

FACTORS INFLUENCING IMPLEMENTATION OF THE PRE-VOCATIONAL EDUCATION PROGRAMME IN ESWATINI HIGH SCHOOLS**M. Mpofu**University of Eswatini, Luyengo Campus, P.O. Luyengo, M205, Eswatini,
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+268 7613 2727 nyonikhosa@gmail.com**ABSTRACT**

The Pre-Vocational Education (PVE) programme in Eswatini was introduced in 2002 to sixteen (16) schools as pilot schools. The programme was supposed to have been implemented in all high schools in Eswatini but up to date, the programme is only being offered in the pilot schools. The purpose of this study was therefore, to determine factors affecting the implementation of the PVE programme to all high schools in Eswatini. This study employed the mixed methods research using quantitative and qualitative approaches. The research design used was the descriptive survey. Purposive sampling was used to select 16 school principals, 64 teachers and 64 students from the 16 schools that offer PVE across the country. Data were collected using semi-structured interviews for qualitative data and survey questionnaires for quantitative data. Thematic analysis was used to analyse qualitative data while SPSS Version 23.0 was used to for quantitative data. Findings of the study revealed that the major factors affecting the implementation of the PVE programme were inadequate resources such as equipment and lack of specialist teachers for the programme. The study concluded that the programme was underfunded and could not sustain on meager levies from the parents as the government could no longer fund the programme due to the economic meltdown. The study therefore recommends that PVE schools partner with non-governmental organisations and other private entities to exploit the resources available at the same time exposing students to real life situations. The Ministry of Education should liaise with tertiary institutions to offer Pre-Vocational Education training.

Keywords: *Pre-Vocational Education, school factors, student factors, teacher factors, attitude towards PVE*

INTRODUCTION

Pre-Vocational Education was introduced in Eswatini in 2002 with the aim of equipping students with entrepreneurial skills for self-employment and minimize on unemployment rates. Initially, the education systems in African countries were following those adopted from their respective former colonisers. These colonisers, being developed countries had direct influence on the curricula which were more academic than practical targeting white collar jobs such as nursing, teaching and administration (Khumalo, 2010). After independence, most African countries declared education, a fundamental right for all, consequently flooding the white collar job market. The levels of unemployment stimulated inevitable need to reform the education systems which were in place (Jawameh, 2013).

As a way forward, various African countries established commissions of enquiry into their education systems to review their curricula. Examples are; The Report of the Presidential Commission of Inquiry into Education and Training in Zimbabwe popularly known as the Nziramasanga Commission, The Presidential Commission into Non-European Education in South West Africa (now Namibia) of 1958, and the National Education Review Commission (NECORM) of 1985 in Eswatini among others. The Nziramasanga Commission recommended four interlinked programmes: General (Academic) commercial or business, technical, vocational, technical colleges and trade testing to be conducted at senior school. In Eswatini, NECORM also recommended the introduction of Pre-Vocational Educational (PVE) in schools as a means of equipping students with marketable skills for easy transition from school

and for entry into further vocational education training programmes (Jawarneh, 2013).

PVE was then introduced in Eswatini high schools in 2002. According to Mndzebele and Dlamini (2008), PVE was initiated on the assumption that the programme would contribute to the economic development of the country. The programme was arranged primarily to acquaint secondary school going students with material, tools and skills related to a range of occupations, to prepare them for choosing an occupational field or line of training (Mujumdar, 2012). Classens (2008) states that PVE can combat youth unemployment and poverty if properly implemented. Pre-vocational education makes the secondary school curriculum more relevant to the daily life tasks and future employment prospects of Swazi pupils and more career-promising as compared to more academic oriented subjects (Mndebele, 2010).

However, at inception of PVE in 2002, the programme was pilot tested in 16 selected high schools in Eswatini. In preparation for the PVE programme, its curriculum was developed, teachers for the 16 high schools were trained and the sample schools were provided with facilities and equipment. According to the Eswatini MoET Curriculum Development Model, a programme should be piloted tested for 2 years and reviewed before it can be rolled out to all the schools. Despite the importance of the PVE programme in the economic development of individuals and the society at large the programme has still not been extended to other schools, 17 years down the line. The programme is still being offered in the same 16 schools that were used for pilot testing (Gule, 2016). Mahluza (2015) noted that schools in Eswatini encountered some challenges in the implementation of the PVE programme, however, the factors that affect the implementation of the programme were not investigated.

Therefore, there is a gap in literature on the factors affecting the implementation of the PVE programme. Hence, the need to establish the factors associated with the implementation of the PVE programme and possible strategies to enhance the implementation of the programme. The study sought to address the following research questions;

1. What are the school factors affecting implementation of PVE programme?
2. What are the teacher factors affecting implementation of PVE programme?
3. What are the student factors affecting implementation of PVE programme?

METHODOLOGY

Research design

This study used the mixed methods approach employing the descriptive research design. Mixed methods approach is a procedure for collecting and analysing data through both quantitative and qualitative research methods in a single study.

According to McMillan and Schumacher (2010) a descriptive research design involves observing participants in an unchanged and a completely natural environment. The researchers sought to observe and describe the behavior of the participants without influencing them in any way.

Population and sample

The population of the study comprised all Form 5 PVE students, 64 PVE teachers and 16 school principals, from 16 schools that offer PVE in the Kingdom of Eswatini.

Research instruments

The instruments for the study were the interviews and questionnaires.

Face-to-face interviews

Semi- structured face-to-face interviews were structured for School Head Teachers in schools that offered PVE. The face-to-face interviews were carried out by the researchers within the interviewees' environments. Data were captured through the use of a voice recorder and were later transcribed.

Survey questionnaires

Survey questionnaires with closed-ended questions were administered to PVE teachers and students. The researchers distributed the questionnaires to the respondents which were self-administered by the respondents.

Validity and Reliability of the Quantitative Instruments

Three experts from UNESWA, National Curriculum Centre and ECOS were used to validate the content and face validity of the instruments. To establish reliability, a pilot test of the instruments was conducted using PVE students and pilot tested on 10 PVE school practical subjects teachers who were not part of the main study. Cronbach's Alpha reliability coefficients were computed for each domain, and were found to range between 0.74 and 0.91.

Data Analysis

The study adopted the descriptive statistics for analyzing the quantitative data using the Statistical Package for Social Sciences (SPSS) Version 20.0. Qualitative data were analysed through themes and coding employing the thematic analysis tool.

RESULTS AND DISCUSSION OF FINDINGS

The study established several factors that affect the implementation of the PVE programme in Eswatini which are presented and discussed under three main attributes namely school, teacher and student factors.

School factors affecting the implementation of the PVE programme

The study revealed that the dominant factor affecting implementation of PVE in the schools in Eswatini was shortage of funds for running the programme lack of

equipment coupled with the challenge of replacement and maintenance of the same, teacher turn-over and untrained teachers.

Funding for the programme

Financial support was essential for propelling the implementation of the PVE programme. Funding was inevitable for purchasing and maintenance of equipment, procurement of raw materials and related consumables to conduct enough practical lessons.

Head Teacher **B** revealed:

"One of the main factors affecting the implementation is the issue of funds to run the programme. The money to maintain the equipment, especially the big machines is a challenge as they cannot be serviced by any person but by the special people who are trained to repair such equipment. Usually, such people (mechanics) are expensive".

Low Enrolments in the PVE Programme

PVE School enrollments were very low, hence little levies, initially expected to support other funding from the government and Non-Governmental Organizations (NGOs), were received from parents, and as a result the implementation of the PVE programme stalled.

Head Teacher **L** highlighted:

"Low pupil enrolment means low income inflow to support the learning and teaching of practical lessons. Ultimately, the teachers do less practical lessons than the expected".

Issues of accreditation and certification of the PVE programme

Most of the participants lamented the issue of accreditation and certification of the PVE programme. They were of the view that this is letting down the programme since the certificate is not recognized by most institutions of higher learning.

Head Teacher **I** stated:

"The problem is mainly the accreditation and certification, as the current certificate that is provided by the programme is not recognized, not only by institutions of higher learning in the country, but even by South Africa, the main absorber of Eswatini high school graduates. That's why the majority shun the programme".

Head Teacher **M** shared the same sentiments as Head Teacher **I**:

"Accreditation is a problem; we struggle to convince parents about the future of the PVE students in terms of furthering their education".

Maintenance and Replacement of Equipment

Some participants indicated that MoET supplied the schools with equipment at the inception of the programme, about seventeen years ago. Ever since the schools received the

equipment, the government has not made a follow-up in terms of servicing and maintenance of the equipment, especially the heavy industrial. The programme became the responsibility of the already financially challenged schools, whose practical levies would not suffice to maintain, repair the equipment, worse still to procure new ones which are in tandem with new technology.

Head Teacher **A** indicated:

"We need a backup maintenance policy. It is not easy to budget for the programme as the student enrollment is too low, yet the programme demands a lot of money. Money to run the programme and maintain the equipment comes from the school fees. In most cases, the school ends up maintaining and servicing a few of the equipment's because of shortages of funds, as also the enrollment of PVE students is low".

Head Teacher **A** added:

"The equipment is available in this department but some of the equipment has become obsolete such as video cassettes, nowadays they use DVDs making the video cassettes to be useless. Also, the overhead projector is just lying idle in the department. Thus some of the equipment needs to be replaced with the new ones".

Timetabling of PVE

The findings reveal that preparing timetable in the schools to accommodate the PVE programme is still problematic. Above half of the number of participants indicated that timetabling for the programme is a challenge. PVE needs ample time for practical, theory and projects lessons, against the background that they will be doing all other subjects in the school curriculum. Effective PVE implementation would encompass field trips, invitation of PVE resource persons to schools and upholding internet connectivity so as to embrace new technologies related to PVE. All these demand time from the learning hours of on the timetable.

Head Teacher **A** echoed that:

"Timetabling is also a problem, for the students to do the practical activities, they need the whole day, but the school cannot give them the whole day since they are still expected to learn the core subjects".

Head Teacher **B** shared the same sentiments and indicated that:

"Timetabling for the programme is another challenge, as the students need to have more time for practice. The students have a lot of work to do in a short space of time, yet their work demands a lot of time. This affects time for students to do the required projects".

Existence of Parallel Practical Subjects

Parallel existence of practical subjects is the running of two practical subjects, one being a PVE and the other a modern

practical subjects in the same school and by the same learners. Some participants of the survey mentioned that co-existence of practical subjects is a challenge, such as FF and PVE Clothing and Textiles. The findings related to co-existence of two practical subjects indicate that some schools share the inputs, ideas and skills, as a way of mitigating the challenges embedded in the programme. This sharing is cost effective for the schools. However, conflicts between teachers and schools' responsible authorities were the order of the day. While it may be an advantage, in the long run, for a learner to do two practical subjects simultaneously, the arrangement, undoubtedly, exerts immense pressure on those scanty resources and also strains and involves, directly or indirectly, all the learners, all the teachers, the school administration and parents.

Head Teacher **E** lamented and said:

“Parallel co-existence of practical subjects is a challenge. The concern is that they cannot share their inputs that include equipment and raw material. You have to buy for PVE and for modern practical subjects”

Head Teacher **J** shared the same sentiments:

“Sharing of laboratories and equipment of PVE & Modern practical subjects is a problem as it causes teachers quarrel, over lost equipment or even cleanliness of the labs”.

However, some participant had a different view on the co-existence of practical subjects. They say that schools share instructional material and some equipment with their counterparts.

Head Teacher **D** indicated that:

“In Business Studies the teachers did request books and the school provided Entrepreneurship books and they share same books with modern Business studies”.

Training of administrators on issues of the PVE programme

Some participants were of the view that administrators needed to be better informed or educated about running the programme. Training would make the administrators part of PVE, since they are the main cog of the implementation process of the PVE programme. Lack of information for the school administrators on the objectives and expectations of the programme has a great effect on the implementation of the programme.

School **H** Participant indicated that:

“The Administrators’ lack of information about PVE is a challenge. This can be a stumbling block since the administration should also be on board in order to monitor the programme very well”.

School **C** Participant shared the same sentiments that:

“Administrators need to be well versed in running the programme. Most of the information they use is from the PVE teachers, making them (administrators) to have little input on the running of

the programme besides pumping the money to the different subject areas”.

Table 1 below indicates that PVE teachers were of the view that all of the school factors had influence in the implementation of PVE in schools. The highest factor in rankings (which range from 1 to 6, lowest to highest respectively) was inadequate time for practical work at (5.49), lack of support from school administration (5.48) and inadequate teaching and learning materials at (5.36). However, staff development for administrators at (4.98) was ranked the lowest factor in influencing implementation of PVE.

Likewise, the findings indicate that the students also believed that all the school factors had influence in the implementation of PVE. Highest in ranking was poor teaching strategies (5.13); support from the administration (5.08); inadequacy of facilities and equipment (4.98) and inadequacy of teaching and learning material (4.84), just to mention the top four factors in their order.

Table 1: PVE teachers and students views on school factors affecting implementation of PVE

Factors	M	SD
Teachers (N=64)		
Adequate time for practical work	5.49	0.98
Support from school administration	5.48	1.02
Adequacy of teaching and learning material	5.36	1.09
Adequacy of facilities and equipment	5.30	1.31
Staff development	5.22	1.24
Teaching and learning strategies	5.19	1.03
Availability of funds	5.17	1.33
Stability of academic calendar	5.03	0.97
Staff development for Administrators	4.98	1.23
Overall	5.37	0.67
Students(N=64)		
Inappropriate teaching and learning strategies	5.13	0.91
Lack of support from the administration	5.08	1.17
Inadequate facilities and equipment	4.98	1.11
Inadequate teaching and learning materials	4.84	1.03
Overall	5.02	0.80

Rating scale: 1= Highly No Influence, 2= No Influence, 3= Slightly No Influence, 4= Slight Influence, 5= Influential 6= Highly Influential

Teacher factors affecting implementation of PVE programme

Interview findings reflect that there are different teacher factors that affect implementation. The common factors mentioned included lack of teacher motivation, inappropriate

teacher qualification, lack of commitment and work overload and teacher attitude towards the PVE programme.

Teacher motivation

Teacher motivation is an important factor for classroom effectiveness and for school improvement. Teacher motivation has to do with the teacher willingly desiring to participate in the education of the students. Improving the motivation of teachers generally raises their morale and preparedness to teach their subject leading to successful implementation is achieved. Some participants indicated that some PVE teachers were demotivated. Teachers lost interest in the programme because of lack of support for the programme from the government and the corporate world. As earlier on alluded to most PVE teachers are demotivated, especially because they had been promised a PVE-related allowance which was never paid. Demotivated teachers are unlikely to execute their duties very well, stifling the implementation of PVE programme in the process.

Head Teacher C indicated that:

“Teacher motivation is a challenge, the teachers are not motivated yet they are expected to work extra hard for the students to gain the expected skills. The government needs to see to it that she pays the PVE teachers accordingly”.

Most of the participants are of the view that teachers are demotivated because Government did not meet their expectations on remuneration.

Head Teacher J revealed that:

“Teachers are demotivated, more so because they were promised remuneration when the programme started but only the diploma teachers were given an extra grade but the degree teachers were not given anything”.

Inappropriate Teacher Qualifications for the PVE Programme

Previous studies established that there is a positive correlation with pupil achievement. At the inception of PVE, teachers received special training to teach the PVE subjects, because of the differences in the approaches to the modern and the PVE practical subjects. These findings show that the number of trained PVE teachers is gradually dwindling due to teacher turnover emanating from transfers or promotions, resignations, retirements or deaths. The current untrained PVE teachers who replaced the first cohort are frustrated because they were not empowered with the relevant skills for teaching the PVE programme. They teach it like the other academic subjects, yet with PVE they are expected to produce products that compete with the world outside school. Untrained teachers who lack skills to teach the programme produce high school graduates who subsequently lack skills to take up vocational/technical courses at tertiary level.

Head Teacher A mentioned that:

“Some of the teachers who were trained at the inception of the programme have retired, one has been promoted. The promoted and transferred PVE teachers are replaced with teachers who were never trained to teach PVE. This affects them in their service delivery since they are not empowered on the teaching of PVE and the vision and objectives of the programme”.

Head Teacher E revealed:

“Apart from the delivery problems, there are squabbles in the laboratories, those who were untrained are negatively perceived by the others, and they believe that they are better than those who were not trained”

Lack of Teacher Commitment to the Programme

Results related to teacher commitment, indicate that some PVE teachers lack commitment. It was found that the teachers are not good mentors to the students. They do not market the programme to the students by practicing what they teach so that students can be motivated to enrol for the programme perhaps because of the lack of motivation amongst the PVE teachers.

Head Teacher B revealed that:

“There is lack of commitment on the part of the teachers for the students to copy and be also committed, they don't practice what they preach, and they don't own businesses”

Head Teacher H shared the same sentiments:

“The teachers are not being good mentors, if the PVE teacher can be seen utilizing the skills they have acquired during training, they could be motivating the students, but the teachers are struggling with all the skills. The teachers are not taking PVE seriously, they are just teaching to earn a living. They should walk the talk”.

Negative attitude of Teachers towards the PVE Program

Attitude refers to how one feels or thinks about something and act towards the objectives and ideas. Attitude can have an influence on the implementation of any educational programme including PVE. Most participants mentioned that the negative attitude from the non-PVE teachers towards PVE is a challenge. The non-PVE teachers mock the PVE students and this demotivates them, causing them to dislike the PVE subjects. It was also realised that the teachers' attitude has an effect on the implementation of PVE programme. The more positive the PVE teacher is towards their subject, the more committed they will become in execution of their duties and ultimately producing good results. This, therefore, calls for immediate intervention from the relevant authority, if the programme must achieve what it was initially intended to. There is need to raise awareness about the benefits of PVE programme so that the other subjects' teachers, and the corporate world can be well informed and appreciate its

importance. This can help change the perception teachers have towards the PVE programme.

Head Teacher **L** stated:

“The negative attitude of the non-PVE teachers as they mock and discourage the students who are doing PVE is a challenge. They treat the PVE students as rejects.”

Head Teacher **G** Participant shared the same sentiments:

“Attitude of non-PVE teachers towards the programme is bad. Teachers give less attention to PVE students. It creates division between PVE students and the other students causing the PVE students not to take the programme seriously or to even dislike it. This can also lead to low enrollment in the programme.”

The PVE teachers and students were required to indicate the extent to which they believed the selected teacher factors influenced the implementation of PVE in the schools. Table 2 reveals that the PVE teachers were of the view that all of the given teacher factors had influence in the implementation of PVE in the school. These factors included teachers’ attitude towards PVE (5.53), In-service courses (5.52) and Teaching load (5.47). The PVE students’ responses on the influence of teacher factors in the implementation of PVE programme in the schools indicate that all the teacher factors were of influence in the implementation of PVE in the schools. The factors ranked as follows: Teacher motivation (5.16); Teacher competence (4.52) and Teachers’ attitude (4.50).

Table 2: PVE teachers and students views on teacher factors affecting implementation of PVE

Teacher factors (N=64)	M	SD
Teachers		
Teachers attitude towards PVE	5.53	.96
In-service courses	5.52	.99
Teaching load	5.47	.84
The attitude of teachers towards PVE	5.42	1.02
Teacher competence	5.38	.68
Preparation of lessons	5.32	.76
Teacher motivation	5.31	1.11
Teaching experience	5.19	.96
Teacher qualification	5.06	1.13
Satisfaction among teachers	4.92	1.17
Overall	5.29	.64
Students (N=64)		
Influence of teacher motivation	5.16	1.15
Influence of teacher competence	4.52	1.23
Teachers attitude	4.50	1.90
Overall	4.72	.93

Rating scale: 1= Highly No Influence, 2= No Influence, 3= Slightly No Influence, 4= Slight Influence, 5= Influential 6= Highly Influential

Student Factors Affecting Implementation of PVE Programme

When interviewed most of the participants indicated the main factors influencing the implementation of the PVE programme were that students lacked motivation and commitment and had negative attitude towards PVE as well as insufficient time allocated for practical work.

Lack of motivation in students

These findings indicate that most of the PVE students are demotivated, because of teachers, parents and other students’ attitude towards the PVE programme. The findings reveal that motivation helps the students to work extra hard. Since they are children, they are easily demotivated, thus teachers need to be educated about the PVE programme so that they can support it and encourage the PVE students.

Head Teacher **J** revealed:

“Teachers negative attitude toward PVE demotivates students, yet PVE needs students who are motivated to go the extra mile”. (Head Teacher J)

Head Teacher **M** agreed:

“The PVE students lack motivation and most of them want to be pushed from behind to do their work yet PVE needs students who are motivated and students who can work with less supervision”.

Lack of Commitment from Students

The findings revealed that most students do lack commitment in their school work, by giving themselves time to work on their projects. They are easily influenced by friends and they end up not working hard. This calls for dedicated teachers to raise the morale of the students and boost their self-esteem to enhance commitment.

Head Teacher **A** revealed that:

“Most students lack commitment and self-motivation. They need to be pushed to do their projects”.

Head Teacher **J** indicated that:

“Like all children, some of the PVE students are not committed in their work and it calls for the teachers to run around looking for them, sometimes they even report them to the office so that the administration can help them to force the students to finish their projects”

Negative attitude of Students towards the PVE Programme

It was found that students’ negative attitude towards PVE is influenced by parents, teachers and other fellow students. The findings indicate that attitude can have an effect on the performance of the students. Students are easily discouraged when adults discourage them.

Head Teacher **M** revealed:

“Students attitude is influenced by the parents and non-PVE teachers’ attitude, making the students to be discouraged and others not to be

interested in the programme. At one point, a student didn't even submit her portfolio because teachers were telling her that she doesn't need the subject, at the end the skill gained by the PVE students is compromised".

Head Teacher G indicated:

"Attitude non-PVE students and non-PVE teachers make the students to be shy to choose PVE. This affects the enrollment and hence money to run the programme".

The PVE teachers and PVE students were also required to indicate the extent to which they believed the selected student factors influenced the implementation of PVE in the schools. Table 3 reveals that the PVE teachers were of the view that seven of the student factors had influence in the implementation of PVE in the school. These factors included commitment among learners (5.56), Regular attendance of lectures (5.56) and Discipline among learners (5.50). However, the age of learners (3.47) was viewed to be of moderate influence in the implementation of PVE.

Likewise, students' findings indicate that student's attitude (4.58) and Lack of satisfaction among learners (3.84), had influence in the implementation of PVE. However, Indiscipline among students (3.46), Age of learners (2.44) was viewed as factors that had little influence on the implementation of PVE in the schools.

Table 3: PVE teachers and students views on student factors affecting implementation of PVE

Students factors	M	SD
Teachers (N=64)		
Commitment among learners	5.56	0.91
Regular attendance of lectures	5.56	0.89
Discipline among learners	5.50	0.96
Students attitude to PVE	5.48	0.99
Availability of learning material	5.31	1.30
Time spent on homework	5.25	1.20
Satisfaction among learners	5.09	1.00
Age of learners	3.47	1.68
Overall	5.19	0.71
Students (N=64)		
Students attitude towards PVE	4.58	1.80
Lack of satisfaction among learners	3.84	1.59
Indiscipline among students	3.46	1.78
Age of learners	2.44	1.33
Overall	3.58	1.10

Rating scale: 1= Highly No Influence, 2= No Influence, 3= Slightly No Influence, 4= Slight Influence, 5= Influential 6= Highly Influential

School Factors Affecting Implementation of PVE

The findings revealed that there are different school factors that influence implementation of PVE as revealed by interview participants, PVE teachers and PVE students. The factors included lack of funds to run the programme, inadequacy of up-to-standard teaching and learning material, inadequate time for practical work as students also learn other core subjects, inadequacy of facilities and equipment, lack of staff development as well as poor teaching and learning strategies.

The findings revealed that there is lack of support from the school administration because most of these school administrators were not well informed or trained in the administration, the objectives and expectations of the programme. The government needs to make deliberate effort to train new PVE administrators so that they are compliant with the PVE programme. Serumu (2015) found that poor teaching methods, dilapidated infrastructure facilities, poorly equipped libraries, workshops, and laboratories, poor provision of TVET instructional materials and unconducive school environment, impact negatively on the attempts to see the PVE come to fruition. Kigwilu (2014), too, stated that there are necessary resources that should be available for teaching and learning to be effective. These include material resources; human resources such as teachers and support staff and physical facilities such as laboratories, libraries and classrooms.

Teacher Factors Affecting Implementation of PVE

Findings revealed different teacher factors which were believed to influence the implementation of PVE in the schools. These factors included replacement of PVE trained teachers with untrained teachers, demotivated teachers, non-PVE teachers' negative attitude towards PVE, PVE teachers' of lack commitment. Students' findings revealed that teacher motivation had high influence in the implementation of PVE yet teachers findings revealed that teachers attitude toward PVE was of high influence in the implementation of PVE. These findings of the study are in line with Hailu (2011) who stated that skilled teaching and teacher qualifications quality commensurate strongly positively with the pupil achievement. In agreement, Jawarneh (2013) stated that the quality of technical and vocational education depends in part on the efforts made by governments and TVE institutions to obtain well-trained teaching staff. Osam (2013) also posited that teachers at all levels of education require regular opportunities for further study, for both personal and professional growth. PVE teachers should further their studies so that they can maintain their commitment and motivation; update knowledge and skills; being exposed to new curricula and to modern teaching methods materials. This finding informs the MoET to obtain well trained PVE teachers who will use the appropriate teaching approaches and to provide in-service training for the PVE teachers.

Student Factors Affecting Implementation of PVE

The findings of the study revealed different student factors which were believed to influence the implementation of PVE in the schools. These factors included commitment among PVE students, which indicated that some were committed and some lacked commitment; PVE students' motivation which indicated that some students were motivated and others were demotivated; regular attendance of lectures; discipline among learners; non- PVE and PVE students' attitude towards PVE, lack of satisfaction among learners had influence in the implementation of PVE in the school. However, the age of learners was viewed to be of no influence in the implementation of PVE.

The finding of the study was consistent with the previous findings by Serumu (2015) which said students' lack of interest to learn, lack of PVE learning materials, non-payment of tuition fees and irregular attendance of lectures are challenges on the implementation of TVET. This information can help school administration and parents of PVE students to come up with ways to provide students with learning material and to encourage PVE students to attend classes.

CONCLUSIONS

It can be concluded that implementation of the PVE programme in Eswatini is mainly affected by shortage of funds to run the programme consequently affecting the servicing of the equipment. PVE trained teachers were replaced by teachers who were not trained to teach PVE. Lack of in-service courses and lack of motivation for teachers were the other factors negatively affecting the implementation of PVE. The other factors were lack of motivation for both teachers and students, lack of motivation, commitment, teachers and students' attitude towards the programme.

RECOMMENDATIONS

Training of new PVE teachers and provision of professional development training for current teachers would assure that a quality education hence, successful implementation of PVE programme. Professional training can increase teacher motivation, commitment, competence and especially when coupled with commensurate remuneration.

It is also recommended for schools should set up a departmental fund from the money generated in PVE enterprise activities for repair, maintenance and replacement of equipment.

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