

**EXPLORING SCHOOLS' CAPACITY TO IMPLEMENT VOCATIONAL SUBJECTS  
IN THE REVISED LOWER SECONDARY CURRICULUM IN KYENGERA TOWN  
COUNCIL IN CENTRAL UGANDA**

**JOSEPH JJEMBA**

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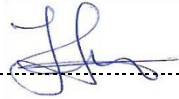
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## DECLARATION

I, JJEMBA JOSEPH, hereby declare that this dissertation titled, “Exploring Schools’ Capacity to Implement Vocational Subjects in the Revised Lower Secondary School Curriculum in Kyengera Town Council, Uganda” is my original work and has never been presented or submitted before to any Institution for any Academic award.

SIGNATURE .....



DATE .....

28<sup>th</sup>/08/2025

## APPROVAL

The undersigned certifies that he has read and hereby recommends for acceptance to the UCU a dissertation titled, “**Exploring Schools’ Capacity to Implement Vocational Subjects in the Revised Lower Secondary Curriculum in Kyengera Town Council in Uganda.**”

Signed:  .....

Date: 29/08/2025

Dr. MOSES WAMBI

(SENIOR PART-TIME LECTURER - UGANDA CHRISTIAN UNIVERSITY).

## **DEDICATION**

This Dissertation is dedicated to my parents and entire family members. Thanks for all the support you have given me throughout my academic career. Thank you for your genuine care, patience, inspirational advice, spiritual and financial support. I trusted In God for academic victory. Ebenezer this far He has brought me.

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## TABLE OF CONTENTS

DEDICATION.....	i
APPROVAL .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
ACRYOMNS.....	xi
ABSTRACT.....	xii
CHAPTER ONE:.....	1
INTRODUCTION .....	1
1.0 General Introduction .....	1
1.1 Background to the Study.....	1
1.1.1 Historical Background.....	2
1.1.2Theoretical Background .....	4
1.1.3Conceptual Background .....	7
1.1.4Contextual Background.....	8
1.2Statement of the Problem.....	11
1.3 Purpose of the study.....	12

1.4 Objectives of the study .....	12
1.5 Research questions .....	13
1.6 Hypotheses of the study .....	13
1.7.0 Scope of the Study.....	14
1.7.1. Content scope: .....	14
1.7.2. Geographical scope: .....	14
1.7.3 Time scope:.....	14
1.8. Justification .....	15
1.9 Significance .....	15
1.10 Conceptual Framework .....	17
1.11. Operational Definitions.....	18
CHAPTER TWO: .....	20
LITERATURE REVIEW .....	20
2.0. Introduction .....	20
2.1 Theoretical Review.. .....	20
2.2 Financial Resources Influence on Implementation of Vocational Subjects in the New Lower Secondary School Curriculum.. .....	23
2.3 Professional Development Aspects affecting Implementation of Vocational Subjects in the New Lower Secondary School Curriculum.. .....	31
2.4 Extent to Which Administrators Support the Implementation of Vocational Subjects.. ....	38

2.5Summary of Literature Review .....	43
CHAPTER THREE: .....	45
METHODOLOGY .....	45
3.0Introduction .....	45
3.1Research Design.....	45
3.2 Area of study .....	46
3.3Sources of Information.....	46
3.4Study Population and Sampling Techniques.....	46
3.4.1 Population.. .....	46
3.4.2 Sample Size and Selection.. .....	47
3.4.3 Sampling Techniques and Procedure.....	48
3.5Variables and indicators .....	48
3.6Measurement levels.....	48
3.7Procedure/protocols for data collection.....	49
3.8Data collection instruments .....	49
3.8.1Questionnaire survey .....	50
3.8.2Interview method.....	50
3.9Data Collection Instruments.. .....	50
3.9.1 Questionnaires .....	50
3.9.2Interview guides .....	51

3.10	Quality/Error control .....	51
3.10.1	Validity.....	51
3.10.2	Reliability.....	52
3.11	Strategy for data processing and analysis. ....	53
3.11.1	Data analysis.....	53
3.11.2	Qualitative Analysis .....	54
3.11.3	Quantitative analysis.....	54
3.12	Ethical Considerations and Approvals .....	54
3.12.1	Ethical Clearance.....	54
3.12.2	Informed Consent .....	54
3.12.3	Participants’ Confidentiality.....	55
3.13	Methodological Constraints .....	55
CHAPTER FOUR.....		58
PRESENTATION OF RESULTS, ANALYSIS AND INTERPRETATION.. ..		58
4.0	Introduction.. ..	58
4.1	Participants’ Response Rate.....	59
4.2	Background Details of the Participants.....	60
4.3	Schools’ Capacity to Implement Vocational Subjects in the Revised Lower Secondary School Curriculum.. ..	63

4.4 How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum.....	64
4.4.1 Presentation of Qualitative Results on How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum67	
4.4.2 The Correlation Coefficient Results financial resources and the implementation of vocational subjects in the revised lower secondary school curriculum..	71
4.5 Professional Development Aspects Affecting Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum.....	72
4.5.1 Presentation of Qualitative Results on the Professional development aspects affecting implementation of vocational subjects in the revised lower secondary curriculum..	74
4.5.2 The Correlation Coefficient Results on the Professional development aspects affecting implementation of vocational subjects in the revised lower secondary curriculum..	78
4.6 The Extent to Which Administrators Support the Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum... ..	79
4.6.1 Presentation of Qualitative Results on the Influence of Attitudes of Administrators.....	81
4.6.2 Correlation coefficient results on the extent to which administrators support the implementation of vocational subjects in the revised lower secondary curriculum... ..	85
4.7 Implementation of Vocational Subjects in the RLSC..	86
CHAPTER FIVE.....	89
DISCUSSIONS OF RESULTS.....	89
5.0Introduction.....	89

5.1 Discussion of Results.....	89
5.1.1 How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum.....	89
5.1.2 Professional Development Aspects Affecting Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum.....	94
5.1.3 The Extent to Which Administrators Support the Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum... ..	98
CHAPTER SIX.....	102
CONCLUSION AND RECOMMEDATIONS.....	102
6.0 Introduction.....	102
6.1 Conclusions.....	102
6.3 Recommendations.....	103
6.4 Recommendations for Further Studies.....	105
REFERENCES .....	106
APPENDIX I: Research Questionnaire for teachers .....	115
APPENDIX II: Interview questions for administrators .....	124
APPENDIX III: Table for determining sample size from a given Population .....	127
APPENDIX IV: Authorization Letter.....	128

## LIST OF TABLES

Table 3.1: Sample size and selection.....	47
Table 3.2: Validity and Reliability Test Results.....	52
Table 3.3: Reliability of instruments.....	52
Table 4.1: Number of respondents participated in this research study.....	59
Table 4.2: Participants' Background Information.....	60
Table 4.3: How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum.....	64
Table 4.4: The correlation coefficient results.....	71
Table 4.5: Professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.....	72
Table 4.6: The correlation coefficient results.....	78
Table 4.7: The extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum.....	80
Table 4.8: Correlation coefficient results.....	85
Table 4.9: Implementation of Vocational Subjects in the RLSC.....	87

## LIST OF FIGURES

<b>Figure 1.1:</b> Model showing the relationship between independent and dependent variables.....	17
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## ACRONYMS

AEP	Accelerated Education Programmes
ABEK	Alternative Basic Education for Karamoja
BEUPA	Basic Education for Urban Poverty Areas
CHANCE	Child-Centred Alternative Non-Formal Community-Based Education
COPE	Complementary Opportunity for Primary Education
RLSC	Lower Secondary School Curriculum
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NRM	National Resistance Movement
NDPIII	National Development Plan III
OCC	Organizational Capacity for Change
SDG	Sustainable Development Goals
USE	Universal Secondary Education

## ABSTRACT

The research focused on exploring schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. The study was guided by the following objectives; finding out how financial resources influence implementation of vocational subjects in the revised lower secondary school curriculum, examining professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum, and assessing the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The study employed a cross-sectional survey design, with both quantitative and qualitative approaches. Data was collected by use of questionnaire, and interview from 86 respondents. Findings of the research revealed that there was a strong positive correlation ( $r = .630$ ,  $n=70$ ,  $p < .01$ ) between financial resources and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. This implies that any attempt where schools have adequate financial resources, school's physical facilities ultimately enable students' vocational learning achievements, school involves parents in vocational education e.g. paying fees and buying requirements, and school plans for financing the desired vocational subjects' activities. It also revealed that there is a strong positive relationship between professional development aspects and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council (0.814). In practical terms, this means that teacher professional development for vocational subjects in the NLSC requires a lot of training, teachers' productivity arises from TPD aspects and can be boosted if given ample time. It finally revealed that there is a very strong positive correlation ( $r = 0.817$ ,  $p < 0.01$ ) between administrators support and the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The results suggest that the implementation of vocational subjects in the revised lower secondary school curriculum is highly associated with the secondary schools having administrators support. The study concluded that schools' capacity has a positive influence to the implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. The study recommends that recruited teachers for the vocational subjects to regularly attend continuous staff development and provide them with some instructional materials; and areas of further research were suggested.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 General Introduction**

The revised Lower Secondary School Curriculum was fortified to: produce a secondary school graduate who has the competences that are required in the 21<sup>st</sup> century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates (Mulwa, 2024). The Revised Lower Secondary School Curriculum also aimed at reducing the content overload and contact hours in the classroom so as to create time for research, project work; talent development and creativity; mention them (Kakuru & Okello, 2024). Despite such goals, there are still challenges related to school capacity in Kyengera Town Council. There is a high congestion in the classrooms and low professional development, inadequate resource envelopes which are key-elements, all negatively affecting the key-actors involved, and ultimately influencing vocational subjects' implementation in the Revised Lower Secondary School Curriculum (Nsubuga., Lubanga & Ssemakula, 2024).

This study aimed at exploring schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council, Uganda. This chapter presents the study background, statement of the problem, objectives of the study, research questions, purpose of the study, scope of the study, justification and significance of the study, as well as conceptual framework.

### **1.1 Background of the Study**

This highlighted historical, theoretical, conceptual and contextual background.

### **1.1.1 Historical Background**

Internationally, education systems around the world, are seeking innovative curriculum reforms (NCDC, 2023). Globally, countries are competitively exploring the direction of enhancing capacity of schools in implementing Quality Education. The only difference is the fact that some countries are definitely ahead of their counterparts (Federick, 2020). For the 193 member countries under the United Nations, this arrangement is anchored on the preparation for sustainable development 2030 Agenda. Promoting quality vocational education worldwide is an important goal which cannot be underestimated in as far as improving lives of people is concerned (Wambi et al. 2024). It is through quality education that knowledge and skills in the workforce can be acquired to break the cycle of poverty and live desirably. Among other countries which are globally considered to accord first priority to quality education is Finland, in that, access to high quality education by all children is their cardinal target, coupled with provision of desirable working conditions to the teachers (Federick, 2020). In an initiative to borrow a leaf, Japan, Canada, South Korea and Singapore are also competitively meaning well in terms of quality education provisions to their citizens.

Unfortunately, in Africa, countries like South Africa, Malawi, Zimbabwe, Tanzania, Kenya, still exhibit traits of rundown infrastructure, overcrowded classrooms, inadequate skilled teachers, low attitudes of teachers and learners affecting implementation of vocational subjects in their curriculums whose basis on a national qualification framework (Liberia, 2019). This is aimed at improving the teaching and learning and integrating vocational subjects such as art and design, technology and design performing arts programs in secondary schools (Kakuru & Okello, 2024). Relatedly, in East Africa, according to Uwezo (2018), Tanzania has also recently

come up with a lot of concerns to raise the standards of science subjects, particularly in their junior secondary schools, after being challenged by the unpleasant results of the Uwezo annual reports in the previous five years ago.

Similarly, in Uganda, the ongoing transformation to achieve quality education is also in line with the fulfillment of Uganda Vision, 2040 and SDG number 4, target 4c (MoES, 2019; NRM manifesto, 2021). Uganda has finally revised the lower secondary school curriculum (RLSC) into competency-based, targeting skills that are sought by employers and which unlock the students' world of work (NCDC, 2023). Similarly, the RLSC in Uganda focuses on four key learning outcomes, namely; Self-assured individuals, Patriotic citizens, Lifelong learners and Positive contributors to society (NCDC, 2023).

On that note, therefore, UNESCO Education Strategy (2021), elaborates that Education is a fundamental tool for the protection of conflict- and disaster affected children as well as youths from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, the provision of education can help protect children and youths from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal practices (Kakuru & Okello, 2024). In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youths associated with fighting forces. Uganda's Education Act (2008), in Part IX, Miscellaneous Provisions 49, clearly states, "there shall be non-formal education centres" for purposes of providing non-formal education. Examples of non-formal education programmes include: Accelerated Education Programmes (AEPs) for the conflict areas at both primary and secondary levels, Alternative Basic Education for Karamoja (ABEK), Basic Education for Urban Poverty Areas

(BEUPA), Complementary Opportunity for Primary Education (COPE) and Child-Centred Alternative Non-Formal Community-Based Education (CHANCE), among others. The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced the Accelerated Education Programme (AEP) and has condensed the lower secondary curriculum to come up with the Lower Secondary Accelerated Education Programme appropriate to learners.

The NRM Manifesto (2021) emphasizes continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. Given that, in enhancing capacity of schools to implement vocational subjects, teachers' training and professional development, financial support, attitudes of teachers and learners play a fundamental role because they are always basic in nature (Mulwa, 2024). Basing on the above historical atmosphere, it's inevitable to explore the schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in Uganda in general and Kyengera Town Council in particular so as to inform policy on the current state of affairs regarding vocational subjects such as Art and design, Technology and design and performing arts.

### **1.1.2 Theoretical Background**

#### **What is the theory?**

The Organizational Capacity for Change (OCC) Theory, proposed by Judge in 2005, focuses on understanding how organizations, specifically educational institutions, can successfully navigate change processes. The theory posits that for effective change to occur within

organizations, such as schools, there must be sufficient capacity in terms of resources, leadership, structures, and shared values. OCC emphasizes the importance of fostering an environment that supports innovation and adaptation, where stakeholders are not only willing but also capable of engaging in and sustaining the change process (Judge, 2005).

### **Who advanced it?**

The Organizational Capacity for Change (OCC) Theory was advanced by Dr. Timothy A. Judge in 2005. Judge's work sought to provide a framework for understanding how organizations can develop the necessary internal resources and capabilities to manage and implement change effectively (Judge, 2005).

### **What is the main argument of the theory?**

The main argument of the OCC Theory is that organizations need to build and nurture internal capacities to handle change effectively. This capacity includes elements such as leadership, resources, knowledge, and organizational culture, all of which play a significant role in determining whether change can be successfully implemented and sustained (Judge, 2005). For schools, this means having the right systems, structures, and skills in place to support the introduction and integration of new curricula, such as vocational subjects in the lower secondary school curriculum.

### **How is the theory relevant to the study?**

The OCC Theory is highly relevant to the study of exploring schools' capacity to implement vocational subjects in Kyengera Town Council's revised curriculum. By applying the OCC framework, the study can assess whether schools in the area possess the organizational capacity

such as leadership, resources, and structures to effectively implement vocational subjects. The theory helps to identify the factors that either facilitate or hinder the adoption of new curricular content in the schools. Moreover, the OCC framework can guide the investigation into whether schools have the necessary support systems to foster change, such as professional development for teachers and adequate infrastructure.

### **How will this theory be used in the study?**

In this study, the OCC Theory was used to evaluate the organizational capacity of schools in Kyengera Town Council to implement vocational subjects within the context of the revised curriculum. Specifically, the theory shall guide the assessment of the schools' readiness for change by examining key factors such as:

- (i) Leadership: Whether school leaders possess the vision and skills necessary to lead curriculum changes.
- (ii) Resources: Availability of financial, human, and material resources to support the integration of vocational subjects.
- (iii) Organizational Culture: The extent to which schools foster a culture of continuous improvement and support for new educational approaches.
- (iv) Structures: The presence of systems and structures that facilitate curriculum delivery and ensure the sustainability of change.

The theory was used as a lens through which to analyze data collected from school leaders, teachers, and policy makers in Kyengera Town Council to determine how schools are positioned to implement vocational subjects in the revised curriculum.

### **1.1.3 Conceptual Background**

The independent variable is Schools' Capacity while the dependent variable is implementation of vocational subjects in the new lower secondary school curriculum. From an institutional perspective, Schools' capacity is reflective of the organization's vision and mission, culture, structure, competencies, processes, human and financial resources, management systems, and physical assets (Kakuru & Okello, 2024; Liberia, 2019). Others would consider resources distinctly as encompassing all human, intellectual, linguistic, monetary and material resources existing in the community (INEE, 2022).

Implementation of vocational subjects in the new lower secondary curriculum is the act of working out the plans and suggestions that have been made by curriculum specialists and vocational subject experts in a classroom or school setting (Makunja, 2024). In this study, it refers to how teachers deliver instruction and assessment of vocational subjects through the use of specified resources provided in a curriculum.

Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives (Wiles & Bondi, 2024). Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives. Similarly, Domike, and Odey (2024), define it as summation of a scientifically prearranged process of instruction and erudition grounded on the objectives and goals of an edifying policy of a given nation. Moreover, UNESCO (2020) defines it as the course of action aimed at executing the program tasks and the ability to produce the desired program results rationally.

Curriculum of a school can be regarded as both formal and informal contents and processes geared towards learners to gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the backings of a given school setting (Doll, 2018). A curriculum can either be content or competence based. Competence Based Curriculum refers to the mastering of skills, ability, knowledge and capabilities which enable a learner in solving different problems in the society (Mulder, Gulikers, Biemans, & Wesselink, 2019).

This study focused on a competency-based curriculum which is a curriculum that emphasizes what learners are expected to do rather than mainly focusing on what they are expected to know.

#### **1.1.4 Contextual Background**

UNESCO Education Strategy (2014–2021) advocated for a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. UNESCO further recommends societies that are just, inclusive, peaceful and sustainable by 2030. Vision 2040 with human capital development as one of its key programmes (NDP III, Sustainable Development Goal number 4, African Union Agenda 2063), curriculum must be seen as a tool for a country's economic and social development.

The main purpose of secondary education in Uganda is to educate individuals within society, to prepare and qualify them for work in the economy, to integrate into society and teach them the values and morals of society. Vision 2040 of Uganda aims to transform Uganda into a modern and prosperous country, while the National Development Plan III (NDPIII) recognizes the existing weaknesses in education, including the low efficiency and variable quality at the secondary level.

Furthermore, NDPIII focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective and efficient service delivery as well as improvement of quality and relevance of skills development. The Sustainable Development Goal 4 advocates for inclusive and quality education. NRM Manifesto (2021-2026), emphasizes continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes.

Consequently, the Revised Lower Secondary School Curriculum was fortified to: produce a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates (NCDC, 2023). The Revised Lower Secondary School Curriculum also aimed at reducing the content overload and contact hours in the classroom so as to create time for research, project work; talent development and creativity; allowing for emerging fields of knowledge across all learning areas and doing away with outdated information, and changing the trend of concentration from the cognitive domain to holistic development (NCDC, 2023). Accordingly, the current revised lower secondary school curriculum in Uganda focuses on specific learning outcomes which include making the graduates lifelong learners, positive contributors to society through practical and production skills, responsible and patriotic citizens (MoES, 2019). In the CBC content, emphasis is on what a learner can do instead of what a learner is required to merely know. It is therefore, the ability of the learner to translate knowledge into action through practical means (Nsubuga., Lubanga & Ssemakula, 2024).

The focus is on problem-solving through scenarios, critical thinking and creative thinking skills which are generated through practical activities such as drawing, writing, grouping, measuring, playing situational games, conducting projects, participating in co-curricular activities and taking turns (Nsubuga et al. 2024). In alignment with the above policies, the Education and Sports Sector Strategic Plan (2020) advocates for delivery of equitable, relevant and quality education for all. Kyengera Town Council is situated along Kampala – Masaka road. The headquarters are located at Nsangi in Nsangi parish, approximately 15km from Kampala Capital City Authority. Kyengera Town Council borders with the sub-counties of Wakiso in the north, Ssisa in the south, Makindye in the East and Kiringente of Mpigi District in the west. It is one of the component Town Councils of Busiro County.

Kyengera Town Council is made up of ten parishes, which are in totality subdivided into fifty four local administrative units (LC I). Specifically, the study took place in a government aided USE school, a government aided non USE school and other selected private schools as selected cases (Kyengera Town Council Education Abstract, 2024). The schools' capacity situation in USE schools may have a mixed impact as the increase in educational attainment remained slow and educational performance declined after the implementation of USE. There is a high congestion in the classrooms and low professional development, inadequate resource envelopes which are key-elements, all negatively affecting the key-actors involved, and ultimately influencing vocational subjects' implementation in the Revised Lower Secondary School Curriculum (Nsubuga., Lubanga & Ssemakula, 2024). The attitude of most of the teachers in both private and government aided schools in Uganda may be mostly negative and this could not be any different among teachers in most of the USE schools in Wakiso district, who appear hesitant to implement the Revised Lower Secondary School Curriculum that requires

integration of vocational subjects (Namatovu & Twinomugisha, 2024). This problem needs to be addressed in order to achieve learning in a more practical way and addressing curriculum challenges. It therefore becomes apposite to undertake this research so as to establish schools' capacity to implement vocational subjects in the new lower secondary school curriculum in Kyengera Town Council.

## **1.2 Statement of the Problem**

The integration of vocational subjects into the revised Lower Secondary School Curriculum in Kyengera Town Council, Uganda, has become a focal point of educational reforms aimed at equipping students with practical skills necessary for the workforce (Kakuru & Okello, 2024). Despite the curriculum's emphasis on vocational education, there are concerns about schools' capacity to effectively implement these subjects. One of the key issues is the influence of financial resources, which may either facilitate or hinder the successful incorporation of vocational subjects (Kwagala & Waiswa, 2020). Limited financial resources can impact the procurement of necessary teaching materials, equipment, and facilities, which are crucial for hands-on vocational training (Nabunya, 2021). Another significant factor is the professional development of educators. Many teachers may not possess the requisite skills or training to effectively deliver vocational subjects, and this lack of professional development impedes the success of curriculum implementation (Mayanja, 2019). Furthermore, the role of administrators in supporting vocational subjects remains underexplored. Effective leadership and administrative support are essential for ensuring that vocational subjects are given adequate attention and resources (Namatovu et al. 2024; Kagoda, 2022).

Despite the ongoing efforts to improve vocational education, there is limited evidence on the actual capacity of schools in Kyengera Town Council to implement these subjects effectively

(Namatovu & Twinomugisha, 2024). Several scholars such as Huylebroeck & Titeca (2015); Doll (2018) and Wiles & Bondi (2024) highlights other educational aspects; however, there is limited empirical literature on how this school capacity has influenced the implementation of vocational subjects in the revised lower secondary school curriculum. In view of this discrepancy, this research addressed this gap by examining how financial resources, professional development, and administrative support influence the implementation of vocational subjects in the revised curriculum. Specifically, it identified the existing problems, and assessed what actions have been taken to address the challenges faced by schools in Kyengera Town Council.

### **1.3 Purpose of the Study**

The purpose of the study established schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council.

### **1.4 Objectives of the Study**

The study was guided by the following specific objectives to:

- i. Find out how financial resources influence implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.
- ii. Examine professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.
- iii. Assess the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum.

## **1.5 Research Questions**

The study answered to the following research questions:

- i. How do financial resources influence implementation of vocational subjects in the revised lower secondary schools' curriculum in Kyengera Town Council?
- ii. To what extent do professional development aspects affect implementation of vocational subjects in the revised lower secondary schools' curriculum in Kyengera Town Council?
- iii. What is the extent of support of administrators towards the implementation of vocational subjects in the revised lower secondary schools' curriculum in Kyengera Town Council?

## **1.6 Hypotheses of the study**

The following hypotheses were tested during the study:

H<sub>1</sub>: There is a significant positive relationship between amount of financial resources provided and implementation of the vocational subjects in the revised lower secondary schools' curriculum in Kyengera Town Council.

H<sub>2</sub>: There is a significant positive relationship between professional development aspects and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.

H<sub>3</sub>: There is a significant positive relationship between administrators' support and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.

## **1.7 Scope of the Study**

This section covers the Geographical, content and time scope as explained under the subsequent subheadings:

### **1.7.1 Content Scope**

The study established the schools' capacity to implement vocational subjects in the revised lower secondary school curriculum. With emphasis on financial resources influence, professional development aspects affecting and attitudes of head-teachers on implementation of the vocational subjects in the new lower secondary schools' curriculum in Kyengera Town Council.

### **1.7.2 Geographical Scope:**

The study covered selected private and public secondary Schools in Kyengera Town Council. This was because they are easily accessible and within the Town council. Furthermore, this area had schools at various levels of infrastructural development. These schools were chosen as case study schools to act as a sample for the rest of the USE schools in Wakiso district with 580 secondary schools of which 57 are USE. It was purposively selected because many of them tend to have challenges especially with the resources needed to implement vocational subjects in the Revised Lower Secondary School Curriculum.

### **1.7.3 Time Scope**

The study focused on the period 2019 to 2024 because a number of reforms have been made in the education sector in this period with many challenges in education as a whole. Similarly, information needed was at that point in time.

## **1.8 Justification**

According to MoES (2020), the implementation of the vocation subjects in the new RLSC curriculum (RLSC) is paramount for the realization of the goals and values of Uganda Vision 2040. Therefore, teachers' preparedness through in-service teacher profession training supports curriculum implementation in Ugandan secondary schools as seen with establishment of UNITE (NCDC, 2023). The rationale for this study was the prerequisite to bridge the empirical and theoretical knowledge gap existing from previous studies/literature on Schools' capacity and implementation of vocational Subjects like (Art & design, Technology & design and performing arts) in the new lower secondary school curriculum in Kyengera Town Council.

## **1.9 Significance**

The findings of this research might aid administrators and heads of learning institutions especially secondary schools. This is because many school heads as well as the administrative committees are haphazardly implementing the Revised Lower Secondary School Curriculum, they fear expenses, they complain about vocational subjects. This might stir them into looking for and align better ways to enhance capacity to implement the vocational subjects.

The teachers too may be helped to realize that they have a role to play in giving their employers a reason to trust and work with them towards a common goal; they need to be open to learning and professional development. The final result then would be implementation of vocational subjects, which may point to high capacity of the schools in impacting learning.

The findings could guide curriculum developers and planners towards constructively designing and structuring courses of vocational Subjects teacher training programmes. This could provide

the vocational Subjects instructors with pragmatic know how to adopt pertinent instructional practices and methods for the implementation of the vocational Subjects in the Revised Lower Secondary School Curriculum.

Policy makers in government may also benefit from the findings since it is their responsibility to work with school administrators to ensure that good and quality laws are passed for good management and administration of schools in Uganda.

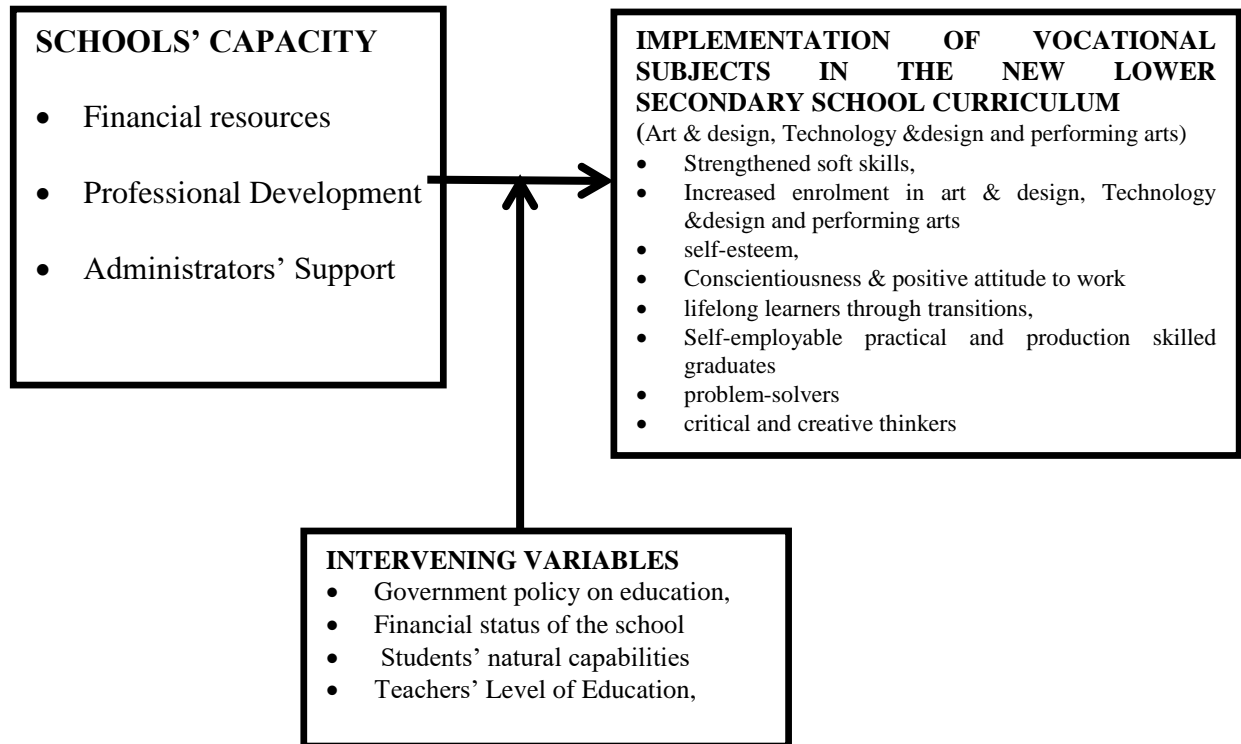
The study may also attempt to enrich the existing body of knowledge, stimulate more research and may also act as reference material to other researchers.

The study findings should be imperative to both Ministry of Education and Sports, and Non-Governmental Organizations (NGOs) in having an informed evaluation of how well Government and donor resources translate into the smooth implementation of the vocational Subjects in the Revised Lower Secondary School Curriculum.

## 1.10 Conceptual Framework

### INDEPENDENT VARIABLE

### DEPENDENT VARIABLE



**Source:** Adopted from Shikalepo, E. E. (2020) with modifications

**Figure 1.1:** Model showing the relationship between independent and dependent variables

### Description of the model

In figure 1.1 above, the model suggests the Schools' capacity is expressed in terms of; Financial resources, Professional Development and finally Administrators' support. The study related Schools' capacity to implementation of vocational subjects in the new lower secondary school curriculum in Uganda, a case study of schools in Kyengeru Town Council. Implementation of vocational subjects (Art & design, Technology & design and performing arts) in the new lower secondary school curriculum shall be perceived to be based on the following measurement

traits: Improved achievement of learning outcomes, responsible and patriotic citizens, strengthened soft skills, increased enrolment in art and design, technology and design and performing arts, self-esteem, conscientiousness and positive attitude to work, lifelong learners through transitions, self-employable practical and production skilled graduates, problem-solvers, critical and creative thinkers.

The model suggests there is a relationship between Schools' capacity and implementation of vocational subjects in the new lower secondary schools curriculum in Kyengera Town Council. This is in an ideal situation, however a number of variables can affect their relationship and these are some of the intervening variables: government policy on education, financial status of the school, students' natural capabilities, teachers' level of Education, age category of teachers among others.

## **1.11 Operational Definitions**

### **1.11.1 Exploring**

In this study, exploring is used to refer to the initiative of making a deeper inquiry with an intension of discovering what happens about the ongoing situation.

### **1.11.2 Public secondary schools**

These are secondary schools which are aided by government in financial resources such as; paying salaries for teachers and some other government posted support staff like Bursars, Nurses, Lab Technicians etcetera. Government also supports such schools in key infrastructural development and maintenance of the same.

### **1.11.2 Private secondary schools**

These are secondary schools which are owned by individuals who take full responsibility of resources; in paying salaries for teachers and all other staff. The owners are also responsible in infrastructural development and maintenance of the same.

### **1.11.3 Vocational Training**

Is broadly defined as any type of job-related learning that raises an individual's productivity, and includes learning in formal vocational and technical school programmes in training centres or institutes, and in the workplace, both on and off the job.

### **1.11.4 Accreditation of institutions**

The process of recognizing that education and training institutions meet app Qualifications framework. A system for placing qualifications that meet certain standards of quality on one of a series of hierarchical levels appropriate standards of quality.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter was used to present and discuss the relevant literature related to the subject of study; it reviews previous research, articles and ideologies on exploring capacity of schools and implementation of vocational subjects in the new lower secondary school curriculum. It started with theoretical reviews and themes reviewed in relation to the research objectives. It conjointly presents an outline of the salient gaps identified within the literature review that this study sought to fill.

#### **2.1 Theoretical Review**

The study was based on the Organizational Capacity for Change (OCC) Theory (Judge, 2005). The main argument of Organizational Capacity for Change (OCC) Theory, as presented by Judge (2005), is that an organization's ability to successfully implement change is determined by its capacity to adapt, which is influenced by various factors including leadership, resources, culture, and structures. According to Judge (2005), organizations that possess a higher capacity for change are better able to manage and execute change initiatives, responding more effectively to external pressures or internal demands. The theory emphasizes the dynamic interaction between these factors, suggesting that organizations must continually develop their capabilities in order to remain competitive and effective in a rapidly changing environment (Domike & Odey, 2024).

The theory was adopted to underpin the exploration of schools' capacity to implement vocational subjects in the lower secondary school curriculum, because it has attributes that

connect key elements of the theory to the specific context of educational reform of which the Lower Secondary School Curriculum in Uganda is part (Mayanja, 2019). Theory provides a comprehensive framework for understanding how institutions, such as schools, can effectively manage and implement change. The theory outlines various dimensions that contribute to an organization's ability to adopt and thrive amid change (Judge & Douglas, 2009). This framework is particularly useful when exploring the capacity of schools to implement vocational subjects within the lower secondary school curriculum, as it considers factors such as leadership, culture and resources.

According to Judge & Douglas (2009), OCC is defined by eight essential dimensions: trustworthy leadership, trusting followers, capable champions, involved mid-management, systems thinking, communication systems, accountable culture and innovative culture. Each of these dimensions can be applied to the educational setting to assess and enhance a school's capacity to integrate vocational subjects. Trusting Followers: The head-teacher and staff must believe in the benefits of the vocational curriculum and trust that the changes shall lead to improved educational outcomes. Building this trust is essential for successful implementation. Trustworthy Leadership: School leaders play a pivotal role in guiding the implementation of new curriculum initiatives. The effectiveness of vocational subjects' integration depends on the leadership's ability to inspire trust and provide clear vision and support (Domike & Odey, 2024). Capable Champions: Identifying and empowering teachers who are passionate about vocational education can drive the change process. These champions act as role models and advocates for the new curriculum.

Involvement of Mid-Management: Department heads and curriculum coordinators are crucial in bridging the gap between strategic leadership and classroom practice. Their involvement ensures that the vocational curriculum is integrated into everyday teaching. Systems Thinking, schools must adopt a holistic approach to change, recognizing that the introduction of vocational subjects affects not just the curriculum but also teaching methods, assessment, and student engagement (Domike & Odey, 2024). Communication Systems, effective communication strategies are necessary to keep all stakeholders informed and engaged throughout the change process. This includes regular updates, feedback loops, and transparent decision-making processes. Accountable Culture, schools need to establish a culture of accountability where progress in implementing the vocational curriculum is regularly monitored and evaluated. Innovative Culture, encouraging a culture of innovation allows schools to experiment with new teaching approaches and adapt the vocational curriculum to meet the diverse needs of students.

The OCC framework can be used to assess a school's readiness for implementing vocational subjects and to identify areas that require development. For example, a school with strong leadership but weak communication systems may struggle to effectively integrate the new curriculum (Domike & Odey, 2024). By applying the OCC dimensions, educational leaders can develop targeted strategies to enhance their school's capacity for change. Organizational Capacity for Change theory offers a robust (strong) framework for exploring and enhancing schools' ability to implement vocational subjects in the lower secondary curriculum (Mayanja, 2019). By focusing on key dimensions such as leadership, culture and communication, educational institutions can better navigate the complexities of curriculum reform and ensure successful implementation.

## **2.2 Financial Resources Influence on Implementation of Vocational Subjects in the New Lower Secondary School Curriculum**

### **2.2.1 Availability of Facilities**

Tomusange et al. (2021) acknowledges that the Government White Paper on Education for National Integration and Development (1992), secondary school's structure includes vocational, comprehensive, and general secondary school and each sub-county is to have at least one secondary school. The government's aim and objective for secondary education are unity, nationalism, development of skills for analysis and solving problems, and a foundation for further education. In relation, several subjects must be taught with burdensome financial requirements to build infrastructure, implement teaching and learning programs, and pay staff (Tomusange et al. 2021). One critical question that remains unanswered is whether the existing financial resources are adequate to optimize the desired goals as stipulated in the government white paper. Similarly, Kwagala & Waiswa (2020) opines that resources in educational management are anything one finds in a school environment that may be used to facilitate teaching and learning. This study involved assessment, summary and the development of the work of an employee qualitatively as well as quantitatively; however, this study focused on triangulation approach.

Instructional materials are the basic requirements for effective implementation of vocational subjects in the Revised Lower Secondary School Curriculum, suggesting that schools should purchase these materials for effective teaching and learning. This is supported by Reinikka & Svensson (2021) argument that a teacher who wants to teach well must make use of various instructional materials without which the teacher almost fails. The 1989 Education Policy

Review Commission stressed the importance of the provision of instructional materials as the most effective way of improving the quality of education. Thus, Ssewamala et al. (2021) observed that there is a high positive correlation between teaching materials and learning outcomes and achievement, which is a reflection of implementation of vocational subjects in the Revised Lower Secondary School Curriculum. From the review, it can be seen that similar studies carried out mostly dealt with issues of budgeting, planning inflation costs and the importance of the facilities but did not show clearly the implication of the financial resource gap on the schools' capacity and implementation of vocational subjects in the Revised Lower Secondary School Curriculum. A study by Asankha & Takashi (2021) on the impact of Universal Secondary Education policy on school enrollment in Uganda attempts to explain the parents' background and how they affect the ability to pay fees. Still, this study did not include a secondary school subsector.

### **2.2.2 Financial Support and Management Practices**

Domike & Odey (2024) argues that financial support in schools is needed for salaries, wages, and purchase of equipment, materials, students' maintenance, and the development of structures like classroom laboratory and student's accommodation. Similarly, Kasozi (2016) also noted that as the need for education increases, the requirements expand, primarily due to factors beyond control. The government cannot afford to meet the increasing demand since education has to compete with other sectors of the national economy for the limited resources. The study utilized descriptive method utilizing a sample of 30 respondents hence different to the current study that utilized correlational method which gave the cause and effect of current status in a more exhaustive and comprehensive manners.

### **2.2.3 Public Support**

Hanson (2020), contends that community schools established during the past three decades in Uganda are engaged in a constant struggle for funds, including external sponsors. He further postulates that different countries in the world rich or poor will find it more difficult in the future to increase the percentage share of their national income going to education due to other pressing needs in the budget. According to Werner (2021), the parents can be involved in education at several levels as partners, whereby they carry out regular activities such as paying fees and buying uniforms. This view is upheld by Kasozi (2016), who considers the parents as shareholders and problem-solving agents when the child has discipline problems. They further contend that the parent attends open days to boost the morale of the pupils, gives material and social support, advises and acts as co-decision maker. The parents' contribution to higher learning, especially in rural areas, is faced with bottlenecks, resulting in substantial school fees balances.

Similarly, Kakuru & Okello (2024) argues that the abject poverty in rural areas arising from low productivity, unemployment, landlessness, and extended families constrain the parent from paying adequate school fees, which is aggravated by other pressing needs like food, medicine, housing, and clothing. The heavy reliance on parents for school requirements can jeopardize the quality of vocational subject implementation because of the high level of poverty and wide income gap. Feasibility studies of Vision 2040, indicate about 85% of Ugandans live in rural areas, constituting the bulk of the 46% of people that lie below the poverty line. Subsequently, the population is made up of agricultural workers (81%), elementary occupation (7.6%), or low-level personnel (4.6%), craft workers (3.4%), and technicians (2.4%). With this kind of social

structure, incomes are low, thus impeding payment of reasonable fees (UBOS, 2020). From the above review, it is evident that due to limited government funding and low payments by the parents, the financial resources may not be optimized to absolutely the vocational subjects (Makunja, 2024). Therefore, it is necessary to assess whether, in light of this constrained background, schools' capacity and specifically to find out how financial resources influence implementation of vocational subjects in the new lower secondary school curriculum in Kyengeru Town Council.

#### **2.2.4 School Administrative Roles**

According to Yunas (2024), the school administrator must know that the funds and facilities are limited. He or she must make plans for ensuring a continuous supply of resources. More so, Molyneaux (2021) considers resources management as a process that involves the acquisition, allocation, deployment development, maintenance, proper use, and coordination of human, material, physical, and financial resources needed to promote vocational subjects instructions at various levels. Chapman et al. (2020) support the aforementioned view by stating that the success of any school program depends mainly on the way the financial livelihood of the institution is mobilized and managed. He continues to argue that resources are usually scarce and in high demand. There is, therefore, a need to distribute these scarce resources appropriately to manage the disparities. In Uganda's setup, schools are public enterprises and thus are subject to statutory instruments that regulate the management of the funds. These are enshrined in the 1995 Uganda Constitution, the 2008 Education Act, The Board of Governors Regulations 1991, The Financial Regulation of 1998, and The Finance act 2000. According to the aforementioned

regulations, the schools are to have in place the Board of Governors and qualified account staff to maintain proper books of accounts and prepare budgets approved by the board of governors.

The objective of this regulation is to ensure that the school fund is appropriately used for the realization of the educational goals including implementation of vocational subjects in the Revised Lower Secondary School Curriculum. Hence, Lewin (2018) calls for a steady development of a board of governors to directly control and promote budgetary savings in the schools. This initiative also corresponds to the policy of the American Municipal Authorities that help in raising, appropriating, and directing such funds to specific programs for priority in schools. Similarly, Makunja (2024) opines that the authority of implementing the budget and the school programs is vested on the head-teacher whose responsibility, among others include, resource planning, mobilization, expending, and accounting according to the laid down objectives, priorities, and regulations. The study was based on a case study design; however, in this study, the methodology utilized in that study was cross-sectional survey. The data was analyzed using SPSS version 21 where both inferential and descriptive statistics were conducted.

This research was set to determine whether the school capacity to implement the teaching of vocational subjects is enhanced by administrators who control finances within the existing financial resources to implement vocational subjects in the Revised Lower Secondary School Curriculum. From the preliminary evidence, it was clear that to influence implementation of vocational subjects in the new lower secondary school curriculum in Kyengera Town Council there is a need for adequate financial resources that are well managed.

### **2.2.5 Leadership Support**

According to Chapman et al. (2020) on Universal Secondary Education in Uganda, the head teacher's dilemma is restricted to management effectiveness other than the optimization of resources and their effects. Cohen (2019) study on the goals of universal primary and secondary education tries to address the importance of developments such as instructional materials and infrastructure. Still, the study does not show clearly why these resources are inadequate or enhance the schools' capacity to implement the vocational subjects in the Revised Lower Secondary School Curriculum. The study used descriptive survey design this was like this study in terms of design but different in the sample size since the study utilized small sample size for the purpose of manageability and accuracy, unlike this study, creating a gap to be fulfilled.

Equality education hinges on physical facilities that are the ultimate predictors of students' learning achievements (Yara & Otieno, 2020; Mochi, 2022). Indeed, several studies show that inadequacy of infrastructure, facilities and equipment affects curriculum implementation in vocational departments (Hooker et al. 2021; Indoshi, Wagah, & Agak, 2020; Mupinga, et al. 2016; Ayuba & Gatabazi, 2020). Furthermore, reliance on obsolete equipment compromises effective training of youth for a modern economy (UNESCO, 2020). While Indoshi, et al. (2020) observe that vocational departments lack materials, equipment and facilities that are vital for effective teaching and learning, Ayuba & Gatabazi (2020) link the inadequacy of these facilities to inadequate finances in the institutions. Inadequate finances, in turn, shrink the budgets for procuring up-to-date tools and equipment, repairing old equipment and developing training materials (Sharma, 2018). This adversely affects implementation vocational subjects in

the curriculum. The study was based on the Kruskal – Walli’s test and ordered logical regression was utilized to test the relationship; however, this study focused on triangulation.

On the contrary, in Kenya, Simiyu (2019), established that schools which had adequate facilities – namely workshops, laboratory space and machines. Moreover, Messah & Mucai (2021) posit a positive correlation between the adequacy of an institution’s finances and the provisions of that institutions physical facility, a position supported by Hicks, Kremer, Mbiti and Miguel (2021). The inverse correlation, though, would emphasize that inadequate finances and inadequate physical facilities ultimately provide fewer opportunities for students to practice with tools and machines, hence negatively impacting student outcomes. This studies was conducted in developed countries, unlike this study conducted in developing county, Uganda in particular. This gives a gap to be filled by this study.

In many developing nations, inadequate curriculum resources and outdated equipment hinder effective implementation of training and teaching programs (Maino, 2023). Such institutions may have insufficient equipment and lack specialist rooms for practical teaching (Tshabalala & Ncube, 2024). Similarly, computers, computer software, textbooks, stationery and internet access are among the resources that are most often inadequate or unavailable (Mupinga et al., 2016). The study is similar in methodological approach used in the two studies since it also utilized descriptive survey but a different method of analysis. This study utilized the SPSS version 26.0 program which has more features and is accurate.

Finally, the reviewed studies, except those by Mupinga et al. (2016) and Simiyu (2019), lack specificity incapacitation of Schools regarding the physical facilities or teaching and learning

resources that affect implementation of vocational subjects in the Revised Lower Secondary School Curriculum. Neither do they describe the levels of adequacy and utilization of these facilities and teaching and learning resources in the Schools. Moreover, the cited studies have been either purely quantitative or purely qualitative in approach, lacking triangulation of the two approaches. These are the empty spaces that the current study focused on filling. Extensive research has been carried out, So far the review, shows that due to limited government funding and low payments by the parents, the financial resources may not be optimized to absolutely implement the vocational subjects. This study sampled a larger sample with a variety of informants slightly higher than the study by Simiyu (2019), hence this study might get more varied responses.

Therefore, there is a gap necessitating exploring, in light of this constrained background, schools' capacity and specifically to find out how financial resources influence implementation of vocational subjects in the new lower secondary school curriculum, Similarly the authority of implementing the budget and the school programs is vested on the head-teacher whose responsibility, among others include, resource planning, mobilization, expending, and accounting according to the laid down objectives, priorities, and regulations. This leaves a gap to explore schools' capacity and how it's enhanced by financial administrators within the existing financial resources to implement vocational subjects in the Revised Lower Secondary School Curriculum.

### **2.3 Professional Development Aspects affecting Implementation of Vocational Subjects in the New Lower Secondary School Curriculum**

Vocational education was set on the global agenda in 2015 when the United Nations' Sustainable Development Goal (SDGs) 4.3 stated that by 2030, there should be "equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university" (UN, 2015). This is a modification of the previous global agenda embodied in the Millennium Development Goals (MDGs) and Education for All (EFA), which focused on primary education. The SDGs also put emphasis on sustainable economic growth and decent work, highlighting the necessity to inculcate suitable skills across goals, hence the growing importance of vocational education (McGrath, Alla-Mensah & Langthaler, 2018). In this study, a total number of 300 workers were selected from a population of 1200 through random sampling, unlike this study that used manageable number of selected participants as a representative ample.

Kitasse et al. (2024) observes that teachers are expected to deliver a competency-based education with greater emphasis on integrating skills that can help learners to be ushered in the competitive world. This requires effective use of information and communication technologies for teaching and to engage more in planning within evaluative and accountability frameworks (Pena-Lopez, 2019). Thus, the education system needs to strengthen teacher professional development program to prepare teachers for all the challenges they will face throughout the implementation of the competence based curriculum integrating vocational subjects among other skills. This would consequently augment awareness of the competency-based learning practices among teachers. This is necessary because in accordance with a study carried out by Chapman et al. (2020) on teachers' judgement on competency based education revealed that teachers at secondary schools are the least supporting and inspired about competency based

lessons. Similarly, Cohen (2019) attributed the indifferent attitude by the teachers towards the competency-based education to the teachers not really believing that the new approach would be beneficial. Cohen adds that teachers would rather prefer to use chalk and talk method of teaching like they were taught and besides; they consider the role of teaching as being based on knowledge transfer only.

It was from this point of view that this research examined professional development aspects affecting implementation of vocational subjects in the new lower secondary school curriculum in Kyengeru Town Council. Awareness of the competency-based learning practices among teachers may seem hectic. Kyobe & Rugumayo (2015) observe that teacher professional development in the competency-based education, a customized program, requires a lot of training, preparation and mentorship. Such rigorous requirements for teacher preparation could result in few teachers being adequately trained to take on the vocational subjects in the Revised Lower Secondary School Curriculum. Additionally, different discoveries were nonappearance of criticism; absence of interest from the subordinates during the time spent its performance and insufficient rules. These are a portion of the concerns that this study meant to investigate further for similar investigation.

In effect, the implementation process could be inefficient and ineffective. However, since Teachers implementing the competency-based curriculum are responsible for designing learning tasks, it is important for curriculum designers to support these teachers in their struggle to do so. Most teachers do not know what to do in designing instructional tasks and quality learning materials since they are graduates of the knowledge-based curriculum (Kasule, 2015). Kasule urges that these tasks cannot be left for curriculum designers and experts because it

would inhibit the teachers' role and ingenuity in the competency - based education. Therefore, it is important that teachers are thoroughly trained to take up their role and be supported to master the methodology, formulating appropriate instructional designs and tasks (Kasule, 2015). The study conducted by Kasule presented a methodological gap by using a qualitative approach using open ended items while the current study used quantitative and qualitative approaches utilizing both open and closed ended items in structured questionnaires.

The above connotation by Kasule (2015), is supported by Cator, Schneider & Vander Ark (2024) who suggest that the shift to a competency-based curriculum would require curriculum specialists to compile a competency map of what teachers and teacher leaders need to know and be able to do with customized curriculum elements for specific needs. This should be followed by tagging existing instructional content and resources to the competency map and identifying gaps which need to be filled for efficient and effective implementation. Furthermore, awareness of the competency-based learning practices among teachers fosters their knowledge and skills in conducting assessments, integrating assessments into teaching, and using effective approaches, techniques, and strategies to improve students' competencies (Butler, 2020). His investigation was directed in primary teachers yet not secondary schools which were the focus of the current research to bridge this existing gap by targeting secondary teachers and administrators.

Therefore, the researcher examined professional development aspects affecting implementation of vocational subjects in the new lower secondary school curriculum in Kyengeru Town Council. It is advised that teachers' awareness of Competency-Based curriculum is impeded in case of limited logistics and other classroom material and environment. Creating a conducive

environment for teaching and learning is crucial for the successful implementation of competency-based learning (CBC). The environment includes the proper arrangement of the classroom, availability of desks, teaching and learning aids, and materials, among others (Butler, 2020).

It is also urged that teachers' efficiency and productivity arising from training and professional development aspects can be bolstered when ample time is given to their training. This study reflected on the categories of teachers who took part in this study i.e. those believed to be frequently trained and those severely inadequately trained regularly to deal with all aspects of a Revised Lower Secondary School Curriculum.

The roles of teachers remain instrumental in the success or failure of a curriculum (Loflin, 2016). In many cases, researchers have supported the need to thoroughly understand teachers' roles and concerns during the implementation of a Revised Lower Secondary School Curriculum (Hall & Hord, 2015). Of the many roles defined in the literature, teacher fidelity stands out as being important but also for being inconsistent among teachers (Loflin, 2016). Similarly, Jess, Carse & Keay (2016) found the need to prepare and train teachers to meet the objectives of a curriculum; specifically, the authors' focus was on the curriculum-development process and the role of the educator. Jess et al. (2016) argued that teachers need the capacity to design developmentally appropriate learning tasks that are aligned to curricular expectations.

The focus of training and professional development requires an emphasis on teaching how best to interpret the curriculum so that students' needs were aligned with appropriate instructional practices (Jess et al. 2016). The authors found that understanding how teachers perceive their

roles in curriculum development and implementation provides insight into teachers' concerns about implementing a Revised Lower Secondary School Curriculum.

Professional Development (PD) offerings are key for supporting teachers in new initiatives (Smit & du Toit, 2016). One benefit of Teacher Professional Development includes teachers' increased comfort and skill levels for implementing vocational subjects in the Revised Lower Secondary School Curriculum. Relevant and effective Professional Development has been found to promote confidence and a greater understanding of objectives (Lia, 2016). Having time and conducting research to develop meaningful Professional Development that will consider the needs, concerns, and experiences of the teacher will be valuable and likely to influence positive growth for the teacher (Lia, 2016). Subsequently, Coldwell (2017) found a connection between teacher confidence and Professional Development. Coldwell (2017) found that professional development increased skills knowledge, which enabled teachers' confidence in specific content areas; this in turn led to increased job satisfaction and professional motivation. A vital point in professional development effectiveness includes the influencing factors and concerns that could potentially direct the outcomes of the Professional Development. Professional Development quality, personal motivation, organizational support, and government mandates all fall under areas for teachers' concerns and barriers to implementing a curriculum with fidelity. These factors all influence how teachers respond (Coldwell, 2017). Several studies have found that teacher efficacy stands out as an area supported by effective and relevant professional development (Margolis, Durbin & Doring, 2017). The authors assessed teacher efficacy in integrating Revised Lower Secondary School Curriculum standards into content areas in classroom teaching. The authors found efficacy to be a primary factor in a

teacher's competency level when integrating different content areas into a vocational curriculum. They recommended ongoing and relevant Professional Development to meet the needs of midcareer teachers. Maintaining teacher confidence and reducing anxiety through deliberate choices in professional development content both help to support teachers through curriculum changes (Margolis et al. 2017).

In the study conducted by (Wambi et al. 2024), pedagogical competences encompass various aspects, including the teacher's methodological knowledge (Yara & Otieno, 2020) utilized to effectively deliver subject matter to students. This includes, but not limited to, engaging learners in lessons, employing positive reinforcement, implementing appropriate groupings, facilitating participatory plenary sessions, organizing task-oriented activities, fostering productive discussions, and providing constructive feedback to students.

Additionally, Ssewamala et al. (2021) argues that pedagogical competencies encompass classroom management skills such as maintaining control over the class, demonstrating awareness of students' needs, mastering students' names, offering individualized support, and addressing the requirements of special needs learners. Communication skills are also considered, encompassing elements such as audibility, voice modulation, facial expressions, eye contact, body language, comprehension, interpretation, articulation, and fluency (Tomusange et al. 2021). Moreover, within a CBC framework, pedagogy extends to the utilization of a diverse array of approaches, methods, strategies, and techniques conducive to the learning needs of young learners. These may include eclectic approaches, phonic methods, oral drills, listening and speaking activities, visual recognition methods, teacher-led demonstrations, collaborative learning activities, situational games, panel discussions, expert

interviews, dialogues, guided discovery exercises, storytelling, think-pair-share activities, role-playing, and dramatization (Wambi et al. 2024).

It is emphasized that the pedagogical competence recommended in the Revised Lower Secondary School Curriculum should prioritize placing the learner at the core of the learning process, thus emphasizing learner-centered methodologies (Hartini et al. 2018). In a related development, in Kenya, Owala (2021) makes special reference to (Mulenga & Malambo, 2019) who observe that, the fast and complex changing world coupled with dynamic technological advancements and great need for skilled manpower in the labour market within an ever-growing world economy has brought new challenges and new requirements in the education sector, thence, the need for implementation of vocational subjects in the new Competence Based Curriculum.

In addition, Reinikka and Svensson (2021) argue that Competency-Based Assessment typically adopts a Scenario-Based approach, which is a prevalent trend among systems implementing Competency-Based curriculum. It calls for continuous assessment which requires a lot of time of the teacher to learners in the spirit of individual assistance. The most crucial challenge for example, in Kenya is large class sizes which complicate the aspect of individual assistance and follow up to individual learners. In this same direction, in the study of Owala (2021), it was reported, large class sizes, which are classes that have more than the optimum number recommended by government which pose a challenge to the implementation of the Competency-Based curriculum in Kenya and arise due to the policies of provision of access to education and free primary education/free secondary education.

In the Competency-Based curriculum, there is focus on each individual learner and if the learners are many it is very difficult to have individualized attention to the learners (Amunga et al. 2020). With these high enrolments coupled with understaffing in schools, the teachers find it difficult to teach classes which at times they handle alone and teach all the nine subjects in a class; a situation which consequently make scenario-based continuous assessment difficult.

Irrefutably, awareness of the competency-based learning practices among teachers fosters their knowledge and skills in conducting assessments, integrating assessments into teaching, and using effective approaches, techniques, and strategies to improve students' competencies (Butler, 2020). The literature review above is correspondingly silent on Professional development aspects affecting implementation of vocational subjects in the new lower secondary school curriculum at Kyengera leaving a lacuna.

#### **2.4 Extent to Which Administrators Support the Implementation of Vocational Subjects**

Researchers have identified administrative and professional support as being necessary for teacher success and the implementation of new initiatives (Bakir, Devers, & Hug; 2016; Amunga et al. 2020). Areas of support fall into different categories, but administrative influence, related administrative roles, and professional development opportunities are prioritized within the literature, thus supporting the need to highlight these areas for the successful implementation of a Revised Lower Secondary School Curriculum (Cohen, 2019). Recent studies have shown that administrative support and professional development opportunities influence whether or not teachers feel supported and comfortable with new curricular implementations (Bakir et al. 2016). In accordance with the Revised Lower Secondary School Curriculum, the difficulty surrounding a new change or innovation

potentially increases concerns and fears among staff members. An effective curricular implementation will also rely on the attitudes of the administration and teachers (Asankha & Takashi, 2021). One method that has been distinguished through the CBAM literature includes the need for administrative and professional support (Hall et al. 2015). Support is available through different forms of professional development and professional learning communities (PLCs), which are designed to address any concerns that might hinder the successful implementation of a change but these factors are highly dependent on the influence and roles of the administrators (Hall et al. 2015).

Over the years, many studies have determined the contributors to success and failure for new initiatives specifically new-curriculum implementation and have found that the administration's attitudes and perspectives influence teacher perceptions (Ayuba & Gatabazi, 2020). An administrator who presents a negative attitude toward the initiative may cloud the perspectives of the teachers and could hinder the onset of implementation. Similarly, Namatovu & Twinomugisha (2024) described principals' perceptions and concerns for the implementation of policies for new teacher evaluation practices; their study, which focused on understanding which types of support the principals who implement this change desire the most, found that principals expressed a lack of time as their primary frustration. The principals' dominant concern was related to time constraints.

The study's primary finding was that concerns that failed to be addressed early in the process could potentially derail the change and hinder any possible results (Namatovu et al. 2024). A principal's influence during an innovation ties directly to trust building and the foundations for fostering mutual respect (Chapman et al. 2020). Similarly, Federick (2020) corroborated this

notion by investigating teachers' self-efficacy and principals' leadership traits. A significant relationship was proven to exist between these two areas. A principal's positive influence and support of teachers' intellectual growth stood out as key areas in support of teacher efficacy. Self-efficacy is important for principals to positively influence and encourage teachers while the teachers are experiencing changes that require action (Hooker et al. 2021). Similarly to research presented by Domike & Odey (2024) found trust building to be vital, in addition to principals' attitudes about setting visions and goals for establishing a positive culture that is conducive to change. Establishing a shared vision, empowering staff, and building healthy relationships all allow principals to better understand.

School leaders can drive improvements in instruction and student performance by communicating a vision for teaching and learning, creating a safe environment for teachers to talk openly about instruction, and fostering opportunities for professional learning (Doll, 2018; Federick, 2020; & Hanson (2020)). When school leaders develop a compelling vision for teaching and learning and provide the support needed for teachers to realize this vision, teachers are more motivated to contribute to school wide improvement efforts (Hicks, Kremer, Mbiti and Miguel, 2021). Although, Hartini et al. (2018) opines that school leaders play an important role in initiating improvement efforts, researchers find that school leaders are more likely to share leadership with teachers as their schools develop higher levels of capacity for improvement.

Schools with principals who work collaboratively with teachers toward shared improvement goals and support the teacher professional growth needed to meet these goals are associated with higher quality instruction and higher levels of student achievement than schools with

principals who do not engage in these practices (Bakir, Devers & Hug; 2016; Butler, 2020; Cator, Schneider & Vander Ark, 2024). The collaborative nature of these leadership practices demands a “psychologically safe” environment, one in which people acknowledge the dynamic nature of knowledge, encourage experimentation, and consider failure a part of the learning process (Domike & Odey, 2024). School leaders can actively cultivate a psychologically safe learning environment by acknowledging the limits of their own knowledge and encouraging teachers to speak openly about their instructional practice.

Perhaps most important, as Amunga et al. (2020) note, is that experience and age do not appear to affect new learning as much as personal attitude does. Understanding the differences in attitudes could help to break down the barriers to full curricular implementation of vocational subjects. What this situation shows is that PD does not always need to be formal; most teachers hope that the professional development will be relevant to their content areas and will allow them to collaborate and problem-solve. As the literature has pointed out, understanding teacher concerns helps administrators when choosing the professional development that will be most relevant to teachers (Bakir et al. 2016). Similarly, Kakuru et al. (2024) substantiated this notion through a study in which they investigated teacher beliefs, priorities, and professional development needs when implementing a curriculum. Chapman et al. (2020) also found that teachers commonly showed eagerness for opportunities to strengthen their expertise in curriculum areas, and they needed professional development to do so. Teachers’ beliefs also influence their views of the curriculum. For example, if teachers perceive themselves as being unprepared or unfamiliar with a curriculum, then these beliefs will influence how they respond to and teach the curriculum.

School leaders can drive improvements in instruction and student performance by communicating a vision for teaching and learning, creating a safe environment for teachers to talk openly about instruction, and fostering opportunities for professional learning (Hartini et al. 2018; Kagoda, 2022). When school leaders develop a compelling vision for teaching and learning and provide the support needed for teachers to realize this vision, teachers are more motivated to contribute to school wide improvement efforts (Kitasse et al. 2024). Although, school leaders play an important role in implementation efforts, researchers find that school leaders are more likely to share leadership with teachers as their schools develop higher levels of capacity for improvement.

Schools with principals who work collaboratively with teachers toward shared improvement goals and support the teacher professional growth needed to meet these goals are associated with higher quality instruction and higher levels of student achievement than schools with principals who do not engage in these practices (Kwagala & Waiswa, 2020; Jess et al. 2016). The collaborative nature of these leadership practices demands a “psychologically safe” environment, one in which people acknowledge the dynamic nature of knowledge, encourage experimentation, and consider failure a part of the learning process.

School leaders can actively cultivate a psychologically safe learning environment by acknowledging the limits of their own knowledge and encouraging teachers to speak openly about their instructional practice (Kwagala & Waiswa, 2020). In conclusion the review identifies administrative and professional support as being necessary for teacher success and the implementation of new initiatives but remains specifically mute on the influence of

administrators' support on implementation of the vocational subjects in the new lower secondary school curriculum in Kyengera Town council specifically. There is a lack of understanding on how the vocational subjects in the Revised Lower Secondary School Curriculum are being implemented in Kyengera Town Council Secondary Schools and this basically sets the knowledge gap upon which our research was based. Hence our research sought to obtain information on extent to which administrators support the implementation of vocational subjects in the new lower secondary school curriculum in Kyengera Town Council.

## **2.5 Summary of Literature Review**

Extensive research has been carried out; so far the review showed that due to limited government funding and low payments by the parents, the financial resources may not be optimized to absolutely implement the vocational subjects. Therefore, there is a gap necessitating an investigation, in light of this constrained background, schools' capacity and specifically to find out how financial resources influence implementation of vocational subjects in the new lower secondary school curriculum, Similarly the authority of implementing the budget and the school programs is vested on the head-teacher whose responsibility, among others include, resource planning, mobilization, spending, and accounting according to the laid down objectives, priorities, and regulations. This leaves a gap to find out how the school capacity is enhanced by financial administrators within the existing financial resources to implement vocational subjects in the Revised Lower Secondary School Curriculum. Furthermore, awareness of the competency-based learning practices among teachers fosters their knowledge and skills in conducting assessments, integrating assessments into teaching, and using effective approaches, techniques, and strategies to improve students' competencies

(Butler, 2020). There is limited empirical literature covering professional development aspects affecting implementation of vocational subjects in the new lower secondary school curriculum at Kyengera leaving a lacuna.

Finally, the review identifies administrative and professional support as being necessary for teacher success and the implementation of new initiatives but remains specifically mute on the influence of attitudes and therefore support of administrators on implementation of the vocational subjects in the new lower secondary school curriculum in Kyengera Town Council. There is a lack of understanding on how the vocational subjects in the Revised Lower Secondary School Curriculum are being implemented and this basically sets the knowledge gap upon which this research was based. Hence, this research obtained information on the schools' capacity to implement vocational subjects in the new lower secondary school curriculum in Uganda, a case study of schools in Kyengera Town Council.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents how the research was conducted. It described the research design, area of study, information sources, target population, sampling techniques, sample size, data collection procedures, measurement of variables and the research instruments used. Validity and reliability of the instruments is also included as well as data analysis and presentation procedures. Finally, the ethical considerations were stated in this chapter.

#### **3.1 Research Design**

The study adopted a cross-sectional research design. This helped the researcher gather data from a sample population at a particular point in time (Amin, 2005). Both qualitative and quantitative approaches were employed to get detailed description of the situation and therefore, enabled the researcher to establish patterns, and relationships among the identified variables. According to Mubazi (2008), research deals in data (raw information) which was qualitative and quantitative. He notes that the difference between the quantitative and qualitative research methodologies were in the techniques and methods used but triangulation was best for research.

The researcher chose that research design because of its advantages in obtaining data; it was also the simplest and least cost alternative compared to longitudinal (Neumann, 2003). According to Neumann, (2003), cross-sectional research can be exploratory, descriptive or explanatory. Babbie (2007) shares the same views by stating that there are three purposes of social research, exploration, description and explanation each of them with different purposes for the research design. Correlations methods involved exploring school's capacity to

implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council.

### **3.2 Area of Study**

This study was carried out in Kyengera Town Council within Wakiso district of Uganda. Kyengera Town Council has 21 secondary schools, three of which are government aided and of the three, one is under the Universal Secondary Education (USE). Ten of these schools were chosen as case study schools to act as a sample for the rest of the 580 secondary schools in Wakiso district. They were randomly selected because many of them tend to have varying challenges especially with the resources needed to implement the curriculum.

### **3.3 Sources of Information**

The study collected information from both Primary and secondary Sources such as Self-administered questionnaires, Interview guides and Use of Key Informants. Publications such as from MOES, NCDC among others were also considered.

### **3.4 Study Population and Sampling Techniques**

#### **3.4.1 Population**

The study population included teachers and head-teachers as well as students from selected public and private selected secondary schools in Kyengera Town Council within Wakiso district of Uganda. There are 21 secondary schools in Kyengera Town council within Wakiso district of Uganda (Kyengera T.C Report, 2024). An aggregate total population of one hundred ten participants (comprised of: teachers (80) and administrators (30) selected from ten of the 21 schools. School administrators comprised of: head teachers, deputy head teachers and directors

of studies. The population was chosen because it was assumed to have adequate knowledge of the subject and the research variables under investigation. It should be noted that because these subjects were optional, each school had an average of eight to ten teachers of these subjects.

### 3.4.2 Sample Size and Selection

The teachers and administrators (that is head teachers, deputy head teachers and directors of studies) were selected based on Krejcie and Morgan's (1970) table approach shown below. A sample selection where by 10 out of 21 schools, whereby 56 out of 86 teachers, 30 out of 30 administrators (including of 10 head teachers, 10 deputy head teachers and 10 directors of studies) were considered. This gives a total of 86 out of 110 respondents to be selected as key informants. This illustrated in table 3.1 below.

Category of People	Population	Sample (Number Selected)	Sampling Strategy
Teachers	86	56	Simple Random
Head teachers	10	10	Purposive
Deputy head teachers	10	10	Purposive
Directors of studies	10	10	Purposive
<b>Total</b>	<b>110</b>	<b>86</b>	

**Table 3.1: Sample size and selection**

### 3.4.3 Sampling Techniques and Procedure

Purposive sampling was used on the administrators (head teachers, deputy head teachers and directors of studies) in schools who are knowledgeable about what were examined. Teachers

were also randomly selected to participate in the study. Convenient sampling was used because not all teachers were available at all times.

### **3.5 Variables and Indicators**

The study variables are: exploring schools' capacity (Independent variable) and implementing vocational subjects in the new lower secondary school curriculum (Dependent Variable). This was put on Likert scale. The dependent variables(indicators) which was corroborated with the motivation strategies included: Implementation of vocational subjects (Art & design, Technology & design and performing arts) in the new lower secondary school curriculum was perceived based on the following measurement traits: improved learning outcomes, responsible and patriotic citizens, strengthened soft skills, increased enrolment in art and design, technology and design, and performing arts, self-esteem; conscientiousness and positive attitude to work, lifelong learners through transitions, self-employable practical and production skilled graduates, problem-solvers, critical and creative thinkers.

### **3.6 Measurement Levels**

The variables were measured by operationally defining concepts. For instance, the questionnaire was designed to ask responses about key items of: exploring schools' capacity to implement vocational subjects in the new lower secondary school curriculum. These were channeled into observable and measurable elements to enable development of an index of the concept. This was put on a five point Likert scale with items on the Independent and Dependent Variables subjected to responses based on a Scale; (5) *For strongly agree* (4) *for agree*, (3) *for not sure* (2) *for disagree* (1) *for strongly disagree*

### **3.7 Procedure/Protocols for Data Collection**

Approval of the proposal was completed, the researcher obtained a letter of introduction from U.C.U Research Ethical Committee and clearance and permission from the relevant officers were sought to conduct the study. The study ensured confidentiality was adhered to. The introductory cover letter was then attached to the research instrument explaining the purpose of the research and assuring the respondents of the confidentiality being involved. The researcher then distributed the questionnaires, as well as carried out interviews; and collected the data from the various respondents and further ensure constant follow-up in order to minimize non-responses. The introductory letter was presented to the teachers and the sampled respondents seeking for permission for data collection. The collection of data involved one week filling out the questionnaires and interviewing the selected participants.

### **3.8 Data Collection Instruments**

The researcher collected both primary data which was data from direct interactions with the respondents through real time interviews and questionnaires as explained below and secondary data from existing schools' record keeping like students' academic reports for both school internal assessment and UNEB results analysis, data from records of students' attendance to school, lessons' and any other programs where strict roll call was enforced.

#### **3.8.1 Questionnaire Survey**

A structured questionnaire was used to collect data on variables as defined by the study objectives from the teachers. The questionnaires were used because teachers are literate and could ably interpret written questions (Amin, 2005). The questionnaire method was time saving and cheap to use (Sekaran, 2003). The data was collected through the questionnaire from the

teachers includes: facts exploring schools' capacity to implement vocational subjects in the new lower secondary school curriculum.

### **3.8.2 Interview Method**

The interview method was used to collect data from school administrators (including, head teachers, deputy head teachers and directors of studies) of all the schools in the study. Interview method was used because head-teachers were too busy to work with questionnaires, therefore, programming with each of them at an agreed upon time for a one on one worked much better. This investigation using interview approach to generate responses served to triangulate the objectives (Amin, 2005). The data was collected through the interviews from the administrators included facts exploring schools' capacity to implement vocational subjects in the revised lower secondary school curriculum and the extent of support by administrators in the selected secondary schools in Kyengera Town Council.

## **3.9 Data Collection Instruments**

### **3.9.1 Questionnaires**

A self-administered questionnaire using scales of measurement was used to collect data from teachers. The questionnaires consisted of closed ended questions. These helped the respondents making quick decisions and also helped the researcher to code information easily (Sekaran, 2003). The questionnaires were also easy to administer, time saving and data collected was easy to analyze (Amin, 2005).

### **3.9.2 Interview guides**

The researcher designed a simple oral interview guide specifically for administrators like head teachers, deputy head teachers and directors of studies seeking their opinion by asking probing

questions. The interviews helped gain detailed information about the problem (Mugenda & Mugenda, 1999). The interview schedules included open discussion of open-ended questions with the administrator's with the help of an interview guide. This involved first making an appointment with the respondents.

### 3.10 Quality/Error Control

#### 3.10.1 Validity

A research instrument was said to be valid if it actually measures what it was supposed to measure (Amin, 2005). In order to test and improve the validity of the questionnaire, the researcher availed the first draft of the instruments to experienced researchers and fellow students for constructive criticism and later to the supervisor. They were requested to look at the items and check on language clarity, relevancy and comprehensiveness of content plus the length of the instruments. The CVI was within the statistical accepted range of:  $CVI > 0 \leq 1$  and the results.

**Table 3.2: Validity and Reliability Test Results**

<b>Variables</b>	<b>CVIs</b>	<b>Cronbach's alpha values</b>	<b>No. of items</b>
Financial resources	0.80	.816	9
Professional development aspects	0.79	.804	9
Administrators support	0.79	.807	9

**Source:** *Primary data (Dec, 2025)*

From the above validity statistics tables above, it can see that the total CVI is **0.78**, which indicated a high level of validity for our scale. Furthermore, it should also be noted that the CVI is above the recommended .70 that is (0.78) which implies that the questionnaire is valid and suitable for data collection.

### **3.10.2 Reliability.**

Reliability of a measure indicates the extent to which it is without bias and therefore ensures consistent measurement across time and across the various items in the statement suggesting that the finding would be consistently the same if the study was done over again (Amin, 2005). In this study a Cronbach's alpha coefficient was computed to show how reliable the data is using Statistical Package for Social Sciences (SPSS) and taking only variables scoring above 0.70.

**Table 3.3: Reliability of instruments**

<b>Variables.</b>	<b>No. of items</b>	<b>Cronbach Alpha Co-efficient</b>
Financial resources	10.	0.79
Professional development aspects	10	0.83
Administrators support	08	0.87

The Cronbach's alpha coefficients as indicated in Table 3.3 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for collecting the necessary data.

### **3.11 Strategy for Data Processing and Analysis**

#### **3.11.1 Data analysis**

Mugenda and Mugenda (1999) maintain that data obtained from the field in raw form is difficult to interpret. Therefore, such data was cleaned, coded, keypunched into a computer and analyzed. And it is from the results of analysis that researchers were able to make sense of the data. Both quantitative and qualitative approaches were used in analysis. This was supported by Amin (2005) in his observations that a choice of only one of these approaches (qualitative and quantitative) often presents a myopic view of things. After data collection, the researcher edited the data to detect and eliminate obvious errors. The researcher then categorized the data by coding responses to each question. Since processing of data was done with the use of Statistical Package for Social Scientists (SPSS), the researcher transcribed each completed Data Collection Instrument (DCI) into the computer. The coded data was summarized and presented for analysis using tables. The researcher employed frequencies for the descriptions of views, perceptions, feelings and attitudes of the respondents. The correlation analysis was used to exploring school's capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council.

#### **3.11.2 Qualitative Analysis**

Content analysis was used to analyze qualitative data. Qualitative data from interviews were reviewed thoroughly, sorted and classified into themes and categories to support the quantitative data. Therefore, qualitative data was reported in a narrative form. Under qualitative analysis, relationships between categories and patterns were considered and established within themes.

### **3.11.3 Quantitative Analysis**

The statistical Program for Social Sciences (SPSS) was used for data entry and analysis to yield descriptive statistics like: Cross tabulations, mean, standard deviation. A Pearson correlation analysis test was used to exploring school's capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. Regression analysis ascertains factors that are significant in predicting the schools' capacity and implementation of vocational subjects in the new lower secondary school curriculum. Quantitative data from structured questionnaires (Appendix 2) was analyzed using the five-point Likert scale while qualitative method relied on interviews and study of documents.

### **3.12 Ethical Considerations and Approvals**

#### **3.12.1 Ethical Clearance**

The researcher followed a number of guidelines in research. Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Kyengera Town Council was sought from the Council's Education Officer, as well as Head-teachers for the selected secondary schools.

#### **3.12.2 Informed Consent**

Informed consent form (Appendix I) that clearly elaborates on the goal and study purpose was filled by all those who participated in the research. This enhanced confidentiality of the research which increased their involvement and participation. The respondents were also informed that

participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher gave thorough explanations about the purpose of the study and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

### **3.12.3 Participants' Confidentiality**

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. I asked the participants to sign the consent forms to show their willingness to participate in the exercise after persuading them to participate in the research. The principle of anonymity was also strictly followed. The identity of the schools and participants were not disclosed. Pseudonyms were used to disguise the participants and the schools in the study area. Thus, data identifying individual subjects were restricted to those who were involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remains anonymous (no provision for identifying the participant on the survey questionnaire to exist). Confidentiality was maintained by ensuring that the reader of the report did not identify a particular respondent. Codes such as respondent 1, 2, and 3 were used to refer to school activities that were observed in the school, and alphabetical letters A, B, C, D & E were also used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

### **3.13 Methodological Constraints**

The researcher was faced with a number of problems among which might be: -

*Testing:* The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations that was given to the respondents. To minimize this threat, the research assistants first oriented and briefed on the procedures to be followed/done in data collection.

*Limited funds and time constraints:* This limited the intensity of the spread or area of coverage of the study. This was solved by the researcher through borrowing funds from friends and family members. In addition to the above, the researcher made sure; he follows the scheduled work plan.

*Attrition:* Not all selected participants were willing to participate in this study and this was due to circumstances on the part of the participants such as supervising exams, travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigator's through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information that was given was confidential.

*Time factor:* The time frame allocated to the study did not enhance wider study coverage as the investigator had to combine other academic activities, work schedule as well as examinations with the study. However, this was solved by the investigator through giving more ample time to the research and trying to balance all the work as per planned work schedule.



## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

The study established the schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. This chapter details with the detailed presentation, analysis and interpretation of primary results highlighting the purpose as well as which was answered by the respective objectives. This chapter highlights the data presentations and analysis, as well as interpretation of research findings. The presentations are done according to the research objectives. Participants interviewed were administrators (head teachers, directors of studies, and deputy head teachers), and teachers from selected secondary schools.

Research results being presented in tables; narratives have been provided for each of the tables. Interview findings were obtained to further explain qualitatively schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council in form of verbatim and narrative individual statements as per participants' opinions in line to each research objectives. These personal views supplemented findings obtained with the help of the self-administered questionnaire.

To effectively taste the hypothesis, the inferential statistics were used. The investigator used regressions and correlations to effectively tasting the research hypothesis. This later clearly indicated the nature of correlations that exists between study variables, in addition to clarifying on the magnitude of study relationship that exists between the variables at hand. The study further gives the presentation of the response rate of the respondents, clearly

indicating the actual number of participants that properly responded to the research questions. Lastly, the personal details of the participants were also covered.

#### 4.1 Participants' Response Rate

The above sub-section covers the response rate summary of the selected participants. Response rate is referred to as return or completion rate, is the number of individual who answers the distributed tools, and this is divided by the number of the targeted sample (Orodho, 2019). Further response rate details are presented in summary in Table 4.1.

**Table 4.1: Number of respondents participated in this research study**

Category(s)	Targeted participants.	No. actually involved.	% of response rate.
Teachers	56	55	98.2%
Head teachers	10	10	100%
Deputy head teachers	10	10	100%
Directors of Studies	10	10	100%
<b>TOTAL.</b>	<b>86</b>	<b>85</b>	<b>98.8%</b>

*Source: Primary data (2025)*

Out of the targeted total participants of 86, only 85 were reached. These 85 participants responded positively by accepting to participate in the research, giving the study a chance to get 98.8% of the response rate. However, the non-achievement of only 1.2% occurred as a result of the targeted participants being too busy and others being out of work station during that particular study period despite several attempts made to reach them. This response rate found being higher than 70% as proposed and recommended by the Katamba & Nsubuga (2014) being good for a study to provide satisfactory results.

## 4.2 Background Details of the Participants

The background details of the participants included; gender, age of the respondents, highest education level, working period, ever filled the performance appraisal form, and its related other details. Profiles of the participants who fully participated in this research are clearly shown in Table 4.2 below:

**Table 4.2: Participants' Background Information**

<b>Background Information</b>			
		<b>Freq. (f)</b>	<b>Percent (%)</b>
Gender	Male.	52	61.2
	Female.	33	38.8
	<b>Total</b>	<b>85</b>	<b>100%</b>
Respondents' Age	24 years and below	2	2.4
	25 – 30 years	6	7.1
	31-34 years.	16	18.8
	35-40 years.	22	25.8
	41-44 years.	31	36.5
	45-50 years.	5	5.8
	Above 50 years.	3	3.6
	<b>Total.</b>	<b>85</b>	<b>100%</b>
Respondents' education level	Diploma holders	6	7.0
	Degree holders	65	76.5
	Post graduate	14	16.5
	<b>Total.</b>	<b>85</b>	<b>100%</b>
	Married	54	63.5

Marital Status	Single	16	18.8
	Divorced/separated	8	9.4
	Widow/widower	7	8.3
	<b>Total.</b>	<b>85</b>	<b>100%</b>
Teaching experience	Less than 1 year	2	2.4
	1- 2 years	6	7.0
	3-4 years	12	14.1
	5-6 years	24	28.3
	Above 6years	41	48.2
	<b>Total.</b>	<b>85</b>	<b>100%</b>

*Source: Primary data (2025)*

#### 4.2.1 Gender

The gender difference was one of the main variables analyzed in the study. It aimed at ascertaining to whether the selected study sample was gender balanced. It is clearly observed in Table 4.2 above, that 85 participants participated in this study. Out of them, 52 respondents (61.2%) were males and 33 respondents (38.8%) were females. This implies that male participants were more during the study. This may imply that many school administrators and teachers in Kyengeru Town Council are male in secondary schools compared to female. The many female teachers were mostly in the capacity of subject teachers.

#### 4.2.2 Respondents' Age

As shown in Table 4.2 above, 31 respondents (36.5%) were between 41-44 years, and these were mostly teachers; 22 respondents (25.8%) were between 35-40 years, while 16 respondents (18.8%) were between 31-34 years, and the least 2 respondents (2.4%) were aged

24years and below. This implies that those participants who fall in the age category of 41-44 years made the majority during the research carried out in different secondary schools in Kyengera Town Council.

#### **4.2.3 Education Level**

As shown in above Table 4.2, respondents varied in terms of education level. Majority of the respondents 65 (76.5%) were holders of bachelors' degree, 14(6.5%) holding postgraduate, while only 6(7%) were diploma holders. These results also indicated that the majority of participants were at Bachelors level of education, but every participant had reasonable knowledge on the schools' capacity to implement vocational subjects in the revised lower secondary school curriculum as their responses were appropriate and corresponded to the questions asked.

#### **4.2.4 Marital Status**

The findings from the above Table 4.2 indicated that 54 (63.5%) of the respondents were married; while, single (never married) with 16 (18.8%), divorced/separated with 8 (9.4%), and widow/widower with 7(8.3%) of the respondents. This implies that most of the respondents were married and these are the category of people with families. Marital status influenced the respondents' willingness to participate in composting probably because the married have a higher sense of responsibility.

#### **4.2.5 Teaching Experience**

Lastly, the majority of the participants 41(48.2%) indicated they have been working with selected secondary schools for a period of 6 years and above. Also, 24(28.3%) of the

participants have indicated 5 to 6 years, 12(14.1%) indicated of 3 to 4 years, 6(7%) indicated of 1 to 2 years, while, 2 (2.4%) stated of less than 1 years. The indication of these results is that, all the participants were too familiar with the schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. Put differently, majority of the sampled teachers had stayed long enough in the teaching profession hence understood specific challenges to implement vocational subjects.

### **4.3 Schools' Capacity to Implement Vocational Subjects in the Revised Lower Secondary School Curriculum**

The results of the research are presented, and this is done in accordance with the stated research objectives that is to say: finding out how financial resources influence implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council, examining professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council, and assessing the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The findings are the views of respondents from schools' capacity ("independent variable"); while, the implement vocational subjects in the revised lower secondary school curriculum ("dependent variable"). The descriptive statistics have been presented in form of frequency tables and they answer the research questions and correlations analysis was also presented.

#### 4.4 How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum

Objective one sought towards finding out how financial resources influence implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The structure was illustrated and measured by use different study variables and 5-point Likert scale whose findings are clearly elaborated in the below Table 4.3.

**Table 4.3: How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum**

Statement	Response	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
Our school plans for financing the desired vocational subjects' activities	Agreed	52	94.5	3.97	0.973
	Neutral.	3	5.5		
	Disagreed	0	0.0		
	<b>Total</b>	<b>55</b>	<b>100%</b>		
Vocational subjects' estimated expenditures are approved by B.O.G- Finance committee	Agreed	48	87.3	3.93	0.952
	Neutral.	4	7.3		
	Disagreed.	3	5.4		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our school involves parents in vocational education e.g. paying fees and buying requirements.	Agreed	46	83.6	3.88	0.943
	Neutral.	3	5.5		
	Disagreed.	6	10.9		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our school prepares projected budget for vocational subjects every year	Agreed	44	80	3.90	0.981
	Neutral	5	9.1		
	Disagreed	6	10.9		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		

In our School Vocational Teachers are not involved in budgeting which compromises school activities	Agreed	41	74.5	3.84	0.873
	Neutral.	3	5.5		
	Disagreed.	11	20		
	<b>Total</b>	<b>55</b>	<b>100%</b>		
Our school's physical facilities ultimately enable students' vocational learning achievements	Agreed	39	70.9	3.09	0.835
	Neutral.	7	12.7		
	Disagreed.	9	16.4		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our school's Source of finance for vocational subjects are School fees	Agreed	35	63.6	3.07	0.747
	Neutral.	6	10.9		
	Disagreed.	14	25.5		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
Our School's Source of finance for vocational subjects are School activities	Agreed	31	56.4	3.04	0.643
	Neutral.	9	16.3		
	Disagreed.	15	27.3		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
Our school's source of equipment for vocational subjects are parents through an additional requirement list on top of school fees.	Agreed	29	52.7	3.13	0.542
	Neutral.	11	20		
	Disagreed.	15	27.3		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
In our School laboratories and libraries are well stocked for implementation of vocational subjects	Agreed	27	49.1	3.11	0.473
	Neutral.	15	27.3		
	Disagreed.	13	23.6		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
In our School Teachers are well motivated to implement the vocational subjects in the LSC	Agreed	25	45.4	3.03	0.643
	Neutral.	14	25.5		
	Disagreed.	16	29.1		
	<b>Total:</b>	<b>70</b>	<b>100.0</b>		

Our school allows vocational subjects actively to determine, mobilize and acquire financial resources.	Agreed	21	38.2	3.01	0.643
	Neutral.	13	23.6		
	Disagreed.	21	38.2		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
Our school's external and in-kind support for vocational subjects influences enrollment	Agreed	14	25.5	3.01	0.643
	Neutral.	3	5.4		
	Disagreed.	38	69.1		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
Our school's source of finance for vocational subjects are Government grants	Agreed	12	21.8	3.01	0.643
	Neutral.	8	14.5		
	Disagreed.	35	63.7		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		

**Source:** Primary data (2025)

Table 4.3 above clear gives a clear representation of the descriptive statistics on the influence of financial resources on the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengeru Town Council. The results from the field showed that 52(94.5%) of the participants accepted to this statements that school plans for financing the desired vocational subjects' activities (represented by Mean=3.97); followed by 48(87.3%) of the respondents who accepted that vocational subjects' estimated expenditures are approved by B.O.G- Finance committee (represented by Mean=3.93); the, respondents equivalent to 46(83.6%) accepted that school involves parents in vocational education e.g. paying fees and buying requirements (represented by Mean=3.88); and, lastly, 44(80%) of the respondents accepted that school prepares projected budget for vocational subjects every year (represented by Mean=3.90). However, 35(63.7%) of the respondents disagreed with the statement that school's source of finance for vocational subjects are Government grants (represented by Mean=3.01).

#### 4.4.1 Presentation of Qualitative Results on How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum

Thematic Area	Frequency	Percentage
School involves parents in vocational education e.g. paying fees and buying requirements.	28	93.3%
School laboratories and libraries are well stocked for implementation of vocational subjects	27	90%
School's source of finance for vocational subjects are Government grants	25	83.3%
School plans for financing the desired vocational subjects' activities	23	76.6%
School's physical facilities ultimately enable students' vocational learning achievements	21	70%
Vocational subjects' estimated expenditures are approved by B.O.G- Finance committee	20	66.6%
School allows vocational subjects actively to determine, mobilize and acquire financial resources.	17	56.6%
School's source of finance for vocational subjects are school fees	14	46.6%
School's source of equipment for vocational subjects are parents through an additional requirement list on top of school fees.	11	36.6%

**Source:** Primary data (2025)

(n=30)

The first objective was also set to find out how financial resources influence implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The interviews managed to solicit adequate information from the administrators (that is, head teachers, deputy head teachers and directors of studies) considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that school involves parents in vocational education; for example, paying fees and buying requirements; in fact one of the head-teachers asserted that as quoted;

....schools consider parents to be the primary architects of their children’s learning and character development. To achieve this, schools always involve them in paying school fees and buying other education requirements for their children for successful vocational education. This vital role of parents is crucial and irreplaceable, extending beyond facilitation to active participation in their children education... (Head-teacher A from School C, 2025)

This might imply that secondary schools involves guardians and parents in providing the necessary vocational requirements for their students, including school fees payments and instructional materials. They are equally responsible for providing sound education and sound knowledge on the vocational skills as well as the moral training of their children.

The study noted that school laboratories and libraries are well stocked for implementation of vocational subjects. The interviewed deputy head-teacher noted that as quoted;

...the implementation of vocational subjects being attained in schools with the stocking of school libraries and laboratories. Libraries establish the importance of reading and access to great books, whereas, laboratories encourage students to do experiments. Constantly surrounding students with books and equipment helps pique their curiosity, teaches them to browse and borrow, and reinforces the class as a reading community... (Deputy head-teacher B, from School F, 2025)

This implies that much of what laboratories and library teachers are trained to do is help students build the information, conduct experiments and digital literacy skills they need to conduct research and carry out experiments, and to achieve the implementation of vocational subjects, libraries and laboratories in schools have been regularly stocked.

The study revealed that school’s source of finance for vocational subjects are government grants. While interviewing the director of studies from School A noted that as quoted:

...today, government has prioritized grants towards financing vocational subjects. Schools financial base to effectively finance the yearly budget for vocational education is commonly financed by the government. The government allocates financial resources to several schools to finance its planned vocational activities on yearly basis... (DOS D from School A, 2025)

It is evident from the opinions that secondary schools timely get adequate financing from government in form of government grants to finance its vocational activities. However, the government grants are always limited to finance all the yearly planned vocational activities within the schools.

It's clear from the views that school's physical facilities ultimately enable students' vocational learning achievements. When the head-teachers were interviewed, YXZ noted that as indicated in the quotation:

...schools' physical facilities send strong messages to students about what is valued, who is valued and what learning can occur within the spaces designed. The availability of physical facilities motivates students to get more involved in vocational learning. The available physical facilities play a role in student achievement and behavior, and can as well foster a positive outlook that supports vocational learning, and achievement... (Head teacher XYD, School D, 2025)

This clearly indicates that adequate physical facilities such as libraries, laboratories, sports facilities, classrooms and computer labs are essential for creating a conducive vocational learning environment. In any educational institution, the availability of fundamental physical facilities is paramount to fostering a conducive learning environment.

The study noted that school's source of finance for vocational subjects are school fees. One of the interviewed deputy head-teacher noted in the following quotation;

...most secondary schools base on school fees to finance vocational subjects where its estimated expenditures are approved by Board of Governors - Finance committee. However, school fees are always not adequate to cover all the planned vocational activities... (Deputy head-teacher H, from School B, 2025)

This clearly indicates that secondary schools consider school fees as their main source of finance to finance the yearly vocational activities. Schools always base themselves on the paid school fees to motivate its teaching staff and acquire the necessary instructional materials, as well as building adequate physical facilities to effectively boost the vocational learning.

Subsequently, the study also noted that school's source of equipment for vocational subjects are parents through an additional requirement list on top of school fees. In addition to this, YD a head teacher in School D noted that.

...in most schools, parents are requested to pay for additional requirement lists on top of the school fees, and this has been the major source of equipment for implementation of vocational subjects. Parents are always asked to pay for additional fees to cater for art and design, buying computers and laboratory equipment... (Head- teacher YD, from School D, 2025)

This indicates that parents try to meet additional requirement list on top of school fees while planning for the future. From a school point of view, parents try to provide in every capacity the best vocational education for each child, within its values. It is essential to keep in mind that additional payments help schools to source for more and required vocational equipment.

The qualitative findings complement the quantitative data by providing deeper analysis and insights into the influence of financial resources on the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.

#### **4.4.2 The Correlation Coefficient Results financial resources and the implementation of vocational subjects in the revised lower secondary school curriculum**

**Table 4.4: The correlation coefficient results**

		<b>Financial resources</b>	<b>Implementation of vocational subjects</b>
<b>Financial resources</b>	Pearson Correlation	1	.630**
	Sig. (2-tailed)		.000
	N	55	55
<b>Implementation of vocational subjects</b>	Pearson Correlation	.630**	1
	Sig. (2-tailed)	.000	
	N	55	55

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Results in Table 4.4 above show the results from the correlations computed. The findings show that there was a strong positive correlation ( $r = .630$ ,  $n = 70$ ,  $p < .01$ ) between financial resources and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. This implies that any attempt where schools have adequate financial resources, school's physical facilities ultimately enable students' vocational learning achievements, school involves parents in vocational education e.g. paying fees and buying requirements, and school plans for financing the desired vocational subjects' activities.

#### **4.5 Professional Development Aspects Affecting Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum**

Objective two sought to examine professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The structure was also measured by use of different study variables, while, 5-point Likert scale whose findings are clearly indicated in the Table 4.5.

**Table 4.5: Professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council**

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
Our vocational subjects TPD prepares teachers for challenging integration of vocational subjects skills	Accepted	51	92.7	3.97	0.839
	Neutral.	1	1.8		
	Disagreed.	3	5.5		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our vocational subjects Teacher Professional Development (TPD) is aligned to the SDGs	Accepted	47	85.5	9.86	0.817
	Neutral	2	3.6		
	Disagreed.	6	10.9		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our Teacher professional development for vocational subjects in the NLSC requires a lot of training	Accepted	45	81.8	3.83	0.841
	Neutral.	3	5.5		
	Disagreed	7	12.7		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
The training I've attended while in service is operative in terms of improving my current vocational subject pedagogy	Accepted	41	74.5	3.77	0.780
	Neutral.	5	9.1		
	Disagreed.	9	16.4		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship	Accepted	39	70.9	3.71	0.594
	Neutral.	7	12.7		
	Disagreed.	9	16.4		
	<b>Total:</b>	<b>55</b>	<b>100%.</b>		

Our teachers' productivity arises from TPD aspects and can be boosted if given ample time	Accepted	37	67.3	3.69	0.731
	Neutral.	7	12.7		
	Disagreed.	11	20		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
I was successfully in serviced prior to the implementation of the vocational Subjects.	Accepted	31	56.4	3.57	0.673
	Neutral.	9	16.3		
	Disagreed.	15	27.3		
	<b>Total:</b>	<b>55</b>	<b>100.0</b>		
Our Teacher professional development for vocational subjects in NLSC is a customized program for the school.	Accepted	13	23.6	3.43	0.452
	Neutral.	3	5.5		
	Disagreed.	39	70.9		
	<b>Total</b>	<b>55</b>	<b>100%</b>		
The training I got at the university was adequate for the implementation of vocational Subjects in the LSC	Accepted.	13	23.6	3.41	0.374
	Neutral.	7	12.7		
	Disagreed.	35	63.7		
	<b>Total</b>	<b>55</b>	<b>100%</b>		

**Source:** Primary data (2025)

The Table 4.5 represents the results on the professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The findings indicated that 51(92.7%) of the participants accepted to the statements that in schools' vocational subjects, TPD prepares teachers for challenging integration of vocational subjects skills (Mean=3.97); in schools' vocational subjects, Teacher Professional Development (TPD) is aligned to the SDGs, and this was accepted by 47(85.5%) of the respondents (Mean=9.86); teacher professional development for vocational subjects in the NLSC requires a lot of training, and this was accepted by 45(81.8%) of the respondents

(Mean=3.83); and lastly, the training I've attended while in service is operative in terms of improving my current vocational subject pedagogy, and this was also accepted by the participants equivalent to 41(74.5%) (Mean=3.77). However, the training I got at the university was adequate for the implementation of vocational subjects in the LSC, and this was disagreed by 35(63.7%) of the respondents (Mean=3.41).

#### 4.5.1 Presentation of Qualitative Results on the Professional development aspects affecting implementation of vocational subjects in the revised lower secondary curriculum

Thematic Area	Frequency	Percentage
Teacher professional development for vocational subjects in the NLSC requires a lot of training	27	90%
In vocational subjects, TPD prepares teachers for challenging integration of vocational subjects skills	24	80%
Vocational subjects Teacher Professional Development (TPD) is aligned to the SDGs	21	70%
TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship	19	63.3%
The training teachers have attended while in service is operative in terms of improving my current vocational subject pedagogy	17	56.6%
Teachers' productivity arises from TPD aspects and can be boosted if given ample time	15	50.0%

Source: *Primary data (2025)* (n=30)

The second objective was also set to examine professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The interviews managed to solicit adequate information from the administrators (head teachers, deputy head teachers and directors of studies) considered. These participants were fully involved and participate in answering the interviews.

In interviews, it was showed that teacher professional development for vocational subjects in the NLSC requires a lot of training; in fact, one of the directors of studies explained as indicated in the quotation;

...by engaging with professional development activities, individuals can foster a sense of accomplishment and personal fulfillment. As individual see the positive impacts of their development efforts, job satisfaction increase, leading to a more motivated and engaged workforce involved in vocational subjects. A professional development goal for vocational subjects guides a team member towards a specific improvement, and to achieve this goal, a lot of advanced training is of paramount... (Director of Studies A, from School D, 2025)

This implies that teacher professional development for vocational subjects enhances teachers' knowledge and skills, and this can be achieved with presence of training. Providing adequate training to NLSC equips teachers with skills and knowledge up-to-date, prepare them with greater responsibilities and boost their confidence to become more creative in handling vocational subjects.

The study also noted that in vocational subjects, TPD prepares teachers for challenging integration of vocational subjects' skills. Another interviewed head teacher had these to say;

.....several careers offer a mentorship-type program, where teachers especially new ones are paired up with a seasoned veteran who can show them the ropes and gives them tips to help them succeed in handling vocational subjects. Teacher professional development prepares teachers to develop enthusiasm and maintain their ability and vocational skills..... (Head teacher G from School F, 2025)

This implies that teachers professional development respond to changing education landscape. Teachers are tasked with updating their vocational subjects curricular to respond to ever-changing social and educational landscape. There are always need developments and innovations in education, meaning new trends, skills and strategies to keep up with in the classroom for vocational subject skills.

The study also noted that Teacher Professional Development (TPD) is aligned to the SDGs.

Another interviewed participants had these to say as quoted;

...education is a cornerstone for sustainable development, and aligning educational practices with the United Nation's Sustainable Development Goal (SDGs) is critical for creating a more equitable and sustainable future. Therefore, TPD is designed to be a blueprint to achieve a better and more of SDGs in promoting vocational education... (Deputy head-teacher C from School E, 2025)

This implies that before driving into how to align vocational education with the UN SDGs, it is vital to understand the current educational landscape. TPD focus more on equipping students with advanced vocational skills, which aims at promoting job makers than job seekers. Thus, TPD is designed to ensure educational programs are beneficial and relevant towards promoting vocational subjects.

The study further revealed that TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship. One of the interviewed participants noted that;

...typically, TPD programs pair novice teachers with more experienced vocational teachers who can ably explain school policies, procedures and regulations on vocational subjects, in addition to sharing methods , materials and other resources, helping in solving challenges in vocational teaching and learning; and providing personal and professional support on vocational subjects... (Head-teacher Z from School B, 2025)

This implies that in exploring how to achieve this goal, teachers are turning attention and resources increasingly to the priority of professional development of teachers. Teacher mentoring programs are now perceived as an effective staff development approach for beginning vocational teachers that requires a lot of mentorship and adequate preparation for the effective implementation of vocational subjects.

Lastly, the study further revealed that teachers' productivity arises from TPD aspects and can be boosted if given ample time. One of the interviewed participants noted as indicated in the quotation;

...teacher professional development is an essential element in teacher's growth, and subsequently, boosting teachers' skills, efficiency and productivity. Moreover, teachers' sense of motivation and skills acquisition greatly empower them to become productive at places of work... (Head teacher B, from School D, 2025)

This implies that TPD allows teachers to focus on what specific vocational skills and knowledge they require over a short-term period. It is important as it helps to ensure that further learning and vocational skills is progressed in a structured, practical and relevant ways to guarantee that there are applied efficiencies in the vocational learning.

The overall interpretation of the above results is that professional development aspects have a significant effect on the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengeru Town Council.

#### **4.5.2 The Correlation Coefficient Results on the Professional development aspects affecting implementation of vocational subjects in the revised lower secondary curriculum**

**Table 4.6: The correlation coefficient results**

	<b>Professional development</b>	<b>Implementation of vocational subjects</b>
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		aspects	
<b>Professional development aspects</b>	Pearson	1	.814**
	Correlation		
	Sig. (2-tailed)		.000
	N	55	55
<b>Implementation of vocational subjects</b>	Pearson	.814**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	55	55

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient results presented in the table indicate a strong positive relationship between professional development aspects and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The Pearson correlation coefficient for the relationship between professional development aspects and implementation of vocational subjects is 0.814, which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that as professional development aspects, there is a strong positive impact on the implementation of vocational subjects in the revised lower secondary school curriculum.

In practical terms, this means that teacher professional development for vocational subjects in the NLSC requires a lot of training, teachers' productivity arises from TPD aspects and can be boosted if given ample time, and TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship. The result is significant across the 55 samples used in the analysis, confirming the strength of the relationship. The 0.814 correlation indicates that the two variables (professional development aspects and implementation of vocational subjects in the revised

lower secondary school curriculum) are closely linked, though it does not imply causation. It is important to consider that while a strong relationship exists, other factors could also influence the implementation of vocational subjects in the revised lower secondary school curriculum.

The qualitative findings complement the quantitative data by providing deeper insights and views into the influence of professional development aspects on the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.

#### **4.6 The Extent to Which Administrators Support the Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum.**

Objective three sought to assess the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. Different study variables were therefore applied and used. This was guided by the 5-point Likert scale whose findings are clearly indicated in Table 4.7.

**Table 4.7: The extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum**

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		

Administrative support influence teachers comfort with new curricular vocational subjects implementations	Accepted.	47	85.5	3.39	0.931
	Neutral.	3	5.4		
	Disagreed.	5	9.1		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
An effective vocational subjects' implementation will also rely on the attitudes of the administration.	Accepted.	45	81.8	3.20	0.872
	Neutral.	4	7.3		
	Disagreed.	6	10.9		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Self-efficacy is important for principals to positively influence and encourage teachers	Accepted.	41	74.6	3.29	0.774
	Neutral.	7	12.7		
	Disagreed.	7	12.7		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our administrators have a positive attitude easily empowering staff in vocational subjects implementation	Accepted.	37	67.3	3.17	0.862
	Neutral.	8	14.5		
	Disagreed	10	18.2		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Our administrators encourage learners to choose vocational subjects therefore cultivating a psychologically safe learning environment for vocational subjects.	Accepted.	34	61.9	3.11	0.773
	Neutral.	2	3.6		
	Disagreed	19	34.5		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Administrators sometimes feel overwhelmed by the demands of vocational subjects.	Accepted	31	56.4	3.17	0.741
	Neutral.	4	7.3		
	Disagreed.	20	36.3		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		

**Source:** Primary data (2025)

Table 4.7 represents the descriptive results on the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The findings indicated that 47(85.5%) of the participants accepted

to the study statements that administrative support influence teachers comfort with new curricular vocational subjects implementations (Mean=3.39); an effective vocational subjects' implementation will also rely on the attitudes of the administration, and this was accepted by 45(81.8%) of the respondents (Mean=3.20); self-efficacy is important for principals to positively influence and encourage teachers, and this was accepted by 1(74.6%) of the respondents (Mean=3.29); and lastly, administrators have a positive attitude easily empowering staff in vocational subjects implementation, and this was finally accepted by 37(67.3%) of the participants (Mean=3.17).

#### 4.6.1 Presentation of Qualitative Results on the Influence of Attitudes of Administrators

Thematic Area	Frequency	Percentage
Administrative support influence teachers comfort with new curricular vocational subjects implementations	25	83.3%
Self-efficacy is important for principals to positively influence and encourage teachers	21	70%
An effective vocational subjects' implementation will also rely on the attitudes of the administration.	19	63.3%
Administrators sometimes feel overwhelmed by the demands of vocational subjects.	16	53.3%
Administrators encourage learners to choose vocational subjects therefore cultivating a psychologically safe learning environment for vocational subjects.	13	43.3%
Administrators have a positive attitude easily empowering staff in vocational subjects implementation	9	30%

**Source:** *Primary data (2025)* (n=30)

The third objective was also set to establish the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The interviews managed to solicit adequate information from the

administrators (head teachers, deputy head teachers and directors of studies) considered. These participants were fully involved and participate in answering the interviews.

In the study, it was accepted that administrative support influence teachers comfort with new curricular vocational subjects implementations; as one head-teacher explained as indicated in the quotation;

...it is the duty of every school administrator to support and motivate their teachers as motivated teachers create an engaging and collaborative environment for students to learn. Although, a school administrator has many diverse responsibilities, one crucial task is keeping the teachers motivated. Inspired teachers make a more positive difference in new curricular vocational subjects' implementations. Teachers have enough time dedicated on the school time table for your vocational subject as compared to other subjects... (Peter pseudo name personal communication, 2025)

This implies that one of the most efficient ways to motivate and inspire teachers is to praise and honor them. Showing appreciation for their dedication and hard work makes them feel valued. In addition, receiving recognition from school administrators reassures teachers that they are skilled at their job, and that leadership recognizes their contributions to effectively achieve new curricular vocational subjects' implementations.

The study revealed that self-efficacy is important for principals to positively influence and encourage teachers, and one of the interviewed deputy head teachers had these to say as quoted;

...head-teachers with sense of self-efficacy create mastery experiences for their colleagues (teachers). Teachers with low instructional self-efficacy undermine students' cognitive development as well as students' judgments of their own capabilities. Therefore, teacher efficacy is a form of self-efficacy and is a powerful predictor of teaching performance for better implementation of vocational subjects... (Kafeero pseudo name personal communication, 2025)

This implies that a teachers' sense of efficacy is vital because they need to feel competent and confident in their ability to teach and reach all students' studying vocational subjects. Self-efficacy has become an important framework in vocational education to predict and explain the perceptions and judgments that influence teachers' decisions and actions in the vocational subjects' implementation.

The study also noted that an effective vocational subjects' implementation will also rely on the attitudes of the administration. Another interviewed participants had the following to say as indicated in the quotation;

...some schools have experienced and achieved effective implementation of vocational subjects when the administrators' attitude is positive especially in supporting the vocational subjects within their schools. Administrators with positive attitude provide direction and influence in order to achieve the school's goals, and most particularly those related to improving learning and strengthening teaching of vocational subjects... (Deputy head teacher C from School E, 2025)

This implies that administrators' attitude influence their ability to develop, implement and evaluate vocational subjects within the schools. They embrace the extremely important role of ensuring the system is operating effectively and efficiently. Administrators do their best to remove obstacles that separate technical and vocational education from general education; in addition to examining the emerging issues and promoting best practices and approaches in implementing vocational subjects' teaching.

The study further noted that administrators encourage learners to choose vocational subjects therefore cultivating a psychologically safe learning environment for vocational subjects. Another interviewed participants had these to say as indicated in the quotation;

...administrators provide career lessons to students to motivate them choose vocational subjects. They encourage students to potentially improve students' job readiness by increasing their confidence in career pursuits; simplifying career decisions and helping them address decision making challenges... (Deputy head-teacher C from School E, 2025)

This implies that teachers received adequate career guidance related to vocational subjects before choosing them. Administrators encourage students to receive adequate career guidance related to vocational subjects before choosing them. Similarly, administrators provide measures to equip teachers with adequate skills and knowledge in all areas of their vocational subject.

Lastly, the study noted that administrators have a positive attitude easily empowering staff in vocational subjects' implementation. Another interviewed participants had the following to say as quoted;

...administrators with positive attitude and perception towards vocational subjects tend to empower and motivate teachers to effectively implement vocational subjects in schools. Administrators encourage them to provide for additional instructional materials (or use of improvised instructional materials in class), and motivate teachers to get more involved in career guidance and help students with academic weaknesses in vocational subjects... (Deputy head-teacher C from School E, 2025)

This implies that administrators play a vital role in addressing the disparity in preparing and motivating teachers and equipping them with vocational skills needed for success in today's rapidly evolving work environment. In today's academic landscape, administrators with positive attitude can easily empower teaching staff to effectively implement vocational subjects.

Both quantitative and qualitative data highlight key issues related to the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council.

#### 4.6.2 Correlation coefficient results on the extent to which administrators support the implementation of vocational subjects in the revised lower secondary curriculum.

**Table 4.8: Correlation coefficient results**

		Administrators support	Implementation of vocational subjects
Administrators support	Pearson Correlation	1	.817**
	Sig. (2-tailed)		.000
	N	55	55
Implementation of vocational subjects	Pearson Correlation	.817**	1
	Sig. (2-tailed)	.000	
	N	55	55
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.8 shows a very strong positive correlation ( $r = 0.817$ ,  $p < 0.01$ ) between administrators support and the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The results suggest that the implementation of vocational subjects in the revised lower secondary school curriculum is highly associated with the secondary schools having administrators support. The high correlation indicates that the implementation of vocational subjects in the revised lower secondary school curriculum reflected in administrators support is significantly linked to the school managers assigns duties based on skills and experience on vocational subjects. This suggests that administrators

support can have a positive impact on the implementation of vocational subjects in the revised lower secondary school curriculum.

#### 4.7 Implementation of Vocational Subjects in the RLSC

The last aspect sought to establish the implementation of vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. Different study variables were therefore applied and used. This was guided by the 5-point Likert scale whose findings are clearly indicated in Table 4.9.

**Table 4.9: Implementation of Vocational Subjects in the RLSC**

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
There is increased enrolment in art and design as a vocational subject in our school	Accepted.	51	92.7	3.49	0.655
	Neutral.	0	00		
	Disagreed.	4	7.3		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
There is increased enrolment in Technology and design subject in our school	Accepted.	47	85.5	3.47	0.741
	Neutral.	2	3.6		
	Disagreed.	6	10.9		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
There is increased enrolment in performing arts as a vocational subject in our School	Accepted.	43	78.2	3.63	0.775
	Neutral.	4	7.3		
	Disagreed.	8	14.5		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		

Learners are given an opportunity to exhibit what they learn in the vocational subjects.	Accepted.	40	72.7	3.41	0.863
	Neutral.	5	9.1		
	Disagreed	10	18.2		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Conscientiousness attitude to work among learners is ignited by vocational subjects in the School	Accepted.	37	67.3	3.18	0.781
	Neutral.	7	12.7		
	Disagreed	11	20		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Self-employable practical and production skilled graduates is the emphasis in our school	Accepted	31	56.4	3.73	0.763
	Neutral.	9	16.4		
	Disagreed.	15	27.2		
	<b>Total:</b>	<b>55</b>	<b>100%</b>		
Implementation of vocational subjects enhanced Critical and creative thinking among our learners	Accepted	27	49.1	3.63	0.574
	Neutral.	11	20		
	Disagreed.	17	30.9		
	<b>Total</b>	<b>55</b>	<b>100%</b>		
Enough time is allocated to implementation of vocational subjects	Accepted.	21	38.2	3.32	0.432
	Neutral.	15	27.3		
	Disagreed.	19	34.5		
	<b>Total</b>	<b>55</b>	<b>100%</b>		

**Source:** Primary data (2025)

Table 4.9 represents the descriptive results on the implementation of vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. The findings indicated that 51(92.7%) of the participants accepted to the study statements that there is increased enrolment in art and design as a vocational subject in secondary schools (Mean=3.49); there is increased enrolment in technology and design

subject in secondary schools, and this was accepted by 47(85.5%) of the respondents (Mean=3.47); there is increased enrolment in performing arts as a vocational subject in secondary schools, and this was accepted by 43(78.2%) of the respondents (Mean=3.63); and learners are given an opportunity to exhibit what they learn in the vocational subjects, and this was accepted by 40(72.7%) of the respondents (Mean=3.41).

The study also noted that conscientiousness attitude to work among learners is ignited by vocational subjects in the school, and this was accepted by 31(56.4%) of the respondents (Mean=3.73); and lastly, enough time is allocated to implementation of vocational subjects, and this was accepted by 21(38.2%) of the respondents (Mean=3.32).

The next chapter covers the discussions and interpretation of findings as detailed hereunder.

## **CHAPTER FIVE**

### **DISCUSSIONS OF RESULTS**

#### **5.0 Introduction**

This chapter presents the discussions of results on exploring schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. This was done basing on the study findings and following the sequence developed from the stated research objectives.

#### **5.1 Discussion of Results**

The discussion of results is done basing on the results presented in chapter four in thematic manner as follows:

##### **5.1.1 How Financial Resources Influence Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum**

The above study theme of finding out how financial resources influence implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council was discussed as follows:

The findings revealed that there was a strong positive correlation ( $r = .630$ ,  $n = 70$ ,  $p < .01$ ) between financial resources and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. This concurs with Tomusange et al. (2021) asserting that community schools established during the past three decades in Uganda are engaged in a constant struggle for funds, including external sponsors. In support of the above, Kasozi (2016) postulates that different countries in the world rich or poor will find it more difficult in the future to increase the percentage share of their national income going to education due to other pressing needs in the budget. This implies that any attempt where schools have adequate financial resources, school's physical facilities ultimately enable students' vocational learning achievements, school involves parents in vocational education e.g. paying fees and buying requirements, and school plans for financing the desired vocational subjects' activities.

#### **5.1.1.1 The Discussion of Organizational Capacity for Change (OCC) Theory**

The study revealed that it was based on the Organizational Capacity for Change (OCC) Theory (Judge, 2005). The theory was adopted to underpin the exploration of schools' capacity to implement vocational subjects in the lower secondary school curriculum, because it has attributes that connect key elements of the theory to the specific context of educational reform of which the Lower Secondary School Curriculum in Uganda is part. Theory provides a comprehensive framework for understanding how institutions, such as schools, can effectively

manage and implement change (Judge & Douglas, 2009). According to Judge and Douglas (2009), OCC is defined by eight essential dimensions: trustworthy leadership, trusting followers, capable champions, involved mid-management, systems thinking, communication systems, accountable culture and innovative culture. By applying the OCC dimensions, educational leaders can develop targeted strategies to enhance their school's capacity for change. The OCC theory offers a robust (strong) framework for exploring and enhancing schools' ability to implement vocational subjects in the lower secondary curriculum. By focusing on key dimensions such as leadership, culture and communication, educational institutions can better navigate the complexities of curriculum reform and ensure successful implementation.

#### **5.1.1.2 Parents Involvement in vocational education**

The study noted that school involves parents in vocational education; for example, paying fees and buying requirements; and this is in agreement with Hanson (2020) asserting that secondary schools involves guardians and parents in providing the necessary vocational requirements for their students, including school fees payments and instructional materials. They are equally responsible for providing sound education and sound knowledge on the vocational skills as well as the moral training of their children as ascertained by Werner (2021). This implies that schools consider parents to be the primary architects of their child's learning and character development. Contrary to the above, Messah & Mucai (2021) opines that some parents consider vocational education to be for those children from low income households. To achieve this, schools always involve them in paying school fees and buying other educational requirements for their children for successful vocational education. This vital role of parents is

crucial and irreplaceable, extending beyond facilitation to active participation in their child's education.

#### **5.1.1.3 School Laboratories and Libraries**

The study noted that school laboratories and libraries are well stocked for implementation of vocational subjects. This is in agreement with Yunas (2024) arguing that much of what laboratories and library teachers are trained to do is help students build the information, conduct experiments and digital literacy skills they need to conduct research and carry out experiments, and to achieve the implementation of vocational subjects, libraries and laboratories in schools have been regularly stocked. More so, Chapman et al. (2020) support the implementation of vocational subjects being attained in schools with the stocking of school libraries and laboratories. Libraries establishes the importance of reading and access to great books, whereas, laboratories encourages students to do experiments. Constantly this implies that surrounding students with books and equipment helps pique their curiosity, teaches them to browse and borrow, and reinforces the class as a reading community.

#### **5.1.1.4 School's Source of Finance**

The study noted that school's source of finance for vocational subjects are government grants. This concurs with Lewin (2018) who stated that secondary schools timely get adequate financing from government in form of government grants to finance its vocational activities. However, the government grants are always limited to finance all the yearly planned vocational activities within the schools. Similarly, Yara & Otieno (2020) argues that today, government has prioritized grants towards financing vocational subjects. Schools financial base to effectively finance the yearly budget for vocational education is commonly financed by the

government. This implies that the government allocates financial resources to several schools to finance its planned vocational activities on yearly basis.

#### **5.1.1.5 School's Physical Facilities**

It's clear from the views that school's physical facilities ultimately enable students' vocational learning achievements. This concurs with Reinikka and Svensson (2021) argument that adequate physical facilities such as libraries, laboratories, sports facilities, classrooms and computer labs are essential for creating a conducive vocational learning environment. In any educational institution, Ssewamala et al. (2021) argues that the availability of fundamental physical facilities is paramount to fostering a conducive learning environment. Similarly, Wambi et al. (2024) argues that school's physical facilities send strong messages to students about what is valued, who is valued and what learning can occur within the spaces designed. The availability of physical facilities motivates students to get more involved in vocational learning. This implies that the available physical facilities play a role in student achievement and behavior, and can as well as foster a positive outlook that supports vocational learning.

The study noted that school's source of finance for vocational subjects are school fees. In support of the above, Ssewamala et al. (2021) noted that secondary schools consider school fees as their main source of finance to finance the yearly vocational activities. This is in agreement with Asankha & Takashi (2021) who stated that schools always base themselves on the paid school fees to motivate its teaching staff and acquire the necessary instructional materials, as well as building adequate physical facilities to effectively boost the vocational learning. This implies that most secondary schools base on school fees to finance vocational

subjects where its estimated expenditures are approved by B.O.G- Finance committee. However, school fees are always not adequate to cover all the planned vocational activities.

#### **5.1.1.6 School's Source of Equipment for Vocational Subjects**

Subsequently, the study also noted that school's source of equipment for vocational subjects are parents through an additional requirement list on top of school fees. This concurs with Asankha & Takashi (2021) who stated that parents try to meet additional requirement list on top of school fees while planning for the future. From a school point of view, parents try to provide in every capacity the best vocational education for each child, within its values. It is essential to keep in mind that additional payments help schools to source for more and required vocational equipment as ascertained by Chapman et al. (2020). This implies that in most schools, parents are requested to pay for additional requirement list on top of the school fees, and this has been the major source of equipment for implementation of vocational subjects. Parents are always request to pay for additional fees to cater for art and design, buying computers and laboratory equipment.

#### **5.1.2 Professional Development Aspects Affecting Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum**

The above study theme of examining professional development aspects affecting implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council ranges from:

The study noted that there is a strong positive relationship between professional development aspects and implementation of vocational subjects in the revised lower secondary school

curriculum in Kyengera Town Council ( $r=0.814$ ), which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that as professional development aspects, there is a strong positive impact on the implementation of vocational subjects in the revised lower secondary school curriculum. This concurs with Kitasse et al. (2024) who observes that teachers are expected to deliver a competency-based education with greater emphasis on integrating skills that can help learners to be ushered in the competitive world. This requires effective use of information and communication technologies for teaching and to engage more in planning within evaluative and accountability frameworks. More so, Pena-Lopez (2019) argued that teacher professional development for vocational subjects in the NLSC requires a lot of training, teachers' productivity arises from TPD aspects and can be boosted if given ample time, and TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship. It is important to consider that while a strong relationship exists, other factors could also influence the implementation of vocational subjects in the revised lower secondary school curriculum.

The study noted that teacher professional development for vocational subjects in the NLSC requires a lot of training; and this concurs with Chrappan (2015) arguing that teacher professional development for vocational subjects enhances teachers' knowledge and skills, and this can be achieved with presence of training. More so, Kyobe & Rugumayo (2015) observe that providing adequate training to NLSC equips teachers with skills and knowledge up-to-date, prepare them with greater responsibilities and boost their confidence to become more creative in handling vocational subjects. Similar to the above, Wiles & Bondi (2024) opines that by engaging with professional development activities, individuals can foster a sense of accomplishment and personal fulfillment. As individual see the positive impacts of their

development efforts, job satisfaction increase, leading to a more motivated and engaged workforce involved in vocational subjects. This implies that a professional development goal for vocational subjects guides a team member towards a specific improvement, and to achieve this goal, a lot of advanced training is of paramount.

#### **5.1.2.1 Integration of vocational Subjects' Skills**

The study also noted that in vocational subjects, TPD prepares teachers for challenging integration of vocational subjects' skills. This concurs with Kasule (2015) arguing that teachers professional development respond to changing education landscape. Teachers are tasked with updating their vocational subjects curricular to respond to ever-changing social and educational landscape. There are always need developments and innovations in education, meaning new trends, skills and strategies to keep up with in the classroom for vocational subject skills as ascertained by Cator, Schneider & Vander Ark (2024). This implies that several careers offer a mentorship-type program, where teachers especially new ones are paired up with a seasoned veteran who can show them the ropes and gives them tips to help them succeed in handling vocational subjects. This clearly indicates that teacher professional development prepares teachers to develop enthusiasm and maintain their ability and vocational skills.

#### **5.1.2.2 Alignment of Teacher Professional Development**

The study also noted that Teacher Professional Development (TPD) is aligned to the SDGs. This concurs with Butler (2020) noting that before driving into how to align vocational education with the UN SDGs, it is vital to understand the current educational landscape. TPD focus more on equipping students with advanced vocational skills, which aims at promoting job makers than job seekers. This is in agreement with Yara & Otieno (2020) who opines that TPD

is designed to ensure educational programs are beneficial and relevant towards promoting vocational subjects. This implies that education is a cornerstone for sustainable development, and aligning educational practices with the United Nation's Sustainable Development Goal (SDGs) is critical for creating a more equitable and sustainable future. This clearly indicates that TPD is designed to be a blueprint to achieve a better and more of SDGs in promoting vocational education.

### **5.1.2.3 Preparation and Mentorship**

The study further revealed that TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship. This concurs with Jess, Carse & Keay (2016) asserting that in exploring how to achieve this goal, teachers are turning attention and resources increasingly to the priority of professional development of teachers. More so, Loflin (2016) argued that teacher mentoring programs are now perceived as an effective staff development approach for beginning vocational teachers that requires a lot of mentorship and adequate preparation for the effective implementation of vocational subjects. This implies that TPD programs pair novice teachers with more experienced vocational teachers who can ably explain school policies, procedures and regulations on vocational subjects, in addition to sharing methods, materials and other resources, helping in solving challenges in vocational teaching and learning; and providing personal and professional support on vocational subjects.

### **5.1.2.4 Teachers' Productivity**

Lastly, the study further revealed that teachers' productivity arises from TPD aspects and can be boosted if given ample time. This concurs with Mulenga & Malambo (2019) who stated that TPD allows teachers to focus on what specific vocational skills and knowledge they require

over a short-term period. Similarly, Margolis, Durbin, & Doring (2017) argues that it is important as it helps to ensure that further learning and vocational skills is progressed in a structured, practical and relevant ways to guarantee that there are applied efficiencies in the vocational learning. Moreover, Makunja (2024) opines that teachers' sense of motivation and skills acquisition greatly empowers them to become productive at places of work. This clearly implies that teacher professional development is an essential element in teacher's growth, and subsequently, boosting teachers skills, efficiency and productivity.

### **5.1.3 The Extent to Which Administrators Support the Implementation of Vocational Subjects in the Revised Lower Secondary School Curriculum.**

The above study theme of assessing the extent to which administrators support the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council; and these ranges from:

The study noted that there is a very strong positive correlation ( $r = 0.817$ ,  $p < 0.01$ ) between administrators support and the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The results suggest that the implementation of vocational subjects in the revised lower secondary school curriculum is highly associated with the secondary schools having administrators support. The high correlation indicates that the implementation of vocational subjects in the revised lower secondary school curriculum reflected in administrators support is significantly linked to the

school managers assigns duties based on skills and experience on vocational subjects. This concurs with (Hall, 2015; Kakuru & Okello, 2024) noting that support is available through different forms of professional development and professional learning communities (PLCs), which are designed to address any concerns that might hinder the successful implementation of a change but these factors are highly dependent on the influence and roles of the administrators. This suggests that administrators support can have a positive impact on the implementation of vocational subjects in the revised lower secondary school curriculum.

#### **5.1.3.1 Administrative Support**

The study noted that administrative support influence teachers comfort with new curricular vocational subjects' implementations; and this concurs with Namatovu & Twinomugisha (2024) noting that one of the most efficient ways to motivate and inspire teachers is to praise and honor them. Showing appreciation for their dedication and hard work makes them feel valued. In addition, Nsubuga., Lubanga & Ssemakula (2024) asserted that receiving recognition from school administrators reassures teachers that they are skilled at their job, and that leadership recognizes their contributions to effectively achieve new curricular vocational subjects' implementations. It is the duty of every school administrators to support and motivate their teachers as motivated teachers create an engaging and collaborative environment for students to learn. Although, Amunga et al. (2020) opines that a school administrator has many diverse responsibilities, one crucial task is keeping the teachers motivated. Inspired teachers make a more positive difference in new curricular vocational subjects' implementations. This clearly indicates that teachers have enough time dedicated on the school time table for your vocational subject as compared to other subjects.

### **5.1.3.2 Self-Efficacy**

The study noted that self-efficacy is important for principals to positively influence and encourage teachers, and this is in agreement with Mehdinezhad & Mansouri (2016) asserting that a teachers' sense of efficacy is vital because they need to feel competent and confident in their ability to teach and reach all students' studying vocational subjects. On the flipside, Ayuba & Gatabazi (2020) argues that self-efficacy has become an important framework in vocational education to predict and explain the perceptions and judgments that influence teachers' decisions and actions in the vocational subjects' implementation. More still, Hooker et al. (2021) opines that head teachers with sense of self-efficacy create mastery experiences for their colleagues (teachers). Teachers with low instructional self-efficacy undermine students' cognitive development as well as students' judgments of their own capabilities. This implies that teacher efficacy is a form of self-efficacy and is a powerful predictor of teaching performance for better implementation of vocational subjects.

### **5.1.3.3 Attitudes of the Administrators**

The study also noted that an effective vocational subjects' implementation will also rely on the attitudes of the administration. This concurs with Hallinger & Heck (2016) arguing that administrators' attitude influence their ability to develop, implement and evaluate vocational subjects within the schools. They embrace the extremely important role of ensuring the system is operating effectively and efficiently. Similarly, Leithwood et al. (2024) noted that administrators do their best to remove obstacles that separate technical and vocational education from general education; in addition to examining the emerging issues and promoting best practices and approaches in implementing vocational subjects' teaching. This implies that some

schools have experienced and achieved effective implementation of vocational subjects when the administrators' attitude is positive especially in supporting the vocational subjects within their schools. Administrators with positive attitude provide direction and influence in order to achieve the school's goals, and most particularly those related to improving learning and strengthening teaching of vocational subjects.

#### **5.1.3.4 Learning Environment**

The study further noted that administrators encourage learners to choose vocational subjects therefore cultivating a psychologically safe learning environment for vocational subjects. This concurs with Bryk et al. (2020) arguing that teachers received adequate career guidance related to vocational subjects before choosing them. Similarly, Day et al. (2020) noted that administrators encourage students to receive adequate career guidance related to vocational subjects before choosing them. Additionally, Hartini et al. (2018) opines that administrators provide measures to equip teachers with adequate skills and knowledge in all areas of their vocational subject. This implies that administrators provide career lessons to students to motivate them choose vocational subjects. They encourage students to potentially improve students' job readiness by increasing their confidence in career pursuits; simplifying career decisions and helping them address decision making challenges.

#### **5.1.3.5 Positive Attitude**

Lastly, the study noted that administrators have a positive attitude easily empowering staff in vocational subjects' implementation. This concurs with Kyndt et al. (2016) who noted that administrators play a vital role in addressing the disparity in preparing and motivating teachers and equipping them with vocational skills needed for success in today's rapidly evolving work

environment. In today's academic landscape, administrators with positive attitude can easily empower teaching staff to effectively implement vocational subjects as ascertained by Nsubuga., Lubanga & Ssemakula (2024). This clearly indicates that administrators with positive attitude and perception towards vocational subjects tend to empower and motivate teachers to effectively implement vocational subjects in schools. Administrators encourage them to provide for additional instructional materials (or use of improvised instructional materials in class), and motivate teachers to get more involved in career guidance and help students with academic weaknesses in vocational subjects.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

The study established the schools' capacity to implement vocational subjects in the revised lower secondary school curriculum in selected secondary schools in Kyengera Town Council. The chapter covers the conclusions and pertinent recommendations basing on the research objectives and results presented in chapter four of this report. The areas of further research were also covered and equally presented.

#### 6.1 Conclusions

The study conclusions were reached basing on the themes developed from the research objectives. This section concludes the key results in collaboration with the stated research objectives in order to formulate the recommendations of the study.

The study concluded that there was a strong positive correlation ( $r = .630$ ,  $n = 70$ ,  $p < .01$ ) between financial resources and implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. This implies that any attempt where schools have adequate financial resources, school's physical facilities ultimately enable students' vocational learning achievements, school involves parents in vocational education e.g. paying fees and buying requirements, and school plans for financing the desired vocational subjects' activities.

From the objective two, it is evident that there is a strong positive relationship between professional development aspects and implementation of vocational subjects in the revised

lower secondary school curriculum in Kyengera Town Council (0.814), which is statistically significant at the 0.01 level (2-tailed), as shown by the p-value of 0.000. This high correlation value suggests that as professional development aspects, there is a strong positive impact on the implementation of vocational subjects in the revised lower secondary school curriculum. In practical terms, this means that teacher professional development for vocational subjects in the NLSC requires a lot of training, teachers' productivity arises from TPD aspects and can be boosted if given ample time, and TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship.

The study concluded that there is a very strong positive correlation ( $r = 0.817$ ,  $p < 0.01$ ) between administrators support and the implementation of vocational subjects in the revised lower secondary school curriculum in Kyengera Town Council. The results suggest that the implementation of vocational subjects in the revised lower secondary school curriculum is highly associated with the secondary schools having administrators support. The high correlation indicates that the implementation of vocational subjects in the revised lower secondary school curriculum reflected in administrators support is significantly linked to the school managers assigns duties based on skills and experience on vocational subjects. This suggests that administrators support can have a positive impact on the implementation of vocational subjects in the revised lower secondary school curriculum.

### **6.3 Recommendations**

Following the findings and conclusions of this study the following recommendations were suggested to be put in place by policy makers and all other stakeholders in vocational education.

The study recommends that government through Ministry of Education and Sports (MoES) should double its financial support and resources allocated to the vocational subjects in secondary schools. All heads acknowledged that the schools may not be able to fully finance and provide the requirements at once. This shall help schools to acquire some of the expensive equipment of some of the subjects like Technology and design.

The study recommends that recruited teachers for the vocational subjects regularly attend continuous staff development and provide them with some instructional materials. Still, teachers should be advised to look for some of the materials needed for instruction especially in Art and Design are locally available and so are easy to provide.

The study recommends that head teachers should always organize annual workshops to equip their teachers with the latest developments. All pointed out that at least two trainings should be done within the last four years to equip the teachers with skills of handling the new curriculum.

The study recommends that there is need for parent's involvement in the implementation of vocational subjects in secondary schools. It was however found out that parents' involvement is still lacking especially in providing their children with scholastic materials and equipment needed for the vocational subjects.

The study recommends the need for community and industry partnerships. However, it was found out that none of the schools had any partnership with the community in line with running the vocational subjects.

Lastly, the study recommends that the government would join the struggle to supply schools with equipment to run the vocational subjects. All heads acknowledge that vocational subjects are the way to go and pledge to support them even when they seem expensive to run.

#### **6.4 Recommendations for Further Studies**

The investigator carried this research in order to establish “Exploring Schools’ Capacity to Implement Vocational Subjects in the Revised Lower Secondary School Curriculum in Kyengera Town Council, Uganda” but this research has not been extensively exhausted owing to several bottlenecks. More areas that need more research is vital in scope of:

1. The study recommends a that similar studies should be done in other districts in the country for comparison purpose and allow generalization of the findings on the influence of schools’ capacity to implement vocational subjects in the revised lower secondary school curriculum in other districts in Uganda.
2. A study should also be conducted to determine influence of appraisal on implementation vocational subjects in the revised lower secondary school curriculum among secondary schools across Uganda.
3. The study was only confined in public and private secondary schools in Kyengera Town Council, Wakiso District, Uganda. Related research needs to be done in all other schools especially primary schools in Uganda, thus able to identify other areas for improvement.

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## **APPENDIX I: Research Questionnaire for teachers**

### **RESEARCH QUESTIONNAIRE FOR TEACHERS**

#### **INTRODUCTION**

Dear respondent,

My name is **Jjemba Joseph** a post graduate student of Uganda Christian University pursuing a Master's degree in education administration and Management of Uganda Christian University (UCU) Mukono. I am carrying out a study assessing the capacity of schools to implement vocational subjects in the new lower secondary school curriculum in Uganda, a case study of schools in Kyengerera Town Council.

You have been selected to volunteer in this study as a respondent. Your views will be kept and treated confidentially in line with the study. I appreciate every contribution that you make in furthering this research endeavor. Thank you for your time and cooperation.

#### **SECTION A: BACKGROUND INFORMATION**

Please tick ( ) the most appropriate option that applies to the topic of study in relation to your school.

##### **1. What is your gender?**

Gender	Male	Female
Tick		

**2. What is your age (Respondent)?**

<b>Age</b>	1).24 Yrs below	2).25- 30 Yrs.	3).31- 34 Yrs.	4).35-40 Yrs.	5).41-44 Yrs.	6). 45- 50 Yrs.	7). Above 50 Yrs.
<b>Tick</b>							

**3. What is your Highest education level attained?**

<b>Qualification</b>	1.Diploma	2.Degree	3.Post graduate
<b>Tick</b>			

**4. What is your teaching experience?**

<b>Period</b>	1. less than 1yr	2. 1- 2 years	3. 3-4 years	4. 5-6 years	5. Above 6years
<b>Tick</b>					

**5. What is your Marital status**

<b>Marital status</b>	1. Single	2. Married	3. Divorced	4. Widow
<b>Tick</b>				

**6. Which vocational subjects are taught in NLSC in your School?**

<b>Vocational subject implemented</b>	1. Art & design	2. Technology &design	3. Performing arts
<b>Tick</b>			

## **SECTION B: FINANCIAL RESOURCES INFLUENCE**

### **Instructions**

Indicate the extent to which you agree with the following observations on how financial resources influence implementation of vocational subjects in the new lower Secondary School curriculum

*Please use the key below to answer the following questions by indicating:*

*(1) if you Strongly disagree, ( 2 )if you Disagree, ( 3) for not sure ( 4) if you Agree ( 5) if you Strongly agree.*

<b>HOW FINANCIAL RESOURCES INFLUENCE IMPLEMENTATION OF VOCATIONAL SUBJECTS IN NLSC</b>	<b>SCALE</b>				
	<b>SDA</b>	<b>DA</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
B1.Our School plans for financing the desired vocational subjects' activities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B2.Our School allows vocational subjects actively to determine, mobilize and acquire financial resources.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B3.Vocational subjects' estimated expenditures are approved by B.O.G- Finance committee	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B4. Our School involves parents in vocational education e.g. paying fees and buying requirements.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B5. Our School prepares projected budget for vocational subjects every year	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B6. In our School Vocational Teachers are not involved in budgeting which compromises school activities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B7. Our School's physical facilities ultimately enable students' vocational learning achievements	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B8. Our School's Source of finance for vocational subjects are Government grants	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B9. Our School's Source of finance for vocational subjects are School fees	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B10. Our School's external and in-kind support for vocational	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

subjects influences enrollment					
B11. Our School's Source of finance for vocational subjects are School activities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B12. Our school's source of equipment for vocational subjects are parents through an additional requirement list on top of school fees.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B13. In our School laboratories and libraries are well stocked for implementation of vocational subjects	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B14. In our School Teachers are well motivated to implement the vocational subjects in the LSC	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**SECTION C: PROFESSIONAL DEVELOPMENT ASPECTS AFFECTING IMPLEMENTATION OF VOCATIONAL SUBJECTS IN THE NLSC.**

**Instructions**

Indicate the extent to which you agree with the following observations on the Professional development aspects affecting implementation of vocational subjects in the NLSC.

*Please use the key below to answer the following questions by indicating: (1) if you Strongly disagree, (2) if you Disagree, (3) for Neither agree or disagree (4) if you Agree (5) if you Strongly agree.*

PROFESSIONAL DEVELOPMENT ASPECTS AFFECTING IMPLEMENTATION OF VOCATIONAL SUBJECTS IN THE NLSC	SCALE				
	SD	D	N	A	S
	A	A	S		A
C1. Our vocational subjects Teacher Professional Development (TPD) is aligned to the SDGs	1	2	3	4	5
C2. Our vocational subjects TPD prepares teachers for challenging integration of vocational subjects skills	1	2	3	4	5
C3. Our Teacher professional development for vocational subjects in NLSC is a customized program for the school.	1	2	3	4	5
C4. Our Teacher professional development for vocational subjects in the NLSC requires a lot of training	1	2	3	4	5
C5. Our TPD for vocational subjects in the NLSC requires a lot of preparation and mentorship	1	2	3	4	5
C6. Our teachers' productivity arises from TPD aspects and can be	1	2	3	4	5

boosted if given ample time					
C7. The training I got at the university was adequate for the implementation of vocational Subjects in the LSC	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
C8. The training I've attended while in service is operative in terms of improving my current vocational subject pedagogy	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
C9. I was successfully in serviced prior to the implementation of the vocational Subjects.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## **SECTION D: INFLUENCE OF ATTITUDES OF ADMINISTRATORS**

### **Instructions**

Indicate the extent to which you agree with the following observations on **influence of attitudes of administrators on implementation of the vocational subjects in the new lower secondary school curriculum**

*Please use the key below to answer the following questions by indicating:*

*(1) if you Strongly disagree, ( 2 )if you Disagree, ( 3) for not sure ( 4) if you Agree ( 5) if you Strongly agree.*

<b>INFLUENCE OF ATTITUDES OF ADMINISTRATORS</b>	<b>SCALE</b>				
	<b>SDA</b>	<b>DA</b>	<b>NSA</b>	<b>A</b>	<b>SA</b>
D1. Administrative support influence teachers comfort with new curricular vocational subjects implementations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D2. An effective vocational subjects' implementation will also rely on the attitudes of the administration.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D3. Self-efficacy is important for principals to positively influence and encourage teachers	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D4. Our administrators have a positive attitude easily empowering staff in vocational subjects implementation	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D5. Our administrators encourage learners to choose vocational subjects therefore cultivating a psychologically safe learning environment for vocational subjects.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D6. Administrators sometimes feel overwhelmed by the demands of vocational subjects.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**SECTION E: IMPLEMENTATION OF VOCATIONAL SUBJECTS IN THE NEW LOWER SECONDARY SCHOOL CURRICULUM**

**Instructions**

Indicate the extent to which you agree with the following observations on **implementation of vocational subjects in the new lower secondary school curriculum**

*Please use the key below to answer the following questions by indicating:*

*(1) if you Strongly disagree, ( 2 )if you Disagree, ( 3) for not sure ( 4) if you Agree ( 5) if you Strongly agree.*

IMPLEMENTATION OF VOCATIONAL SUBJECTS IN THE RLSC	SCALE				
	SDA	DA	NS	A	SA
E1. There is increased enrolment in art & design as a vocational subject in our School	1	2	3	4	5
E2. There is Increased enrolment in Technology & design subject in our School	1	2	3	4	5
E3. There is increased enrolment in performing arts as a vocational subject in our School	1	2	3	4	5
E4. Learners are given an opportunity to exhibit what they learn in the vocational subjects.	1	2	3	4	5
E5. Conscientiousness attitude to work among learners is ignited by vocational subjects in the School	1	2	3	4	5
E6. Self-employable practical and production skilled graduates is the emphasis in our school	1	2	3	4	5
E7. Implementation of vocational subjects enhanced Critical and creative thinking among our learners	1	2	3	4	5
E8. Enough time is allocated to implementation of vocational subjects	1	2	3	4	5

**Additional information on assessment of the capacity of schools to implement vocational**

**subjects in the new lower secondary school curriculum in Uganda, a case study of schools in Kyengera Town Council.**

How do financial resources influence implementation of vocational subjects in the new lower secondary schools' curriculum in Kyengera Town Council?.....

.....

.....

.....

To what extent do professional development aspects affect implementation of vocational subjects in the new lower secondary schools' curriculum in Kyengera Town Council?

.....

.....

.....

.....

What is the influence of attitudes of administrators on implementation of the vocational subjects in the new lower secondary schools' curriculum in Kyengera Town Council?

.....

.....

.....

.....

.....

**Thanks for your cooperation**

## **APPENDIX II: Interview questions for administrators**

### Introduction

Dear respondent,

My name is **Jjemba Joseph** a postgraduate student of Uganda Christian University pursuing a Master's degree in education administration and Management of Uganda Christian University (UCU) Mukono. I am carrying out a study assessing the capacity of schools to implement vocational subjects in the new lower secondary school curriculum in Uganda, a case study of schools in Kyengera Town Council.

You have been selected to volunteer in this study as a respondent. Your views will be kept and treated confidentially in line with the study. The findings will be helpful in identifying and analyzing trends and insights of vocational education in the New Revised Lower Secondary School curriculum and therefore guide the relevant stake holders in making decisions. I appreciate every contribution that you make in furthering this research endeavor. Thank you for your time and cooperation.

### **Back ground**

1. How long have you been in this role as a head teacher?
2. When did you become the head teacher of this school?
3. Would you like to share any personal experience related to involvement in vocational education as a student?

### **General Attitude towards Vocational Subjects**

#### **1. General Perception**

- What is your overall opinion of vocational subjects?

- How do you perceive the value of vocational education compared to traditional academic subjects?

## **2. Importance in the Curriculum**

- How important do you think it is to include vocational subjects in the school curriculum?
- In your opinion, what benefits do vocational subjects offer to students?

## **3. Student Engagement and Outcomes**

- How do students generally respond to vocational subjects here?
- Have you observed any differences in student engagement or outcomes between vocational and academic subjects?

## **Implementation and Support**

### **4. Support and Resources**

- What kind of support and resources does the school provide for vocational subjects?
- Are there any specific challenges in providing these resources?

### **5. Professional Development**

- How does the school support teachers who teach vocational subjects?
- Are there opportunities for professional development specifically for vocational educators?

### **6. Community and Industry Partnerships**

- Does the school have partnerships with local businesses or industries to support vocational education?
- How do these partnerships enhance the vocational programs offered?

## **Perceptions and Challenges**

### **7. Challenges Faced**

- What challenges do you face in promoting vocational subjects within the school?
- How do you address any stigma or misconceptions about vocational education?

### **8. Parent and Community Perceptions**

- How do parents and the wider community perceive vocational subjects?
- Have you taken any steps to change or improve these perceptions?

### **9. Future of Vocational Education**

- How do you see the role of vocational subjects evolving in the future?
- Are there any new initiatives or programs you are planning to introduce?

## **Conclusion**

- Is there anything else that you would like to add to this interaction related to vocational subjects?

**APPENDIX III: Table for determining sample size from a given Population**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size  
 “S” is sample size.

## APPENDIX IV: AUTHORIZATION LETTER



**UGANDA CHRISTIAN  
UNIVERSITY**

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UG-REC-026 Approval Version 4, 12<sup>th</sup> September, 2024

JJEMBA JOSEPH  
Uganda Christian University  
+256 775 053204  
Email: [jjemjoek@gmail.com](mailto:jjemjoek@gmail.com)

24<sup>th</sup> September, 2024

### UG-REC-026 APPROVAL NOTICE

To: Jjemba Joseph, Principal Investigator

Re: UCU-REC Application titled: *Exploring Schools' Capacity to Implement Vocational Subjects in the Revised Lower Secondary School Curriculum in Kyengerera Town Council*

Application Number: UCUREC-2024-1030-1

Version: 4.1

Type:  INITIAL REVIEW  
 Protocol Amendment  
 Letter of Amendment (LOA)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:



I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 24<sup>th</sup> September, 2024, to 24<sup>th</sup> September, 2025  
This research is considered minimal risk category.  
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits

1 of 2

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5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 24<sup>th</sup> September, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

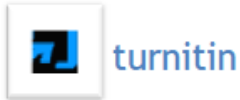
The following is the list of all documents approved in this application by UG-REC \_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-09-20
2	Interview Guides	English	1.0	2024-09-20
3	Questionnaire	English	1.0	2024-09-20

Signed and Stamped

Prof. Peter Waiswa.  
UCUREC Chairperson,  
[pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)





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Date: 18/03/2025.

Dr. Moses Wambi

SUPERVISOR



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**UGANDA CHRISTIAN UNIVERSITY**

**SCHOOL OF RESEARCH & POSTGRADUATE STUDIES**

**DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)**

**Date:** 28/08/2025

**Name of Candidate:** Jjemba Joseph

Reg. No: S22/MED/210

**Title of Dissertation:** Exploring Schools' Capacity to Implement Vocational Subjects in the Revised Lower Secondary School Curriculum in Kyengera Town Council in Uganda

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	<b>Overall structure and presentation</b>		
1.	Each work cited in the text must appear in the reference list, and each work in the reference list must be cited in the text referencing.	All references used in the text appear in the reference list as suggested.	Entire dissertation
2.	The candidate needs to pay attention to details, follow, revise and present quality in-text referencing.	Quality in-text reference basing on APA 7 <sup>th</sup> edition used	

	<p>In-text citations style appear inconsistent and do not seem to follow any specific guidelines.</p> <p>The candidate is advised to select one specific referencing style recommended by the UCU and maintain that all throughout her report.</p>	as suggested throughout this report,	Entire dissertation
3.	<p>Almost all the existing literature narrative is good and can be retained but where possible, identify and cite recent literature sources in addition to the ones presented in the report. Alternatively, replace some of the cited old reference with new ones.</p>	More new references or literature sources included as suggested.	Entire dissertation
4.	<p>Update references/sources of scholarly literature. Except for unavoidable original/grounded-breaking/pioneer sources (such as already existing Theories); rule of thumb for contemporary academic research is that roughly 85% of all cited works should be less than eight years old.</p>	Scholarly literature/sources been updated as suggested. Updated literature sources/references been used as suggested.	Entire dissertation
5.	<p>Avoid unnecessarily long paragraphs/sentences, rephrase them or break them up to create shorter and more meaningful ones. This is especially in Chapter 2 and 4&amp;5. Adapt thematic sub-headings or section sub-headings.</p>	Long paragraphs/sentences been shortened. More sub-headings and themes included.	Literature review (Page 20-44) Discussions (Page 89-101)

6.	There are repetitions or over-emphasis in sentence narratives (especially in Chapter One), this can be improved.	Repetitions been carefully removed as suggested.	Chapter One (Page 1-10)
<b>Chapter One: Introduction/Background</b>			
7.	Section 1.1: Background to the study has been excellently presented (in sequential order) from global information to regional (Africa) to local (Uganda) to local context (Kyengera Town Council. However, mention Kyengera Town Council earlier in the introduction to emphasize the local context within the study	Local context (Kyengera Town Council) included in the introduction as suggested.	Introduction (Page 1)
8.	<p>Avoid casual or vague or general statements without proper acknowledgement or citation from reference sources. Example;</p> <p>i). Page 1; sub-section 1.1.1, Historical Background' countries are definely a head....either cite or be more precise.</p> <p>ii). Re-phrase to provide better clarity and academic tone to the following:</p> <ul style="list-style-type: none"> <li>▪ Page 11 Sub-section 1.2 <i>explore what is happening....this sound vague. Be more precise</i></li> <li>▪ Page 38 sub-section 2.4: The literature review above is correspondingly silent on.... This sounds vague, Be more precise</li> </ul>	<p>Source of information been cited as suggested</p> <p>Removed from the problem statement (sub-section 1.2) as suggested</p>	<p>Historical Background (Page 1)</p> <p>Problem statement (Page 11-12)</p> <p>Literature review (Page 39)</p>

	<ul style="list-style-type: none"> <li>▪ Page 44 Sub-section 2.5: The review is equally silent..... <i>Example: “..existing literature inadequately addresses...”</i></li> </ul>		Literature review (Page 43-44)
	<b>Chapter Two: Literature Review</b>		
9.	Referencing/citation style is inconsistent throughout the chapter, this need to be standardized.	Reference done written according to UCU APA 7 <sup>th</sup> edition as suggested	Literature review (Page 20-44)
10.	<p>Even though the research themes are well presented and structured, some paragraphs in this Chapter are too long, they can be revised (broken into) smaller more focused units.</p> <p>Examples, these could be thematic themes sub-headings that would be adapted to reduce the long paragraphs: 2.2.1 Availability of Facilities; 2.2.2 Financial Management Practices; 2.3.1 Teachers Attitudes and Skills; 2.4.1 Leadership Support vs Resistance</p>	<p>Paragraphs and sentences been shortened as suggested.</p> <p>Thematic themes or sub-heading also included as suggested.</p>	Literature review (Page 22-44)
11.	Strengthen the local content realities in each section by consciously providing links to Kyengera Town Council	Local content included in each section.	Literature review (Page 22-44)
	<b>Chapter Three: Methodology</b>		

14.	There is information about Observation and Documentary Analysis but there is no clear indication of how the data was recorded, analyzed, or integrated with the rest. Clarify how observational and documentary data supported or complemented the survey/interviews findings.	Observation and documentary checklist removed. Not part of data collection tools	
	<b>Chapter Five: Discussion of Results</b>		
15.	To strengthen the discussions, be more intentional in interpreting (not stating) the findings <ul style="list-style-type: none"> <li>▪ Discuss results by comparing or contrasting your findings with those in literature.</li> </ul>	Strengthened; where authors concurred or disagreed with the results as suggested.	Discussions (Page 89-101)
16.	The qualitative selections are well presented but this information can be strengthened if they are better organised or linked to themes or codes. For instance, you can use sub-titles such as Theme 1: Parental Contributions; Theme 2: Teacher Training Gaps; Theme 3: Leadership Self-Efficacy	More strengthened with cross-referencing and additional themes as suggested.	Discussions (Page 89-101)
	<b>References and Appendices</b>		

17.	The order and correctness of the references and with special attention to the in-text referencing and biological styles weak and must be strengthened as explained above.	Strengthened as suggested. All references put in APA 7 <sup>th</sup> edition	References (Page 106-114)
<b>SN</b>	<b>COMMENTS BY VIVA VOCE PANNEL</b>	<b>ACTION TAKEN</b>	<b>INDICATOR</b>
18.	Referencing/citation style is inconsistent throughout the chapter, this need to be standardized.	Reference done written according to UCU APA 7 <sup>th</sup> edition as suggested	Literature review (Page 20-44)
19.	The order and correctness of the references and with special attention to the in-text referencing and biological styles weak and must be strengthened as explained above.	Strengthened as suggested. All references put in APA 7 <sup>th</sup> edition	References (Page 106-114)

JJEMBA JOSEPH ..... 

Candidate's Name

Signature

DR. MOSES WAMBI..... 

Supervisor's Name

Signature