

A Situation Analysis of the Additional TEVETA Content in Home Economics Hospitality in teacher training and secondary school Syllabi: A case study of the Copperbelt province, Zambia.

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Abstract: The study sought to investigate the implementation of the vocational career pathway through a situational of the additional TEVETA content in the curriculum. This was a descriptive study based on the data collected from teachers of Home Economics and Hospitality in selected secondary schools and colleges in Kitwe District. The study suggested that teachers have limited knowledge about the additional content. While content is perceived to be relevant to the learners' skills, they are not adequately taught to the learners because of the challenges relating to the training of teachers, limited funding, and limited materials for the learners and the teachers. As such, the additional content cannot effectively enhance employable skills for the learners.

Keywords: TEVETA Additional Content, Home Economics and Hospitality, and Syllabus

I. BACKGROUND

In 2013, the Zambian education system began to revise its curriculum from a knowledge-based one to a competency-based one or outcome-based curriculum. The move was meant to make the curriculum more relevant, effective and responsive to societal needs by providing relevant knowledge, skills and real-life competencies for the learners (Zulu, 2015). The content-based curriculum proved to be deficient because it produced learners who were only academic and had no skills, appropriate attitudes and applicable knowledge which could influence economic development (Nkanza, 2015). Thus, two career pathways were created; namely, the academic and vocational. Whereas the academic pathway was meant for learners with a passion for academic subjects, the vocational path was meant for learners with interests in technology and other hands-on subjects (MoGE, 2013). This curriculum (i.e., revised) was aimed at providing practical skills to learners in schools, from grade eight to grade twelve.

To enhance the provision of the vocational pathway, certain secondary schools and colleges have been identified as specialists in the different vocational subjects. However, these institutions are supposed to schools were to closely collaborate

with the Technical Vocational and Entrepreneurship Training Authority (TEVETA). Therefore, teachers provide instruction in academic subjects at the schools, while learners go to the training centre to develop practical skills in different fields (i.e., Carpentry & Joinery; Metal Fabrication; Woodwork; Bricklaying & Plastering; Design, Cutting & Tailoring; Food Production, Engineering Mathematics; Engineering Science; ICTs; Communication Skills; Graphic Communications; Fabrication & Welding; Power Electrical; Entrepreneurship; and Design & Development (MoGE, 2016). Other schools have also begun to provide vocational skills training on their campuses and can arrange for learners to be tested by TEVETA if they are ready, are awarded trade certificates (Kapuka, 2017). This type of education is aimed at enhancing the employability of school leavers. Maclean and Wilson (2009) explain that Vocational education, also known as job-oriented education, helps a person in becoming skilled in a particular field at a comparatively lower age, prepares individuals for jobs.

Home Economics and Hospitality is part of the vocational curriculum. It is offered as a single subject in the secondary school syllabus, and the components included food and nutrition, needlework, and home management. Under the TEVETA programme, new topics such as food production, entrepreneurship, front office housekeeping, knitting, and cosmetology have been introduced, but are not reflected in the general school curriculum. In the secondary teacher training syllabus, the subject is divided into three components which are food and nutrition, fashion and fabrics and home management. However, there are no additional topics that have been added to the curriculum to correspond to the TEVETA programme. This mismatch in Teacher curriculum and the secondary school additional information is a source of concern for this study. Therefore, the purpose of this study was to critically examine the feasibility and implementation of the recently introduced vocational career pathway in Zambia's secondary education system. Particularly, the study sought to investigate the implementation of the TEVETA syllabus in Home Economics and Hospitality, the perception of the vocational curriculum,

and the challenges encountered in the implementation of the TEVETA curriculum. Acquiring updated information on these themes is vital to the effective implementation of the vocational pathway curriculum.

II. METHODS

This was a descriptive study based on the study sample of 50 teachers and lectures on Home Economics and Hospitality at selected schools and colleges in the Kitwe District. These institutions were purposively selected based on their involvement in the implementation of the TEVETA Home Economics and Hospitality Programme. Data were collected using a self-administered questionnaire on the situational analysis of the additional TEVETA content in Home Economics and Hospitality. The data search focused on the implementation, Perception and challenges encountered in the implementation of the TEVETA programme of Home Economics and Hospitality. Data were analysed using descriptive statistics, particularly frequencies and percentages.

III. RESULTS AND DISCUSSIONS

The results of the study have been discussed under three themes under the objectives of the research study, and the details are presented in the subsequent paragraphs.

Implementation of the TEVETA Curriculum in schools

The implementation of the TEVETA curriculum in schools was analysed based on the teacher’s knowledge of the added content, the teaching of the added content, teacher training, availability of materials, and the source of funding for the practicals. The results are presented in figures 1-5.

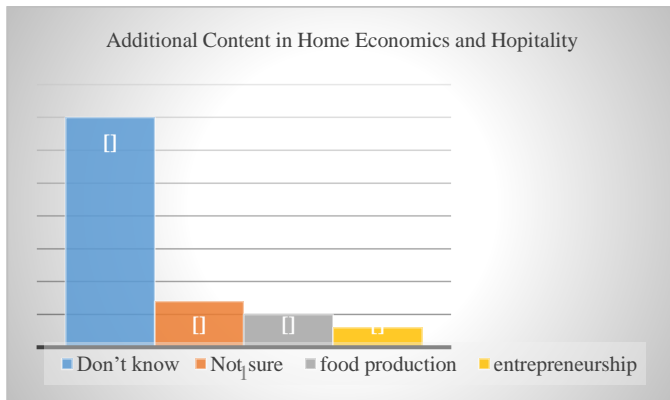


Figure 1: Additional content in Home Economics and Hospitality

On the question concerning the teacher’s/ lectures knowledge of the additional content topics being taught in schools, figure 1 shows 70% of the respondents do not know, 14% not sure, while 10% and 6% indicated food production and entrepreneurship, respectively. The results confirm the findings by Kakupa (2017) who claimed that the creation of the vocational track in secondary education in Zambia faces a very difficult implementation process.

These results are not surprising as there is limited documentation from TEVETA to schools on how they should

prepare students for the TEVETA trade tests. Apart from the pupils’ handbook, there are no materials that teachers can refer to in their lesson preparations. Therefore, there is a need to bridge the gap between TEVETA and schools.

The implementation of the TEVETA syllabus was also examined from the perspective of whether additional content is taught to the learners by the teachers in schools, and the results are presented in figure 2.

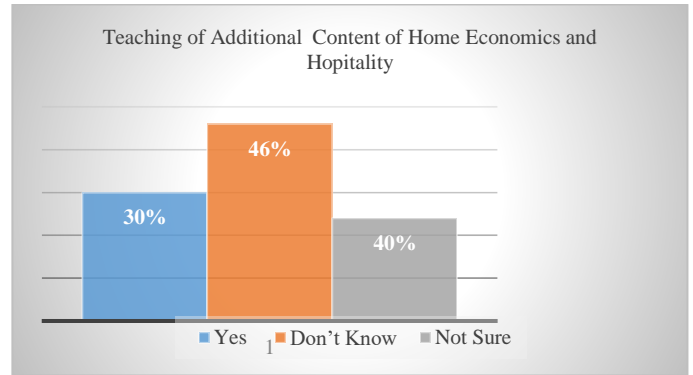


Figure 2: The teaching of the additional TEVETA content

Regarding the teaching of the additional content to the Home Economics and Hospitality Syllabus, figure 2 shows the study revealed 30% agreed (yes) they teach, 46% do not know, and 40% are not sure. This indicates that the additional contents are possibly not taught as they should.

The results could be explained by the earlier findings on the teachers’ knowledge about the additional contents of the TEVETA syllabus, where the majority of the respondents were not knowledgeable of the topics that have been added to the content of the syllabus. Thus, it is questionable whether teachers would be able to teach topics that they do not know exist in the syllabus. This scenario highlights the lack of training on the part of the teachers to be able to implement the policy effectively. Thus, Davidson (2014) states that if home economists are to play a significant role in improving learner’s life, then education must prepare them to do so.

The implementation of the policy was also analysed from the angle of the teacher’s preparedness in terms of training to offer the TEVETA additional content; figure 3 shows details of the results on this issue.

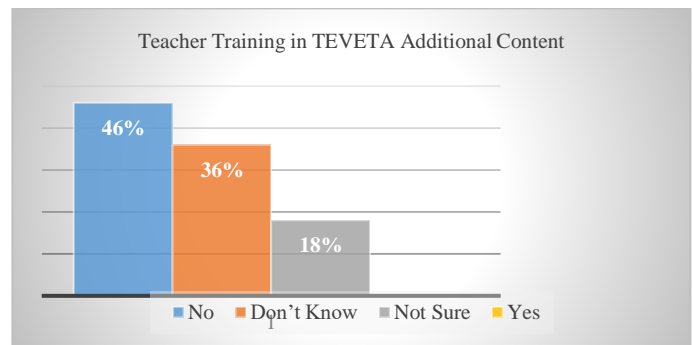


Figure 3: Training of teachers in additional TEVETA content

Figure 3 shows the results of the teachers' preparedness to teach additional subjects in Home Economics and Hospitality. The results show 46% said (No), 36% don't know, and 18% are not sure. This implies that teachers were not prepared to handle the TEVETA additional content of Home Economics and Hospitality. The results are consistent with the UNICEF (2016) concern that the introduction of the vocationalized track should not just be looked at in terms of its desired possible results, but given attention as well. It is doubtful whether a policy can be effectively implemented without adequate preparation of stakeholders, teachers in this case. The failure to train teachers could be possibly explained by the limited funding of the programme and the collaboration of stakeholders. Therefore, there is a need to find means of training teachers if the policy is to be implemented effectively.

The availability of materials for teachers and learners was also used to analyse the implementation of the policy, and the results are presented in figure 4 below.

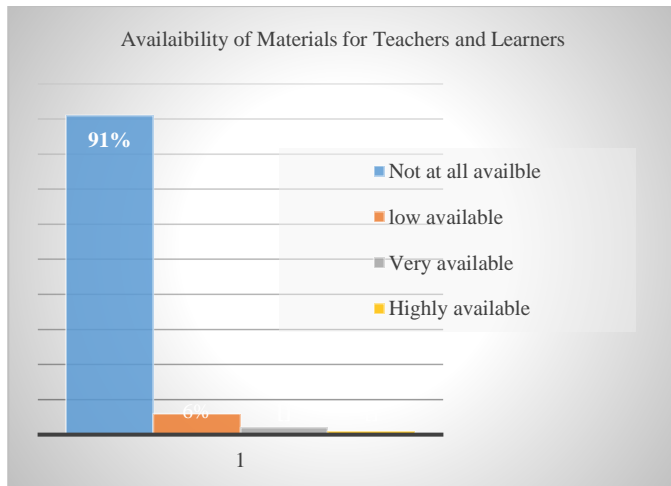


Figure 4: Availability of materials for teachers and learners

Regarding the availability of materials, figure 4 shows the study revealed 91% not available, 6% low available, 2% very available, and 1% highly available. This implies that there are literary no materials for the teachers and the learners. The results are consistent with Mwiria (2002) who observed that adequate preparatory groundwork, taking into account the resources required is necessary for the effective implementation of vocationalisation programmes. As earlier alluded to, the lack of materials for the teachers and pupils could be attributed to the limited funding or limited or poor network among stakeholders involved in the programme. Therefore, proper funding and networking could address this issue.

In terms of the sources of funding for practicals related to the TEVETA additional programmes, the study showed the following results in figure 5 below.

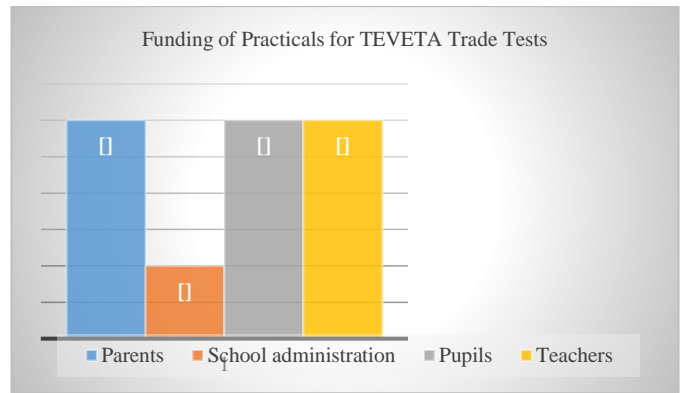


Figure 5: Sources of funding for practicals for TEVETA trade tests

According to figure 5 above, the study showed parents (30%), school administration (10%), pupils (30%), and teachers (30%). This implies the major sources of funding for the practicals are the parents, teachers and pupils themselves, and not the school administration, which is the major stakeholder of the programme. Although the results portray a well-represented cost-sharing scenario, the school is supposed to be the major stakeholder in the funding of practicals and not the contrary. This scenario possibly represents the gaps in terms of collaboration and funding of the programme, thereby once again, confirming the UNICEF (2016) concerns about the need for adequate preparation before embarking on the vocationalisation programme.

Perception of TEVETA Curriculum in schools

The perception of the TEVETA curriculum in schools was analysed based on the relevance of the added topics to the skills development of the learners, and the performance of the learners in the trade test examinations. The results are presented in figures 6 and 7.

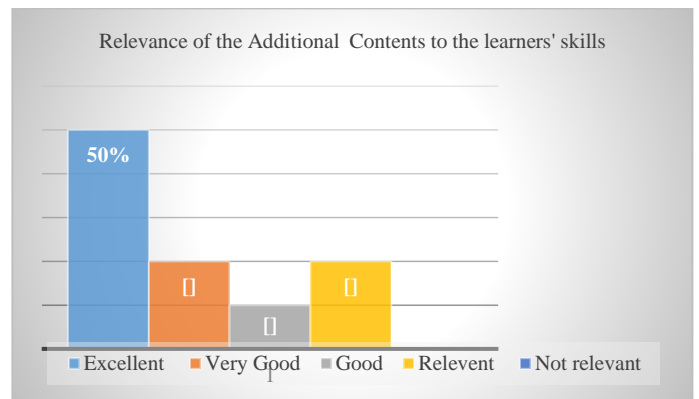


Figure 6: Relevance of the additional TEVETA content to the learners' skills

The study according to figure 6 showed the relevance of the additional TEVETA contents to be excellent (50%), very good (20%), and good (10%). This implies that the teachers and lecturers as stakeholders, find the additional content to be very relevant to the learners' skills. The results support Wallenborn (2010) who states that vocational programmes play a critical role in enhancing learners' skills at a tender age. These results were not expected, but they could be explained on the basis that

people appreciate the programme in principle, and believe it has the potential to improve the learners’ skills if well implemented. Thus, there is a need to relook at how the programme is being implemented for it to achieve its objectives.

Concerning the perception of respondents on the performance of learners in the TEVETA examinations, the results are presented in figure 6 below.

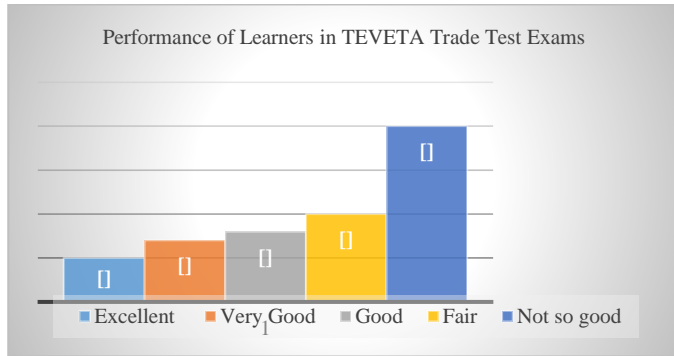


Figure 7: Performance of Learners in TEVETA Trade Test Exams

Figure 6 shows the study revealed that the perception of the performance of learners to be excellent (10%), very good (14%), good (16%), fair (20%), and not so good (40%). The findings contradict Pavlova (2005) who indicated that the Technical and Vocational Education Initiative (TVEI) contributes to General Certificate of Secondary Education (GCSE) results, and increased students’ abilities to solve problems. However, the apparent contraction, especially in the performance of the learners could be explained by the shortcomings earlier highlighted in the implementation process. In the absence of the syllabus, materials, proper training, and funding, the results of the implementation of the programme are likely to be seen in the results, as is the case in the poor performance of the learners.

Challenges in implementing the TEVETA Curriculum

The study highlighted some challenges relating to the implementation of the Home Economics and Hospitality TEVETA curriculum in schools; the results are presented in figure 8.

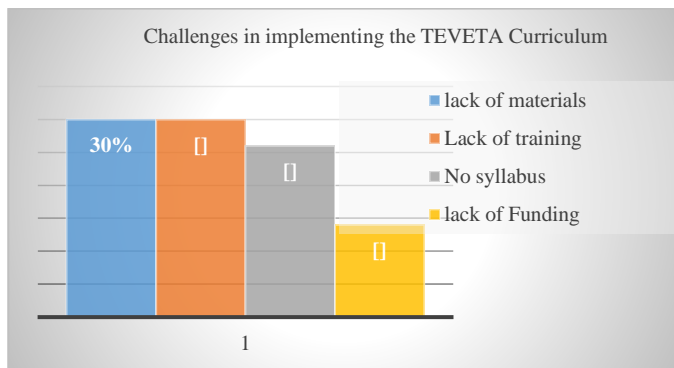


Figure 8: Challenges in implementing the TEVETA Curriculum

Figure 8 shows that the study revealed that the challenges relating to the implementation of the TEVETA curriculum included lack of materials (30%), lack of training (30%), no syllabus (26%), and lack of funding (14%). This suggests that the challenges experienced in the implementation of the TEVETA curriculum relate to the cost, resources and groundwork, confirming the claims by Kakuka (2017). It is almost impossible for a programme experiencing these challenges to thrive. Therefore, there is a need for stakeholders to address these challenges for the programme to succeed.

IV. CONCLUSION

The study sought to provide a situational analysis of the additional TEVETA Content in the Home Economics Hospitality teacher secondary school syllabus. The study revealed that teachers have limited knowledge about the additional content to the curriculum because of limited teaching materials, and lack of training on how to teach the topics. As such, despite being perceived to be relevant to the learners’ skills, additional content is not adequately taught to the learners. Therefore, the additional TEVETA content is unlikely to enhance the learners’ home economics and hospitality skills as required on the job market. Adjustments to the implementation process are required if the programme is to achieve its intended objectives of creating employment opportunities for school leavers.

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