

Religious Educational Institutions and Effectiveness of Vocational Education in Bushenyi District in Western Uganda

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Abstract

Original Research Article

The rational study analyzed the influence of Religious Educational Institutions on Effectiveness of Vocational Education in Bushenyi District in Western Uganda. The scrutiny study employed an appraisal correlational and descriptive research strategy with a quantitative slant model. A sample of 80 people were carefully chosen from 158 individuals using a table developed by Morgan & Krejcie (1970). Proof was collected by means of questionnaires to institute an opinion survey. The researcher garnered information from the field using simple random sampling and stratified random sampling strategies. Data was evaluated using Descriptive statistics such as bar graphs and inferential statistics such as Pearson linear correlation coefficient (PLCC) for quantitative proportions. The study upshots came up with a significant relationship between Religious Educational Institutions and Effectiveness of Vocational Education in Bushenyi District in Western Uganda. The research venture concluded that Globalization, technological, demographic changes, and the growing economic importance of knowledge and survival are making the financing of vocational education reforms more urgent and challenging than in the past. This has made such reforms potentially more fundamental and an imperative practice which must not be neglected. From the research chore findings, the academic recommended that Government of Uganda should augment on the budget that extends both material and financial support to Private educational institutions so that they can be able to help the majority of the population survive in life in communities in order for growth to flourish in the country. This is because the learners in the private educational institutions can be capable to acquire practical knowledge and skills for development in society.

Keywords: Private Financing, Vocational Education, Schools, Uganda.

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INTRODUCTION

In the United States of America, religious or denominational educational institution means an educational institution which is operated, supervised, controlled or sustained primarily by a religious or denominational organization, or is one which is started by the parent church body and is, in fact, officially related to that church by being represented on the board of the institution, and by providing substantial financial assistance and which has certified, in writing, to the Commission that it is a religious or denominational educational institution (Dovemark *et al.*, 2018). As individuals are pushed to re-skill themselves quickly to respond to evolving labour market demands and new work tasks, vocational programmes are getting shorter in duration and popularizing in higher levels of education. Across Europe, there has been a surge in demand from employers and governments for individuals to acquire sought-after competences quickly and be rapidly

integrated into the labour market. Against this backdrop, educational organizations socialize participants into a vocation, when the occupational pathways they embark on are nascent and the training programmes they enrol in are short in duration (Esping, 2023; Hansen & Rieper, 2022).

In Asia, globalization, technological, demographic changes, and the growing economic importance of knowledge are making the financing of vocational education reforms more urgent and challenging than in the past, making such reforms potentially more fundamental (Greve & Biesta, 2017). Vocational education needs to be developed in a coordinated way, guided by a clear strategic vision so that the educational system can efficiently meet the national goals. Bourdien (2021); Christiansen & Togby (2022) noted that in the past, few academics or policy-makers adopted a system of inclusion while discussing

the financing of vocational education. Analysts have tended to focus on individual institutions or on education systems as a whole. Although this is a sound approach in many circumstances, the nature of vocational education differs fundamentally from primary and secondary education and confers different benefits upon society. As globalization, technological advancements and demographic changes continue to shape our world, the need for reforms in vocational education financing has become more pressing and complex. However, these same factors also present new opportunities for achieving these reforms. To effectively meet national goals, vocational education must be developed in a coordinated manner, guided by clear strategic plans (Gustafson, 2019 & Kvernbekk, 2021).

In the Sub-Saharan Africa, academics and policy-makers have tended to view vocational education financing from a narrow perspective, focusing on individual institutions or the education system as a whole. Yet, vocational education is fundamentally different from primary and secondary education and brings unique benefits to society. It is now well established that vocational education contributes significantly to a country's overall development. The World Bank study paper on Sub-Saharan Africa recognized the potential for vocational education to contribute to economic, social development and poverty alleviation (Landri, 2018; Lind & Jensen, 2029).

In Uganda, as the country is implementing both Universal Primary and Secondary Education, the expanding pool of educated youths is making unprecedented demands for vocational education. To mitigate this challenge, it is critical to understand the status of vocational education, financing, and the quality of outputs. It has been widely accepted that vocational education plays a significant role in a country's overall development (Lamaro, 2023; Rasmussen, 2019; & Muyingo, 2020).

METHODS AND MATERIALS

Data Capturing

Actual facts used for the research business were got by means of both primary and secondary provisions of data. Primary data was reached at by usage of questionnaires to cheery personnel related to the research schoolwork. Tributary information was got by the use of documentary histories. The study betrothed an appraisal correlational and descriptive scrutiny design using a quantitative modus operandi.

Amin (2005) stated that descriptive examination design is largely used to designate a phenomenon and its data sorts. The academic picked a total of 80 providers (sample size) by means of a table developed by Morgan & Krejcie (1970) to participate in the inquiry study.

Sampling Methods

The public proficient engaged stratified random sampling and simple random sampling techniques in the research mission. The study expert used the target population including groups like District Technical staff, teachers, students, parents, school managers, Local council favorites, support staff, Ministry of local government office holders and Officials from Ministry of education and sports.

Questionnaire

The questionnaire is a research instrument comprising of inter-related cross-examinations organized by the investigator about the research dilemma under study grounded on the intentions of the survey research study. Items were set and recorded for the contributors to retort with choices as reflected on the likert scale type interrogations.

This technique was venerated because it covers a varied physical space in data gathering; it accumulates a lot of authentication within a short period of time, and offers greater guarantee regarding privacy.

However, the questionnaire involved some restrictions of attrition. There were limited copies that were not returned, although this was resolved by issuing a lot of reproductions than the obligatory number of the sample size for the research activity.

Validity and Reliability of Research Instruments

Validity of the well-thought-out assessment questionnaire was assured by employing content validity Index. Arising from the autopsy of the validity of the instruments, the instructor got content validity index (CVI) of 0.78 which was well directly further than 0.75 signifying that the tool was valid to gather statistics for the search study (Amin, 2005).

Reliability of the Designed Questionnaire was calculated by means of Cronbach's alpha coefficient formula yet discerning the variables that had an alpha coefficient of digit bigger than 0.70. Since the reliability calculation got by the dick produced 0.78 alpha value, it established that the research tool was steadfast to produce data needed for the vigilant study

Data Analysis

Appraisal Statistical tools which were involved to examine data for this checkup study included; descriptive magnitudes such as Bar graphs and inferential statistics like Pearson Linear Correlation Coefficient for assessing quantitative statistics.

RESULTS

Respondents' Time Spent Serving in the Respective Private Secondary Schools

The respondents also gave their varied responses regarding how long they had served in their

respective private secondary schools and their views

were presented in figure 1 below:

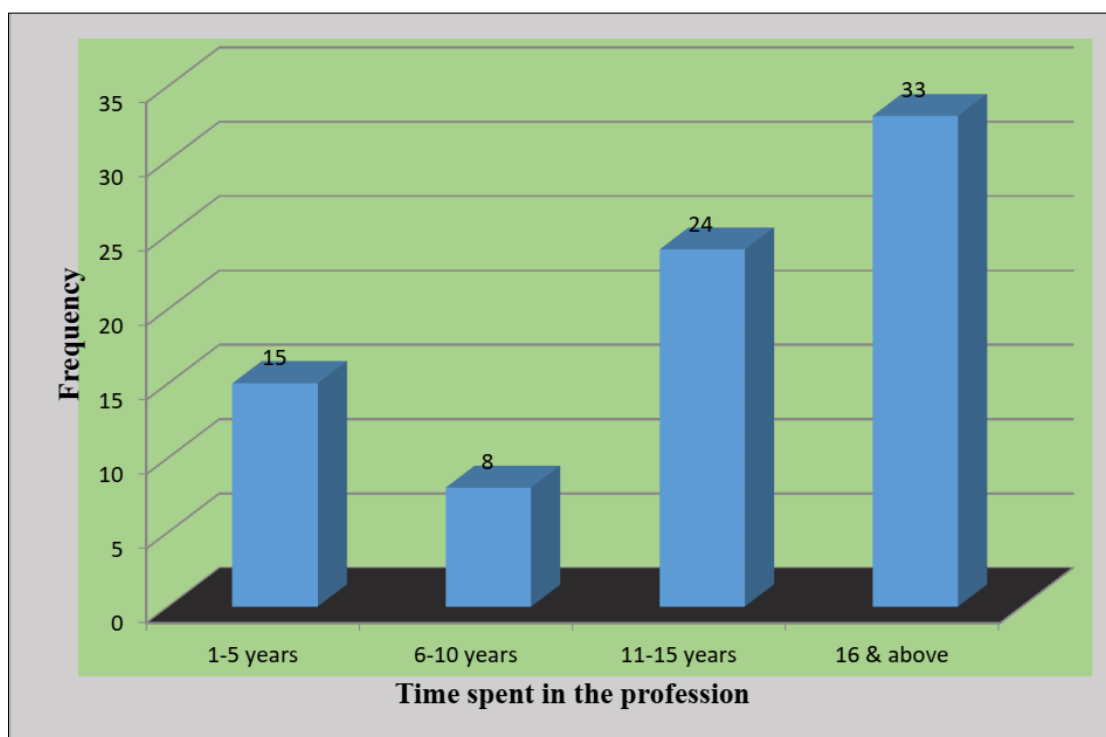


Figure 4.5: Time spent serving in the respective private secondary schools
Source: Primary Data, 2023

The findings regarding years spent serving in the respective private secondary schools were generated in figure 1 above whereby 15 (18.8%) of the respondents had spent 1-5 years, 8 (10%) revealed a time period of 6-10 years, 24 (30%) revealed a period of 11-15 years while 33 (41.3%) revealed a period of 16 years and

above. The findings therefore indicated that majority of the teachers had spent between 11-15 years in their respective private secondary schools, a factor that meant adequate knowledge on Religious Educational Institutions affecting Effectiveness of Vocational Education compared to those that had spent less time.

Table 1: The correlation between Religious Educational Institutions and Effectiveness of Vocational Education in Bushenyi district

		Religious Educational Institutions	Effectiveness of vocational education
Religious Educational Institutions	Pearson Correlation	1	.488**
	Sig. (2-tailed)		.000
	N	80	80
Effectiveness of vocational education	Pearson Correlation	.488**	1
	Sig. (2-tailed)	.000	
	N	80	80

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data (2023)

The study established that Religious Educational Institutions significantly ($p=0.000<0.05$) influenced Effectiveness of Vocational Education in Bushenyi district in Western Uganda. Also, there was a moderate positive relationship ($r=0.488$) between Religious Educational Institutions and Effectiveness of Vocational Education in Bushenyi district. In this context, Religious Educational Institutions improved Effectiveness of Vocational Education in Bushenyi district; because it provided direction for acquisition of

knowledge and skills for the population for development in Bushenyi district. This implied that the set null hypothesis was rejected: “Religious Educational Institutions has no strong bearing on Effectiveness of Vocational Education in Bushenyi district in Western Uganda.”

DISCUSSION

The rulings of the study directed that the effect of Religious Educational Institutions on Effectiveness of

Vocational Education in Bushenyi district was significant. This upshot is contrary to the discoveries of previous investigators such as Wiborg (2020) who conducted a study on Privatizing Education in Zambia and found out that school leadership had a predicament of limited resources in order to manage well the development of schools, a scenario that does not lead to the production of quality graduates in society. Nevertheless, the verdict was in agreement with the study Conducted by Wellington (2021) on Practical Approaches in Education who found out that learners who were exposed to vocational practical skills became successful in life. This was because the practice of acquisition of knowledge and skills was paramount in helping the graduates be self-reliant and job creators. Thus contributing to the development of the country.

CONCLUSION

Globalization, technological, demographic changes, and the growing economic importance of knowledge and survival are making the financing of vocational education reforms more urgent and challenging than in the past. This has made such reforms potentially more fundamental and an imperative practice which must not be neglected. Acquisition of knowledge and skills through vocational training can help the country grow and develop well.

RECOMMENDATIONS

Government of Uganda should augment on the budget that extends both material and financial support to Private educational institutions so that they can be able to help the majority of the population survive in life in communities in order for growth to flourish in the country. This is because the learners in the private educational institutions can be capable to acquire practical knowledge and skills for the development in society.

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