

Quality assurance policies and instructors' pedagogical performance in vocational institutions in Uganda: a case of Lango sub-region


by

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Introduction

Uganda has developed and put in place several policies, as well as a legal and an institutional framework, to oversee the operations of Technical and Vocational Education and Training (TVET) institutions. Uganda Business and Technical Vocational Education and Training (UBTVET) promotes an integrated, demand-driven, and competency-based modular system. The Directorate of Industrial Training (DIT) provides policy direction and sets skills development standards (Budget Monitoring and Accountability Unit, 2019). Uganda Business and Technical Examinations Board (UBTEB) manages arrangements for defining qualifications (standards, testing, and certification). Similarly, Uganda Vocational Qualification Framework (UVQF) aligns TVET training and qualifications with the needs of the labour market (Ministry of Education and Sports, 2016). Despite their existence in black and white, their



effectiveness in streamlining the operations of vocational training providers in Uganda remains wanting (Ministry of Education and Sports, 2011; Butler & Kebba, 2014; UNESCO, 2015; Kizza, Damba, & Kasule, 2019). Building on these foundations, the study was undertaken. It was about quality assurance policies and instructors' pedagogical performance in vocational training institutions in Lango sub-region, Northern Uganda.


Study objectives

The study was guided by the following objectives:

1. to establish how quality assurance policies contributed to instructors' planning of instruction in vocational training institutions,
2. to find out how quality assurance policies contributed to instructors' workshop management in vocational training institutions, and
3. to analyse how quality assurance policies contributed to instructors' instructional delivery in vocational training institutions.

Methodology

The study adopted the descriptive survey research design and both the qualitative and quantitative approaches. The target population was 1,620 from which a sample size of 320 respondents was selected using both simple random and purposive sampling techniques. Standardized questionnaires and interview guides were used to collect primary data, while document review and site observation were employed to collect secondary data. The study used both descriptive and inferential statistical techniques for



data analysis. The Systems Theory by Ludwig Von Bertalanfy guided the study.

Key findings

The study found a significant contribution of quality assurance policies in instructors' planning of instruction (25.6%; sig<.05), instructors' workshop management (16.3%; sig<.05), and instructional delivery (15.9%; sig<.05) though in very low levels. Quality assurance policies were, however, without a significant contribution to instructors' assessment of learners (02%; sig>.05).


Key recommendations

The study recommends not limited that:

Institutional supervisors such as the Ministry of Education and Sports, the National Curriculum Development Centre, Headteachers, among others, should ensure that they provide instructors with the approved study curriculum, scheming, and lesson plan guides for effective and efficient teaching and learning to take place.

The Ministry of Education and Sports through the National Curriculum Development Center and Uganda BTVET, among others, should ensure that it provides quality and modern infrastructure in Uganda's vocational institutions for easy access to up-to-date teaching and learning resources.

The Ministry of Education and Sports should design and implement a policy that attracts people to take up careers in vocational teaching at the early stages of learning right from primary level through secondary.



Vocational training institutions should always plan and budget for sensitization workshops through which training of instructors at district level/region and national level may be conducted.

The Ministry of Education and Sports should ensure that vocational institutions adopt the assessment of learners' model for effective assessment of learners.

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