Quality assurance policies and instructors' planning in vocational training institutions in Lango sub Region Northern Uganda

Rehema Eton[1], Dr. Marus Eton[2*], Dr. Patrick Benard Ogwel[3], Fabian Mwosi[4]
[1] Busitema Universitym, Uganda
[2] Kabale University, Uganda
[3] Kampala International University Kampala, Uganda
[4] Uganda College of Commerce Kabale- Kabale, Uganda

Abstract
The quality of the learners from Vocational training institutions have come under scrutiny. This study examined the contribution of quality assurance policies and instructors planning in improving the performance of learners from vocational training institutions. The study design used was descriptive and analytical in nature, using both quantitative and qualitative approaches. A sample of 406 respondents participated in the study. The study found a relationship between quality assurance policies and instructor's planning of instruction ($r = .508$; sig. $<.05$) is moderate and significant. The (Adjusted R Square = .256) indicates that the development and design of quality assurance policies in vocational institutions investigated is capable of improving the instructor's planning methods of instruction by 25.6%. The study recommends that the organs responsible for designing and developing policies that are aimed at improving the teaching and learning vocational skills should endeavor to engage the input of instructors who are indeed the grassroots implementers of such policies. There is still need for the government to consider revising salaries of instructors in vocational institutions, Salaries should be commensurate to the skills offered by technical instructors at all levels.

Keywords: quality assurance, planning instructions, TVET

Introduction
This paper brings out the contribution of quality assurance policies on instructors' planning of instruction in vocational training institutions. The focus of any education system should be on improving learners' experience and ensuring the highest quality teaching and learning to all. Improvement is most effective when it is a shared enterprise, with agreed upon targets, outcomes, and expectations, which directly impact on the quality of teaching and learning in the classroom [31]. Education is a fundamental human right that is enshrined in several international instruments. For instance, it is enshrined in the Universal Declaration of human Rights (1948), the International Convention on Economics (1976), the Constitution of Uganda (1995) among others. Therefore, the Government of Uganda continues to make strides in ensuring quality education for all through Universal Primary Education (UPE), Universal Secondary Education (USE) introduced in 1997. The Education Policy Review Commission report (EPRC, 1989) also recommended training of students in hands on skills through the Technical and Vocational Education Training (TVET) institutions.
Pressure emanating from socio-economic changes in society has re-shaped higher education in many countries all over the world [20] compelling governments to design policies aimed at widening the participation, and the application of Computer and Information Technology in addition to hands-on-skills. TVET institutions have produced middle managers for most organizations in developing countries like Uganda. However, the skills based competence of TVET graduates is still lacking. A study by [18] found that learners and instructors view education as merely passing examinations.

They observed that instructors teach only what is related to examinations, leaving out the core concepts that would build on knowledge and life skills that are required in the world of work. In order to ensure quality in TVET and a demand-driven TVET system; it is necessary to involve the private sector in each of the components of TVET [26]. This study found no evidence of public or private-enterprise involvement in the development of curricula. It recommended a change in policy from supply-driven to demand-driven, through understanding the needs of the private sector and involving them in designing the curricula so that there is more balance between theory and practice. Research shows the importance of considering the 'micro processes' surrounding teaching and learning, such as the lecturers' teaching strategies and the characteristics of the university students' learning [20]. However, very little has been researched on the impact of quality assurance policy on instructors' planning of instruction.

Problem Statement
The quality of the learners who graduate from the various educational institutions have started worrying the employers. Most of these graduates do not possess the required skills needed by the job market, yet their marks may even be high according to the results on their transcripts/certificate. Most employers no longer have trust in these graduates and prefer training their own staff with the specific skills they need. The Ministry of Education and Sports in Uganda has taken the concern and as a policy measure advised that the quality assurance unit should be created in these training institutions. Amidst rapidly growing and diversified higher education systems; the need to ensure quality through external

examiners, audits, subject reviews or benchmarking is evident, but it is not clear if quality and standards of education are improved as a consequence. Quality assurance can be achieved through the interaction of policy-making and implementation [21]. This can only be achieved through partnership with all the stake holders. Akhuemonkhan & Raimi (2013) [11] foundout that TVET has not been impressive because of ineffective quality assurance at all levels. It's upon this background that prompted the researcher to conduct this study and come up with recommendations which may help improve the quality of education systems vocational training institutions in Uganda.

Objective of the study
To examine the contributions of quality assurance policies and instructors planning in improving the performance of learners in vocational training institutions

Literature Review
Quality Assurance Policies
Quality assurance is a global issue crossing the cultural contexts of many higher education systems. The extent to which quality assurance in Africa has resulted into quality improvement in instructional practice and student learning remains a question to many researchers and academia [33]. Amidst rapidly growing and diversified higher education systems, the need to ensure quality through external examiners, academic audits, subject reviews or benchmarking is evident, but it is not clear if quality and standards of education are improved as a result. Quality assurance can be achieved through the interaction of policy-making and implementation [21]. However, the varying degrees of tension between policy and practice are due to contextual factors related to institutional status and stages of development. Darojat (2010) [16] observes that implementation of quality assurance in supporting learners is influenced by the institutional external environments. The local language, educational technology, external quality assurance agencies, government, and students among others have been identified as the major external factors that support the application of quality assurance policies. Maremo (2017) [25] identified transparent delegation, timely empowerment, equipment and accountability as contextual factors in the effective implementation and continuous improvement of quality assurance in the schools investigated. Securing improvement in quality assurance outcomes requires a rigorous, evidenced and self-evaluation using appropriate quality indicators. Self-evaluation must involve gathering the views of all stakeholders and involving them in the process of improvement to ensure their needs are met [31]. Most effective improvement in teaching and learning is tenable when the agreement about the targets and outcomes, and expectations is shared. Galeta (2014) [19] found little evidence of self-initiated quality enhancement activities in the public higher education institutions in Ethiopia and quality assurance efforts were implemented without a clear sense of direction and purposes and therefore lacked effective coordination. The results of the evaluations were rarely used in a structured way in improvement of teaching and learning, faculty decision-making and planning processes. Despite the importance of skills and competencies, expenditure on training is often regarded as an immediate cost rather than a longer-term investment [34]. All actors must accept their responsibilities to raise the level and efficiency of spending on initial and continuing vocation and technical education and training.

Instructor's Planning
Quality assurance and TVET are two widely discussed concepts in specialized skill-focused education. Ineffective or absence of quality assurance has been identified by policymakers as an inhibition to the realization of goals of TVET. Akhuemonkhan & Raimi (2013) [11] foundout that TVET has not been impressive because of ineffective quality assurance at all levels. The study recommended that for TVET to be impactful on technical progress, employability and national development, there is need for the policymakers to focus on critical areas such as finance, access/participation, quality assurance and relevance of the programme to the needs of the country. Volungeviciene, Teresevicience, & Tait (2014) [36] observed that many positive examples exist in research literature, but it is rare that institutions have complete strategies or solutions for integrating Technology Education Learning (TEL) that meet their specific pre-conditions and satisfy quality assurance parameters at the same time.

In the teaching profession, it is a requirement that those involved in the teaching-learning process have to plan the instruction. Some studies have been carried out in different places to examine the challenges and strategies involved in planning instructions. For instance, in Nigeria, (Ayonmike, Okwelle & Okeke, 2015) [13] examined various training programs to ascertain the challenges and suggested strategies for improving vocational education. They found out that lack of facilities, poor funding of vocational programs, poor teaching methods used by the instructors, poor assessment of learners' competences had a significant effect on the quality of vocational education. They recommended that government, stakeholders, policy makers and instructors should focus on quality assurance best practices for improvement of vocational education.

In a study conducted in Sri Lankathe results found by (Vithanapathirana, 2006) [35] enabled instructors to plan and organize lessons for multi-grade classes with post-test scores for learners in Grade 4 and 5. Lesson planning is one of the key processes that make a significant impact on learners' achievement. National Council of Educational Research and Training (NCERT, 2011) [27] found out that scripted lesson plans provided wonderful interventions with structured sequences that helped teachers in their teaching processes. The report observed that scripted lesson plans enable teachers teach better, sequence tasks that are involved in recapping prior learning, utilize time appropriately and vary teaching methods.

In other studies, (Clarke, 2003; Kunje et al.., 2003; Khamis, 2011; Conway, et al., 2012; &Sharma, 2013) [14, 22, 23, 15] found some variation in the lesson structure, albeit only three provided evidence of higher student attainment. Some of these studies reported on the standard of practice, with predictable sequencing of lesson activities contributing less learning. Variations in lesson structure challenged students' expectations there by creating an alert situation that makes students get more engaged. This made students adopt the best practices that fitted students' specific needs, which was a basis for student-centered learning. The results however, indicated that teachers needed to understand how one part of the lesson builds upon the next, as well as having a longer term perspective on the objectives of a series of lessons over

a week, month, or term; and how each one builds upon the last.

Pryor, *et al*.., (2012) [29] found out that most of the weak practices used by teachers were partly due to off-quoted standard practice. This means that teachers should be careful in using appropriate instructional materials to avoid adopting or wrongly quoting anything they intend to use in the teaching process. Teachers often make minor changes to traditional frontal teaching with little variations or prior planning. Teaching techniques such as questioning and demonstration are good classroom applications but if applied repeatedly in the same lesson structure it leads to little student learning (Alexander, 2001; Akyeampong, 2003; 2006; Bhattacharjea, *et al.*, 2011; Dyer, 2008; Lefoka & Sebatane, 2003; Ngware, *et al.*, 2012; Pryor, *et al.*, 2012; & Smith, *et al.*, 2005) [13, 16, 19, 28, 32]. They further noted that some teachers are reluctant to adopt better methods of planning in their lessons including varying the methods of teaching according to the context and students.

Bhattacharjea, *et al.* (2011) who reported that pedagogic practices had positive outcomes also indicated that several factors enabled such practices to be executed in the classroom teaching. Dyer (2008) [17] further indicated situations where the pedagogic practices failed to cause positive outcomes. These studies indicate that professional development aligned with classroom practices with follow-up support; peer support; support from the head teacher; and a school curriculum where assessment is aligned to its content (Dyer, 2008) [17] facilitate classroom learning.

Methodology
The study design chosen was descriptive and analytical in nature, using both quantitative qualitative approaches. Data was collected by use of questionnaires which was self administered from all the categories of respondents from the eight districts of lango sub-region which included, Apac, Lira, Kole, Oyam, Otuke, Alebtong, Amolatar and Dokolo. The study used purposive, simple random sampling and stratified random sampling technique to collect the data. A sample of 406 respondents participated in the study. A five likert scale was used to rate the answers from 1-5 where 1 (Strongly disagree), 2(disagree), 3(not sure),4(agree), 5(strongly agree)

Background Characteristics
The study was interested in establishing the background characteristics of respondents such as gender, age, education qualification, duration of service with this institution, and location of the respondents.

Table 1: Background characteristics

Variable	Categories	Frequency	Valid Percent
Gender	Male	242	59.6
	Female	164	40.4
Age	26-35 years	143	35.2
	36-45 years	127	31.3
	46-55 years	86	21.2
	Above 55 years	50	12.3
Educational qualification	Certificate in Technical Education	52	12.8
	Diploma in Technical Education	145	35.7
	Degree in Education	109	26.8
	Master's in Education	45	11.1
	Others	55	13.5
Duration of service with this institution	Less than 1 year	38	9.4
	1-5 years	127	31.3
	6-10 years	84	20.7
	11-15 years	45	11.1
	More than 15 years	112	27.6
Location of the institution	Urban	215	53.0
	Semi urban	125	30.8
	Rural	66	16.3

The findings indicate 59.6% were male while 40.4% were female, which indicates that male participants dominated the study. In view of their composition, 35.2% were aged between 26 – 35 years and constituted the majority, 31.3% were of age 36 – 45 years, and 26.8% were aged between 46 – 55 years while 12.3% were over 55 years. Considering their educational qualifications, 35.7% had a diploma in technical education and were the majority, 26.8% had a university degree, 13.55 indicated the "others" option, 12.8% had a certificate in technical education while 11.1% had masters. In respect of the location of the respondents 53.0 were located in urban institutions and were the majority, 30.8% came from semi urban institutions while 16.3% came from rural institutions.

Factor analysis
Factor analysis was used to identify a few factors that explain most of the variance in the observed variables. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy, which indicates the proportion of variance in the extracted factors was used, while Bartlett's test of sphericity indicates whether the variables are unrelated or not was used.

Table 2: Quality assurance policies

Variable list	Components	
	1	**2**
1. I participate in securing transparency in appropriate funding for instruction	0.741	
2. I take part in developing management policies that ensure quality of instruction in the institution	0.724	
3. I have been part of the team that developed a shared strategy for quality instruction in this institution	0.612	
4. I am always part of the brain storming sessions conducted by the research office with the different stakeholders.	0.610	
5. I participate in developing transformative quality management procedures in this institution	0.600	
6. We have developed awareness of size and quality by measuring; for example the rate of students' involvement in research activities.		0.829
7. We have developed evaluation procedures and tools for benchmarking the outcomes based on self-evaluation reports.		0.807
Total	4.33	2.02
% of Variance	25.47	11.88
Cumulative %	25.47	37.35
KMO		0.771
Bartlett's Test of Sphericity	Approx. Chi-Square	1909
	Df	136
	Sig.	0.000

KMO measure of sampling adequacy (KMO > .50) indicates that running a factor analysis is relevant for analyzing the behavioral indicators of quality assurance policies. Bartlett's test of sphericity (sig. <.05) indicates that the variable indicators have significant relationships amongst themselves. This points to the suitability of the extracted data for factor analysis. It should be observed that the extracted variables can account for 37.4% of the original data items. High factor loading are evident in respondents participate in securing transparency in appropriate funding instructions (r = .741) and taking part in developing management policies that ensure quality of instruction in the institution (r = .724). The second component indicated developing awareness of the size and quality by measuring; for example rate of students' involvement in research activities (r = .829) and developing evaluation procedures and tools for benchmarking the outcomes based on self-evaluation reports (r = .807) as indicators with the highest factor loading.

Table 3: Instructor's planning of instruction

	Component	
	1	**2**
1. I make sure that the syllabi includes course descriptions, student learning outcomes, course competencies, course content, objectives, assessment tools and content assessment	0.695	
2. I plan so that the course and curriculum properly align with accrediting bodies, institutions mission, and program goals; and are driven by workforce needs	0.673	
3. In planning instruction, I evaluate and customize quality instructional materials and resources in support of the curriculum outcomes.	0.627	
4. My lesson plans are organized to provide regular opportunities for students to actively practice, perform, and receive feedback on all required skills.	0.623	
5. I ensure that I actively explore opportunities for team teaching and planning with other disciplines within the institution.	0.606	
6. I ensure that I obtain appropriate approval and support for the use of a selected set of instructional materials and/or systems.	0.598	
7. I modify instructional plans and activities after assessing effectiveness of the developed materials.	0.593	
8. I select and apply a variety of instructional methods for specific student learning outcomes and course competencies.	0.585	
9. I apply deliberate criteria, knowledge of learning styles and instructional strategies in the selection and design and/or customization of instructional materials and resources.	0.564	
10. I ensure that the learning activities and lessons are directed toward the program and student outcomes; competencies and industry standards.	0.563	
Total	6.87	
% of Variance	31.24	
Cumulative %	31.24	
KMO		0.864
Bartlett's Test of Sphericity	Approx. Chi-Square	3128
	Df	231
	Sig.	0.000

KMO measure of sampling adequacy (KMO > .50) indicates that running a factor analysis is relevant for analyzing the behavioral indicators of instructor's planning of instruction. Bartlett's test of sphericity (sig. <.05) indicates that the extracted indicators have significant relationships amongst themselves, which explains the suitability of running a factor analysis. It should be observed that the extracted variables can account for 31.2% of the original data items. One component was extracted, whose highest factor loading (r = .695) relates to making sure that the syllabi includes course descriptions, students learning outcomes, course competencies, course content, objectives, assessment tools and content assessment.

Descriptive statistics
Descriptive statistics were run to establish the levels of quality assurance policies and instructor's planning of instruction among the institutions that were investigated. Descriptive statistics measures the mean and standard deviation used in the analysis.

Table 4: Quality assurance policies

Variable List	Mean	Std. Deviation
1. I take part in developing management policies that ensure quality of instruction in the institution	3.256	0.665
2. I participate in developing transformative quality management procedures in this institution	3.251	0.721
3. I have been part of the team that developed a shared strategy for quality instruction in this institution	3.232	0.663
4. I am always part of the brain storming sessions conducted by the research office with the different stakeholders.	3.214	0.682
5. I participate in securing transparency in appropriate funding for instruction	3.148	0.701
6. We have developed awareness of size and quality by measuring; for example the rate of students' involvement in research activities.	1.958	0.852
7. We have developed evaluation procedures and tools for benchmarking the outcomes based on self-evaluation reports.	1.815	0.955
Overall	2.839	0.748

The findings indicate a moderate opinion (mean = 2.839; std. = .748) on the quality of assurance policies among the institutions investigated. This was demonstrated in respondents' opinions on taking part in developing management policies that ensure quality instruction in the institution (mean = 3.256; std. = 665); participating in developing transformative quality management procedures (mean = 3.251; std. = .721); taking part in developing a shared strategy for quality instruction (mean = 3.232; std. = .663) and taking part in brainstorming sessions conducted by the research office with different stakeholders (mean = 3.214; std. = .682). There appears to be low agreements on respondents' opinions on developing evaluation procedures and tools for benchmarking the outcomes based on self-evaluation reports (mean = 1.815; std. = .955) and developing awareness of size and quality by measuring for example the rate of students' involvement in research activities (mean = 1.958; std. = .852). While most respondents indicated taking part in developing management policies that ensure quality of instruction, a comparison of standard deviations indicate consistent opinions on taking part in developing a shared strategy for quality instructions in their institutions. This low deviation in opinion on being part of the team that developed a shared strategy for quality instruction is suggestive of respondents' membership of ongoing teams or expired teams which could have been tasked with developing shared strategies for quality instruction in their institutions. Outstanding deviations on the part of developing evaluation procedures and tools for benchmarking the outcomes based on self-evaluation appears to indicate group positions than individuals in developing evaluation procedures and tools to benchmark the outcomes based on self-evaluation reports.

Table 5: Instructor's planning of instruction

Descending means	Mean	Std. Deviation
1. I ensure that the learning activities and lessons are directed toward the program and student outcomes; competencies and industry standards.	3.401	0.628
2. I plan so that the course and curriculum properly align with accrediting bodies, institutions mission, and program goals; and are driven by workforce needs	3.355	0.634
3. My lesson plans are organized to provide regular opportunities for students to actively practice, perform, and receive feedback on all required skills.	3.355	0.646
4. I select and apply a variety of instructional methods for specific student learning outcomes and course competencies.	3.347	0.588
5. I apply deliberate criteria, knowledge of learning styles and instructional strategies in the selection and design and/or customization of instructional materials and resources.	3.340	0.611
6. I modify instructional plans and activities after assessing effectiveness of developed materials	3.330	0.666
7. I ensure that I actively explore opportunities for team teaching and planning with other disciplines within the institution.	3.328	0.651
8. I make sure that the syllabi includes course descriptions, student learning outcomes, course competencies, course content, objectives, assessment tools and content assessment	3.278	0.616
9. In planning, I evaluate and customize quality instructional materials and resources in support of the curriculum outcomes.	3.183	0.623
Overall	3.324	0.629

Respondents' opinion on instructor's planning of instruction was also moderate (mean = 3.324; std. = .629). While a comparison of the means does not indicate significant differences in respondents' opinions on instructor's planning of instruction, a comparison of standard deviations indicates relative uniformity of opinion on selecting and applying a variety of instructional methods for specific student learning outcomes and course competencies (mean = 3.347; std. =.588) than ensuring learning activities and lessons are directed toward the program and students outcomes, competencies and industrial standards (mean = 3.401; std. =.628). The uniformity in the former than the latter stems from the fact that measuring learning outcomes is rather formative and within the instructor's means to evaluate self. On the other hand, measuring program outcome in the context of industry standards is summative, and influenced externally by the consumers of education products. In addition, there could be a possibility of respondents agreeing on the part of ensuring learning activities and lessons are directed toward program and students outcome but disagreeing on the part of competencies and industry standards. These interpretations support the non-uniformity of opinions on ensuring learning activities and lessons are directed toward program and student outcomes, and competencies and industry standards.

Regression model
The study sought to establish how quality assurance policies contribute to instructors' planning of instruction in vocational training institutions. Regression model was run to establish the contribution of quality assurance on instructor's planning of instructions.

Table 6: Regression model

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	B	Std. Error
(Constant)	1.678	0.138		12.173	0.000
Quality Assurance Policies	0.563	0.048	0.508	11.842	0.000
R	0.508				
R Square	0.258				
Adjusted R Square	0.256				
Std. Error of the Estimate	0.302				

A Predictors: (Constant), Quality Assurance Policies
B Dependent Variable: Instructor's Planning of Instruction

The models shows that the relationship between quality assurance policies and instructor's planning of instruction (r = .508; sig. <.05) is moderate and significant. This implies that any variation in the level of quality assurance policies in vocational institutions is associated to an average variation in the level of instructor's planning of instruction. Actually (Adjusted R Square = .256) indicates that the development and design of quality assurance policies in vocational institutions investigated is capable of improving instructor's planning of instruction by 25.6%. On the other hand, the standardized beta coefficient (β = .508) suggests that any single policy on quality assurance designed and implemented pushes the level of instructor's planning of instruction by over 50%. However, the model is suggestive of several other forces that are essential in influencing instructor's planning of instruction beyond the theorization of quality assurance policies. The t-statistic for this model is significant, which also suggests that quality assurance policies are significant in contributing to instructor's planning of instructions.

Discussion
The study found that quality assurance policies are moderately associated with instructor's planning of instruction. The findings are in line with (Ayonmike, Okwelle & Okeke, 2015) [13] who examined various training programmes to ascertain the challenges and strategies to improving vocational education in Nigeria. They found that lack of facilities, poor funding of vocational programmes, poor teaching methods used by the instructors, poor assessment of learners' competencies had a significant effect on the quality of vocational education. While very few vocational institutions have designed policies geared towards improving the quality of education in these institutions, the aspect of quality assurance is rather implicit than explicit. The findings further agree with (UNICEF, 2010) which reported that quality assurance ensures instructors use relevant materials and implement acceptable initiatives during the course of training to the learners, short of which would be poor performance by both instructors and learners. There is every evidence that teacher education programs leading to the making of a teacher emphasize the use of relevant teaching and learning materials that are learner centered. More than often however, practicing teachers have adopted teaching and learning materials that least involve the learners, even in vocational institutions where the focus would be on hands-on skills. In the long run, the instructors and learners have been described to be poor performers. The findings also agree with (Pryor, *et al*., (2012) [29] who observed that the weak practices used by teachers are due to off-quoted standard practice. This study recommended a careful use of appropriate instructional materials to avoid adopting or wrongly quoting anything they intended to use in the teaching process.

The findings however, disagree with (Eton, *et al*., 2018) [18] who compared exam and knowledge-based exams on students' professional competence in northern Uganda. The study found out that both learners and instructors view education as merely passing examinations. Instructors find themselves teaching what is related to exams than those concepts that build life skills that are required in the world of work. This study recommended to National Council for Higher Education (NCHE), which is one of the organs that monitor the quality of education in higher institutions of learning in Uganda to collaborate with stakeholders, particularly employers before accrediting institutions and the academic programs. It further recommended that education institutions shift from handouts that promote cramming to handouts that promote learners' understanding. In a related view, (Clarke, 2003; Conway *et al*, 2012; Khamis, 2011; Kunje*et al*, 2003; & Sharma, 2013) [14, 22, 23, 19] who found out

that a variation in the lesson structure and sequencing of lesson activities contributed less learning. The variations in lesson structure challenged students' expectations thereby creating an alert situation that makes the students get more engaged. This report noted that the best teaching practices should consider the students' specific abilities, which is the basis for student-centered learning. This report found out that the instructors were more inclined to standards of practice without due attention to learners' specific abilities that would influence positive learning outcomes.

The findings also disagree with (Bhattacharjea, *et al.*, 2011; & Dyer, 2008) [17] who indicated the existence of other factors that enabled classroom teaching beyond pedagogic practices. This study observes that while observance of standard practices is essential, professional development aligned with classroom practices with follow-up support, peer support, support from head teacher and a school curriculum aligned with content facilitate positive learning outcomes. Mentioned in these reports is the fact that the teacher appearing to be pedagogically practical but unable to cause positive learning outcome. For example, the same lesson structure taught repeatedly leads to little student learning. Teachers fail to vary the methods of teaching according to context and students.

Conclusion

The study examined the contribution of quality assurance policies on instructor's planning of instruction. An average association exists between quality assurance policies and instructor's planning of instruction. Instructors who indicated taking part in developing management policies and procedures that ensure quality and transformative instruction indicated ensuring learning activities and lessons are directed towards the program and students outcomes; and competencies and industry standards. Developing management policies and procedures geared towards quality and transformative instruction can meet intended goals only if policy implementers (in this case the instructors) are involved in the development processes and programs. There is visible evidence that majority of the instructors who participated in this study regularly take part in development of management policies and procedures geared towards quality and transformative instruction in their institutions, which is highly commendable. One positive aspect of engaging instructors in the development of policies and procedures that ensure quality and transformative instruction is the ability of the instructors to select learning and apply a variety of instructional methods that are learner-specific. This promotes instructors' self-evaluation. However, instructors are unable to evaluate the program outcome in the context of industry standards. Evaluating programs in the context of industrial standards is externally influenced and beyond the reach of the instructors. However, they can receive any feedback regarding their instructional methods.

Recommendations

The study indicated that instructors who took part in developing management policies and procedures aimed at ensuring quality and transformative instruction ensured learning activities and programs are directed towards students' outcome. The organs responsible for designing and developing policies that are aimed at improving the teaching and learning of vocational skills should endeavor to engage the input of instructors who are indeed the grassroots

implementers of such policies. Though not explicit according to the findings, instructors in vocational institutions do not take time preparing student-centered learning activities because of the low salary motivations. They are teaching in more than one institution in-order to make more money to enable them meet their personal demands. There is still need for government to consider revising salaries for vocational instructors to allow them provide the best skills to their students. Salaries should be commensurate to the skills offered by technical instructors at all levels.

References

10. Ahikire J, Madanda A. A Report on a Survey on Re-Entry of Pregnant Girls inPrimary and Secondary Schools in Uganda, 2011.
11. Akhuemonkhan IA, Raimi L. Impact of quality asurance on technical vocational education and training (TVET) in Nigeria. Researchgate, 2013, 1-25.
12. Akyeampong K. Teacher training in Ghana – does it count? Multi-site teacher educationresearch project (MUSTER) country report 1. London: DFID, 2003.
13. Ayonmike CS, Okwellw PC, Okeke BC. Towards Quality Technical Education and Training (TVET) Programmes in Nigeria: Challenges and Improvement Strategies. Journal of Education and Learning. 2015; 1:1927-5269.
14. Clarke P. Culture and Classroom Reform: The Case of the District Primary Education Project, India, Comparative Education. 2003; 39(1):27-44.
15. Conway P, Oldham E, Urwick J, Kisa S, Ottala J, Mugwere A. The teaching and learning of mathematics in Ugandan secondary schools: Poised for change? In Griffin R (ed.) Teacher education in sub-saharan Africa: Closer perspectives. Oxford: Symposium Books, 2012.
16. Darojat O. Quality assurance in distance teaching universities: A comparative study in Thailand, Malaysia and Indonesia. Simon Fraser Universtity, 2010.
17. Dyer C. Early years` literacy in Indian urban schools: Structural, social and pedagogical issues, language and Education. 2008; 22(5):237-253.
18. Eton R, Yiga AP, Muchwa SA, Mwosi F, Eton M. Exam and knowledge-based educations in Uganda: A comparison of concepts. A case of Lango sub region, Northern Uganda. International Journal of Multidisciplinary Research and Development. 2018; 5(7):38-43.
19. Galeta AG. Quality assurance policy and practices in Higher Education Institutions in Ethopia. University of South Africa, 2014.
20. Greatbatch D, Holland J. Teaching Quality in Higher Education: Literature Review and Qualitative Research May 2016. London: Crown, 2016.
21. Huang XH, Adamson B, Chi-Kin LJ. The move to quality assurance in Chinese higher education: Tensions between policy and practices. London Review of Education. 2014; 3:287-300.
22. Khamis A. The integratedQuranic schools pilot project: The Strategic partnership for, 2011.
23. Kunje D, Lwein KM, Stuart JS. Primary teacher education in Malawi: Insights into, 2003.
24. Lefoka JP, Sebatane EM. Initial primary teacher education in Lesotho; Multi-site teacher education project (MUSTER). London: Department for International Development, 2003.

25. Maremo JG. Quality assurance practices: Policy implementation in West Kenya Union conference Adventist Secondary Schools. Baraton Interdisciplinary Research Journal. 2017; 7:1-11.
26. Milio S, Garnizova E, Shkreli A. Assessment study of technical and vocational education and training (TVET) in Myanmar. Thailand: International Labour Organization, 2014.
27. National Council of Educational Research and Training (NCERT) Activity Based Learning, Tamil Nadu: Programme evaluation report, 2011, www.ssatcfund.org/
28. Ngware MW, Mutisya M, Oketch MO. Patterns of teaching style and active teaching: Do they differ across subjects in low and high performing primary schools in Kenya? London Review of Education. 2012; 10(1):35-54.
29. Pryor J, Akyeampong K, Westbrook J, Lussier K. Rethinking teacher preparation and professional development in Africa: An analysis of the curriculum of teacher education in the teaching of early reading and mathematics, Curriculum Journal. 2012; 23(4):409-502.
30. Sharma N. An exploration of teachers' beliefs and understanding of their pedagogy, MPhil thesis, Mumbai: TATA Institute of Social Sciences, 2013.
31. Shetland Islands Council. Policy for Quality and Continuous Improvement. Shetland Island Education Service, 2012.
32. Smith F, Hardman F, Tooley J. Classroom interaction in private schools serving low income families in Hyderabad, India, International Education Journal. 2005; 6(5):607-618.
33. Tadesse T. Quality Assurance in Ethiopian Higher Education: Boon or Bandwagon in Light of Quality Improvement? JHEA/RESA. 2014; 12(2):131-157.
34. Tessaring M, Wannan J. Vocational education and traning - key to the future. Liabon-Copenhagen-Maastricht. Luxembourg: The European Center for the Development of Vocational Training, 2004.
35. Vithanapathirana M. Adapting the primary mathematics curriculum to the multigrade classroom in rural Sri Eanka. In Little AW (ed.) Education for All and multigradeteaching: Challenges and opportunities. Dordrecht: Springer, 2006.
36. Volungeviciene A, Teresevicience M, Tait A. Framework of quality assurance of TEL integration into an educational organization. The International Review of Research in open and Distance Learning. 2014; 15(6):212-237.