishes whether or not the research findings represent plausible information drawn from the participants (Anney 2014: 276). This was ensured by making sure that the researcher immersed himself in the participants' world. This helped the researcher to gain insight into the context of the study, which minimized the distortion of the information that might arise due to the presence of the researcher in the field.

3.15.3 Transferability

In transferability, the qualitative researcher asks whether the findings of the study can be transferred from a specific situation or case to another. This is seen as an alternative to external validity (De Vos *et al*. 2011: 420) and it was ensured by doing purposive sampling. This helped the researcher to focus on the key informants who are knowledgeable of the issue under investigation because purposive sampling allows decisions to be made about a selection of participants (Ary *et al*. 2010 in Anney 2014: 278).

3.15.4 Dependability

According to Bitsch (2005 in Anney 2014: 278) dependability refers to the stability of the findings over time. De Vos *et al*. (2011: 420) are of the opinion that dependability is an alternative to reliability in that the researcher attempts to account for the changing conditions of the phenomenon chosen for the study. In this study, dependability was assured

by making sure that the participants evaluate the findings and interpretations of the study, ensuring that they are all supported by the data collected from the informants.

5.15.5 Conformability

According to Lincoln and Guba (1999 in De Vos *et al*. 2011: 421), the researcher asks whether the findings of the study could be confirmed by another researcher. By doing so they remove evaluation from some inherent characteristics of the researcher and place it squarely on the data themselves. This is all about how the researcher's findings are supported by the data collected. To achieve this, the external researcher can judge if this is the case by studying the data collected during the stage of investigation.

3.15.6 Avoidance of harm to participants

The researcher has taken into consideration the fact that there may be participants who might not be happy or free about answering some of the questions of the study. In this case, the researcher protected the participants against any risk of whatever nature that relates to their participation in this study.

3.16 Summary

The research methodological part of this study was discussed in this chapter where the research design, research approach and the justification for using such an approach and design are clearly discussed. Furthermore, population, sample and sampling techniques as well as data collection, data analyses, pretesting procedures, limitation and delimitations were also outlined. Furthermore, in this chapter the ethical considerations, credibility, transferability and conformability of this research study are discussed and explained.The next chapter presents and analyses the data collected in the study.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4. 1 Introduction

This chapter presents the data collected from the participants namely the principals of the school which are offering the technical vocational education and training curriculum, ten groups of five students each who have studied and completed TVET curriculum from the same schools from which the Principals were selected and the executive officers of the industries in Maseru district.

Since the students to be interviewed were too many, the researcher decided to classify them into groups of five from each of the ten schools and they were coded as follows: the first participant from the first focus group was coded as 1P1G, while the second participant from the second group was coded as 2P2G, and so on. For the principals, the first interviewee principal was indicated as principal 1 and was coded 1PR1S the second principal was indicated as principal 2 and was as coded 2PR2S and so on.

The data has been presented by putting common themes together in the form of a table in order to reveal the main issues that arose from the interviews.

4.2 Background information

This part of the chapter presents the background information of the participants. The importance of the background information is to determine whether or not the respondents were suitable for providing information for this study. It was then observed that all participants were suitable for providing rich and accurate information for this study.

The collective demographic information of all individual participants and the focus groups is presented in the form of a tables below. The one-to-one interviews were held with the principals and chief executive officers of the factories in Maseru.

4.3 Principals' background information

Table 4.3.1 shows the personal information of the principals of secondary and high schools conducted for one to one interviews.

Table 4.3.1 Background information of principals

principal	Age group	Level of education	YRS of experience	gender	Highest institution attended	Area of specialization
1	35 – 40	Hons	5 to 10 yrs.	male	University	Languages
2	35 – 40	Hons	5 to 10 yrs.	male	University	Languages
3	35 – 40	Hons	5 to 10 yrs.	male	University	Languages
4	40 – 45	Hons	5 to 10 yrs.	male	University	Languages
5	40 – 45	Hons	5 to 10 yrs.	male	University	Languages
6	35 – 40	Hons	5 to 10 yrs.	female	University	TVET
7	35 – 40	Hons	10 to 15 yrs.	male	University	TVET
8	40 – 45	Masters	10 to 15 yrs.	female	University	Sciences
9	40 – 45	Masters	10 to 15 yrs.	female	University	Languages
10	40 – 45	Masters	1o to 15 yrs.	female	University	TVET

The information as revealed by the table shows that most principals are holding between Honours and Masters as their qualifications. Most of these qualifications have been obtained from universities, with most of them specializing in languages. Only two principals are specializing in TVET and only one in sciences. The age group of most principals ranges between 35 and 40 years. The other five principals are aged between 40 and 45 years.

According to the information displayed on the table, it is clear that the participants approached were suitable for providing the necessary information since they had at least 5 years working experience as principals of schools offering technical and vocational education and training.

4.4 The state of the technical and vocational education and training curriculum at secondary and high schools in Lesotho

The first key question that the researcher wanted to find address the current state of the technical and vocational education and training curriculum at secondary and high schools in Lesotho. To find the answers to this question, three sub-question were asked. Sub-question (a) wanted to find out if there has been any improvement in the technical and vocational education and training curriculum. The responses of different principals are presented below.

There is slight improvement in the technical and vocational education curriculum since design and technology has already been included about three years back in this curriculum, though its constituent still bears woodwork and metalwork which have been there before and the study of plastics which is totally new (1PR1S).

According to me there is not much improvement observed for many years. However, there are some possible signs that there will be improvement because there are some initiatives by the government through the Ministry of Education and Training to improve the current curriculum. This is denoted by the introduction of design and technology at high school level (2PR2S).

The response of the third participant was somewhat similar to the responses of the last two, whereby his views were as follows:

The smallest improvement made so far is one of introducing design and technology at high schools after about 30 years of not making any adjustments to this curriculum (3PR3S).

The TVET subjects have been revolving around almost the same thing since the introduction of this curriculum in about 30 years, such that there is nothing totally new that has been in place except a few changes (4PR4S).

The view of the fifth participant is different to the view of others whereby, according to him, there was no improvement of any kind to the curriculum to date. In his own words his views were:

There is totally no improvement pronounced since the introduction of this curriculum because even design and technology which was added to the curriculum does not differ much because it's still woodwork and metalwork which have been in place for many years (5PR5S).

The responses of these participants are almost similar because they opined that there is not much improvement made or that there was no improvement at all, as stated by the fourth and fifth participants. According to the responses of these participants, the quality standards of technical and vocational education and training have not been met in Lesotho's secondary schools for many years.

This practice is totally against the view of Ayonmike, Okwelle and Okeke (2015: 33), who clearly indicate that in order to provide technical and vocational education and training programs that can enhance the development of human resource who can be the keystonein the technological and economic growth of nations, quality and standards will have to be enhanced. This view is also supported by Ogbuanya and Oluwasola (2015: 30) where they assert that in order to provide TVET programmes that can make an impact in the rebranding of the nation's economy and cater for self- reliance, quality and standards must be created at all levels of education.

There is no improvement. Things are just the same, except the phasing out of woodwork and then replacing it with design and technology. This improvement is very small indeed (6PR6S).

The technical education curriculum at secondary schools has changed a little since it was launched in Lesotho's secondary schools (7PR7S).

Not much of an improvement. It has been what it is today for many years. Nothing totally new was introduced and the subjects thought have been rotating interchangeably (8PR8S).

Woodwork was offered to the high school completers being COSC, with the aim of providing students with practical skills for the future production, but that has been replaced with the introduction of design and technology (9PR9S).

Most schools used to offer woodwork, metalwork, technical drawing and basic hand crafts, but for the small change that has been made so far, woodwork has been replaced with design and technology (10PR10).

The above responses are similar and they all conform to view of Razali and Affero's (2013) view that it is essential to all stakeholders to work collaboratively to devise the needed rules and policies, establish institutional structures and re-design curricula to ensure that TVET caters for varied needs of all members of the society to enter and re- enter the world of work.

Henry, Jack and Getrode (2014) support Razali and Affero by affirming that there is a need to restructure TVET programs, which should be geared towards meeting the needs of the markets. This means that the curriculum of technical and vocational education and training should primarily focus on the knowledge and skills required for industrial development.

4.4.1 Improvement of the TVET curriculum in secondary schools in Lesotho

The second sub-question asked wanted to find out from the participants if there should be any improvement to the current technical and vocational education and training curriculum or if it should be left as it is. The responses to this sub-question were meant to help the researcher to know the current state of this curriculum. The views of the respondents are given below.

The first principal asserted that there should be improvement to the current curriculum which will help students to acquire more and new practical skills, which were not included in the previous curriculum (1PR1S).

Based on the response of the first principal on the above paragraph, Mouzakitis (2010) advocates that a dual type of curriculum has to be devised and this must be the curricula for the employed workforce, as well as an innovative form of curricular for TVET for future employment of general workforce.

The kind of curriculum that prepares students to be job creators rather than job seekers is needed in place of the old one after the completion of their secondary education. In other words, one may say the present curriculum should be improved in order to suit the needs of students (2PR2S).

The above view confirms Muricho and Chang'ach's (2013) view that education is very important to any nation's development. For it to fulfil this role, reforms and innovations should be inclusive when planning and designing such education. It must be clearly planned, protected from political dictates and adequately financed. They further argue that education reforms should be enhanced to achieve innovation in education and also that the main stakeholders should change the policies of education reforms.They must plan and access the need for change and then design a strategy for change because education reform is a very important process which needs time and gradual change in order for it to be reformed.

The present curriculum should be improved so as to align it with the needs of the society and also the needs of the global market (3PR3S).

There is a need to improve the current curriculum in schools because it is lagging far behind in the examinations part. All TVET examinations should be governed by TVD, this is the technical studies governing department in Lesotho and they should be communicative and standardized (4PR4S).

There should be the positive development to the current TVET curriculum because not every child will acquire office work after the completion of secondary education or after failing to get admission to the higher institutions. So they should be equipped with necessary skills which will enable them to survive hardships of employment (5PR5S).

There is a need for immediate change from the subjects which are currently being offered. They are very old and most of them do not conform to the international standards nor responsive to the economic needs of the learners (6PR6S).

Instructional materials like machines and tools need to be replaced with the modern ones because they are very old and not up to date (7PR7S).

For the above responses, only seven principals were available for this question. It can also be seen from their responses that most of them opined that the TVET curriculum in secondary and high schools should be improved as it is old and lagging behind. These similarity can be traced from participant one to seven.

Based on the above responses, Shiundu and Umulando (1992 cited in Mandiudza, Chindedza and Makay 2013) assert that no curriculum remains perfect and relevant for ages. Tt must keep changing to address new needs that emerge as society evolves. This is in line with the view of George (2010) that if we want to be competent on the global stage and meet globalization challenges successfully, we need to make significant improvement, in terms of maximizing the effectiveness of the technical education and training curriculum.

4.4.2Relevance of instructional material

Another sub-question asked was whether or not the instructional materials like books, machinery, workshops and teaching aids were still relevant to whatever improvement that might have been made. In response to this question, the respondents came up with different views, as expressed in the following statements.

Instructional material, are not really relevant, like in the case of design and technology as its needs are prescribed in the syllabus. The present workshops and machinery were designed for the use of woodwork and metalwork (1PR1S).

The curriculum is far behind and does not really address what the Education Sector Strategic Plan (ESSP) 2005 – 2015 wanted to address. This means that machinery and tools are very old such that they need to be replaced (3PR3S).

The instructional materials are relevant but they need to be replaced as they are too old and not working well (4PR4S).

To the researcher, the response of this participant is similar to the previous two.It also indicates that the machines are not relevant since they are not working well. According to him, they are not performing as expected so they are not relevant then.

The machines and tools are relevant except that most of them are very outdated such that it's difficult to upgrade them, as it is very difficult to find replacement parts and funds, if upgrading is required, government must intervene by providing funds (6PR6S).

Instructional materials are not relevant as they have been supplied under the fund from the World Bank with huge sums of money. So when they get old and need replacement it becomes very difficult for the schools to do so due to shortages of money. This is the reason why they deteriorate every time (7PR7S).

The instructional materials were no longer relevant to the goals and objectives of the Education Sector Strategic plan as they were supplied a long time ago, even before those goals and objectives were made (8PR8S).

The responses of the contacted principals show that the instructional materials were no longer relevant due to the common reason that they were too old as they were supplied a long time ago. From their statements, it can be seen that six principals had a perception that the instructional materials of technical education were too old and not relevant, while six of them believed that they were relevant but they just need maintenance.

Aboko and Obeng (2015) argue that it is very necessary for all tertiary and secondary schools in the country to devise strategies relative to the effectiveness of competency based training programmes in equipping students with the desired competencies. They are also of the opinion that well-resourced workshops and simulations centers should be developed to help students to gain hands-on experience.

Relevant and appropriate skills training requires appropriate training equipment and tools and an adequate supply of teaching and training materials (Muhhamad and Rubin 2012).

4.5 How can the technical and vocational education and training curriculum in Lesotho secondary schools help to produce students who can compete both in the national and international world of work?

The second research question wanted to find out what can be done in order to ensure that students who have studied technical education are competitive both nationally and internationally.

Three sub-questions were also asked under this main question. The responses to these questions give the answer to the main question. The following are the responses of the participants to the sub-question (a) of the second research question. This sub-question wanted to find out what were the weaknesses and strengths of the current TVET curriculum in secondary and high schools in Lesotho.

4.5.1 Weaknesses and strengths of the present TVET curriculum

It seems that at present the students who have completed technical and vocational education and training at secondary schools are not yet ready to be employed due to a lack of experience and practical skill which are required by the industry. This calls for the re-loading of the current curriculum to meet both the industry and national needs (2PR2S).

Students lack practical skills due to a lack of devotion from teachers and also due to lack of materials and other teaching resources. Also due to a lack of money which resulted from free and compulsory education which was introduced by the government in schools because there were no fees paid to cater for the educational expenses of schools (3PR3S).

The current TVET curriculum does not prepare students to get employment after its completion at secondary schools. Instead it prepares them for further training.That is why they remain jobless once they are not able to proceed to higher institutions (5PR5S).

The TVET curriculum in both secondary and high schools needs to involve the needs of modern technology in order to be up to standard like computers and computer aided machines which are used in other countries (6PR6S).

The present curriculum provides more theory than practical.As a result, students lack skills which are necessary for job creation. Hence the rate of unemployment is so high among youths due to the fact that the TVET curriculum does not respond to their economic needs, meaning it does not prepare them for job creation or employment in any sector (7PR7S).

If the government wants to reduce poverty and unemployment amongst the youths, it is time now that the present school curriculum should be somehow adjusted such that students can create jobs for themselves or get employed even if they cannot proceed to universities because the universities and other tertiary institutions cannot admit all the youth from the secondary education in the country (9PR9S).

According to these responses, it is clear that the present technical and vocational education curriculum has some weaknesses as most respondents indicate that it fails to address the employment needs of students. They indicated that it is time that this curriculum needs re-adjustment of some kind in order for it to be relevant and responsive to the economic needs of the society.

According to some of the participants, like principal 5, the curriculum must not only prepare students for further training but should also prepare them for job creation and employment.

The above views of the participants confirm Mouzakitis' (2010) views that globalization has become a priority topic of discussion and concern nowadays since it has a great impact upon people's daily lives. As such, if one wants to compete on the global stage and meet the globalization challenges successfully, one needs to make significant improvements in terms of maximizing the effectiveness of technical and vocational education and training instruction based on the specific design of curricula.

Mouzakitis (2010) further asserts that it is widely acceptable that people live in a world where knowledge and technologies are renewed at an alarming rate. To respond to the resulting updated requirements of economic trends, goals of education planning has to be shifted to new forms of instructional content and delivery.

To add to what Mouzakitis has stated, Akhuemonkhan and Raimi (2013) highlight that exchange programmes are needed between industry and TVET institutions for effective technical and vocational education and training outcomes that meet the needs of industry and needs of the individual for self-employment and productivity should be enhanced.

4.5.2 Enhancement of competency-based education and training after the completion of secondary technical and vocational education and training

The responses below show the views of the respondents who indicated that competency based education and training can best be achieved by introducing more education and training. In their own words, they gave the following responses:

Whatever learning and instructional materials must respond to the needs of the learners (1PR1S).

To enhance competency in technical and vocational education and training, curriculum designers must make sure that such a curriculum is in line with the international curriculum standards (3PR3S).

Kahirol and Sulaiman (2015) ague that competency-based education which has been introduced in the technical vocational education and training curriculum, is a new form in

producing not only quality and expert human resources but also technical workers that possess high competency in behaviour and thinking with regard to technical tasks.

The fifth principal had a different view about competency based education from the previous two. He was of the opinion that some sort of attachment had to be provided. In his own words, he stated:

Some sort of attachment and training must be provided in the industries to those students who are completing their secondary education and are almost ready to face the world of work. This will help them to know what the world is expecting of them as workers of tomorrow (4PR4S).

Refresher courses and a visit to other countries for both students and teachers should always be provided in order to make them acquire more skills, knowledge and attitudes which are used and needed by other countries (5PR5S).

Kufein and Chitera (2013) support the views of principals 4 and 5 in that competency education and training requires much of preparation, such as deliberate efforts to change the mindset and the attitudes of instructors and students, which tend to be taken for granted. The supply of teaching and learning materials should be provided on time and be up to date and relevant.

Seeking materials, instructional materials and expertise from other countries will help to build competency-based education and training (6PR6S).

The responses above indicate the views of the interviewees who opined that competency-based education and training can best be achieved by introducing more education and training. They also indicate that seeking foreign expertise and materials can enhance competency based education (principals 4, 5, and 6). Some attachment to firms and industries should be provided to those students who are completing school and are almost ready to face the world of work (4PR4S).

4.5.3 Can technical and vocational education be studied up to degree level in Lesotho's tertiary institutions?

This main question seeks to find out if students can study technical and vocational education further, at least up to degree level in Lesotho's higher academic institutions which offer degree programmes after studying it at secondary level. It also seeks to determine the necessity of studying it at secondary education level. The responses of the participants are as follows.

It is not possible in Lesotho to study TVET education up to degree level because the available institutions which offer degree programmes do not offer it like the only two universities, the highest qualification that can be obtained in technical institutions is diploma (1PR1S).

Those students who have TVET degree qualifications and above have obtained them in other countries like Ireland, South Africa, Malawi, Botswana and many other countries of the world. This is due to the fact that our universities do not offer such qualifications (2PR2S).

The only two universities of Lesotho do not offer technical education and this is really discouraging to those students who want to study it further. It's like it was a waste of time to have studied this course at secondary schools(3PR3S).

Degree courses of technical education are only obtained in other countries (4PR4S).*Technical and vocational education is only offered in vocational schools and technical schools which offer a diploma as the highest qualifications. Degree programmes are only offered in the universities. For this reason, technical and vocational education are only obtainable in a diploma as the highest qualification (6PR6S).*

It is not possible to study TVET up to degree level as it is not offered in the universities. Most of our students go to other countries to further up their technical studies (principal 7).

4.6 TVET curriculum in Lesotho secondary schools enhancement of more training and career opportunities

The third main question with three sub-questions were meant to find out if the TVET curriculum could contribute to the further training of students or whether it can be used in any way to promote further learning and training. The following are the transcripts of principals to the question which wanted to find out which subjects were taught in secondary and high schools which provide more training and career opportunities and also to find outif TVET is amongst those subjects.

4.6.1 Subjects taught in the schools which provide more training and career opportunities

Science and language subjects are given the first priority when selecting students for entry in to higher institutions. TVET is not amongst these subjects and this channels most students to follow academic education when they get to higher institutions and this is due to the perception that TVET education is for those students who are academically incapable (1PR1S).

The response of this participant supports the view of Osuanye et al. (2014: 32), whereby they affirm that general education was made the only route to diploma and degrees to the universities and all the technical and vocational graduates could progress up to advanced craft certificate in most African countries.

TVET education does not provide more training and career opportunities. This means that whether students have done it at secondary level or not, it's just the same. Science subjects like maths, physics, chemistry, etc. and language subjects enjoy the benefit of providing training and career opportunities (2PR2S).

Maybe the view of this participant is due to the fact that, as remarked by George (2012), at one stage technical and vocational education has been neglected for a variety of reasons, which include financial constraints and the criticism of the World Bank in early 90s. The World Bank argued that the running of technical education was too expensive, compared with returns to the economy. It also complained that the standard of education was very poor and it was not aligned with needs of industry.

On the other hand, technical and vocational education is perceived by Quintini and Martin (2006, OECD 2010, Middleton et al. 1993 cited in Eichhost ET al.2012:4) as the only way

for improving the opportunity of youths who lack the resources, skills or motivation to continue with higher education.

Those students who love technical education and could probably take it as a career in the future, get discouraged at the end of their secondary education because it is not offered in universities and it's not even a pre-requisite for entry into universities. Only other subjects are considered (3PR3S).

Those students who are academically capable and have passed well in other subjects except TVET, are the ones who are admitted first into universities. Those who did not pass well are admitted in technical schools to study TVET (5PR5S).

TVET education is only considered for entry into technical schools but not universities (6PR6S).

TVET education is considered for entry into universities, but it is not considered for major selection in most faculties as there are no specialities in those faculties which require background knowledge TVET (7PR7S).

Technical vocational education and training is not considered for entry into higher institutions in the country, that's why most people who want to study it further prefer to go to other countries (8PR8S).

I am not very sure if they consider TVET for entry into higher institutions (9PR9S).

The above responses indicated that seven out of ten principals were of the view that technical and vocational education and training is not considered for entry into universities and higher institutions. They advocated that science subjects and languages are the ones which are considered for entry and selection into the universities for further education and training.

They further state that this led to more academically capable students being admitted to universities and those who performed poorly be left with no option but to be admitted in technical schools or left without further education and training at all. The fact that the largest volume of academically capable students are admitted into academic institutions results in

students who are not able to create jobs and cannot get employment in either the government or private sectors.

4.6.2 How do these subjects assist students in generating income after they leave school?

Those subjects which are considered for entry into universities do not assist students to generate income after they leave school in any way other than in the case of teaching other students(1PR1S).

Students who have studied other subjects like science subjects and languages cannot create jobs for themselves and others. As a result, they cannot get employment in the firms or industries due to a lack of practical skills. Rather, some of them get employment in government (principal 2PR2S).

The perception of this participant was evidenced by the economic impact of youth unemployment (2012: 1), which clearly states that Lesotho, like other countries of the world is faced with a problem of high youth unemployment. This problem is very evident in Lesotho, whereby university and college graduates increase in numbers annually but most of them are not getting jobs.

People who are employed in the public markets and other parts of the country are the ones who seem to generate jobs by employing themselves and others because they seem to have knowledge, skills and practical experience of the job (3PR3S).

Not much is done, students mostly seek employment in government ministries and the private sector and only a few get absorbed. The target portion remains jobless dueto a lack of practical skills which are required by industries (4PR4S).

According to Lesotho's Youth Unemployment Survey (2012: 29), critical issues of this country flag around youth unemployment and the aspiration of youths to own their own businesses. At present, the report indicates that the unemployment rate of youths stands at 30.5%, with 54.7% of youths having searched for jobs for more than a year without getting employment.

Economic Policy Brief (2014: 1) also asserts that Lesotho has the highest unemployment rate in Southern Africa which is estimated to be 30%.

TVET is not amongst those subjects which enjoy the benefit of selection for universities entrance in this country (5PR5).

Principals 6 and 7 were adamant to respond to this question, while the other three had the same views as the first 5 participants.

The above responses were from participants who said that students who have not studied technical and vocational education and training curriculum are not able to generate income or create jobs for themselves and others. As can be seen from their responses on the above transcripts, most students who complete universities with degree qualifications are those who did not study TVET education and training. As a result, they seek jobs in offices. Human capital theory is against this notion since it presumes that education and training has the potential for stimulating economic growth, technological progress, and productivity because it transfers useful skills, knowledge and dexterities for better lifetime earnings(Becker1994) and(Schults 1974).

SECTION B – STUDENTS

4.7 Focus group demographic information

This section presents the personal information of each member of the ten groups that were approached for data collection during the interviews. This information is provided in order to determine the suitability of the participants for providing data. The researcher interviewed ten groups of students from ten different schools inMaseru.

Table 4.7.1 shows the personal information of each member of the first group which was contacted for interviews. Each group was made up of five students who were from different parts of the country.

Table 4.7.1 Demographic information of the first group

Participants no.	Age group	Level of education	Gender of participant	Employment status of participant	Have studied TVET. Yes/no
1	18 – 25	L.G.C.S.E	Male	Not employed	Yes
2	18 – 25	L.G.C.S.E	Male	Not employed	Yes
3	18 – 25	L.G.C.S.E	Male	Not employed	Yes
4	18 – 25	L.G.C.S.E	Male	Not employed	Yes
5	18 – 25	L.G.C.SE	Male	Not employed	Yes

The background information provided in table 4.7.1 shows that there were five participants and all of them were males who have studied technical and vocational education. The level of their education is not above L.G.C.S.E. For this reason, they are not employed anywhere. Their age group ranges between 18 and 25 years. The information on this table shows that all participants contacted were suitable enough to provide the necessary information.

Table 4.7.2 shows the personal information of each member of the second group which was contacted for the interviews.

Table 4.7.2 Demographic information of the second group

Participant no	Age group	Level of education	Gender of participant	Location of participant	Employment status	Studied tvet. Yes/no
1	18 – 25	L.G.C.S.E	Male	Urban	Not employed	Yes
2	18 – 25	L.G.C.S.E	Male	Urban	Not employed	Yes
3	18 -25	L.G.C.S.E	Male	Urban	Not employed	Yes
4	18 – 25	C.O.S.E	Male	Rural	Not employed	Yes
5	18 – 25	C.O.S.E	Male	Urban	Not employed	Yes

According to Table 4.7.2, all the participants of this group were males, of which four came from the lowlands and one came from the rural areas. All of these participants fell under the same age group of 18 to 25 years and their highest qualifications were L.G.C.E and C.O.S.E which is equivalent to L.G.C.E. According to this table all participants have studied TVET education at secondary level and they were not employed. In the same way, the researcher considered this group fit for providing information for this study.

Table 4.7.3 Demographic information of third group

Participant no	Age group	Level of education	Gender of participant	Location of participant	Employment status	Studied TVET. Yes/no
1	18 – 25	L.G.C.S.E	Male	Urban	unemployed	Yes
2	18 – 25	C.O.S.E	Male	Urban	unemployed	Yes
3	18 – 25	C.O.S.E	Female	Urban	unemployed	Yes
4	18 – 25	C.O.S.E	Female	Rural	unemployed	Yes
5	18 – 25	L.G.C.S.E	Male	Rural	unemployed	Yes

Table 4.7.3 shows that three participants were males and the other two were females and all of them were aged between 18 and 25 just like in the other two groups. The difference is just that in this group, three participants were from the urban areas while two were from the rural areas. However, they all attended school in Maseru being in the urban areas of Lesotho. This table shows that the highest level of qualification for these participants was L.G.C.S.E and C.O.S.C, which is the same thing.

They have this qualification because it is the secondary and high schools highest qualification. This means that they have not had any qualification after secondary education or that they are still on the way of acquiring their other qualification in other institutions, but have studied and completed their secondary education furthermore they were not employed either in the government ministries or the private sector.

Table 4.7.4 Participant personal information of fourth group

Participant no	Gender of participant	Age group	Location of participant	Highest qualification	state of employment	Studied tvet. Yes/no
1	Male	18 – 25	Lowlands	L.G.C.S.E	Not employed	Yes
2	Male	25 – 30	Lowlands	Diploma	Self employed	Yes
3	Male	25 – 30	Lowlands	certificate	Self employed	Yes
4	Male	18 -25	Lowland	L.G.C.S.E	Not employed	Yes
5	Male	18 – 25	Lowlands	C.O.S.C	Not employed	Yes

The information on table 4.7.4 shows that all the respondents were males with three participants aged between 18 and 25 and the other two in this group were aged between 25 and 30 years. They all studied technical and vocational education during their secondary and high school education in the lowlands. According to the information displayed on this table, two participants were self- employed and were having diploma and certificate as their highest qualification, while the other three were not employed.

All the respondents were suitable to provide the information that was needed by the researcher since they all did technical and vocational education and training at their secondary level.

Table 4.7.5 Demographic information of fifth group

Participant no	Gender of participant	Age group	Highest qualification	Location of participant	State of employment	Studied Tvet. Yes/no
1	Female	18 – 25	L.G.C.S.E	Urban	Not employed	Yes
2	Female	18 – 25	L.G.C.S.E	Rural	Not employed	Yes
3	Male	25 – 30	L.G.C.S.E	Rural	Not employed	Yes
4	Male	25 – 30	L.G.C.S.E	Rural	Not employed	Yes
5	Male	18 – 30	Diploma	urban	Employed	Yes

According to Table 4.7.5, all the participants in this group have studied technical education there were three males and two females. Four participants were from the rural areas whereas one participant with the highest qualification of a diploma is employed. The rest of the participants were not employed and these participants were having L.G.S.E. as their highest qualification. The age group of most participants ranges from 18 – 25 years of age and from 25 – 30 years. The researcher considered all the participants suitable enough to provide the necessary information.

Table 4.7.6 demographic information of sixth group

Participant no	Gender of participant	Age group	Highest qualification	Location of participant	State of employment	Done TVET. Yes/no
1	Male	18 – 25	L.G.C.S.E	Urban	Not employed	Yes
2	Male	18 – 25	L.G.C.S.E	Urban	Not employed	Yes
3	Male	18 – 25	L.G.C.S.E	Urban	Not employed	Yes
4	Male	18 – 25	L.G.C.S.E	Urban	Not employed	Yes
5	Male	18 – 25	L.G.C.S.E	Urban	Not employed	Yes

In this table, all five participants of the group were males who had the same qualification of L.G.C.S.E and they were all aged between 18 and 25 years. According to this information, all participants were from the urban areas and they were not employed after the completion of their secondary education, despite the fact that they have all studied technical and vocational education and training curriculum. However, they were all suitable for providing the necessary information that was required by the researcher.

Table 4.7.7 Demographic information of seventh group

Participant no	Gender of participant	Age group	Level of education	Location of participant	State of employment	Done tvet. Yes/no
1	Male	25 – 30	Certificate	Urban	Self – employed	Yes
2	Male	25 – 30	C.O.S.C	Urban	Self employed	Yes
3	Male	25 -30	Certificate	Urban	Not employed	Yes
4	Male	25 – 30	Certificate	Rural	Not employed	Yes
5	Male	18 – 25	L.G.C.S.E	Rural	Not employed	Yes

Table 4.7.7 shows that all the respondents were males and they have studied technicaland vocational education in their secondary education. Three of them were living in the urban areas while two were living in the rural areas. Of these participants, two were self-employed while the other three were not employed. Three participants who were aged between 25 and 30 had certificates as their highest qualification, the fourth one had C.O.S.C and the fifth one had L.G.C.S.E, which is the same or equivalent to C.O.S.C. All the participants were suitable to provide the necessary information that was required by the researcher.

Generally, none of them is employed either by the government or the private sector. Instead only two are self- employed.

Table 4.7.8 Demographic information of eighth group

Participant no	Gender of participant	Age group	Highest qualification	Location of participant	State of employment	Done tvet.yes/no
1	Male	18 – 25	L.G.C.S.E	urban	Not employed	Yes
2	Male	18 -25	L.G.C.S.E	urban	Not employed	Yes
3	Male	18 – 25	L.G.C.S.E	urban	Not employed	Yes
4	Male	18 -25	L.G.C.S.E	urban	Not employed	Yes
5	Male	18 – 25	L.G.C.S.E	urban	Not employed	Yes

Table 4.7.8 above shows that all participants were males who have studied TVET and were not employed as they had only L.G.C.S.E as their highest qualifications. All of these participants were living in the urban areas, while their age group ranged between 18 and 25 years. Their age groups show that they were around the same age and they completed their secondary education around the same years, for these reasons, the researcher considered them suitable enough to provide the necessary information.

Table 4.7.9 Demographic information of ninth group

Participant no	Gender of participants	Age group	Level of education	Location of participant	State of employment	Studied tvet. Yes/no
1	Male	18 – 25	Certificate	Urban	Not employed	Yes
2	Male	18 – 25	Certificate	Rural	Not employed	Yes
3	Female	18 – 25	L.G.C.S.E	Urban	Not employed	Yes
4	Male	18 – 25	L.G.C.S.E	Rural	Not employed	Yes
5	Male	18 – 25	L.G.C.S.E	Urban	Not employed	Yes

Table 4.7.9 shows the background information of the participants in a group which was interviewed in order to ascertain the relevance of technical and vocational education and training curriculum in Lesotho's secondary schools. The table shows that all participants have studied technical and vocational education during their secondary education. However, none of them got employment after the completion of this curriculum.

The table further shows that the participants were from two parts of Lesotho, rural and urban areas. Four participants were males and one was a female and their age ranged between 18 and 25 years. Two of them had a certificate as their highest qualification, while the rest in the group had L.G.C.S.E. All participants in this group were also considered suitable to provide the necessary information required.

Table 4.7.10 shows the personal information of the participants who took part in a research study which sought to investigate the relevance of technical and vocational education.

Table 4.7.10 Demographic information of tenth group

Participants	Gender of participant	Age group	Highest qualification	Location of participant	State of employment	Studied tvet yes/no
1	Male	18 – 25	L.G.C.S.E.	Urban	Not employed	Yes
2	Male	18 – 25	L.G.C.S.E	Urban	Not employed	Yes
3	Male	18 – 25	L.G.C.S.E	urban	Not employed	Yes
4	Male	25 – 30	C.O.S.C	Rural	Not employed	Yes
5	Male	25 – 30	C.O.S.C	urban	Employed	Yes

In all the tables, the information provided shows that male participants dominated all the interview sessions and their age ranged from 18 to25 years. Most of them had either L.G.C.S.E or C.O.S.C and a few of them had a diploma or certificate as their highest qualification. According to all the tables, all participants have studied technical and vocational education and training in their secondary and high school education. However, the majority of the participants were not employed which may be due to their low qualifications or that they had just completed their secondary education.

4.8 The current state of technical and vocational education and training curriculum in Lesotho's secondary and high schools

This main question was posed to the participants. In order to provide accurate answers to this question, four sub-questions were asked. Before attempting any question, the researcher found it appropriate to find out from the participants what they understand by the term

relevant curriculum, this being the first sub-question. Their responses which were categorized in themes are presented in the form of transcripts below.

4.8.1 The meaning of the concept 'relevant curriculum

Relevant curriculum is that type of curriculum that responds to the needs of the students or learners at any level of education (1P1G).

Relevant curriculum is related to and is designed according to the needs of the country (2P1G).

Relevant curriculum is responsive to the needs of the society and the learners who are studying such a curriculum, it also responds to goals and objective which are meant to guide it (3P1).

It is responsive to the needs of the society and the country at large in such a way that goals and objectives for which it was set are met (4P3G).

The kind of curriculum that is connected to students' personal and societal expectations about their future needs (5P4G).

Relevant curriculum is the kind of curriculum that involves the way students are taught, which is connected to their needs and future aspirations (6P5G).

Relevant curriculum serves the purpose for which it was designed for. It answers the economic needs of the learners (7P8G).

Relevant curriculum is the responsive curriculum that appeals to students' interest and needs (8P9G).

It is designed according to the needs of the learners so that it responds to them (10P10G).

All the responses from the ten groups that were asked to express their understanding of the concept relevant curriculum had a common view. They were of the view that relevant curriculum refers to the type of curriculum that is designed according to the needs of the learners. They argue that this is the type of curriculum that is responsive, appeals to

students' needs and future aspirations, connected to students personal and societal needs, responds to the goals and objectives for which it was set.

Macneil (2003) views relevant curriculum as a means of improving living conditions and at the same time helping students think more intelligently about how national and world affairs are affecting their lives.

All these views were relevant to what the researcher thought must be the relevant curriculum. With these responses, it became clear that the respondents knew what they were talking about.

4.8.2 Relevance of TVET curriculum at secondary schools to the way of employment and income generation

It is relevant. The only thing behind it is that it was designed for young children who are still continuing with their education, not for income generation. Therefore, some improvement must be made in order to industrialize it (1P1G).

It is relevant in that whatever has been studied in secondary school can help students to generate income if it can be provided in a higher standard (1P2G).

It is only relevant to those sectors which require background knowledge and experience of TVET education (1P3G).

It is relevant to my way of generating income because with the little knowledge and skills that I have obtained at secondary school, I can make small projects like dust pans, bins, scoops and many more which I sell in order to make money (1P4G).

It is relevant in that some students who have studied TVET and were not able to further their studies are still making money by selling welded projects from metal. Some of them are manufacturing coffins, kitchen tables and small wooden cabinets. This shows that if the level of training could be improved to a higher standard, they can generate more money (1P5G).

Not relevant to the way of employment or income generation since the standard is very low and it was meant for further education and training, not for income generation. So it's not relevant 2P6G).

It is not relevant in that tools and machinery are very expensive so even if there were skills and knowledge acquired, it becomes very difficult to operate due to money shortage (2P7G).

It is not relevant since the level of knowledge and skills obtained are very low for one to generate income or to be employed (2P8G).

Five out of the eight groups which were contacted for interviews were of the view that technical and vocational education and training curriculum that is offered in secondary schools is still relevant to the manner of employment or generating income. They stated that the only thing which needs to be done is to upgrade its standard or to align it with the needs of the industry.

This affirms Mouzakitis' (2010) view that the technical and vocational education and training system play crucial role in social and economic development. A prerequisite for the positive influence of TVET in economic development is the appropriate design of relevant curricula based on market needs identification analysis.

Akhuemonkhan and Raimi (2013) also affirm that exchange programmes between industry and TVET institutions for effective technical and vocational education and training outcomes that meet the needs of industry and needs of individuals for self-employment and improved productivity should be enhanced.

Three participants were of the view that technical and vocational education at secondary schools in Lesotho was not relevant, hence it cannot enhance employability. They stated that this curriculum was not meant for income generation. Instead, it was designed for further education and training and that students were just too young at this stage of schooling to an extent that they cannot be employed or raise funds for themselves and their families.

4.8.3 Creation of jobs based on the acquisition of skills training obtained from TVET curriculum at secondary schools

Yes jobs can be created provided the level of education and the standard of practical skills can be elevated from classroom-based to industrial-based (1P1G).

The problem which is faced by most students after the completion of secondary technical and vocation education and training, even if they have necessary skills, is lack of capital to start the business. Otherwise jobs can be created for oneself and others (2P2G).

In order to make sure that jobs can be created from the knowledge obtained from the technical education curriculum, basic equipment like tools, machinery, money and the level of practical skills should be made available to every student after his or her completion. As for now, it's not really easy to create jobs (2P3G).

Knowledge, skills and attitudes which are obtained from the secondary technical education curriculum are not yet enough for job and income generation (3P4G).

Jobs and income generation can be enhanced, but a close supervision of the knowledgeable and experienced personnel is highly recommended (4P5G).

Yes jobs can be created, the only problem is that sometimes students who have just completed secondary education are still young to operate any income generating business. Instead they are still liable for further education and training even the skills they have acquired at that stage are still immature (5P6G).

Yes. But the level of education has to be totally changed from school based to industrial-based (6P7G).

4.9 How can the technical and vocational education and training curriculum in Lesotho secondary schools help to produce learners who can compete both in the national and international world of work?

This research question was meant to find out what role must be played by the technical and vocational education curriculum in the process of enhancing competitiveness amongst

students who have studied this curriculum. In order to find appropriate and accurate answers to this question, the researcher found it proper to ask three sub-questions.

4.9.1 Improvement of TVET curriculum in secondary schools

The level of teaching, instructional materials, as well as the instructional content should all be improved as the present ones are too old and no more conforms to the international standards (1P1G).

It must be improved to suit the new and ever evolving needs of both the society and economy (2P2G).

The technical and vocational education and training curriculum should be improved to a higher standard so that it can provide students who are self-reliant in the generation of income. This means to make it more than just a school curriculum, which in most cases it's meant for further education of students (3P4G).

The curriculum should be improved and at the same time the government should introduce a scheme which provides capital to the school leavers so that they can start their own business as soon as they leave school or when furthering of the studies becomes difficult. In most cases, even if one is ready to start a business, capital usually becomes a problem to start (4P5G).

The TVET curriculum should be improved to a newer version and it should be taught up to the university level so that students can have a purpose of studying it at secondary schools. Students usually get discouraged when they find that they can study TVET up to technical and vocational schools only (5P6G).

There should be a significant improvement on the TVET curriculum that is offered in secondary schools because at present the curriculum only offers woodwork, metalwork, basic hand crafts, drawing and lately design and technology at high schools, which has replaced woodwork in most schools. These subjects have been offered for so many years without changing (6P7G).

The current technical and vocational education curriculum which is operating in Lesotho's secondary schools was first introduced in schools when TVET subjects were first

introduced more than 30 years ago in the country by the Irish and the British governments. So definitely there should be an improvement of some kind in order to make sure that it is not left behind (7P8G).

The first area to be improved should be the technical studies department of the college which produces technical and vocational teachers in the country because the college has been producing teachers only up to diploma level. Those teachers who wanted to obtain more qualifications had to go to other countries. Furthermore, they only specialize mainly in woodwork, metalwork, technical drawing and design and these are the subjects which have been offered in schools for years without change – there should be an upgrading of the course (8P9G).

According to me, there is a lot of improvement needed. For instance, the whole setup which involves the type of training and the course offered to teachers who are trained to teach at secondary and high schools. The whole equipment like workshops, classroom set up must all change in order to accommodate new innovations (9P10G).

The above responses were from the participants who opined that technical and vocational education and training at secondary schools must be improved. In their own words, they indicated that instructional materials together with instructional content should be improved to a higher standard. They argue that it should be improved in order to suit the ever-evolving needs of the society and economy (2P2G). Thus, the main reason according to them for improving technical and vocational education and training curriculum at secondary schools is that this curriculum is very old and it is no longer in line with the demands of today's economy and does not address the needs of the students.

The other remaining participants opined that the first area which needs improvement should be the college that produces technical teachers. They advocated that new areas of specialization for the teachers should be improved so that they could be in a position to face new challenges of improving the curriculum to a higher level.

According to Affero and Razali (2013: 1), many countries are rapidly introducing the new and latest technologies in industries and agriculture, including Malaysia. The latest technologies in general require a higher knowledge based systems and would require

enormous technical skills, this has a profound effect on the employment, education and training of technical manpower.

In line with the view of Affero and Razali (2013), it is time now that Lesotho, like other countries of the world should also adopt new and emerging technologies by first improving the technical and vocational education and training curriculum in secondary schools.

In the case of Malawi, according to Grames and Davika (2014: 344), several factors have shaped curriculum changes and development. These changes border on political, social, economic and external influences. The most salient of these external influences being globalization. As curriculum innovation is a continuous process, it is expected that curriculum planners in Malawi will be constantly changing the curriculum to respond to the needs of the country.

It is only when the evolving needs of the society are incorporated into the curriculum that the solution to economic problems will be enhanced (Ogutuye 2013: 22).

4.9.2 What to be included in the designing and implementation of the TVET curriculum.

At present the TVET curriculum in secondary schools is offering mainly woodwork, metalwork and basic hand crafts which encapsulates the use of metal, wood, drawing and design, technology and design. Most of these subjects are not offered in the institutions of higher learning. This means that there is no continuation on what students learn at secondary level to the institutions of higher learning. So provision of courses which are done in tertiary institutions at secondary schools is a need in order to promote technical and vocational education (1P1G).

What is taught at technical schools, polytechnics, and vocational schools should start at secondary schools. This will ensure that students do not lose interest and track of what they have been taught at secondary schools. For example, if a student wants to specialize in Electronic Engineering in the university or polytechnic, such a student should have learned that programme from secondary and high school (1P2G).

Courses like engineering, architecture, information technology computer studies and software engineering should also be included in the curriculum of technical education.

Students who have done these courses will be easily absorbed by industries and firms after completion of their studies because most industries need people who have the background knowledge of these courses (1P3G).

Curriculum designers and implementers should design the curriculum in such a way that it is in line with the demands of industry and society. The subjects taught in schools should be those courses which industries and factories need (1P4G).

It's not very easy to say exactly which course should be included in the curriculum as this may differ from one institution to another, but one thing for sure which must be done is to align the course content with the requirements of the local and international market and economy (1P5G).

The curriculum should be designed in such a way that what is taught in schools should be what is practiced in factories. For instance, if the factory manufactures cars, then the students should be taught motor mechanics panel beating, auto electricity or those courses which are related to the manufacturing of the car (1P6G)

The curriculum should be left as it is instead students who should be trained how to generate income and market themselves with what they have. This is due to the fact that they can still not get jobs or generate income if they do not know how to market what they have and make a living out of it (1P7G).

Curriculum should be designed in such a way that those students who have studied such a curriculum should be marketable and their skills be on demand after the completion of their studies (1P8G).

There should be a collaboration between schools and industries in a manner that students should be provided with industrial attachment as part of their training. This will help them to link what they have been taught with the practices of the industries and they will know better what is expected of them when they leave school (1P9G).

The above responses from various groups indicate that eight out of ten groups have a common perception that the technical and vocational education curriculum in secondary schools should be designed in such a way that it meets the demands of both national and

international industries. They were of the general view that such a curriculum should open the doors for employment in the industries and job creation.

The other group was of the opinion that the curriculum should be left as it is. The most important thing is to train students to create jobs, while at the same time being able to markets themselves. These responses affirm Akhuemonkhan and Raimi's (2013) view that exchange programmes between TVET institutions and industries for effective technical and vocational education and training that meet the needs of the industry and needs of the individuals for self- employment and improved productivity should be enhanced.

The Minister of Trade and Industry also acknowledged that employment is one of the key challenges facing Lesotho. He therefore called for a strong partnership between government and the private sector. The minister also indicated that the education system of Lesotho needs to reflect both the economic and industrial aspirations of the country (Harnessing Innovation for Employment Creation 2015).

4.9.3The national standard ofTVET curriculum in Lesotho's secondary schools

The TVET curriculum in Lesotho's secondary school is the very old type of curriculum which was introduced in schools around the early 70s. It was introduced with the aim of providing students with the technical basic skills of working with wood and metal. It has been like that and it has not changed much since then. As a result, it does not appeal to international standards (1P1G).

This response was the same in all ten groups. Therefore the researcher found it unnecessary to write each response as this would be a repetition of the same thing and waste of time.

According to Oketch (2007: 233), it is obvious that TVET is very crucial in Africa's development and from the analysis of trends and issues in the region. The main issue is to reload it so that what is offered can reflect the needs and expectations of the labour market. This reformation of TVET must be geared towards TVET losing its traditional behaviour and taking as its objective the need to link itself to the informal sector.

4.10 Does the TVET curriculum in Lesotho's secondary schools enhance more training and career opportunities?

The third main question which were posed to the groups of students sought to find out if students who have studied the TVET curriculum at secondary schools can further their education and training in the institutions of higher learning without having to change to other specialisations. In order to find appropriate answers to this question, three different sub-questions were also asked.

The first sub-question wanted to find out if there were any students who have studied TVET curriculum at least up to a degree level in Lesotho. For this question, the first group expressed the following ideas:

4.10.1 Students with TVET degree qualifications in different areas in Lesotho

There are not many students because this type of a curriculum is only offered up to a diploma in technical and vocational schools. The universities which offer degree programs do not offer it. Any student who has a degree qualification in TVET education must have obtained it in other countries (1P1G).

It is not easy to study this curriculum above a diploma for those who may want to study it further, most students tend to change to other programmes due to the fact that the TVET curriculum is not considered for entry in the institutions of higher learning like universities (2P2G).

In many countries like Lesotho, the technical and vocational education and training curriculum is considered as the type of curriculum which is designed for those students who are academically incapable or those students whose financial muscle cannot support them to study further. As a results, most of them opt for technical schools and vocational schools because they believe that they are academically incompetent to study in universities(3P3G).

The decree courses of TVET education are found in other countries and the funding of education to these countries is usually done by the government and it takes a limited number of students. So not every student who want to study up to a degree level can get this

chance. In other words, TVET education and training is not done up to a degree level in Lesotho (4P4G).

TVET education and training is only obtainable in technical and vocational schools which offer it up to diploma as the highest qualification. For this reason, any student who has the highest qualification in TVET education has a diploma (5P5G).

Most students leave this qualification even if they have passed it well at secondary schools because they know that the is no degree for technical and vocational education in Lesotho and not every student can enjoy the benefit of studying in South Africa (6P6G).

Up to now, there are no students with degree qualifications for technical and vocational education and training which they have obtained in this country. Degree qualifications are only obtained in other fields, not in technical and vocational education (7P7G).

It is not possible for those students who have studied a TVET curriculum in secondary schools to further it up to a degree or masters level. This is due to the common reason that it only extends up to diploma level. Any person who wants higher qualifications must go to other countries (8P8G).

The above responses were from participants who had a common view and observation that TVET education is only offered up to diploma level by the technical and vocational schools. According to these responses it can be seen that universities do not offer technical education at all, which is why it is not possible to obtain degree qualification of technical and vocational education and training. Opinions of the respondents if there should be any improvement to be made on TVET curriculum in secondary schools. The answers provided by respondents are presented in the form of paragraphs below.

4.10.2 Are the TVET subjects in secondary schools considered as the main subjects for entry and selection in the universities and other institutions of higher learning in Lesotho?

TVET subjects are not considered for selection into universities. Language, science and other subject are the ones which are considered for selection. May be this is due to the reason that universities do not offer technical subjects. There is a minute consideration of

these subjects in other tertiary institutions, like the colleges in their department of technical education and training (1P1G).

Those students who have passed well in their technical and vocational education at secondary schools get discouraged when they apply for admission into the universities because this subject is not counted among those which paves the way for admission of a student into the university (2P2G).

TVET subjects are not considered for entry into some institutions of higher learning. This means that whether students have done it or not, it is just the same (3P3G).

Other subjects like sciences, languages and religious studies are the ones which are considered for entry into the universities. TVET subjects are considered by the polytechnics, technical schools, colleges and vocational schools because these institutions offer practical skills to students in the field of technical and vocational education and training (4P4G).

Technical subjects are not offered in the universities, so they are not considered when selecting students for admission. A student may have performed poorly in those subjects which are considered for entry and have passed well in technical education. Such a student will not be accepted for study because technical subjects like woodwork, metalwork, drawing and basic hand crafts are not offered by the universities (5P5G).

Some colleges like Lesotho College of Education which offers technical and vocational education for teacher trainees, consider TVET subject only when selecting those students who want to do technology studies. Some other technical schools like Leloaleng also consider technical studies that students have studied at secondary schools. I have not heard of a university admitting students because of their background knowledge of technical and vocational education (6P6G).

Very few institution like colleges, vocational schools and technical schools do consider TVET subject when selecting students for study because they offer certificates and diploma qualifications for technical and vocation training (7P7G).

I think TVET subjects are considered for entry into the institution of higher learning by other countries that is why even those students who want degree qualification and above

in technical studies usually go abroad. In Lesotho it is considered by few institutions even the universities do not consider it (8P8G).

Yes, TVET subjects are considered for the selection of students in the institutions of higher learning like colleges, technical colleges and vocational schools (9P9G).

Nine groups out of ten as shown in the responses above indicated that technical and vocational education and training curriculum is not considered when selecting students for entry into the universities in Lesotho. One group opined that it was not sure as it has not visited all the institutions of higher learning in the country to study their admission requirements.

They argued that even though universities do not consider this curriculum, some institutions of higher learning like vocational schools, technical schools and polytechnics do consider it because they offer certificate and diploma qualifications for TVET.

Another important element which these participants raised when talking about whether not TVET subjects are considered for selecting students for admission into the institutions of higher learning was that Lesotho College of Education does consider this curriculum for student admission into the Department of Technical Studies, where it produces technical teachers who normally teach technical and vocational subjects in both secondary and high schools.

4.10.3 Promotion of teachers with TVET qualification to higher posts in the school like principalship and deputy principal

In most cases promotion to senior managerial posts like principalship, deputy principal and head of department in secondary schools is usually based on many factors like qualification of teachers, dedication to work, work experience or both. So it all depends upon these factors (1P1G).

Since we do not have those institutions which provide a higher qualification of technical and vocational education in Lesotho, TVET teachers are usually few with low qualifications as compared to other teachers so this puts them in a disadvantaged position for promotion in to higher positions in most schools in the country (2P2G).

Technical and vocational teachers do get the same chances like all other teachers as long as they meet all the requirements that are laid down for the job, but the fact that they are few in number and they usually have lower qualifications as compared to other teachers puts them in a tight corner, maybe because TVET education is not offered in the universities and the employers normally look for university qualifications when they recruit(3P3G).

There is still the perception that those people who have TVET qualifications belong to the group of people who are academically incompetent because they do not have higher academic qualifications as TVET was only meant to work with hands and not with brains.This belief is seen whereby the universities do not accept those students who did not pass well in their high schools. Instead, those students will be seen flooding in technical, vocational, and colleges where most of them will have diploma as their highest qualification and mostly degrees and Masters are the most wanted qualification for management positions in schools (4P4G).

University graduates, normally with long working experience get the first priority for employment in any case TVET graduates are usually beaten by competition as they are not many in schools (5P5G).

It all depends upon the discretion of the school managing board, but university qualifications are usually given the first priority in some schools. Even the TVET teachers who have university qualifications get the same chances as all other teachers, but since they are not many, they are usually outcompeted by other teachers who are many (6P6G).

TVET teachers do not get the same chance of promotion as other teachers of other qualifications. This is evidenced by the fact that most principals if not all of them in the country do not possess TVET qualifications. The highest post that TVET teachers normally occupy is the head of department because there is a belief that they cannot occupy office work because of the nature of their work (handwork)(7P7G).

SECTION C – EXECUTIVE OFFICERS

Table 4.7.11 Demographic information of executive officers

Participant no	Gender of participant	Position held	Length of service	Location of industry	Nature of industry	YRS of operation
1	Male	Managing Director	5 – 10 YRS	Maseru	Building construction	20 YRS
2	Male	Managing Director	5 – 10 YRS	Maseru	Furniture production	20 YRS
3	Male	Manager	10 – 15 YRS	Maseru	Furniture production	30 YRS
4	Female	HR manager	10 – 15 YRS	Maseru	Carpentry and joinery	30 YRS
5	Male	Executive Director	15 – 20 YRS	Maseru	Carpentry and joinery	40 YRS
6	Female	Executive manager	15 – 20 YRS	Maseru	Furniture manufacture	40 YRS
7	Female	H.R manager	20 – 25 YRS	Maseru	Furniture manufacture	40 YRS
8	Female	Executive manager	20 – 25 YRS	Maseru	Steel works	40 YRS
9	Male	Executive manager	20 – 25 YRS	Maseru	Hardware & furniture	40 YRS
10	Male	Assistant manager	20 – 25 YRS	Maseru	Furniture production	55 YRS

Table 4.7.11 presents the demographic information of the executive officers of different industries in Maseru district who were approached for the individual group interviews. According to the information displayed on the table, the officers were both males and females who held various positions in industries like Managing Director, human resource manager, executive manager, assistant manager and manager.

The information on the table further indicated that most industries were dominated by furniture making and production, with only two exceptions of steel works and building construction. All industries seemed to have operated between 20 and 55 years.

4.11 The current state of the Technical Vocational Education and Training curriculum in Lesotho's secondary school (TVET)

Similar to the previous sections this main research question wanted to find the current state of TVET in Lesotho's secondary schools. In order to find the appropriate answer from the participants to this questions three sub-questions were asked of the respondents. The researcher found it appropriate to assess their thoughts and perceptions on the relevance of technical and vocational education to the job and activities of the industries they are heading.

4.11.1Technical and vocational training relevance to the demands and aspirations of the industries

We are specializing in the making of furniture in this industry and we are using mainly wood and wood products and partly metal and other materials. TVET education is relevant because it gives students basic knowledge about wood and other materials. The only thing which must be done is to up-grade the standard to a higher level (1EXPO1).

Mercy, Robert and Gilbert (2014: 500) support the above response by arguing that curriculum must be part of the change because a well- designed curriculum must aim at equipping learners with relevant knowledge with emphasis on technological innovation and entrepreneurship, developing their full capacity, enhancing the quality of their lives and also enhancing continuing with learning as a life-long engagement.

Yes it is relevant, except that the firm uses many different type of materials and chemicals of which some of them are not taught in schools such that students are not familiar with them and they are used in the process of furniture production. In order to make it more relevant, these materials and chemicals should be taught in schools and or students who are completing be given a chance of regular attachment in order to familiarize them

with different activities of the firm. This way paves their way of employment when they seek a job after the completion of their education (2EXPO2).

The above response indicates that for the purpose of making sure that learning goes hand-in-hand with what is practiced in the world of work, collaboration and co-ordination of the schools and industry must be practised. This response supports the affirmation of Mercy, Robert and Gilbert (2015) who advocated that if the Kenyan government believes in education and training as a method to tackle unemployment. It is now time for curriculum developers, designers and implementers to play the vital role of establishing exactly how the reorientation of the education and training system to entrepreneurship education, technical and vocational education areas can effectively be implemented.

Yes it is relevant but the difference is that what is offered in schools it is offered at a very low level such that it's not easy for the students to work in this industry immediately after completing their secondary education. The standard of education must be improved or otherwise the firm must provide a compulsory training for all new entrants in order to align their skills to the expectations of industry (3EXPO3).

The above statement affirms what Aboko and Obeng (2015: 15) found in their study when they ascertained the perceptions of students on the effectiveness competency based training programmes in imparting industry desired competencies. They argued that effective collaboration between industry and polytechnic should be encouraged by establishing well-resourced workshops and simulation centers in order to help students to get hands on experience.

It will be a good idea to introduce the activities and the basic operations of the firms to the TVET syllabus in schools with the aim of improving what students are taught so that there is a collaboration between what is taught in schools and what is practiced in industries (4EXPO4).

It is relevant in that students have been taught practical subjects in schools but most of them cannot really do the job, as everything that is done here seems to be new to them, they need prior attachment before they can be employed in this industry (5EXPO5).

What is taught in schools is slightly relevant to what is done in the firms. According to me, the standard at secondary schools is very low even though what is taught may relate to the practices of the industry. I believe that the level of relevance increases as the level of education and practical experience increases.

Yes it is relevant to what is practised in the factories (6EXPO6).

The above responses from the participants indicated that technical and vocational education at secondary schools is relevant to the job that is done by their industries. They said that even though the education is relevant, the standard is very low to an extent that further education and training is required after which attachment is also recommended to make sure that students get practical experience.

4.11.2 TVET subjects that should be included in the curriculum at secondary schools which are mostly needed by the world of work

This question sought to find out which subjects could be included in the curriculum in place of the existing ones which according to the respondents were more relevant to the needs of the industries. When they were asked this question, most of them were of the opinion that schools and industries should come together to design the curriculum.

It is not really easy to say which programmes must replace the current ones as the demands and expectations of industry keep on changing in line with the needs of the economy. Schools and industries should come together to decide which programmes of study will be more relevant and responsive to the needs of the markets (7EXPO7).

There should be research undertaken by the Ministry of Education and Training to investigate what are the needs of the markets so that the curriculum of the school could be designed in line with the needs of the market. This will make sure that students get employment after the completion of their education as they will be having relevant skills and knowledge (8EXPO8).

To the best of my observation, students go all over the world in search of jobs or migrate from country to country in search of greener postures, so the demands of the industry do differ from country to country depending on the economic needs of each country.

The only proper alignment of school programmes and industry is through making extensive investigation of the needs of the industry in individual country (9EXPO9).

According to me, TVET education in schools should be based on the focus and vision of majority of the local market and industries. This will ensure that students do not spend a long time searching for jobs after the completion of their education or whenever they leave school and also, the general demands of the society so that students can create jobs in case they do not get employment (10EXPO).

The focus of education should be channeled through job creation and self-employment. This can be achieved by teaching students to produce with their own hands basing themselves on the needs of the economy and the society in which they live (1EXPO1).

The curriculum should include all skills and other requirements which play a major role in the uplifting of the economy of the country in which they live. For example, nursing so that they can work in hospitals, financial management so that they can work in banks and other financial institutions (2EXPO2).

The primary objective of the TVET system is the acquisition of skills and attitudes for gainful employment in a specific occupation. In line with this explanation, all courses offered for TVET should be the type of courses which prepare students for self-reliance and creation of jobs for others. In this way, high rate of unemployment in youths will be reduced (3EXPO3).

Science subjects and engineering subjects should be provided in the TVET sector in place of the existing subjects (4EXPO4).

Subject should be arranged in such a way that students do not go around town with big envelopes containing certificates of education without creating or getting jobs because they do not possess relevant skills and experience. Instead, they should have the necessary skills and knowledge which are required by the world of work (5EXPO5).

The responses of nine respondents out of ten show that TVET education should be designed in line with the needs of the local market and industry. This affirms the argument of Audu,Yosri and Farhad (2013) that the primary objective of all technical and vocational

education and training sector is the acquisition of practical skills, knowledge and attitudes for gainful employment and job creation. The need to link TVET training to employment, either self or paid employment, is of prime importance.

4.11.3 Suggestions to be made for the TVET curriculum to contribute to the sustainable development of education and students

In this question, all the suggestions from the ten executive officers were similar to the previous question. They all opined that TVET education should be aligned with the ever-evolving needs and demands of the market and industry. So the researcher found no necessity of writing them again, as doing so would be harping on the same string.

4.12 How TVET curriculum in Lesotho's secondary schools help to produce students who can compete both at the national and international world of work

In this question, the researcher wanted to find out the opinions of participants as to what can be done to the curriculum to ensure that students who have studied the curriculum are competent and can therefore face any challenge of work. The opinions and suggestions that come from the participants would be used as a strategy for setting the standard of TVET in the country.

The responsibility of making sure that the students were competent after the completion of the TVET curriculum was vested in the schools and curriculum designers and implementers. That is why the first sub-question wanted to find out what schools, curriculum implementers and designers can do to contribute to the sustainable TVET education. From this question, the respondents had different opinions and suggestions including: nature of the subjects which are currently offered must be changed and that, the curriculum must be improved from where it is. TVET must be structured in such a way that it is not male dominated.

4.12.1 What should schools and curriculum designers do to contribute to sustainable TVET education?

The present situation of technical and vocational education in secondary schools which seems not to be really responsive to the needs of the students and world of work, must be restructured to accommodate new changes (2EXPO2).

To the best of my observation, the TVET sector is dominated by more males than females. This is evidenced by huge numbers of males with technical skills as compared to females. This calls for restructuring of TVET and also revising policies which are used by the schools to admit new coming students into the field of TVET (3EXPO3).

Schools, industries and curriculum designers must come together to plan the nature of the technical and vocational education curriculum to be offered in schools. This should be the type of curriculum which should be responsive to the needs of students and industries. This means that skills and knowledge which are required by the industries should be incorporated when designing the curriculum (4EXPO4).

According to me, the old curriculum which has been in place and used in schools for many years should be changed and new subjects be introduced. This will attract more students to take technical and vocational course which will help them to be employed and create their own employment (5EXPO5).

TVET is currently not addressing its intended purpose of reducing unemployment in the country because it is not implemented fully due to lack of funds in schools. I therefore urge the national government to include it in the annual national budget (6EXPO6).

The above responses were the common thoughts and perceptions of the ten executive officers of industries. Regardless of different wording from each individual, the general idea is to change and upgrade the standard of TVET in schools.

4.12.2 Skills, knowledge and attitudes which are mostly needed in this industry

We need skills which are relevant to the job requirements of this industry. In order for those skills to be relevant, the students who have acquired such skills should be familiar with what is been done in this industry or at least should have worked in similar industry where they have gained experience (7EXPO7).

We want manipulative and hands-on workers who have practical relevant skills. Since we are working with wood in this industry to produce furniture, it is the requirement of this industry that the workers should have done woodwork or carpentry and joinery at school this will enable them to be trained easily (8EXPO8).

We need innovative workers who will be able to cope with the always changing needs of industry. The type of skills and knowledge which are mostly needed do differ from industry to industry, depending on the requirements and the products of each individual industry. This means that if our industry specializes in steel fabrication, then we will need someone with the background knowledge of metal (9EXPO9).

Workers may have different skills for different jobs, but most of all they must have skills and knowledge which are relevant to the job that they do. In those skills, they must be eager to learn new skills as they acquire new experience daily. They must be curious to attain high standards of excellence in producing products that satisfy the global market – they must be globally competitive (10EXPO10).

The skills that the worker must have must satisfy the international markets. In order to ensure competency among workers, there should be a compulsory assessment whereby each worked is assessed and tested to determine his competitiveness.

4.13 Summary

This chapter analysed the presented data as it was collected from the participants. The aim was to interpret and contextualize the data as it was presented so that the researcher can establish the findings of this study. The discussions and responses from the participants followed the intended pattern which at the end answered the research question that the researcher intended to find answers to.

Each of the three research questions were put as the main question which had some elaborative sub-questions. The answers that were provided by the participants to these sub-questions answered the main question, which at the end provided the answers to all research questions of the study. The next chapter presents the conclusions and recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, the conclusion which is based on the findings of the study and the recommendations for future researchers. The summary of findings for the current study are based and presented according to the objectives of the study. For this reason, each research objective stands as an independent topic which contains its own findings.

5.2 Findings of the study

The aim of the current study was to investigate the relevance of the technical and vocational education and training curriculum at Lesotho's secondary schools. To investigate such relevance the researcher focused on the TVET subjects taught in schools within the curriculum and the length of time of existence and development of such a curriculum.

In order to find accurate and appropriate answers to this investigation, three objectives of this study were raised as the main objectives according to which all the questions were formulated. The objectives are as follows:

(a) To investigate the current state of the technical and vocational education and training curriculum in secondary and high schools in Lesotho;

(b) To explore ways of improving the technical and vocational education and training curriculum in secondary schools in order to produce learners who can compete in the national and international world of work; and

(c) To produce students who have skills and technological knowledge which will open wider career opportunities and further education.

The above objectives were achieved as the findings in Chapter Four reveal this reality. As indicated earlier, this section presents the summary of those findings and each research objective was treated as an independent topic.

5.3 The current state of the technical and vocational education and training curriculum at Lesotho's secondary and high schools

The findings under this topic revealed that the participants understood the meaning of the concept 'relevant curriculum', and this puts them in a better position to answer the questions which were related to 'relevant curriculum'. They referred to the relevant curriculum as that type of curriculum which responds to the economic needs of the students.

Participants said that relevant curriculum is designed according to the needs of the learners and economy of the country at large in such a manner that it is responsive to the needs of the society and also aligns with the objectives and goals for which it was designed. Another group of participants expressed the firm view that relevant curriculum is connected with daily needs of the students, industry and economy.

With the understanding of the relevant TVET curriculum, they indicated that TVET curriculum in Lesotho's secondary and high schools has not improved much for so many years. By saying this, they meant that it has been revolving around almost the same thing without the introduction of the totally new curriculum, with a different syllabus from what is currently being offered.

This view emanated from the first set of participants, who highlighted that the introduction of design and technology in high schools which replaced woodwork was the first sign of a mild improvement made so far. Some participants view TVET curriculum in secondary schools as having not improved because they observed that even design and technology which was introduced still bears woodwork theory and practice, metalwork theory and practicals and plastics, which have been in existence for so many years.

The study discovered that there was indeed a very small improvement of introducing plastics into the syllabus. This is so because,verbally, woodwork has been phased out and was replaced by design and technology but at the same time design and technology contains woodwork. So to the researcher of the current study, the improvement is very small and this supports the view of the participants who said that the TVET curriculum has not improved very much since its introduction in schools.

However, the participants asserted that there should be an improvement to the current curriculum of technical and vocational education and training, which will help students to acquire more and new practical skills which were not included in the old curriculum. They highlighted that the type of curriculum which prepares students to be job creators other than job seekers is yet to be developed. The reason why it should be developed is to align it with the needs of the society. These responses made the researcher to discover that with the present TVET curriculum, some of the national goals of secondary education which are stipulated in the Curriculum and Assessment Policy (2009: 13) have not been achieved yet.

The following are some examples of the national goals of secondary education:

(a) Equipping learners with knowledge, attitudes and skills which enable them to respond to socio-economic and technological challenges and;

(b) Providing learners with advanced entrepreneurial, vocational and technological skills for the world of work and further studies.

According to the third set of participants there was a mismatch between what is offered by some schools and industries. Participants said that this is evidenced by a lack of practical experience of the students who have just completed their education, either from technical, vocational or secondary schools. They strongly indicated that students are not able to link what they have been taught in schools with what is done in the industries and firms.

Based on these findings, the study found that there is necessity to engage students to some form attachment in the industries and firms before the completion of their studies and to also provide on-the-job training to those who were already working. This should be done on the basis that the TVET curriculum in secondary schools has been reloaded to align it with the demands of the industries.

All sets of participants found the importance of improving the TVET curriculum in secondary schools. It was clear from the findings that the level of this curriculum is still very low as compared with what is offered by other countries in secondary schools. This observation is in line with the fact that this curriculum only prepares students for further education and training, not for preparing them for the world of work yet.

This is in line with the human capital theory which was popularized by Becker (1994: 17) who argued that education and training are the most important investment in human capital.

In light of the findings and the views of the participants, one may have to question the nature and practices of the technical vocational education and training curriculum at Lesotho secondary schools, which is said to have improved a little since its implementation. The reason for questioning this is because human capital theory according to Becker (1994), Schultz (1975) and Ladipo et al. in Akhuemonkhan and Raimi (2013: 7) elaborated on what Becker left by stating that human capital theory presumes that education or training has the potential for stimulating economic growth, technological progress and productivity because it transfers useful skills, knowledge and dexterities for better life earnings.

This means that for education to be responsive and relevant to the evolving needs of the economy, such education should be combined with training not just education alone. It should also serve the needs of the market. That is why it should be designed jointly by all stakeholders for it to stimulate economic growth, technological progress and productivity.

5.4 To explore ways of improving the technical and vocational education and training curriculum at secondary schools in Lesotho

The findings established under this topic reveal that students who have just finished their schooling are not yet ready to be employed as they lack practical skills and experience, irrespective of whether the curriculum is relevant or not to the needs of the industries (first set of participants). This is also due to the fact that the current curriculum in secondary schools does not prepare students for employment but rather prepares them for further education and training. This is the major weakness of the present TVET curriculum.

The Education Sector Strategic Plan (2005 – 2015: 73) states that it is one of its chief objectives to review and diversify TVET programmes to make them more responsive to the needs of the country and industry, including those of the informal sector and small scale sectors.

In light of the above statement, the study revealed that the reason why the rate of unemployment is so high in the country is because the TVET sector does not generally

respond to the needs of the local industry which may be due to the fact that TVET education is not offered in the universities. Instead, it is only offered in technical, vocational and polytechnics up to diploma levels.

One of the main challenges stated is that the present TVET curriculum provides more theory than practical experience and that there is no continuous transition between the courses offered in schools and the expectations of the world of work. As a solution to these weaknesses of the curriculum, this set of participants indicated that the level of teaching, instructional materials and infrastructure should be upgraded to the higher standard.

On the process of improving the current curriculum, it was not easy to say exactly which subject should be added to the syllabus and which of the existing ones should be removed. They urged that whatever type or design of curriculum, subjects to be included in the syllabus should incorporate both the socio-economic needs and the needs of both national and international industry in order for such a curriculum to be responsive and relevant.

According to them, TVET should be improved in order to suit the ever evolving needs of the individuals and industry. In order to achieve this goal of improvement, the government should introduce a scheme which provides capital to school-leavers so that they can start their own business as soon as they leave school.

It was ascertained that provision of capital was always a problem in this regard which may also lead to the improvement of the whole curriculum and which would involve a total new setup of TVET curriculum at secondary schools. This is grounded in the belief of Schultz (1971 as cited in Jermolajeva and Znotina 2011: 1) who states that human capital theory is about the knowledge and skills obtained by people as capital in the process of technical and vocational education and training.

According to Windy (2010: 141), there is still a challenge of encouraging business to spend additional resources on the education and training of the existing workforce (on the Job training) and to partner with community colleges, public and private institutions to develop career pathways into emerging occupations.

In this instance the researcher of the current study established that even the education sector in Lesotho should be encouraged to spend their additional resources on the education and training of the existing workforce, not just the business sector(Windy2010).

Accordingly, it is also imperative that TVD, examinations council of Lesotho and the NCDC collaboratively conduct research by seeking foreign expertise. This can be achieved by sending personnel to other countries to find out what strategies are used by those countries when improving and implementing their TVET curriculum, of which in turn those strategies would also be implemented in the Kingdom of Lesotho. This will help our students and graduates to compete in other countries.

It was also ascertained that secondary schools should keep abreast of current trends in the market and then inform institutions like NCDC if the curriculum is lacking as compared to that of other countries.

5.5 To produce students with the skills and technological knowledge which will open wider career opportunities and further studies

The findings obtained under this topic revealed that science, language and other subjects were given the first priority when selecting students to admission in the universities. TVET programmes are not given any such priority. The main reason behind this is that the national universities do not offer technical education programmes which appear in the secondary education curriculum.

This practice is discouraging because students who love technical education and could probably take it as their career for the future, are only accepted at technical colleges, vocational schools and polytechnics where they will obtain a diploma as their highest qualifications. For this reason the study, found that those who want to study TVET further must go outside Lesotho where not every student who has done TVET could get the opportunity of going due to financial constraints. The government usually provides scholarships to the limited number of those who might want to study outside the country.

The participants argued that it is as though technical and vocational education and training was meant for those students who are academically incompetent and those who cannot study

up to university level. This is evidenced by the fact that those who have passed well at secondary schools are the ones who do enjoy the benefit of admission in to the universities. Those who performed poorly are admitted in colleges and other institutions to study TVET up to diploma level.

With regard to whether students who have studied TVET in secondary schools were able to further it up to the degree level, the study found that there were those students who had degrees and Masters qualifications, but such students are very few in number because they have obtained such qualifications in countries other than Lesotho.

As stated by some respondents in the previous sections, TVET education and training is not offered in some institutions of higher learning in Lesotho which is why it's very rare to have higher qualifications of TVET. Furthermore, it was ascertained that most of the subjects which are considered as the major subjects for admission into the universities, like English, do not help students to generate income by self-employing themselves as they do not possess any practical skills.

Their only way of generating income is by teaching others and getting employment in government offices and some private organizations. Unfortunately, it is not possible for the government and private sector to absorb all the students who have just completed their studies from all the schools in the country.

This led the participants to believe that technical and vocational education is not taken seriously by the government, hence the old saying that TVET education is only meant for those students who are academically incompetent and for those who are continuing with their secondary education seems to be a dead-end. It seems that the focus of some institutions is more on academic education rather than on TVET education. With this ideology is very difficult to reduce the number of unemployed youth.

With regard to the job promotion of TVET teachers to senior managerial posts in the school, like principalship, deputy principal and the head of department as compared to other teachers who are not teaching technical subjects, the study also found that the promotion to senior posts in schools is based on many factors such as university highest qualifications, experience and dedication to work.

The fact that institutions of higher learning in Lesotho do not offer technical education up to degree level puts the TVET teachers in a disadvantaged position because normally they are few in numbers and less qualified, except for the very few who managed to study abroad. According to the participants, this view can be observed in schools where it is very rare to find the principal or his deputy with TVET qualifications. According to Windy (2010: 141), being successful in keeping young talent and building the current workforce requires enabling individuals to become lifelong learners and supporting the growth of the region's economy through investment in knowledge and skills development in regional business.

5.6 Conclusions of the study

The current study investigated the relevance of the technical and vocational education and training curriculum at secondary schools in Lesotho. The purpose was to evaluate whether or not this curriculum is still relevant to the goals and objectives of the Education Sector Strategic Plan and those of Curriculum assessment policy (2009) and also to ascertain if it responds to the economic needs of the students who have studied it.

The study found that Lesotho has the highest rate of unemployment in southern Africa which is estimated at 30% (Socio-Economic Brief 2014: 1). With this number the youths being the most prominent portion of the society with highest rate of unemployment which is estimated at around 38% by international labour organization in 2010.

At present an unemployment rate among youths is said to be 30.5% with 54.7 youths having searched for jobs for more than a year (Lesotho Unemployment Survey 2012: 29). The high rate of unemployment among youths is found to be fueled by a set of reasons which were highlighted by the participants including the fact that the large number of youths who have graduated from institutions of higher learning do not have adequate, relevant and practical skills and experience of job related skills which are required by the industries and firms. The main reason behind this is that the TVET curriculum at secondary schools seems to be designed for further education and training more that job creation of students after the completion of the secondary education as highlighted Curriculum and Assessment Policy (CAP) (2009: 12).

Lack of relevant skills and practical experience calls for an immediate attention to align and link TVET curriculum to employment, either self or paid employment and also to establish on the job training and some attachments so that students know the requirements of the industry when they leave school. This is the base of all the best practice and approach observed through the world (Audu, Yosri and Farhad 2013: 11).

Based on this, there is still a considerable amount of work to be done by future researchers to find out exactly what are the needs of the local and international market and industry so that the future technical and vocational education and training curriculum of secondary schools in Lesotho can be designed in line with those needs. This will path the way for students to compete both in the national and international world of work. At present it is very difficult to design an appropriate curriculum even to say what must be included in the syllabus, even if the researcher of the current study sees the need because the ever changing needs and demands of industry have not been studied and investigated yet.

Beyond all these, the study found that the present TVET curriculum at secondary schools has been offering mainly woodwork, metalwork, basic hand crafts, drawing and design for a long time without changing such that the instructional materials and infrastructure were too old and were lagging far behind as a result. They were no longer relevant and responsive due to a set of reasons which included loss, breakage and discrepancy of equipment.

The TVET curriculum was introduced in schools a very long time ago, with little improvement observed up to now. It is an unavoidable truth that technology is evolving at an alarming rate so the big question is whether or not the present TVET curriculum accommodates this change. One must not run away from the fact that this curriculum might have been appropriate, but what about now?

The study also found that the TVET curriculum at secondary schools does not provide wide career opportunities for further education and training as most institutions of higher learning only provide it up to a diploma level. This situation leads to students who gradually lose interest in taking TVET education as their career path for the future because it is not offered in the universities and those students who have passed well at secondary school get the first priority of being admitted into universities or even to study abroad while those who did not

pass well are usually admitted in colleges to study technical and vocational education up to diploma level.

This practice leads to brilliant students having no practical skills which renders them to create jobs for themselves, instead of having to seek employment after the completion of their education. Even though a lack of skills, lack of practical experience and mismatch between the TVET curriculum and industry is blamed for contributing to the high rate of unemployment, the study found that lack of capital to those who have special and relevant skills is also a major problem. By linking the basic education more closely to particular vocations and tasks demanded in the labour market the problem of mismatch often seen as a main source of high degree of unemployment in developing countries may be reduced (Almeida et al. 2012 in Werne 2012).

5.7 Recommendations

Looking at the aforementioned conclusions of the study, the following recommendations are made:

5.7.1 Reloading the TVET curriculum at secondary and high schools

Literature on the study has indicated beyond any reasonable doubtthat TVET is crucial in the development of Africa and the whole world and from the analysis of trends and issues in the region. The key point is to transform it so that what is offered can reflect the prevailing reality in the labour market.

In line with this, the TVET curriculum at secondary schools should be linked and collaborated with the needs and expectation of both the international and national markets and industries. This alignment of programs and expectation of the world of work is necessary for effective TVET outcomes in schools to meet the ever evolving needs of the economy and individuals for both employed jobs and self-employment to ensure that students are competent in both national and international world of work. The said link and alignment will bridge the gap between theory and practice, as well as familiarize students with the needs and expectation of the industry.

5.7.2 TVET should increase the level of qualification and provide further education and training

The present highest qualification of TVET is only offered in colleges and polytechnic is certificate and Diploma. This qualification should be increased to at least a degree level in order to attract more students into the field of technical and vocational education and training, even to reduce the number of students who go abroad in search of higher qualifications. This will also ensure that more youth have practical skills and knowledge which will enable them to create jobs.

.5.7.3 Stigmatisation of TVET should be abolished

Technical and vocational education is not meant for academically incapable students and those who did not perform well at secondary schools, as perceived by many African countries. Instead it is that aspect of theeducational process involving an addition to general education, the study of technologies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social development (Maclean and Wilson 2009 in Audu et al. 2013: 11).

It is therefore imperative that every student who wishes to do TVET be given that opportunity at all level of education and training at desirable qualification and standard. Universities should introduce TVET programmes and offer the highest possible qualifications so that students are not discouraged from doing this programme at secondary schools. Furthermore, it should be counted among those subjects which pave the way for entry into the institutions of higher learning.

5.7.4 Schools should adhere to the national curriculum

It has been found through this study that there is a common practice by school governing boards in some schools to change the curriculum, which has been prescribed and approved by the national government by phasing out some of the programmes, including TVET, without the consent of the government on the grounds that it is very expensive to run and operate and the number of teachers in the school exeed the limit of the total number of teachers needed in the school.

Normally, this practice affects the TVET section more than any other section in some schools. The researcher of this study recommends that national curriculum, standards and core competencies be adhered to by all al schools. The continued use of a private curriculum will compromise the standards and quality of the nationally approved curriculum. The school principals and boards should stop compromising on technical education on the basis of funds and instructional materials.

5.7.5 Establishment of regular revisits and revision of TVET programmes

The Ministry of Education and Training through the National Curriculum **Development** Centre (NCDC) should develop a strategy of regularly revisiting and revising the TVET curriculum in secondary schools in order to determine its relevance and appropriateness. The programmes which need to be revised are woodwork, metalwork, basic hand crafts, drawing and design. According to the findings of the study these programmes were last revised for more than 20 years ago. If the programmes were revised, the need to introduce demand driven programmes like mining engineering, agro-business, tourism engineering programmes could have long been noticed.

5.7.6 Future research to be conducted

(a) There should be more studies conducted to investigate the needs, demands and expectations of the national and international market and industry so that TVET curriculum in schools could be designed according to and in line with such needs and expectations.

(b) There should be more studies conducted to investigate the impact that the TVET has already made in uplifting Lesotho's economy, which will include the alleviation of poverty and reduction of unemployment amongst youth.

(c) There should be more studies conducted on the strategies for revamping technical and vocational education and training at both secondary schools and institutions of higher learning.

5.7.7 Concluding remarks

This chapter presented a summary of the findings of the current study. The conclusions were drawn based on the findings of the study. Stemming from the conclusions, pertinent recommendations are made to address the research problem. Also recommendation for future research are made. The findings of this study were presented in line with the research objectives and those objectives were achieved through this study.

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APPENDIX A: LETTER REQUESTING PERMISSION TO CONDUCT THE STUDY

White city – Ha Manteko

P.O. Box 434, Qacha s Nek 600,

LESOTHO,

15 December 2015,

THE SENIOR EDUCATION OFFICER (SECONDARY)

P.O Box 47,

Maseru 100

APPLICATION FOR PERMISSION TO CONDUCT THE STUDY IN MASERU SECONDARY SCHOOLS

Dear sir/ madam,

I hereby write this letter to ask for the permission to conduct the study at Maseru secondary schools by seeking information from the principals and students who have studied technical and vocational education and training.

I am a student at Durban University of Technology (DUT) doing my Master's degree, I am investigating the relevance of the technical and vocational curriculum at secondary and high schools in Lesotho to the policies and goal of the education sector in Lesotho, the case of Maseru District. Upon the completion of my study a copy of the observations and recommendations will be made available to your office and the education office of Lesotho.

My contact details are as follows:

Cell: 00266 63640001

My Supervisor is DR. S. Govender and he can be contacted at 0027 823757722.

Email: dr1govender@telkomsa.net

Your usual cooperation will be highly appreciated

Mantsi Nathnael Ts'eane

APPENDIX B:

LETTER OF INVITATION TO PARTICIPATE IN A RESEARCH STUDY TO PARTICIPANTS

White city – Ha Manteko

P.O. box 434,

Qacha's Nek 600,

Lesotho.

An investigation in to the relevance of the Technical and Vocational Education Curriculum insecondary schools in Lesotho

With this letter you are invited to participate in a research study which is being carried out at the Durban University of Technology. This is done as a requirement for the completion of Masters of management degree. It is advisable that before taking part in this research study, you understand clearly the purpose of the study and what it will involve. Please take your time to read the following carefully. If there is anything not clear, do not hesitate to contact me or my Supervisor on the contact details provided below.

PURPOSE OF THE STUDY

Most students who have completed their technical and vocational education curriculum at secondary schools in Lesotho are seen jobless nor are they able to create new jobs for themselves and others after the completion of their secondary education when they are not absorbed by the tertiary institutions. Even those who are in the universities, they end up

specializing in areas other than technical education which they have studied at secondary levels.

This situation led the researcher to think about the relevance, appropriateness and responsiveness of the technical education curriculum that is offered in secondary schools in Lesotho. The curriculum is seen by many countries as the bedrock for economic development and an engine for rapid industrialization. To find ways of improving the current curriculum so that it is beneficial to the learners, and further make it to be responsive and relevant to the goals and objectives of the Education Sector Strategic Plan, we need to know your experiences, feelings and attitudes about this curriculum. This is why this research study serves to investigate the relevance of Lesotho secondary technical education curriculum.

WHY HAVE YOU BEEN ASKED TO PATICIPATE IN THIS RESEARCH STUDY?

You have been asked to participate in this research study because you have been working on and with the TVET curriculum in secondary schools in Lesotho. As such, the researcher believes that you can provide rich and accurate information on the strengths and weakness of this curriculum.

DO I HAVE TO PARTICIPATE IN THIS RESEARCH STUDY?

Any person taking part in this research study is not compelled to take part. This is voluntary participation and any person is free to withdraw at any time he/she feels like. If you decide to take part you will be given a consent form to fill. The information that is needed here is only for the study purpose and nothing else. If you do take part, I will meet you at the place suitable and convenient for you, which could be in the school grounds or at your homes. Each interview session could last for around 30 mins and the focus of the interview will be based on your experiences, feeling, and attitudes about the technical and vocational education curriculum in secondary schools.

All interviews can be tape recorded and a transcription of each interview can later be typed so that if you like you can read and see if it represents your views.

BENEFITS OF TAKING PART

The results of this study will be used to make recommendations on how to improve the nature and standard of technical education in Lesotho secondary schools. This is why your views are very important in helping us to know the state of technical education in the country.

RISKS OF TAKING PART IN THIS RESEARCH STUDY

There is no risk of any kind involved in taking part in this study. If for any reason you are not feeling comfortable during the interview session, we can terminate that session immediately.

CONFIDENTIALITY

All materials whether written or taped will be confidential and will be kept in a safe lockable place when not in use. Your names and any contact details will not be included to ensure confidentiality and anonymity.

THE RESULTS OF THE RESEARCH STUDY

The results of this study will be published after the research is completed at the end of 2018.

The following are the contact details for me and for my supervisor:

Mantis Ts'eane

White City _ Ha Manteko

P.O. box 434, Qacha' s Nek 600

LESOTHO.

DR. S. GOVENDER

Cell: 0027 823757722

Email: dr1govender@telkomsa.net

APPENDIX C: QUESTIONNAIRE GUIDE

INTERVIEW GUIDE FOR PRINCIPALS

PERSONAL INFORMATION

A. Years of experience as a principal: 5 to 10 ☐ 10 to 15 ☐ 15 to 20 ☐ 20 and over ☐

B. Years of leading the school with TVET curriculum: 5 to 10 ☐ 10 to15 ☐ 15 to 20 ☐ 2o and above ☐

C. Gender of principal: male ☐ female ☐

D. Education level of principal: Dip to degree ☐ DegreetoHons ☐ Hons to Masters ☐ Masters to PhD ☐

E. What is your area of specialization at your highest qualifications?: sciences ☐ Languages ☐ TVET ☐ others ☐

F. Where did you obtain your highest qualification? : college ☐ university ☐

MAIN RESEARCH QUESTION

1. **What is the current state of Technical and Vocational Education and Training curriculum in Lesotho secondary and high schools?**
    - **a.** Since you have been the principal at this school, has the TVET curriculum changed or at least improved from what it is today? If yes what improvement.
    - **b.** In your opinion do you think that there should be an improvement of some kind to this curriculum and why?
    - **c.** In your opinion as the principal of the school, are the instructional materials like workshops, books, and syllabus still relevant to the goals and objectives of the education sector strategic plan of the Government?
2. **How can the technical and vocational education and training curriculum in Lesotho secondary schools help to produce students who can compete both in the national and international world of work?**

a. What are the weaknesses and strengths of the present TVET curriculum?

b. Explain how competency base education and training can be enhanced in order to have competent students after their secondary education.

c. Is it possible for your students to study technical education up to at least Degree level after secondary education?

3. **Is the TVET curriculum in Lesotho secondary schools enhance more training and career opportunities to students?**

a. Which subjects are taught in the school which provide more training and career opportunities, is TVET education among those subjects?

b. How do these subject assist student in generating income after they leave school?

APPENDIX D: QUESTIONNAIRE GUIDE

INTERVIEW GUIDE FOR PARTICIPANTS (STUDENTS)

PERSONAL INFORMATION:

1) Gender of participants: Male ☐ female ☐

2) Age group of participants: 18 to 25, ☐ 25 to 30 ☐ 30 to 35 ☐

35 o 40 ☐ 40 and over ☐

3) Level of education: COSC ☐ LGSE ☐ Degree – hons ☐

Masters - PhD ☐

4) Are you employed? Yes ☐ no ☐

5) Are you self- employed? : yes ☐ ☐

6) Did you do technical and vocational education at your secondary or high school education?Yes ☐ no ☐

7) Location of participants: rura ☐ urban ☐

MAIN RESEARCH QUESTION

1. **What is the current state of technical and vocational education and training curriculum in secondary and high schools in Lesotho?**
   - **a)** What do you understand by the concept relevant curriculum?
   - **b)** Using your understanding of the concept relevant curriculum, is the TVET curriculum that you have studied at secondary school relevant to your way of employment or your ways of generating income? If yes how, if no how please explain your answer.
   - **c)** With the knowledge and skills that you have obtained from this curriculum, can you be able to great jobs for yourself and others?

2. **How can the technical and vocational education and training (TVET) curriculum IN Lesotho secondary schools help to produce learners who can compete both in the national and international world of work?**
    a) In your opinion do you think that TVET needs to be improved or be left as it is? If yes, what kind of improvement, if no why?
    b) If you were responsible for the designing and implementation of TVET curriculum, what would you include in the syllabus?
    c) Does this curriculum appeal to the international standards?

3. **Does TVET curriculum in Lesotho secondary schools enhance more training and career opportunities to students?**
    a) To the best of your observation, are there any students either in your area or elsewhere who have studied technical education at least up to degree level?

    b) Are TVET subjects in secondary schools considered as the main subjects for entry and selection in the universities and other institutions of higher learning in Lesotho?

    c) In terms of staff promotion, do teachers who have specialized in TVET get the same chances of promotion in to senior posts like principalship like other teachers?

APPENDIX E: INTERVIEW GUIDE

INTERVIEW GUIDE FOR THE EXECUTIVE OFFICERS OF INDUSTRIES

PERSONAL INFORMATION

1. Gender of participant: male ☐ female ☐
2. Length of service of officer: 5-10 YRS ☐ 15 YRS ☐ 15-20 YRS ☐ 20-25 YRS ☐ 25 and over ☐
3. Position held in industry: Manager ☐ Managing Director ☐ HR ☐
4. Executive Director ☐ Assistant Manager ☐ Type of industry: Building construction ☐ furniture production ☐
5. Carpentry and joinery ☐ steel works ☐ hardware ☐ Location of industry: Maseru ☐ Mafeteng ☐ Leribe ☐ other ☐
6. Years of operation of industry: 10-20 YRS ☐ 20-30 YRS ☐ 30-45 YRS ☐

MAIN RESEARCH QUESTIONS

1. **What is the current state of technical and vocational education and training curriculum in Lesotho secondary schools?**

- As the executive officer of this industry, do you consider technical education that is provided in secondary and high schools relevant to the job of this industry?
- What TVET subjects to be included in the curriculum at secondary schools which are mostly needed by the world of work?
- What suggestions can you make for this curriculum to contribute to the sustainable development of students and education?

2. **How can the TVET curriculum in Lesotho secondary schools help to produce students who can compete both at national and international world of work?**

- What should schools do to contribute to sustainable TVET education?

- Which skills, knowledge and attitudes are mostly needed in this industry?

APPENDIX F

MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

23 April 2018
Student No: 21557579
FREC REF: 201/16FREC

Dear Mr M Tseane

MASTERS IN MANAGEMENT SCIENCES: PUBLIC ADMINISTRATION

TITLE: AN INVESTIGATION INTO THE RELEVANCE OF THE TECHNICAL AND VOCATIONAL EDUCATION CURRICULUM IN SECONDARY SCHOOLS IN LESOTHO

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: **Ethical Level 2**

Date of FRC Approval: 13 October 2016

Approval has been granted for a period of two years from the above FRC date, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's.
Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Yours Sincerely

[redacted]

Prof JP Govender
Chairperson: FREC