Stakeholders' Participation and Enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu City

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September, 2025

Declaration

I, Gaudence Ongom Latim, do declare that this research report entitled "*Stakeholders' Participation and Enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu City*" is my original academic work and has not been submitted to any other institution of Higher Learning for award

Sign..... Date....03/10/2025



Approval

This dissertation entitled: "*Stakeholders' Participation and Enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu City,*" has been developed under my guidance and supervision and is now submitted to the Directorate of Research and Graduate Training for assessment, with my approval.

Sign..... Date.....16/10/2025.....

Supervisor:

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Dedication

This work is dedicated to my late parents Ongom Justine and Akello Ventorina, the beloved wife Lawil Florence, my daughter Layet Irene and my son Onencan Denis who encouraged and inspired me in conducting this study. They have never left me alone throughout the struggle and gave strength and hope for the completion of this work.

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List of Abbreviations

AGMs:	Annual General Meetings
CESA:	Continental Education Strategy for Africa
COTVET:	Council for Technical and Vocational Education and Training
CSOs:	Civil Society Organizations
ETF:	European Training Foundation
ILO:	International Labour Organization
LRA:	Lord Resistant Army
M&E:	Monitoring and evaluation
MBO:	Management by Objectives
NDP:	National Development Plan
NGOs:	Non-Governmental Organization
PIA:	Parent–Instructor Association
ROM:	Result-Oriented Management
SDG:	Sustainable Development Goal
TVET:	Technical, Vocational Education and Training Institutions
UBOS:	Uganda Bureau of Statistics
UBTEB:	Uganda Business and Technical Examinations Board
UIRI:	Industrial Research Institute
UNICEF:	United Nation International Children Fund
UVQF:	Uganda Vocational Qualifications Framework

Abstract

This study investigated the relationship between stakeholder participation and enrolment in Technical, Vocational Education and Training (TVET) institutions in Gulu City, Uganda. The research employed a cross-sectional design to assess the status of stakeholder involvement, the rate of student enrolment, and the influence of participation on enrolment outcomes and data collection methods involved both interviews and questionnaires. Findings reveal that stakeholder engagement in monitoring and evaluation significantly enhances institutional enrolment, performance, and program relevance. Coordination among government, industry, and schools moderately aligns curricula with labor market needs, though inconsistencies persist across institutions. Planning emerged as the weakest area, with limited strategic alignment, inadequate data use, and siloed stakeholder efforts. Enrolment is influenced by government policies, economic factors, and community participation, while infrastructure, gender policies, costs, and stigma were less decisive than anticipated. Management practices, including Management by Objectives (MBO) and Result-Oriented Management (ROM), showed mixed effectiveness. While ROM frameworks, particularly monitoring and evaluation, were recognized as functional, gaps in funding staff capacity, and governance limited their full potential. Statistical analysis demonstrated a strong and significant positive relationship ($r = 0.624$, $p < 0.01$) between stakeholder participation and student enrolment, indicating that meaningful engagement enhances institutional enrolment attractiveness and responsiveness to skills development and labor market demands. The study concludes that stakeholder participation is a critical driver of program quality, relevance, and enrolment outcomes, but its effectiveness is constrained by ineffective participation through uneven resource allocation, weak planning, and inconsistent policy enforcement. Recommendations include strengthening structured stakeholder engagement frameworks, institutionalizing data-driven decision-making, increasing industry representation in governance, developing a centralized labor market information system, for enhancing students' enrolment in TVET Institutions and the implementation of strategic plans and government policies. Capacity-building for institutional managers on MBO practices and participatory governance is also advised to ensure measurable outcomes. These interventions aim to improve enrollment, and overall stakeholders' performance of TVET institutions in Gulu City.

Keywords: Stakeholder participation, student enrolment, TVET.

Chapter One: Introduction

1.0 Overview

Globally, Technical, Vocational Education and Training Institutions, if fully embraced by all the stakeholders, would realize their full enrollment capacities to meet labour market demand. This is achieved by collective participation to enhance skills development to the youth and strengthening the capacities of the institutions. This chapter provides the background of the study, statement of the problem, purpose of the study, research objectives and questions, study scope and significance of the study.

1.1 Background of the Study

This section discussed the historical background, theoretical, conceptual and contextual perspectives of the study.

1.1.1 Historical Background

Technical and Vocational Education and Training (TVET) has evolved significantly across the globe over the past two centuries as a response to economic, technological, and social changes. Historically, TVET originated from the apprenticeship system but became formalized in the 19th and 20th centuries during industrialization (Nafukho & Muyia, 2010). Globally, the demand for skilled labour during the Industrial Revolution led to the establishment of vocational institutions, with countries such as Germany adopting the "dual system" that integrates theoretical education in schools with practical training in companies. This system has become a global benchmark for aligning education with labour market demands (Rauner & Maclean, 2008).

The international push for TVET in the 21st century has been influenced by stakeholders such as UNESCO and the International Labour Organization (ILO), who have emphasized its role in addressing skills mismatches in the labour market and promoting Sustainable Development Goal 4 (SDG 4), which seeks inclusive, equitable, and quality education (UNESCO, 2020). In the United States, federal support for vocational education through the Smith-Hughes Act of 1917 expanded enrolment and formalized stakeholder involvement through government funding (Cohen & Besharov, 2014). Similarly, in Europe, curriculum development and enrolment planning rely heavily on stakeholder consultations and economic skills projections,

coordinated by organizations such as the OECD and CEDEFOP (OECD, 2015; OECD, 2016).

In Sub-Saharan Africa, TVET has gained importance as a tool for tackling youth unemployment, with the African Union's Continental Education Strategy for Africa (CESA 2016–2025) positioning TVET as central to poverty reduction and skills development (African Union, 2016). National governments have partnered with stakeholders such as industry, communities, and international development partners to improve enrolment. For instance, Ghana established the Council for Technical and Vocational Education and Training (COTVET) to regulate and coordinate TVET in partnership with industries (MOE, 2019), while Kenya strengthened TVET enrolment through the Technical and Vocational Education and Training Authority (TVETA) with strong government and private-sector collaboration (Wambugu, 2017).

In Uganda, TVET has been prioritized as a strategy to address unemployment, particularly among youth. The Business, Technical, Vocational Education, and Training (BTVET) Strategic Plan (2012–2022) emphasized expanding access, modernizing facilities, and increasing enrolment through partnerships with communities, industries, and international donors (Uganda Ministry of Education and Sports, 2012). Uganda's Vision 2040 policy also identifies TVET as a pathway for producing the skilled labour necessary for industrialization (Uganda National Planning Authority, 2013). Stakeholders such as the Uganda Industrial Research Institute (UIRI) have collaborated with TVET institutions to integrate ICT, robotics, and industrial automation into training programmes, enhancing enrolment by attracting youth to modern, marketable courses (Ssekabira & Zziwa, 2020). The Government White Paper on Education further stressed vocationalization and science education, supported by partnerships between government, private sector, and development agencies to boost enrolment and align TVET with national development priorities.

In Northern Uganda, particularly in Gulu City, TVET has played a pivotal role in post-conflict recovery. Institutions such as the Gulu Vocational Training Institute have worked with multiple stakeholders including government, non-governmental organizations, and local communities to provide skills training to former child soldiers, war-affected youth, and displaced persons (Ahaibwe & Kasirye, 2016). These efforts have boosted enrolment and helped reintegrate vulnerable groups into the labour market. Stakeholder participation has also extended to curriculum reforms under the competency-based training approach, with

government, community leaders, employers, and civil society organizations engagement to ensure that training aligns with local economic opportunities such as carpentry, tailoring, mechanics, and agriculture.

Therefore, the historical trajectory of TVET demonstrates that both enrolment and sustainability depend on active stakeholder involvement ranging from governments and industries to local communities and international agencies.

Globally, stakeholders have influenced policy, funding, and curriculum development. Regionally, they have driven skills development strategies; and nationally, they have shaped reforms and expansion plans.

In Gulu City, they have facilitated post-conflict recovery through enrolment drives and community-based partnerships. TVET thus remains a cornerstone of socio-economic transformation, with stakeholder participation being a critical factor in shaping enrolment patterns.

1.1.2 Theoretical Background of the Study

This study was guided by Systems Theory (Ludwig Von Bertalanffy, 1969) and complemented by Stakeholder Theory (Freeman, 1984). Together, these theories provide a strong conceptual framework for understanding how stakeholders' participation influences student enrollment in Technical Vocational Education and Training (TVET) institutions in Gulu City.

1.1.2.1 Systems Theory

System theory was developed by Ludwig von Bertalanffy (1969), Systems Theory originated in biology before being applied to organizational studies, management, and education. The theory posits that systems are consisted of interconnected and interdependent components that interact with each other and their environment toward achieving common goals. Key assumptions include: interdependence – each part of the system affects the whole, feedback loops – systems rely on regulation and continuous improvement, openness – systems interact with external environments and adapt, goal orientation – systems work toward specific objectives and equilibrium and adaptation – systems must balance stability with flexibility.

In TVET, stakeholders such as government, educators, parents, employers, and students are interdependent components of the system. Their participation directly influences enrollment. For example, government scholarships, parental encouragement, employer partnerships, and school programs all interact to determine the output- students enrolled. Systems Theory explains how coordinated stakeholder participation sustains enrollment and adapts TVET institutions to the changing labour market in Gulu City.

1.1.2.2 Stakeholder Theory

This theory was proposed by R. Edward Freeman (1984) in his work Strategic Management: A Stakeholder Approach. The theory emphasizes that organizations operate within a network of relationships and must consider the interests of all stakeholders (not only shareholders). Stakeholders include any group or individual who can affect or affected by the achievement of organizational goals. The theory stresses dialogue, collaboration, and accountability. TVET institutions in Gulu City function within a stakeholder ecosystem involving government, parents, students, local leaders, employers, and NGOs. Their collective participation through funding, policy-making, curriculum design, and mentorship influences enrollment. Stakeholder Theory highlights the need for inclusive engagement to build trust, relevance, and sustainable enrollment.

1.1.3 Conceptual Background of the Study

The study is guided by two main concepts: stakeholders' participation and students' enrollment in Technical and Vocational Education and Training (TVET) institutions.

Conceptually, Enrollment refers to the process of officially registering and admitting learners into an educational institution. UNESCO (2021) defines enrollment as the tally of students participating in a specific educational programme during the reference period of data collection. Nakalyaakani and Bissaso (2020) describe school enrollment as the number of students accepted and formally registered at a particular level of education within a given timeframe. Similarly, Baker and Halabi (2014) view student enrollment as the process that ensures attendance in an institution, including the admission procedures and initiation into classes.

In relation to TVET, Onyancha et al. (2017) explain enrollment as the total number of students registered in a vocational class or school during the academic year, noting that

enrollment levels are shaped by factors such as population density, accessibility, financial support, sponsorship, and curriculum relevance. The Uganda Bureau of Statistics (UBOS, 2018) provides a more refined classification of enrollment through indicators such as gross enrollment ratio, net enrollment ratio, and gender parity index, which are used to measure access and equity in education.

Stakeholders' participation refers to the interaction, either formal or informal, among government, citizens, and other actors such as civil society organizations (CSOs), academia, and the private sector, with the goal of influencing policy outcomes and ensuring well-informed decision-making (OECD, 2016). According to Miles (2015), stakeholder participation entails the involvement of individuals or groups who have an interest in an organization's performance, including employees, customers, suppliers, and the community. In the context of education, Oladunjoye et al. (2020) describe stakeholder participation in TVET as the active engagement of stakeholders in decision-making processes such as curriculum development, selection of training methods, and evaluation of program effectiveness. Similarly, Singh et al. (2020) argue that stakeholder participation in TVET management emphasizes the inclusion of industry partners, employers, and community members in order to improve the relevance and quality of programs.

For this study, stakeholders' participation is conceptualized as the active involvement of government, parents, educators, students, employers, and local leaders in the functioning of TVET institutions in Gulu City. This includes participation in decision-making, coordinating school activities, monitoring teaching and learning, planning, attending Parent–Teacher Association (PTA) or Annual General Meetings (AGMs), and volunteering in school development initiatives. Such engagement ensures that TVET institutions remain relevant, accountable, and attractive to prospective students.

In this study, students' enrollment in TVET institutions is conceptualized using net enrollment rate, high enrollment rate, and net intake ratio within an academic year in Gulu City. These indicators provide a comprehensive understanding of the level and quality of participation of learners in technical education and how this is influenced by stakeholder involvement.

1.1.4 Contextual Background

Technical and Vocational Education and Training (TVET) is central to Uganda's development agenda because it imparts skills required for industrialization, job creation and poverty reduction as set out in Vision 2040 and the Third National Development Plan (NDP III, 2020/21–2024/25). The national TVET policy and implementation guidelines emphasize stakeholder engagement (government, private sector, civil society and communities) as a necessary condition for relevance, quality and increased enrolment in TVET programmes.

Policy reforms and governance arrangements now explicitly position stakeholders at the center of TVET planning and delivery. The TVET Policy (2019/2020) and recent enactment/operationalization of the TVET Act and TVET Council (2024–2025) are intended to strengthen multi-stakeholder governance, and industries linkages with measures expected to improve institutional performance and attractiveness to prospective students. These reforms create formal mechanisms for stakeholder input on curricula, assessment, financing and skills development

UBTEB and other sector actors have also institutionalized stakeholder feedback processes (e.g., UBTEB stakeholder feedback workshops, 2024) to update assessment modalities and strengthening real-life (work-based) projects and industrial attachments interventions that directly rely on employer and community participation to raise graduate employability (thereby improving perceptions on TVET among parents and learners). Increased modular assessment and work-based learning were explicitly reported in recent UBTEB materials and annual reports to attract more students into the system.

Despite these policy advances, stakeholder participation remains uneven in practice. National and comparative studies show that private sector engagement, career guidance, employer placements, infrastructure investment and community outreach vary widely across regions and between urban and rural institutions. Weak coordination, inadequate incentives for employers, limited institutional holding capacity of institutions and resource constraints are commonly reported barriers to meaningful stakeholder participation. These weaknesses reduce the ability of TVET institutions enrollment to offer market-relevant training and to attract students.

Gulu and the greater Northern Region were heavily affected by the LRA conflict. Post-conflict recovery efforts have relied strongly on TVET as a vehicle for reintegration,

livelihood restoration and youth employment. Programs implemented by government, NGOs and faith-based agencies delivered vocational training, psychosocial support and small grants to former child soldiers and displaced youth demonstrating how multi-stakeholder collaboration can expand access and encourage enrolment of marginalized groups. However, long-term literature on reintegration also highlights that without sustained employer linkages, infrastructure and community trust, TVET outcomes can be limited.

Several civil society and NGO projects working in Northern Uganda (including Gulu) have targeted girls and former combatants with TVET and entrepreneurship initiatives, improving uptake among vulnerable groups and demonstrating the value of locally-anchored stakeholder partnerships (training providers + NGOs + local leaders + funding partners). These projects underscore that intensive local stakeholder involvement (mentorship, stipends, placement support) to raise enrolment and completion rates among disadvantaged cohorts in TVET institutions in Gulu City

National assessment data indicate growth in enrolment of TVET candidates undergoing assessment UBTEB reported a marked increase in registered candidates from about 82,080 (FY2021/22) to ~166,218 (FY2022/23) in its reporting (reflecting increased interest in modular assessments and expanded outreach). However, this increase in assessed candidates does not necessarily translate into sustained institutional enrolment or completion across all regions many youths who leave formal secondary schooling are not absorbed into TVET without targeting stakeholders' interventions through (career guidance, scholarships and placement).

The institutionalization of stakeholder roles through TVET policy, assessment reforms, and sector forums creates opportunities to boost enrolment in Gulu City if the reforms are operationalized locally. Practical steps identified in the literature that can raise enrolment include: strengthening employer-led apprenticeship pathways and industrial attachments; targeted career guidance and community outreach; infrastructure investments and instructor capacity building; and targeted support for vulnerable groups (scholarships, transport subsidies, mentorship). Multi-stakeholder coalitions (local government, employers, NGOs, community leaders, and training providers) have been effective in similar post-conflict contexts when they combine resources and align training with local labour demand.

1.2 Statement of the Problem

Ideally, Uganda has made considerable policy efforts since 2016 to boost Technical and Vocational Education and Training (TVET) to address youth unemployment and skills labour demand. Nationally, enrolment in TVET has not increased sharply: for example, the Uganda Business and Technical Examinations Board (UBTEB) reported that registered candidates rose from about 82,080 in 2021/22 to 166,218 in 2022/23. This reflects a meagre increase in TVET enrollment under reforms such as modular assessments, decentralized admissions, and government-sponsored selection for National Certificates.

With active stakeholder participation (including government, parents, educators, employers, community leaders), that TVET institutions should achieve higher student enrolment, strong community support, relevance to labour market needs, and improved public perceptions. Such engagement would include regular community/parent meetings, feedback from industry, participatory decision-making, resource mobilization, and institutional monitoring. Despite these national gains, in Gulu City and Northern Uganda more broadly, TVET institutions continue to experience low enrolment compared to secondary education, weak stakeholder engagement, and under-utilized policy reforms. Students and parents often still consider academic (secondary) tracks as the preferred pathway, sidelining vocational training. Infrastructure, resources, and local industry linkages remain weak, reducing the attractiveness and negatively perceived the value of TVET in Gulu City.

Government measures such as scholarships, decentralized admission, modular assessments, and feedback workshops (e.g., UBTEB's stakeholder feedback workshop in 2024) have been implemented to promote enrolment in TVET institutions and stakeholders' engagement. However, these measures have not closed the gap in Gulu City: stakeholder participation in key institutional practices (decision-making, monitoring, planning) remains limited, and enrolment in TVET institutions remains substantially lower than potential demand, particularly among marginalized groups such as drop-outs, females, and youth from rural/post-conflict areas.

Therefore, this study seeks to investigate problem Why, despite national policies and reforms undertaken, stakeholder participation remains weak in Gulu City TVET institutions, and how this ineffective participation contributes to persistently low student enrolment.

1.3 Purpose of the Study

The purpose of the study was to investigate stakeholders' participation and enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu city.

1.4 Objectives of the Study

Three objectives that guided this research study were;

i. To determine the level of stakeholders' participation in Technical, Vocational Education and Training (TVET) Institutions in Gulu city.

ii. To establish the rate of students' enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu city.

iii. To investigate the relationship between stakeholders' participation and enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu city.

1.5 Research Questions

i. What is the level of stakeholders' participation in Technical, Vocational Education and Training (TVET) Institutions in Gulu city?

ii. What is the rate of students' enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu city?

iii. What is the relationship between stakeholders' participation and enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu city?

1.6 Scope of the Study

Contextually, this study focused on student enrolment in TVET institution in Gulu City. The study scope underpinned the content scope, geographical scope and time scope:

1.6.1 Content Scope

The study examined stakeholders' participation and enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu city.

1.6.2 Geographical Scope

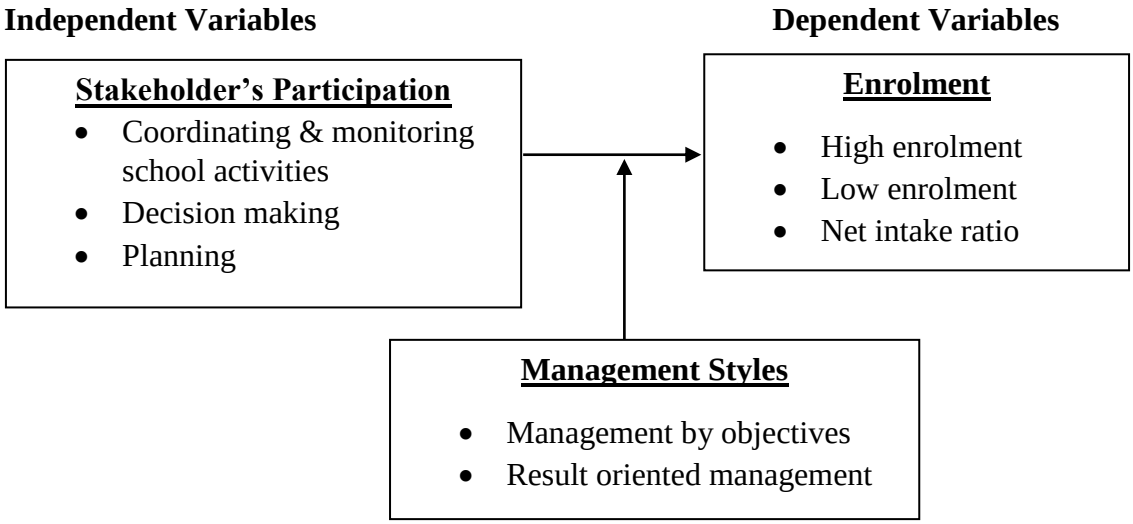
The study was carried out in Gulu City in the northern region. It's bordered by Gulu district to the north, Part of Gulu and Omoro districts to the east, Omoro district to the south, Nwoya district to the southwest and Amuru district to the west. The Gulu City is approximately 333kilometers (207mi) by road, north of Uganda's capital city, Kampala. The coordinates of the district are 020 49' 50.0"N, 32019' 13.0"E (latitude 2.830556, longitude 32.320278). The study area was chosen due to the rampant unemployed youths despite the skilled labor demand in the job market to enhance their livelihood.

1.6.3 Time Scope

The time scope considered for the research study was from 2012 to 2022. This was the period in which the enrolment trend in TVET was very low with a gross enrolment ratio of 9.4% compared to global average of 38%. This prompted the Uganda government through the TVET department to embark on serious engagement of different stakeholders in the system to minimize the gap. (MoE&S, 2018).

1.7 Conceptual Framework

A conceptual framework provides a structured representation of how the key concepts of a study are linked. It illustrates the relationship between the independent, dependent, and moderating variables, thereby guiding both data collection and analysis. In this study, the conceptual framework was based on the premise that stakeholders' participation influences students' enrolment in TVET institutions, while the relationship may be strengthened or weakened by the prevailing stakeholders' management styles.



Source: Adapted and modified by researcher from system theory (Ludwig von Bertalanffy, 1969) and stakeholders' theory (R. Edward Freeman, 1984).

Figure 1: Showing Conceptual Framework

Conceptually, the independent variable in this study is stakeholders' participation, which encompasses activities such as coordinating and monitoring school activities, participating in decision-making, and planning. These activities are expected to improve institutional enrollment, governance and relevance of training programmes.

The dependent variable is students' enrolment, measured in terms of levels of enrolment (high or low) and quantitative indicators such as the net intake ratio. Increased stakeholder participation is assumed to improve enrolment by enhancing coordinated, effective decision-making, awareness, and institutional attractiveness to learners and parents. Conversely, ineffective participation may contribute to persistent under-enrolment.

The relationship between stakeholders' participation and students' enrolment is moderated by management styles. Specifically, management by objectives and result-oriented management may either strengthen or weaken how stakeholder involvement translates into enrolment outcomes. For instance, participatory management styles may amplify the effectiveness of stakeholder involvement, while rigid or non-inclusive management approaches may hinder the positive result output.

1.8 Significance of the Study

The study may be significant to institutional managers, the Principals, BoG members, PTA Executives and instructors the importance of participatory stakeholder engagement, enhancing enrolment strategies, and strengthening decision-making processes that reflect the needs of learners and the labour market demand.

The study may create awareness among society and youth on the value of technical and vocational skills training in promoting student's enrollment into the system for skills development, self-reliance, and reducing unemployment.

To the researcher, the study is a gateway to the partial fulfilment of the requirements for the award of Master of Education in Education Management of Gulu University, and equips the researcher with practical knowledge on education management.

To education managers and policy makers, the results may inform the formulation and review of policies, curricula, that correlate stakeholder involvement and enrolment strategies in TVET, and ensuring they are aligned to national development priorities such as employment creation, industrialization, and poverty reduction.

To scholars and academia, the study contributes to the existing body of knowledge in educational career in the management of vocational training, offering a foundation for further research and innovations in TVET across the country.

To International Development Partners and Global TVET Advocates, the study adds to global discourse on the role of stakeholder participation in strengthening enrolment in TVET systems., highlights best practices and challenges from a developing country which may inform international strategies for youth skills development and sustainable development goals (SDGs).

Chapter Two: Literature Review

2.0 Introduction

This chapter presents a review of related literature on stakeholders' participation and enrolment in TVET institutions. The review mainly focused on stakeholders' participation in managements and how they influence students' enrolment and the relationship based on this study objective.

2.1 Theoretical Review

2.1.1 Systems Theory

The theory was developed by Ludwig von Bertalanffy (1969). The theory posits that a system consists of interconnected and interdependent components that work together toward achieving common goals. Key assumptions include: interdependence – each part of the system affects the whole, feedback loops – systems rely on regulation and continuous improvement, openness – systems interact with external environments and adapt, goal orientation – systems work toward specific objectives and equilibrium and adaptation – systems must balance stability with flexibility.

In TVET, stakeholders such as government, educators, parents, employers, and students are interdependent components. Their participation directly influences enrollment. For example, government scholarships, parental encouragement, employer partnerships, and school programs all interact to determine whether more students enroll. Systems Theory explains how coordinated stakeholder participation sustains enrollment and adapts TVET institutions to the changing labour market in Gulu City.

2.1.2 Stakeholder Theory

The theory was proposed by R. Edward Freeman (1984) in his work Strategic Management: The theory emphasizes that organizations operate within a network of relationships and must consider the interests of all stakeholders. Stakeholders include any group or individual who can affect or is affected by the achievement of organizational goals. The theory stresses dialogue, collaboration, and accountability. TVET institutions in Gulu City function within a stakeholder ecosystem involving government, parents, students, local leaders, employers, and NGOs. Their collective participation through funding, policy-making, curriculum design, and

mentorship influences enrollment. Stakeholder Theory highlights the need for inclusive engagement to build trust, relevance, and sustainable enrollment.

Although Systems Theory (Bertalanffy, 1969) and Stakeholder Theory (Freeman, 1984) provide useful conceptual lenses for understanding how stakeholder participation influences enrollment in TVET institutions, several gaps remain. Content gap exists because much of the literature has focused on general education systems or organizational management, while limited attention has been given to how these theories specifically explain stakeholder participation and enrollment dynamics in TVET institutions, particularly in developing regions. Methodological gap arises from the fact that most prior studies have relied heavily on qualitative case studies or policy reviews, with few employing mixed-methods or quantitative approaches to measure the extent to which different stakeholders (government, parents, employers, NGOs) directly influence enrollment outcomes. Temporal gap is noted because much of the foundational work on these theories was developed decades ago (1969 and 1984), meaning their application has not always been updated to reflect current realities such as globalization, technological change, and labor market disruptions that shape TVET today. Finally, context gap is evident since most empirical studies applying these theories have been conducted in Western or industrialized contexts, leaving a scarcity of research in African settings like Gulu City, Uganda, where unique socio-economic, cultural, and policy factors influence stakeholder participation and TVET enrollment.

2.2 Stakeholder's Participation

Stakeholders' participation in education, particularly in Technical Vocational Education and Training (TVET) institutions, is critical for the effective functioning and sustainability of educational programs. Stakeholders, including government agencies, industry representatives, community leaders, educators, and students, play diverse roles in decision-making, planning, and monitoring school activities. Their engagement ensures that TVET programs are relevant, responsive to labor market needs, and aligned with national development priorities. (UNESCO-UNEVOC, 2021; World of TVET, 2024).

In this section, the discussion was based on coordinating & monitoring school activities, monitoring & evaluation (M&E), and decision-making globally, regionally, Uganda and Gulu City perspectives and bringing in arguments for and against.

2.2.1 Coordination and Monitoring

According to Wato and Kyule (2020), stakeholder involvement and adequate budget allocations for M&E significantly and positively impact project performance in TVET institutions in Kenya. Similarly, Bikadho, Twinomuhwezi, Mubangizi, Namara, and Komakech (2025) argued that in Uganda, stakeholder participation during project implementation plays a strong role in enhancing outcomes. However, their study noted that participation in planning and budgeting phases had minimal effects, suggesting that involvement must go beyond symbolic gestures and be of sufficient quality to generate meaningful results. Luyiggo and Aupal (2024), in their study on the Uganda National Teachers' Union SACCO, found that participatory M&E viewed as a form of stakeholder management was positively correlated with the sustainability of organizations.

Despite these contributions, several gaps remain in the literature. Content-wise, most studies emphasize the general benefits of stakeholder participation and M&E but provide limited analysis of how such participation specifically affects enrollment trends in TVET institutions. Existing studies rely heavily on cross-sectional surveys and case studies, with few employing longitudinal or experimental approaches to establish causal relationships. Temporally, while recent works (2024–2025) have begun addressing stakeholder participation in Uganda, earlier foundational studies remain scarce, leaving a weak basis for tracking changes over time. Much of the research has been concentrated on project performance and organizational sustainability, but very little has been conducted on how stakeholder engagement in TVET specifically shapes enrollment and retention in regions such as Gulu City.

However, studies in Uganda and elsewhere show that even when policies call for stakeholder involvement, implementation is weak because the frameworks are not well institutionalized, roles are unclear, or oversight is loose. For instance, Okumu & Bbaale (2018) in Technical and Vocational Education and Training in Uganda: A Critical Analysis find that supervision (monitoring) is inadequate, staff training is weak, and legal ambiguities exist in TVET, which all degrade the effectiveness of stakeholder involvement in monitoring and evaluation. There is a risk that stakeholder participation is superficial those stakeholders are consulted, but their opinions do not influence decisions (e.g., in planning, budgeting).

Coordinated supervision and monitoring help ensure that curricula, teaching methods, assessments, and resource allocation remain aligned with labour market demands (ILO,

2020). For instance, in Uganda, the Uganda Business and Technical Examinations Board (UBTEB) has held stakeholder feedback workshops involving industry and educators, which represent important steps toward aligning assessments with external expectations (ILO, 2020). In Kenya, coordinated monitoring and evaluation (M&E) with stakeholder involvement including institutions, government, and external experts has been shown to significantly improve the performance of TVET projects. Wato and Kyule (2020) found that when stakeholders are meaningfully engaged, performance outcomes improve. Similarly, World of TVET (2024) reports that in Malaysia, collaboration between industry stakeholders and training institutions enhances curriculum relevance, supports knowledge transfer, and generates long-term economic benefits, reflecting the role of coordination and feedback loops in sustaining TVET relevance. Nevertheless, gaps in the literature remain. Content-wise, much of the existing research emphasizes the role of stakeholder coordination in improving project performance, curriculum relevance, or assessment alignment, but limited work explicitly connects these dynamics to student enrollment and retention outcomes in TVET. Most studies rely on descriptive or case-based evidence, with few employing comparative, longitudinal, or empirical analyses to quantify the specific impact of coordinated supervision and monitoring. While recent studies (2020–2024) have begun addressing stakeholder coordination in TVET, there is still limited evidence on long-term outcomes, making it difficult to track sustained effects over time. The majority of available research focuses on countries like Kenya, Malaysia, and Uganda, yet little comparative work exists across diverse African regions such as Northern Uganda, where socio-economic realities may uniquely shape how stakeholder coordination influences TVET enrollment.

Okumu and Bbaale (2018), in their critical analysis, identified several persistent constraints within TVET systems, including weak planning, inadequate financing, supervision inadequacies, limited private sector interaction, and legal ambiguities surrounding qualifications and curricula. Bikadho et al. (2025) further emphasized that stakeholder participation during implementation exerts a stronger effect on outcomes than participation confined to planning or budgeting phases, underscoring the importance of continuous and meaningful engagement. The Uganda Business and Technical Examinations Board (UBTEB) stakeholder feedback workshop (2024) represents a practical effort to convene stakeholders in reviewing assessment and examination processes, which is crucial for aligning external expectations with educational delivery.

However, gaps in the literature remain. Content-wise, while these studies highlight systemic weaknesses and the importance of stakeholder engagement, there is limited empirical exploration of how such participation directly influences TVET enrollment and retention, beyond project performance or assessment alignment. Methodologically, most existing studies rely on qualitative critiques and case descriptions, with few using mixed-method or quantitative approaches that could offer measurable evidence of impact. Temporally, while more recent contributions (2024–2025) shed light on evolving stakeholder initiatives, there is still a lack of longitudinal studies tracking whether such interventions produce sustained improvements over time. Contextually, much of the existing work is framed at the national policy or institutional level, leaving a gap in localized research particularly in Gulu City-Northern Uganda where unique socio-economic and cultural factors may differently shape stakeholder participation and TVET outcomes.

According to UNESCO-UNEVOC (2021), when stakeholders particularly industry actively participate, TVET curricula, assessments, and teaching methods are more likely to reflect the skills actually demanded by employers, thereby reducing the skill mismatch. Such participation also enhances the sense of ownership among communities, students, and instructors, which in turn fosters higher commitment, better maintenance of facilities, and continuous institutional improvement. Furthermore, stakeholder engagement in monitoring and evaluation (M&E) lends legitimacy to decision-making, helps detect misuse of funds or deviations, curbs corruption, and improves accountability. Active supervision, feedback, and monitoring by multiple stakeholders allow weaknesses in teaching, equipment, or assessments to be identified and addressed more effectively.

Despite these strengths, notable gaps remain in the literature. Content-wise, while much has been written on how stakeholder engagement in industry to improve accountability and curriculum alignment, there is little research explicitly linking these dynamics to enrollment growth and retention in TVET institutions. Methodologically, most studies rely on descriptive accounts or policy reviews, with limited empirical measurement of the direct effects of stakeholder involvement on institutional performance. Temporally, although recent reports such as UNESCO-UNEVOC (2021) provide updated insights, there is still a lack of longitudinal studies that assess whether improvements derived from stakeholder participation are sustainable over time. Contextually, much of the evidence is drawn from global or generalized perspectives, with limited localized studies in African settings such as Uganda,

where unique socio-economic and cultural realities may influence how stakeholder engagement affects TVET outcomes.

Sometimes stakeholders are formally "included," but their inputs are not taken seriously, or participation is reduced to rubber-stamp rolls. While this may satisfy policy requirements, it rarely improves the quality of education delivery. In many cases, stakeholders also lack the technical capacity required in areas such as M&E, assessment design, and curriculum development, which limits the effectiveness of their contributions or risks producing misleading inputs. Even where sound policies exist, implementation often lags behind. For instance, in Uganda, the National Monitoring and Evaluation Policy provides a framework for strengthening accountability, but it is not always well disseminated or enforced in the education sector (South Africa's Department of Higher Education and Training, 2015).

Despite these insights, important gaps remain in the literature. Content-wise, much of the scholarship critiques tokenistic participation and weak implementation but does not adequately examine how capacity-building for stakeholders could transform enrolment as their meaningful drivers of TVET improvement. Methodologically, most studies are qualitative or policy-based reviews, with limited empirical studies measuring the effects of stakeholder training or capacity gaps on TVET performance outcomes. Temporally, while existing literature points to persistent weaknesses in participation, few studies track whether reforms and capacity-development efforts over time have led to sustained improvements. Contextually, much of the discussion focuses on national policy frameworks, with little exploration of localized realities in regions such as Northern Uganda, where enforcement gaps and stakeholder limitations may be more acute and uniquely shaped by socio-economic challenges.

According to Freeman (1984) in the stakeholder's theory: the idea that organizations (or institutions) have responsibilities toward many stakeholders, not just shareholders or funders. The effectiveness of an institution depends on how well it identifies, involves, and balances stakeholder interests.

2.2.2 Decision-Making

Decision-making in Technical and Vocational Education and Training (TVET) institutions refers to the processes by which policies, curricula, strategies, resource allocations, institutional governance, programme content, student admission criteria, and similar factors are determined. In TVET, stakeholder participation in decision-making is often considered essential because it is believed to influence the relevance of training, alignment with labor market needs, institutional legitimacy, student enrolment, quality, and sustainability (Fact-Based Decision-Making in TQM, 2025).

However, gaps in the literature remain. Content-wise, while existing studies acknowledge the importance of stakeholder participation in decision-making, few directly examine how these processes concretely shape outcomes such as enrollment trends, employability, or long-term institutional sustainability. Methodologically, much of the evidence is based on conceptual or descriptive accounts, with limited empirical or comparative studies that rigorously test the relationship between stakeholder engagement in decision-making and TVET enrolment indicators. Although recent sources (e.g., 2025) highlight the role of evidence-based and participatory decision-making, there is still insufficient longitudinal research to determine whether such practices generate sustained benefits over time. Contextually, most available studies are situated in broader global or national discourses, leaving a gap in localized research particularly ins Northern Uganda –Gulu City, where socio-economic, cultural, and labor market dynamics may uniquely affect how decision-making participation influences TVET outcomes.

Education for Sustainable Development and the SDG 4 policy agenda emphasize "evidence-based policy" globally. UNESCO's functional area for SDG4 promotes the use of data, research, and evaluation findings in policy, planning, and implementation (UNESCO, 2022). In the context of TVET, decisions grounded in labor market data, skills need assessments, real-time employer feedback, and other empirical inputs are more likely to produce curricula, admission quotas, and programmes that are relevant and attractive to students (thus supporting enrolment) and useful for employers. For example, the UNESCO IIEP report on digital transformation in Africa highlights the role of ICT, labour market information systems, and evidence to guide policy.

A recent empirical study in Ethiopia ("Enhancing Stakeholders' Engagement in TVET Policy and Strategy Development in Ethiopia") shows that engaging stakeholders (industry representatives, trainers, ministries) in policy formulation results in more awareness, better alignment of strategies with local labour market needs, and higher legitimacy of policies (Better Education for Africa's Rise II project, 2025). In Uganda, under the Better Education for Africa's Rise II (BEAR II) project, stakeholders were brought into meetings, workshops, aligning implementation of TVET policy and strategy, especially involving multiple ministries and partners, to ensure relevance and buy-in (UNESCO, 2022).

The Pan-African Initiative for Digital Transformation of TVET and Skills Development Systems in Africa (by UNESCO, AUDA-NEPAD etc.) emphasizes that stakeholder involvement (governments, industry, policy-makers) is essential for building strategies for digitization, addressing the digital divide, equipping both providers and learners. The UNESCO IIEP report (2022) on digital transformation in five African countries (Madagascar, Nigeria, Rwanda, Tunisia, Chad) documents that the availability of digital infrastructure, ICT skills among instructors, connectivity, and partnerships with industry are key enablers, and that decision-making that involves multiple stakeholders (industry, educators, government) tends to produce more holistic and actionable strategies.

The digital transformation agenda faces challenges such as insufficient infrastructure (electricity, internet), lack of trained instructors, costs of upgrading equipment, and rapid obsolescence of technologies. Stakeholder decision-making may commit to digitalization, but the practical constraints may slow implementation. Sometimes partnerships are asymmetric: industry or donors push technological solutions that may not align with local capacity or context. Stakeholder consultations may not adequately represent marginalized regions (rural, disadvantaged, persons with disabilities), so digital strategies may unintentionally exacerbate inequalities (Hippach-Schneider & Rieder, 2021).

Trainers' Participation in Decision Making in Addis Ababa (Ethiopia) is informative in a regional context: Legesse (2008) found that willingness among trainers to participate in decision-making is high, but actual practice is lower; reasons include lack of trust, motivational issues, un-participative institutional rules/regulations, and misalignment between deans and trainers. A study in Uganda, Performance of Technical and Vocational Training System towards Skill Development (Erimirwa, 2023) identifies challenges such as inadequate incentives for teachers, negative attitudes/perceptions about TVET among

community, limited funding, etc., which indirectly affect decision-making (who decides what, resource allocation etc.).

While Uganda has frameworks and institutions that require stakeholder involvement (e.g., UBTEB, policy dialogues etc.), implementation is uneven. For example, although industry is required in workplace learning assessments, challenges remain in ensuring all industries are equally represented, the quality of partnerships, and ensuring industry inputs are suitably integrated into curricula (Muhwezi, 2025). Also, studies show that resource constraints, negative perceptions of TVET (by students, parents, and society), and lack of sufficient equipment/infrastructure limit the attractiveness of TVET. These factors diminish enrollment, which in turn can reduce stakeholder engagement or motivation to invest in decision-making (Nakiyaga, Serem, & Ssentamu, 2021).

Stakeholder analysis in decision-making emphasizes identifying stakeholders, understanding their interests, influence, and legitimacy, and assessing how their engagement shapes organizational outcomes (Freeman, 1984). In TVET, decision-making authority is often shared both vertically across national, regional, and institutional levels and horizontally between government, industry, and community actors. Evaluating decision-making requires assessing criteria such as the evidence used, inclusivity and representativeness, power dynamics, transparency, and responsiveness.

Despite these insights, gaps exist in the literature. Content-wise, while much attention has been given to stakeholder identification and influence, there is limited empirical research on how variations in vertical and horizontal authority sharing impact TVET outcomes such as student enrollment, retention, and skills alignment. Methodologically, most studies rely on conceptual frameworks or qualitative descriptions, with few employing rigorous measurement or comparative designs to quantify how stakeholder dynamics affect decision-making effectiveness. However, the literature highlights current decision-making practices, there is a paucity of longitudinal studies examining whether participatory and inclusive decision-making leads to sustained institutional improvements over time. Contextually, much of the research is general or based in Western or policy-heavy national contexts, leaving a gap in localized studies within regions such as Northern Uganda, where socio-economic, political, and cultural factors may uniquely shape decision-making processes and stakeholder interactions.

2.2.3 Planning

The International Labour Organization (ILO, 2025) emphasizes that strategic planning in TVET is essential for aligning skills development initiatives with labor market demands and economic growth. By forecasting future labor trends, TVET institutions can ensure that curricula equip students with competencies that enhance employability. Such alignment not only attracts students but also reassures parents and communities that vocational education is a viable pathway to decent work.

Supporting this, Oketch (2017) argues that without robust planning, TVET risks producing graduates with mismatched skills, leading to underemployment and reduced attractiveness of the sector. Similarly, McGrath and Powell (2016) stress that strategic planning helps institutions remain agile in responding to technological changes such as automation and digitalization. On the other hand, critics like Allais (2020) caution that overly market-driven planning can reduce TVET to a narrow focus on immediate employer needs, neglecting broader social functions of education such as citizenship and lifelong learning.

The European Training Foundation (ETF, 2024) asserts that inclusive planning processes engaging employers, industry leaders, trade unions, parents, and communities enhance the relevance and responsiveness of TVET programs. Collaborative planning helps create curricula that mirror industry requirements, improving student transitions into employment. Evidence from South Africa confirms this view. Wedekind and Mutereko (2016) note that when stakeholders are excluded, TVET planning often results in poorly coordinated programs with limited impact on enrollment. Similarly, Boateng (2022) finds that in Ghana, employers' involvement in curriculum planning significantly boosts the credibility of TVET and motivates students to enroll. However, Powell and McGrath (2019) argue that in practice, many stakeholder consultations are symbolic, with limited influence on actual decision-making raising questions about the depth and authenticity of such participation.

Uganda's Ministry of Education and Sports (MoES, 2020) underscores the importance of systematic planning in TVET policy. The policy framework requires stakeholder participation to ensure alignment with Vision 2040 and the National Development Plan III. Inclusive planning is viewed as a mechanism for enhancing resource utilization, improving program effectiveness, and increasing student participation in TVET institutions.

This perspective aligns with Atchoarena and Holmes (2019), who highlight that in Sub-Saharan Africa, failure to integrate stakeholders in planning processes has often resulted in TVET systems that are poorly resourced and unattractive to learners. Conversely, Ayoo (2021) notes that planning in Uganda continues to face challenges such as inadequate labor market data and weak institutional capacity, which hinder evidence-based decision-making. This indicates that while policy frameworks encourage inclusive planning, actual implementation is frequently constrained by systemic barriers.

However, gaps remain in the literature content, where most studies focus on the general benefits of stakeholder inclusion in planning but provide limited empirical evidence on how inclusive planning directly impacts enrollment, retention, or the alignment of skills with labor market demands. Methodologically, much of the literature relies on descriptive analyses or policy critiques, with few quantitative or longitudinal studies that measure the effects of planning inclusivity on TVET performance over time. Temporally, despite recent contributions by Ayoo, (2021), there is a lack of studies tracking whether improvements in stakeholder-integrated planning led to sustained institutional outcomes. Contextually, research often addresses Sub-Saharan Africa broadly, leaving a gap in localized studies particularly in Gulu City where unique socio-economic, cultural, and institutional conditions may shape the effectiveness of stakeholder participation in TVET planning.

The "Skilling Uganda" BTVET Strategic Plan (2011–2020) emphasized planning as a tool for ensuring that TVET responds to both economic development and labor market needs. The plan called for better integration of skills demand analysis, private sector engagement, and flexible training models. It aimed to reposition TVET as a first-choice pathway for young people, thereby boosting enrollment (MoES, 2011).

Building on this, Katende and Namubiru (2018) argue that the plan provided a roadmap for transforming TVET through better planning, but its implementation was undermined by resource shortages, fragmented coordination, and resistance to change. More recently, Mugagga et al. (2022) observe that while Skilling Uganda enhanced policy awareness, its targets for student enrollment and quality improvements were only partially met. This highlights the persistent gap between planning and practice in Uganda's TVET system.

Gulu City has made notable progress in strengthening its TVET sector. The establishment of the Gulu Vocational and Community Training Centre in the 1990s, supported by local leaders

and international partners, illustrates how locally informed planning can create programs tailored to regional labor market needs. Community-based planning approaches have ensured that training responds not only to formal employment but also to self-employment opportunities in sectors such as agriculture, construction, and entrepreneurship (Okumu, 2020).

Despite these positive developments, gaps in the literature content remain. Hence, studies document program establishment and alignment with local labor markets, limit empirical evidence on how these locally informed approaches directly influence enrollment rates, student retention, and long-term employability outcomes. Methodologically, most research relies on descriptive accounts or case narratives, with few quantitative or comparative studies measuring the effectiveness of community-based planning in TVET. Temporally, although initiatives since the 1990s are noted, there is insufficient longitudinal research tracking whether these interventions have led to sustained improvements over time. Contextually, while Gulu City provides an illustrative case, there is a lack of broader localized research examining how socio-economic, cultural, and institutional factors in Northern Uganda specifically shape the outcomes of community-driven TVET planning.

Supporting this, Acen (2023) notes that community participation in TVET planning in Northern Uganda fosters local ownership, making institutions more attractive to students. However, Opio (2021) argues that planning in Gulu remains hampered by limited infrastructure, inadequate funding, and inconsistent stakeholder involvement factors that undermine enrollment and program sustainability. This demonstrates that while locally driven planning can yield context-specific solutions, structural challenges must be addressed to minimize enrolment gaps.

Despite the progress, Gulu City's TVET institutions grapple with resource limitations, insufficient infrastructure, and ineffective stakeholder engagement in planning processes. Nabukeera (2022) highlights that weak coordination among government agencies, NGOs, and local communities often leads to duplication of efforts and wasted resources. Furthermore, Ochaya (2024) emphasizes that many TVET institutions in Gulu lack up-to-date labor market data, making it difficult to plan programs that attract students.

2.3 Enrolment

Enrolment in Technical and Vocational Education and Training (TVET) institutions is a vital indicator of the accessibility, relevance, and responsiveness of vocational education systems. It reflects the extent to which TVET programs align with labor market needs, individual aspirations, and national development priorities. High enrolment often signals effective government policies, supportive institutional frameworks, and active stakeholder participation, whereas low enrolment exposes systemic weaknesses such as poor infrastructure, limited awareness, and negative societal perceptions (UNESCO, 2020). According to the "Pull and Push Factors of Students' Enrolment in the TVET Sector" (2016), student enrolment is influenced by a mix of external (push) and internal (pull) factors, ranging from government incentives and economic conditions to social attitudes and individual career ambitions.

Despite these insights, gaps remain in the literature. Content-wise, while studies identify factors affecting enrolment, there is limited research linking stakeholder participation, decision-making processes, and institutional planning directly to variations in student enrollment. Methodologically, most existing studies are descriptive or survey-based, with few employing longitudinal, comparative, or experimental designs to establish causal relationships between systemic interventions and enrolment outcomes. Temporally, the literature lacks studies tracking changes in enrolment over extended periods, making it difficult to assess the long-term impact of policies or stakeholder engagement. Contextually, much of the evidence is generalized or based on national-level data, leaving a gap in localized research particularly in regions like Gulu City where socio-economic, cultural, and labor market factors may uniquely influence enrollment patterns in TVET.

2.3.1 High Enrolment

Economic considerations strongly influence enrolment in Technical and Vocational Education and Training (TVET) institutions. Agyei and Agbeko (2022) argue that affordability and prospects of employability are critical determinants of student decisions to pursue vocational education in Ghana, where TVET is viewed as a pathway to employment and entrepreneurship, leading to significant enrolment increases. Supporting this, Busemeyer and Trampusch (2020) note that countries with strong vocational–labor market linkages, such as Germany and Switzerland, consistently maintain high enrolment rates. Conversely, Lauglo

and Maclean (2019) argue that when TVET is perceived as a “second choice” or associated with low-paying jobs, students and parents tend to favor academic tracks. Thus, enrolment depends heavily on the credibility of TVET as an avenue to decent work and upward mobility.

Despite these findings, gaps remain in the literature content. While the influence of economic factors on enrolment is well-documented, there is limited empirical evidence examining how local stakeholder engagement, institutional planning, and policy interventions interact with economic considerations to affect enrollment in TVET, particularly in developing regions like Northern Uganda. Methodologically, most studies rely on cross-country comparisons or descriptive analyses, with few employing longitudinal or mixed-method approaches to capture dynamic interactions between economic incentives, perceptions, and enrollment outcomes. Temporally, while recent studies highlight contemporary trends, there is little research tracking changes in perceptions and enrollment over extended periods, limiting understanding of long-term effects. Contextually, much of the research is situated in Ghana, Europe, or other regions, leaving a gap in localized studies that explore how socio-economic and cultural factors in Gulu City or similar settings influence students’ enrollment decisions in TVET.

Stakeholder participation has proven effective in shaping enrolment in TVET institutions. The 2024 Ethiopian report Enhancing Stakeholders’ Engagement in TVET Policy and Strategy Development shows that collaboration with employers, unions, and communities improves curriculum relevance and attracts students by signaling direct links to the job market. Similarly, Boateng (2021) emphasizes that partnerships with industries create internship and apprenticeship opportunities, making TVET programs more appealing to students. However, Powell and McGrath (2019) note that in many African contexts, stakeholder consultations are often tokenistic, with limited real influence on planning. This suggests that while engagement is critical, its effectiveness depends on depth, sincerity, and sustainability.

Despite these insights, gaps remain in the literature content. Much of the study focuses on the existence of stakeholder engagement or the establishment of partnerships, but there is limited empirical evidence on how the quality and intensity of stakeholder participation specifically affect enrollment rates, retention, or skill alignment in TVET. Methodologically, the studies are descriptive or policy-based, with few employing quantitative or mixed-method

approaches that can measure the causal impact of meaningful stakeholder engagement on student outcomes. Temporally, while recent reports highlight contemporary initiatives (2021–2024), there is a lack of longitudinal studies to assess whether stakeholder engagement leads to sustained improvements in enrollment over time. Contextually, much of the literature addresses national-level policy or cross-country examples, leaving a gap in localized research such as Gulu City, where socio-economic, cultural, and institutional factors may shape the effectiveness of stakeholder participation in TVET enrollment.

Changing societal perceptions of TVET is a powerful driver of enrolment. A 2023 study on factors influencing students' choices in Ghana found that growing recognition of vocational skills as a gateway to entrepreneurship has led to a shift in enrolment trends (Factors Influencing Students' Choice of Technical and Vocational Education in Ghana, (2023). Globally, UNESCO (2020) stresses that public campaigns promoting the dignity of skilled labor help reduce the stigma associated with vocational education. On the contrary, Allais (2020) argues that in many African societies, persistent biases toward academic education as the "superior" pathway still suppress enrolment in TVET. Therefore, improving enrolment requires targeted interventions to reshape attitudes and valorize vocational careers.

Adequate infrastructure directly influences enrolment. Boateng, Ackon, and Nyarko (2024) assert that modern facilities, workshops, and accessible campuses attract students and make vocational learning more effective. In Kenya, Wambugu and Muthoni (2018) found that rural areas with underdeveloped facilities face significantly lower enrolment compared to urban centers with well-equipped institutions. Nonetheless, Grollmann (2018) cautions that infrastructure investments without corresponding investment in qualified instructors and curricula can lead to "empty shells" institutions with buildings but limited learning impact. Thus, infrastructure is a necessary but insufficient condition for sustained enrolment growth.

Gender inclusivity is increasingly recognized as a key determinant of enrolment in TVET institutions. The Ghana TVET Report (2023) shows that policies encouraging female participation in male-dominated trades such as engineering and ICT have increased the proportion of women in TVET programs. Similarly, UNESCO (2019) reports that countries promoting gender-sensitive curricula and safe learning environments achieve more balanced enrolment between male and female students. However, Akinyemi and Kayode (2020) argue that gender stereotypes remain deeply entrenched, discouraging many girls from pursuing technical trades. Despite these insights, gaps remain in the literature. Content-wise, while

studies document policies and broad trends in gender inclusivity, there is limited empirical evidence on how gender-focused interventions interact with stakeholder participation, institutional planning, and community perceptions to influence actual enrollment and retention in TVET. Methodologically, most studies rely on descriptive or policy analyses, with few employing longitudinal, mixed-method, or experimental designs to evaluate the effectiveness of gender-inclusive strategies over time. Temporally, existing research often captures short-term enrollment changes, leaving a gap in understanding the sustained impact of gender-sensitive initiatives. Contextually, much of the evidence comes from national or cross-country reports, leaving localized gaps in regions such as Northern Uganda, where cultural norms, economic conditions, and institutional factors may uniquely affect gender dynamics in TVET enrollment.

Public awareness and career guidance strongly shape students' educational choices. The Pull and Push Factors of Students' Enrolment in the TVET Sector (2016) emphasize that informed career counseling helps students understand the opportunities in vocational training, thereby improving enrolment. Similarly, Kisubi (2022) shows that in Uganda, students exposed to structured career guidance in secondary schools are more likely to choose TVET pathways. In contrast, Fazio and Sabates (2021) warn that weak career counseling systems often perpetuate misconceptions that vocational tracks are inferior, limiting enrolment. Despite these insights, gaps remain in the literature. Content-wise, while studies highlight the importance of career guidance, there is limited empirical research linking the quality, accessibility, and frequency of guidance to actual TVET enrollment and retention outcomes. Methodologically, most research is descriptive or survey-based, with few longitudinal or mixed-method studies tracking how career guidance interventions influence students' decisions over time. Temporally, existing studies often capture short-term effects, leaving a gap in understanding the sustained impact of career counseling on enrollment. Contextually, most research focuses on national or generalized settings, leaving a gap in localized studies for regions such as Gulu City, where cultural perceptions, socio-economic factors, and availability of guidance services may uniquely affect TVET choices.

Integration of technology makes TVET more attractive. Boateng et al. (2024) demonstrate that digital tools, smart workshops, and e-learning platforms create engaging learning environments that motivate students to enroll. This view is supported by Majumdar (2021), who stresses that innovation in pedagogy such as blended learning helps TVET adapt to the

digital economy. However, in low-resource settings, technological integration is constrained by high costs and poor infrastructure (World Bank, 2020), limiting its impact on enrolment.

Monitoring and evaluation (M&E) mechanisms are critical for sustaining enrolment in TVET institutions. Uganda's TVET Policy (2020) emphasizes that continuous feedback from students, industries, and communities enables institutions to adjust programs to remain relevant and attractive. Supporting this, Tilak (2021) notes that countries with strong M&E frameworks maintain higher and more stable enrolment rates because they can respond quickly to labor market changes. Yet, McGrath (2020) cautions that in many African contexts, M&E is underfunded and poorly institutionalized, reducing its effectiveness. This underscores that M&E is essential but requires adequate investment and commitment. Despite these findings, gaps remain in the literature. Content-wise, while M&E is recognized as important, there is limited research on how the quality, frequency, and stakeholder inclusivity of M&E processes directly influence TVET enrollment and retention. Methodologically, most studies rely on descriptive policy reviews or cross-sectional analyses, with few longitudinal or mixed-method studies capturing the dynamic impact of M&E over time. Temporally, there is a scarcity of evidence tracking the sustained effectiveness of M&E mechanisms in improving enrolment across multiple cohorts. Contextually, most literature focuses on national-level policies or experiences from other countries, leaving a gap in localized studies in regions such as Gulu City, where socio-economic and institutional realities may shape the effectiveness of M&E practices in sustaining TVET enrolment.

2.3.2 Low Enrolment

In Uganda, as in many African countries, TVET is often seen as a "second-choice" option for students who do not qualify for academic pathways. ACET (2020) highlights that this perception stems from colonial legacies and cultural hierarchies that privilege white-collar professions. Similarly, UNICEF Uganda (2022) notes that this stigma discourages both students and parents from considering TVET, reducing enrolment rates. Despite these insights, gaps remain in the literature. Content-wise, while studies document the existence and historical roots of TVET stigma, there is limited empirical research on how interventions such as community engagement, awareness campaigns, or stakeholder participation can effectively change perceptions and influence enrollment. Methodologically, most studies rely on descriptive accounts or surveys, with few employing experimental or longitudinal designs to evaluate the impact of perception-changing initiatives on actual student choices.

Temporally, existing research often captures short-term attitudes, leaving a gap in understanding the long-term evolution of societal perceptions and their influence on enrollment. Contextually, much of the literature is generalized across Sub-Saharan Africa, leaving a gap in localized research for regions such as Gulu City, where cultural norms, socio-economic factors, and institutional histories may uniquely shape students' and parents' attitudes toward TVET.

Supporting this, Oketch (2017) observes that negative perceptions are particularly entrenched in Sub-Saharan Africa, where TVET is often associated with manual labor and low socio-economic status. In contrast, McGrath and Powell (2016) argue that in countries like Germany, the social prestige attached to vocational training boosts enrolment, suggesting that stigma is highly context-dependent. Therefore, in Uganda, rebranding TVET through campaigns emphasizing the dignity of labor, entrepreneurship opportunities, and employability is essential to counter cultural barriers. Despite these insights, gaps remain in the literature. Content-wise, while studies describe the impact of societal perceptions on TVET enrollment, there is limited research on the effectiveness of rebranding strategies, community engagement, or media campaigns in changing attitudes and increasing enrollment. Methodologically, most research is descriptive or comparative, with few empirical or longitudinal studies measuring the direct impact of perception-shaping interventions on students' choices over time. Temporally, existing studies often capture short-term changes in attitudes, leaving a gap in understanding the long-term evolution of societal perceptions and their sustained effect on enrollment. Contextually, much of the literature focuses on regional or national trends, leaving a gap in localized studies in areas such as Gulu City, where specific cultural, socio-economic, and institutional factors may influence the effectiveness of initiatives aimed at reducing TVET stigma.

Financial constraints significantly hinder enrolment. ILO (2023) reports that high tuition fees, combined with the cost of training materials, exclude many students from low-income households. UNICEF Uganda (2022) adds that the opportunity cost foregoing immediate income-generating activities discourages participation, especially in rural communities. Ayoo (2021) argues that even when tuition is subsidized, hidden costs such as transport and accommodation deter enrolment. Conversely, evidence from Ghana suggests that scholarship schemes and stipends can dramatically boost participation (Agyei & Agbeko, 2022). This

implies that financial support mechanisms are a necessary condition for improving enrolment in Uganda.

The Uganda Vocational Qualifications Framework (UVQF, 2023) identifies inadequate facilities, outdated equipment, and lack of learning resources as major deterrents to enrolment. World Bank (2024) similarly emphasizes that modern, industry-relevant facilities are essential to attract students. In Kenya, Wambugu and Muthoni (2018) found that students often avoid poorly equipped institutions, associating them with low-quality education. However, Grollmann (2018) cautions that infrastructure alone does not guarantee high enrolment qualified trainers and relevant curricula must complement physical investments. Thus, in Uganda, infrastructure renewal must be paired with broader systemic reforms.

Policy inconsistencies and weak governance undermine TVET enrolment. MoES (2025) acknowledges that despite reforms, poor coordination among stakeholders and weak regulatory frameworks have slowed progress. ACET (2020) similarly identifies fragmented governance as a key barrier to participation. Atchoarena and Holmes (2019) argue that African countries often produce ambitious TVET policies that remain under-implemented due to funding gaps. On the other hand, countries like Ethiopia, where governance has been more structured, have seen significant gains in enrolment (Enhancing Stakeholders' Engagement in TVET, 2024). Uganda's new TVET Act (2025) may improve enrolment if accompanied by effective enforcement and monitoring mechanisms.

Gender inequality is another barrier to enrolment. UNICEF Uganda (2022) highlights that girl are often discouraged from pursuing TVET, particularly in male-dominated fields such as construction and mechanics. ACET (2020) stresses that cultural norms reinforce the perception that TVET is unsuitable for women. UNESCO (2019) reports that gender-targeted policies such as female scholarships and mentorship improve enrolment by creating inclusive learning environments. However, Akinyemi and Kayode (2020) caution that without tackling entrenched stereotypes, such policies may have limited long-term impact. Therefore, Uganda must adopt holistic strategies combining policy, community sensitization, and role models to improve gender equity in TVET enrolment.

Low enrolment is partly due to perceived irrelevance of TVET curricula. The World Bank (2024) emphasizes that students are reluctant to join programs misaligned with employment opportunities. ILO (2023) similarly highlights that outdated curricula and lack of industry

linkages discourage participation. In South Africa, Wedekind and Mutereko (2016) showed that student enrolment improved when curricula were designed in consultation with industries. Conversely, Allais (2020) warns that an overemphasis on short-term labor market demands risks narrowing TVET's broader educational function. In Uganda, continuous curriculum reviews and internships could bridge this gap, making TVET more attractive.

Political instability and institutional weaknesses also reduce enrolment. MoES (2025) notes that frequent changes in government priorities disrupt continuity in TVET planning. UNICEF Uganda (2022) similarly points to weak institutional capacity as a constraint. Okumu (2020) argues that political interference often diverts TVET resources, further undermining enrolment. However, stable systems such as in Rwanda show that strong political will and continuity in policy implementation can sustain enrolment growth (Atchoarena & Holmes, 2019). Uganda therefore needs governance reforms and capacity building to reduce political disruptions.

Geographic and environmental factors also affect enrolment. UVQF (2023) reports that rural students often struggle to access institutions due to distance and poor transport. UNICEF Uganda (2022) emphasizes that climate-related challenges, such as floods, can further disrupt access. Supporting this, Wambugu and Muthoni (2018) found that students in remote Kenyan regions were less likely to enroll compared to urban peers. However, Oketch (2017) suggests that decentralized training centers and mobile units can mitigate these barriers. In Uganda, expanding community-based training models could enhance enrolment in rural areas.

2.3.3 Net Intake Ratio (NIR)

The Net Intake Ratio (NIR) is a critical educational indicator that measures the proportion of new entrants into a given educational level who are of the official school-entry age (UNESCO, 2019). In the context of Technical Vocational Education and Training (TVET), the NIR is particularly important because it reflects access, equity, and efficiency within the system. A high NIR demonstrates that young learners are progressing through the education pipeline at the appropriate age and accessing TVET opportunities without significant delays or dropouts. Conversely, a low NIR signals inefficiency such as late entry, high dropout rates, socio-economic exclusion, or systemic barriers that hinder smooth educational progression (Ministry of Education and Sports [MoES], 2020).

Globally, the NIR in TVET exhibits considerable variation depending on levels of economic development, policy frameworks, labor market alignment, and cultural acceptance of vocational education. In developed countries such as Germany and Switzerland, TVET enjoys strong social recognition, resulting in high NIR and robust participation rates (Euler, 2019). The German dual system, which integrates classroom learning with apprenticeship, has been particularly effective in ensuring that young people transition into TVET at the appropriate age, thereby maintaining high intake ratios (Busemeyer & Trampusch, 2019).

In consideration to that, in many developing countries, NIR in TVET remains low. For instance, in Sub-Saharan Africa, UNESCO (2022) reports that less than 5% of secondary school graduates transition directly into formal TVET programs, largely due to systemic weaknesses, limited facilities, and societal stigmatization of vocational education. Similarly, Oketch (2019) argues that despite TVET's potential to reduce youth unemployment, enrolment remains low because many parents and learners still perceive it as a "last resort" option for academically weak students.

However, some scholars challenge the notion that low NIR is purely negative. For example, Psacharopoulos and Patrinos (2020) argue that in contexts where labor markets are unable to absorb large numbers of vocational graduates, maintaining moderate intake levels may prevent skill mismatches and graduate unemployment. This view highlights the need for countries to balance enrolment growth with demand-driven labor market policies.

In Uganda, the Net Intake Ratio (NIR) for TVET is a major concern due to systemic challenges in both secondary education progression and vocational training enrolment. According to the Uganda Bureau of Statistics (UBOS, 2023), the net enrolment ratio for secondary education stands at only 27%, which constrains the pool of eligible entrants into TVET institutions. This indicates that many school-aged children are unable to complete secondary education, thereby limiting their chances of transitioning into vocational pathways. Despite these findings, gaps remain in the literature. Content-wise, while low secondary education enrolment is well-documented, there is limited research examining how interventions such as stakeholder engagement, targeted outreach, and policy reforms could mitigate these bottlenecks to improve TVET enrollment. Methodologically, most studies rely on national statistics and descriptive analyses, with few employing longitudinal, mixed-method, or program evaluation approaches to assess the effectiveness of strategies aimed at increasing the NIR for TVET. Temporally, existing research often captures static enrolment

snapshots, leaving a gap in understanding how secondary school completion and TVET entry evolve over time. Contextually, while national data provide broad insights, there is a scarcity of localized studies particularly in the region such as Gulu City where institutional factors may uniquely influence the transition from secondary education to TVET.

Furthermore, MoES (2020) estimates that approximately 140,000 trainees graduate annually from over 500 TVET institutions across the country, a figure that falls short of meeting Uganda's growing labor market needs. The low NIR is attributed to high training costs, insufficient awareness about TVET's value, and inadequate institutional capacity. UNICEF Uganda (2022) further emphasizes that rural learners are particularly disadvantaged due to geographical inaccessibility and financial constraints, which limit their ability to enroll in vocational programs.

Nevertheless, policy reforms such as the TVET Policy 2020 and the Technical and Vocational Education and Training Act 2025 have sought to address these gaps. These frameworks emphasize inclusivity, curriculum alignment with industry needs, and financial support mechanisms. While proponents argue that these policies will improve NIR, critics such as Byaruhanga and Aguti (2021) warn that unless accompanied by significant investment in infrastructure and public sensitization, these reforms may remain largely aspirational.

Although specific data on NIR in Gulu City's TVET institutions is limited, regional educational trends provide insight into the challenges affecting vocational enrolment. For instance, UBOS (2018) reported a decline in the primary net enrolment ratio in Gulu from 103.0% in 2006 to 100.0% in 2007, reflecting systemic weaknesses in educational progression. Such declines in earlier levels of education have a cascading effect on TVET enrolment, as fewer learners reach the stage where vocational training becomes an option.

Cultural biases that frame TVET as inferior to academic education remain a major deterrent (UBOS, 2022). Oketch (2019) argues that rebranding TVET as a pathway to innovation and entrepreneurship is essential to counter this stigma. However, Psacharopoulos and Patrinos (2020) caution that perception shifts alone are insufficient without ensuring that TVET graduates secure meaningful employment. Many Ugandan TVET institutions face inadequate facilities and outdated equipment (UBOS, 2021). The World Bank (2024) stresses that modernizing infrastructure and investing in digital skills training are vital for improving

intake. Contrastingly, critics such as Byaruhanga and Aguti (2021) argue that infrastructure alone cannot solve the problem without simultaneous improvements in curriculum quality and industry linkages.

For stakeholders in Gulu City, improving the NIR in TVET is essential for strengthening human capital and driving regional development. Key interventions should include: Public sensitization to highlight TVET's benefits and career opportunities (UNICEF Uganda, 2022). Scholarships, fee waivers, and subsidies to lower the financial burden (Asankha & Takashi, 2020). Investment in modern training facilities and digital technologies (World Bank, 2024). Close collaboration with industries to ensure curricula reflect labor market demands (Euler, 2019). Strengthening governance structures to ensure consistent implementation of the TVET Act (MoES, 2020).

2.4 Management Styles

2.4.1 Management by Objectives (MBO)

Strategic planning remains central to the success of TVET institutions, especially in aligning programs with labor market demands. According to the International Labour Organization (ILO, 2025), MBO provides a framework for setting clear, measurable objectives that link institutional performance to broader employment and economic priorities. This ensures that TVET institutions not only produce skilled graduates but also respond to evolving industry requirements. By focusing on performance-based objectives, institutions become more transparent and accountable to stakeholders such as government agencies, employers, and communities (Kaplan & Norton, 2019).

However, some critics argue that MBO may lead to overemphasis on quantifiable targets while neglecting qualitative outcomes such as creativity, critical thinking, and personal development (Mintzberg, 2020). This suggests that while MBO is beneficial for aligning TVET with labor markets, it must be applied flexibly to balance both measurable and intangible aspects of education.

The European Training Foundation (ETF, 2024) highlights that MBO strengthens participatory governance in TVET by involving stakeholders in the policy and planning process. When employers, community leaders, and policymakers are part of defining objectives, programs are more relevant to local labor demands and more attractive to

prospective students. This inclusiveness builds trust, enhances accountability, and ensures that TVET curricula remain market-oriented (OECD, 2021).

Supporting this, Fullan (2020) argues that active stakeholder engagement in educational planning fosters ownership, which is critical for long-term sustainability of reforms. By aligning MBO with collaborative policy development, institutions enhance legitimacy and increase public confidence in TVET pathways, thereby driving enrolment. For example, Lewis (2022) found that in some African TVET reforms, powerful stakeholders often dominate decision-making, marginalizing vulnerable groups such as women and youth. Thus, while MBO facilitates stakeholder engagement, it requires careful balancing to ensure inclusivity and fairness.

The Ministry of Education and Sports (MoES, 2020) emphasizes that goal-oriented planning, particularly through MBO, is vital in implementing Uganda's TVET Policy 2020. This policy advocates for competency-based training, employability skills, and industry partnerships. By defining measurable objectives at institutional and national levels, MBO helps translate broad policy goals into operational targets for enrolment, training quality, and graduate employability. Research by Byaruhanga and Aguti (2021) supports this argument, showing that Ugandan TVET institutions that use structured, goal-oriented planning report higher stakeholder participation and improved student retention. MBO is thus viewed as a strategic tool for ensuring institutional accountability and policy alignment.

Nonetheless, other authors argue that Uganda's TVET sector still struggles with policy fragmentation and weak monitoring mechanisms. According to ACET (2020), despite having well-formulated objectives, weak implementation and underfunding limit the effectiveness of MBO in practice. This highlights the gap between policy design and actual practice on the ground.

Uganda's BTVET Strategic Plan 2011–2020 (Skilling Uganda) strongly emphasized result-oriented management practices such as MBO. The plan sought to transform TVET into a demand-driven system by linking institutional objectives with national development priorities (MoES, 2012). Under this approach, institutions were encouraged to adopt measurable targets for student enrolment, stakeholder partnerships, and graduate employment. According to Kisubi and Muwonge (2019), Skilling Uganda succeeded in raising awareness of TVET's role in national development and increased enrolment in some regions. MBO contributed by

clarifying institutional goals and promoting accountability. However, UNESCO (2022) notes that implementation was uneven, with rural areas lagging behind due to infrastructural and resource challenges.

Gulu City, a post-conflict urban center in Northern Uganda, has witnessed gradual development of its TVET sector. The establishment of the Gulu Vocational and Community Centre in the 1990s reflected an integration of vocational training with broader community development (Akena, 2021). Applying MBO in this context can help TVET institutions set clear objectives for stakeholder involvement, curriculum relevance, and student progression, ensuring that programs address both local labor demands and post-conflict reconstruction needs.

Supporting this, Okumu and Acaye (2022) argued that TVET in Northern Uganda has the potential to rebuild livelihoods and foster inclusive growth if institutions adopt structured planning models like MBO. By involving community stakeholders, including local industries, NGOs, and government, Gulu's TVET centers can enhance program legitimacy and attract more students. However, resource scarcity remains a major barrier. UBOS (2023) indicates that Northern Uganda still experiences lower enrolment rates compared to central regions, partly due to inadequate facilities and limited awareness campaigns. This suggests that while MBO provides a framework for strategic planning, its success in Gulu depends on addressing systemic challenges.

Despite its potential, applying MBO in Gulu City is constrained by structural and operational challenges. Limited financial resources, weak monitoring systems, and inconsistent stakeholder participation hinder the achievement of set objectives (MoES, 2025). Moreover, institutional leaders often lack training in strategic management, which makes it difficult to fully operationalize MBO frameworks (Akena, 2021). Nonetheless, proponents argue that MBO can enhance institutional accountability and responsiveness if coupled with capacity-building, regular evaluation, and inclusive stakeholder dialogues (ILO, 2025). For instance, periodic reviews of objectives can ensure adaptability to changing local labor demands. Therefore, adopting MBO in Gulu City requires both institutional commitment and external support from government and development partners.

2.4.2 Result-Oriented Management (ROM)

Result-Oriented Management (ROM), interchangeably referred to as Results-Based Management (RBM), has emerged as a dominant paradigm in public administration and education management. According to Kusek and Rist (2018), ROM emphasizes planning, implementation, monitoring, and evaluation of programs with the explicit aim of achieving tangible and measurable results. Unlike traditional management approaches that prioritize processes and inputs, ROM focuses on accountability, efficiency, and effectiveness.

In the context of education, ROM ensures that activities, resources, and decisions are strategically aligned with pre-defined outcomes (World Bank, 2019). For Technical and Vocational Education and Training (TVET) institutions, which operate within resource-constrained environments, adopting ROM can improve institutional effectiveness by linking resource allocation with performance outcomes (Mertens & Wilson, 2019). This alignment is particularly relevant in Gulu City, Uganda, where TVET institutions play a vital role in addressing youth unemployment, skills shortages, and economic recovery in a post-conflict context.

ROM has become increasingly relevant in education because it enhances efficiency, transparency, and accountability. According to the United Nations Development Programme (UNDP, 2019), result-oriented frameworks in schools improve trust among stakeholders by demonstrating value for resources invested. For instance, performance-based funding models in higher education have been associated with better learning outcomes (Altbach & de Wit, 2018). For TVET institutions, the importance of ROM lies in bridging education with employability. When programs are tied to measurable outcomes such as job placements or entrepreneurship success rates, stakeholders including parents, students, and employers perceive TVET as more relevant and attractive, thereby increasing enrollment.

Stakeholder involvement is central to ROM because it strengthens ownership, legitimacy, and sustainability of outcomes (Bryson et al., 2020). Engaging employers, industries, and local communities in defining goals ensures that TVET programs reflect real-world labor needs. According to OECD (2021), participatory ROM approaches have improved alignment between training curricula and industry requirements in Europe and Asia.

In Uganda, ROM has been mainstreamed into the public sector since the early 2000s under civil service reforms aimed at improving service delivery (Ministry of Public Service, 2017).

The approach emphasizes performance contracts, annual reviews, and measurable outputs. Studies show that in education, ROM has helped institutions link funding to results, enhancing efficiency (Kagwa & Kiyaga-Nsubuga, 2019). However, scholars like Ssempebwa (2018) argue that implementation has often been hindered by limited institutional capacity, weak monitoring systems, and resistance from staff accustomed to traditional bureaucratic models.

In TVET, ROM can be particularly transformative. The National Development Plan III (NPA, 2020) highlights skills development as a cornerstone for Uganda's economic growth, advocating result-oriented strategies to ensure TVET institutions produce graduates with competencies demanded by employers.

Monitoring and evaluation (M&E) forms the backbone of Results-Oriented Management (ROM) by ensuring continuous assessment and feedback loops. In Africa, M&E has been used to strengthen accountability in education programs, with countries like Kenya and Rwanda adopting national frameworks that track student performance and institutional effectiveness (World Bank, 2021). In Uganda, weak M&E capacity has constrained effective ROM implementation (Agaba, 2019). Nevertheless, when applied well, M&E can improve TVET by measuring outcomes such as student enrollment trends, graduate employability, and stakeholder satisfaction. While proponents highlight M&E's role in ensuring transparency and continuous improvement, critics warn against over-reliance on quantitative metrics, which may fail to capture intangible outcomes like leadership, creativity, or social cohesion (Mertens & Wilson, 2019). Despite these insights, gaps remain in the literature. Content-wise, while the importance of M&E in accountability and ROM is well-documented, there is limited empirical evidence on how M&E practices directly influence TVET enrolment, retention, and employability outcomes. Methodologically, most studies are descriptive or policy-focused, with few employing longitudinal, mixed-method, or experimental approaches to assess the effectiveness of M&E in improving institutional performance over time. Temporally, existing research provides snapshots of M&E systems but lacks longitudinal studies to determine sustained impacts on TVET programs. Contextually, most evidence comes from national-level frameworks or cross-country analyses, leaving a gap in localized studies for regions such as Gulu City, where socio-economic conditions, institutional capacity, and stakeholder engagement may uniquely shape the effectiveness of M&E practices in supporting TVET outcomes.

Stakeholders including government, employers, NGOs, and communities play a crucial role in prioritizing TVET. According to the African Union (2020), stakeholder involvement enhances the relevance of training programs by aligning them with development goals. In Uganda, initiatives like the Skilling Uganda Strategic Plan (2012–2022) emphasized multi-stakeholder participation in curriculum development and policy implementation (MoES, 2020). However, Mugisha (2019) cautions that stakeholder engagement in Uganda is often uneven, with more emphasis placed on government and donor priorities than on community needs. This imbalance may reduce local ownership and undermine the sustainability of reforms.

In Gulu City, TVET has been central to post-war reconstruction, particularly in addressing youth unemployment and economic revitalization. Studies show that stakeholder participation including community leaders, industries, and NGOs has strengthened the credibility of TVET programs (Akena, 2021). ROM offers an opportunity to formalize these participatory processes by setting measurable goals for enrollment, skills development, and employment outcomes. For example, involving local industries in setting training objectives increases students' confidence in TVET as a pathway to employment, thereby improving enrollment (Oketch, 2017).

Despite progress, challenges persist. Gulu's TVET institutions face limited funding, inadequate infrastructure, and weak monitoring systems (Akena, 2021). Moreover, some stakeholders participate only at the planning stage but are absent during monitoring and evaluation, undermining shared accountability. Opportunities lie in integrating ROM with existing community structures and donor support. By focusing on measurable outcomes such as graduate job placements or student retention rates institutions can attract more students while demonstrating accountability to funders and stakeholders.

Chapter Three: Methodology

3.0 Introduction

This chapter highlights an overview of the methodology of the research process applied by the researcher. It focuses on the Research Orientation, Research Designs, Target Population, Sampling Techniques, Sample Size, Data Collection Instruments and Techniques, Administrative Procedures Ethical Consideration and Data Analysis.

3.1 Research Orientation

The study employed both quantitative and qualitative (mix) approach. Qualitative approach enabled the collection of non-numerical data through interviews from city inspector of schools, BoG chairpersons and Principals which made the researcher to understand the opinions, attitudes, perception, attributes and knowledge of these participants. According to Creswell and Plano-Clark (2018), mixed method approaches allow researchers to use a diversity of methods, combining inductive and deductive thinking and offsets limitations of exclusively quantitative and qualitative research through a complementary approach that maximizes strengths of each data type and facilitates a more comprehensive reporting.

3.2 Research Design

The study adopted a cross-sectional research design, which was deemed most appropriate for addressing the research objectives. A cross-sectional design is characterized by collecting data at a single point in time or over a short period, allowing for a snapshot of the variables under investigation. This design is particularly effective in understanding the relationship between different variables- stakeholders' participation and enrolment, without requiring long-term data collection or causing undue delays in the research process. It is commonly used in studies aimed to examine the current state of phenomena or to explore the extent of particular behaviors, attitudes, or conditions within a specific population (Creswell, 2014).

The use of a cross-sectional approach was appropriate because it provided an efficient and manageable way to assess various factors affecting the enrolment at a single point in time. Additionally, it allowed for the comparison of different variables and their relationships, without the need for longitudinal tracking of individual trajectories.

The cross-sectional design enabled the collection of data from a diverse group of medium enterprises within a short time frame. Since the study aimed to assess the current state of management practices and their relationship, the cross-sectional design was ideal and well-suited for testing these relationships through statistical methods such as correlation analysis, which was essential in addressing the study's research questions

3.3 Target Population

A population refers to the entire group of individuals, cases, or entities who possess specific shared characteristics, and from whom a study sample ought to be selected for data collection, (Mugenda, 1999). In the context of this research, the study population are the stakeholders of TVET institutions which consisted of the principals, instructors, Board of Governors (BoG), Parents-Instructors' Association (PIA) executives and City Inspector of Schools (CIS).

Table 1: Summary of Students' Enrollment from the Selected Technical institutions from 2012 to 2022.

	Students' Enrollment in the Five Sampled Technical Institutions					
Year	Arch Bishop Jani Loum VTI	St. Joseph Technical Sch.	Gulu Community Vocational Sch.	Northern Uganda YDC	St Monica Girls Tailoring	Total
2022	111	283	289	582	387	1652
2021	135	310	214	483	412	1554
2020	150	255	350	483	390	1628
2019	121	301	347	551	461	1781
2018	114	328	315	601	483	1841
2017	137	351	288	501	364	1641
2016	131	299	270	367	533	1600
2015	132	276	250	455	296	1409
2014	117	281	257	477	493	1625
2013	91	257	230	373	501	1452
2012	118	238	210	353	324	1243
Total	**1357**	**3179**	**5226**	**3020**	**4644**	**17426**

Source: TVET Schools report-Gulu city (2023)

3.4 Sample Size

The sample size, consisting of 96 respondents, was determined using statistical tables developed by Krejcie and Morgan (1970), as referenced in the sample population table. Accordingly, the study selected a sample comprising 05 principals, 70 instructors, 02 City Inspector of Schools (CIS), 05 BoG and 14 PIA from TVET institutions in Gulu City

Table 2: Sampling Frame Showing the Study Population

Categories	Target Population	Sample Size	Sampling Techniques
Principals	05	05	Purposive Sampling
Instructors	75	70	Simple Random Sampling
CIS	04	02	Purposive Sampling
PIA members	15	14	Simple Random Sampling
BOG members	05	05	Purposive Sampling
Total	104	96	

Source: TVET institutions – Gulu City (2024)

3.5 Sampling Techniques

To collect data for the study, a combination of simple random and purposive sampling techniques was employed to select the respondents.

3.5.1 Simple Random Sampling

The instructors and parents' instructors' association were selected through random sampling, ensuring an equal opportunity for all individuals to participate. The researcher conducted face-to-face interviews to ensure accurate interpretation of questions.

3.5.2 Purposive Sampling

The selection of principals, city inspector of schools and BOG members was done purposefully because of their knowledge and experience in stakeholders' roles and enrolment. Both probability and non-probability sampling techniques was employed to ensure effective and efficient sampling. They were as well selected based on their position in the management of TVET Institutions

3.6 Data Sources

Both primary and secondary data sources were used from the main sources of data used in this study. Concerning the primary data, the study used questionnaires and interview guide. The researcher collected secondary information from different sources like TVET institutional reports, related research thesis on stakeholders' participation and enrolment in TVET institutions and textbooks.

3.7 Data Collection Techniques

The research data was collected using both questionnaire survey and interviews.

3.7.1 Questionnaires

A structured questionnaire was employed as the primary data collection tool for gathering information regarding stakeholders' participation and enrollment in TVET institutions. Self-administered questionnaires were given to the instructors and Parent- Instructor Association, allowing them to complete the questionnaires independently.

3.7.2 Interview

The interview was conducted face to face with the help of interview guide on the proceedings with City Inspector of Schools, Principals and chairpersons BoG on the data concerning students' enrollment analysis, class registers, minutes of meetings and most importantly enrolment record and stakeholders' participation in each of the TVET institution Gulu City.

3.8 Administration Procedures

After the approval of the research proposal, the researcher got a letter of instruction from the management Faculty of Education and Humanities, Directorate of Research and Graduate Training-Gulu University which the researcher used for introduction to the different Stakeholders in the study area. The researcher designed the research tools for data collection in the field of study. The instruments (tools) were administered by the researcher and his assistant to the different respondents. After the data collection, the researcher analyzed, interpreted the findings and wrote report under the guidance and supervision of the research supervisor and submitted for final evaluation.

3.9 Validity and Reliability

3.9.1 Validity

The validity of the research instrument was established through expert judgment, with the researcher ensuring that the coefficient of validity reached. To achieve this, the researcher sought the expertise of the supervisor in constructing the questionnaire. Following an assessment of the questionnaire, necessary adjustments was implemented while keeping the study's objectives in focus. The formula that was used;

$$\text{CVI-}\frac{\textit{Number of items decleared valid}}{\textit{Total Number of items}}$$

Table 3: Content Validity Indices (CVI) for administered Instruments

Research Instrument	**Total Samples**	**Accessed Participants**	**Content Validity Index**
Questionnaires	84	80	.833
Interview Schedule	12	8	.083
Total	**96**	**88**	**.916**

Source: Field Data, 2023

Table 3 indicated that the computed content validity indices of the instruments implies that the instruments were generally valid.

3.9.2 Reliability

Reliability, as defined by Muganda and Mugenda (2003), measures the extent to which a research instrument consistently produces the same results or data when tested repeatedly. To assess the reliability of the instrument, a test-retest technique was employed. A pre-test was conducted. Subsequently, the collected data was coded and entered into a computer. Reliability coefficients was then calculated using the Statistical Package for Social Scientists (SPSS) computer program to determine the questionnaire's reliability. Chronbachi Alpha Coefficient was computed and a value of 0.7 and above has been considered reliable.

Table 4: Reliability Statistics for each Variables

Variables	**No. of Items**	**Cronbach's Alpha**
Coordination & Monitoring	5	.864
Decision	5	.685
Planning	5	.872
High Enrolment	5	.694
Low Enrolment	5	.997
Net Intake Ratio	4	.899
Management by Objectives	5	.869
Result Oriented Management	5	.753

Source: Field Data, 2023

3.10 Data Analysis and Data Management

The collected data was analyzed using the Statistical Package for Social Science (SPSS-version 25), employing various statistical techniques for both quantitative and qualitative data.

Qualitative data underwent content analysis, wherein responses from key informants were categorized into recurring themes. The analysis identified common opinions, experiences, and typical outcomes related to each of the guiding questions. This qualitative analysis involved the examination of textual and narrative data generated from verbal narratives and physical documents.

For quantitative data, descriptive statistics was utilized to present frequency counts and cumulative percentages, mean standard deviation, and this information's were organized into tables. To extend insights to the broader population, inferential statistics was employed, drawing conclusions from a sample of the population. Multiple correlation analysis was used to assess the strength of the relationship between dependent and independent variables.

3.10.1 Data Management

As a valuable resource, data was systematically organized and securely stored in a way which was easily locatable by the researcher to ensure confidentiality. Data was stored it in the computer. Upon data collection, it was coded and encrypted in the laptop to prevent anyone from accessing it. The hard copies of questionnaires and other field notes were kept in drawers under lock. These shall remain in safe custody for about 10 years since I have plans to publish my book. The used questionnaires and other field notes will be disposed after achieving all these by burning/incineration.

3.11 Measurement of Variables

The independent variable (Community Participation) and the dependent variable (Solid Waste Management) were weighed on a 4 phase Likert type scale (1- Strongly disagree, 2- Disagree, 4- Agree and 5-Strongly Agree). The selection of this weighing system was on the scale that transmits a statistical tally which was used to conclude the interviewees' approach and it is the utmost commonly summated scale in the study of communal beliefs. Likert scale was relatively easy to construct; regarded as extra dependable since respondents replied individual questions comprised in the tool. It is believed also to deliver additional material and data (Kothari, 2004).

3.12 Ethical Considerations

The study ensured that informed consent was issued to the respondents who participated in the research study.

Informed Consent documents were attached to each questionnaire for individual respondent to consent and voluntarily provide appropriate endorsement before answering the research instructions. Respondents were first asked for their free consent in participating in the research work.

Confidentiality was guaranteed by hiding the identity of the respondents. All information given by respondents were kept secretly and their names were not disclosed when referencing their ideas.

Privacy and use of unacceptable words which impact risk upon the respondents was taken care of. Respondents were interviewed individually in a private setting allowing them express their in-depth feelings about the study.

3.13 Assumptions of the Study

This study scope was limited to Gulu City and particularly on participation of different stakeholders and their influence on students' enrolment in TVET. This could limit the generalization however; this has delimited other factors not under interest of the study to support its validity though the assumed effective Stakeholders' Participation would influence the Students' Enrolment in Technical Institutions: implying that there is significant positive relationship between these two variables. Therefore, it was assumed that the methodology chosen is capable of collecting relative data for the study without much influence from variables outside the study interest. The identified sample respondents were assumed to be capable of providing relevant data that could be used for the study.

3.14 Limitations and Delimitation of the Study

This study faced some limitations that have influenced the process and outcomes. One major limitation was the challenge of convincing respondents to openly disclose certain information during interviews. Some participants were hesitant to share their views on sensitive issues of waste management, fearing misinterpretation or reprisal. To mitigate this, the researcher carefully explained the purpose of the study and assured respondents of confidentiality, which encouraged more candid responses.

Another limitation was the time and financial constraints encountered during data collection, which limited the breadth of the sample that could be covered. Additionally, since the study was cross-sectional, it captured perceptions and practices at a single point in time, which may not fully reflect changes in stakeholders' participation over the long term.

The delimitations of this study were also noted. First, the research was restricted to Gulu City, and the findings may not be fully generalizable to other city with different social or institutional contexts. Second, the study specifically focused on stakeholders' participations, leaving out other aspects of performance, which could also influence enrolment. These delimitations helped maintain the focus and feasibility of the study within the available resources and time frame.

Despite these limitations and delimitations, the study generated valid and reliable insights into the role of stakeholder's participation on student enrolment in Gulu city.

Chapter Four: Data Presentation, Analysis and Interpretations of Results

4.0. Introduction

This chapter presents the field data, analysis and interpretations of results of the study. The responses were obtained from questionnaires and interview in regards to the stakeholders' participation and students' enrolment in technical institutions in Gulu City, Northern Uganda. The chapter is organized as follows; demographic characteristics of the respondents, status of stakeholders' participation in the management, the level of students' enrolment and relationship between Stakeholders' participation and students' enrollment in TVET Institutions in Gulu City.

4.1 Demographic characteristics of the Respondents

This section presents the demographic information of the Principals, BoG and PIA executives, instructors and city inspector of schools as shown in table 5.

Table 5: Showing information on Bio Data of respondents

	Frequency	Percent (%)
Gender of Respondent		
Male	56	63.6
Female	32	36.3
Age of Respondent		
20-30 years	18	20.4
31-40 years	22	25.0
41-50 years	25	28.4
51+ years	21	23.8
Education Level		
Certificate	38	43.1
Diploma	29	32.9
Degree	16	18.1
Others	5	5.6
Department		
Engineering Department	51	55.6
Information & Com. Technology	16	18.1
Science & Humanities Department	15	17.0
Specialized Technology Department	6	6.8

Source: Field Data, 2023

Gender of Respondents: The majority of respondents were male constituting 63.6% and female were 26%. This reflects the gender imbalance often observed in TVET institutions, where male enrolment and participation (especially in engineering and technology) tends to dominate.

Age of Respondents: Age of respondents showed that majority were age bracket 41-50 who were 28.4%, followed by age bracket 31-40 who were 25%, age bracket 5 year and above were 23.8% and least by age bracket 20-30 years who were 20.4%. The respondents are spread across different age groups, with the largest segment between 41–50 years (28.4%). This indicates that many respondents are mid-career professionals or instructors with significant work experience in TVET.

Education Level: Most respondents hold certificate or diploma qualifications (76%)**,** which is typical in TVET environments where practical and technical qualifications dominate. Fewer respondents hold degree-level qualifications, showing limited academic progression beyond diplomas in TVET.

Department: The majority of respondents are from the Engineering Department (55.6%), which suggests that engineering remains the backbone of TVET institutions. ICT, Science & Humanities, and Specialized Technology departments are less represented but still important for diversity in skills training.

The biodata reveals gender imbalance, age diversity, practical education orientation, and departmental dominance was in engineering in TVET institutions. These findings are directly relevant to stakeholders' participation, since decisions on curriculum, enrolment strategies, and gender equity policies depend on understanding who is engaged in TVET management. They also guide efforts to increase and balance enrolment, ensuring inclusivity, progression, and alignment with labor market needs.

4.2 Objective one: Stakeholders Participation

4.2.1: Coordination and Monitoring

The analysis below presents respondents' perceptions of coordination and monitoring in TVET institutions based on five survey items.

Table 6: Showing Coordination and Monitoring

Coordination and Monitoring	Valid					
	SD (F-%)	D (F-%)	A (F-%)	SA (F-%)	Mean	SD
Stakeholder involvement in monitoring and evaluation has improve the performance of TVET institutions.	0-0.0	3-3.8	63-78	8-10.0	3.95	0.5714
Coordination among government, industry, and schools in monitoring activities has help align TVET curricula with labor market needs.	5-6.2	16-20.0	41-51.2	7-8.8	3.3625	1.0936
Adequate funding for supervision and monitoring led to better program implementation.	11-13.8	8-10.0	44-55.0	4-5.0	3.275	1.1580
Stakeholder participation in monitoring has usually been meaningful rather than symbolic.	8-10.0	15-18.8	35-43.8	6-7.5	3.2	1.1407
There is no weak supervision and limited resources to hinder effective stakeholder monitoring in TVET institutions.	7-8.8	12-15.0	38-47.5	6-7.5	3.3	1.0954
Average Score	7.76%	13.52%	55.1%	7.76%	3.4175	1.01182

Field Data, 2023

The analysis of results on. Stakeholders' involvement in monitoring and evaluation reveals a significant engagement in monitoring of TVET institutions, indicated by- (Mean = 3.95, SD=0.5714). None of the respondents strongly disagreed, only 3.8% disagreed. The overwhelming majority (78% agreed and 10% strongly agreed). This showed the stakeholder involvement in monitoring to enhance institutional enrollment and the strongest area of consensus. Nearly 9 in 10 respondents (88%) positively acknowledged stakeholder involvement as a driver of improved institutional output. This suggests that TVET institutions that actively involve stakeholders such as industry partners, parents, and boards benefit from better students' attraction and outcomes.

Interview Response (Principal of TVET Institution)

> *"From the experience, when we bring stakeholders such as parents, industry representatives, and local leaders into the monitoring and evaluation process, our institution benefits greatly. They not only help us identify gaps in training but also guided us on aligning skills with real job requirements. For example, after one*

stakeholder evaluation, we introduced more practical sessions in welding and electrical installation, which has improved both student performance and employer satisfaction." (June, 2023)

Coordination among government, industry, and institutions in monitoring activities has helped align TVET curricula with labor market needs (Mean = 3.36, SD=1.0936). A majority respondents of 51.2% agreed and 8.8% strongly agreed (total 60% positive). However, 20% disagreed and 6.2% strongly disagreed (total 26% negative). While most respondents agree that government industry, institutional coordination supports curriculum relevance, more than a quarter expressed disagreement. The sizeable minority suggests coordination efforts are uneven or inconsistent.

Interview Response (City Inspector of Schools)

"Coordination efforts are ongoing, but they are not yet consistent. In some schools, we see very strong linkages with industry, where companies guide curriculum design and even provide internship placements. However, in others, there is very little collaboration, meaning that what is taught in classrooms is not always what the labor market is demanding. This explains why some of our graduate's face challenges in finding employment despite having technical qualifications." (June, 2023)

Adequate findings revealed that monitoring led to better program implementation (Mean = 3.28, SD=1.1580). A slight majority (55% agreed, 5% strongly agreed) supported the statement. However, 13.8% strongly disagreed, 10% disagreed (together 24% negative). This indicates that while some TVET institutions have benefited from adequate financial support for monitoring, many still face challenges in resource allocation, leading to uneven program enrollment gaps.

Interview Response (Board Member of TVET Institution)

"Funding remains one of the biggest challenges. While our board tries to mobilize resources and lobby for government support, many times the funds are either delayed or insufficient. This affects supervision visits, procurement of training materials, and even basic monitoring activities. In schools where funding is timely, program implementation runs smoothly and learner's benefit" (June, 2023)

Stakeholder participation in monitoring has usually been meaningful rather than symbolic (Mean = 3.20, SD=1.1407). Just over half (43.8% agreed, 7.5% strongly agreed) supported this view. However, 10% strongly disagreed, 18.8% disagreed (total 28.8% negative), while 20% were not sure. This is the weakest area of consensus. Although a slim majority (51.3%) believe stakeholder participation is meaningful, this highlights a credibility gap: in some

contexts, stakeholders may be involved only superficially or their inputs may not be acted upon.

There is no weakness hinder effective stakeholder monitoring in TVET institutions (Mean = 3.30, SD=1.0954). About 47.5% agreed and 7.5% strongly agreed (total 55% positive). Yet, 8.8% strongly disagreed, 15% disagreed (total 23.8% negative), and 21.2% were undecided. Although more than half expressed confidence that supervision and resources are not major hindrances, almost one-quarter disagreed. The high level of uncertainty (over 1 in 5 respondents) may reflect mixed realities across institutions.

4.2.2 Decision making

The table below shows analysis of the stakeholder's decision making

Table 7: Showing decision making

Decision making	Valid					
	SD (F-%)	D (F-%)	A (F-%)	SA (F-%)	Mean	SD
Stakeholder participation in decision-making has helped improve the quality and relevance of TVET programs.	1-1.2	18-22.5	49-61.2	5-6.2	3.4875	0.9545
Decisions in TVET institutions are often guided by reliable evidence and labor market data.	1-1.2	17-21.2	49-61.2	3-3.8	3.45	0.9126
The industry representatives are adequately involved in TVET decision-making processes.	1-1.2	21-26.2	45-56.2	4-5.0	3.375	0.9727
Stakeholder participation in decision-making has improved student enrollment in TVET institutions.	1-1.2	11-13.8	56-70.0	4-5.0	3.6375	0.8304
Stakeholder consultations in TVET are inclusive and consider the voices of all groups (e.g., parents, students, communities).	2-2.5	6-7.5	63-78.8	5-6.2	3.7875	0.7744
Average Score	1.46%	18.24%	65.4%	5.4%	3.5475	0.88892

Source: Field Data, 2023

Stakeholder participation in decision-making has helped improve the quality and relevance of TVET programs (Mean = 3.49, SD=0.95). Only 1.2% strongly disagreed and 22.5% disagreed, while 8.8% were not sure. A majority (61.2% agreed and 6.2% strongly agreed) supported the statement. The overall response leans positive, with 67.4% agreement that stakeholder participation improves quality and relevance. However, the relatively high share of disagreement (23.7%) signals that in some institutions, stakeholder involvement may not be consistent or impactful enough to improve program quality.

Interview Response (Principal of a TVET Institution)

> *"In my school, whenever we engage stakeholders like local employers, parents, and even former students in decision-making, the relevance of our programs improves significantly. For example, industry partners advised us to update our ICT curriculum to include digital marketing and basic coding, which has made our graduates more marketable. However, I also know of institutions where these consultations are either irregular or limited to a few board members." (June, 2023)*

Decisions in TVET institutions are often guided by reliable evidence and labor market data (Mean = 3.45, SD=0.9126). A small proportion (1.2% strongly disagreed, 21.2% disagreed) were negative, while 12.5% were undecided. Most (61.2% agreed, 3.8% strongly agreed) supported the statement. About 65% agreement shows that many decisions in TVET institutions are indeed guided by data. However, the 22% disagreement plus a notable share of uncertainty suggest that data-driven decision-making is not yet universal.

Interview Response (City Inspector of Schools)

> *"When I review school reports, I see some institutions making commendable efforts to use labor market surveys and tracer studies to guide their decisions. They adjust course offerings depending on which trades have high demand, like mechanics or construction. But most schools, decisions are still based on tradition or administrative judgment rather than fresh evidence. This inconsistency shows why a portion of respondents in your study disagreed." (June, 2023)*

Industry representatives are adequately involved in TVET decision-making processes (Mean = 3.38, SD=0.9727). 1.2% strongly disagreed, 26.2% disagreed, and 11.2% were not sure. On the positive side, 56.2% agreed and 5% strongly agreed. While the majority (61.2%) see industry involvement as adequate, more than a quarter of respondents (27.4%) disagreed, making this the weakest area of consensus. The findings suggest that while industry input is present in many cases, it may not be sufficiently institutionalized or consistent across all programs.

Interview Response (Board Member of a TVET Institution)

> *"As a board, we always invite industry representatives to planning and review meetings. In sectors like engineering, hospitality, and ICT, the collaboration has been strong, and their advice has shaped both training and assessment. However, we struggle to involve industries from other fields such as agriculture or small-scale manufacturing. Some businesses don't see the immediate benefit of joining these decision-making forums. This uneven participation explains why more than a quarter of respondents felt industry involvement is still inadequate." (June, 2023)*

Stakeholder participation in decision-making has improved student enrollment in TVET institutions (Mean = 3.64, SD=0.8304). Only 1.2% strongly disagreed, 13.8% disagreed, and 10% were not sure. A strong majority (70% agreed, 5% strongly agreed) endorsed the statement. This is one of the more positive findings. About 75% agreement reflects a strong belief that engaging stakeholders in decision-making contributes to higher enrolment. This may be because stakeholder voices help shape attractive programs, build trust with communities, and encourage student recruitment.

Stakeholder consultations in TVET are inclusive and consider the voices of all groups (Mean = 3.79, SD=0.7744). Only 2.5% strongly disagreed, 7.5% disagreed, and 5% were not sure. A large majority (78.8% agreed, 6.2% strongly agreed) supported the statement. This is the strongest item in the set. Over 85% agreement shows respondents perceive stakeholder consultations to be inclusive, covering voices from parents, students, industry, and communities. This reflects efforts by institutions to broaden decision-making beyond administrators, which enhances legitimacy and social acceptance of TVET programs.

4.2.3 Planning

In the table below showings analysis of stakeholders' participation as in planning

Table 8: Showing Planning

Planning	Valid					
	SD (F-%)	D (F-%)	A (F-%)	SA (F-%)	Mean	SD
Involving stakeholders in TVET planning has helped align training programs with labor market needs.	5-6.2	25-31.2	28-35.0	3-3.8	2.9875	1.0372
Strategic planning in TVET institutions has improved student enrollment.	5-6.2	25-31.2	21-26.2	5-6.2	2.95	1.0421
Community participation in planning has made TVET institutions more attractive to students.	3-3.8	23-28.8	34-42.5	2-2.5	3.1125	0.9807
There is always adequate labor market data which has never been a challenge in TVET planning.	3-3.8	27-33.8	33-41.2	2-2.5	3.05	1.0050
Planning in TVET institutions is usually well-coordinated among government, industry, and local communities.	5-6.2	29-36.2	28-35.0	1-1.2	2.8875	1.0062
Average Score	5.24%	32.24%	35.98%	3.24%	2.9975	1.01424

Source: Field Data, 2023

Involving stakeholders in TVET planning has helped align training programs with labor market needs (Mean = 2.99, SD=1.0372). 6.2% strongly disagreed, 31.2% disagreed, and 23.9% were not sure. On the positive side, 35% agreed and 3.8% strongly agreed. This statement drew mixed responses. While nearly 39% supported stakeholder involvement, a significant 37.4% disagreed, and nearly a quarter were undecided. This suggests that in some cases, stakeholder input has indeed improved labor-market alignment, but many respondents feel the process is weak, inconsistent, or poorly structured.

Interview Response (Principal of a TVET Institution)

> *"In our institution, whenever we consult industry representatives, we usually get valuable feedback. For example, construction companies recommended more emphasis on modern building technologies, which we began integrating into our curriculum. However, I must admit that such consultations are not consistent. Sometimes the planning process is rushed, and stakeholders are only brought in at the final stage, making their input less impactful. This is why I believe many of my colleagues in the survey felt that alignment with the labor market is not always achieved." (June, 2023)*

Strategic planning in TVET institutions has improved student enrollment (Mean = 2.95, SD=1.0421). 6.2% strongly disagreed, 31.2% disagreed, while 30% were undecided. Positively, 26.2% agreed and 6.2% strongly agreed. This is one of the least positive findings. Almost 37.4% disagreed and 30% were uncertain, suggesting that respondents are not convinced that strategic planning has had a strong impact on enrollment. While a third agreed, the overall mean score shows that planning is seen as weakly linked to actual student attraction and retention, possibly due to limited implementation of strategies or poor monitoring of planned initiatives.

Interview Response (City Inspector of Schools)

> *"When I review school enrollment reports, I notice that most institutions have strategic plans on paper, but the real challenge is implementation. In some schools, plans for outreach and awareness campaigns remain unexecuted due to limited resources." (June, 2023)*

Community participation in planning has made TVET institutions more attractive to students (Mean = 3.11, SD=0.9807). Only 3.8% strongly disagreed and 28.8% disagreed, while 22.5% were unsure. A relatively higher share (42.5% agreed, 2.5% strongly agreed) supported the statement. This is a comparatively more positive item, with 45% agreement versus 32.6% disagreement. It reflects that involving communities' parents, local leaders, and organizations

enhances the attractiveness of TVET institutions. Still, the 22.5% undecided group indicates that in some areas, community participation may be symbolic or inconsistent, limiting its effectiveness.

Interview Response (Board Member of a TVET Institution)

> *"From my experience as a board member, coordination is one of our weakest areas. At times, the government pushes its own priorities, industries have different expectations, and communities are left out altogether. We do hold joint meetings occasionally, but they are not frequent or structured enough to ensure real coordination. Without stronger partnerships, we risk designing training programs that don't fully serve local needs." (June, 2023)*

There is always adequate labor market data which has never been a challenge in TVET planning (Mean = 3.05, SD=1.0050). 3.8% strongly disagreed, 33.8% disagreed, and 18.8% were not sure. On the other hand, 41.2% agreed and 2.5% strongly agreed. This finding is somewhat contradictory. While 43.7% of respondents agreed that labor market data is sufficient, a sizable 37.6% disagreed. The relatively high level of disagreement highlights a persistent challenge of data adequacy, which is critical for aligning TVET programs with employment opportunities.

Planning in TVET institutions is usually well-coordinated among government, industry, and local communities (Mean = 2.89, SD-1.0062). 6.2% strongly disagreed, 36.2% disagreed, and 21.2% were not sure. Only 35% agreed and 1.2% strongly agreed. This is the weakest-rated statement in the set, with nearly 42.4% disagreement against only 36.2% agreement. The results point to serious gaps in multi-stakeholder coordination during planning. Government, industry, and local communities may often work in isolation rather than in partnership.

4.3 Objective two: Enrolment

Objective two presents the enrolment which entails the high enrolment, low enrolment and net intake ratio in TVET institutions

4.3.1 High Enrolment

The table explores analysis of factors influencing high enrolment in TVET institutions.

Table 9: Showing high enrolment

High Enrolment	Valid					
	SD (F-%)	D (F-%)	A (F-%)	SA (F-%)	Mean	SD
Government policies (e.g., competency-based training) have positively influenced enrolment in TVET institutions.	1-1.2	10-12.5	47-58.8	1-1.2	3.4625	0.7785
Economic factors such as affordability and employment prospects have been key determinants of TVET enrolment.	3-3.8	20-25.0	27-33.8	1-1.2	3.0375	0.8922
Partnerships with industries (e.g., internships and apprenticeships) has made TVET programs more attractive to students.	5-6.2	32-40.0	17-21.2	3-3.8	2.7625	0.9839
Modern facilities, workshops, and infrastructure significantly contributed to higher enrolment rates.	5-6.2	33-41.2	17-21.2	1-1.2	2.7	0.9195
Gender-inclusive policies (e.g., encouraging women in technical trades) have improved enrolment in TVET institutions.	5-6.2	35-43.8	17-21.2	3-3.8	2.725	0.9933
Average Score	4.72%	32.5%	31.24%	2.24%	2.9375	0.91348

Source: Field Data, 2023

Government policies (e.g., competency-based training) have positively influenced enrolment (Mean = 3.46, SD=0.7785). Only 1.2% strongly disagreed and 12.5% disagreed, while 26.2% were undecided. A strong majority (58.8% agreed and 1.2% strongly agreed) expressed support. This is the most positively rated factor for high enrolment. The majority agree that government interventions, such as competency-based education, curriculum reforms, and regulatory frameworks, have created enabling conditions for increased student numbers.

Qualitative Response

> *"As a principal, I have observed a noticeable increase in student enrolment since the government introduced competency-based training. Our curriculum now aligns more closely with labor market demands, and parents and students feel reassured that completing our programs leads to tangible employment opportunities. However, I've also noticed that some programs still struggle with resources, which may explain why*

a few students or parents remain uncertain about the benefits of these policies." (June, 2023)

Economic factors such as affordability and employment prospects determine enrolment (Mean = 3.04, SD=0.8922). 3.8% strongly disagreed, 25% disagreed, and the largest share (36.2%) were uncertain. Positively, 33.8% agreed and 1.2% strongly agreed. The responses here are divided, with about a third in agreement and a quarter in disagreement, while more than a third remain undecided. This suggests that while economic drivers such as tuition affordability and job prospects do influence enrolment, many respondents are unsure about their consistency as determining factors.

Qualitative Response

> *"In my experience, although we have tried to establish partnerships with local industries for internships and apprenticeships, these links are often inconsistent. Some industries offer placement opportunities, but others do not, which limits the attractiveness of our programs to prospective students. Students who do access these partnerships benefit greatly, but many still see TVET as disconnected from real-world employment." (June, 2023)*

Partnerships with industries (e.g., internships, apprenticeships) make TVET attractive (Mean = 2.76, SD=0.9839). 6.2% strongly disagreed, 40% disagreed, and 28.8% were undecided. Only 21.2% agreed and 3.8% strongly agreed. This is among the least positive results. A clear majority (46.2%) disagreed that industry partnerships significantly drive enrolment. The high level of uncertainty (28.8%) shows that internships and apprenticeships are not yet systematically integrated into TVET programs. While a minority acknowledge their importance, the findings suggest that weak or irregular industry linkages limit the potential of TVET institutions to attract students, despite global evidence that such partnerships usually enhance enrolment.

Qualitative Response:

> *"I can confirm that the state of our facilities has a major impact on enrolment. Our workshops are not always equipped with the latest tools and machinery, and this sometimes discourages new students from enrolling. When students visit other well-resourced institutions, they compare facilities and may choose elsewhere. Upgrading infrastructure could significantly improve our enrolment figures and overall reputation." (June, 2023)*

Modern facilities, workshops, and infrastructure boost enrolment (Mean = 2.70, SD=0.9195). 6.2% strongly disagreed, 41.2% disagreed, and 30% were not sure. Only 21.2% agreed and

1.2% strongly agreed. The majority (47.4%) expressed disagreement, and a significant portion (30%) were uncertain. This reflects a widespread perception that TVET institutions lack modern facilities, meaning that students do not view them as attractive or competitive. The low agreement (just 22.4%) indicates that where facilities exist, they may only be in selected institutions, leaving many others underfunded or poorly equipped.

Gender-inclusive policies (e.g., encouraging women in technical trades) have improved enrolment (Mean = 2.72, SD=0.9933). 6.2% strongly disagreed, 43.8% disagreed, and 25% were undecided. Only 21.2% agreed and 3.8% strongly agreed. This is the weakest-rated factor. Nearly half (50%) disagreed that gender policies have significantly raised enrolment, with only a quarter in agreement. This reflects the persistent gender gap in technical and vocational education, where female participation in trades like engineering, construction, and mechanics remains low despite policies encouraging inclusivity.

4.3.2 Low Enrolment

This table highlights analysis of Low enrolment in Technical and Vocational Education and Training (TVET) institutions.

Table 10: Showing Low Enrolment

Low Enrolment	Valid					
	SD (F-%)	D (F-%)	A (F-%)	SA (F-%)	Mean	SD
Negative societal perceptions of TVET (e.g., as a "second choice") discouraged students from enrolling.	19-23.8	35-43.8	14-17.5	0.0.0	2.2625	1.0156
Financial constraints (tuition, training materials, and hidden costs) has been major barriers to TVET enrolment.	17-21.2	32-40.0	13-16.2	2-2.5	2.3875	1.0731
Outdated facilities and inadequate equipment have reduced student interest in TVET institutions.	18-22.5	35-43.8	15-18.8	1-1.2	2.325	1.0646
Weak policy implementation and fragmented governance negatively affected enrolment in TVET institutions.	16-20.0	36-45	13-16.2	4-5.0	2.4125	1.1328
Gender stereotypes continued to prevent many girls from enrolling in technical and vocational programs.	17-21.2	33-41.2	16-20.0	1-1.2	2.3875	1.0731
Average Score	**21.74%**	**42.76%**	**17.74%**	**1.98%**	**2.355**	1.07184

Source: Field Data, 2023

Negative societal perceptions of TVET (e.g., as a "second choice") discourage students (Mean = 2.26, SD=1.0156). A large majority expressed skepticism: 23.8% strongly

disagreed, 43.8% disagreed, and 15% were not sure. Only 17.5% agreed, and no one strongly agreed. The results show that most respondents do not perceive societal perceptions as the dominant factor discouraging enrolment. This is interesting because literature often emphasizes stigma as a barrier to TVET. The low agreement (17.5%) may indicate that other challenges (like costs, facilities, or governance) weigh more heavily in the local context. However, the high disagreement could also reflect optimism that perceptions of TVET are slowly improving**,** making it more acceptable to students and parents.

Qualitative Response

> *"As a city inspector, I have visited several TVET institutions and spoken with both students and parents. I have observed that, increasingly, the perception of TVET as a 'second choice' is changing. Many students now see TVET as a viable pathway to employment, especially in skilled trades that are in demand. While some families may still favor academic routes, the majority no longer view TVET negatively, which aligns with the low mean reported in the survey." (June, 2023)*

Financial constraints (tuition, training materials, hidden costs) are major barriers (Mean = 2.39, SD=1.0731). Again, the majority were critical: 21.2% strongly disagreed, 40% disagreed, and 20% were uncertain. Only 16.2% agreed and 2.5% strongly agreed. With nearly 61% in disagreement, respondents generally downplay financial constraints as the key obstacle to TVET enrolment. This may be because some institutions receive subsidies or support, or students find alternative ways to manage costs. The low mean shows that respondents view structural or institutional barriers more seriously than financial ones**.**

Qualitative Response:

> *"During inspections, I have noted that most students manage to access TVET programs through scholarships, government subsidies, or flexible payment plans. While costs can be challenging for some, they are generally not the main reason students avoid enrolment. Some parents even prioritize TVET due to its affordability compared to private academic schools, which explains why the majority of respondents disagreed with financial constraints being the dominant barrier." (June, 2023)*

Outdated facilities and inadequate equipment reduce student interest (Mean = 2.33, SD=1.0646). 22.5% strongly disagreed, 43.8% disagreed, and 13.8% were undecided. Only 18.8% agreed and 1.2% strongly agreed. With 66% rejecting the claim, this factor also received low endorsement. Respondents appear to suggest that facility conditions, while imperfect, are not the main reason students avoid TVET. Yet the small group (20%) who

agreed may reflect the reality that in specific schools or departments, obsolete workshops and tools are a deterrent. This points to variability between institutions some may be well-equipped, while others lag behind.

Weak policy implementation and fragmented governance negatively affect enrolment (Mean = 2.41, SD=1.1328). 20% strongly disagreed, 45% disagreed, and 13.8% were not sure. Only 16.2% agreed and 5% strongly agreed. This item also drew strong disagreement (65%), showing that respondents generally do not see policy weaknesses as the main driver of low enrolment. However, the small group that agreed (21.2%) may reflect frustrations where policies exist on paper but are poorly enforced, leading to uneven enrolment outcomes. The results suggest that governance challenges are not viewed as a universal barrier but may still play a role in specific cases.

Gender stereotypes prevent many girls from enrolling (Mean = 2.39, Std=1.0731). 21.2% strongly disagreed, 41.2% disagreed, and 16.2% were not sure. In contrast, 20% agreed and 1.2% strongly agreed. Nearly 63% rejected the idea that gender stereotypes are the main hindrance to enrolment. However, a meaningful 21.2% agreed that cultural biases remain significant, especially in traditionally male-dominated fields such as engineering, mechanics, and construction. The results suggest that while gender stereotypes persist, they may not be perceived as the single biggest factor, possibly because economic opportunities are increasingly motivating girls to join technical programs despite stereotypes.

4.3.3 Net Intake Ratio

The Net Intake Ratio (NIR) measures the proportion of learners entering TVET institutions at the official school-entry age. The table presents perceptions of factors influencing NIR across four key areas: tuition costs, cultural perceptions, facilities and curricula, and financial incentives.

Table 11: Showing Net Intake Ratio

Net Intake Ratio	Valid					
	SD (F-%)	D (F-%)	A (F-%)	SA (F-%)	Mean	SD
Tuition fees and associated costs affect the intake of school-aged learners into TVET.	13-16.2	41-51.2	15-18.8	1-1.2	2.375	1.0551
Cultural perceptions that TVET is inferior to academic education discourage early enrolment of learners.	10-12.5	41-51.2	16-20.0	3-3.8	2.5125	1.0110
Availability of modern facilities and updated curricula increases the intake of learners at the official school-entry age.	17-21.2	37-46.2	16-20.0	1-1.2	2.3375	1.0672
Scholarships, subsidies, and financial incentives can significantly improve the NIR in TVET institutions.	16-20.0	39-48.8	16-20.0	0-0.0	2.3125	1.0666
Average Score	17.47%	49.35%	19.7%	1.55%	2.384	1.049975

Source: Field Data, 2023

Tuition fees and associated costs affect the intake of school-aged learners (Mean = 2.38, SD=1.0551). The largest share (51.2% disagreed) with this statement, while 16.2% strongly disagreed. Only 18.8% agreed and 1.2% strongly agreed, while 12.5% were not sure. The results suggest that tuition and costs are not perceived as the main barrier to early intake in TVET institutions. A total of 67.4% rejected the claim, implying that most learners (and their families) may find TVET costs relatively manageable or that subsidies already offset much of the financial burden. However, the nearly one-fifth (18.8%) who agreed indicates that affordability issues persist in some cases.

Interview Response (Principal of a TVET Institution)

> *"In my observation, most families in this city consider TVET programs affordable, especially when compared to private academic schools. Government subsidies and institutional financial support have made tuition manageable for the majority of students. However, in a few programs that require specialized materials or equipment, costs can be a burden for some families." (June, 2023)*

Cultural perceptions that TVET is inferior to academic education discourage early enrolment (Mean = 2.51, SD=1.0110). A majority again disagreed (51.2%) while 12.5% strongly disagreed. At the same time, 20% agreed and 3.8% strongly agreed, while 12.5% were uncertain. Here, the responses are slightly more balanced. While most (63.7%**)** rejected the notion that cultural stigma is a major barrier, a meaningful 23.8% agreed that negative perceptions still discourage early intake. This shows that although TVET may be slowly shedding its reputation as "second choice," a stigma still exists among some families and communities. The moderate mean score confirms that this remains a context-specific issue, affecting certain groups more than others.

Interview Response (City Inspector of Schools)

> *"Although TVET is increasingly recognized as a viable career path, some parents still see it as a fallback option for children who do not perform well in mainstream academic schools. In certain communities, students face pressure to pursue traditional academic routes, which delays or discourages early enrolment in TVET. This explains why cultural stigma remains a barrier it is context-specific and varies across neighborhoods." (June, 2023)*

Availability of modern facilities and updated curricula increases intake (Mean = 2.34, SD=1.0672). 46.2% disagreed and 21.2% strongly disagreed, while 20% agreed and 1.2% strongly agreed. About 11.2% were undecided. The majority (67.4%**)** do not see modern facilities and updated curricula as the strongest driver of intake. This suggests that families prioritize other factors (such as employability prospects or cost) over physical infrastructure when enrolling children.

Interview Response (Board Member of TVET Institution)

> *"Many families and students focus more on employability and career prospects than the physical facilities of schools. While modern workshops and ICT labs are appreciated, their absence does not necessarily deter enrolment if the institution has a good reputation and links to job opportunities. However, for certain specialized courses, updated curricula and modern equipment can make a significant difference in attracting learners." (June, 2023)*

Scholarships, subsidies, and incentives can significantly improve NIR (Mean = 2.31, SD=1.0666). A significant share disagreed (48.8%) or strongly disagreed (20%), while 20% agreed, none strongly agreed, and 11.2% were not sure. The general sentiment (68.8% rejection) is that financial aid is not the most decisive factor in raising NIR. This may reflect perceptions that most TVET programs are already affordable or supported by government

contributions. Still, the 20% agreement highlights those incentives (such as scholarships for disadvantaged groups) remain important in targeted contexts, especially for learners from vulnerable households.

4.4 Objective three: Relationship between stakeholders' participation and enrolment in TVET institutions

Below is the table showing Relationship between stakeholders' participation and enrolment in TVET institutions

Table 12: Multiple Correlation

Item	1	2	3	4	5	6	7	8	9
1. Coordination & Monitoring	1								
2. Decision	.245*								
3. Planning	.119	.280**							
4. Enrolment	.124	-.130	.385**						
5. High Enrolment	.599**	-.060	.305**	.495**					
6. Low Enrolment	.527**	.112	.455**	.381**	.802**				
7. Net Intake Ratio	-.066	.150	.363**	.291**	.237*	.336**			
8. Stakeholders Participation	.176	.466**	.472**	.176	.079	.279*	.306**		
9. Management Styles	.520**	-.042	.392**	.674**	.923**	.886**	.299**	.195	1

Notes:
**Correlation is significant at the 0.01 level; *Correlation is significant at the 0.05 level (2-tailed); n=80.

Coordination & Monitoring: Coordination & Monitoring shows a strong positive correlation with High Enrolment ($r = .599$, $p < .01$)**,** Low Enrolment ($r = .527$, $p < .01$), and Management Styles ($r = .520$, $p < .01$). There is also a weak but significant positive relationship with Decision-making ($r = .245$, $p < .05$). This indicates that proper supervision, follow-up, and monitoring mechanisms within TVET institutions are crucial for student recruitment and retention. However, the simultaneous link with both high and low enrolment suggests uneven outcomes: some departments benefit more from monitoring than others.

Decision-making: Decision-making correlates positively with Stakeholders' Participation ($r = .466$, $p < .01$) and Planning ($r = .280$, $p < .01$) but negatively (and insignificantly) with Enrolment ($r = –.130$) and Management Styles ($r = –.042$). This suggests that when decision-

making is inclusive and participatory, it strengthens planning processes and enhances stakeholder buy-in. However, decision-making does not directly influence enrolment. Its effect is indirect, working through channels like planning, resource allocation, and stakeholder involvement.

Planning: Planning is strongly related to Stakeholders' Participation ($r = .472$, $p < .01$)**,** Management Styles ($r = .392$, $p < .01$)**,** Net Intake Ratio ($r = .363$, $p < .01$)**,** Enrolment ($r = .385$, $p < .01$), and Low Enrolment ($r = .455$, $p < .01$). Structured planning ensures that institutional objectives are aligned with community and labor market needs. It creates a roadmap that links stakeholder input, management practices, and enrolment outcomes. The positive correlation with NIR shows that planning helps institutions admit students in line with official entry ages, reducing inefficiencies like dropouts or late entries. The positive links with both high and low enrolment again suggest that while planning enhances overall enrolment management, program-specific attractiveness influences outcomes differently.

Enrolment (General): Enrolment correlates strongly with Management Styles ($r = .674$, $p < .01$) and moderately with High Enrolment ($r = .495$, $p < .01$) and Low Enrolment ($r = .381$, $p < .01$). The correlation with Stakeholders' Participation is weak ($r = .176$). This indicates that enrolment is largely dependent on leadership and management approaches. Institutions with clear leadership, accountability, and supportive management structures attract more students. Stakeholder participation, while important, does not directly drive enrolment unless translated into effective management practices.

High Enrolment: Extremely strong correlation with Management Styles ($r = .923$, $p < .01$), strong with Low Enrolment ($r = .802$, $p < .01$), and strong with Coordination & Monitoring ($r = .599$, $p < .01$). High enrolment occurs in environments with effective management, supportive leadership, and strong monitoring mechanisms. However, the strong positive link with Low Enrolment suggests that institutions experiencing high enrolment in some areas may still struggle with under-enrolment in others.

Low Enrolment: Very strong relationship with Management Styles ($r = .886$, $p < .01$) and High Enrolment ($r = .802$, $p < .01$). Also positive with Planning ($r = .455$, $p < .01$) and Coordination ($r = .527$, $p < .01$). The paradox here is that even well-managed institutions can still record low enrolments in specific programs. This highlights the influence of external factors such as labor market demand, gender stereotypes (e.g., fewer females in engineering),

or community perceptions of certain courses. Therefore, while management and planning are essential, they are not sufficient to guarantee uniformly high enrolments across all programs.

Net Intake Ratio (NIR): Moderate positive with Planning ($r = .363$, $p < .01$) and Stakeholders' Participation ($r = .306$, $p < .01$). Weak positive with High Enrolment ($r = .237$, $p < .05$) and Low Enrolment ($r = .336$, $p < .01$). Weak negative with Coordination ($r = –.066$). NIR is more sensitive to inclusive planning and stakeholder engagement than to monitoring. This reflects the fact that intake ratios depend on admission policies, recruitment campaigns, and social awareness of TVET opportunities, rather than day-to-day coordination. For example, outreach programs designed in collaboration with industry partners may improve NIR more effectively than internal monitoring systems.

Stakeholders' Participation: Strong correlation with Decision ($r = .466$, $p < .01$) and Planning ($r = .472$, $p < .01$). Positive with Net Intake Ratio ($r = .306$, $p < .01$) and Low Enrolment ($r = .279$, $p < .05$). Weak with Management Styles ($r = .195$). Stakeholder involvement is most meaningful when integrated into decision-making and planning processes. While their influence on direct management styles is weak, their role in shaping intake, reducing dropouts, and ensuring program relevance is clear. This shows that participatory governance enhances legitimacy and creates policies that attract students. However, unless stakeholders' input is actively implemented through good management, the impact on enrolment remains limited.

Management Styles: Extremely strong correlation with High Enrolment ($r = .923$, $p < .01$), Low Enrolment ($r = .886$, $p < .01$), and Enrolment overall ($r = .674$, $p < .01$). Also strong with Coordination ($r = .520$, $p < .01$) and Planning ($r = .392$, $p < .01$). Management styles are the single most critical factor shaping enrolment dynamics. Effective leadership creates an enabling environment for enrolment growth through quality assurance, teacher motivation, and resource allocation. However, the fact that it strongly correlates with both high and low enrolment shows that leadership cannot override structural factors such as program attractiveness, societal attitudes, and labor market demand. Leadership may provide the framework, but external forces shape final outcomes.

Chapter Five: Discussion, conclusions and recommendations

5.0 Introduction

This chapter included the discussion, conclusions and recommendations on stakeholders' participation and enrolment with its objectives to determine the status of stakeholders' participation, to establish the rate of students' enrolment and to investigate the relationship between stakeholders' participation and enrolment in Technical, Vocational Education and Training (TVET) Institutions in Gulu city.

5.1 Discussion of findings

The discussion of the findings was based on the key aspects of stakeholders' participations which included coordination and monitoring, decision making and planning in TVET institutions.

5.1.1 Objective one: Stakeholder Participation

The study findings reveal strong consensus that stakeholder involvement in monitoring and evaluation (M&E) improves institutional performance. Respondents emphasized that active participation of boards, industry partners, and parents strengthens accountability and enhances outcomes. This aligns with Wato and Kyule (2020), who found that stakeholder involvement and adequate budget allocations for M&E positively impact project performance in Kenyan TVET institutions. Similarly, Bikadho et al. (2025) in Uganda observed that stakeholder participation particularly during implementation significantly enhances project outcomes. However, despite the general recognition of M&E benefits, some respondents expressed neutrality or disagreement, suggesting inconsistencies across institutions. This reflects Okumu and Bbaale's (2018) observation that, although policies call for stakeholder participation in Uganda, implementation remains weak due to inadequate institutionalization, unclear roles, and insufficient staff training. Such findings suggest that participation in M&E may sometimes be symbolic rather than substantive. Nevertheless, gaps remain. Respondents highlighted financial challenges and uneven supervision, which are consistent with Luyiggo and Aupal (2024), who linked participatory M&E to sustainability but also acknowledged persistent funding and institutional capacity gaps. These findings reinforce the argument that participation is effective only when adequately supported by resources and clear accountability frameworks.

5.1.2 Objective two: Enrolment

The discussion of the findings was based on the key aspects of stakeholders' participations which included high enrolment, low enrolment and net intake ratio in TVET institutions.

The findings indicate that stakeholder participation improves the quality and relevance of TVET programs, especially when diverse actors' industry, parents, and communities are consulted. This is in line with Tekle et al. (2024), who found that engaging stakeholders in Ethiopia enhanced awareness, legitimacy, and labor market alignment of TVET policies. Similarly, the UNESCO BEAR II project in Uganda (2022) showed that involving multiple ministries and partners increased policy buy-in and alignment with local needs. However, the results also show mixed perceptions, with some respondents doubting the adequacy of industry involvement in decision-making. This resonates with studies that caution against tokenistic participation. Likewise, Gaventa and Barrett (2018) argue that participation may be dominated by powerful actors, marginalizing grassroots voices. Thus, while this study confirms the positive influence of stakeholder participation on decision-making, it also highlights persistent risks of exclusion and uneven engagement. This duality suggests that institutional reforms should focus not only on including stakeholders but also on ensuring their contributions meaningfully shape outcomes.

Stakeholder participation in planning emerged as the weakest-rated dimension in this study. Respondents indicated that planning does not consistently align programs with labor market needs, and strategic planning exerts only a limited influence on student enrolment. This finding aligns with Atchoarena and Holmes (2019), who argue that weak stakeholder integration often results in TVET systems that are poorly resourced and unattractive to learners. The case of the Gulu Vocational and Community Training Centre illustrates how locally driven planning can generate context-specific solutions tailored to post-conflict needs (Okumu, 2020). These results suggest that while policy frameworks such as Uganda's BTVET Strategic Plan (MoES, 2011) and TVET Policy (2020) emphasize participatory planning, actual implementation remains constrained by funding shortages, weak coordination, and institutional silos. Therefore, this study reinforces existing literature by showing that participatory planning in Gulu City's TVET institutions remains aspirational rather than fully operational.

5.1.3 Objective three: Relationship between Stakeholder Participation and Enrolment

The study established a strong and statistically significant positive relationship between stakeholder participation and student enrolment ($r = 0.624$, $p < 0.01$). Institutions with higher levels of participation by parents, industry, teachers, and policymakers attracted more students enrolled and retained more effectively. This suggests that participatory practices enhance institutional credibility and responsiveness in enrolment. This finding corroborates UNESCO (2022) and Tekle et al. (2024), who observed that participatory engagement in policy and implementation processes increases the legitimacy and attractiveness of students in TVET programs. It also aligns with Kisubi (2022), who found that stakeholder involvement, particularly in mentorship and awareness campaigns, enhances enrolment by reshaping perceptions of TVET. Thus, the findings reinforce the theoretical proposition that stakeholder participation is not merely a governance ideal but a practical determinant of TVET enrolment and sustainability.

5.2 Summary and Conclusion

Stakeholder involvement clearly strengthens institutional performance, but meaningfulness of participation and resource adequacy remain uneven. Coordination among actors shows potential but is inconsistently practiced across institutions. Funding and monitoring are critical enablers but remain weak in some institutions, undermining effectiveness. Stakeholder participation significantly enhances program quality, relevance, and enrolment rate when properly implemented. However, decision-making is not always fully evidence-based, and industry participation is still insufficient in some cases. Inclusive consultations are well established, indicating positive progress in participatory governance. In findings, Planning is the weakest area of stakeholder participation in TVET. Strategic and labor market–driven planning remains underdeveloped, with many institutions lacking reliable data and strong coordination whereas Community participation is moderately impactful but inconsistent across different institutions.

Government policies have had a positive influence on enrolment, though unevenly applied to Economic and industry factors are important but inconsistent, with many respondents' undecided, reflecting varied realities, similarly Facilities and gender policies remain weak drivers of enrolment, pointing to infrastructural gaps and persistent gender imbalances. Contrary to conventional belief, stigma, costs, and facilities were not seen as dominant

barriers and Governance and policy gaps are not universal barriers but still affect enrolment in certain cases and even Gender stereotypes persist but are not perceived as the most decisive factor, indicating that socio-economic motivations are gradually outweighing cultural bias.

Cost is not seen as a major obstacle for early intake, likely due to subsidies or affordability in some contexts and Cultural perceptions remain a secondary but significant challenge, especially in conservative communities, moreover, Facilities and scholarships are seen as less decisive than often assumed, but they still play targeted roles in shaping intake in TVET Institutions in Gulu City.

The study concludes that stakeholder participation has a direct, strong, and statistically significant effect on student enrolment in TVET institutions. Institutions that actively engage stakeholders are more attractive to learners.

5.3 Recommendations

Strengthen inclusive stakeholder participatory frameworks to ensure participation is effective and meaningful rather than symbolic.

Institutionalize data-driven decision-making by building capacity in labor market data collection and use. Increase industry representation in governance boards and decision-making committees to improve relevance.

Develop a centralized labor market information system (LMIS) to provide reliable data for TVET planning. Strengthen multi-stakeholder planning platforms involving government, industry, and communities to reduce siloed efforts.

Strengthen implementation of government policies like competency-based curricula through uniform enforcement and resource distribution across all TVET institutions.

Strengthen policy enforcement mechanisms to avoid fragmentation and ensure uniform enrolment outcomes.

Strengthen stakeholder involvement in defining objectives to ensure inclusiveness and responsiveness. Provide capacity-building for institutional managers on MBO practices, linking objectives to measurable performance outcomes.

5.4 Contributions of the Study

This study investigated the influence of stakeholder on students' enrollment in TVET institutions in Gulu City using system theory. In particular, the study sought to establish explanatory variables of stakeholder participation predicted the students' enrolment. The study has contributions that are theoretical, practical as well as societal as in subsections below.

5.4.1 Theoretical Contribution

Theoretically, the study tested system theory model and hence, helped to identify hypothesis that were significant positive predictors of their respective construct (see fig. 1)

Theoretically, the study tested stakeholder theory and hence helped to identify hypothesis that were significant positive predictors of their respective construct.

Secondly, the study has developed and tested the validity reliability of the instrument basing on the substitution, argumentation, modification and redefinition of Cronbach's Alpha model measuring the main variables-stakeholder participation influence on enrolment in TVET institution in Gulu City. Lastly, the study developed and tested the validity and reliability of an instrument of the construct of the students' enrolment as explanatory variables.

5. 4.1 Practical contribution

The findings help institutional authority responsible incorporating system theory into decision-making, coordinating school activities and monitoring learning for enhancing students' enrollment in TVET institutions. For instance, the authorities will hence formulate relevant policies, rules and regulations ensuring that effective strategies are utilized for improvement in enrolment.

5.4.2 Societal Contribution

The findings in this study would be disseminated to the society on the value of skill development in the world of work. Also, the significant input in institutional development.

5.4 .3 Contribution to knowledge

The outcome of this study has generated a framework on TVET management which depicted the interplay between stakeholder participation and construct of students' enrolment

5.5 *Suggestion for further studies*

Despite the significant contribution of this study, the enhancement of enrolment in TVET institutions has limitation. The study dealt with a case of Gulu City, implying that, the findings may not be necessarily representative to other institutions elsewhere, hence researcher could further include other institutions in Uganda.

Secondly, in terms of sample size, only 96 stakeholders BoG, PIA, principals, instructors and CIS) were involved in the study. Such a small sample cannot be easily generalized for all stakeholders in TVET management.

Lastly, the study was a cross-sectional (mixed) method based on quantitative and qualitative approach. Another study of this nature could employ a different research approach for other findings.

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Appendices

Appendix A: Questionnaire for Instructors and Parents Instructors Association (PIA) members

Dear Respondent,

I, Latim Gaudence Ongom, undertaking Master of Education Management from Gulu University. I am glad to inform you that you have been selected to participate in a study which seeks to investigate Stakeholders' Participation and Enrollment in TVET Institutions in Gulu City. As an educator, your contribution to this study is of paramount importance. Participate freely in the study and be rest assured of confidentiality as all the information obtained from this study shall be used for academic purposes. You are kindly requested to respond to questions below as specified in each section. There is no need for your name in the questionnaire.

Please respond to the questions as accurately, and honestly as possible by ticking one response in the space provided or explaining briefly in the blank space.

Section A: Demographic information

1. Gender of Respondents

   Male ☐ Female ☐

2. Age bracket?

   20-30 ☐ 31-40 ☐ 41-50 ☐ 51 and above) ☐

3. Educational Level?

   Certificate Holder ☐ Diploma Holder ☐ Degree Holder ☐ Others ☐

4. Duraration ☐

   1-2 Yrs ☐ 3-4 Yrs ☐ 5+ Yrs ☐

5. Department

   Engineering Department ☐ Information & Communication Technology ☐

   Science & Humanities Department ☐ Specialized Technology Department ☐

B: Stakeholders' Participation

According to your opinion tick the appropriately using the scale: Strongly Agree (SA) =4, Agree (A) = 3, Disagree (D) =2 Strongly Disagree (SD) = 1. Survey Questions (Close-Ended)

SN	Coordination and Monitoring	SD	D	A	SA
1	Stakeholder involvement in monitoring and evaluation has improve the performance of TVET institutions.				
2	Coordination among government, industry, and schools in monitoring activities has help align TVET curricula with labor market needs.				
3	Adequate funding for supervision and monitoring led to better program implementation.				
4	Stakeholder participation in monitoring has usually been meaningful rather than symbolic.				
5	There is no weak supervision and limited resources to hinder effective stakeholder monitoring in TVET institutions.				
	Decision-Making	SD	D	A	SA
1	Stakeholder participation in decision-making has helped improve the quality and relevance of TVET programs.				
2	Decisions in TVET institutions are often guided by reliable evidence and labor market data.				
3	The industry representatives are adequately involved in TVET decision-making processes.				
4	Stakeholder participation in decision-making has improved student enrollment in TVET institutions.				
5	Stakeholder consultations in TVET are inclusive and consider the voices of all groups (e.g., parents, students, communities).				
	Planning	SD	D	A	SA
1	Involving stakeholders in TVET planning has helped align training programs with labor market needs.				
2	Strategic planning in TVET institutions has improved student enrollment.				
3	Community participation in planning has made TVET institutions more attractive to students.				
4	There is always adequate labor market data which has never been a challenge in TVET planning.				
5	Planning in TVET institutions is usually well-coordinated among government, industry, and local communities.				

Section C: Enrolment

SN	High Enrolment	SD	D	A	SA
1	Government policies (e.g., competency-based training) have positively influenced enrolment in TVET institutions.				
2	Economic factors such as affordability and employment prospects have been key determinants of TVET enrolment.				
3	Partnerships with industries (e.g., internships and apprenticeships) has made TVET programs more attractive to students.				
4	Modern facilities, workshops, and infrastructure significantly contributed to higher enrolment rates.				
5	Gender-inclusive policies (e.g., encouraging women in technical trades) have improved enrolment in TVET institutions.				
	Low Enrolment	SD	D	A	SA
1	Negative societal perceptions of TVET (e.g., as a "second choice") discouraged students from enrolling.				
2	Financial constraints (tuition, training materials, and hidden costs) has been major barriers to TVET enrolment.				
3	Outdated facilities and inadequate equipment have reduced student interest in TVET institutions.				
4	Weak policy implementation and fragmented governance negatively affected enrolment in TVET institutions.				
5	Gender stereotypes continued to prevent many girls from enrolling in technical and vocational programs.				
	Net Intake Ratio (NIR)	SD	D	A	SA
1	The current NIR in TVET reflects effectiveness of access, equity, and efficiency in Uganda's education system.				
2	Tuition fees and associated costs affect the intake of school-aged learners into TVET.				
3	Cultural perceptions that TVET is inferior to academic education discourage early enrolment of learners.				
4	Availability of modern facilities and updated curricula increases the intake of learners at the official school-entry age.				
5	Scholarships, subsidies, and financial incentives can significantly improve the NIR in TVET institutions.				

Section D: Management Styles

SN	Management by Objectives (MBO)	SD	D	NS	A	SA
1	TVET institutions in this area clearly define objectives that link to labor market demands.					
2	MBO enhances accountability and transparency in institutional planning.					
3	Stakeholders (employers, community leaders) are actively involved in setting institutional objectives.					
4	MBO has improved student enrolment by aligning programs with employability outcomes.					
5	Available resources and effective monitoring systems have encouraged successful application of MBO.					
	Result-Oriented Management (ROM)	SD	D	NS	A	SA
1	ROM ensures that institutional activities and resources are aligned with measurable outcomes.					
2	Monitoring and evaluation frameworks effectively track student enrolment, graduate employability, and stakeholder satisfaction.					
3	Stakeholder involvement in ROM planning have enhanced the relevance of TVET programs to labor market needs.					
4	ROM has increased the transparency and accountability of TVET institutions in Gulu City.					
5	Implementation challenges such as weak M&E systems, funding constraints, and limited staff capacity reduce the effectiveness of ROM.					

Appendix B: Interview Questions for City Inspector of Schools, Principals, and Board of Directors

Dear Respondent,

I, Latim Gaudence Ongom, undertaking Master of Education Management from Gulu University. I am glad to inform you that you have been selected to participate in a study which seeks to investigate Stakeholders' Participation and Enrollment in TVET Institutions in Gulu City. As an educator, your contribution to this study is of paramount importance. Participate freely in the study and be rest assured of confidentiality as all the information obtained from this study shall be used for academic purposes. You are kindly requested to respond to questions below as specified in each section. There is no need for your name in the questionnaire.

Please respond to the questions as accurately, and honestly as possible by ticking one response in the space provided or explaining briefly in the blank space.

Stakeholders Participation

1. How would you describe the role of stakeholder participation in the coordination and monitoring of TVET institutions in Gulu City?

2. To what extent do stakeholders influence decision-making in TVET institutions, and what challenges affect this process?

3. How effective is planning align TVET programs with labor market demands, and how does this impact student enrollment?

4. What are the key barriers to effective stakeholder engagement in management of TVET institutions, Gulu City, and how be addressed?

Enrolment

1. What are the major factors driving high enrolment in TVET institutions in Gulu City, and how sustainable are they?

2. In your opinion, what challenges most significantly contribute to low enrolment, and how can they be addressed?

3. How does the Net Intake Ratio (NIR) in Gulu's TVET institutions reflect the effectiveness of current policies and reforms?

4. What strategies should stakeholders prioritize to improve enrolment and ensure that TVET remains relevant to labor market needs?

Management Styles

1. How has Management by Objectives (MBO) influenced strategic planning, stakeholder participation, and student enrolment in TVET institutions in Gulu City?

2. What are the key successes and challenges of implementing Result-Oriented Management (ROM) in TVET institutions?

3. In your opinion, how does stakeholder engagement under MBO and ROM frameworks affect program relevance and employability outcomes?

4. What strategies should be prioritized to strengthen management practices and improve TVET performance in Gulu City?

Appendix C: Letter of Introduction



GULU UNIVERSITY
OFFICE OF THE DEAN
FACULTY OF EDUCATION AND HUMANITIES
P.O. BOX 166, GULU UGANDA
TEL:+256 0471-432922

Date: 2nd December, 2019

TO WHOM IT MAY CONCERN

This is to introduce to you **Mr. Latim Gaudence Ongom (17/U/2342/MED)**, a student pursuing a programme of study leading to the award of the degree of Masters of Education in Education Planning, Management and Administration of Gulu University.

He is undertaking research on the topic: **"Stakeholders' participation and students' participation enrolment in technical institutions in Gulu District"**, which is in partial fulfilment of the requirements for the award.

Any assistance given to him in relation to his research work will be highly appreciated.

Yours sincerely

Dr. Bebwa Isingoma
Dean Faculty of Education and Humanities

Appendix D: Consent Form

Appendix B: Consent Form

I am Gaudence Ongom Latim a student of Gulu University undertaking a course leading to the award of Master of Education in Education Management. I am undertaking a research study entitled "Stakeholder's Attitudes and Student's Enrolment in Technical Institutions in Gulu City" you have been identified to participate in this research study as a respondent for its success. This research is part of the requirement for fulfillment for award of the degree of Master of Education in Education Management of Gulu University.

Note that the information provided by you will be treated with necessary ethical consideration and for academic purpose only. I therefore seek for your consent to participate in this research study. If you accept to take part in this research study, I request you to fill this form by ticking a "Yes" or "No" against each of the statement below.

S/No	Statement	Yes	No
1	I have read the content of the research and understood.	✓	
2	That the words and terms were clearly defined and explained.	✓	
3	I accept to participate in this research study to be interviewed and fill the questionnaire given.	✓	
4	I declare to reject any time at my own will as being a sacrifice.	✓	
5	I understand that my views may be quoted or reported in other research undertaking for future publication if my faith is protected.	✓	

Respondent's Signature.....Date 20.06.2023

Researcher'sName. Latim Gaudence Contact 0782372256

Signature.....Date 21.06.2023

Appendix E: Document Review Checklists

Theme One: Stakeholders' Participation indicated by: -

School budget approved by BoG

School programme

PIA and BoG Meeting minutes

School Development Plan

Theme Two: Level of Students' Enrollment in Technical Institutions indicated by;

Class register

Admission list or records

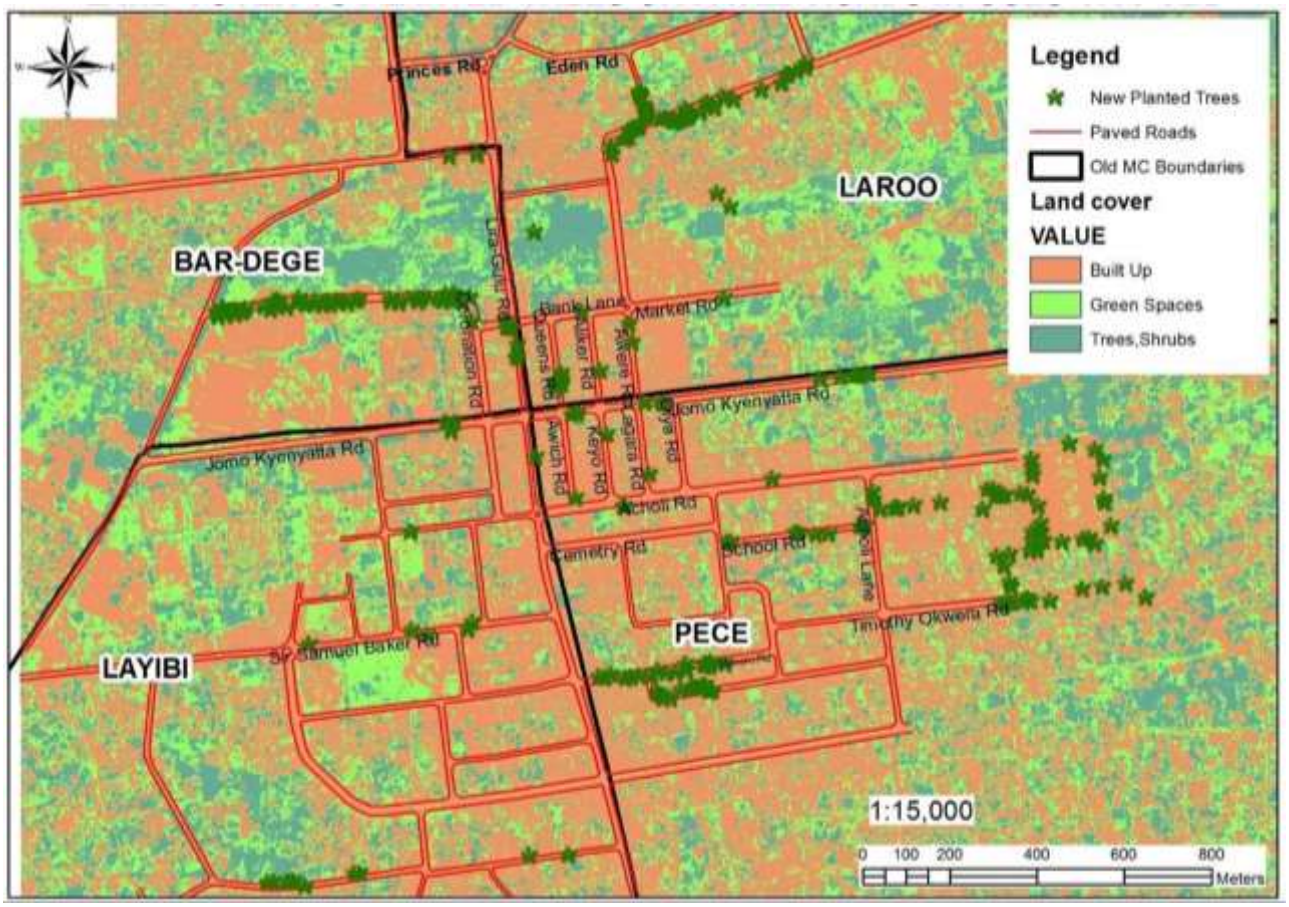
Physical classroom attendance

Appendix F: R.V Krejcie & D.W. Morgan Table of Sample Size Determination (1970)

N	S	N	S	N	S	N	S	N	S
10	10	10	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Source: Adapted from R.V Krejcie& D.W. Morgan (1970). Sample Size (S) required for the given Population Sizes (N)

Appendix G: A Sketch Map of Gulu City Showing the Study Area



Appendix H: Actual Budget

S/No.	Items	Description	Unit	Qty	Rate	Amount
01	Stationary	Photocopy	Ream	05	1500	75,000
		Flash	8 GB RAM	01	35,000	35,000
		Pens	Dozen	$\frac{1}{2}$	2500	12,000
		Note Book	Dozen	$\frac{1}{2}$	1600	8,000
		Subtotal 1				130,000/=
02	Labour	Typing, Printing, Binding		02	20,000	100,000
		Research Proposal	Booklet	05	20,000	100,000
		Instrument	Booklet	05	20,000	100,000
		Guides report	Booklet	05	25,000	125,000
		Subtotal 2				425,000/=
03	Research Instrument	Hire of transport	Motorcycle	02	100,000	200,000
		Data Collection	Personnel	08	15,000	120,000
		Data Analysis	Personnel	04	15,000	60,000
		Subtotal 3				380,000/=
04	Administering Instrument and the Data Analysis	Hire of transport	Motorcycle	01	100,000	100,000
		Data Collection	Personnel	08	10,000	80,000
		Data Analysis	Personnel	05	10,000	50,000
		Subtotal 4				210,000/=
	Grand Total					1,145,500/=

Appendix I: Research Work Schedule

Key Tasks	Location	Responsible Officer	March to July 2023				August to October 2024			Nov to Sept 2025	
Research Proposal Development	Gulu University	Researcher & Supervisor									
Literature Review	Gulu University	Researcher & Supervisor									
Instrument Development	Gulu University	Researcher & Supervisor									
Piloting and refining instruments	Field target schools	Researcher& Research Assistant									
Administration of the Instruments	Gulu University	Researcher									
Data Analysis	Gulu University	Researcher & Supervisor									
Report Writing	Gulu University	Researcher & Supervisor									
Submission	Gulu University	Researcher & Supervisor									