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Impediments Facing School Managers When Implementing Vocational and Technical Curriculum in Ompundja Circuit in Namibia

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Abstract: **Background**: Vocational education is one of the significant socio-economic transformational vehicles that the revised curriculum for basic education in Namibia may achieve. This curriculum was implemented from 2015 to 2022. Implementation of vocational stream in the basic education poses some challenges to educators in public schools in Ompundja Circuit in Namibia. **Purpose**: To explore the impediments educators encountered in the implementation pre-vocational, vocational and technical stream of the revised curriculum for basic education (RCBE) in the Ompundja Circuit in Oshana Region and to suggest how the challenges, if any, in the curriculum implementation process can be addressed. **Methods**: A sequential mixed methods research design of explanatory nature is used to extract data from respondents and participants. A five-point Likert Scale questionnaire was used to obtain quantitative data from the 120 teachers who were randomly selected while a follow-up interview was conducted individually with five purposive sampled principals. The quantitative data was analysed using the SPSS while qualitative data was analysed using content analysis. **Results**: This paper revealed that schools in Ompundja Circuit have no enough vocational teaching and learning aids and equipped workshops. It is also found that vocational teachers have not received enough training. However, they are neutral about the financing of vocational activities. Moreover, learners put theory into practice because teachers could demonstrate practical. **Recommendations**: Based on the findings and suggested ways to address the impediments, the paper recommended that there should be continuous in-service training for teachers. Lastly, it is recommended that vigorous marketisation of vocation field should be done to address negative attitudes towards vocational and technical education.

Keywords: Vocational Subjects; Instructional Leadership; Implementation; Impediments; Educators.

INTRODUCTION

One of the changes in Revised Curriculum for Basic Education (RCBE) in Namibia is the introduction of the pre-vocational, vocational and technical subjects in elementary schools. The vocational stream has a potential to fast-track Namibia to an industrialised nation by the year 2030. To put the above point in perspectives, the Harambee Prosperity Plan (2016) stressed that Vocational Education and Training is "a source of skills, knowledge and technology needed to drive productivity in knowledge-based and transitional societies for the twenty-first century". Namibia has envisioned being a developed country by 2030 (Government Republic of Namibia, 2004). Thus, Vocational Education and Training is one of the pillars through which Namibia can be driven towards the desired standard of development by the year 2030. The technical courses introduced in basic education curriculum includes bricklaying and plastering, electricity, plumbing, and pipe fitting, and technical drawing as well as office practice and hospitality subjects among others (Smith, 2016).

Statement of the problem

The demand for the realisation of Vision 2030 has called for basic education curriculum change in Namibia (Ministry of Education, Arts and Culture, 2016). The latest basic education curriculum transformation was agreed upon by Cabinet at its 3rd/25 March 2014 meeting. The implementation of revised curriculum for basic education (RCBE) started at primary school level in 2015. This process of curriculum implementation may be faced with impediments related to implementation of the pre-vocational, vocational and technical subjects in public schools in Ompundja Circuit. Therefore, the purpose of this paper is to explore the impediments experienced by educators when implementing the pre-vocational, vocational and technical subjects of Revised Curriculum for Basic Education in Ompundja Circuit in Namibia and suggest manner in which these identified hindrances could be addressed.

Research Questions and Objectives

This paper is guided by the following research questions:

- What are the impediments experienced by teachers when implementing the pre-vocational, vocational and technical subjects in the Revised Curriculum for Basic Education?

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- How can the identified impediments in implementing the pre-vocational, vocational and technical subjects in the Revised Curriculum for Basic Education, if any, be addressed?

This paper is also guided by the following research objectives:

- To identify the impediments experienced by teachers when implementing the pre-vocational, vocational and technical subjects in the Revised Curriculum for Basic Education.
- To state how the identified impediments in implementing the pre-vocational, vocational and technical subjects in the Revised Curriculum for Basic Education, if any, be addressed.

RESEARCH METHODOLOGY

Research Design and Instruments

An explanatory sequential mixed method research design was used to obtain data from the respondents and participants. A close-ended questionnaire was used to collect data from the 120 teachers while an interview guide was used to obtain in-depth qualitative data from selected principals. The statement in a questionnaire where each item rated as "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree". Leedy & Ormrod (2013) postulate that questionnaire is guided by the research questions. The researcher was a non-participant in the process of answering questionnaires. The questionnaires is divided into three parts, namely; biographical information, challenges related to pre-vocational, vocational and technical subjects and proposed ways how to address the identified challenges. An interview guide was used to collect data from five purposively selected principals.

Population, Sample and Sampling Techniques

The population consisted of 409 educators in public schools on Ompundja Circuit. The public schools are divided in the following three strata: 14 primary schools (Pre-grade or grades 0-7), eight combined schools (Grades 0-12) and four secondary schools (Grade 8-12). A random sampling technique was used to select 120 respondents from the population, which represented 29% of population of respondents. The follow-up interviews were conducted with five purposive sampled principals from 27 principals from 26 public schools.

Data Collection Procedures and Analysis

After obtaining the Ethical Clearance Certificate (ECC) from the University of Namibia Postgraduate Research Ethics Committee (UREC) and a permission from the Director of Education, Arts and Culture in Oshana Region the researcher booked appointment with educators at their respective schools to explain the data collection procedure. The process of collecting data was carried out without interfering with teaching and learning activities. The purpose of the paper was explained to the respondents and participants, who all signed a Consent Form. The questionnaires were distributed to the respondents, who were asked to hand them to the principal once completed. The questionnaires were collected after two days. The anonymity of the respondents and participants was assured and their confidentiality was guaranteed. The quantitative data were descriptively analysed with Statistical Package for Social Sciences (SPSS) using percentages to make meaning out of the raw data. The qualitative data were collected from purposively selected five principals after the interpretation of quantitative data. The data was analysed using content analysis method. After reading all the interview transcripts, the codes were assigned to themes using a *priori* or pre-existing coding. Codes were developed before scrutinising the current data (Johnson & Christensen, 2012). A coding process started from the process of reviewing pieces of literature. Researcher assigned each topic with code and wrote codes next to appropriate categories while determining if new codes and categories emerged. Researcher arranged data according to categories and does preliminary analysis.

Significance of the Paper

The findings of this paper have significant use to these stakeholders. It could generate knowledge that could aid public schools to effectively implement pre-vocational, vocational and technical education discipline in the Revised Curriculum for Basic Education. The findings alert education policy makers to prepare for the impediments emanating from the implementation of vocational education discipline in the Revised Curriculum for Basic Education and device ways to overcome them.

Limitations

The paper did not involve all stakeholders involved in a Revised Curriculum for Basic Education implementation, design and decision-making process to give their views, which may have led to skewed representing the views of stakeholders involved in the implementation. This paper focuses on public schools only, however this could be a limitation because it misses the views of teachers of private schools.

LITERATURE REVIEW

Conceptualisation of Instructional Leadership

Over the years, instructional leadership has dominated the discourses in the education fraternity. There has been growing research and scholarly publications that link improved learners' performance to quality leadership in schools. Several studies concluded that quality instructional leadership provided in schools influences learners' academic performance (Bhengu & Mkhize, 2014; Hoerr, 2008; Lumadi, 2017; & Şahin, 2011). Over the past two decades, more attention has been placed on instructional leadership in

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schools in South Africa (Bhengu & Mkhize, 2014). Generally, Namibia and specifically Ompundja Circuit are no exception to this practice of instructional leadership aimed at improving learners' academic performance in pre-vocational, vocational and technical subjects. This means that more attention has been placed on the role that school leadership should collectively enhance effective teaching and learning at a school level. This can be achieved when the school managers subscribe to democratic ways of running the school by involving the stakeholders in the management and decision-making process. They should also ensure continuous professional development for teachers to enable them to improve effective teaching and learning in pre-vocational, vocational and technical subjects. Democracy is one of the four goals of education that requires participatory decision making in an educational setting (Ministry of Education and Culture, 1993). Democracy enables the free flow of innovative ideas because teachers and together with principals become equal participants in the process of managing and implementing pre-vocational, vocational and technical subject curriculum.

Instructional leadership requires school leaders to be involved in the affairs of the school, delegate duties to teachers, but they should be accountable to the results (Hoerr, 2008). Principals have been deemed as instructional experts; now teachers know pedagogically much more about how their pupils learn. Thus, it is ideal to allow teachers to decide on the ways and manner in which they should conduct the lessons. On this basis, instructional leaders should promote teamwork, continuous learning, collaboration and cooperation among teaching staff to improve student learning (Bhengu & Mkhize, 2014; & Hoerr, 2008). It should be molded around teamwork, collaboration, cooperation and continuous professional development and training for teachers in vocational subject context. Professional development and training increase and build capacity among educators, which has the potential to improve learners' academic performance.

Meaningful participation and collaboration of teachers demand contemporary school leaders to urge teachers to learn and grow as a precursor to effective student learning and growth (Hoerr, 2008). Instructional leadership should take a stand against the status quo while supporting new opinions and applications that supports learners' pedagogical access (Şahin, 2011). It is expected that contemporary educational leaders should place learning at the centre of school activities. For effective learning to take place, a conducive environment should be created among a community of education practitioners who should work as a team (Lumadi, 2017).

Effective educational management and leadership ensure effective student learning, good interpersonal relations among teaching staff and continuous professional development of teachers to upscale their skills and knowledge. Lumadi (2017) postulates that to achieve educational goals set out in curriculum school leaders should listen to the people around them and be sensitive to their feelings. They should also allow them to have a voice in the affairs of running the school. These are necessary precursors of effective management and leadership in a school setting. Continuous empowerment of teachers in their area of need is pivotal in a teaching and learning environment as well as effective curriculum implantation.

Instructional leadership ensures that the focus of activities in the school instruction to improve and subsequent pupils' learning takes place so that the school fulfills its academic mission. The Vision 2030 seeks to make Namibia a prosperous, flourishing and developed and industrialised nation using education as a pillar to achieve global and national developmental goals. In order for education to produce contemporary learners with necessary post-modernistic attributes and to realise the national goal, a paradigm shift of inculcating learners is a prerequisite. This implies that there is urgency and a philosophical clarion call to affect post-modernistic teaching and learning. Effective teaching and learning can be achieved through quality leadership, which walks the talk or lead by example, emphasise on the development of teachers at the school, placing teaching and learning at the centre daily and promote the culture of teaching and learning accountability at the school (Naicker *et al.*, 2014). Therefore, this paper is underpinned by Instructional Leadership theory.

Impediments to Technical and Vocational Curricula Implementation

Rolling out of quality vocational education and training could address youth unemployment, which is an indication how vocational education and training is valued in Namibia's quest towards curbing unemployment and improving socio-economic status of its citizens. Therefore, the successful implementation of pre-vocational, vocation and technical subjects in the Revised Curriculum for Basic Education could lead to an improved standard of life of Namibians.

The distinctive change in the revised curriculum is the inclusion of pre-vocational, vocational and technical subjects offered in Senior Primary phase as well as vocational and technical subjects taught from Grade 8-12 (Ministry of Education, Arts and Culture, 2016). Therefore, it is important to review the literatures about the implementation of the vocational and technical programmes.

Implementation Impediments of Technical and Vocational Education Curriculum

The successive paragraphs present a critical review of literatures related to the impediments of

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implementing a vocational education and training curriculum. These are presented as follows:

Teacher Training

Lack of expertise amongst the teachers, inadequate time due to shortage of qualified teachers since teachers who teach in other areas teach the subjects (Tshabalala & Ncube, 2014). A provision of properly qualified instructors in the fields of vocational education and training should be underlined in order to ensure that the proper implementation is executed with success. There is a risk of producing graduates that are not prepared for the task of vocational work. Bandele & Faremi (2012) find that teachers and instructors are professionally qualified to teach in technical colleges. Nevertheless, Bandele & Faremi (2012) revealed that some of the factors militating against successful implementation of the technical college curriculum is lack of in-service training, which keeps staff on par with contemporary knowledge and skills.

Infrastructure in the Vocational Education Stream

Studies that investigated the challenges facing the implementation of a curriculum found that some equipment (structures) is outdated (Bandele & Faremi, 2012; Idris *et al.*, 2012; Nwiyi & Okorie, 2014; & Tshabalala & Ncube, 2014). Bandele & Faremi (2012) elaborate that there are no standard workshops for practical work. Vocational education requires a balance between theory and practice because the field is practice-based and should maintain a workshop where students could exercise the skills learned from theory. Absence of workshops obstructs the effective management and implementation of vocational education curriculum as well as practice-based learning.

Teaching and Learning Resources

Another inhibiting factor to effective vocational curriculum implementation is related to inadequate teaching resources such as syllabuses, textbooks, teaching aids, workrooms (Nwiyi & Okorie, 2014), tools, consumables, and others are some of the impediments to implementing the technical and vocational education policy in secondary schools in rural communities of Rushinga District in Zimbabwe (Gwembire & Katsaruware, 2013). Effective teaching and learning may not take place in the absence of instructional resources. Supporting this finding, Chikoore & Museva, (2014) identified a number of obstacles in the implementation of technical or vocational education are material resources in the technical or vocational instruction that are in short supply. This supports the position that teaching and learning hardly takes place in the absence of support materials. A call for additional learning resources of vocational education should be made available in schools (Gwembire & Katsaruware, 2013) to enable effective teaching and learning to occur once these resources are available.

Lack of funds

Studies found that implementation of Technical, Vocational Education and Training lacks funding (Bandele & Faremi, 2012; & Tshabalala & Ncube, 2014) and support from parents. Teachers perceive this as a challenge to implementation of Technical, Vocational and Training policy. Tshabalala & Ncube (2014) indicates that "schools lack the financial resources to adequately implement Technical, Vocational Education and Training programmes". Workshops need to be furnished with up-to-date equipment (Swanzy, 2010); therefore, additional funding is required in order to advance the delivery of quality of vocational and technical training.

Teacher-learner ratio

Acceptable staffing norms for mainstream schools in Namibia are one (1) teacher for every 35 primary learners while for the secondary learner is 1 teacher for every 30 learners (Ministry of Basic Education, Sport and Culture, 2001). Teacher-learner ratio is prescribed by policy (structure) and may exert a causal effect on agency and culture. It is revealed by Selepe (2016) to be a hindrance to effective teaching and learning as well as curriculum implementation in schools. Although the cited literature are not referring specifically to pre-vocational, vocational and technical subjects. However, it could impede effective teaching and learning in these subjects.

Feelings and views

Some studies revealed curriculum implementation related to feelings and views. The non-involvement of key stakeholders in the curriculum or policy design and planning serves as a factor that may influence effective education policy or curriculum management and implementation when implementers adopt negative attitudes or perception, which are characteristics of a culture (Ahmadi & Lukman, 2015; Gwembire & Katsaruware, 2013; & Ogunbiyi, 2012). Negative attitudes, beliefs and values are cultural constraints to the effective management of curriculum implementation. A source of negative perception has to be addressed to build confidence among the implementing agents so that the curriculum could be implemented and managed with success.

DISCUSSION

Biographical information

The results of the respondents' demographic information indicate that 35.8% of the respondents were in the 31-40 years age category followed by 22.5% respondents who are between age category 41-50. This was an indication that the sample consisted of respondents of considerable maturity and hence had a clear understanding of hinderances experienced. Also, this implied that matured respondents took an interest in participating.

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Female respondents made up 67.5% of the respondents, which meant that more female respondents fell in the sample than the 32.5% of their male counterparts. The majority of the respondents (81%) held a position of an ordinary teacher followed by the 12% respondents who held a position of a Head of Departments while principals made up 7% of the respondents. However, heads of departments and principals fell in the advanced age (above 41 years) categories because the position requires applicants to have some years of teaching experience before they could take up the position of Head of Department (HoD) and years of teaching experience plus service as a HoD for a position of a principal.

The teaching experience of the 26.7% of the respondents ranged between 11-15 years, 22.5% were over 20 years, 19.2% were between 16-20 years, 17.5% is between 6-10 years and 14.2% is between 0-5 years. Again, most of the respondents (41.7%) taught in the secondary school phase, located in urban setting. In terms of qualifications, 32.5% of the respondents had at least a Bachelor of Education (Honors), followed by 24.2% with teaching diploma while 20% held a postgraduate diploma in education. These data show that all respondents were professionally qualified to teach.

Furthermore, most of the respondents (82%) indicated that their schools offered vocational subjects. Most of these subjects were offered in schools even if they were not designated to offer vocational subjects. The majority of the respondents (70%) worked in urban schools.

The data also revealed that training about the Revised Curriculum for Basic Education was offered to most respondents (65%). The 36.7% of the respondents who indicated that they were offered some training on the Revised Curriculum for Basic Education indicated that the training offered was useful. Furthermore, 26.7% of the respondents indicated that the training lasted for five days, 10.8% indicated that it lasted for four days and 10% said it lasted for three days. This signifies that the differentiated duration of training was offered to teachers. Finally, the majority of the respondents (87%) indicated that they have received the revised curriculum documents. This implies that more respondents have a curriculum document provided to them. The next part discusses the curriculum implementation challenges of vocational and technical subjects and suggested appropriate strategies to address the identified hampering factors related to the implementation of the revised curriculum in Ompundja Circuit.

Views on Implementation of Vocational Related Subjects

This section presents the quantitative views of respondents on the status of the implementation of vocational and technical subjects in public schools in Ompundja Circuit. It also presents the challenges related to implementation of vocational related subjects and proposed ways to address the identified challenges. Respondents through a Likert Scale questionnaire were asked to indicate whether they strongly disagree, disagree, neutral, agree or strongly agree with the statements. In the data interpretation, the data from the five-point Likert Scale (Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree) were presented in percentage with a brief elaboration in words. The Strongly Disagree and Disagree responses are presented as disagreeing; Neutral remained neutral while Agree and Strongly Agree were presented as agreeing.

Respondents were asked to indicate whether their schools had enough teaching and learning materials for vocational subjects. Only 22.5% agreed with the statement while 27.5% of the respondents gave a neutral answer that the school has enough learning and teaching aids for vocational related subjects. About 35.8% of respondents disagreed with the statement. The statement, nonetheless, did not apply to 14.2% of the respondents.

Vocational education requires workshops for learners to practise the theory learned. The respondents were asked to indicate whether schools had equipped workshops to enable the implementation of vocational subjects. Their responses indicated that only 30.8% of the respondents agreed that their school has equipped workshops to implement the vocational related subject/s while 35.8% of the respondents disagreed with the statement. The statement did not apply to 14.2% of respondents.

Respondents were asked to indicate whether teachers were trained to enable them to implement vocational subject in the revised curriculum. It is specified that 40.9% of the respondents agreed that vocational subject teachers were trained to enable them to implement the revised curriculum. The second most respondents, 23.3% were neutral. The respondents that disagreed with the statement made up 21.7%.

Respondents were asked to rate whether qualified teachers for vocational subjects were available to effectively implement the revised curriculum. About 49.1% of the respondents agreed that there were qualified teachers for vocational subjects to be implemented in the revised curriculum while 23.3% of the respondents disagreed. The 13.3% of the respondents were neutral with the statement.

Respondents were asked to indicate whether the vocational subjects were well-funded. It is revealed that 18.3% of the respondents agreed with the statement and 35.8% were neutral about the vocational related subject activities being well funded at their respective schools. However, 31.6% of the respondents disagreed

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while the statement did not apply to 14.2% of the respondents.

Respondents were asked to indicate whether learners pursuing the vocational discipline could put the theory learned into practice and the statement did not apply to 15% of the respondents. Nevertheless, 37.5% of the respondents agreed with the statement. The 25% of the respondents were neutral. Only about 22.5% of the respondents disagreed with the statement.

Demonstration of vocational subjects' practical to learners is an effective teaching strategy. The respondents responded to the statement whether teachers can demonstrate vocational subjects' practical to learners. It is expressed that the majority of the respondents (54.2%) agreed with the statement. However, 17.5% of the respondents were neutral. The statement did not apply to 15% of the respondents.

Impediments Related to the Provision of Vocational Education

Firstly, through a semi-structure interview each participant was asked about the impediments related to the offering of the vocational education stream in public school in Ompundja Circuit. Secondly, they were asked to suggest how the challenges can be addressed. The responses are as follows:

Kondja indicated that they offer Agriculture at their school, but there are quite a number of challenges that they experienced. These are as follows:

> *"The challenge is this year there was no rain. We have a garden that we just fenced off but there is nothing yet in that garden. We were hoping that we would start working on it (garden) but just to find that it is really dry. And, using water from the tap will just increase the water bill for the school."*

Kondja did not provide a direct remedy to the challenges faced by their school. However, he went on further to add to the list of challenges and said:

> *"Well, it is very difficult for the time being because vocational subjects really need more planning, or more financial support for you to have machines, rooms and even a teacher, I don't think we have a teacher at school that can teach other vocational subjects, like Woodwork, Bricklaying, Hospitality, Home Ecology and so on."*

According to Kondja, Agriculture is a vocational subject. Thus, natural calamity of drought has interfered with the Agricultural activities at the school. The other challenge is that the school cannot use tap water to irrigate the garden because it increases the water bill for the school. The school did not have teachers to teach vocational subjects such as Woodwork, Bricklaying, Hospitality as well as Home Ecology, which are part of the revised curriculum.

Nomkumo responded briefly as follows:

> "*I strongly believe that sufficient training was not provided. We do not have sufficient number of human resource personnel in these pre-vocational subjects such as Design and Technology."*

This response signifies that there are no enough teachers trained to teach pre-vocational subjects.

Tuuda indicated that their school offers three vocational related subjects Entrepreneurship, Agriculture and Home Economics, which some of the subjects are not practical-based. However, he singled out a challenge, without offering a remedial suggestion, as follows:

> *"So, we will not complain on the Home Economics. But on other subjects, also depending on the ability of the Agriculture teacher, because it is supposed to have gardening and so forth. But then if the teacher is not that much active enough, then sometimes it poses challenge to full implementation of it."*

This respondent indicated that their school does not have a challenge with Home Economics as a vocational subject. However, with Agriculture, the challenge is based on the ability of the teacher to initiate activities such as gardening.

It can be concluded that there were impediments related to the implementation of the vocational education, as part of the revised curriculum for basic education, in Ompundja Circuit. Some of the challenges are such as drought that affect Agriculture activities at the schools. Some schools do not have teachers for some vocational subjects. In addition, there are not enough teachers trained to teach pre-vocational subjects. The ability or inability of teachers may hamper the implementation of gardening activities in public schools in Ompundja Circuit.

Addressing Challenges Related to Implementation of Vocational Subjects

Nomkumo made suggestions on addressing challenges related to the provision of vocational education as follows:

> *"So, I advise the Ministry of Education to train a lot of teachers on Design and Technology, which is a very important subject that promotes learners to become skillful when it comes to vocational training subjects."*

A scenario that there seems to be a gap in the supply of teachers for vocational subjects by higher education institutions was provided. Then he was

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probed, what should be done to ensure that higher education institutions produce enough teachers for this discipline. Moreover, Nomkumo answered:

> *"They should continue training teachers in those areas of pre-vocational subjects, because those are the only subjects that will be a driving force towards the realisation of Vision 2030 and other National Development Programmes (NDPs). So, if institutions are training, they are on the right direction."*

This response indicates that there is a need to train teachers in pre-vocational and vocational subjects such as Design and Technology, which is aligned with achieving Namibia's national developmental agenda through the Vision 2030.

Etuhole responded as follows:

> *"Yeah… now the challenge we are facing here is that in Elementary Agriculture we are required to have practical or projects. If a teacher asks learners to come up with a poster that is now the most practical especially photographs. For example, showing pictures our school is in rural area learners cannot get some of the learning materials. They will tell you they do not have magazines, newspapers hence the practical will fail"*

Some specific challenges were given in Elementary Agriculture. When learners were asked to bring pictures for a project, they find it difficult to get newspapers and magazines to take these pictures in rural area schools, and this leads to failure of practical activities. Therefore, teachers are now left to suspend the activities and improvise to substitute it with an alternative activity.

Afrika shared some suggestions despite not having provided any challenges. He suggested as follows:

> *"Yes, at our school, our vocational activities are not that much. Then, we have serious practical suggestions, which I think they are very good to say there should be practical activities, there should be school gardens (eee …). And then when you think of that now, it (practical activities and gardening) needs further funding for it to be implemented."*

According to Afrika, in order for the Agriculture practical activities to be carried out, there is a need for funding to ensure it is successfully implemented.

The researcher asked Afrika where schools get the supply of the vocational subject teachers. He responded with a suggestion on the supply of vocational subject teachers as follows:

> *"Then one would possibly request or possibly expect that the serious engagement is made between the supplier of teachers, which is institutions of higher learning, and now the consumer of teachers, schools and the Ministry of Education. Yeah, I believe a serious arrangement need to be done such that we could then be able to offer vocational subjects as per our wish."*

This means that there is a need for serious engagement between the institutions of higher learning that trains teachers and Ministry of Education to escalate the training of teachers in vocational subjects.

To summarise the responses, challenges related to the provision of vocational education are as follows. There is a need to train teachers in pre-vocational and vocational subjects. Some learners in rural schools find it difficult to get pictures from magazines and newspapers to complete the Elementary Agriculture practical activities. There is a need for funding to enable practical activities and gardening to be carried out. The Ministry of Education and teacher training institutions should train teachers for vacation subjects.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The paper revealed that there are impediments related to the provision of vocational education or subjects in public schools in Ompundja Circuit. They are such as natural disaster such as drought as well as high cost of water negatively impacted the agricultural activities. Further, the lack of qualified vocational subject teachers has a negative effect on vocational curriculum implementation. Lack of in-service training among vocational subject teachers is a challenge. The participant suggested remedies to the challenges identified, such as provision of in-service teacher training. The vocational subject workshops should be built and the marketing of vocational programmes. An acceptable teacher-learner ratio is needed in a vocational setting as well as financing of vocational education activities. Where there is lack of vocational subject resources, teachers are encouraged to use alternative resources. If pre-vocational, vocational and technical curriculum is to be implemented effectively, stakeholders' agents and structures (the parts) should ensure that all sufficient and relevant human, material, financial and instructional resources should be provided.

Recommendations

Based on the findings and suggested ways to address the impediments, the paper recommended that there should be continuous in-service training for teachers. It also recommended that there should be postgraduate teacher-training programmes to train

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vocational subject teachers. Once again, it is recommended that schools should have workshops where students put theory into practice. It is recommended that vigorous marketisation of vocation field should be done to address negative attitudes towards vocational and technical education. Finally, it is recommended that an acceptable teacher-learner ratio should be enforced in the vocational setting.

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

Authors' Contributions

LMJ wrote a dissertation of the Doctor of Philosophy in Education (Educational Management and Administration), under the supervision of RKA and HM. All authors contributed to and finalized the paper.

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