

The Extent to Which the TVET Curriculum Addresses the Skill Needs of Students for Job Creation in Ghana: The Junior High School in Focus

Christina Bukari¹ Perpetua Emma Gyenfie², Robert Kweku Markin³,
Esther Pokuah⁴

¹Mampong Technical College of Education P.O Box 31, Mampong, Ghana

^{2,3,4}Department of Technical Education, Mampong Technical College of Education P.O Box 31,
Mampong, Ghana

Abstract

The goal of Ghana's technical and vocational education and training (TVET) is to provide the youth with the training of technical and vocational skills necessary for socio-economic growth of the nation. Although TVET is acknowledged as an important sub-sector for Ghana's industrial growth, the standard of instruction at the basic level has continued to deteriorate. The aim of this study was to determine how well the TVET programme has met the students' basic skill requirements for job creation, 126 technical teachers from one Municipal and four districts provided the study's quantitative data in the Ashanti Region of Ghana.

The results of the survey revealed that, despite the curriculum's goals being clearly expressed and its teaching and practice guidelines being suitably described, Ghana's TVET has not adequately fulfilled the skill demands of students in the Junior High School (JHS). Furthermore, the system was not properly developed to guarantee continuity for individuals who choose the TVET programme.

Keywords: TVET, Junior High School, curriculum, skill, training

1.1 Introduction

Technical and vocational education and training (TVET) is a broad term that refers to programs of in- and out-of-school learning that are intended to equip participants with the skills necessary for employment in a variety of spheres of social and economic life (GoG, 2004). It involves the study of related science and technologies, relevant knowledge and the acquisition of practical employable skills (Odoom et al., 2016). TVET is a carefully designed program of courses and learning opportunities that give students the chance to gain the necessary skills to either find paid employment or become self-sufficient to create jobs and further development (Okolie, et al., 2019). According to UNESCO (2009), the head, heart, and hand are all trained through TVET. The heart to shape the workforce into decent citizens, the hand for a highly trained workforce in any activity they undertake, and the head to produce a cadre of intelligent workforce.

An ability or aptitude to carry out complicated activities or work duties involving concepts smoothly and adaptively is referred to as a skill job functions (cognitive skills), things (technical skills), and people (interpersonal skills) (Vanpatten & Benati, 2010). Employable skill is therefore the ability to do rather than underlying competence or mental representation (Mong et al., 2019). Notwithstanding the conflicting opinions in the research regarding what employable skills are, there seems to be a consensus that employable skills are significant. There are questions regarding whether TVET graduates in developing nations are acquiring these abilities (Okolie et al., 2020).

Nevertheless due to this, Ghana's TVET stakeholders have attempted to address ways to enhance and develop TVET for the country's critically need technical and skilled human resource base as a vital strategy for accomplishing its industrial development (Odoom et al., 2016). The design and implementation of the TVET curriculum at all levels, particularly at the basic level, must undergo a dramatic change in order to meet the objective of TVET in the country.

1.2 Problem statement

A report from the ILO 2020 indicated that, Ghana's unemployment youth stands at 9.461% and this is between the ages of 15-24. The unemployment rate of a nation indicates its economy's incapacity to create jobs for those who want to work but are unable to do so despite being available for employment and actively seeking employment. It is thus seen as an indicator of the efficiency and effectiveness of an economy to absorb its labour force and of the performance of the labour market (Mong et al., 2019).

Technical and vocational education is typically considered a choice for underperforming students, and those who are put in these institutions frequently do not attend, which limits efforts to improve access within this sub-sector. In 2013, only 2.1% of students chose these schools through the placement process. This is made worse by the minimal capacity for new students that technical and vocational institutions now have, as well as the outdated training facilities and equipment (MoE, 2018). Data from the survey of 85 TVET institutions show that 841 learners representing 10.43% of learners who enroll into TVET institutions at the pre-tertiary level drop out of school. This was specific to the 2018/19 academic year. The findings suggest that 77.17 % of learner dropout cases were recorded among age groups 15- 25 in the 2018/19 academic year whereas those above 26 years constitute 20.69 %. Only 2.14 % of learners who dropped out were below age 15 (MOE, 2021). Ghana's desirous of achieving industrial development goals as stated in the Ghana vision 2020 plan cannot achieve any meaningful results without paying particular attention to technical and vocational education at all levels (Nsiah-Gyabaah, 2009).

Research has traced the missing link in Ghana's industrial development to the neglect of technical and vocational education and training (Nsiah-Gyabaah, 2009). Some of the TVET studies have blamed low skilled TVET graduates on the poor quality of TVET teachers (Alade, n.d.; Ogbunaya & Udoudo, 2015; Okolie et al., 2020).

Several studies have shown that a high number of TVET graduates lack employable skills due to the over-dependence on theory-based TVET programs instead of practical training (Ansah & Kissi, 2013b; Ogbunaya & Udoudo, 2015). Other studies have blamed the challenging situation on poor quality delivery and lack of good quality leaders who can exert influence, set goals, prioritize the course for action, create new ideas, visions and policies and provide direction to ensure that the reforms lead to effective delivery of viable TVET in Ghana (Boateng, 2012).

Meanwhile, little attention has been given to the acquisition of skill at the basic level of education, and limited studies have been done on the employable skills of TVET students at the basic level as many studies have focused on the situation of the secondary and the tertiary institutions in Ghana (Ansah & Kissi, 2013b; Boateng, 2012; Odoom et al., 2016). Thus, this paper intends to examine critically the extent at which the Ghana's TVET curriculum has addressed the skill needs of students at the basic level for job creation.

1.3 Aim and objectives

This study therefore aimed at identifying the extent at which the TVET curriculum has addressed the skill needs of the students at the basic level for job creation in Ghana.

1.4 Objective

The objectives of the study are to:

1. Investigate the JHS curriculum and how it addresses the skill needs of individuals who opt for the TVET system.
2. To examine the gaps in the implementation of the JHS TVET curriculum.

1.5 Research questions

The research will be guided by the following questions:

1. How has the JHS curriculum addressed the skill needs of individuals who opt for the TVET system?
2. What are some of the challenges in implementing the JHS TVET curriculum?

1.6 Theoretical framework

The study adopted the human capacity (HC) theory. When used in the context of organizations, the HC theory contends that those who invest in education and training will become more productive and have a higher skill level than those who do not (CIPD, 2017). According to Becker (1993), schooling boosts income and productivity mainly through providing knowledge, skills and a manner of understanding situations. Becker's theories are crucial to modern employee development and learning literature because they support the premise that employees' knowledge and abilities may be improved by investing in education, training, or learning (Grant, 1996).

Since education becomes a part of the individual, it can be referred to as human capital. Education can be treated as an investment in the individual and its consequences as a form of capital. The HC theory has remained the principal theoretical construct that is used for understanding human capital investment, from the perspectives of both individuals and firms (Bassi & McMurrer, 2006). Given that it focuses on what and how graduates can connect their formal education and potential career outcomes, this form of capital has the closest relationship to skills approaches. It speaks of the abilities, knowledge, and skills that directly influence a person's social and economic actions (Hatch & Dyer, 2014).

Human capital obtained through education equips graduates with both social and technical abilities that make them suitable for the workforce (Marimuthu et al., 2009). The human capital is the central point in every organization, key to an individual's employability and earning capacity, and an important variable that decides a nation's competitive success and profitability in the modern labour market (Ghattopadhyay, 2013). This implies that investing in one's education and training will actually

increase one's productivity. According to this concept, people who are more productive will also earn more money and have more employment opportunities (Backes-Gellner & Wolter, 2010).

2.0 Related literature

2.1 Importance of TVET in Nation's Building

When TVET is considered as learning, it aims to prepare students for entry into the employment market in general as well as learning, which aims to build abilities in the practice of specific trades. It is impossible to understate the role of TVET in fostering a nation. TVET is undoubtedly a key driver of both industrial and social development in every nation. National progress would essentially come to a halt without the skilled technical manpower produced by the polytechnics, technical, and vocational institutes for industry, commerce, and agriculture (Ansah & Kissi, 2013b; Ogbunaya & Udoudo, 2015)

TVET provides pathways to employment, particularly for young people, skills development and retraining for older workers. It is a crucial part of learning in school and for the workplace, TVET is also a crucial component of the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) (Wheeler, 2017). The socio-economic advancement of society depends on education, which is a fundamental human right. It serves as a vehicle for a person's fulfillment as well as the transmission of values from one generation to the next. Economic development is said to be built on a foundation of education and training because they give young people job opportunities (Kissi et al., 2020).

Hence, high-quality training and revitalization are needed at all TVET levels to teach and impart the skills essential to help the students to become more economically independent (Nsiah-Gyabaah, 2009). Any nation's TVET sector plays a significant role in both social and industrial growth. It tries to prepare human resources so that demand and supply for skilled labor are balanced (Boateng, 2012). To lower unemployment, TVET teaches people how to become skilled and knowledgeable in a variety of vocations. Nonetheless, the training must instill in those people the desire to pose and address issues pertaining to human needs and growth (Manabete & Bobboi, 2017).

There is an overwhelming rationale for investing in TVET education as a means of ensuring human security and as a means of generating very high returns. As reported by Nsiah-Gyabaah (2009), the relationship between education and development has never truly been in doubt because education increases a country's potential to use science and technology to solve social and economic problems. The most important role of TVET is enhancing economic, social and industrial development. It is therefore an essential approach in preparing human resources within the educational economical system (Remington, 2018). TVET by itself does not create jobs, but is beneficial when it is associated with the actual needs of the labour market.

This is the reason why TVET programmes in Ghana should match current and future labour market needs. A standard TVET is expected to mobilize resources needed to face the present problems and future challenges (Achor, 2009; Kwapong et al., 2017). A better TVET system will support business, manufacturing, construction technology, and agriculture (Manabete & Bobboi, 2017). TVET is perceived to increase the tendency of youth entrepreneurship in the form of self-reliance and job creation (Kholifah et al., 2022). Thus, student entrepreneurship, technical and vocational education and training are seen as the foundation for economic development (Kissi et al., 2020), as it creates employment opportunities for the youth. Through effective teaching of TVET, students could be equipped with the required marketable and entrepreneurial skills to meet the demands of the world of work (Mong et al., 2019).

2.2 Ghana's TVET

Since Ghana gained its independence in 1957, TVET has played a significant role in the educational system. There have been several reforms to bring the educational system in line with societal demands, but the 1987 reforms, which also altered the organization of the educational system, were the ones that placed the greatest emphasis on TVET integration. General education had hitherto dominated secondary education before these reformations. The 1987 reforms introduced the pre-vocational skills programme made up of 12 subjects and the pre-technical skills programme (Kissi et al., 2020) to empower and improve graduates' ability to find employment after graduation. However, despite this, youth unemployment has remained high because TVET policies have frequently been implemented haphazardly and with little consideration for the country's unique circumstances (MoE, 2018).

Government therefore expects that TVET would offer the required, pertinent, and market-driven education and training to meet the demands of the social and economic sectors for employment and job creation (Odoom et al., 2016). In view of this, TVET has undergone a number of restructurings to make it more responsive to both local and global demands as well as national goals and aspirations (Adu-gyamfi et al., 2017; MOE, 2021). In recent times TVET education particularly at the Polytechnic level, Competence Based Training (CBT) has been implemented and stressed. This shift in training priorities is based on the reality that the skilled technical labour in developed nations has acted as a catalyst for companies in their economies. Since 2004, Japan International Cooperation Agency (JICA) has set up TVET's support project which facilitated the passage of the COTVET law. The United Nations Educational, Scientific and Cultural Organization UNESCO (2009) anticipated TVET to play a significant role in developing the necessary skilled and motivated workforce. This has been in line with the objectives of the TVET in Ghana which is as follows:

- Assist in exposing students at the Basic and SHS levels to a range of practical activities in collaboration with the relevant divisions of GES to make them familiar and to stimulate their interest in TVET programmes so as to give them the opportunity to choose their future careers in either the technical, vocational or general education field.
- Equip students who have completed Basic Education with TVET skills to enable them enter into gainful employment in the industry.
- Equip students with relevant productive and entrepreneurial skills related to TVET courses to prepare them for self-employments.
- Promote increased participation of women in education, training and employment in the TVET Sector.

Based on these objectives, Ghana's TVET appears to be performing, but this performance does not show up in the implementation of the curriculum at the basic level, which is the initial step of skill development. There are problems with learning skills at the fundamental level that have not been rectified (Ansah & Kissi, 2013a). Between five to seven percent of JHS graduates find a place in either public or private TVET institutes. This implies that more than 90% of the JHS graduated not enter into a formal institution for formal training. Therefore majority of all post-basic education and training opportunities continued to be informal apprenticeships or on-the-job learning (Palmer & Darvas, 2014).

Due to this, a new education and training policy by the Government of Ghana through the Ministry of Education per the 1992 Constitution Article 25 clause 1 was adopted (Nsiah-Gyabaah, 2009). To complement the basic philosophy and orientation of Ghana's vision 2020s plan to reform all TVET system to make it more responsive to the national goals and aspirations as well as local

and global demands (Ansah & Kissi, 2013a; Odoom et al., 2016). This necessitated the formulation of the Education Strategic Plan (ESP) and TVET Policy Framework in Ghana. To review the 1999 TVET policy to address the following weakness in the previous policy: the lack of coordination among TVET delivery agencies in Ghana; the weak link between training and industry; the limited and ineffective way of delivering the TVET mandate; the poor and unsatisfactory instructions (GoG, 2004). The Plan outlines ten policy goals, which are clustered into four areas of focus: Equity and Access; Quality Improvement; Educational Management, and Science, Technology and TVET. It was aimed to extend and improve TVET especially to support opportunities for young people (GoG, 2004).

The purpose was to increase diversification and greater relevance to the real workplace in the TVET curriculum, and by strengthening the mandate to ensure effective delivery at all level including the basic level of the training (Ansah & Kissi, 2013a). All these efforts by governments on TVET education is geared towards the direct access to the labour market or lay the foundation for access to higher education and training with joining specific trades (Ogbunaya & Udoudo, 2015). To prepare learners for employment, through the provision of knowledge, skills and attitudes desirable in the world of work (Ansah & Kissi, 2013a). Because TVET remains the country's hope of reducing the high level of excessive poverty and dispossession (Nsiah-Gyabaah, 2009). Although the subsector seems to be a concern to most governments, it has been a neglected area in the history of Ghana's educational System. The whole sub-sector suffers from a lack of harmonization and coherence, and its operations are hampered by its fragmented nature. It receives less than three percent of the overall education expenditure (MoE, 2018). The dominance of the central government and the role in shaping career and technical education programmes at all levels has resulted in a technical education that is predominantly theoretical in nature taking coherent of cohesive vision for all involved (Yangben & Seniwoliba, 2014).

In Ghana, TVET graduates often have limited entrepreneurial skills and rarely undertake entrepreneurial initiatives as they are persistently in search of nonexistent jobs in the formal sector. Notwithstanding the TVET curricular requirement of 70% practical hands-on training and 30% theory, the course structure is practically turning into theory in many TVET institutions due to limited funding in terms of materials and facilities (Dzeto, 2014). There is the need for separation and emphasis on TVET as national unemployment policies have often emphasized on TVET as an educational reformation strategy for making the youth more self-employable (Achor, 2009).

2.3 Trend of TVET Education in Develop and Developing Countries

Comparatively enrolment into TVET programmes in Africa and Europe show a very wide margin. According to African Centre for Economic Transformation (ACET), in 2009 Germany had 53.2% of students in TVET colleges; Finland had 55.1%, Ireland 33.9%, and South Korea 24.4%. In Africa, Angola had 72.19%, Ethiopia 59.5%, Cameroon 22.4%, Burkina Faso 20.9%, Ghana 13.2%, (Maiga, 2013). The trend in developing countries is the moving away from TVET to general academic education. In Ghana the gap between TVET and academic education keeps on widening and the labour market continues to signal to people that formal academic education results in higher wages. Although it is true, the number of such formal jobs are limited in Ghana which is insufficient for the high number of the youth who leave school every year (Palmer & Darvas, 2014).

Therefore, to meet the changing work programmes that reflect emerging occupations to provide a sound academic foundation for TVET delivery for the individual to acquire the necessary skill for a

particular job requires an active policy framework. This will give a direction as well as a radical shift in the design and delivery of the TVET curriculum at all levels especially at the basic level of education (Yangben & Seniwoliba, 2014). As a result, an atmosphere and opportunities for additional education should be created for students who may choose to pursue lifetime learning, or continuing their education while working. In the TVET system, the curriculum is crucial to the training of individuals. It outlines what to teach, how to teach it, and what activities students should do at the conclusion of the lesson (Manabete & Bobboi, 2017).

The training of the individual skills should be based on the mandate of Ghana's TVET; to organise and supervise the delivery of TVET in institutions at the pre-tertiary level in the public education system which focuses on all levels since the emphasis on TVET as national unemployment policies have often emphasized on TVET as an educational reformation strategy for making the youth more self-employable (MoE, 2018).

The National Employment Policies in Ghana have frequently focused on integrating and strengthening TVET in Ghana with an emphasis on the acquisition of practical and applied skills, including entrepreneurial skills, in order to address the employment situation and deal with the deficits in decent work, targeting in particular vulnerable groups, the youth, women, and persons with disabilities (Nsiah-Gyabaah, 2009). Yet little attention has been given to the training of the graduate at the basic education level which could help to develop the interest in the skill acquisition at the basic level to think of pursuing in the skilled areas. The consequence of this has led to the existence of a low-skills balance in a large part of Ghana's private sector (Nsiah-Gyabaah, 2009).

2.4 Challenges in Implementing the TVET Curriculum

Technical and vocational education in Ghana is limited scope and does not meet the different needs of students or the needs of the country's economy. Many of these issues contribute to the negative view of TVET, in the fact that most TVET institutions lack the necessary resources to deliver the TVET curriculum (MoE, 2018). The results of a study by Okolie et al. (2020) revealed that the TVET curricula in many developing countries do not adequately support many of the creative teaching methods employed by TVET teachers to provide their students with employable skills.

Insufficient resource allocation to the TVET sector remains and this has led to weakness in the system. These include a lack of training materials, qualified instructors with the necessary industrial practical experience, insufficient numbers, outdated and inadequate training tools and equipment, a lack of links between training institutions and industry, and a lack of relevance of institutional training to industry needs (Ansah & Kissi, 2013c). Moreover there is lack of capacity of the tutors in the adoption of the strategies, lack of availability of human resources at TVET and the poor perception of TVET tutors and students (Kissi et al., 2020).

Other challenges include inadequate training resources, tutors' training not tailored to the emerging technological advancement, insufficient resources and infrastructure, lack of industrial collaboration and readiness of the job market to absorb graduate from TVET (Serumu, 2014). It was also noted that students' interests in the technical courses kept on reducing due to the combination of pre- Technical Skills and pre- Vocational Skills to form BDT. This has limited the skills acquisition of the pupils at the basic level (Akorli & Adu, 2021).

3.0 Research Methodology

The study seeks to identify the extent at which the TVET curriculum has addressed the skill needs of the students at the basic level. Multi-stage sampling was used where Ghana was selected at the first stage then one Municipal and four districts. Finally, technical teachers. Empirical data for this study was collected through paper-based survey in Junior High Schools in the one municipal and the four districts namely: Mampong Municipal, Ejura –Sekyedumasi, Sekyere South, Sekyere Central and Asante Akyim North all in the Ashanti Region in Ghana.

The survey questionnaire was used to gather data from JHS teachers in relation to the TVET programme at the basic level. Based on the objectives, the variables identified from literature were used to prepare the content of the questionnaire. In order to explore the JHS curriculum and how it addresses the skill needs of individuals who opt for the TVET system, the Likert-type scale was used because it is considered more reliable and respondents answer each statement included in the instrument. As such it also provides more information and data (Kothari, 2004). The 4-points Likert scale that varies between strongly disagree =1 and strongly agree =4 was used and the items developed was adapted items previously tested in several studies that were in line with the mandate and objective of TVET in Ghana. Before implementing the surveys, the instrument was reviewed by three lecturers who have knowledge in the content area to identify problems with wording, content, and question ambiguity.

After some changes were made based on their suggestions, the modified questionnaire was tested on five basic schools. Based on the feedback of this test study, minor edits were introduced to the survey questions, and the questionnaires were distributed to the participants. As per ethics policies, all potential participants were briefed about the nature of the work and were requested to provide explicit approval. Reliability test was conducted and the Cronbach's Alpha is 0.867. According to George and Mallery (2003), Cronbach's Alpha value above 0.90 indicates excellent internal consistency, above 0.80 is good, above 0.70 is acceptable, above 0.60 is questionable, above 0.50 is poor, and below 0.50 is unacceptable (George & Mallery, 2003). Therefore the measurement variables meet the criteria for the level good.

3.1 Sample size

In the context of this study, the target population constituted all the technical and vocational teachers in the junior high schools in the selected municipal and district. Out of 150 questionnaires, 126 were returned indicating a response rate of 84% which was considered for statistical analysis. The questionnaire consisted of two sections; the first section in the questionnaire presents the number of years taught. The second section includes questions to measure the objectives which consist of 11 items each.

3.2 Respondents Demographic Profile

As indicated in table 1 the demographic information of the respondents for this study showed that highest frequency of the working experience is one to five years which is 43.7 % whiles 16 years and above is 3.2 % indicating that the respondents who teach TVET at the basic level either switch to teach other subject as they progress in the teaching profession or divert to do other courses since the TVET at the basic level may not be attractive to teach. This could affect the curriculum delivery. As a study by

Okolie et al. (2020) indicated that many of the innovative teaching techniques used by TVET teachers to impart employability skills to their students have not been well supported by TVET curriculum in many developing countries. Therefore, only TVET teachers who are highly experienced can adopt these innovative methods to improve students’ learning outcomes.

Table 1 Demographic information of respondents

Number of years taught	Frequency	Percent	Valid Percent	Cumulative Percent
1 - 5	55	43.3	43.7	43.7
6 – 10	45	35.4	35.7	79.4
11 - 15	22	17.3	17.5	96.8
16 and above	4	3.1	3.2	100.0
Total	126	99.2	100.0	

Source: Authors field survey data

3.3 Analysis and Discussion

The mean and the standard deviation were estimated in order to explain the responses and, consequently, the respondents' attitudes about each survey question. The standard deviation quantifies the dispersion and provides an index of the spread or variability in the data, whereas the mean depicts the central tendency of the data (Sekaran & Bougie, 2013).

In other words, a small standard deviation indicates that a set of values is closely clustered around or near the mean, whereas a big standard deviation suggests the reverse. The following formula was used to rescale each object to establish its level: $(\text{appropriate point in Likert scale} - \text{minimal point in Likert scale}) / (\text{the number of the levels used} - 1)$ where 1 - 1.99 reflected by “minimal addressed skill needs”, 2.00 - 2.99 reflected by “moderate”, 3.00 - 3.99 reflected by “appropriate”, this is in line with Masa’deh’s (2016) rescaling in the methodology. Then the items were being ordered based on their means. Table 2 and Table 3 show the results.

Table 2 : Analysis of mean, standard deviation of the TVET system addressing the skill needs of individuals

SN	Items description	N	Mean	SD
1	The principle for delivery of the TVET curriculum is well defined.	126	2.90	.757
2	There are guidelines for teaching and practice.	126	3.13	.585
3	The parameters for training learners in practical skills are defined.	126	2.90	.747
4	An alternative approach of delivering the JHS TVET curriculum is well stated.	126	2.67	.818
5	Goals of the curriculum are well defined.	126	3.16	.674
6	Learners needs are well determined in the curriculum	126	2.94	.783

7	Students at the basic level are well exposed to a wide range of practical activities in TVET.	126	2.25	1.00
8	Appropriate strategies for meeting students' needs are well defined.	126	2.68	.786
9	There is a standard against which the practices of career and technical education can be measured	126	2.89	.751
10	Time allocated for teaching and learning is appropriate	126	2.44	.872
11	Well - resourced workshop has been established for effective training.	126	2.55	.960
	Valid N (listwise)	126		

Source: Authors' research

Table 2 show the mean analysis of the TVET system and how it has addressed the skill needs of individuals at the basic level. The findings of the analysis showed that two the items were of the appropriate mean level, and nine items were of the moderate mean level. The items of the appropriate level are that, there are guidelines for teaching and practice in the curriculum (M=3.13, SD =.585). The next item of the appropriate level is the goals of the curriculum well defined (M=3.16, SD=.674). The analysis of the other nine items of the moderate level is shown in Table 2.

Table 3: Analysis of mean, standard deviation and the contribution of the TVET programme in job creation

Items description	N	Mean	SD
1. The TVET programme at the basic level is a well-planned learning experience that offers learners an opportunity to acquire relevant skills.	126	2.68	.864
2. Students who complete the Basic Education with TVET are well equipped with the needed skills to enable them enter any higher TVET institution.	126	2.69	.957
3. Students are well equipped with relevant productive and entrepreneurial skills from TVET to make decision for further studies	126	2.73	.862
4. The TVET programmes provide reliable skills through various teaching techniques.	126	2.72	.834
5. Learners are prepared, through the provision of knowledge and attitudes desirable in the world of work.	126	2.53	.883
6. Students are provided with the environment that encourages the spirit of self- reliance and intellectual discovery.	126	2.69	.834
7. The TVET programme provides varied experiences to facilitate the acquisition of knowledge and entrepreneurial skills.	126	2.75	1.98
8. The required marketable entrepreneurial skills to meet the demands of the world of work are imbedded in the TVET programme at the basic school level.	126	2.68	.864

9. The TVET programme is well structured to equip students training needs.	126	2.71	.849
10. system is well designed to ensure continuity for those who opt for the TVET programme	126	2.68	.882
11. TVET programmes have been well connected to diversion in the job market.	126	2.68	.882

Source: Authors' research

Table 3 shows the analysis of mean of the contribution of the TVET programme in job creation. The findings revealed that all the 11 items are of the moderate level with the mean range of (M=2.53, SD= 883) and (M=2.75, SD=1.98).

3.3 Findings and discussion

The objective one seeks to investigate the JHS curriculum and how it addresses the skill needs of individuals who opt for the TVET programme at the basic level. The result is shown in Table 2. From the result, the respondent's views on the principle for delivery of the TVET curriculum is moderately defined. The curriculum moderately addresses the skill needs of the students even though they were of the view that the guidelines for teaching and practice is appropriately stated in the curriculum and the goals of the curriculum are well defined. According to Achor (2009), the problem with TVET is implementation and financial gaps rather than insufficient curriculum content. As a result, the poor implementation and funding leads to production of graduates that are not adequately prepared to face the entrepreneurial expectations of the profession.

On the other hand, the parameters and the alternative approach of delivering the JHS TVET curriculum are moderately defined. The result further indicated that, learner's needs are moderately determined in the curriculum and that students at the basic level are not well exposed to a wide range of practical activities in TVET. This means that the curriculum moderately addresses the practical needs of students. Moreover respondent's views on the appropriate strategies for meeting students' needs are moderately addressed in the curriculum. This is in line with the study by Kissi et al. (2020) who indicated that non-usage of the underlying strategies were the lack of capacity of the tutors in the adoption of the strategies, lack of availability of human resources at TVET and the poor perception of TVET tutors and students. The standard against which the practices of career and technical education can be measured is also moderately addressed in the curriculum indicating that, there is no appropriate standard at which practices are measured and student's practical needs addressed.

Furthermore respondent's indicated that, the time allocated for teaching and learning is not appropriate and there is no well - resourced workshop established for effective training, which means that, the curriculum does not appropriately address the training and skill needs of the students at the basic level. Ogbunaya & Udoudo (2015) suggested that, TVET programs in educational institutions should be effectively funded, planned, implemented, and managed by the necessary government bodies..

The objective 2 Seeks to examine the gaps in the implementation of the JHS TVET curriculum the contributions in relation to job creation for self-reliance in line with the mandate and objective of

TVET in Ghana. As presented in table 3, the result suggests that the TVET programme at the basic level is not well-planned learning experience that could offer learners an opportunity to acquire relevant skills.

The result further indicates that the students who complete the Basic Education with TVET are not appropriately equipped with the needed skills to enable them enter any higher TVET institution. This means that students are not well equipped with the skills to progress to any TVET institution. Again the respondent's views indicated a moderate level of agreement that students are well equipped with relevant productive and entrepreneurial skills from TVET to make decision for further studies and to achieve the reliable skills through various teaching techniques.

Furthermore the respondent's views suggest that, the acquisition of desirable attitude for work place is at the moderate level. This means that the TVET at the basic level does not provide students with the environment that encourages the spirit of self-reliance and intellectual discovery. The result further indicated that, the TVET programme moderately provides varied experiences to facilitate the acquisition of knowledge and entrepreneurial skills. Respondents further indicated that, the required marketable entrepreneurial skills to meet the demands of the world of work are moderately imbedded in the TVET programme at the basic school level. This implies that there are little entrepreneurial skills in the TVET programme at the basic level and that, the TVET at this level is not appropriately structured to equip students training needs. Again the system is not appropriately designed to ensure continuity for those who opt for the TVET programme. This means that, at the basic level little attention is given to the acquisition of skills to prepare and equip students to pursue TVET at higher level.

4. Conclusion /Recommendation

The study aimed at identifying the extent at which the TVET curriculum has addressed the skill needs of the students at the basic level for job creation in Ghana. The findings revealed that, even though the curriculum has a well-defined guidelines and goals, it does not provide the skill needs of students at the basic level. The environment to self-discover intellectual discovery is not well provided in the curriculum.

This indicates that students complete the TVET at the basic level with little or no practical experience and skills to encourage for further studies.

The mode of instruction delivery of TVET education should be improved by adopting practical activities and well-resourced workshops should be provided to ensure effective delivery of the curriculum. This can be effective if the TVET at the basic level is well design to equip students with skill and training needs to ensure continuity. The study's findings will stimulate discussion on TVET policies in Ghana. Similar to this, additional research might be conducted to confirm the pace of decline in the number of years taught. Although the study has made contribution to the body of knowledge and practices, it has only focused on TVET in Ghana and the generalizability of the research's findings is applicable in Ghana, it can still serve as a lesson for other developing countries.

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