INSTITUTIONAL FACTORS AND DIRECTORATE OF INDUSTRIAL TRAINING CURRICULUM FIDELITY IN VOCATIONAL TRAINING CENTRES IN KAMPALA CAPITAL CITY AUTHORITY

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DECLARATION

I, **Richard Ochwo** Registration Number **12/U/111/GMED/PE**, hereby affirm that this dissertation represents my original research and has not been submitted to any institution of higher learning for academic credit. All sources referenced in this work are accurately attributed to their respective authors through proper citation.

Signed…….. Date…….

APPROVAL

We, the supervisors, are pleased to confirm that this dissertation has been completed under our mentorship and is now deemed ready to be submitted for examination. We endorse the candidate's work and recommend it for further evaluation."

Signed…….. Date…….

Dr Wilson Mugizi

Signed…….. Date…….

Dr Benson Okello

DEDICATION

I dedicate this dissertation to my wife, Namatovu Nancy who encouraged me and helped me through the challenging times as I undertook this course. I am eternally grateful to my employer for willing to be flexible with my work schedule, as I pursued this course.

May God richly bless them all.

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LIST OF ABBREVIATIONS

KCCA : Kampala Capital City Authority

MOES : Ministry of Education and Sports

UNESCO : United Nations Educational, Scientific and Cultural Organization

BTVET : Business Technical Vocational Education and Training

DIT : Directorate of Industrial Training

ABSTRACT

This quantitative correlational study explored the relationship between institutional factors and curriculum fidelity in vocational training centers within Kampala Capital City Authority. Specifically, the research investigated how instructors' teaching self-efficacy, institutional support, and leadership effectiveness collectively impact curriculum implementation. Data was collected from 108 respondents through self-administered questionnaires and analyzed using descriptive and inferential statistics. The study's findings showed a strong positive correlation between instructors' teaching self-efficacy, institutional support, leadership effectiveness, and curriculum fidelity. Key conclusions include: Instructors' self-efficacy is vital for curriculum fidelity, Institutional support and leadership effectiveness significantly enhances curriculum implementation. Based on these findings, recommendations were made: For the Ministry of Education and Sports and vocational training center principals, the recommendations were to: enhance instructors' self-efficacy through training and development, monitor instruction quality to ensure curriculum adherence, provide support to instructors for effective curriculum implementation. For vocational institutions, the recommendations were to: offer resources to adapt instruction to individual differences, facilitate learning experiences tailored to students' abilities, and promote efficient lesson time utilization. By implementing these strategies, vocational training centers can foster an environment conducive to curriculum fidelity, ultimately enhancing student learning outcomes.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The implementation of curricula remains a critical area of research, as it sheds light on how stakeholders translate curriculum designs into practice (Ocak & Olur, 2019). Curriculum fidelity is a key concept in understanding the success or failure of curriculum innovations across different contexts, as it acknowledges adaptations and integrates lessons learned (Hill & Erickson, 2019). This study posits that institutional factors play a significant role in shaping curricular fidelity. Therefore, this research investigated the impact of institutional factors on curriculum fidelity in Vocational Training Centres in Kampala City, with the aim of identifying the extent to which these factors influence the effective implementation of curricula.

1.1 Background to the study

This section provides a comprehensive historical overview of curriculum fidelity, tracing its evolution over time. Additionally, it delves into the theoretical frameworks that underpin the factors influencing curriculum fidelity, offering a nuanced understanding of the concept. Key terms and concepts are defined, and the context of the study is established, setting the stage for a thorough examination of the institutional factors that impact curriculum fidelity in Vocational Training Centres in Kampala Capital City Authority.

1.1.1 Historical Background

The concept of curriculum has a rich history, tracing back to the Latin language in the late 16th century. Derived from the Latin word "currere," meaning "race course," the term "curriculum" and its plural form "curricula" literally mean "race" and "run" (Mulenga, 2018; Stanciu & Stanciu, 2011). Originally, the concept referred to a course or path, whether in a competitive or educational

context. Its earliest recorded use in education was in the influential work "Professio Regia" (1576), and later, it was embraced by the Calvinists, who aimed to introduce order and systematization to education. Nevertheless, the University of Glasgow was the first to formalize the first curriculum as a course of study (Bilbao et al., 2008). Progressively, in the 19th Century European universities adopted curriculums and meant; course of study, courses, and their pedagogical content around 1824 (Gutiérrez et al., 2022). Curriculum creation began in education departments and spread to the context of instructors education at universities before being rolled out and implemented across all stages and kinds of education including vocational education (Kintu et al., 2019). Nonetheless, implementing the curriculum in the classroom in the way that its architects intended (curriculum fidelity or integrity) remained a struggle. Therefore, curriculum fidelity arose as a result of a desire to correctly apply the curriculum (Yeşilpnar et al., 2022). It was as a result of the need to increase the quality of education, trainee response, and adherence to course content throughout the course (Ocak & Olur, 2019).

Curriculum fidelity has evolved since its inception in the 1970s when several authors identified the significance of having all teaching or instructional activities linked to study topics addressed in the classroom setting at a specific education level (Yıldız, 2018). In the late 1980s, the term curriculum fidelity became firmly entrenched with two distinct tenets: a traditionalist approach that includes the pro-fidelity side and an innovative approach that includes adaptation (Nuraini, 2020). The latter approach includes the adaptation domain of curriculum implementation, which considers all instructional activities linked to the delivery of a given course of study that has been planned for a specific level of education. However, across differing political systems and cultures, the art of preserving curriculum fidelity in vocational training institutions remains a topic for future discussion (Stenström & Virolainen, 2018).

Following the end of colonial rule, various countries embarked on curriculum reforms at all education levels with great expectations that have yet to be delivered. The first curricula were centred on colonial interests making them unsuitable for the demands of the recipients (Lawal, 2018). However, curriculum fidelity has been a daunting task for the implementers. Taking the example of the USA, the problem of curriculum fidelity has been the overload and overlapping content, the demarcation of which is dependent on the availability of relevant information sources which change from time to time. As a result, implementers must enhance their abilities and generate sufficient information in order to ensure fidelity (Hill & Erickson, 2019). In Europe, designing inclusive curricula has remained a difficult task since the nineteenth century, and the effect of faithfulness in execution remains visible despite efforts to make them more accommodating to benefit all learners (Gutiérrez et al., 2022).

The evolution of curriculum fidelity in Africa trickles down from the post-colonial era but with fervent implementation being operationalized in the late 1970s when vocational training institutions adopted the adaptation approach. This was to ensure that instructors' competences and institutional support are tagged to the quality of instruction, training responsiveness, and adherence to the course content in the vocational setting (Klein, 2020).

Building on the momentum of the Millennium Development Goals, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has made significant strides in integrating Business Technical Vocational Education and Training (BTVET) into its transformative approach to global development (Kim, 2021). Furthermore, UNICEF emphasizes the need for curriculum fidelity in BTVET programs to focus on three key areas: technical skills development, effective communication skills, and the promotion of ethical and legal standards among instructors (Kintu et al., 2019).

In Uganda, a fundamental requirement for curriculum integrity at vocational schools has been the commitment of leaders and managers, and the need to encourage subordinates as well as providing direction that can enable instructors to build hands-on experience among trainees (Okware & Ngaka, 2017). Previously, Uganda has used a variety of curricula but the BTVET Act 2008 established a new specialized curriculum based on improving instructors' competencies and leveraging institutional support and leadership effectiveness (Mugoya et al., 2022). In contrast to the BTVET context, flaws in primary and secondary school curricula have been highly investigated (Okumu & Bbaale, 2019). Therefore, the need to provide adequate support to the implementers of the BTVET curriculum remains inadequately explored limiting student engagement as well as structural and instructional fidelity (Kintu et al., 2019).

A study conducted by Bumen et al. (2020) in the Turkish context identified several factors that influence curriculum fidelity, including instructor characteristics, curriculum properties, teacher training, institutional factors, regional and socio-economic characteristics, a centralized education system, high-stakes testing, and student characteristics. However, there is a notable gap in empirical research on curriculum fidelity and its related factors in the Ugandan context. This study aimed to address this gap by investigating the institutional factors that affect curriculum fidelity in vocational institutions in Uganda. Specifically, it examined the impact of institutional factors on curriculum fidelity. Institutional factors were chosen as the focus of this study because they are comprehensive and encompass many of the other factors that influence curriculum fidelity.

1.1.2 Theoretical Background

The Institutional Theory, introduced by Meyer and Rowan (1977), provides the theoretical foundation for this study. This theory posits that organizations are motivated to conform to the values, norms, and expectations of their institutional environment, leading to changes in their

structures and behaviors (Berthod, 2018). In response to external pressures, organizations adopt evidence-based interventions that are deemed legitimate by their institutional context, aligning with professional norms (Birken et al., 2017). In the realm of curriculum fidelity, institutional factors such as teaching efficacy, institutional support, and leadership effectiveness are critical evidence-based interventions (Bumen et al., 2014). This study investigates how these institutional factors influence curriculum fidelity.

1.1.3 Conceptual Background

This subsection presents the definitions of the key variables used in the study namely; curriculum fidelity and institutional factors as described below:

In this study, the dependent variable is curriculum fidelity, which is influenced by the independent variable, institutional factors. Curriculum fidelity is defined as the degree to which an educational curriculum or program is implemented in accordance with its original design and intent (Yeşilpınar et al., 2022). Specifically, based on Nuraeni et al. (2020), curriculum fidelity is operationalized as comprising three key dimensions:

1. Structural fidelity: The extent to which the curriculum's structure and organization are maintained during implementation.

2. Instructional fidelity: The degree to which instructional methods and strategies align with the curriculum's design.

3. Student engagement: The level of student participation and involvement in the learning process as intended by the curriculum. By examining the impact of institutional factors on these three dimensions, this study aims to understand how institutional factors influence curriculum fidelity.

Structural fidelity refers to the extent to which instructors adhere to a given intervention by making use of the materials for recommended scheduled period per session (Gutiérrez et al., 2022). Instructional fidelity refers to the essential activities relating to imparting required knowledge of assigned subjects to learners in a given period of time (Tanner, 2020). Student engagement refers to the extent of attention, interest, passion, optimism, and curiosity that learners' exhibit during learning which extend to the depth of motivation to learn as well as progress in education (Mulenga, 2018).

Institutional factors are defined as the organizational circumstances that facilitate or hinder the implementation of a program (Rosati & Faria, 2019). Based on Bumen et al. (2014), institutional factors are operationalized as comprising three key components:

Instructors' teaching self-efficacy: This refers to instructors' self-perceived abilities and confidence in their teaching capabilities (Morris et al., 2017). Specifically, instructors' competences are defined as encompassing technical skills/knowledge, communication skills, and ethical competences (Clayback et al., 2022).

Institutional support: This refers to the extent to which an organization provides encouragement, resources, and facilitation to enable effective service delivery (Gelmez-Burakgazi, 2020).

Leadership effectiveness: This refers to the leader's ability to influence key stakeholders and achieve set goals (Madanchian et al., 2017). Research has consistently shown that these three institutional factors play a crucial role in shaping curriculum fidelity, instructors' motivation, and learners' outcomes.

1.1.4 Contextual Background

This study was conducted in Kampala Capital City, Uganda's main capital. There are ten (10) accredited vocational training institutions in Kampala that regularly present candidates for assessment for motor vehicle mechanics under the DIT curriculum which stands to be the highest national average of schools in the small radius (Jjuuko et al., 2021). For all institutions to produce quality and skilled personnel, fidelity of curriculum is important. While the BTVET Act of 2008 underscores the need to build hands-on skills from the school setting as well as via on-job training, there is limited evidence on whether the implementation of the apparent curriculum has contributed towards promoting skills acquisition to increase the chances of trainees to be absorbed in the job market. The Directorate of Industrial Training (DIT) in Uganda is responsible for promoting and enhancing vocational training and industrial skills development across the country. It seeks to enhance the quality of vocational training, aligning the workforce with the dynamic demands of various. DIT has established numerous accredited assessment centres that facilitate the evaluation of candidates in various occupations, thereby promoting skill competency and certification.

In Kampala, there are 446 accredited DIT centres out of a total of 2,505 centres across Uganda. These centres encompass a diverse range of institutions, including workplaces, vocational training schools, vocational training institutes, secondary schools, and universities. While a significant number of centres are accredited, it is noted that many of them do not frequently register candidates for assessment. According to the DIT website, The scope of the research conducted focused specifically on those centres that consistently present candidates for assessments in the field of motor vehicle mechanics- https://www.dit.go.ug/ , Mukasa et al. (2020) indicates that there is inadequate instructional support from instructors for students owing to lack of relevant and adequate instructional materials among vocational institutions in Uganda.

While proper implementation of the BTVET curriculum comes with perpetual competence refreshment to sharpen instructors' efficacy (Kim, 2021), and instructional fidelity in vocational institutions should be built in the student centred realm, in the case of Uganda, it remains unstructured to this effect. Different vocational institutions have varying school cultures which govern their implementation of the BTVET curriculum. For example, four vocational institutions in Kampala send out students on placement to study while they practice due to inadequate resources and equipment whose connection to the 46% failure rates is still under investigation (Okumu & Bbaale, 2019). Agole et al. (2022) revealed that vocational schools in Uganda are challenged by inadequate equipment for delivering hands on practical sessions which contradicts with curriculum fidelity. The limited interface of instructors with BTVET learners remains a daunting challenge to curriculum fidelity. The inadequacy of teaching and instructional materials in various vocational training schools nationwide remains inadequately researched. It is against this background that the researcher sought to determine the institutional factors influencing directorate of industrial training curriculum fidelity in vocational training centres in Kampala capital city authority.

1.2 Statement of the Problem

Curriculum fidelity ensures high-quality interactions and activities that align with learning objectives and prepare students to acquire knowledge, based on how closely educational programs adhere to their designed processes and content (Süer & Kinay, 2022). In Uganda, maintaining curriculum fidelity is a key goal for both the government and its partners (Agole et al., 2022). However, vocational courses in Kampala's vocational institutions are often taught by hired individuals whose abilities vary depending on the circumstances, leading to the ongoing debate about their impact on curriculum fidelity (Kim, 2021). Instructional fidelity in Uganda remains inconsistent given that significant differences in school cultures across vocational institutions lead

to varied curriculum fidelity. The inconsistency is further exacerbated by differing governance structures, with some institutions being independently assessed by the Directorate of Industrial Training and others by the Uganda Business and Technical Examinations Board-UBTEB (Jjuuko et al., 2021). There is also an outcry about instructors' limited interface with learners affecting curriculum fidelity (Mukasa et al., 2020). In terms of developing technical skills, upholding ethical standards, and improving communication skills among instructors, vocational training institutions in Kampala City have remained constrained with a relatively high failure rate at 46% of trainees failing the UBTEB exams (Okumu & Bbaale, 2019). This trend attracted the need to investigate the various instructional factors influencing Directorate of Industrial Training curriculum fidelity among vocational training centres in Kampala Capital City Authority.

1.3 Purpose of the study

The study sought to determine the institutional factors influencing Directorate of Industrial Training curriculum fidelity in vocational training centres in Kampala Capital City Authority.

1.4 Specific objectives

This study aimed to:

i. Evaluate how instructors' teaching self-efficacy impacts Directorate of Industrial Training curriculum fidelity in vocational training Centres in Kampala Capital City Authority.

ii. Investigate the effect of institutional support on Directorate of Industrial Training curriculum fidelity in vocational training Centres in Kampala Capital City Authority.

iii. Assess the influence of leadership effectiveness on Directorate of Industrial Training curriculum fidelity in vocational training Centres in Kampala Capital City Authority

1.5 Research hypotheses

H_1 Instructors teaching self-efficacy influence curriculum fidelity in vocational training Centres.

H_2 Institutional support influences curriculum fidelity in vocational training Centres.

H_3 Leadership effectiveness influences curriculum fidelity in vocational training Centres.

1.6 Scope of the study

The study was categorised into geographical, content and time scopes. The geographical scope of the study was Kampala Capital City Authority (KCCA) whose choice is based on the notion that the highest number of vocational institutions are in a close radius yet upholding structural and instructional fidelity to stir student engagement remains a subject for further investigation. Specifically, the researcher focused on; Auto Matrix Kampala (U) ltd, Hub skills training centre, Karmrdh vocational training school, St. Kizito vocational training centre- Bugolobi, Mengo youth development link vocational training centre, Delphi skills training centre, T-Car workshop, Ko-Hoshiko services ltd, Nakawa Vocational Training College, Ntinda Vocational Training Institute, and DIT, The content scope was institutional factors influencing curriculum Directorate of Industrial Training fidelity. The study examined institutional factors through the lens of instructors' teaching self-efficacy, institutional support, and leadership effectiveness. Curriculum fidelity was assessed by evaluating the quality of instruction, trainees' engagement, and adherence to the course content. The research covered a span of 15 years, from 2008 to the present, coinciding with the implementation of the BTVET Act.

1.7 Significance of the Study

The study will offer valuable insights for policymakers, educational institution managers, and the broader body of knowledge. For policymakers, the findings will supply crucial information that could inform the creation of policies designed to improve curriculum fidelity.

To the managers of vocational institutions, the study will reveal the institutional factors that can be the basis for improving curriculum fidelity. These might be the basis for enhancing curriculum fidelity in the country. For the body of knowledge, the study's findings will add valuable empirical evidence regarding the institutional factors that affect curriculum fidelity in vocational training institutions. This contribution will enrich the existing literature and serve as a foundation for future researchers seeking to build on these insights.

1.8 Conceptual frameworks

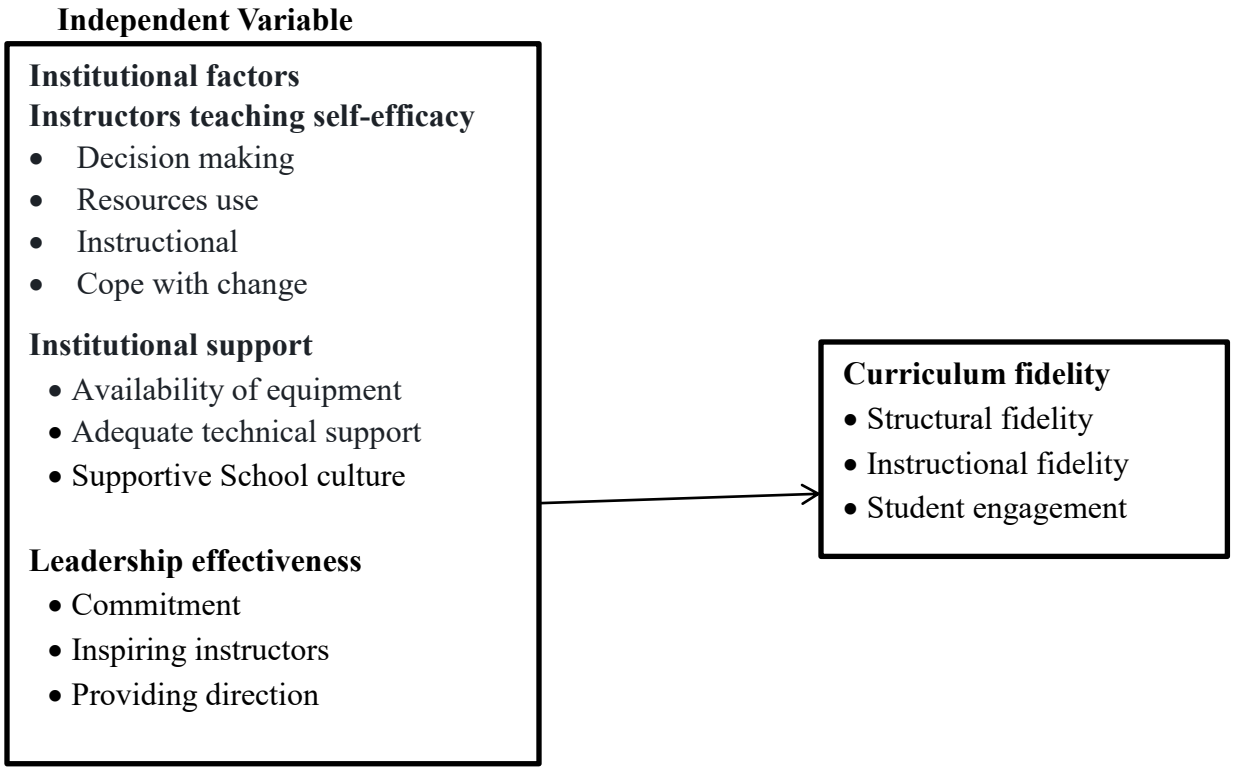

Figure 1.1: Conceptual Framework Relating Institutional Factors and Curriculum Fidelity

Source: Conceptual framework developed on ideas adapted from Brickman and Olsson (2020), Bumen et al. (2014) and Mulenga (2018).

In Figure 1.1, the conceptual illustrates that institutional factors are the independent variables while curriculum fidelity is the dependent variable. The independent variable (institutional factors) was

operationalized by instructors' teaching efficacy (decision making, resources use, instructional and coping with change self-efficacy), institutional support (availability of equipment, adequate technical support, and school culture), and leadership effectiveness (commitment, inspiring instructors, and providing direction) while the dependent variable of curriculum fidelity is in terms of quality of instructions, trainees' responsiveness, and adherence to the course content.

1.9 Definition of key conceptual terms

Curriculum fidelity: This refers to structural fidelity, instructional fidelity, and student engagement in vocational training schools.

Institutional support: refers to a set of practices, policies, culture, facilities, and processes that are made available by the institution/organization to enable successful service provision or delivery.

Instructors' teaching self-efficacy: This refers to decision making, resources use, instructional and coping with change self-efficacy.

Leadership effectiveness: refers to the ability of leaders to effectively influence, inspire and provide direction to their followers and any other stakeholders to pursue organizational goals.

Institutional Factors: in this study, these refer to instructors' competences, institutional support, and leadership effectiveness in vocational training centres.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature in relation to the institutional factors influencing curriculum fidelity. The literature covers the theoretical review and related literature on how instructors teaching self-efficacy, institutional support, and leadership effectiveness influence curriculum fidelity. The literature identifies gaps that make the investigations of this study necessary.

2.1 Theoretical Review

According to the Institutional Theory, organizations are encouraged to align their structures and behaviours with the values, norms, and expectations expressed by institutions in their contexts. Institutions including the public and private organizations shape their norms and values based on structures and behaviours over time (Birken et al., 2017). However, restructuring of organizations come with new guidelines and spell out different behaviours to be adopted. For the case of education institutions, change in curriculum predicts changes in norms, values, and expectations at large which could be manifested in terms of structural fidelity, instructional fidelity, and student engagement (Chatelain-Ponroy & Morin-Delerm, 2016). Upon the revision of guidelines and structures in place, institutional pressures spell normative, coercive or mimetic isomorphism that determines curriculum fidelity in this regard (Roszkowska-Menkes et al., 2017).

By coercive isomorphism, institutions follow the existing guidelines of curriculum implementation in respect with the ideal and hypothetical cultural orientation (Gordon et al., 2019). In regards to memetic isomorphism, Chatelain-Ponroy and Morin-Delerm (2016) asserted that organizations such as schools can choose to mirror their operational actions on the successful examples as viewed in other organizations in the same line of business. This could be both intentional and unintended

in situations where the organization's goal seems ambiguous or unclear and could ironically affect their way of operations if they do not cope (Birken et al., 2017). In due course, organizations imitate other workable structures with a belief of being beneficial to their advantage to ensure structural fidelity, instructional fidelity, and student engagement among education institutions.

Pertaining to normative isomorphism, Roszkowska-Menkes and Aluchna (2017) stated that professionalization takes lead in this regard where the key stakeholder engaged in curriculum implementation base on the like-minded individuals to orchestrate the operations that harness to structural and instructional fidelity as well as nurture student engagement. This is buttressed by a foundation of professional networks and collaboration which are crucial prerequisites for adaptive response to proper curriculum implementation (LaChausse et al., 2014). Consequently, organizations can adapt to the environment as a result of endeavoring to conform to the set rules and regulations regarding curriculum fidelity (Bumen et al., 2014). While the theory affirms the organization's ability to uphold evidence-based actions, upholding the professional norms governing curriculum fidelity such instructors' teaching self-efficacy, institutional support, and leadership effectiveness remains a dilemma.

2.2 Related Literature

This subsection presents reviewed literature in regards to the factors affecting curriculum fidelity in vocational institutions as described below:

2.2.1 Instructors' Teaching Self-Efficacy and Curriculum Fidelity

Instructors' teaching self-efficacy pertains to their self-assessment of their teaching abilities. Those with high self-efficacy are generally more effective in their teaching techniques, experience lower levels of burnout, and demonstrate greater commitment to their profession compared to those who

lack confidence (Morris et al., 2017). Consequently, instructors with high self-efficacy are more likely to adhere closely to the prescribed curriculum. Research has explored the relationship between instructors' self-efficacy and curriculum fidelity. For instance, Agormedah et al. (2022) investigated whether instructors' self-efficacy beliefs influenced their ability to implement new curriculum reforms in Ghana, finding that a strong sense of self-efficacy positively impacted the successful adoption of these reforms. Similarly, Aytaç (2021) conducted a correlational study in Turkey, revealing that instructors' self-efficacy beliefs both directly and indirectly predicted their adherence to curriculum fidelity through path analysis.

LaChausse et al. (2014) examined the impact of instructor characteristics on program fidelity in public high schools across five districts in Southern California, discovering that self-efficacy was a significant predictor of adherence to new curricula. Thierry et al. (2022) investigated the association between instructor characteristics and implementation fidelity in the South-Central United States, finding that self-efficacy in classroom management was a predictor of adherence to the curriculum schedule. In this study, instructors with higher self-efficacy in classroom management showed better adherence to the prescribed curriculum. However, these studies highlight some contextual and empirical gaps. Notably, all studies except Agormedah et al. (2022) were conducted outside Africa, leaving a gap in understanding the association within African educational institutions. Additionally, Clayback et al. (2022) found an insignificant relationship between self-efficacy and curriculum fidelity, suggesting that this relationship remains inconclusive and warrants further investigation.

In Turkey, Bumen et al. (2014) reviewed factors influencing curriculum fidelity and identified instructor characteristics, including self-efficacy, as crucial. Clayback et al. (2022) explored the relationship between instructors' beliefs and their initial and ongoing implementation of the

STREAM curriculum in Virginia, USA, and found no significant relationship between self-efficacy and curriculum fidelity. Conversely, Cobanoglu and Capa-Aydin (2015) studied early childhood educators in Turkey and found that a higher sense of self-efficacy was associated with greater fidelity to a constructivist curriculum, based on hierarchical regression analyses.

2.2.2 Institutional Support and Curriculum fidelity

Institutional support refers to the organization's deliberate initiatives, including policies, guidelines, financial assistance, and other resources, that empower staff to excel in their roles (Falola et al., 2020). This support has a positive impact on instructors' work attitudes, which is essential for maintaining curriculum fidelity (Williams et al., 2019). Successful curriculum implementation relies heavily on substantial institutional backing, encompassing personnel, time, and external resources. By providing necessary infrastructure, institutional support mitigates variations in curriculum delivery, ensuring consistency and effectiveness (Combs et al., 2022).

Researchers have examined the connection between institutional support and curriculum fidelity. For instance, Bumen et al. (2014) examined factors related to curriculum fidelity in the Turkish context. The review revealed that factors affecting curriculum fidelity in Turkey included institutional support.

In a case study, Gelmez-Burakgazi (2020) analysed the factors affecting curriculum fidelity using elementary classrooms instructors in Turkey. The study revealed that low institutional support in terms of limited school facilities and limited facilitation of learning hindered effective curriculum fidelity. This means that provision of sufficient resources and high facilitation enhanced curriculum fidelity. LaChausse et al. (2014) conducted an experimental study in the USA to examine how instructor characteristics influenced program fidelity. Their research revealed that

technical assistance, such as lesson observations, collaborative coaching, preparation of materials, ensuring lesson completion, addressing instructor discomfort, helping with pacing and classroom management, and establishing social norms, was crucial for enhancing curriculum fidelity.

In a critical review, Chan et al. (2017) identified challenges impacting curriculum fidelity, noting that insufficient institutional and curriculum support hindered effective implementation. This review underscored the importance of institutional support for achieving curriculum fidelity. Combs et al. (2021) investigated the impact of training support on curriculum fidelity through a study of LifeSkills Training (LST) in US school districts, finding that training enhanced the competencies necessary for maintaining curriculum fidelity. Combs et al. (2022) further explored the relationship between implementation fidelity and various classroom variables across several US states, discovering that supporting classroom management strategies for interactive, evidence-based interventions improved curriculum fidelity.

Nevenglosky et al. (2018) examined concerns and barriers reported by instructors and administrators at a private preparatory school in the USA when implementing a new curriculum. Their findings indicated that institutional support, particularly in the form of professional development and access to resources, was crucial for enhancing curriculum fidelity. In Kenya, Syomwene (2018) reviewed effective indicators for quality curriculum implementation, finding that clear mission and goals, a conducive learning environment, adequate resources and facilities, sufficient instructors, ongoing professional development, and effective supervision all contributed to improved curriculum fidelity.

Thierry et al. (2022) studied the association between institutional support and the fidelity of implementing a social-emotional learning curriculum in the USA, concluding that institutional

support was a significant predictor of curriculum fidelity. Conversely, Williams et al. (2019) explored the social context affecting curriculum implementation in US elementary schools, finding that while supportive schools had better work attitudes among instructors and staff, this did not necessarily translate into better curriculum fidelity compared to schools with indifferent or constrained profiles.

Notably, only one of these studies focused on educational institutions in Africa, and while most studies agreed on the positive relationship between institutional support and curriculum fidelity, Williams et al. (2019) did not, indicating a lack of consensus on this link. These contextual and empirical gaps highlight the need for further research on this topic within the context of educational institutions in Uganda.

2.2.3 Leadership Effectiveness and Curriculum Fidelity

Leadership effectiveness refers to an individual's ability to guide and influence a group to perform its tasks exceptionally well (Madanchian et al., 2017). This quality is marked by decisiveness, the establishment of efficient procedures, motivational support for subordinates, guidance, and effective communication (Soputana & Mogeab, 2014). These elements are crucial for ensuring effective curriculum fidelity.

Research has explored the impact of leadership effectiveness on curriculum fidelity. For instance, Asghar et al. (2020) investigated how school principals' leadership styles affected curriculum implementation in higher secondary schools in Punjab, India. Their findings indicated that a democratic leadership style had the most significant direct impact on curriculum implementation. Similarly, Bahtilla and Hui (2020) reviewed the role of principals as curriculum and instructional leaders in Cameroon, concluding that effective leadership was essential for successful curriculum

implementation. They emphasized that principals must be well-versed in the curriculum to effectively coordinate related activities.

In Turkey, Bumen et al. (2014) reviewed factors influencing curriculum fidelity and found that leadership effectiveness played a significant role. Cheserek et al. (2021) examined the influence of school leadership on curriculum implementation in public secondary schools in Elgeyo-Marakwet County, Kenya, and found that leaders' positive attitudes towards educational change positively affected curriculum implementation. Dube and Jita (2018) studied the challenges affecting curriculum implementation in rural schools in Zimbabwe and found that effective school heads who fostered healthy relationships enhanced curriculum implementation. Similarly, Juharyanto et al. (2018) investigated the role of principals in religious-based schools in Indonesia and discovered that effective leadership behaviors, including change leadership, spiritual guidance, instructional leadership, and entrepreneurial skills, improved curriculum implementation.

Okoth (2018) explored how transformational leadership practices influenced curriculum implementation in secondary schools in Kenya. The study found that head instructors who pursued collective goals, acted as positive role models, made consistent decisions, motivated students, and organized inter-school meetings significantly enhanced curriculum implementation. Syomwene (2018) reviewed indicators for quality curriculum implementation in Kenya and highlighted that effective leadership was a key factor in enhancing curriculum fidelity.

Although these studies demonstrate a link between effective leadership and curriculum fidelity, none specifically address the context of educational institutions in Uganda. This study aims to evaluate the impact of leadership effectiveness on curriculum fidelity within Ugandan institutions to fill this gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methodology used to gather and analyze data for this study. The methodology consists of: Research approach and study design, Population and sample size determination, Data collection instruments and tools, Data collection procedures and protocols, Quality control measures, Data management and analysis strategies, Ethical considerations and protocols.

The chapter provides an overview of the research methodology, ensuring transparency and rigor in the research process.

3.1 Research Approach

The researcher used the quantitative approach to collect and analyse numerical data in order to draw inferences between the study variables. The numerical data collected and analysed produced findings that could be generalised (Booth et al., 2018). The numerical data was collected using statistical techniques to determine whether an independent variable positively or negatively affects the dependent variable (Groh, 2018). The researcher first presented descriptive results followed by inferential results to make an analysis and interpretation.

3.2 Research Design

The correlational research design which entails investigation of relationships between study variables in an environment without control variables was the basis of data collection (Queirós et al., 2017). A correlational research design is a reflection of the strength of the direction of the relationship existing between two or more study variables. This design involves determining

whether independent variables relate with dependent variable either positively or negatively (Mohajan, 2020). Therefore, the correlational design was the basis for affirming the relationship betweeen the dependent variables (instructors' self-efficacy, institutional support, and leadership effectiveness) and the dependent variable (curriculum fidelity).

3.3 Study Population

The study population comprised 150 instructors working in eight vocational training centres in Kampala City. These are well-established institutions whose staff can be easily traced because most of them have permanent staff. Instructors was targeted because they are the main stakeholders in the implementation of the curriculum.

3.4 Sampling size

The sample size comprised 108 instructors from a population of 150 instructors. The sample has been calculated basing on the table for sample size determination for research activities by Krejcie and Morgan (1970). This was the basis for testing the relationship between institutional factors and curriculum fidelity. To ensure homogeneity and heterogeneity, the researcher utilized simple random sampling and robust statistical techniques to ensure comprehensive and representative findings (Booth et al., 2018).

3.5 Sampling Technique

The sampling technique used to obtain the sample from the different vocational training centres was simple random sampling. Simple random sampling involves selecting subjects from the entire population at random using a sampling frame. This gives an equal and independent chance to each member of the study population to be selected to participate in the study (Bell et a., 2022). Using simple random sampling, the researcher obtained data that could produce results that were

generalizable.

3.6 Measurement of Variables

The variables in this study are institutional factors (independent variable) and curriculum fidelity (dependent variable). The measures of the variables were as indicated in arable 3.1.

Table 3.1: Operationalization of Variables, Instrument, their Sources and Reliability

Variable	Nature of variable	Indicators	Source & Reliability
Curriculum fidelity	Dependent	Curriculum fidelity	Brickman and Olsson (2020)
Instructors teaching self-efficacy	IV	Instructors teaching self-efficacy	D'Aoust et al. (2022)
Institutional support	IV	Institutional support	Maheshwari (2021)
Leadership effectiveness	IV	Leadership effectiveness	Sonmez Cakir & Adiguzel (2020)

3.7 Data Collection Instrument

The data collection instrument was a self-administered questionnaire made up of close-ended questions. The self-administered questionnaire allowed quantification of the responses and enables the obtaining of completed responses while avoiding unnecessary responses (Einola & Alvesson, 2021). The questionnaire contained two sections that are section A on background characteristics with nominal questions with appropriate options given and Questions in Section (B) on the study variables anchored on a five-point Likert from a minimum of 1 through 5. This instrument helped in collecting data quantitative in nature.

3.8 Procedure for Data Collection

The researcher collected a letter of introduction from Kyambogo University and presented to

Principals of vocational training centres. Upon being granted permission, the researcher proceeded to administer the questionnaire to the instructors. To ensure that the instructors not inconvenienced, the researcher met each of them at his/her convenient time.

3.9 Quality Control

3.9.1 Validity of the Instrument

To ensure the credibility of the tool, we evaluated its content validity through face validity, confirming that the elements within the instrument align with the concepts outlined in the conceptual framework (refer to Figure 1.1). Content validity index (CVI) was calculated for the different indictors measuring each construct through inter-judge using two lecturers outside Kyambogo University conversant with management and curriculum fidelity. The indicators were rated on a two-point scale of Relevant (R) and Irrelevant (IR). The ratings of the judges were summed to on either side of the scale and divided by two to establish the average. The indicators considered irrelevant for the study was dropped and replaced with relevant ones. CVI was calculated using the following formula: CVI = n/N

Where: n = number of items rated as relevant, N= Total number of items in the instrument.

Appropriate CVI was achieved at 0.70 and above since least CVI recommended for survey studies is 0.7 (Masuwai & Saad, 2017). This affirmed validity of the instrument.

Table 3.2: Validity of the questionnaire

Variable	No of items (questions)	CVI
Curriculum fidelity		
-Structural fidelity	7	0.857
-Instructional fidelity	6	0.975
-Student engagement	8	0.875
Instructors' teaching self-efficacy	12	0.917
Institutional support	8	0.875
Leadership effectiveness	8	0.989
Total	**49**	**0.915**

3.9.2 Reliability of the instrument

The data collected was tested for reliability using Cronbach Alpha (α). This is because the study was quantitative. Chronbach's alpha sought to examine consistency of the indicators measuring individual constructs. The reliability of each construct was achieved at $\alpha = 0.70$ and above (Taber, 2018). Hence, quality control of the instrument was ensured.

Table 3.3: Reliability of the questionnaire

Variable	Valid items	Cronbach Alpha
Curriculum fidelity	19	0.873
Structural fidelity	6	0.693
Instructional fidelity	6	0.674
Student engagement	7	0.858
Instructors' teaching self-efficacy	11	0.809
Institutional support	7	0.712
Leadership effectiveness	8	0.789

3.10 Data Management

The management of data involved data processing and analysis. Data processing involved coding

of the data, and entering them into the computer. Frequency tables were then run to detect missing data and outliers. High missing data involving a whole construct not being responded to or more than 15% not being filled led to deleting of the respondent. Otherwise using series mean provided by the computer, the data was automatically filled if it is missing at completely at random (MCAR) (Tlamelo et al., 2021). The outliers were treated by cross-checking with original data on the instrument filled and the error collected. Thereafter, the data was analysed. Since all the objectives are directional, data analysis methods used was the same. Data analysis involved calculating frequencies, percentages and means and testing of normality using histograms. Thereafter, correlation and multiple regression were tested to establish the influence of the independent variables on the dependent.

3.11 Ethical Considerations

Ethical issues namely informed consent, anonymity, confidentiality, respect for privacy, honesty in reporting of data and observing COVID-19 standard operating procedures (SOPs) was maintained. With informed consent, the respondents were required to provide data out of their free will. This was communicated to them in the introductory letter attached to the questionnaire. To ensure anonymity and confidentiality, the participants' names were not presented or used by the researcher to anyone else outside the study loop and data was presented in a way that it cannot be traced to any respondent. For, privacy, the questionnaires were filled from places decided by the respondents. With honesty reporting, the results were communicated as obtained from the field. Lastly, Covid-19 SOPs was maintained by use of masks, social distance and using platforms including emails and WhatsApp to collect data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This chapter presents the study findings with descriptive analyses inclusive of the interpretation of the literal meaning of the data trends. The chapter presents the response rate, the background characteristics of respondents and the empirical findings in detail.

4.2 Response Rate

The planned study sample was 150 respondents (instructors) across the eight vocational training centers in Kampala City. Having accessed 108 out of the 150, the study response rate stands at 72%. This is a relatively high response rate and the researcher considers it representative of the sample population. As per Sileyew (2019) suggests that a response rate can be adequate if it is above 50%. Therefore, given the apparent 72% response rate, the researcher finds the sample frame representative to determine the institutional factors influencing curriculum fidelity in vocational training centres in Kampala City

4.3 Results for Background Attributes of the instructors

This section covers results on demographic characteristics of the instructors on sex, age, level of education, years of working experience. The results on background attributes of the instructors were as presented in Table 4.1.

Table 4.1: Demographic characteristics of respondents

Characteristic	Categories	Frequency	Percentage
Sex of respondents	Male	85	78.7%
	Female	23	21.3%
	Total	**108**	**100.0**
Age of respondents (completed years)	Up 30 years	18	16.7%
	30 - 40 years	47	43.5%
	40 years and above	43	39.8%
	Total	**108**	**100.0**
Highest level of education	Certificate	6	5.6%
	Diploma	31	28.7%
	Bachelor's Degree	56	51.9%
	Postgraduate qualifications	15	13.9%
	Total	**108**	**100.0**
Years of working experience	less than 1 year	12	11.1%
	1-5 years	20	18.5%
	5- 10 years	26	24.1%
	10 years and above	50	46.3%
	Total	**108**	**100.0**

The study findings revealed that the majority of the respondents were males (78.7%) while the females constituted 21.3%. This implied that the largest proportion of instructors operating in vocational schools in Kampala City were male. Nevertheless, views from both sex categories were captured as witnessed in the table. With regard to age, the majority of the respondents were between 30—40 years of age, 39.8% were aged 40 years and above, while 16.7% were aged 30 years and below. The results indicated that instructors operating in vocational schools in Kampala City were of different age groups hence the results were representative of views of different age brackets.

According to Table 4.1, the majority (51.9%) of the respondents held a bachelor's degree, 28.7% were diploma holders, 13.9% help postgraduate qualifications, while the least (5.6%) were holding certificates. The study findings on education levels entailed that the instructors operating in vocational schools in Kampala City were qualified experts with demonstrable competence and intellectual ability to interpret and respond to question contained in the questionnaire. In regards to the years of working experience, the larger proportion (46.3%) had working experience of 10 years and above, 24.1% had served between 5—10%, 18.5% had served between 1—5 years, while the least (11.1%) had served for less than one year. With instructors of diverse experiences participating in the study, the results captured views representative of instructors with diverse views. From this perspective, the respondents were deemed fit to talk about the institutional factors influencing curriculum fidelity by virtue of their adequate working experience.

4.4 Results on curriculum fidelity

Curriculum fidelity (dependent variable) was studied as a single dimension sub-categorized into three sub variables i.e. structural fidelity, instructional fidelity, and student engagement with the descriptive findings presented in separate tables as presented in Table 4.2, 4.4, and 4.6 respectively.

Table 4.2: Descriptive results for structural fidelity

Structural Fidelity	SD	D	NS	A	SA	Mean
I design my lectures to include complex learning activities that stimulate critical thinking and problem-solving skills in my students.	0 0.0%	2 1.9%	3 2.8%	67 62.0%	36 33.3%	4.27
In all my lectures I engage students in participatory learning activities	2 1.9%	12 11.1%	25 23.1%	44 40.7%	25 23.1%	3.72
In every lecture I ensure that I teach from the known to the unknown	1 0.9%	14 13.0%	18 16.7%	45 41.7%	30 27.8%	3.82
I promote student engagement through interactive Q&A sessions.	1 0.9%	1 .9%	7 6.5%	60 55.6%	39 36.1%	4.25
I facilitate collaborative learning through team-based assignments.	0 0.0%	3 2.8%	9 8.3%	52 48.1%	44 40.7%	4.27
I teach theory and practice simultaneously, promoting hands-on learning and deeper understanding	0 0.0%	0 0.0%	9 8.3%	52 48.1%	47 43.5%	4.35
I provide students assignments after every lecture such that I support learning by providing them feedback	1 0.9%	4 3.7%	19 17.6%	58 53.7%	26 24.1%	3.96

The results in the table above on whether tutors assign students challenging learning tasks to enhance their critical thinking in their lectures, cumulatively 95.3% agreed, 2.8% were not sure while 1.9% disagreed with the notion. A high mean score of 4.27 was an affirmation that instructors assign students challenging tasks aimed at enhancing their critical thinking. On whether instructors engage students in participatory learning activities, 63.8% agreed, 14% disagreed while 23.1% were neutral. The high man score of 3.72 indicated that instructors engaged students in participatory learning activities. In regards to teaching from the known to unknown, the majority (69.5%) agreed the notion, 13.9% disagreed while 16.7% were not sure. A 3.82 mean score was

an indication that instructors endeavoured to teach their students from known to unknown concepts. On whether instructors were engaging students through the questions and answer sessions, 91.7% agreed, 1.8% disagreed while those that were not sure were 6.5%. A 4.5 mean score meant that instructors indeed engaged students through the question and answer sessions to increase their level of understanding.

Regarding whether instructors promote teamwork between students as they carry out assignments, the majority (88.8%) agreed with the notion, 2.8% were in disagreement while 8.3% were not sure. The mean of 4.27 implied that instructors made efforts to promote teamwork between students during the assignments to nurture understanding as desired by the curriculum. as to whether instructors ensured that students learnt deeply by teaching theory simultaneously with practical activities, the majority (91.6%) agreed while 8.3% were not sure. A mean of 4.35 indicated that instructors ensured that instructors deeply learnt the theory with simultaneous efforts in the practical setting. In regards to providing students assignments after instructors, the majority (77.8%) agreed that they support learning by providing feedback in the post-lecture period. With a mean of 3.96, it was affirmed that instructors were providing assignments after every lecturer was aimed at supporting learning from the feedback obtained thereafter.

Table 4.3: Summary Results for Structural Fidelity

Descriptives			Statistic	Std. Error
Structural Fidelity	Mean		3.46	0.041
	95% Confidence	Lower Bound	3.37	
	Interval for Mean	Upper Bound	3.54	
	5% Trimmed Mean		3.47	
	Median		3.43	
	Variance		0.18	
	Std. Deviation		0.424	
	Minimum		2.00	
	Maximum		4.29	
	Range		2.29	
	Interquartile Range		0.57	
	Skewness		-0.42	0.23
	Kurtosis		0.35	0.46

The results in Table 4.9 reveal an average mean = 3.455 was close to median = 3.43 which implied that the respondents indicated that structural fidelity was fairly upheld in vocational training centres in Kampala City. The low standard deviation = 0.42 suggested a low dispersion in the response distribution. The normality curve in Figure 4.1 confirmed the normality of the results.

Further, the researcher plotted a normality curve as shown in Figure 4.1:

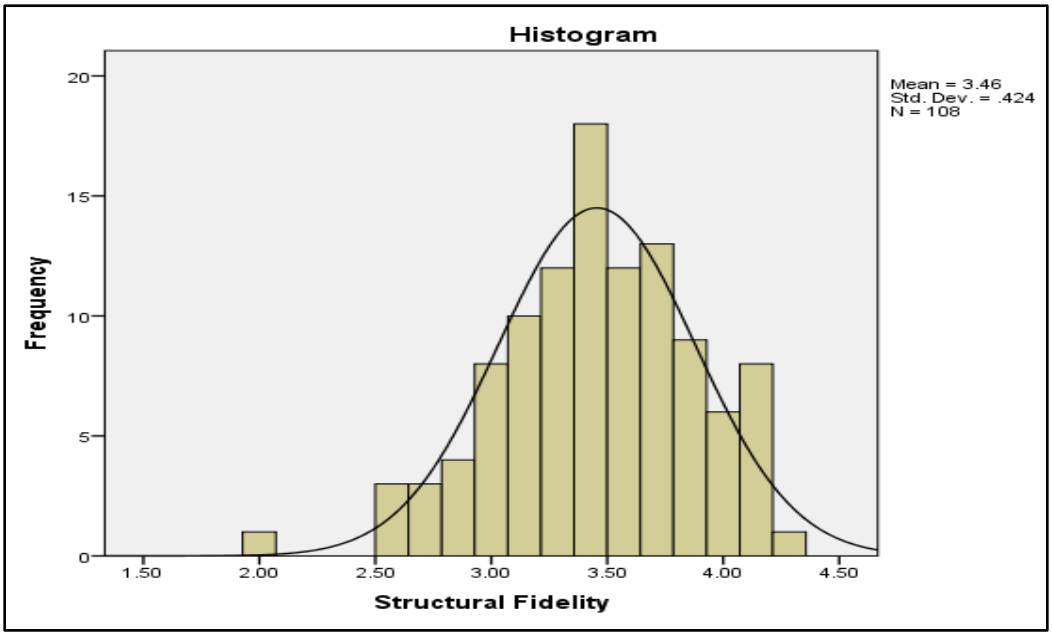

Figure 4.1: Histogram for structural fidelity

Figure 4.1 reveals a mean = 3.46 which implied that structural fidelity was fair. The low standard deviation = 0.424 implied that the results were normally distributed. The normal distribution of the results portrayed that instructors in vocational schools in Kampala City upheld structural fidelity whose contribution to curriculum fidelity was statistically evident as per the figure.

Table 4.4: Descriptive results for instructional fidelity

Instructional fidelity	SD	D	NS	A	SA	Mean
My teaching approach is informed by student feedback, using their responses to shape my explanations and ensure relevance.	0 0.0%	2 1.9%	7 6.5%	42 38.9%	57 52.8%	4.43
I take a student-centred approach, adapting instruction to align with the distinct learning needs and interests of each learner.	0 0.0%	2 1.9%	5 4.6%	45 41.7%	56 51.9%	4.44
I correct student errors through guided reasoning and discussion	6 5.6%	13 12.0%	27 25.0%	49 45.4%	13 12.0%	3.46
I successfully engage previously reluctant students, encouraging them to participate actively in class discussions.	1 0.9%	2 1.9%	13 12.0%	63 58.3%	29 26.9%	4.08
I actively engage with students during practical work, walking around the classroom to assist, provide feedback, and foster learning.	0 0.0%	4 3.7%	7 6.5%	45 41.6%	52 48.1%	4.35
I listen to every group's discussions during practical assignments.	2 1.9%	5 4.6%	36 33.3%	36 33.3%	29 26.9%	3.79

The findings presented in Table 4.4 reveal strong support for effective instructor practices. Specifically:

Student-Centred Explanations: 91.7% of respondents agreed that instructors-based explanations on student responses to questions (1.9% disagreed, 6.5% unsure). The mean score of 4.43 confirms this practice.

Addressing Individual Learning Interests: 93.6% agreed that instructors catered to individual learning needs before proceeding (1.9% disagreed, 4.6% unsure). The mean score of 4.4 supports this finding.

Corrective Feedback: 57.4% agreed that instructors used mutual reasoning to correct errors (17.6% disagreed, 25% unsure). The mean score of 3.46 indicates some variation in this practice.

Encouraging Active Participation: 84.9% agreed that instructors effectively engaged less active students (2.8% disagreed, 12% neutral). The mean score of 4.08 confirms this practice.

Classroom Monitoring: 89.7% agreed that instructors walked around the classroom during practical assignments (3.7% disagreed, 6.5% unsure). The mean score of 4.35 supports this finding.

Engaging with Group Discussions: 60.2% agreed that instructors listened to every group's discussions (6.7% disagreed, 33.3% unsure). The mean score of 3.79 suggests room for improvement.

These findings demonstrate instructors' commitment to student-centred teaching practices, fostering an inclusive and supportive learning environment.

Table 4.5: Summary Results for instructional fidelity

	Descriptive		Statistic	Std. Error
Instructional fidelity	Mean		4.0900	.04879
	95% Confidence Interval for Mean	Lower Bound	3.9932	
		Upper Bound	4.1867	
	5% Trimmed Mean		4.1079	
	Median		4.0000	
	Variance		.257	
	Std. Deviation		.50707	
	Minimum		2.67	
	Maximum		5.00	
	Range		2.33	
	Interquartile Range		.67	
	Skewness		-.422	.233
	Kurtosis		-.037	.461

The results in Table 4.5 reveal an average mean = 4.09 which was close to median = 3.99 which implied that the respondents indicated that Instructional fidelity was fairly upheld in vocational training centres in Kampala City. The low standard deviation = 0.507 suggested a low dispersion in the response distribution. The normality curve in Figure 4.2 confirmed the normality of the results.

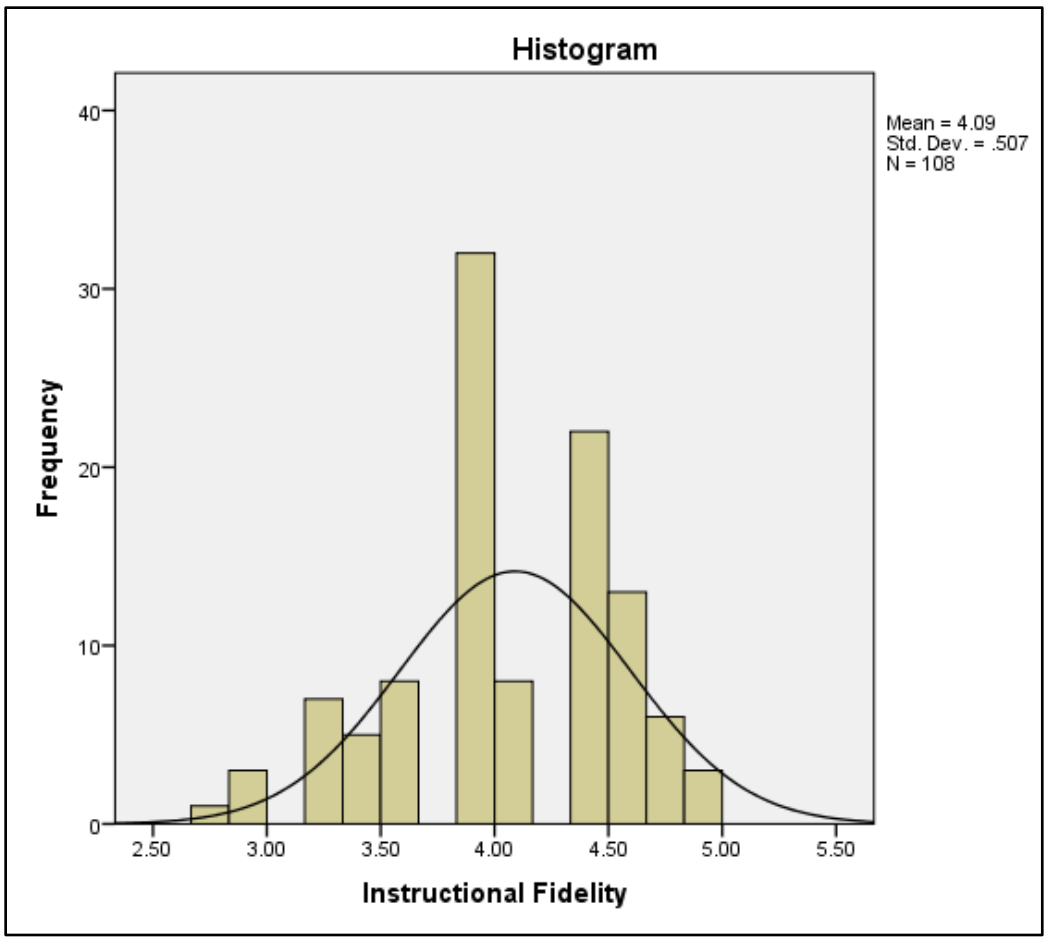

Figure 4.2: Histogram for instructional fidelity

Figure 4.2 reveals a mean = 4.09 implied that instructional fidelity was relatively good. The low standard deviation = 0.507 implied that the results were normally distributed with majority agreement with the notions on instructional fidelity. The normal distribution of the results portrayed that instructors in vocational schools in Kampala City upheld instructional fidelity which was an affirmation of curriculum fidelity as statistically evidenced.

Table 4.6: Descriptive results for student engagement

Student Engagement	SD	D	NS	A	SA	Mean
The majority of my students display a positive attitude toward learning, showing eagerness to absorb new concepts and ideas during lectures.	0 0.0%	3 2.8%	5 4.6%	64 59.3%	36 33.3%	4.23
The majority of my students demonstrate a strong desire to achieve mastery of the subject matter.	0 0.0%	1 .9%	10 9.3%	59 54.6%	38 35.2%	4.24
Most students in my classes exhibit a strong willingness to learn and succeed.	0 0.0%	2 1.9%	5 4.6%	42 38.9%	59 54.6%	4.46
The majority of my students remain engaged and attentive throughout my lectures	0 0.0%	2 1.9%	4 3.7%	42 38.9%	60 55.6%	4.48
Most students actively engage in lecture activities, participating fully and enthusiastically	0 0.0%	2 1.9%	7 6.5%	58 53.7%	41 38.0%	4.28
Most students in my classes successfully translate theoretical knowledge into practical understanding, exhibiting critical thinking and creativity	0 0.0%	4 3.7%	6 5.6%	41 38.0%	57 52.8%	4.39
The majority of students actively seek clarification during lectures, asking thoughtful questions to deepen their understanding	1 0.9%	0 .0%	18 16.7%	53 49.1%	36 33.3%	4.28

Source: Primary data, 2023

The study revealed overwhelmingly positive attitudes toward learning among students. Key findings include:

Enjoyment of learning: 92.5% agreed that students show enthusiasm for learning new concepts during lectures, 2.8% disagreed, 4.6% unsure; mean=4.23.

Interest in mastering subject matter: 89.8% agreed that students demonstrate interest in mastering what they learn, 0.9% disagreed, 9.3% unsure; mean=4.24.

Academic performance: 93.5% agreed that students show signs of doing well in their studies, 1.9% disagreed, 4.6% unsure; mean=4.6.

Attention during lectures: 94.5% agreed that students remain focused, 1.9% disagreed, 4.7% unsure; mean=4.48.

Participation in lecture activities: 81.7% agreed that students fully participate, 1.9% disagreed, 6.5% unsure; mean=4.28.

Application of learned concepts: 90.8% agreed that students can translate instructor teachings into their own ideas, 3.7% disagreed, 5.6% unsure; mean=4.39.

Inquiry-based learning: 82.4% agreed that students ask questions to facilitate understanding, 0.9% disagreed, 16.7% unsure; mean=4.28.

These findings suggest that instructors foster an engaging and effective learning environment, promoting student motivation, participation, and academic success.

Table 4.7: Summary results for student engagement

	Descriptive		Statistic	Std. Error
Student Engagement	Mean		4.3137	.04742
	95% Confidence	Lower Bound	4.2197	
	Interval for Mean	Upper Bound	4.4077	
	5% Trimmed Mean		4.3290	
	Median		4.2500	
	Variance		.243	
	Std. Deviation		.49279	
	Minimum		3.25	
	Maximum		5.00	
	Range		1.75	
	Interquartile Range		.75	
	Skewness		-.248	.233
	Kurtosis		-.889	.461

The results in Table 4.7 reveal an average mean = 4.31 being close to the median = 4.25 implied that the respondents indicated that student engagement as an attribute of curriculum fidelity was

fairly good in vocational training centres in Kampala City. The low standard deviation = 0.507 suggested a low dispersion in the response distribution. The normality curve in Figure 4.3 confirmed the normality of the results.

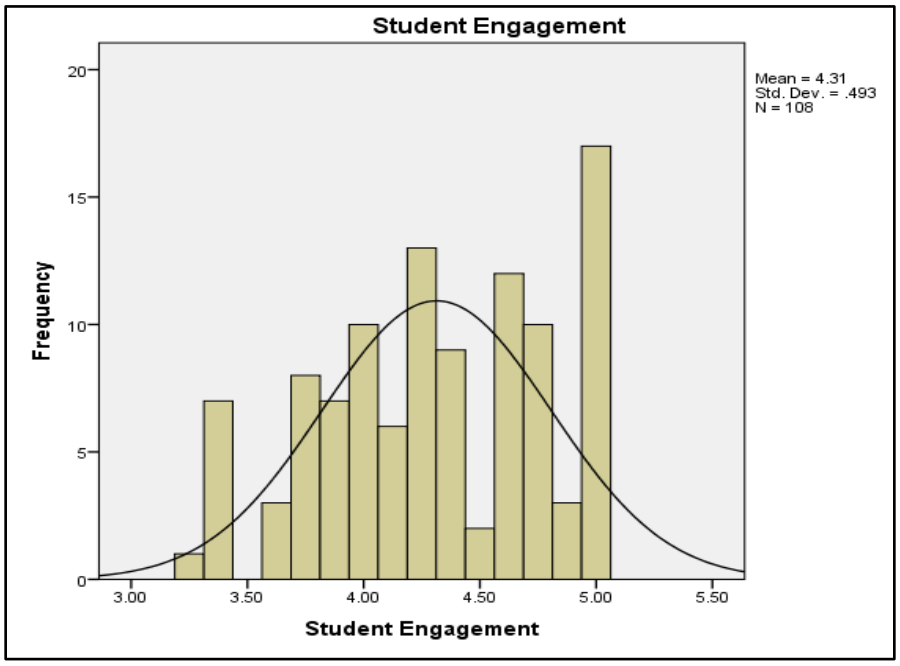

Figure 4.3: Histogram for student engagement

Figure 4.3 reveals a mean = 4.31 implied that student engagement as an indicator of curriculum fidelity was quite good. The low standard deviation = 0.493 implied that the results were normally distributed portraying majority agreement with the notions on student engagement. By virtue of the normal distribution of results, the instructors working in vocational schools in Kampala City upheld student engagement which indicated that curriculum fidelity was upheld as statistically proven.

4.5 Results on Instructors' teaching self-efficacy

The concept of instructors' teaching self-efficacy (independent variable one) was studied as a single dimension using items as shown in Table 4.8.

Table 4.8: Descriptive results for instructors' teaching self-efficacy

Instructors' teaching self-efficacy	SD	D	NS	A	SA	Mean
I create and execute lesson plans that meticulously follow the curriculum framework, fostering a supportive and productive learning environment	19 17.6%	5 4.6%	32 29.6%	44 40.7%	8 7.4%	3.16
I tailor my instructional methods and techniques to align with the specific learning objectives and content of each lecture.	25 23.1%	2 1.9%	15 13.9%	54 50.0%	12 11.1%	3.24
For every lecture, I provide and utilize a range of teaching resources, ensuring they are relevant, up-to-date, and aligned with the learning objectives	19 17.6%	4 3.7%	7 6.5%	57 52.8%	21 19.4%	3.53
At the beginning of each lecture, I clearly articulate and explain the objectives, guaranteeing students understand what is expected of them	20 18.5%	3 2.8%	14 13.0%	58 53.7%	13 12.0%	3.38
At all times, I deliver precise and prompt guidance to students, facilitating their learning and minimizing confusion.	21 19.4%	5 4.6%	24 22.2%	42 38.9%	16 14.8%	3.25
I consistently design and adapt instructional activities to cater to diverse learning needs, styles, and abilities, ensuring inclusive and effective teaching.	14 13.0%	5 4.6%	17 15.7%	56 51.9%	16 14.8%	3.51
To ensure inclusivity, I reorganize and adjust instructional content to align with students' varying skill levels and learning styles	16 14.8%	4 3.7%	17 15.7%	43 39.8%	28 25.9%	3.58
I provide specialized learning activities for students needing extra support.	13 12.0%	5 4.6%	24 22.2%	41 38.0%	25 23.1%	3.56
I encourage active student participation.	0 0.0%	5 4.6%	22 20.4%	45 41.7%	36 33.3%	4.04
I base task assignments on research and inquiry.	2 1.9%	2 1.9%	4 3.7%	45 41.7%	55 50.9%	4.38
I foster a classroom culture of freedom and democracy	0 0.0%	1 0.9%	9 8.3%	54 50.0%	44 40.7%	4.31
I make the most of lesson time to ensure productive learning.	1 0.9%	1 0.9%	15 13.9%	48 44.4%	43 39.8%	4.21

The majority of instructors (48.1%) reported preparing effective lesson plans and conducting lessons in accordance with the curriculum, while 17.6% disagreed and 29.6% were uncertain,

indicating a need for improvement (mean=3.16). The mean score of 3.16 suggests that instructors' lesson planning and curriculum alignment require further enhancement

Regarding the selection and use of methods and techniques, 61.1% of instructors agreed that they chose approaches aligned with objectives and content, whereas 25% disagreed and 13.9% were unsure (mean=3.24). The mean score of 3.24 suggests that instructors made a concerted effort to choose methods and techniques aligned with lesson objectives and content.

A significant proportion of instructors (72.2%) ensured that teaching materials were available and effectively used for every lecture, with 21.3% disagreeing and 6.5% uncertain (mean=3.53).

A mean score of 3.53 confirmed that instructors consistently made teaching materials available and utilized them effectively in lectures.

Most instructors (65.9%) reported effectively communicating lesson objectives to students, with 21.3% disagreeing and 13% unsure (mean=3.38). The mean score of 3.38 indicated a significant level of consensus among instructors, supporting the notion

The majority of instructors (53.6%) provided timely and accurate instructions to students, while 24% disagreed and 22.4% were uncertain (mean=3.25). The mean score of 3.25 suggested that instructors generally provided timely and accurate instructions to students.

Instructors demonstrated adaptability in supporting individual differences, with 66.7% agreeing, 17.6% disagreeing, and 15.7% unsure (mean=3.51). The mean score of 3.51 confirmed that instructors consistently adapted teaching activities to accommodate individual student differences.

Most instructors (65.7%) organized learning experiences tailored to students' abilities, even when content was not aligned, with 17.5% disagreeing and 15.7% unsure (mean=3.58). A mean of 3.58

revealed that instructors successfully adapted learning experiences to match students' abilities, even when faced with misaligned curriculum content.

A majority of instructors (61.2%) organized special learning activities for students requiring extra attention, with 16.6% disagreeing and 22.2% unsure (mean=3.56). The mean score of 3.56 indicated that instructors frequently organized special learning activities for students requiring extra attention.

The study revealed that 75% of instructors enabled students to actively participate in lessons, while 4.6% disagreed and 20.4% were uncertain (mean=4.04). 2. With a mean of 4.04, instructors demonstrated exceptional success in encouraging students to take an active role in their learning.

An overwhelming majority of instructors (92.6%) assigned tasks based on research and inquiry, with 3.8% disagreeing and 3.7% unsure. A relatively high mean=3.48 indicated that instructors were assigning tasks based on research and inquiry to improve learning. In regards to whether instructors created a democratic and free classroom environment, the majority (90.7%) were in agreement while 0.9% disagreed and 8.3% of them were not sure. The mean (4.31) affirmed that creating a democratic and free classroom environment was a common practice among instructors in vocational schools in Kampala city. In regards to whether instructors use their lesson time effectively, the majority (84.2%) agreed, 1.8% of them disagreed while 13.9% were not sure. The mean score (4.21) revealed that instructors were found of using their lecture time effectively.

These findings highlight instructors' self-reported strengths and areas for improvement.

Table 4.9: Summary Results for Instructors' Teaching Self-Efficacy

	Descriptives		Statistic	Std. Error
Instructors' Teaching Self-Efficacy	Mean		3.7047	.06444
	95% Confidence Interval for Mean	Lower Bound	3.5770	
		Upper Bound	3.8324	
	5% Trimmed Mean		3.7196	
	Median		3.7500	
	Variance		.448	
	Std. Deviation		.66964	
	Minimum		2.00	
	Maximum		4.92	
	Range		2.92	
	Interquartile Range		1.04	
	Skewness		-.219	.233
	Kurtosis		-.504	.461

The results in Table 4.9 reveal an average mean = 3.7 being close to the median = 3.75 implied that the respondents indicated that instructors' teaching self-efficacy among instructors in vocational schools in Kampala City was fairly good. The low standard deviation = 0.669 suggested a low dispersion in the response distribution. The normality curve shown in Figure 4.4 confirmed the degree of normality of the results:

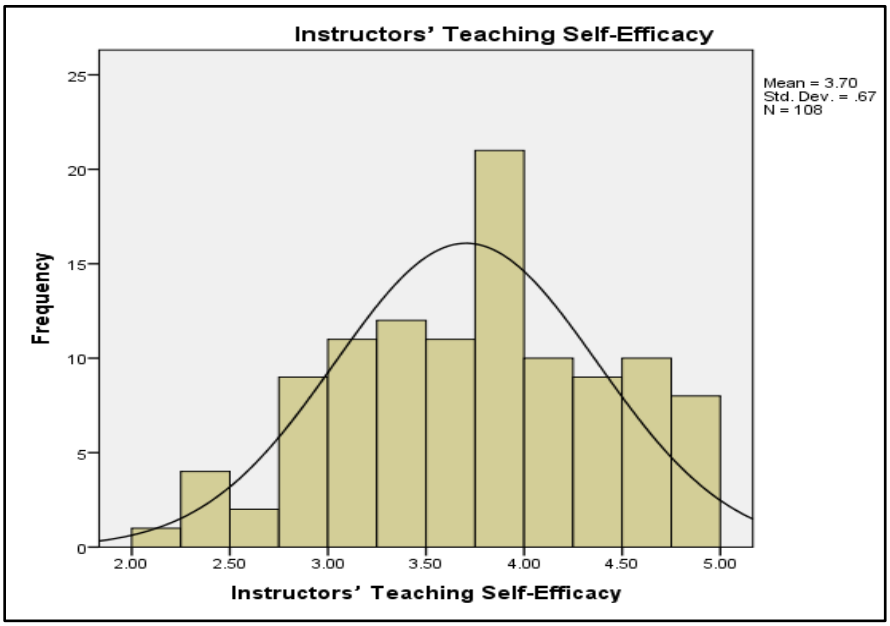

Figure 4.4: Histogram for Instructors' Teaching Self-Efficacy

Figure 4.4 reveals a mean = 3.70 implied that instructors' teaching self-efficacy as an institutional factor influencing curriculum fidelity was reasonably fair. The low standard deviation = 0.67 implied normal distribution of responses portraying majority agreement with regard to the items on instructors' teaching self-efficacy. Therefore, the data obtained was subjected to linear correlation and regression analysis obtaining appropriate results.

4.6 Results on institutional support

The concept of institutional support (independent variable two) was studied as a single dimension using items as shown in Table 4.10.

Table 4.10: Descriptive results for institutional support

Institutional Support	SD	D	NS	A	SA	Mean
Our institution prioritizes instructor development, empowering them to reach their full professional potential.	0 0.0%	2 1.9%	4 3.7%	38 35.2%	64 59.3%	4.52
Our institution fosters a culture of innovation, empowering instructors to unleash their creativity both in and outside the classroom.	0 0.0%	2 1.9%	5 4.6%	39 36.1%	62 57.4%	4.5
Our institution prioritizes instructor development, providing training and resources to enhance job-specific skills.	7 6.5%	15 13.9%	34 31.5%	47 43.5%	5 4.6%	3.26
The vast majority of our instructors are highly respected authorities in their fields of expertise.	1 0.9%	2 1.9%	12 11.1%	65 60.2%	28 25.9%	4.08
Our institution is committed to providing extensive training resources.	0 0.0%	4 3.7%	8 7.4%	45 41.6%	51 47.2%	4.33
I rarely hear grievances about salary from fellow instructors.	2 1.9%	5 4.6%	40 37.0%	38 35.2%	23 21.3%	3.7
Our institution prioritizes the well-being and support of its staff and their loved ones.	0 0.0%	3 2.8%	37 34.3%	43 39.8%	25 23.1%	3.83
We operate on a merit-based system, where achievements are acknowledged and rewarded.	2 1.9%	3 2.8%	6 5.6%	58 53.7%	39 36.1%	4.19

According to Table 10, the majority (94.5%) agreed with the notion that institutions helped instructors to be the best they can professionally, 1.9% disagreed while 3.7% were not sure. A mean score=4.52 indicated that vocational schools in Kampala City endeavour to help instructors to become better professionally. As regards to the culture of vocational schools encouraging instructors to express creativity on their job and outside of the job, the majority (93.5%) agreed while 1.9% disagreed and 4.6% were not sure. With a high mean score=4.5, it was affirmed that vocational schools in Kampala City had a culture of encouraging instructors to express creativity on the job and outside of their job. In regards to whether the institutions help instructors to learn the needed job skills, there were mixed reactions whereby less than half (48.1%) agreed, 20.4% disagreed while 31.5% were not sure. Following the mean=3.26, it was affirmed that vocational schools in Kampala City have not fully upheld helping instructors to learn the needed job skills. Pertaining to whether instructors in vocational schools were recognized as experts in their fields, the majority (86.1%) agreed, 2.8% disagreed while 11.1% were not sure. A mean=4.08 indicated that instructors in vocational schools were recognized as experts in their respective fields to a larger extent.

Regarding the vocational institutions providing all the required training resources to deliver vocational lessons, the majority (88.8%) agreed with the notion while 3.7% disagreed and 7.4% were not sure. A high mean value (4.33) indicated that vocational institutions in Kampala City were providing the required training resources to a larger extent. Pertaining to whether instructors hear complaints from fellow instructors regarding their pay, the majority (56.5%) affirmed not to have heard while 6.5% had an idea but 37% were not sure of others' pay grade. The mean score (3.7) indicated that instructors' pay grades were not known to their fellows to a larger extent. The study findings affirmed that the majority (62.9%) affirmed that their institutions care about their

staff as well as their families. With a mean=3.84, it was affirmed that vocational schools in Kampala City care about their staff and their families. In regards to whether everyone in the institution was rewarded based on performance, the majority (89.8%) agreed with the notion while 4.7% were in disagreement and 5.6% were not sure. Having obtained a high mean value (4.19), it was evident that the staff in vocational schools in Kampala City were rewarded based on performance as a token to boost their morale to deliver quality instructional services.

Table 4.11: Summary results for institutional support

	Descriptives		Statistic	Std. Error
Institutional Support	Mean		4.0478	.04442
	95% Confidence	Lower Bound	3.9598	
	Interval for Mean	Upper Bound	4.1359	
	5% Trimmed Mean		4.0619	
	Median		4.0839	
	Variance		.213	
	Std. Deviation		.46162	
	Minimum		2.88	
	Maximum		4.88	
	Range		2.00	
	Interquartile Range		.63	
	Skewness		-.342	.233
	Kurtosis		-.104	.461

The results in Table 4.11 reveal an average mean = 4.05 being close to the median = 4.08 implied that the respondents indicated that institutional support given instructors in vocational schools in Kampala City was fairly good. The low standard deviation = 0.462 suggested a low dispersion in the response distribution. The normality curve as seen in Figure 4.5 below confirmed the normality of the results on institutional support and curriculum fidelity.

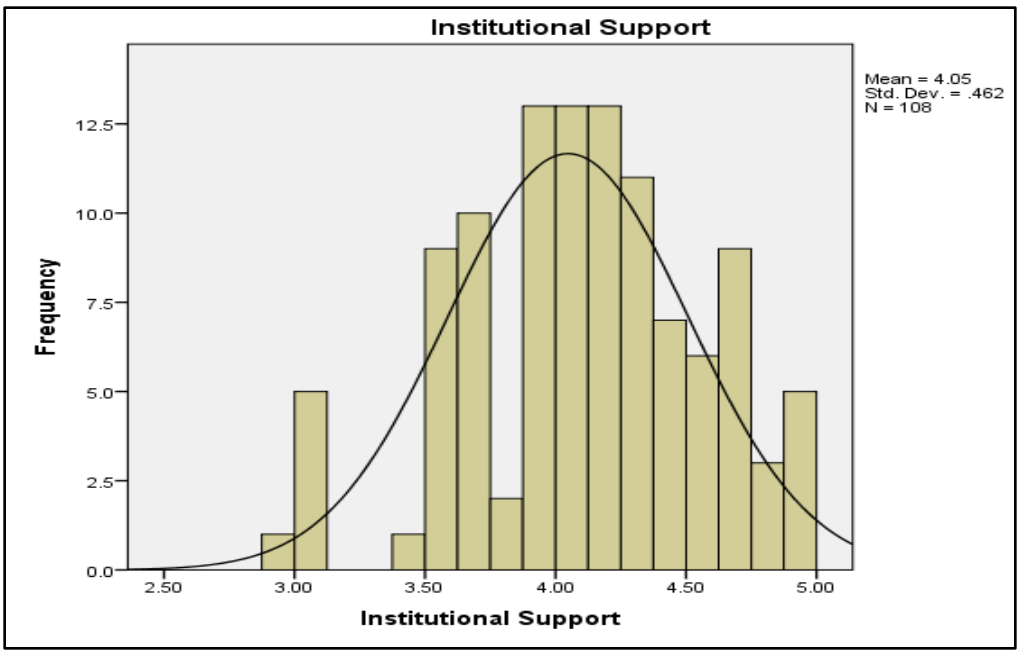

Figure 4.5: Histogram for institutional support

Figure 4.5 reveals a mean = 4.05 implied that institutional support as an institutional factor influencing curriculum fidelity was fairly good. With a low standard deviation = 0.462, it was established that the responses were normally distributed implying that the vocational schools were offering the necessary support to instructors as a precondition for upholding curriculum fidelity. Given the normal distribution of results, the vocational schools in Kampala City presented were found of providing institutional support are deemed necessary to boost curriculum fidelity. Therefore, the data obtained could be subjected to linear correlation and regression obtaining appropriate results.

4.7 Results on leadership effectiveness

The concept of leadership effectiveness (independent variable three) was studied as a single dimension using items as shown in Table 4.12.

Table 4.12: Descriptive results for leadership effectiveness

Leadership Effectiveness	SD	D	NS	A	SA	Mean
My principal has established clear standards job performance	0 0.0%	3 2.8%	5 4.6%	69 63.9%	31 28.7%	4.19
My principal has developed a performance enhancement plan to optimize job efficiency.	5 4.6%	15 13.9%	46 42.6%	32 29.6%	10 9.3%	3.25
Our principal has streamlined processes, eliminating barriers to instructor success.	1 0.9%	14 13.0%	39 36.1%	34 31.5%	20 18.5%	3.54
My principal has a deep understanding of effective job performance strategies.	0 0.0%	1 0.9%	4 3.7%	54 50.0%	49 45.4%	4.4
My principal fosters a supportive environment, empowering employees to excel in their roles.	0 0.0%	6 5.6%	11 10.2%	58 53.7%	33 30.6%	4.1
My principal expresses gratitude and recognition for instructors' contributions	0 0.0%	0 0.0%	7 6.5%	57 52.8%	44 40.7%	4.34
Our principal encourages and facilitates instructors' on-going professional development.	0 0.0%	5 4.6%	19 17.6%	49 45.4%	35 32.4%	4.06
The principal effectively manages performance challenges, enhancing instructor effectiveness.	0 0.0%	0 0.0%	15 13.9%	57 52.8%	36 33.3%	4.19

Regarding if principals had established clear standards for job performance, the majority (92.6%) agreed, 2.8% disagreed and 4.6% were not sure. A mean score of 4.19 was an indication that principals of vocational schools in Kampala City had established clear standards for job performance as prerequisites for curriculum fidelity. As regards to whether the principal had developed plans to facilitate job performance, the majority (42.6%) were not sure, 38.9% agreed with the notion while 18.5% disagreed. With a mean score (3.25), it was affirmed that principals of vocational schools in Kampala City had not fully developed and adopted plans to facilitate job performance which would negate curriculum fidelity. Pertaining to whether the principals had removed obstacles to instructors' job performance, the majority (50%) agreed, 13.9% disagreed

while those that were not sure constituted 36.1%. With a mean score (3.54), it was affirmed that while principals of vocational schools had removed obstacles to instructors' job performance, more was still desired to improve curriculum fidelity. As regards to whether the principal was knowledgeable about job performance, the majority (95.4%) agreed with the notion, 0.9% disagreed while 3.7% were not sure. The mean=4.4 indicated that principals in vocational schools in Kampala City were knowledgeable about job performance in their institutions.

In regards to whether principals supported employee efforts leading to effective job performance, the majority (84.3%) agreed and 5.6% disagreed while 10.2% were not sure. A mean of 4.1 indicated that principals in vocational schools in Kampala City support employee efforts leading to effective job performance. Pertaining to whether principals of vocational schools recognize and appreciate instructors' efforts, the majority (93.5%) agreed while 6.5% were not sure. With a high mean value (4.34), it was affirmed that principals were found of recognizing and appreciating instructors' efforts which would be a precondition for efforts invested in improving curriculum fidelity among vocational schools in Kampala City. Regarding whether principals support instructors' efforts for further learning, the majority (77.8%) agreed and 4.6% disagreed while 17.6% were not sure. A relatively high mean (4.06) implied that principals supported instructors' efforts for further learning as this would enable them to uphold curriculum fidelity in their respective vocational schools. Pertaining to whether principals reacted to critical issues regarding job performance to facilitate instructors' effectiveness, the majority (86.1%) agreed with the notion while 13.9% were not sure. Having obtained a mean score=4.19, it was affirmed that principals in vocational schools in Kampala reacted to critical issues regarding job performance to better curriculum fidelity.

Table 4.13: Summary Results for Leadership Effectiveness

	Descriptives		Statistic	Std. Error
Leadership Effectiveness	Mean		4.00	0.05
	95% Confidence	Lower Bound	3.91	
	Interval for Mean	Upper Bound	4.10	
	5% Trimmed Mean		4.00	
	Median		4.00	
	Variance		0.24	
	Std. Deviation		0.49	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	
	Interquartile Range		0.63	
	Skewness		0.06	0.23
	Kurtosis		-0.46	0.46

The results in Table 4.13 reveal an average mean = 4.01 being close to the median = 4.06 implied that the respondents indicated that leadership effectiveness by principals and other managers in vocational schools in Kampala City was good and a prerequisite for curriculum fidelity. The low standard deviation = 0.49 suggested a low dispersion in the response distribution. The normality curve in Figure 4.6 confirmed the normality of these results.

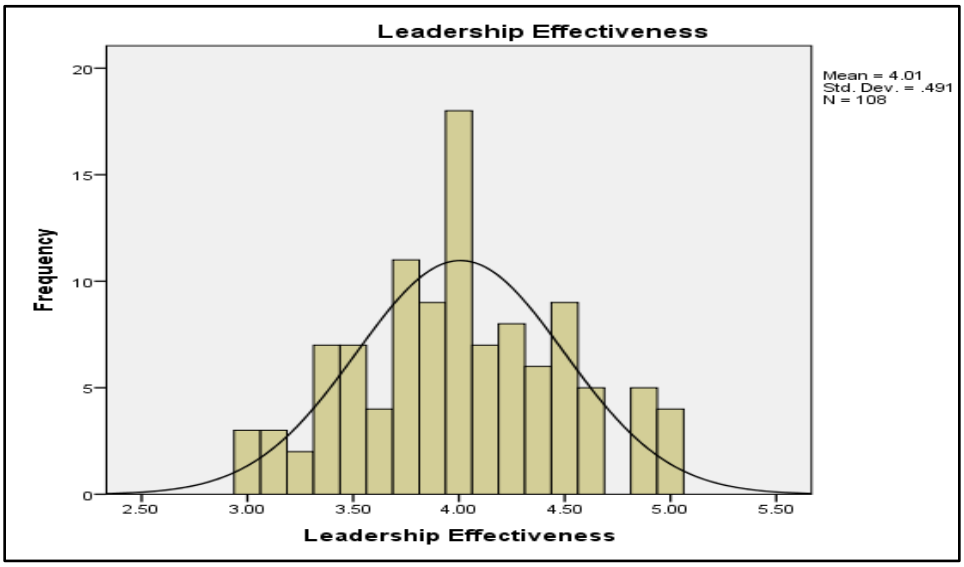

Figure 4.6: Histogram for Leadership Effectiveness

In Figure 4.6, a mean = 4.01 implied that leadership effectiveness as an institutional factor influencing curriculum fidelity was fairly good. A low standard deviation = 0.491 indicated that the responses on leadership effectiveness were normally distributed implying that the leaders and managers in vocational schools in Kampala City were inspiring instructors to uphold curriculum fidelity. Because of the results being normally distribution, it was evidenced that leaders and managers in vocational schools in Kampala City were providing effective leadership that was necessary to enhance curriculum fidelity.

Inferential Analysis

To investigate the relationship between institutional factors and curriculum fidelity, a preliminary analysis was conducted. This analysis examined the correlations between three key institutional factors - instructors' teaching self-efficacy, institutional support, and leadership effectiveness - and curriculum fidelity. The findings are presented in Table 4.14.

Table 4.14: Correlation of Curriculum Fidelity and Institutional Factors

Constructs	Curriculum Fidelity	Instructors' Teaching Self-Efficacy	Institutional Support	Leadership Effectiveness
Curriculum Fidelity	1			
Instructors Teaching Self-Efficacy	0.702** 0.000	1		
Institutional Support	0.665** 0.000	0.554** 0.000	1	
Leadership Effectiveness	0.849** 0.000	0.634** 0.000	0.529** 0.000	1

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

Table 4.14 shows that institutional factors – specifically instructors' self-efficacy ($r = 0.702$, $p = 0.000 < 0.5$), institutional support ($r = 0.665$, $p = 0.000 < 0.5$), and leadership effectiveness ($r =$

0.849, p = 0.000 < 0.5), have a significant and positive correlation with curriculum fidelity. These findings support hypotheses H1-H3 at the preliminary level.

To further investigate whether these institutional factors predict curriculum fidelity, a regression analysis was conducted. The results are presented in Table 4.15.

Table 4.15: Regression of Curriculum Fidelity on Institutional Factors

Institutional Factors	Standardized Coefficients Beta (β)	Significance p
Instructors' Teaching Self-Efficacy	0.185	0.002
Institutional Support	0.243	0.000
Leadership Effectiveness	0.604	0.000
Adjusted $R^2 = 0.798$		
F = 142.228, p = 0.000		

Table 3 reveals that institutional factors - instructors' teaching self-efficacy, institutional support, and leadership effectiveness collectively account for approximately 80% of the variance in curriculum fidelity within vocational training centres (R2 = 0.798). The remaining variance (20%) is attributed to external factors.

Notably, all three institutional factors demonstrate a significant and positive impact on curriculum fidelity:

- Instructors' teaching self-efficacy (β = 0.185, p = 0.002 < 0.05)
- Institutional support (β = 0.243, p = 0.000 < 0.05)
- Leadership effectiveness (β = 0.604, p = 0.000 < 0.05)

Leadership effectiveness has the most substantial influence, followed by institutional support and instructors' teaching self-efficacy."

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter summarizes the key findings on institutional factors and curriculum fidelity in vocational training centers in Kampala Capital City Authority. It provides an in-depth discussion, draws conclusions, and offers recommendations based on the research. Additionally, this chapter highlights the study's limitations and suggests avenues for future research.

5.1 Discussion

Under this subsection, a critical discussion of the study findings on institutional factors and curriculum fidelity in vocational training centres in Kampala City is presented. In the discussion of the study findings, the researcher links them to the empirical assertions in the scholars' previous studies for purposes of justifying the findings of the study.

5.1.1 Hypothesis One (H_1): Instructors teaching self-efficacy influence curriculum fidelity in vocational training Centres.

The first study hypothesis investigated the influence of instructors' teaching self-efficacy on curriculum fidelity in vocational training centers (H1). The results revealed a statistically significant positive correlation between instructors' teaching self-efficacy and curriculum fidelity. These findings are consistent with previous research (Cobanoglu & Capa-Aydin, 2015; Agormedah et al., 2022; Aytaç, 2021), which also demonstrated a positive link between teaching self-efficacy and curriculum fidelity. Specifically, the study's results echo those of Agormedah et al. (2022), who found a similar positive relationship in the Ghanaian context.

The findings confirmed what Agormedah et al. (2022) found regarding the positive relationship between instructors' teaching self-efficacy and curriculum fidelity with the manifestations of high engagement in decision making, adequate use of resources, and coping with change as the would-be precondition for maintaining structural and instructional fidelity and student engagement in vocational training centers in Kampala City. The findings confirmed the implication that the participation of instructors in decision-making and their efforts to use resources appropriately while adapting to changes in the ostensible curriculum would result in high curriculum fidelity in vocational training centres in Kampala capital city authority.

5.1.2 Hypothesis Two (H_2): Institutional support influences curriculum fidelity in vocational training Centres.

The second hypothesis (H2) examined the relationship between institutional support and curriculum fidelity. Findings showed a significant positive correlation was found between institutional support and curriculum fidelity in the vocational training centres, highlighting the crucial role of institutional resources (equipment, technical support, and supportive culture) in promoting curriculum fidelity, including structural and instructional fidelity and student engagement in vocational training centers in Kampala capital city authority

The study's findings were consistent with those of Williams et al. (2019), who also discovered a positive correlation between institutional support and curriculum fidelity. Similarly, the study's findings concurred with Combs et al.'s (2022) assertions regarding the positive relationship between institutional support and curriculum fidelity.

Consistent with the findings of Bumen et al. (2014), the findings of the present study confirmed that institutional support was a crucial requirement for enhancing curriculum fidelity in vocational

training centers in Kampala City. In addition, the study's findings mirrored those of Chan et al. (2017), who determined that adequate technical support and a supportive school culture have a significant impact on curriculum fidelity. This implies that an environment in which vocational learning centres in Kampala City provides adequate technical support, ensure equipment availability, and maintain a supportive school culture would have a significant impact on structural and instructional fidelity as well as student engagement. It also implies that investments in apparatus and the corresponding technical support would result in enhanced curriculum consistency in vocational training centres.

5.1.3 Hypothesis Three (H_3): Leadership effectiveness influences curriculum fidelity in vocational training Centres.

The third hypothesis (H3), investigated the relationship between leadership effectiveness and curriculum fidelity in vocational training centers. The results revealed a significant positive correlation, confirming that effective leadership significantly enhances curriculum adherence.

These findings align with existing research, including Asghar et al. (2020), who demonstrated that leadership style significantly impacts curriculum fidelity. Similarly, Bahtilla and Hui (2020) showed that effective leadership by principals promotes structural and instructional fidelity and student engagement.

The study's results also corroborate Bumen et al.'s (2014) findings that leadership effectiveness had a significant impact on curriculum fidelity.

Similar to the findings of Dube and Jita (2018), the findings of this study revealed that if leaders maintained effective practices in their day-to-day operations, curriculum fidelity in vocational training centers in Kampala capital city authority would be enhanced. In addition, the findings

concurred with Okoth's (2018) assertions that leadership efficacy had a significant influence on curriculum fidelity. Syomwene (2018) concurred with the findings of the study, stating that leadership was among the effective school indicators for the implementation of a quality curriculum. In addition, Juharyanto et al. (2018) concurred with the study's findings that principals' leadership skills were crucial for the effective implementation of the curriculum in the Indonesian context. Given that the study's findings are consistent with and reflective of those of other academicians around the world, it follows that leadership effectiveness does impact curriculum fidelity in vocational learning centres.

5.2 Conclusions

The study's findings culminate in three key conclusions regarding institutional factors influencing curriculum fidelity in vocational training centers:

Effective Instructors are crucial for curriculum fidelity. Instructors must: deliver curriculum-aligned lessons, employ suitable teaching methods and materials, adapt to individual differences, foster active participation and utilize lesson time efficiently

Institutional Support is essential for curriculum fidelity. Institutions should: foster instructors' professional growth, encourage creativity, provide necessary job skills training, offer fair compensation and benefits, recognize and reward performance.

Effective Leadership is as well vital for curriculum fidelity. Leaders should: set clear performance standards, facilitate job performance through planning and support, address obstacles and critical issues, recognize and appreciate instructors' efforts, support ongoing learning and development.

These findings underscore the interdependence of instructor effectiveness, institutional support, and leadership in ensuring curriculum fidelity and, ultimately, quality vocational training

5.3 Recommendations

Based on the study's findings and conclusions, the following recommendations are made:

1) This study recommends that the Ministry of Education and Sports, in collaboration with principals of vocational training centers, prioritize instructor development to boost efficacy. Key strategies include: develop instructor capacity for effective lesson planning and curriculum alignment, empower instructors with diverse teaching methods and techniques tailored to curriculum objectives, ensure availability of adequate teaching materials and resources, foster instructor growth through targeted trainings and support to refine teaching skills
2) Continuous monitoring and supportive supervision of instructors is crucial to ensure: timely and accurate instruction delivery, adaptation of activities to accommodate individual differences, tailored learning experiences aligned with students' abilities, active student participation and engagement, effective lesson time management.

   Regular monitoring and support enable instructors to refine their teaching practices, address areas of improvement, and maintain high-quality training.
3) To ensure curriculum fidelity, vocational institutions should provide comprehensive support to instructors, thus Institutions should invest in instructor development programs to upgrade their skills and expertise, encourage creativity and innovation in teaching, train instructors in essential job skills, provide fair and competitive compensation, wellness and family support initiatives as well as performance-based recognition and rewards.
4) The Ministry of Education and Sports and Boards of Governors should prioritize appointing principals and deputies who possess the necessary skills and expertise to provide effective leadership. This means considering individuals with strong organizational,

communication, and interpersonal skills, as well as the ability to make informed decisions and drive positive change.

5.4 Limitations of the study

The study adopted a pure approach to determine the institutional factors influencing Directorate of Industrial Training curriculum fidelity in vocational training centres in Kampala Capital City. This entails that the study did not take a mixed methods approach that would also provide the qualitative point of view and probably reveal more insights in regards to the research theme.

In regards to the geographical scope, the study was more inclined to vocational schools located in Kampala City leaving out other institutions in other institutions in Uganda hence not fully representative of the different scenarios for purposes of contrasting the various factors that influence curriculum fidelity in other institutions outside the study scope.

The study basically focused on the period since the BTVET Act came into force in 2008 to date hence leaving the prior period since vocation schools were set up in Kampala City.

5.5 Suggestions for Further Research

From the study findings, it was established that conducting an in-depth study into how lesson planning would improve curriculum fidelity would reveal insights from a wide range of stakeholders involved in the delivery of the vocational curriculum among instructors in vocational institutions in Kampala City and the countrywide.

A comprehensive study on the extent to which instructors endeavour to organize special learning activities for students with special needs could shed light on the best ways to improve the inclusivity of students in vocational schools in Kampala and across the nation.

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APPENDICES

Appendix A: Questionnaire for Instructors on Institutional Factors and Fidelity of Curriculum Implementation in Vocational Training Centres in Kampala City

Kyambogo University
P. O. Box 1
Kyambogo,
Kampala, Uganda

May 5, 2023

Dear respondent,

I am Richard Ochwo pursuing a masters' degree in Education in Policy Planning and Management of Kyambogo University. I am conducting a survey to help better understand "*Institutional factors affecting curriculum fidelity in vocational training centres in Kampala city, Uganda*". Given your expertise and experience in this area, you have been chosen to participate in this study. I strongly believe that your responses will contribute immensely to the completing of the course. I, kindly request you to spare some time off your schedule to participate in this study by providing responses. Your cooperation is highly appreciated. All the data provided will be treated with utmost confidentiality and will be used only for academic purposes.

Yours Faithfully

……..

Richard Ochwo

Section A: Background Characteristics

Please, on the question item below, tick on the appropriate option

A1) Your sex: 1) Male 2) Female

A2) Age group in years; 1) Up - 30 years 2) 30 - 40 years 3) 40 years and above

A3) Highest level of education attained; 1) Certificate 2) Diploma 3) Bachelor's Degree

4) Postgraduate qualifications

A4) I have been employed in this training institution for; 1) less than 1 year 2) 1-5 years

3) 5- 10 years 4) 10 years and above.

Section B: Curriculum Fidelity (DV)

Section B is on curriculum fidelity covering three aspects that are structural fidelity (SF), instructional fidelity (IF) and student engagement (SE). Please, provide your assessment basing on your understanding of curriculum fidelity as pertains in your institution. Your responses are to be guided by the scale where 1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4 Agree (A) and 5= Strongly Agree (SA).

SF	**Structural Fidelity**	**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
SF1	I design my lectures to include complex learning activities that stimulate critical thinking and problem-solving skills in my students.					
SF2	In all my lectures I engage students in participatory learning activities					
SF3	In every lecture I ensure that I teach from the known to the unknown					
SF4	I promote student engagement through interactive Q&A sessions.					

SF5	I facilitate collaborative learning through team-based assignments.					
SF6	I teach theory and practice simultaneously, promoting hands-on learning and deeper understanding					
SF7	I provide students assignments after every lecture such that I support learning by providing them feedback					
IF	**Instructional Fidelity**	**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
IF1	My teaching approach is informed by student feedback, using their responses to shape my explanations and ensure relevance.					
SF2	I take a student-centered approach, adapting instruction to align with the distinct learning needs and interests of each learner.					
SF3	I correct student errors through guided reasoning and discussion					
SF4	I successfully engage previously reluctant students, encouraging them to participate actively in class discussions.					
SF5	I actively engage with students during practical work, walking around the classroom to assist, provide feedback, and foster learning.					
SF6	I listen to every group's discussions during practical assignments.					
SE	**Student Engagement**	**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
SE1	The majority of my students display a positive attitude toward learning, showing eagerness to absorb new concepts and ideas during lectures.					

SE2	The majority of my students demonstrate a strong desire to achieve mastery of the subject matter.					
SE3	Most students in my classes exhibit a strong willingness to learn and succeed.					
SE4	The majority of my students remain engaged and attentive throughout my lectures.					
SE5	Most students actively engage in lecture activities, participating fully and enthusiastically					
SE6	Most students in my classes successfully translate theoretical knowledge into practical understanding, exhibiting critical thinking and creativity					
SE7	The majority of students actively seek clarification during lectures, asking thoughtful questions to deepen their understanding					

Section C: Institutional Factors (IV)

Section C is on institutional factors covers three aspects that are instructors teaching self-efficacy (ITSE), institutional support (IS) and leadership effectiveness (LE). Please, provide your assessment basing on your understanding of institutional factors as pertaining in your institution. Your responses are to be guided by the scale where 1= Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (NS), 4 Agree (A) and 5= Strongly Agree (SA).

IC	**Instructors' Teaching Self-Efficacy**	**SD**	**D**	**NS**	**S**	**SA**
		1	**2**	**3**	**4**	**5**
TSE1	I create and execute lesson plans that meticulously follow the curriculum framework, fostering a supportive and productive learning environment					

TSE2	I tailor my instructional methods and techniques to align with the specific learning objectives and content of each lecture.					
TSE3	For every lecture, I provide and utilize a range of teaching resources, ensuring they are relevant, up-to-date, and aligned with the learning objectives					
TSE4	At the beginning of each lecture, I clearly articulate and explain the objectives, guaranteeing students understand what is expected of them					
TSE5	At all times, I deliver precise and prompt guidance to students, facilitating their learning and minimizing confusion.					
TSE6	I consistently design and adapt instructional activities to cater to diverse learning needs, styles, and abilities, ensuring inclusive and effective teaching.					
TSE7	To ensure inclusivity, I reorganize and adjust instructional content to align with students' varying skill levels and learning styles					
TSE8	I provide specialized learning activities for students needing extra support.					
TSE9	I encourage active student participation.					
TSE10	I base task assignments on research and inquiry.					
TSE11	I foster a classroom culture of freedom and democracy					
TSE12	I make the most of lesson time to ensure productive learning.					
IS	**Institutional Support**	**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
IS1	Our institution prioritizes instructor development, empowering them to reach their full professional potential.					

IS2	Our institution fosters a culture of innovation, empowering instructors to unleash their creativity both in and outside the classroom.					
IS3	Our institution prioritizes instructor development, providing training and resources to enhance job-specific skills.					
IS4	The vast majority of our instructors are highly respected authorities in their fields of expertise.					
IS5	Our institution is committed to providing extensive training resources.					
IS6	I rarely hear grievances about salary from fellow instructors.					
IS7	Our institution prioritizes the well-being and support of its staff and their loved ones.					
IS8	We operate on a merit-based system, where achievements are acknowledged and rewarded.					
LE	**Leadership Effectiveness**	**SD**	**D**	**NS**	**A**	**SA**
		1	**2**	**3**	**4**	**5**
LE1	My principal has established clear standards job performance					
LE2	My principal has developed a performance enhancement plan to optimize job efficiency.					
LE3	Our principal has streamlined processes, eliminating barriers to instructor success.					
LE4	My principal has a deep understanding of effective job performance strategies.					
LE5	My principal fosters a supportive environment, empowering employees to excel in their roles.					
LE6	My principal expresses gratitude and recognition for instructors' contributions					

LE7	Our principal encourages and facilitates instructors' on-going professional development.					
LE8	The principal effectively manages performance challenges, enhancing instructor effectiveness.					

End. Thank you for participating in this study