

**DEVELOPMENT NEEDS OF PARLIAMENTARIANS AT THE LESOTHO
PARLIAMENT**

By

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DECLARATION

I declare that the study on the DEVELOPMENT NEEDS OF THE PARLIAMENTARIANS AT THE PARLIAMENT OF LESOTHO hereby submitted to the University of the Free State for the degree of Master in Business Administration, is my own work in design and it had has not been submitted by me for a degree at this and or any other University: All other material herein used in the document has been accordingly acknowledged.

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06th October 2019

Date

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ABSTRACT

Skills and educations are indeed the pillars that organizations need to acquire sufficiently in order to be successful. This is the case in the parliament of Lesotho, effectiveness in the functionality of the parliament can be drawn from improved performance of the parliamentarians. Education and skills when adequately acquired enhance competence and hence effectiveness is achieved. Lesotho does not have on its electoral model academic qualifications as prerequisite for one to qualify for being elected as a member of the parliament. This has brought challenges as members come with various skills sets and educational backgrounds and it impacts on their competence and effectiveness. The study is therefore aimed at assessing and scrutinizing the development needs of parliamentarians and the focus on the Lesotho legislature. The study also brought into detail different concepts such as needs analysis, capacitation and other themes that guide the researcher on how the subject matter can be comprehended. This has also helped in identifying the gaps in the current parliamentary system under study and as such opened a platform for suggested programs that can be adopted in the light of parliamentary strengthening for effective and efficient functionality. The qualitative approach was employed in collecting, analyzing and presenting data. The researcher used interviews as a tool to collect responses from the participants.

Key words:

- *“Development needs of parliamentarians.”*
- *Needs analysis*
- *Administrative structure of the parliament*
- *Capacitating parliamentarians*

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Parliamentarians (MPs) in the context of Lesotho get elected and in the legislature, people from all constituencies in the country are represented by the members of the assembly being members of parliament. The election process and the eligibility for membership does not incorporate any skill requirement except for writing and speaking either of the two languages (being Sesotho and English). Parliamentarians are however expected by the constitution to ensure that the roles of parliament in making laws, ensuring public safety and participation as well as the oversight role are well executed. The underlying requirement of skills possession become vital and hence the significance of the study is to assess the ways on which the need for training parliamentarians can be countered to enable acquiring of necessary education and skills that will enhance effectiveness and efficiency in performing the legislative responsibilities.

The chapter offers the background to the study and the layout of the chapter under study. It also outlays the orientation of how the study is constructed. The study therefore aims to assess the needs for training parliamentarians with the main focus being the Lesotho legislature. The study will primarily be conducted using a qualitative approach and it outlays the critical components that will lead to a comprehensive analysis and such are problem statement, questions, objectives, methods and significance of the study.

1.2 THE BACKGROUND TO THE RESEARCH PROBLEM

The kingdom of Lesotho is a mountainous nation with most of the areas being in the highlands and is located in the southern region of Africa. The nation formally known as the Basutoland is a small landlocked country by the Republic of South Africa and has a population estimated at 2.29 million people, which ranks it 145 in the world as provided by the United Nation's report on world population prospects of 2017. The official languages spoken in Lesotho are Sesotho as the mother tongue language and of course the first language; secondly, English is the second medium of communication.

The greater portion of the people live in the urban areas of the country and mostly in Maseru as it is the capital city. The majority of main services are centralized and mostly found in Maseru, thus the parliament being a major service of legislature and governance is also located in Maseru.

Lesotho found independence in 1966 after being the British protectorate in the mid-80s. The first national elections were held and conducted in 1965, prior to the independence and the country has since then embraced the British electoral model known as the first past the post system. The system operates on the basis of constituencies from which contestants come from the constituencies; this as a process does not put in place the requirements or minimum qualifications as candidates with support from the party become eligible for the elections and can be voted in to be a minister of parliament (MP). Thus, according to the Constitution and the Local Government Elections Act 1997, one is qualified through simple plurality of votes to become a member of parliament not taking skills, literacy and or educational background into consideration (Walvis, 2011).

The parliamentary system is built of representatives that are elected in their relevant constituencies to perform the functions of law making, and oversight to ensure and maintain public participation. This system in the South African context does not follow any requirements or systems in terms of the educational and skills levels that parliamentarians need to possess for them to eligibly be elected into the parliament. As required by the constitution, then parliamentarians are faced with the danger of being ineffective and not being competent enough to perform their functions due to this state of varying levels of skills, which some do not conform to the standards of certain tasks that need to be executed.

Training and capacity building as accorded by Neesham, Lewis, Holland, Donohue and Coghill (2010) has become a critical prerequisite conforming to the effectiveness of parliamentarians and ensuring that legislative responsibilities are well executed. Training and education in this regard become a common course worldwide and Lesotho need to embark on capacity building and up skilling members of parliament for improved administrative purposes.

The South African context of the right to vote also goes beyond the normal principle to the right to vote for, as any citizen who with the right to vote and to be voted for, is also eligible to be elected into the legislative office without considering their skills level. This is the case also in

Lesotho; members of the nation with the right to vote and to be voted for are qualified by the constitution to become parliamentarians if voted for (Walvis, 2011).

This as it stays the working system in most African countries contrast with the relevant clauses in the constitution that expect the same individuals to perform the legislative functions. It clashes due to the fact that the roles performed by the parliament asserted by Brendan and Down (2000), need capacitated people with skills that will help in being effective to execute the required tasks. Thus MPs may not have necessary and adequate skills to perform their responsibilities and hence may fail dismally to execute the constitutional mandate. The modern leadership environment calls for concurrent and/or continual training and development in the light of equipping leaders for efficiency and effectiveness. It is therefore crucial to innovate and develop the skills of the members of the parliament (Boddy 2012).

Skills as accorded by Boddy (2012) are fundamental as the provision for a sense of effectiveness and efficiency in completing tasks entirely depend on skills and expertise. It is therefore important to invest in skills development planning to strengthen organizations and the state. Parliamentarians perform critical roles and functions of leading the public, connecting with other countries across the world as well as governing their fellow citizens. All of the listed tasks above require adequate skills for one to effectively perform in the most expected way. The parliament responsibilities require technical skills and since MPs come from different backgrounds, there is a need for training for up-skilling to enhance effectiveness in the execution of legislative responsibilities. The parliamentary skills gap needs attention because failure for parliamentarians to deliver effectively can be associated with lack of skills. The nation will therefore suffer and thus will not see the light to development when leadership is not up to the standard.

The Skills Act no.97 endorsed by South Africa in 1998 backed the importance behind skills development: by attesting that it helps in the assessment of the economy and identification of the skills needed for each sector through skills development planning unit. In the absence of programs that lead to recurrent skills development for parliamentarians, the good governance and ideal leadership of the nation through parliament is not safeguarded (Brendan & Down, 2000).

In the quest of developing the country, there is a need for continual improvement and development of the skills in the parliament to ensure effectiveness, productivity and/or relevance

in the ever-changing leadership of the modern paradigms and thus Lesotho need to invest in skills and training needs of parliamentarians.

1.3 THE PROBLEM STATEMENT

The Lesotho National Assembly Electoral Act of 2011 in section 4(3) provides that any citizen with the right vote in the national assembly qualifies or is eligible to be voted for to become a member of parliament. The issue of skills development does not form part of the eligibility ground rules; hence, even training is not a prerequisite. This is the problem as individuals fail to deliver effectively the national mandate due to lack of and/or irrelevancy of skills. The problem in this regard may be contextualized as lack and/ mismatch of skills in the parliament which hinders its effective and efficient functionality. The constitution with regard to section 58(2) on election of parliamentarians does not put into consideration the importance of skills and educational background, not to mention training and skill development and thus pose a threat to the administrative functionality of the parliament.

1.4 MAIN RESEARCH QUESTIONS

- What are the developmental needs in the parliament?
- What are the current development needs of parliamentarians?
- What are strategies and programs that can be used to develop the skills of parliamentarians?

1.5 THE RESEACH OBJECTIVES

1.5.1 THE PRIMARY OBJECTIVE

- The primary objective of the study is to assess the development needs of parliamentarians in the Lesotho parliament.

1.5.2 THE SECONDAY OBJECTIVES

- To provide an overview of skills development
- To provide an outline with regards to a needs analysis

- To determine the current development needs of parliamentarians in the Lesotho parliament; and
- To suggest strategies to address the development needs of the parliamentarians.

1.6 RESEARCH METHODOLOGY

1.6.1 INTRODUCTION

Research methodology refers to how data is being collected and provides techniques of using one or more specific mechanisms to gather data. The research follows a certain method with respect to the topic and issues to be studied (Kothari, 2004). This outlays scientifically the way in which the research is to be conducted in light of having solutions to the problem proposed for the research. The chapter will outline all the aspects that relate to the methodology of the research and how the design and approach proposed will benefit in the construction of the desired discussion.

The study in its nature follows the qualitative approach of research, this is due to the fact that it is mainly based on the discussion of skills development in the quest of developing the parliament of Lesotho and thus it deals with theoretical analysis of issues related to parliament enforcement through recurrent skills development and its uses the conceptual interpretation of findings to the topic (Bryman & Bell, 2011). This qualitative method of research will be used to implore the descriptive data in detail from the sample of the population in view of acquiring in-depth and thoughtful comprehension of how the respondents examine and understand and infer their parliamentary statues and stances (Dawson, 2003). The method is used to collect non-numerical data, analyze it and interpret to solve and or give light to the cause and suggested way forward.

1.6.2 RESEARCH DESIGN

Research design as accorded by Bryman and Bell (2011), is referred to as the framework used to collect and analyze data and the choice for this framework is embedded in the decision of prioritizing either causality or generalization as dimensions of the research process. The design of the research is required by the standard to reach certain criteria to be declared as appropriate and effective, thus it should be reliable in terms of data collected and the analysis made; this also

need the design to reflect the possible minimum or non-bias features. This, when achieved, will generate and offer adequate information for the different aspects of the problem under scrutiny.

The design of the study as accorded by Bryman and Bell (2011) is believed to be centered on the descriptive means as it outlays in a descriptive way the various faces of the Lesotho parliament. The case of the Lesotho parliament is put under scrutiny in the attempt to assess and evaluate the needs for parliamentary skills development. The design for the chosen study will be executed with the approach that inclines mostly if not mainly on the qualitative nature of the research and it is meant or selected to deliver the accurately in a valid manner the representation of the variables in play to the topic and its questions in a structured manner.

1.6.3 POPULATION

Population, as provided by Bryman and Bell (2011), refers to the general collection of individuals from which the sample is selected and become the focus of the scientific query. This is the sum of all units or participants from whom the study is to be conducted. It represents the total elements of the group that the study is concerned with. In the case of the Lesotho legislature, the population comprises 120 members of parliament, of which 80 are elected to the parliament from their respective constituencies as representatives and 40 of them get elected by means of the seats proportionality according to the electorate Act of Lesotho.

1.6.4 SAMPLING

The research is conducted in samples, thus researchers take a number of units and or participants from population and test the problem under study to make conclusion and inferences that will represent the entire group. Sampling is therefore according to Bryman and Bell (2011) comprehended as the selection of the population's segment that will be used in the study, which becomes the subset of the population and the two methods of selection are based on either probability and or non-probability selection of the sample. The selection of participants will be selected non-randomly based on the accessibility and availability, thus the choice will be made by the chance of being able to meet such participants.

Daniel (2012) claims that the non-random method of sampling will widen the scope for the researcher in reaching out to the participants for information since there will be inclusion of

maximum variability of parliamentarians. Thus the sample will be studied in a way that includes various aspects of interest - being experience, background, educational levels, age and/or gender dynamics - they will provide a clear picture of what parliamentarians need in terms of development (Bryman & Bell 2011).

The technique that will be employed is purposive in nature as it will be based on the judgments made by the researcher in selecting only the parliamentarians as the topic under study focuses mainly on the developmental needs of parliamentarians. The basis for this technique is to gain thorough insights of the behavior patterns of the parliamentarians from different angles. This will also solicit the platform for the researcher to gather the identification of the common themes that the sample shares in portrayal (Bryman & Bell 2011).

The sample size refers to the total number of replicates and/or participants in the study from which the researcher is to conduct the study. This is the integral part or feature of the study as the responses from these participants will be analyzed to make inferences for the entire population. It provides the count of individual participants in the study on either a statistical and/or an opinion survey setting; so, for the proposed study, the sample size of 20 members of parliament will be used to conduct the research (Nastasi, Moore & Varjas 2004).

Data in research becomes the driving tool to analyze and assess the problem under scrutiny. Bernard (2002) adds that data contribute to the proper comprehension of the theoretical framework of the study. He further argues that the analysis made from the improperly collected data is regarded as null and hence can be negated. For the purpose of the problem under study, the researcher will deliberately choose the informants due to the qualities possessed by the sample and the type of information required.

The sampling method will be illustrated through the use of key informant technique and thus the researcher will decide on the information to be known and also the target people who can and/or may be willing to provide information and this will be based on knowledge and/or experience of the sample. The technique that will be deployed is called non-probability, purposive sampling. According to Daniel (2012), it is a non-random technique that deals with specific information and the participants are deliberately selected accordance with the relevance of their experience and/or knowledge.

1.6.5 DATA COLLECTION METHODS

Data collection refers to all the major and scientific approaches and steps in the process of research from formulation of the strategies of how the information will be gathered and how it is analyzed and how it will be interpreted to solicit the require solutions being to reach the research objectives and primary goals. There are several sources of collecting data starting from the raw data collection, primary and secondary data collection; thus, for the responses from the participants raw and primary data will be considered. The information in this regard is from the immediate experience and it contains facts and experience-based data, while in the secondary data, the researcher will use processed information from the already existing literature to back up the content of the proposed research problem. From these various sources, the process enhances the platform for a researcher to make conclusions on the topic under study (Bryman & Bell 2011).

The data was collected through semi-structured interviews. To extract the deep comprehension of the need for parliamentary skill development, the researcher made use of interviews. The researcher also used the readily available and existing literature to justify the finding by going deeper into the aspects of the study for the purpose of thorough analysis (Kothari 2007). The above methodology is therefore an ideal, as the researcher was able to conduct the study in a comprehensive and needed way to serve the purpose of the information required.

1.6.6 DATA ANALYSIS

Data analysis is the process of scientifically and systematically applying the logical and statistical techniques in the quest to illustrate and condense the information to recap and evaluate it in the sense of providing the accurate and appropriate analysis of the research. The researcher needs to ensure data integrity in order to achieve this. It is in this section whereby the mass information is condensed into meaningful data. In the case of the study proposed, the qualitative data analysis will be used and the researcher will have to identify the common patterns of responses from which the critical analysis will then help in achieving the aims and objectives of the research (Bryman & Bell 2011).

1.7 ETHICAL CONSIDERATIONS

Ethical considerations by Bryman and Bell (2011) are the act of implementing the actions that are acceptable and referred to as the correct ways of conducting the research. This helped in distinguishing right from wrong; the researcher followed these sets of moral prescriptions that serve as guidelines for behavior aligned with moral values for the correct display of honesty, non-plagiarism and/or respect for human values and rights. The researcher considered all the possible consequences of the research and proportionately balanced the risks with the benefit to ensure that the benefits outweigh the risks.

Ethics deals with the rational and ethical issues of the moral life. Fouka and Mantzourou (2011) describe ethical consideration as a framework that can critically alter the previous considerations of selections and engagements. Ethics is claimed to be a philosophical branch that is concerned with decision making dynamics of what is right and wrong. Ethics seeks to protect participants' dignity and freedom for providing information voluntarily.

The following was considered when conducting the research:

- Informed consent: the purpose of the study was clearly detailed and well communicated to the participant to ensure that when the agreement to take part in the study is made, participants knowingly, voluntarily and intelligently in a manifesting clear way reached consensus.
- The researcher explained every detail of the study; the selection processes, procedures, and compensations if any discomfort or risks were to be encountered. This also ensured that the agreement incorporated the element of self-determination to safeguard individual autonomy and veracity.
- Beneficence: the study will be of benefit to the subjects and did not impose any harm. Thus, the findings of the study in the long run and future use will be helpful for developing programs to capacitate innovatively the skills of members of the parliament in Lesotho; hence, it will be of utmost benefit.

- The study has the element of professionalism in a sense that if effective, the significance will promote skillful and effective leadership through parliament and hence the welfare of the country.

- Respect for confidentiality and anonymity: the research study provides full protection of respondents to ensure that responses are not linked to the subject's identity. This will also lead to information management in order to protect the identity; privacy is the priority, so personal information will also be handled with care and kept private.

1.8 THE SIGNIFICANCE OF THE STUDY

Parliamentarians may need to be regularly trained based on their specific needs, in order to execute their mandatory responsibilities effectively. Although training may be an inherent requirement for all parliamentarians, it should be tailored based on individual needs for optimum results. This study has the potential to contribute substantially in generating new knowledge and positively influencing policy shift in building the skills development tool kit for parliamentarians. The outcome of the study is also beneficial to strategic stakeholders within the legislative sector, such as parliament, provincial legislatures, training institutions/universities, donor agencies, political parties and civil society organizations that are interested in the performance of parliamentarians.

1.9 CHAPTER OUTLINE

- CHAPTER ONE

The chapter deliberated on the theoretical foundations and development of the process of recurrent skills development and reinforcement of the parliament. This chapter also serves as the crusade for the need of skills improvement and reinforcement of the parliament through continual professional development with respect to the functionality of the parliament.

- CHAPTER TWO

The chapter will look into detail at the literature that has been compiled with regard to the topic. Thus the researcher will provide the existing knowledge that was previously gathered on the topic in substantiation of the discussed issues under the topic. The inclusion of the critical analysis and a comprehensive presentation of the existing knowledge will be pinned down to assess the proposed issues and those areas that were not dealt with.

- CHAPTER THREE

In this chapter, the principle of methodology will be dealt with as the chapter will detail the steps to be followed while conducting the study with regard to data collection and analysis. This is the time when the methods of collecting data will be elucidated to provide the sense of comprehension and user-friendliness to the audience. The chapter will also seek to bring up and adhere to the study or topic limitations and its ethical implications.

- CHAPTER FOUR

This chapter will detail the research findings, interpretation and presentation of the facts and comparisons relating to the topic. This will also be a stage of presenting the results of the study with respect or relative to the literature review to induce comparisons for informed conclusion, recommendations and or decisions. The researcher will engage in this chapter into a theoretical and conceptual analysis and interpretations of theories relevant to the topic and findings and bring to structure the findings into an interpreted presentation.

- CHAPTER FIVE

In this last chapter, the researcher will use the findings together with the existing knowledge previously compiled in an attempt to summarize them. It will also be the stage in which the researcher will make conclusions with regard to the topic and findings, thus to conclude on the way the parliament of Lesotho should operate as recommendations for effectiveness, then the study will be concluded.

1.10 DEMARCATION OF FIELD OF STUDY

The study as normative will focus on the skills needed in the parliamentary systems and how these skills can be improved to enhance effective and efficient functionality of parliamentarians. The aim is to study and assess the need for skills development in an attempt to illuminate errors that can be brought in with the mismatch and or in adequate skills and capabilities needed to execute the roles of parliamentarians.

The study was conducted through semi-structured interviews with parliamentarians and the target audience was Members of Parliament located in the principal town of Maseru in Lesotho. This study has time implications as parliament schedules are normally tied since MPs have numbered meetings; hence there was a challenge reaching out to participants. The study will provide anonymity for protection of participants and ensured that ethical considerations are well catered for to enhance credibility.

This as it deals with people and their skills will fall under the Human Resources Management as it looks at managing the skills of people to enhance relevance and creativity in the quest to reinforce the state leadership.

1.11 CONCLUSION

The chapter delivered an outline of the whole research by introducing the topic for better comprehension; this includes conceptualization and implementation of the study. The construction of the research (in five chapters) was outlined and the strategic components of the study such as the problem statement, research objectives and questions were provided in detail. The clear objectives and questions of the research provided the basis for justification of the study, the researcher will therefore in the next chapter, review the relevant and existing literature on the parliamentary system of Lesotho. This will provide a solid illustration and the justification drawn relevantly for the parliamentary systems in African countries and globally with the implications of skills development in line with the functionality of parliamentarians in the national administration.

CHAPTER 2

SKILLS DEVELOPMENT

2.1 INTRODUCTION

The chapter is aimed at providing an inclusive and thorough review of literature on the theoretical viewpoint, it also provides the analysis through the conceptual framework on the parliament systems along with the implications that training has on the functionality of the parliamentarians. The literature reviews and analyses the significance of training as an essential element that can lead to effective functionality of the parliamentarians as an empowerment tool. The valuation was also made in correspondence to how this requisite should and or is developed with the quest of skills development of the parliamentarians. The analysis also caters for the context of strategic location of the parliament and how important it is to provide training that necessitates the effective and efficient functionality of the parliament members. It is worth noting therefore, that the discussion also provides an analysis of the system in the mountain kingdom of Lesotho benchmarked with South Africa and the global countries to assess the matches.

2.2 COMPREHENDING THE MAIN THEMES OF THE STUDY (DEVELOPMENT & SKILLS CAPACITATING)

Development is the process from which the state of being is improved and adjusted to a higher level. In the case of parliamentarians, skills capacitating is at the heart in as far as their functions are concerned. Parliamentarians are engaged in various activities of which a high level of expertise is required, to have a legitimate administration responsibility of developing needed skills for relevancy and improved performance. Skills development may be viewed from the perspective of carrying the current knowledge from where it is, to a higher level for improved results and impact on performance (Coghill, Lewis, & Steinack, 2012). The importance of training programs assists in equipping individuals with specific knowledge and skills aimed at improving the performance of the current roles. Development, on the other hand, is achieved through continuous training programs aimed at expansion and growth for future improved performance.

The understanding behind skills development in parliament is based on the importance of relevancy and adequacy of the knowledge and skills possessed by prospective members with regard to the duties and/or functions mandated to the parliament. It is therefore a prime responsibility of the relevant stakeholders in this regard to analyze and comprehend all the necessary aspects extending from the advantages, needs and disadvantages embedded in skills development.

2.2.1 THE IMPORTANCE OF DEVELOPING SKILLS OF PARLIAMENTARIANS

Skills are categorized as soft, hard and/or technical skills according to Wiggins (2015). All the aforementioned and many other categories are said to be needed in the workplace. These multiple categories of skills model the effectiveness and efficiency of workers for improved performance and heightened productivity. The parliament is no exception in this regard as people need to continually develop the necessary and required skills to perfect their respective functions. Since parliamentarians deal mostly with people and this engage is mostly through communication.

It is therefore highly recommended that parliamentarians be equipped and developed in the areas that will harness their effective communication and engagement with other people. Soft skills are therefore said to be personality focused (people skills) while hard skills maybe referred to as the skills acquired through qualifications and work experience. Technical skills, on the other hand, relate to the specialized skills that enhance the efficient performance of individuals on the prospective tasks. These skills are acquired through formal education, experience and other extra training programs and workers become experts in performing both physical and digital tasks (McNamee 2018).

The benefits that will be drawn from acquiring and developing the skills as discussed above will impact the functionality and productivity of the parliamentarians. In the organizational settings, there are a number of basic components that are believed to be reflecting effective and efficient functionality. The literature reviews the five components that a functional organization should have in essence to fulfill the prescribe mandates and the parliamentary systems are no exemption from these basic prerequisites. Discussed below are the areas that, when developed, any

organization will achieve effectiveness and efficiency of the prospective members as well as their respective tasks.

2.2.1.1 MORE EFFECTIVE COMMUNICATION

Communication for Miller (2012) is said to be at the center of all activities as for people to exchange views in any setting, will have to communicate. Developing the necessary skills in this regard will enable members of parliament to communicate more effectively with each other and the rest of the community. This will help in people being able to clearly express themselves, critically listen and deal with complex conversations.

2.2.1.2 STRONGER LEADERSHIP

Parliament is at the administrative level in the governance ladder. It is with adequate and relevant skills that parliamentarians will be able to lead the society in an effective ways as provided by Kulkami (2013). The prime responsibility of ensuring good governance require proper and continuous development in skills to attract stronger leadership through self-motivation, accepting and providing feedback, taking responsibility as well as delegation (McNamee 2018).

2.2.1.3 IMPROVED PROBLEM SOLVING

It is a known fact that where people work together, there will always be conflicting views and interests, from which problems and or complications may arise. Having proper trainings and programs will lead to proactive leaders in terms of recognizing the problems well in advance. This will help in identifying and implementing solutions necessary to resolve the issue and/or offering alternative solutions (McNamee 2018).

2.2.1.4 ENHANCED CREATIVE AND CRITICAL THINKING

McNamee (2018) attested that the level of governance that parliamentarians are placed at requires eligible people with creative and critical mindsets. The skills acquired from various training and programs will enhance informed decisions, with thorough analysis of options that can lead to desired results.

2.2.1.5 BETTER TEAMWORK, EFFICIENCY, AND PRODUCTIVITY

The combination of hard and soft skills will empower parliamentarians to improve collaboration and teamwork. This will in turn lead to higher efficiency and productivity. These skills according to Steven, Beebe, Timothy, Mottet and Roach (2012) should be coupled with dedication to attract balanced and well-rounded workforces that will possess the required skills to perfect the roles and functions entrusted by the government.

The above discussed components are vital for the functionality of an effective and efficient organization as they reflect on the basic skills and abilities that will enable people to execute their prospective task and/or functions more effectively. The literature presupposes these basic elements as ideal human capital prerequisites that can drive effective functionality, and the parliamentary systems can benefit from investing in these. It is therefore beneficial to note that recruitment and on-the-job training become key elements in parliamentary formation, as human capital needs attention. This is for the purposes of proper selection, recruitment, placement and effective human resource conductorship as well as management.

2.2.2 TRAININGS AND PROGRAMS THAT HARNESS SKILLS DEVELOPMENT

National skills development policies and systems strive to meet present and future labor market needs for skills and to improve productivity and competitiveness in the sectors which are critical for the achievement of national employment and development goals. Skills' policies and systems encompass technical and vocational trainings, workplace learning, and informal learning. Learning opportunities at the entry level as well as on the job can be beneficial if well established and implemented. Thus, for the parliament to master this art of encouraging effectiveness, there has to be a proper framework that instills educational background, skills relevancy and expertise to be the requirements and/or prerequisites for member elections and development (Donohue & Holland 2012).

The most common way from which skills and knowledge can be imparted from specialists is through **adult education**. Reuben (2016) attested that adults and/or parliamentarians can acquire and/or develop their skills and abilities by engaging in short courses that are provided in various local and international institutions. **In-house trainings** refer to the seminars and workshops that can be offered to prospective parliamentarians. These types of trainings are said to be prominent

to both established and nascent systems. Parliamentarians learn from such engagements as they are either provided by the experienced members or can be outsourced services. The programs place the focus on the orientation and induction of the new members to ensure that they comprehend and interpret well the functions and roles of the members (De Jong, Thijssen & Versloot 2001).

Parliamentary library is another form from which various skills and knowledge can be learned. It is in particularly beneficial to the members that may be keen for self-development; thus, these self-learning techniques will be an imminent option for such individuals. Senior members embrace these sessions as a means of supplementing knowledge, skills and abilities with advance information (Coghill, Holland, Kinyondo, Lewis & Steinack 2012).

The development programs and training in the parliamentary context sought to substantiate the default system of learning in most of the parliamentary systems. The system encourages an informal and incidental learning from which members learn through experience as they become hands on, in their new tasks. This is the case, because prior learning and recruitment processes are somewhat not effective. There is therefore a need for an essential corollary, in a means of rigorous evaluation of programs and skills for improvement and or development (Marsick & Watkins 2001).

2.2.3 NEEDS ANALYSIS

The developmental needs of workers emanate from the assessment made in an organization with regard to the skills levels possessed. The practical model for conducting skills assessment is called a needs analysis. The model according to McKillip and Morrison (2018) deals with skills, knowledge and attitude as the factors influencing the way employees perform. The model is rooted in gap analysis and it describes need as the difference between the actual performance and the desired and/or the agreed-upon performance levels. A needs analysis provides a framework that enables organizations to identify the gap between the currently possessed skills, knowledge and attitude versus those that are required to meet the organizational objectives effectively.

Knowledge, for McKillip and Morrison (2018), is a cognitive condition of becoming aware of things and processing information. It is through knowledge that people are able to recognize, comprehend, recall and/or evaluate concepts to develop a meaningful image or situation.

Humans therefore develop skills and attitude through the knowledge they have about facts and concepts. Skill in this regard is the ability to perform certain tasks (**skill**), which includes that dexterity and coordination of things becomes the product of knowledge application. Training and practice as one of the platforms for transferring knowledge can lead to competency and proficiency of skills execution.

The tasks that humans perform become part of their thinking and emotional systems and hence induce the level and type of behavior embedded in it. People have feelings and also think in a certain way that create a connection between their mental and emotional beings with the task or things at their disposal and that is how **attitude** is being developed (Warnich, Carrell, Elbert & Hatfield 2015).

The proper comprehension of the needs analysis will enable organizations to identify their current skills sets and the gap between the desired performances and the actual performance. Thus, understanding how the cognitive and mental abilities are used to process and retain information in the quest of developing physical ability to actually execute the task and attach emotions, play a critical role in how learning and development is enacted. Skills for the parliamentarians can be effectively achieved through a needs analysis.

2.3. THE DEVELOPMENTAL NEEDS FOR PARLIAMENTARIANS

The parliamentary system as provided by Ramaema (1993) is built of representatives that are elected in their relevant constituencies to perform the functions of law making, oversight and to ensure and maintain the public participation. The system is a typical setup of a basic organization in which people gather from various and different backgrounds to execute a shared mandate and purpose. This being the case requires alignment of skills and expertise to the respective roles in the organization. It is worth noting that even the parliamentary systems have to follow and or use this criterion as a basis for attracting effectiveness and efficiency.

This system in the South African context does not follow any requirements in terms of the educational and skills levels that parliamentarians need to possess for them to eligibly be elected into the parliament. As required by the constitution, then parliamentarians are faced with the danger of being ineffective and not being competent enough to perform their functions due to

this state of varying levels of skills in terms of which some do not conform to the standards of certain tasks that need to be executed (Ramaema 1993).

The South African context of the right to vote also goes beyond the normal principle to the right to vote, as any citizen who with the right to vote and to be voted for is also eligible to be elected into the legislative office without considering the skills level. This is the case also in Lesotho; members of the nation with the right to vote and to be voted for are qualified by the constitution to become parliamentarians if voted for (Donohue & Holland 2012). This as it stays the working system in most African countries contrast with the relevant clauses in the constitution that expect the same individuals to perform the legislative functions. It clashes due to the fact that the roles performed by the parliament need capacitated people with skills that will help them to execute their tasks effectively. Thus, they may not have necessary and adequate skills to perform their responsibilities - hence they may fail dismally to execute their constitutional mandate.

Taking into account the high technical responsibility in the leadership arena nowadays, it is crucial that leaders be trained and continually equipped with the needed key factors for success; hence, the need for the concurrent skills development and innovation (Donohue & Holland 2012). Skills and education are not given by the constitution to serve as the prerequisite for one to be elected as a member of parliament. This may bring about ineffectiveness and inefficiency in the functionality of the parliament. It is also evident from the point of recruitment of members of the parliament, as there are no descriptions and/or agreement that would commit the electorate and parliamentarians that would model effectiveness.

The responsibilities in the parliament include among the technical functions of law making and overseeing and implementation of government's programs and policies, these functions, technical as they need a certain set of competences and skills base to be executed well. Coghill, Holland, Donohue, Rozzoli and Grant (2008), attested that skills and competence form part of the basic necessities for ensuring best operations and enhancing performance as they match the tactical aspects of work with the required actions to complete the work.

The research has it that capacity building becomes the art at the heart of everything in developing the correct know-how of performing tasks. There is a need for capacitating the parliamentarians with adequate and relevant skills as this will enhance improved performance. The programs for capacity building vary in a number of ways and to name a few, these varying factors include duration, content and quality of a program. The concerns for an improved sense of functionality in the parliamentary system require a serious attention as the critical role that the body plays in the governance of the country requires high levels of expertise (Nefas & Valicka 2014).

It is crucial that the need for capacitating parliamentarians is comprehended as it may provide the platform for the government to develop the skills programs that will target professionals and a group of parliamentarian clusters in an attempt to achieving a balance between the skills and functions in the parliament system. Rozzoli (2012) added that this will ensure there is an improved performance. Achieving the correct match of skills and task in the parliament will not only lead to robust accountability in the system, but it will also induce the progression in the advancement of democracy in light of good state leadership. Capacitating parliamentarians with relevant and correct skills are an element of attracting the desired performance of the parliament and the institution at large, the administration arm being the parliament will benefit from this effort.

The Lesotho government mission, vision and values have the policy that governs recruitment and selection processes in the state bodies. This policy is aimed at providing the guideline that helps in the recruiting of qualified and skilled labor force and the basis for this policy is ensuring fairness, transparent, objective and just conducts in provision of efficient and effective public service. The process is referred to as rigorous, ongoing and thoughtful efforts that were developed to enhance productivity and performance of the public sector, so it was deliberated that acquisition of skills and comprehension of expertise to perform and execute their functions to the desired standards that are acceptable (Donohue & Holland 2012). Training and skills acquisition also provide the platform for individuals to perfect their tasks while achieving the personal fulfillment.

The policy as a guideline structure for development, utilization and retention of the human capital in the public sector is vital in Lesotho as these can asset a basis for leveling and matching the functions with corresponding skills and knowledge as provided in the constitution of Lesotho of 1996 (Ramaema 1993).

The gap that is evident from the main theme of the study may be seen as a problem in the country, but the state (Lesotho) can actually benefit from the situation as conducting the assessment of the needs of parliamentarians come with the platform for building programs that will enhance development of parliament and its performance. The efforts are however directed to the global examination of the needs of parliaments, and to draw parallels there is a need for a global overview of the subject to have more comprehension. The subject in discussion can be comprehended well when unpacked as it has in it the important elements; these elements aid informatively the nature and the components of the subject (legislature), (Nxele, Phakathi, Duma & Mpondi 2014).

It is important to deal and understand the concepts behind the separation of powers and the role of legislature and the member of the parliament. The need to acquire insight into these matters is aimed at identifying and understanding the mandate and responsibility of the parliament and how this can be handled through human capital.

2.4 ORGANIZATIONAL STRUCTURE OF THE PARLIAMENT

The parliament being a typical setup of an organization has different branches with different guidelines that pursue the principal mandate, which in this regard resides in the administrative level of the state. In light of how prospective members of the parliament are elected in most countries, the essence of educational background, relevant skills and expertise are not a prerequisite. This may leave a gap in terms of placement, skills and functionality of the members if the walls are not broken. The prime functions of the parliament are structured in a distinct way that provides clear parameters of operation and thus the employment of separation of powers. These functions require appropriate and relevant skills for individuals to perfect them (Donohue & Holland 2012).

2.4.1 SEPARATION OF POWERS

In legal terms, this refers to the principle which divides powers and responsibilities among the branches of the legal system - and in the legal system of Lesotho this is vested between the executive, judicial and legislative branches. The main objective of this principle is to prevent the concentration of powers and provide for checks and balances (Montesquieu 1750). This is a democracy model that ensures each branch of the state is controlled from tempering with the responsibility parameters of other branches. There is recognition that an absolute power that may be exerted upon one person and/or one institute may certainly lead to practical manipulation and oppression of the system as a universal belief in the doctrine of separation of powers (Sultana 2011).

2.5 THE THREE ARMS OF THE GOVERNMENT AND THEIR ROLES

The government of Lesotho is a parliamentary constitutional monarchy; it is formed of the cerebral monarch as the ruler and the two administrative houses being the parliament and the senate. The parliament is formed of the prospective members that are elected from the constituencies and also the party representatives. On the other hand, the senate consists of the principal chiefs and the representatives. The party representatives (both the senate and parliament) earn membership through being elected from their respective constituencies and by means mix proportion seat awarding. These are the basic rules of how parties qualify to form a ruling government that administers and govern the country in all areas of leadership (Dube 2008).

The three arms of the state as provided by Dube (2008) will be discussed in detail below:

2.5.1 LEGISLATURE BRANCH

This branch is the main body of the government as it consists of the two chambers of the parliament, namely the national assembly and the senate. The national assembly is formed of the political representatives amounting to 140 of the parliamentary seats, and the senate with thirty-three members being 22 principal chiefs and 11 (senators) other nominated political representatives. This branch has the legislative powers which are vested in both the government

and the two chambers of the parliament, senate and the national assembly respectively. The laws and judicial policies are formulated in this branch and enacted to society for the good cause.

2.5.2 JUDICIARY BRANCH

The branch is with the provision of the constitution, independent of the executive and the legislature. It follows a judicial system hierarchy and it constitutes the high court of Lesotho, court of appeal, magistrate courts and the traditional (customary) courts. The judicial branch plays an important role in the legal system of interpreting the laws and judicial policies that govern the kingdom of Lesotho.

2.5.3 ADMINISTRATIVE DIVISIONS

The administrative purposes are spread all over the country and they are instilled in all ten districts. They are headed by the district secretary, the district military officer from the Lesotho Defense Force backed by the other security institutions namely Lesotho mounted police, Lesotho correctional services and the national security services. These play the role of protecting and enforcing laws and polices within the intimate society to ensure and guide people to do away with illegal actions.

Then branches as discussed above interact in ensuring that there is a rule of law and fair administration of the resources, for the better and improved lives of the Basotho people as well as other foreigners living in the country. They seek to protect and guide the whole society on humanistic behaviors that enhance the good living that is free of discrimination, criminal and or unlawful deeds but portrays and respect civil justice, human rights and human freedom as the evolvement of the legal system in Lesotho.

2.6 THE ROLE OF PARLIAMENTARIANS

Members of parliament are elected by the supporting citizens to represent the society at administrative level; this under the electoral system in Lesotho is regarded as the modern democracy. Parliamentarians therefore come to the administrative institution with the desire to fulfill their personal expectations. They are however vested with a number of varying roles that their immediate enrolment in the parliament expose them to. Among the main expectation from the state, accountability and transparency, have become vital in embracing the system as the

democratic body. The role is entirely vested in and over the parliament as they interlink with many parts of the society. It is therefore worth comprehending that for one to fully grasp the concept of parliamentary leadership, there has to be a clear focus on account to various factors, extending from the institutional framework and to the functions that are imposed on the system (Leston-Bandeiras & Norton 2005).

There is a global recognition of functions and roles of the parliamentarians, and most countries used this approach in their definition of the key roles that the parliament is expected to perform. These key roles can be summarized to fit in the arduous tasks of budget analysis, representation of the constituencies, law making and oversight. Ready (2015) asserted that the roles undertaken by the parliamentarians in leading the state at administrative level are aimed to fulfill the wants and needs of their respective electorates. The members of parliament represent the society in a number of ways and are expected to perform at their best to ensure that the legislature of laws, representation of electorates and the overseeing or scrutinizing of the executives functions are effectively carried out to the better development of the entire country and its citizens.

The parliament of Lesotho is not an exception to this approach and it follows the same functions and role scope of law making. This is within the scope of ensuring that the public partake in the efforts and processes that enhance enforcement and practice of the law. The system (parliament) expects the members (parliamentarians) to oversee the implementation of policies and laws formulated by the government, to ensure that state governance is based on the standard laws and policies that are agreed upon. According to the Australian Parliament perspective, the role played by the parliament is said to be multi-functional. All democracies do follow the practice and are expected to fulfill this key task of the country administration in an efficient and effective way (Parliament of Australia 2015).

2.6.1 PARLIAMENTARIANS AS REPRESENTATIVES

The key roles of the government vary in the mandate and technicality of how to execute each role in the quest of reaching out to a well-governed society (Ready 2015, Malamud & Stavridis 2015). Parliamentarians are the representatives and the voice of the electorates, thus the mandate from the society in the different constituencies of the country are taken up to the administrative level by the elected members who are expected to represent the interests of the society; the needs

and wants of the society for a better living depend on the laws and policies that the government make.

The parliament is the office of the respective members of the society who are elected and entrusted with the authority on the basis of making laws that govern the respective society. The need to ensure and understand that the representative notion is well captured by the elected member will guide them to functioning effectively to address the issues that concern the society and this should be at the heart of every democracy that the parliaments become mandated to put people first and address their issues (Ready 2015, Malamud & Stavridis 2015).

The approach to the role of representation of society by the government is globally recognized. It is however very important to note that this is the main reason why the parliament exists in the first place, to represent and be the voice of the electorates. The notable difference would be in the fact that parliaments are distinct and hence the representation of the society would differ from one parliament to another and of course also due to different government systems representation will differ as accorded by Leston-Bandeiras and Norton (2005).

The main function of the parliament is through the members elected to represent the interest of the society in the best way. Serving all the sectors of the society require the level of skills and expertise that will aid the effort of individuals in the parliament to execute them in more appealing manner. This as the principal responsibility of parliamentarians requires parliamentarians to perform the critical task of ensuring that the legal conditions be implemented more responsibly by the executive branch. The electorates' interests are brought to the administrative hand of the state by the parliament and address them through formulation of legal frameworks from which the societies are governed, this as a technical task require a certain level of capacity in skills (Ready 2015, Malamud & Stavridis 2015).

2.6.2 PARLIAMENTARIANS AS LEGISLATORS

The legislative branch have the main roles of formulating and enacting of laws and policies that are passed to the society for a good governance, the branch is seen by many democracies as the main body of the government, this is with respect to the roles that the branch play in administrating the state, as it performs the cores functions of ensuring that the society fully precipitate in law-making processes. The role of representation and lawmaking of the parliamentarians are seen as the most valuable, central responsibilities and critical functions for which the entitlement of parliament is based on. These roles are the main efforts that the state engages in to govern the society as accorded by Stapenhurst, Ulrich and Strohal (2006).

The state entrusts it to parliament to formulate laws with the aim and objectives of addressing the needs and wants of the people in number of ways that would lead to development of the state and its citizens. The wants and needs of the society are central and seem to be common across the democracies as they rest upon environmental and developmental issues, economic and socio-political aspect of living that the parliament is intending to address in the presence of laws and policies formulated and enacted to the society (Stapenhurst, Ulrich & Strohal 2006).

2.6.3 PARLIAMENTARIANS AS SCRUTINIZERS/OVERSEER

The role played by the government interlink from the representative role, legislative role and to the overseeing and or scrutinizing role. The functions are well vested into the efforts and resources available to have the concerns and interests of the society addressed. The role of scrutinizing the laws and actions of the executive put in place the importance and effects of accountability in ensuring that the policies and laws are with corresponding actions implemented in an efficient way and all the results conform to concerns and issues that reflect straight to the society. Ready (2015) supported the argument in that the role of overseeing should also cater and support the factor of critics with regard to the policies and programs, thus the government should open floors for the thorough scrutiny of the laws made in the parliament in the quest to assure the effectiveness and correctness of the law based on the needs of the society.

The role played by the parliament in this branch in overseeing the functions of the state executive calls for a consensus upon policies and how they should be implemented as to meet and conform to the societal needs. The house (parliament) through parliamentarians checks and examines the

direction of the entire government and with the parliamentary powers can repeal and or ament the policies to redirect them towards the desired governance. The corrections are made in conjunction with the resolutions that are agreed upon in the platform of the oversight reporting that parliamentarians engage in when ensuring that the public policies reflect and address the needs of society. The house also has the power to enforce and influence the state executives to implement the resolutions to the policy made effectively (Malamud & Stavridis 2011).

The main focus of the study rests on the legislative arm of the government as the arm entails parliament functions and the main players (parliamentarians). The study seeks to connect the dots as to how the parliament as the system can be driven to effectiveness by the members of parliament through enhanced skills that relate to capacity building. The study will further detail the application of separation of powers and the main elements of the thesis being valuation of the training needs for parliamentarians and the importance of capacity building.

2.7. APPLICATION OF SEPARATION OF POWERS PRINCIPLE

The previous discussion detailed the different branches of the government and their distinct roles and thus legislature, executive and judiciary roles. The main reason for the separation of powers is to ensure that every branch exercises power within its limits and does not tap in to the functions of other branches; this distribution of power is in the intent to provide for checks and balances. The policy in the context of Lesotho is not practical, though it exists. The failure for practicing this policy is due to the fact that majority of the state executive institutes get inflicted by the political breathe from which politicians influence the work and functioning of the statute bodies. The policy is not fully effective across the globe as there is no democratic system with absolute lack of and absolute existence in separation of powers. This is due to fact that there is a growing conflict and the competition among government branches hence the claim that the government responsibilities and powers overlap and cannot be fully compartmentalized (Badenhorst 2015).

This is however not to be used as the excuse for the branches to perform within their parameters of functions and powers. There has to be a neat and clear separation of powers in an attempt trace the effectiveness of every branch as per their functions, thus will induce the competitiveness of parliamentarians. The division of the government powers helps in ensuring that the principal functions of the parliament are met and achieved as there will be a clear direction and distinction between functions of different branches, in that the legislature after formulating and enacting the laws, the executive will implement them and ensure that day to day administration a well handled, as the laws are interpreted independently in the judiciary branch (Sultana 2011).

The separation of powers as a global approach differs from one democracy to another as it is influenced by the kind of government system in place. In Lesotho as discussed earlier, the three branches are not separated in practice as the powers from the legislature are imposed into other branches in the interest of the personal agendas to manipulate the system on account of personal greed and benefits neglecting to put the interest of the electorates at the heart (Minnesota 2005).

2.7.1 THE APPLICATION OF SEPARATION OF POWERS IN THE GLOBAL PERSPECTIVE

There is a need for separation of powers in the essence of democracy, the government institutions should provide the platform for the check and balances between the branches of the government In Lesotho the policy may have not work but it can really attract effectiveness and efficiency in the functional aspects of the branches of the state administration. In the context of Pakistan parliament the executive has been the power house in the administration as the presidential and parliamentary settings of Pakistan allowed such and the concept and policy in discussion may have been difficult to implement (Benwell & Gay 2011).

The decisions were more centralized to one unit of institution, which could have been the civilian rule and or the military unit. This is evident as the concept and its relevant output, being the checks and balances in real and practical terms has never prevailed in the context of the Pakistan parliament, sultana (2011) provided.

The literature attest to the fact that the concept of separation of power may be practiced many democracies. It is however not a universal model, thus even though a number of country or

governments practice it, there is still some that do not favor it. The reasons emanates from the claims that the concept has the restriction implications that are imposed on one branch to another. The branches are said to be intertwined and their interplay become the main wall that restricts the separation of power to be practical in it real and absolute terms (Seedat 2015).

The policy in separation of powers in other democracies does not prevail in practical terms as in some country it is difficult to draw a line between the three arms of the government This is the case in the German system as member from the executive can also be entrusted to be in the legislative branch, however in the USA and countries like Netherlands this case may not be a requirement (Andeweg 2018).

The main reason why separation of powers may not be put in its absolute terms lies on the fact that the roles performed by the parliament in the three arms of the government interlink. The extent these branches work hand in hand to address some the issues that cannot be solely and independently dealt with by the single and distinct branch. This adds to the claim that the policy may differ from one country to another with respect to the systems in place and how the branches in a certain country influence the other branches (Seedat 2015).

The mountain kingdom of Lesotho is landlocked by the republic of South Africa, that being the case the two nations share some sentiments and a number of cited cases with regard to the laws and governance are exchanges, thus since in South Africa the comprehension behind the separation of power is that there is no such a policy in absolute definition. The concept according to Badenshort (2015), the powers from the branches do overlap and there are some instances whereby the courts influence and impact the other branches.

As in the context of Lesotho parliament, there is a n umber of case pending in the judiciary system because the politicians from the executive branch influences and dictate how the case are held in the light of defending their interest and hence exploit the courts through the political powers. The legal system is a commonly shared resource in the country yet those with powers benefit more than the rest of the less powerful society. This become more worse when they use their political and or superior powers to benefits more than others yet the consequences and cost of legal resource abuse affects all people irrespective of the power level (Dube 2008).

2.8. CAPACITY BUILDING PROGRAMS FOR PARLIAMENTARIANS

The African context in the light of comprehending the need for effective development in the parliament that is testified to be the end result of capacity building has been increasingly and importantly viewed as an ideal way for democracies to develop. The need for parliamentary institutes has since become popular in Africa and the rest of the world. In real terms the main reason for institutionalizing parliament lies on the attempt to independently provide the quality study of analyzing and interpreting the concepts that evolve around capacity building and its importance to effective and efficient parliamentary system (Neesham, Lewis, Holland, Donohue & Coghill 2011).

The efforts for strengthening of the parliament systems has not be a popular practice in the African context, inclusive of Lesotho, this is however not to rule out the initiative of capacitating parliamentarians with adequate and relevant skills to the task performed by the parliament. In the countries that have already adopted this model the system is well vested in terms of capabilities and skills as parliamentarians who have been embracing the efforts of capacity building can develop relevant and effective policies that would correctly respond to the issues being addressed and these informed decisions will benefits the country as a whole (Nxele, Phakathi, Duma & Mpondi 2014).

The parliamentarians in the context of Lesotho are with the evidence of poor service delivery, in the position whereby effectiveness and efficiency would be a long run, thus the administrative institutes are ineffective hence the need to be boosted. There is a suggested solution from the scholars that aim at assisting democracies in term of developing the measure that can employed to uplift the functionality of the parliament system across the world The solution that has be agreed upon and comprehended as the best calls for the parliamentary institutes which are said to be important in strengthening the performance and effectiveness of parliaments as added by Nxele et al (2014).

The global perspective on the issue of building capacity of skills and knowledge for parliamentarians makes round in the European countries and the is an association that is assigned with the task of strengthening democracies through training and capacity building programs and this service is provided to the African parliaments. The Association of European

Parliamentarians has partnered with the African countries to work towards enhancement of African parliament performance and functionality by facilitating the so called African-European parliamentary dialogue. The association also provides funding in the light of financing the capacity building for the members of parliament (AWEPA 2015).

Many countries inclusive of South Africa have invested in the efforts to enhance the implementation of the solution to parliament poor runs by providing for the smooth establishment of capacity building to ensure that the branches of the government are effective in performing the critical roles that lead to the overall state wellbeing. South Africa proposed the so called South African Legislative sector which according to Coghill and Steinack (2012), plays the role that leads the efforts in capacity building on a parliamentary basis, to achieve this concept of development the sector is said to be providing various platforms from which member of the parliament share the experience, skills and other best practices in the light of the effective and accountable oversight. The system in Lesotho does not require by law for skills development of parliamentarians and also parliamentarians themselves do not take the initiative to develop as there are various platforms extending from a range of certificates, diplomas, and various degrees that parliamentarians can enhance and up skill from.

2.9 HUMAN RESOURCES MANAGEMENT

The human capital is an important asset to the business; it is the resource that needs to be taken care of as effectiveness and competence of the human capital will attract growth and profitable functionality of the organization (Neesham et al 2011). There is therefore the need to develop and retain people as well as attracting the new talents in order for a company or any institute to be competitive. The theoretical view of developing the skills of parliamentarians are said to be resource based and they assess and evaluate the needs for skills enhancement in a theoretical way that provides sound human resource management towards achieving desired goals.

The discussion is based upon the need to continually develop the skills of the parliamentarians. The theory analyses the management of the human resource and the ever changing positions of the parliament due to the shorter life span that is hardly taking its normal span of five years make it difficult to guarantee that people who are in the parliament may not return the same positions after election and hence the skills would have be lost as per the system demand. The programs in

developing these skills should be carried out to be an ongoing process as there will always be new comers in the parliament and hence the need to keep implementing this (Neeshman et al 2011).

2.10 EDUCATION, TRAINING AND DEVELOPMENT

The technical and complex roles that displays the multiple dimensions require a certain set of expertise and skills, so for parliamentarians to acquire these skills there is a need for personal training and this with respect to the human development has to align with the education level as many of the roles need skills and knowledge related to the administrative part more than the hard skills. Professional training in this case becomes vital and in the context of other countries parliamentary roles are deprived from on the basis of timely knowledge, which is accurate and credible in terms of performing the tasks entrusted to the parliament. The objective analysis as provided by Goroya (2012) is seen as very sensitive in the national context.

The gap between the parliamentary roles and the skills possessed by the parliamentarians can be bridged through continuous development on education, and trainings that are meant to build the capacity of the parliament by assessing the need enhancement of the human skills with the aim of achieving the independent and sound administration that will lead to effective and efficient functioning of parliamentarians. The main goals that need to be achieved in in the presence of accountability and oversight as parliamentarians need to focus most on these areas (Donohue & Holland 2012).

The literature outlays the most common areas that need a serious attention and claimed that if at all these areas are well tackled then effectiveness is a guaranteed result from the functions of parliamentarians. Coghill, Donohue, Holland, Richardson and Neeshamm (2009), articulated some common areas as drafting laws, enacting and interpretation of the constitution, reporting, procedure, communicating and leadership skills.

2.11 PROFESSIONAL DEVELOPMENT APPROACHES

Professionalism in the parliament is said to be critical as it calls for the members to conduct themselves in a professional way when performing the roles mandated to them. Professionalism in this regard would be acquired from the professional and educational trainings with the purpose of supplying the counseling and services on the basis of disinterest objectives. Parliamentarians may benefit from this kind of trainings as they are effective based and will enhance the performance. The need for professional development in the parliament of Lesotho will not benefit the members of the parliament in terms of skills acquisition but will also lead the sound leadership of the state, (Nefas & Valickas 2014).

The scope of capacity building should embrace the areas that parliamentarians serve, thus the parliament and the constituency based roles should be catered for in the quest of addressing the needs and wants on both the constituency and administrative level. The level of the profession needed for the best result are embedded to the set standards that need to be put in place as a guideline for the correct measures of actions and this is rooted to the integrity and ethical considerations of how parliamentarians should behave in the critical and technical situations, (Neeshman et al 2011). The global practice of electing the members of the parliament does not require a certain qualification as the prerequisite for being eligible to be elected, this on its own has an implication of having the parliaments of people who lacks skills on certain areas as per the requirement of the roles performed in the parliament. The ideal way to address this challenge would be through development and training that professionals need to attend to in order to equip them with the relevant set of skill needed per role.

The fact that there is no job description in the parliament election that would match the skill with the tasks and roles played make it very hard to conquer challenges. It is however important to notice that in order to be on par in terms of functionalities, the members of the parliament need to possess indefinite set of skills that will help them to easily adapt to any appointment due to a large pull of skills that caters for vague situation, (Coghill 2008).

The technicality and complexity that is apparent in the parliament has caused challenges that need serious attention, the attention that needs be addressed as it brings up the gap between the roles and skills possessed and all this is related to lack of professionalism that is subject to the

unstandardized roles and skills that are relevant to the scope of parliamentary affairs (Neeshman et al 2011). The state is therefore encourage to play a supportive nature role in the essence of enabling the effectiveness of the parliament and hence there has to be a link between the programs and structures that are non-partisan and relevant in the context of ensuring that professionalism and effective skills development are achieved in the midst of the sound administration.

2.12 CONTINUING PROFESSIONAL DEVELOPMENT

The benefits that are embedded to the efforts of strengthening the ability of the parliament are not other than to enable the effective accountability, capability and responsiveness in the functioning of the parliament to induce the sound governance. Competent humans enhance productivity and the element of highly skillful and knowledgeable parliamentarians will lead to essential and integral factor that fosters democratic and effective government. Hence the reason why the efforts of capacity building need to be associated with and geared towards the provision of needed specific set of skills and expertise that are very useful in the fulfillment of the parliamentary mandate of addressing the three issues of the different branches of the state. The implication over the need for engaging into an ongoing processes of education, training and development programs are aimed at equipping the players with relevant skills that will enable high performance and thus be on par and responsive to the ever-changing democratic trends that if not catered for will cause huge problems, (Nxele, Phakathi, Duma & Mpondi 2014).

2.13 CONCLUSION

Skills development plays an important role in the strengthening and alignment of skills and roles. The chapter decomposed the literature on the need for developing skills in any set up, thus organizations are encouraged to embark on vast improvements for the purpose of relevancy and effective functionality. The need for evaluation of development in the parliament arose from the typical organizational structure that the parliament has. This structure separates the units of the government into distinct branches that each need appropriate and relevant set of skills, knowledge, attitude and expertise. The analysis of skills gap through need analysis help in determining the real mismatch of the skills possessed and the skills require performing a certain task. Given that the members of the parliament are exposed to challenging roles within these branches itty becomes importantly wise fore managers to have a clear comprehension and interpretation of the state of parliamentary systems.

The chapter depicted also the theory in the essence of the separation of power to enlighten the need for development in the science of understanding and executing the prospective roles. The gap that is identified from the problem discussed has led to the encouragement of capacity building for parliamentarians. In as far as human resource management in concerned, continual and professional development in terms of trainings, education and learning become important to the success of organizations and this applies in also the parliamentary systems. The next chapter will introduce then discuss the relevant issues with respect to the research methods used in this study and how the research tools were used to gather and collect data for the selected topic.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research is conducted in a way scientifically to solve the problem under scrutiny; this is to provide a framework on how various yet relevant steps are being put in place to guide the researcher to conduct the study effectively. Research methodology refers to how data is being collected and analyzed; these provide techniques of using one or more specific mechanisms to gather data. The research follows a certain method with respect to the topic and issues to be studied (Kothari 2004). This is the scientific way of how the research is conducted and it reflects the methods and techniques that are believed to have the best way of achieving the required data collection and analysis in the light of solving the problem under study. The chapter explains all the steps that the researcher will employ in conducting the study, inclusive of details on the approach which outlines and explains the choice and justification of the research method.

The overall research methodology discussed in this chapter includes also the reflections on the ethical considerations and limitations that the study is exposed to, and as such compel the researcher to treat well with. This outlays scientifically the way in which the research is to be conducted in the light of having solutions to the problem proposed for the research. The chapter will outline all aspects that relates to the methodology of the research and how the design and approach proposed will benefit in construction of desired discussion (Hamersley & Traianou 2012).

3.2 RESEARCH MEHTODS

The foundation and supporting pillar to the research methodology is the research methods. This is believed to be critical as the success and effectiveness of the study rely on the appropriate select ion of the research methods. Research can be conducted in two basic methods being qualitative and or quantitative methods. The data dealt with in the research study will either be numeric and or narrative. That is, for numerical data it is appropriate to employ quantitative and if the data is narrative then the researcher is advised to use qualitative methods. Both the

methods have in application their advantages and limitation, and in this regard of the topic under study the appropriate method is qualitative (Dawson 2003).

The method of research that was used produces the findings without the use of statistical procedures and hence there is no quantification of the data relevant to the topic. The method was appropriate for the study as the main focus of the topic is based on the live experience as well as the parliamentary functionality as an organization. The research is non-statistical in nature and hence the title qualitative, it also incorporates multiple realities (Silverman 2010).

For the purpose of imploring the narrative data in the case of skills development for parliamentarians, the qualitative research method was deployed. The method was selected due to the benefits that are attributable. The dominant reasoning was based on the exposure to in-depth acquisition and comprehension of the parliamentary environment. It was also beneficial as the insights of how parliamentarians execute their prospective function ware gathered and this became one of the benefits for deploying a qualitative approach to this research study (Bernard 2002).

3.2.1 ADVANTAGES OF RESEARCH METHOD UNDER STUDY

The method deployed enabled the researcher to generate thick and detailed data that reflected the parliamentarians opinions, experiences as well the experience they have about how the function s of the parliament are tackled. Chalhoub-Deville and Deville (2008) added that this type of methods in research provide the deeper insights into facts and information with regard to the interpreting the relevant information about subjects. The notion that the qualitative approach is regarded as the holistic (interpretivism) way of comprehending the human behavior in a specific setting became practical in understanding the experience and behavior of the parliamentarians in the parliamentary system (Denzin and Lincoln 2002). The approach is also referred to as the ideographic research as the meanings for events and or subjects were achieved through the analysis of the behaviors of the participants, as well as the interviewer and hence provide the platform for having insights on how different parties describe and view issues.

The approach is however yet to be tested and or approved for credibility, reliability and generalizability. This according to Maxwell (2012) is due to the fact that the approach used human emotions, feelings as players in the research have a direct interaction and this brought

about the challenges of data collection being subjective though detailed. Even due to the sample size of the qualitative approach the small size is doubtful for generalizing findings for a large population and this was an issue as the sample size ranged from 10-20 parliamentarians.

The study in its nature followed the qualitative approach of research, this is due to the fact that it is mainly based on the discussion of skills development in the quest of developing the parliament of Lesotho and thus it dealt with theoretical analysis of issues related to parliament enforcement through the recurrent skills development and also enabled the researcher to conceptualize the interpretation of findings to the topic (Thomson 2011). This qualitative method of research was used to implore the descriptive data in detail from the sample of the population in the light of acquiring in-depth and thoughtful comprehension of how the respondents examine, understand and infer their parliamentary statuses and stances (Dawson, 2003). The method was used to collect non-numerical data in the light of bringing proper analysis and interpretation to solve and or give light to the subject studied.

3.3 RESEARCH DESIGN

Research design as accorded by Bryman and Bell (2011) is referred to as the framework used collect and analyze data and the choice for this framework is embedded to the decision of prioritizing in either causality or generalization as dimensions of the research process. The design of the research is required by the standard to reach certain criterions to be declared as appropriate and effective, thus it should be reliable in terms of data collected and the analysis made, this also need the design to reflect the possible minimum or non-bias features. This when achieved, will generate and offer adequate information for the different aspects of the problem under scrutiny. The approach provide as accorded by Maxwell (2012), a flexible structure on collecting data to understand issues, this is drawn from the interactive approach that enabled the researcher to reconstruct the design with respect to the greater extend of gathering data. The performance e and functionality of the parliamentarians are affected by numerous factors that may not have been part of the research focus, but deploying the qualitative design played in favor as it captured a wider scope of the relevant dynamics to the topic and hence even the complex issues of the research were comprehended (Mohan 2012).

The design of the study as accorded by Bryman and Bell, (2011), is believed to be centered on the descriptive means as it outlays in a descriptive way the various faces of the Lesotho parliament. The case of the Lesotho parliament is put under scrutiny in the attempt to assess and evaluate the needs for parliamentary skills development. The design for the chosen study was executed in a way that inclines to the qualitative nature of the research methods and was meant or selected to deliver the accurately in a valid manner the representation of the variables in play to the topic and its questions in a structured manner.

3.4 POPULATION

Population as provided by Bryman and Bell (2011) refers to the general collection of individuals from which the sample is selected and become the focus of the scientific query. This is the sum of all units or participants from whom the study is to be conducted. It represents the total elements of the group that the study is concerned. The functionality of the prospective parliamentarians was assessed through the research conducted to identify the skills gap and developmental needs on the basis of needs analysis. The data collected in this study become an important part in the proper assessments of developmental needs that the parliament may use as a tool to harness the effective and efficient performance and functionality of the parliament

- Population: Parliamentarians in Lesotho(120 members)

3.5 SAMPLING

The research is conducted in samples, thus researchers take a number of units and or participants from population and test the problem under study to make conclusion and inferences that will represent the entire group. Sampling is therefore according to Bryman and Bell (2011) comprehended as the selection of the population's segment that will be used in the study, which becomes the subset of the population and the two method of selection are based on either probability and or non-probability selection of sample. The participants were selected non-randomly based on the accessibility and availability, thus the choice was made by the chance of being able to meet such participants hence purposive sampling was appropriate and hence implemented.

The non-random method of sampling widened the scope for the researcher in reaching out to the participants for information since there will be inclusion of maximum variability of parliamentarians. Thus the sample will be studied in a way that include various aspects of interest being experience, background, educational levels, age and or gender dynamics as they will provide a clear picture of what parliamentarians need in terms of development (Bryman and Bell 2011).

The technique that was employed is purposive in nature which was be based on the judgments made by the researcher in selecting only the parliamentarians as the topic under study focused mainly on the developmental needs of parliamentarians. The basis for this technique was to gain thorough insights of the behaviors patterns of the parliamentarians from different angles. This helped the researcher to solicit the platform for the researcher as the identification of the common themes that the sample shares in portrayal were gathered (Bryman and Bell 2011).

The sample size refers to the total number of replicates and or participants in the study from which the researcher is to conduct. This is the integral part or feature of the study as the responses from these participants will be analyzed to make inferences for the entire population. It provides the count of individual participants in the study on either a statistical and or an opinion survey setting, so for the proposed study the sample size of 20 members of the parliament will be used to conduct the research (Nastasi, Moore and Varjas 2004).

Sample size: 20 members of the parliament.

3.5.1 DATA COLLECTION METHODS

Data collection refers to all the major and scientific approaches and steps in the process of research from formulation of the strategies of how the information will be gathered and how it is analyzed and how it will be interpreted to solicit the require solutions being to reach the research objectives and primary goals (Stake 2005). There are several sources of collecting data starting from the raw data collection, primary and secondary data collection, thus for the responses from the participants raw and primary data will be considered. The information in this regard is from the immediate experience and it contains facts and experience based data, while in the secondary data the researcher will use processed information from the already existing literature to back up the content of the proposed research problem. From these various sources, the process enhances

the platform for a researcher to make conclusions on the topic under study (Bryman and Bell 2011).

The data was collected using semi-structured interviews. To extract the deep comprehension of the need for parliamentary skill development the researcher will make use of the proposed interviews. The researcher also used available and existing literature to justify the finding by digging deeper into the aspects of the study for the purpose of thorough analysis (Kothari 2007). The above methodology was therefore an ideal, as the researcher was able to comprehensively conduct the study and the useful and meaningful information was acquired.

3.6 DATA ANALYSIS

Data analysis is the process of scientifically and systematically applying the logical and statistical techniques in the quest to illustrate and condense the information to recap and evaluate it in the sense of providing the accurate and appropriate analysis of the (Mathuna 2012). The researcher needs to ensure data integrity in order to achieve this. It is in this section where by the mass information is condensed into meaningful data. In the case of the study proposed the qualitative data analysis will be used and the researcher will have to identify the common patterns of responses from which the critical analysis will then help in achieving the aims and objectives of the research (Bryman and Bell 2011).

3.7 ETHICAL CONSIDERATIONS

Ethical considerations by Bryman and Bell (2011) is the act of implemented the causes of actions that are acceptable and referred to as the correct ways of conducting the research. This helped in distinguishing the right from wrong, as the researcher followed these set of moral prescriptions that played as guidelines for behaviors aligned with moral values for the correct display of honesty, non-plagiarism and or respect for human values and rights. Ethical consideration in research play a critical as it sets the guidelines for the regulatory measures against human abuse (Mason and Smith 2010). The researcher also considered all the possible consequences of the research and had proportionately balanced the risks with the benefits and the researcher ensured that the benefits outweighed the risks.

The study was approved by the organization under study and the notion of agreeing terms for conducting the study was achieved through the stamped letter from the parliament. The permission was granted to the researcher and the organization with its research division backed the idea of developmental needs.

The researcher was able to achieve the ethical consideration by adhering to the following principles as provided by

- Informed consent: the purpose of the study will be clearly detailed and well communicated with the participant to ensure that when the agreement to take part in the study is made, participant knowingly, voluntarily and intelligently in a manifesting clear way reach consensus. The researcher with regard to the best conduct explained every detail of the study, the selected processes, procedures and compensations to the probable discomforts the study may be exposed to. This will also ensure that the agreement incorporate the element of self-determination to safeguard individual autonomy and veracity. Respect for the human person as accorded by Melnyk and Beedy (2012) is one element that the researcher considered in conducting the study, the concept deals with both the right to the autonomous participation and the welfare right of the participants in the study. The concept also deals with human protection in the conduction of the research to ensure verbal, physical, emotional and mental safety of the participants (Beauchamp and Childress 2001).
- Beneficence: the study is believed to have brought beneficial outcomes to the participants and did not impose any harm. Thus the findings of the study in a long run and future use will be helpful for developing the programs to capacitate innovatively the skills of members of the parliament in Lesotho hence it is believed to be of utmost benefit. The study had the element of professionalism in a sense that since it was effective, the significance with respect to the findings will promote skillful and effective leadership through parliament and hence the welfare of the country (Mason and Smith 2010).
- Respect for confidentiality and anonymity: the research provided full protection of respondents and ensured that responses are not linked to the subject's identity. This also led to information management which was deployed to protect the identity, where privacy

became the priority and hence the personal information was also handled with care and kept private (Melnyk and Beedy 2012).

The chapter explained in detail the type of methodology that was implemented to solicit the information with the aim to provide a comprehension on developmental needs of the parliamentarians in Lesotho. The chapter dealt with the factors that amounted to the selection of the research tool and techniques that were employed to scrutinize the topic thoroughly. The methodology met its purpose as it provided the in-depth acquisition of data through the purposive sampling from which the semi-structured interviews were conducted to gather data. The chapter explained also the limitations to the methodology used in due to the small sample in the tested in this method, generalization and reliability of results to the overall population stays a challenge. The ethical considerations have also been uncovered as it deals with the merits and demerits of the methodology deployed. This as practiced, the researcher learned the importance of ethical considerations and how it dictates the conduction of any research study. The next chapter will explain in detail the findings and analysis of the collected data will be comprehensively dealt with.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

The previous chapter identified and detailed the techniques and methods that the researcher employed in collecting data. As one of the bewildering aspects in research the current chapter aims at presenting and interpreting the findings from the data that was collected and it dwells more on the considerate methods that have been used to analyze and present the textual and verbal data that was gathered during the qualitative exercise with respect to soliciting information. The presentation narrated the data collected from the target population through the use of semi-structured interviews with subjects and this data was analyzed on the basis of the approaches outlined in the previous chapter of methodology.

The comprehension from the study has been drawn using the thematic approach of analysis as the researcher engaged into an explorative and interpretive exercise to give and bring sense to the collected data. The thematic approach as common in qualitative data helped in to depicting explanations on the data that gives only the descriptive account of the study that is with respect to the interview collected data.

4.2 PRESENTATION AND ANALYSIS OF DATA

The aim of the study was to provide in-depth descriptions and explanations of phenomenal about the topic presented; this marks an indication that it was conducted on basis of the nature of the output expected. That is the approach or methods used, accounted for a qualitative approach to the study. The study therefore as a research exercise embarked on data management and this took into account the qualitative methods of collecting data. The data presented and analyzed is therefore forms the ground formation for a qualitative perspective from which the researcher managed data.

4.2.1 RESPONDENTS' PROFILE

The study was aimed at assessing the parliamentary functionality on the basis of the current leadership in the state. Therefore from a population of 120 parliamentarians the sampled participants comprised of 20 members, 7 females and 13 males. The sampled group averaged between 40 to 50 years of age. From the findings it was discovered that 15 of the sampled participants worked for the government before as public servants, while 3 was employed in the private sector and the remaining 2 represents the portion of self-employment. The education spread of the current parliament reveals that 6 participants have degrees and above academic qualifications while 10 only hold a grade 12 (matric) certificate.\

4.2.2 THE THEMATIC DATA ANALYSIS

The study had major themes from which data was drawn based on to solicit the required information. These themes comprised of the following components in relation to the functionality of the parliament:

- Parliament's role
- Challenges facing the parliament
- Parliamentary competence and effectiveness of parliamentarians
- Members recruitment into the parliament
- Developmental needs of parliamentarians (training and skills support)

4.2.2.1 THEME 1: THE ROLE OF THE PARLIAMENT

The overall view on the role of the legislature is the affirmation that the main function or role of the legislature is the enactment of the laws governing the country. The legislature ensures that there is an effective constitution as a governing document from which all measures extending from conduct of individual citizens to how resources should be used to benefit the country are enforced. Legislature serves as the arm of the government that is concerned with making laws, and promoting the public participation through presentation of the society's interest and or needs.

It is entrusted to representing the all the citizens hence it also oversees that the executive arm in the hierarchy of state governance function to the best interest of the citizens.

Participant number 3 said:

“It is important to understand the role of the legislature as it provides the core foundation of how the country is governed. It covers all the identifiable components of law-making, public participation and acting as an overseer of the executive arm. The executive and judiciary also takes the mandate from the laws formulated in the parliament and hence the parliament serves to put in to practice the act of constitutional democracy that seem to be apparent in Lesotho in terms of how the state is being ruled. I also think that the role of the parliament also is to ensure that the needs of the citizens are attended to as the members are elected based on the votes from the prospective constituencies and this requires them to serve the people who put them in power.”

This is clear from the gathered insight about how the members of the parliament views the role of the this governing body that is play a major role to ensure all the three identified functions are effectively and efficiently performed. The role of the parliament extend also to ensuring that people from the constituencies are well presented by the parliamentarians in terms of the needs and wants that lead to social welfare of the citizens as a whole.

Participant number 4 provided that:

In my own view governance as a system dwells more on the leadership that is entrusted to answer to the needs and wants of the whole society in of country. The parliamentary system in Lesotho therefore seeks to out-reach to the society as the platforms in the government are proposed by the legislature, the election of the cabinet (ministries and its members) and the election of the prime minister is the exercise performed by the parliament are all in the hands of the parliament. The cabinet as the executive arm of the government is mandated from the issues prescribed in the parliament and thus all the other two arms of the government being executive and judiciary are accountable to the parliament which in turn account to the all people of the country. The fact that is important for the members of the parliament to always look back and take mandate from the people who actually qualified them to be in the system covers the aspect that is important and which is in relation to ensuring that the interest, wants and needs of the

overall country citizens are well served and attended to. Thus this element alone covers the core values of public participation in a democratic system because not only those in leadership make decisions but also the public has contribution in the issues concerning their country.”

Participant number 10 pointed out that:

One major role played by the legislature is to build and sustain good relationships with beneficiaries and other stake holders in the projects undertaken. That is apart from the oversight role on parliament, members are also entrusted to the duties like acquisition of projects and monitoring their processions, and also we become the people who directly informed with the firsthand information on projects, interact with the beneficiaries to negotiate issues relevant to the benefit of the country. We are the ones that find out harmony in establishing the memorandum of understanding between the state and the involved stakeholders.

The above assertions from the respondents outlines the major roles that the parliament performs and thus the functions assigned to them is derived and explained by the mandate of the legislature. The overall agreement was laid on the fact that the parliamentary committees also allocate tasks and roles that members need to perform to oversee the effectiveness and efficiency of the executive arm and ensures that there is accountability from the cabinet.

The other dominant role performed by the parliament is to ensure that the societies from all the constituencies are represented. This as the statutory compulsion has been an overall agreement in as far as the parliamentary roles are concerned. The essence of interacting with constituencies is aimed at listening to the concerns of the society, presenting them in the parliament and giving feedback on issues and also working on the raised concerns.

The task believed to be distressing in nature, thus the expectations from the prospective parties, the society and other stake holders require the highest level of concentration in gaining knowledge and being responsive to the issues that are concerned to the society. The contention seeks for skilled and knowledgeable parliamentarians as to cope in this kind of the environment can be quite challenging.

In support to the above affirmation participant number 2 provided that:

“Societal issues are dynamic and complex, and if you are not clued up and or not well informed in terms of the issues happening around the country, you cannot be effective. There is a government from which you need to be upfront in terms of how it spend money, the society also need their concerns worked out and also the parliament requires full perfection on the daily tasks that they assign to us. This all need skilled and knowledgeable individuals.”

4.2.2.2 THEME 2: THE CHALLENGES FACING THE PARLIAMENT

The parliament like any other institution is exposed to the challenges, and these challenges hinder the effective and efficient functionality of the system. The challenges as per the majority responses from the participants reveal that the skills gap and inadequacy of the relevant knowledge to perfect the functions become one of the causal elements to ineffective functionality of the parliament. The diverse backgrounds of the member of the parliament make it tough for them to gel easily into the system. It is clear that it takes time and there is a vast support they need to understand how the government, administrative tools and trade tools work to aid their smooth functionality. The need for improved infra-structures in the quest for enhancing easy information sharing, analyzing and storing include amongst all the techno based platforms under the umbrella of information technology.

The response from the participants became clear that education and skills forms part of the tools that when the parliamentary systems lack, effectiveness and efficiency in functionality will not see the light. The assertion on the recruitment of parliamentarians denotes that lack of literacy and in adequate skills amount to a flawed legislature.

Participant number 6 raised an alarm to say:

“Members of the parliament struggle in formal and economic gatherings where head of states meet to negotiate and deliberate the terms on how best the countries can be administered effectively. Some of us are not sufficiently educated yet we are elected for executive positions. We therefore face challenges and we are not able to grasp the issues deliberated in many occasions and this have a negative impact onto the overall governance of the country. Communication and information flow in this regard become a problem as when we are in big meetings with stakeholders from other states, the foreign officials use huge terms in communicated some issues and a result were not able to comprehend on the issues discussed. This also kills our confidence in partaking in formal debates in this regard and hence we fail the nation as a whole.”

Participant number 1 confirmed the above account in that:

“Coupling capabilities and skills with the relevant and adequate resources can bring about effeteness in the parliament, one of the challenges that we face can be between the skills and resources at our disposal. In the incident where members are well vested term of needed skills there is lack of resources and vice versa. Lack of resources has been a major challenge in this system; it entails lack of support structures and utensils that will aid for productivity.”

The inferences from the claims above has led to the establishment of the view that education and skills do not work on isolation but rather need correct and appealing support structures that enable the members to exercise their competences, hence that can be obtained through the correct recruitment processes that are based on merits and educational stance.

4.2.2.3 THEME 3: PARLIAMENTARY COMPETENCE AND EFFECTIVENESS OF PARLIAMENTARIANS

The findings from the data have it that skills, knowledge and attitude coupled with conducive environments and adequate supporting structures, defines in detail the context of effectiveness and competency of parliaments. From the system's side the main factors that are said to be mindful in enhancing competency and effectiveness include institutional framework, clear mandates and detailed power extremes. The assessment of perfecting these success themes is based on the parliament's ability through its member to ensure effective and profitable public participation, enactment and passing of the law and also perfecting the oversight function.

The overall declaration from the participants' responses in regard to the effectiveness and competence of parliamentarians lies on the emphasis on correct placement of members to ensure that skills and knowledge are adequately matched with the prospective tasks or roles.

Participant 3 argued that:

“Political discipline is one factor that needs to be comprehended, this is quite important as it helps politicians to adapt and display the situational behavior in order to be functionally effective. The correct conduct of behaviors on either party or executive level need to be understood, thus we parliamentarians, need to display professionalism in addressing issues at the party level and also be precise in executing the legislature functions. Thus our effectiveness and competence should be reflected on the stability of the political regimes, welfare of the citizens and also the economic growth. For this to happen, the governing bodies need to be transparent in term of placement and recruitment of the institutional and senior positions. There has to be a proper system that assesses the merits for placement to ensure that candidates qualify for positions based on merits and not political nepotisms.”

The main theme in this regard is on the basis of matching correctly the functions and or task with the proper an appropriate skills and knowledge. The assertion and notion is that for effectiveness and competence to reign in the parliament the members need to possess relevant and adequate skills and knowledge as the basis for attracting effective functionality. clear institutional frameworks will lead to detailed but understandable and reachable parliamentary mandates showing all that need to be done and how it should be done. Also this will enhance and clarify power distribution within the parliament and ultimately effective functionality will be imminent.

4.2.2.4 THEME 4: RECRUITMENT OF PARLIAMENTARIANS

The major concerns from the participants make it clear that skills and education become important for parliament effectiveness and sustainability. The argument is based on the factor that the electorate model does not put education and skills as part of the prescribed prerequisites for one to be eligibly elected as a member of the parliament. This is the case in in parliamentary recruitment and becoming a party leader or representative, there is still not requirements based on education and skills. Sound decisions as part of the proper governance require some level of literacy for one to exercise the intellectual capacity.

The response on the basis of recruitment follows that:

Participant number 12 quoted

“The members are not elected on the competitiveness basis, rather on the old provisions from the constitution. The model does not put education and skills as the main themes for competency and hence problems on poor service delivery and poor governance are embedded to this traditional model. The mismatch of knowledge, labour market needs and skills with positions brings ineffectiveness of the parliamentarians. The noble separation of powers has never worked in the practical functioning of the parliament, this in my own view results from the nepotism and politicization in the employment and recruitment of statutory and other senior positions. Manipulation of the system thereafter by those in power makes it difficult to attain effective functionality as it leads to lack of enforcement of performance reviews.”

Another response was based on the conduct of parliamentarians and Participant number 7 asserted that:

“We come from different background but the system allows for sessions like inductions as the grounds for standardizing and formalizing the conduct of every member of the house. We are given scope of expectations and how we should behave form part of these sessions, but some of us are negligent and we don’t care.”

The current electoral model seems to be presenting the endless problems as the system grounded to parliament and its effective functionality is flawed. These comes as one of the elements presented in other responses, where other participants seemed not favoring and viewing education and skills as integral parts to the life of the parliament.

Participant number 4

“Education shall not determine the competence of members rather the members should by the current model be determined and elected on the basis of support from the political mandates of parties. We still have a portion of qualified members but the struggle never ends because they think they know it all and do not consider the concerns of the little or illiterate. They manipulate the system and turn it to support their interest. So the current model of recruitment is still working well for us. The matter lies on the manner in which we conduct ourselves and not a matter of education. If I am lazy nothing will change me, so education alone does not guarantee effectiveness.”

The most important aspect on education and skills is to ensure competence and effectiveness in performing the task that members of the parliament are entrusted with, it is vital therefore to link performance of parliamentarians with the skills possessed as only tactical and or hard skill can be performed by virtue of birth and can be easily adapted through life experience. It is however not the case when reviewing the technical skills and intellectual capacities as they require academic qualification to be fully utilized to enhance performance.

4.2.2.5 THEME 5: DEVELOPMENTAL NEEDS OF PARLIAMENTARIANS (TRAINING AND SKILLS SUPPORT)

The overall consensus dwells onto the fact that the majority call for educational and skills review of the members. They are of the belief that proper acquisition of skills backed by a foundational academic stance can enhance functionality of the parliament. The major assertion is change of the electoral model in terms of how members qualify to be parliamentarians. They suggest that there must be a minimal requirement of academic level that will eligibly qualify members into the system of legislature.

In support to this participant 15 argued that:

“I personally think form E (matric) can be a good standard requirement that citizens should at least possess certificate of, in order for them to be qualified for the elections as parliamentarians. Education plays a huge role as participants can be able to read and write fluently when required. This is with the belief that with matric one can be easily trained and or capacitated through variety of programs to become effectively competent on the job. I hope that this can be adopted as the simplest prerequisite to model members towards effectiveness.”

Other responses attested that the tertiary qualification should be paced alongside recruitment of parliamentarians to say, every member qualifies to become a parliamentarian only if she/he possess the tertiary qualification. The recommendation from the participants is based on the nature of environment and functions performed at a legislature level; they claimed that technical knowhow are needed for one to display the best leadership. Needs assessment also come out to be the concern as respondents suggested that it should be inclusive, and thus the exercise must ensure that the members of the parliament identify their own areas of concern from which they may seek capacitation from. The idea bestowed the nation that there are quite a number of efforts in trying to enhance the functionality of the parliament.

4.3 SYNTHESIS

The methods deployed in collecting, presenting and analyzing data helped the researcher in making inferences on the nature of how the parliament work and what bring about its effective functionality. The common themes from the participants' responses inclined more on to the importance of education and skills in the daily operation of the parliament. They viewed skills and educations as the main steps towards good governance and competence. The findings provide that in order for members to be equipped they need to be at least in possession of the form E certificate. The significance of the study was well articulated and declares education as the basis for parliamentary competency. The responses also depicted that the on the job trainings helps in capacitating others and also ensuring that members become effective.

4.4 CONCLUSION

In this chapter the researcher narrated the research findings; this was done on the basis of qualitative methods of presenting and analyzing data. The approach provided an in-depth in terms of the information collected. The response from the subjects helped the researcher to come up with the analysis as narrated in the chapter and this brought about the light as knowledge was captured from the common themes identified from various answers. The data was classified on the basis of themes that provided thematic analysis. The next chapter will deal with the presentation of findings, the recommendations to the problem as a pool for alternative solutions as well as the general conclusion on the whole study.

CHAPTER 5: SUMMERY OF FINDINGS, RECOMMENDATION AND GENERAL CONCLUSIONS

5.1 INTRODUCTION

The previous chapter dealt with the presentation of the research finding and analysis of the data using the thematic approach. It provided a comprehensive narration on account to the findings. The findings brought the light to the objectives of the study as they addressed the objectives that were formulated in the first chapter and also answered the question thereof relating to the topic under study. It is in this chapter then that the findings will be summed up and the recommendations will be given an account. The chapter also presents an overview of the study, the limitations as well as the general conclusion.

5.2 THE STUDY OVERVIEW

Chapter one introduced the topic together with the background and the problem statement as the reason why the study needed to be undertaken. It provided an orientation of the study. Chapter two followed and brought in the comprehensive account on the analysis of the literature pertaining to the study and in this chapter the researcher acquired information and knowledge from the already existing works of other scholars and researchers. The research methodology and its application to this research was then discussed in detail in chapter three, and this was a guide on how the whole study was carried or conducted. Chapter four followed, this is whereby the researcher presented and analyzed the data through the qualitative approach. The last chapter to this study chapter deals with summery of the findings, recommendations, limitations and conclusion of the study.

5.3 RESEARCH FINDINGS

The study aimed at assessing the development needs of the parliamentarians focusing onto the parliament of Lesotho. This as a primary objective was backed by the other supporting objectives of determining the currently deployed development needs in Lesotho's parliament. These objectives were addressed by collecting the relevant information from the participant in terms of interviews. The objectives concerning the literature around the topic dealt with needs analysis as a basis for skills development towards developmental needs of parliamentarians in Lesotho, this brought to light various ways in which parliamentarians can be capacitated. The existing literature helped in detailing the context emanating from the identification of skills gap, how is bridged to enhance the performance of individual in any work environment. For the purpose of the study and how the researcher wanted, it has attributes of success, as most if not all of the objectives were addressed in the entire study and more importantly so organizations are going to benefit from the content displayed.

5.3.1 FINDINGS FROM THE LITERATURE REVIEW

- Parliamentary systems are dynamic and needs a critical analysis and clarity to draw up concepts.
- Need analysis is vital in comprehending the skills gap and how parliamentarians can be capacitated through trainings.
- The roles of the parliament are complex and multidimensional, this is apparent because parliamentarians are entrusted to enact laws, scrutinize, amend and pass laws in the hope of establishing good societal governance. The ever changing world of work poses more challenges to the existing knowledge and skills as they become obsolete and this bring about skills gap hence ineffectiveness in the functionality of parliamentarians. The challenge thereafter hinders efficiency and effectiveness of the parliament to functionally execute their constitutional mandate.
- Lesotho and other countries like South Africa do not have in their electoral models, a defined prerequisite with regards to the academic qualifications. The challenging and

complex functions performed therefore compromise the quality of service delivery because some individuals are not adequately literate to function effectively.

- The development of relevant and adequate skill and competencies for parliamentarians is quite important to enhance and bring about advancement to parliamentary democracy.

5.3.2 FINDINGS SOLICITED FROM SEMI-STRUCTURED INTERVIEWS

- The respondents affirmed to the basis that the magnitude of the mandate from the parliament that include among all, enactment of laws, performing oversight to the executive and or ensuring public participation renders the scope of their work and describes in detail the role of the parliament.
- The need for competency and effectiveness in the parliament require members to possess the relevant and adequate expertise, knowledge, skills and attitude in order to enhance their performance. To diligently perform the entrusted tasks in parliaments, members need to be equipped to maximize their competencies.
- The majority of responses declared that educational level set grounds for one to be effective and competent, thus the two concepts cannot be dealt in isolation without linking them to the basic foundation as educational level.
- Participants asserted that in adequate knowledge, skills and lack of supporting resources renders to major challenges to the functionality of parliamentarians. They picked information technology tools as one element that lacks as information sharing, analyzing and storing is a challenge in the ever changing working environment.
- A few outlined that education is not a key to parliament functionality but rather parliamentarians do not abide to the prescribed code of conduct and are negligent to the set functional standards.
- Majority of responses opposed the assertion in that education is key, and has to be included in the electoral model to make it a prerequisite for citizens' eligibility to be elected as parliamentarians.

- The suggested minimal academic qualification as per the responses is that form E (matric) can be appropriate to be placed as the minimal educational background on top of other factors that qualifies one to be elected to the parliament. This also raise the issue that senior and statutory positions should be treated with vast care and member should fairly base on merits qualify for these particular positions.
- There is another view from the participants that the parliamentary system is being politicized and dealt with nepotism hence member manipulated it for personal interest and benefits.
- It was not clear from the responses whether the office (parliament) have the training programs in place to enhance the performance of the members except for the formal and initial induction that they asserted is conducted on arrival to the office.
- The overall view was that the legislature efforts in capacitating the members need to be revised and reviewed in order to enhance enforcement on performance reviews on a continual basis.

5.4 RECOMMENDATIONS

5.4.1 ECOMEMNDATIONS FROM THE PRIMARY INVESTIGATION

- The parliamentary committee that is concerned with monitoring the developmental needs need to adhere to the needs analysis in the quest to improve the relevant areas and prioritize efforts and resources.
- The members of the parliament should be trained and equipped with relevant knowledge about governance, legislation, communication, public policies and other issues inclusive of the conflict management.
- The committee monitoring development of parliamentarians should also improve its ways to enhance performance review guidelines and follow up on proposed trainings to ensure they serve the purpose.

- The members of the parliament expressed their desires and outlined that distance learning and continuous assessment of performance and skills should be taken aboard by the parliament.
- The parliamentarians also added that the office should provide actionable measures that will help tract the conduct of every member and enforce abidance to the prescribed codes and rules of parliamentary conduct.

5.4.2 RECOMMENDATIONS FOR FURTHER INVESTIGATIONS

- A mechanism should be established that shall ensure peer to peer review of parliamentarians for ethical building purposes and better leadership.
- The electoral model should be reviewed and the minimal academic qualification be identified for parliamentarian eligibility.
- The training and developmental programs should be continually monitored and evaluated to track effectiveness and investigate appropriate approaches to deliver these programs.
- The developmental efforts should be customized to ensure relevancy of the content, thus capitation should be given the scope on account of the parliamentary context and needs.
- Review the national human development policies and frameworks in an attempt to provide for production of human capital appropriate for Lesotho's needs.

5.5 LIMITATIONS OF THE STUDY

In research limitations will always form part of the study as they are inherent for any conduct and as a result this study also had some limitations and are provided below:

- Tight schedules of parliamentarians that made it difficult for the researcher to reach out to all participants.
- The sample size was small, this is due to inaccessibility purposes and willingness for subject to participate, thus the result may not provide accurate generalization of the entire legislature in this regard.
- Most of the target groups did not partake in the interview.
- Some participants did not attend to all questions.

5.6 CONCLUSION

The purpose of the study was to assess the developmental needs of parliamentarians at the Lesotho parliament, the focus was on the whole country's legislature as the parliament is located in the capital city of Maseru. The main themes were drawn on the fact that training and education from part of the integral references for enhancing the performance of every organization and hence the parliament of Lesotho as an organization need to be monitored in terms of performance to ensure that the parliamentarians are competent and effective in coping with the ever changing and complex roles they perform. In ability to accurately assess the skills and knowledge of the parliamentarians bring about challenges of improper establishment of programs and how effectively they can be delivered through training hence deepens that whole for the skill shortages or gaps and eventually impacting negatively on the functionality of the parliament. Based on the findings it became crystal clear that training need to be well managed as this can be improvement and enhance competence and effectiveness of the parliamentarians in Lesotho. The researcher was able to realize the aim of the study based on the developmental needs of parliamentarians and it was well linked to the research questions and objectives. The conclusions from the study declared that educational backgrounds of the parliamentarians pose a threat to their effective functionality as most of them are not adequately and sufficiently educated.

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ANNEXURE

INTERVIEW SCHEDULE

I. General questions	
Parliamentary roles and functions	In your view what are the roles and or functions of the parliament?
Parliamentary effectiveness	Give an overview of effectiveness of the parliament and why it is important.
Improving competency and effectiveness	How should the parliament be to enhance competency and effectiveness of the parliamentarians?
challenges	What are the common challenges that parliamentarians face in work that in a way hampers effectiveness?
II. Parliament recruiting	
selection criteria	According relevant knowledge and experience how does one become a parliamentarian in our country
	Is there any prerequisite in terms of educational level and skills possessed that guide in qualifying one to eligibly be elected as a member of parliament?
Importance of skills and education in the parliament	Can view educational background and skills as important elements towards effective functionality of the parliament?
III. Skills possession and educational background	

Current parliament	Give an overview of the current parliament in terms of skills (possessed) and educational background; can you rate it as fair/average and or high?
	In your own view, is the current selection system for parliamentarians an ideal structure, if not what can you suggest be an alternative?
IV. The training needs for effective functionality of the parliament	
Skills	In your own view what are the skills needed for a parliamentarians to be functionally effective?
education	What educational levels do you prefer as appropriate for a parliamentarian to be effective?
On job capacitating	What are the means through which parliamentarians acquire skills on the job?
Other programs	How can parliamentarians in your suggestion be equipped with necessary and relevant skills
Training systems and or programs	Propose a model or framework that can help to enhance and equip the functionality of the parliamentarians.
V. REMARKS:	
THE END	

