

Funds Resource Utilization and Performance of Vocational Institutions in Bushenyi District in Western Uganda

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Abstract: The logical study analyzed the connection between Resource (Funds) utilization and Performance of Vocational Institutions in Bushenyi District in western Uganda. The research schoolwork employed a cross-sectional and descriptive research design with a quantitative paradigm. The researchers used simple and stratified random sampling strategies to choose the participants for the research scheme. A sample of 304 respondents was selected from 4500 people using a table developed by Morgan & Krejcie (1970). Data was composed using questionnaires and scrutinized by utilizing Descriptive statistics such as Frequencies, Percentages, Means and Standard Deviation and Inferential Analysis such as Pearson linear correlation coefficient (PLCC) and Regression analysis for quantitative data statistics. The research project findings showed that there was a significant relationship between Resource (Funds) utilization and Performance of Vocational Institutions in Bushenyi District in western Uganda. The study concluded that Resource utilization serves as the critical mechanism through which private financing influences institutional performance, but effective utilization itself depends on human personality and better possession of financial literacy skills. From the study results, the research project team recommended that there is need to practice strategic resource allocation by Principals of Vocational institutions where functional Budgets should always be prepared in time and respected accordingly by the managers. This requires a teamwork spirit that should be championed by the leaders of Vocational institutions in the world.

Keywords: *Funds Utilization, Performance of Vocational Institutions, Uganda.*

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Introduction

In the United States of America, vocational institutions (known as Career and Technical Education or CTE) optimize resources through federal grants like the Perkins V Act, public-private partnerships, and stackable credentials. They align training with local labor demands to maximize workforce efficiency. The optimization and governance of American vocational education revolve around several core pillars: The primary federal support is the Carl Perkins Career and Technical Education Act. It invests over \$1.2 billion annually, focusing on integrating academic and technical skills, serving "special populations", and aligning resources with regional economic needs. Institutions maximize their physical and financial resources by partnering directly with local businesses. Employers often donate equipment, fund apprenticeships, and dictate curriculum to ensure skills taught are exactly what modern industries need. Vocational training is typically housed in dedicated area vocational centers or heavily integrated into community colleges (Maurer, 2021). This community college finder tool provided by the American Association of Community Colleges illustrates where the majority of post-secondary vocational resources are concentrated. Programs utilize a modular approach. Rather than taking a multi-year program, students can finish a short "micro-credential", gain

employment, and return later for advanced training. This ensures a rapid turnover and highly responsive funds resource utilization. Initiatives utilize workforce data to focus depth over breadth, proven to yield higher wage premiums for students who focus on specialized advanced training (Abbas, Shah & Arif ,2023)

In Germany, resource utilization in vocational institutions (the "Dual System") relies on a public-private partnership where companies cover work-based costs (approx. 70% of training), while state governments fund vocational schools. This decentralized model optimizes costs, ensures high employment rates, and aligns directly with industry needs. Private enterprises, particularly Small and Medium-sized Enterprises (SMEs), bear the costs of practical training, materials, and apprentice wages (Corbitt, 2024). Over 400,000 German companies participate, treating this as an investment in a skilled workforce rather than an expense. The 16 German states fund the theoretical and general education components. This involves building and maintaining vocational school facilities, equipping workshops, and paying educators. Private enterprises, particularly small and medium-sized enterprises (SMEs), bear the costs of practical training, materials, and apprentice wages. Over 400,000 German companies

participate, treating this as an investment in a skilled workforce rather than an expense (Pilz, 2017 & Amri, 2023).

The 16 German states fund the theoretical and general education components. This involves building and maintaining vocational school facilities, equipping workshops, and paying educators. Because apprentices spend 1 to 2 days a week in school and the rest actively working, physical classrooms and school resources are continuously utilized by rotating groups of students. The 16 German states fund the theoretical and general education components. This involves building and maintaining vocational school facilities, equipping workshops, and paying educators. Because apprentices spend 1 to 2 days a week in school and the rest actively working, physical classrooms and school resources are continuously utilized by rotating groups of students (Agrawal & Dhamija, 2024).

Trainees use real-world, commercial equipment on the factory floor, significantly reducing the financial burden on public institutions to maintain and constantly update expensive industrial-grade machinery. A major resource bottleneck is the recruitment of qualified vocational teachers, particularly for highly specialized technical and IT sectors. To counteract demographic shifts and shrinking regional training markets, the government has launched modernization initiatives. This includes the revised Vocational Training Act, digitizing curricula, and incentivizing shared cross-regional "specialist classes" to optimize teacher deployment. Public vocational education is tuition-free for all students—including international applicants. Even though instruction is free, apprentices are paid a training allowance by their employing company, which covers living costs and removes the need for state-funded student loan burdens (Amri, 2023; Ajeniwani, Bamgbowu & Obasi, 2024)).

In Africa, the indigenous African educational system encompassed a wide range of subjects, including science, geography, history, and technology, providing a well-rounded foundation for young individuals to enhance vocational institutions and development (Maurer, 2021). These skilled vocational educators with practical technical expertise, whose contributions were invaluable to the community where individuals accomplished carpenters, shared their knowledge and craftsmanship by creating vital everyday items crafted everything from beautifully resonant drums to sturdy stools, art of carving, where artisans honed their skills in creating statues that held significant spiritual meaning, and essential tools like hoe handles and spear handles (Haviland & Robbins, 2021). Using diverse materials, including metal, wood, and ceramics, these craftsmen produced artwork that was both visually striking and deeply symbolic, serving as reminders of the spiritual connection within their culture. This hands on learning fostered an appreciation for craftsmanship and the importance of practical skills possessing remarkable metal-working abilities (Haviland & Robbins, 2021; Li, 2022; Cape, Africa & Approach, 2024) Their expertise forged essential tools like spears, swords, and hoes, all critical to the community's functionality and defense.

In Uganda, resource utilization in vocational institutions—or Technical and Vocational Education and Training (TVET)—focuses on shifting from theory to market-driven, practical skills. Despite the enactment of reforms, the sector grapples with inadequate equipment, uneven funding, and a disconnect between training facilities and actual industry needs. Many public vocational institutions suffer from a lack of adequate or modern machinery. Students often rely on theoretical instruction for

specialized equipment they cannot physically access. To circumvent equipment shortages, institutions utilize the surrounding community as a learning resource. Students execute real-world projects—such as building water pipelines or installing solar energy—which provide hands-on experience while serving the community. Facilities are often concentrated in urban or central regions, creating accessibility issues for vulnerable or remote learners (including rural and refugee communities) who struggle with residential and transport costs. Effective resource utilization is hindered by the limited practical skills of some trainers and poor remuneration, which demotivates staff (Ajeigbe & Kibukamusoke, 2024).

The Ministry of Education and Sports emphasizes continuous staff development to align trainer competencies with Competence-Based Curricula. Institutions are increasingly relying on private financing, public-private partnerships, and Skills Development Funds to supplement limited government budgets. The integration of ICT and digital tools into vocational training remains low in public institutions. While government programs and the TVET Policy push for e-learning, actual implementation indicators—such as robust computer literacy and internet access—remain patchy across the country. Traditional gender roles frequently limit the utilization of vocational resources by female students. Fewer employment prospects and family responsibilities often discourage women from enrolling in mechanical and technological courses. Initiatives are expanding to make training more equitable by integrating vocational skills directly into secondary education curricula and supporting start-up kits for graduates (Amukhuma, 2018)

Methods and Materials

Data Capturing

Facts used for the research undertaking were obtained using both primary and secondary nitty-gritty of data. Primary information was arrived at using questionnaires and interviews to relevant persons related to the study. Secondary data was got by the use of documentary reviews. The study employed a cross-sectional and descriptive research design with a quantitative approach.

Amin (2005) specified that descriptive research design is mostly utilized to select a phenomenon and its data features. While cross sectional research design caters for the fairness and the inclusion criteria for the respondents. The researchers singled out a total of 304 respondents (sample size) using the table developed by Morgan & Krejcie (1970) to participate in the research study project.

Sampling methods

The communal researchers engaged stratified random sampling and simple random sampling techniques to garner data for the study project. The target population used in the study included categories like District Technical staff, Local council leaders, teachers, Head teachers and school managers. .

Structured questionnaire

The questionnaire is a research instrument having inter-related items organized by the scholar about the research quandary under study grounded on the intentions of the research study project. Items were set and written for the respondents to answer with options as reflected on the likert scale type items.

This method was liked because it covers a wide physical space in data congregation; it garners a lot of evidence within a short time, and gives greater guarantee regarding concealment.

All the same, the questionnaire involved some encounters of attrition. There were few reproductions that were not returned, though this was resolved by issuing a lot of copies than the required number of the sample size for the research organized study.

Validity and Reliability of research instruments

Validity of the well thought-out questionnaire was guaranteed by using content validity Index. Arising from the testing of the validity of the research tools, the researchers got content validity index (CVI) of 0.79 which was well directly above 0.75 signifying that the instrument was valid to bring mutually data for the research study (Amin ,2005).

Reliability of the designed Questionnaire was calculated using Cronbach’s alpha coefficient formula while noting the

variables that had an alpha coefficient of figure bigger than 0.75. Since the reliability calculation got by the academics gave 0.78 alpha value, it meant that the research instrument was reliable to generate data necessary for the scientific study project.

Data analysis

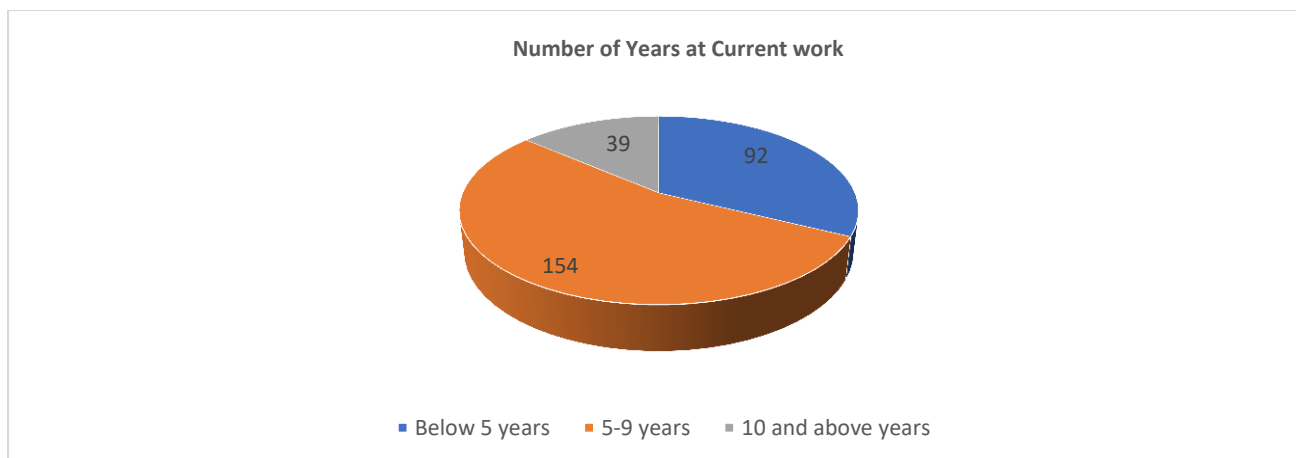
Analysis Statistical tools which were affianced to examine data for this research study included; descriptive statistics such as tables, frequencies, percentages, Standard Deviation and inferential analyses like Pearson Linear Correlation Coefficient and Regression analysis for scrutinizing quantitative statistics.

Results

Bio-data of the Respondents

Before conducting further analysis, it was necessary to first establish the bio -data of respondents in this study on the influence of Funds Resource Utilization on the performance of vocational institutions in Bushenyi District in Western Uganda.

Figure 1: Number of Years at Current work



Source: Primary data, 2026

The distribution of respondents by their tenure at their current workplace reveals a workforce characterized by moderate to well-established institutional experience, with important implications for understanding the depth of organizational knowledge and stability within the vocational education sector in Bushenyi District. The data show that more than half of all respondents (54.0%, n=154) have been in their current positions for between five and nine years, representing a substantial cohort of mid-career professionals who have accumulated significant institutional memory, developed working relationships, and gained practical understanding of how their organizations function over time. This group forms the experiential backbone of the institutions studied, possessing enough tenure to have witnessed multiple budget cycles, navigated various challenges, and observed the outcomes of different financial decisions and management approaches. A further 13.7% (n=39) have served for ten years or more, representing a deeply experienced core of long-serving employees whose perspectives are shaped by extensive institutional history and who likely serve as informal mentors and custodians of organizational culture. Together, these two groups constitute over two-thirds of the sample (67.7%), suggesting that the quantitative findings reflect the views of individuals with

meaningful, sustained engagement with their institutions rather than transient or superficial perspectives.

The remaining 32.3% (n=92) have been in their current positions for less than five years, bringing fresh eyes and potentially different experiences to the sample, perhaps including exposure to practices from previous employment or more recent training in financial management. This mix of established and newer employees enriches the data by capturing both the wisdom of longevity and the perspectives of relative newcomers, ensuring that the findings are not overly weighted toward either institutional inertia or insufficient experience. The cumulative picture is of a stable but not stagnant workforce; one whose collective experience provides a solid foundation for the reliable assessment of institutional practices and performance that this study seeks to achieve.

Descriptive Statistics

Descriptive statistics were employed to summarize and organize the raw data collected from the field, providing a clear overview of the sample characteristics and key variable distributions. This involved computing measures of central

tendency (means) and measures of dispersion (standard deviations) to understand the typical responses and the degree of variability within the data. Frequency distributions and percentages were also generated to illustrate the categorical composition of respondents, such as their sub-county of origin, beneficiary status, and socio-

demographic background. This initial statistical analysis is essential for data cleaning, identifying patterns, and establishing a foundational understanding of the dataset before proceeding to more complex inferential analysis (Mugenda & Mugenda, 2026).

Descriptive Statistics on the influence of Resource Utilization and performance of vocational institutions in Bushenyi District, Western Uganda

	N	Min	Max	Mean	Std. Deviation
Students from remote areas in Bushenyi can easily access vocational training due to privately funded outreach programs	285	4	5	4.91	.293
Private financing has improved the quality of vocational institutions	285	4	5	4.88	.329
Tuition fees in privately funded institutions are affordable for most students in this community	285	4	5	4.80	.403
Private financing has made vocational training more accessible to students from different economic backgrounds in Bushenyi	285	3	5	4.71	.539
Overall Mean and SD	285			4.825	0.391

Source: Primary data, 2026

N-Number of Respondents, Min-Minimum, Max-Maximum

The descriptive statistics presented in this Table 5 illuminate a profoundly positive perception among respondents regarding the role of privately financed resources in enhancing both the accessibility and quality of vocational institutions in Bushenyi District. The mean scores across all four items are exceptionally high, forming a tight cluster ranging from 4.91 down to 4.71 on a five-point scale, which indicates a near-ceiling effect in the responses. The highest level of agreement (Mean = 4.91, SD = 0.293) is accorded to the statement that students from remote areas can now easily access vocational training due to privately funded outreach programs. This finding is particularly striking, as it points to the power of private financing to overcome geographical barriers to education, a persistent challenge in rural Ugandan contexts. The exceptionally low standard deviation (0.293) accompanying this item underscores the unanimity of this perception, suggesting that the expansion of physical reach through outreach initiatives is a tangible and widely observed outcome. Closely aligned with this is the belief that private financing has improved the overall quality of vocational institutions (Mean = 4.88, SD = 0.329), indicating that resource utilization is perceived as directly translating into enhanced institutional standards. The cumulative picture painted by these first two items is one where private resource are not merely sustaining institutions but are actively transforming them into more inclusive and higher-quality entities that can extend their services beyond traditional urban or central boundaries.

A deeper examination of the remaining items reveals that this perceived transformation is also strongly associated with economic accessibility, though with slightly more nuanced

variation in responses. The statement that tuition fees in privately funded institutions are affordable for most students in the community garnered a mean score of 4.80 (SD = 0.403), which, while still reflecting overwhelming agreement, introduces a subtle layer of complexity. This high mean suggests that private financing is not perceived as leading to prohibitive cost escalation; rather, it may be facilitating a model where cost-sharing or efficient resource utilization keeps fees within reach of the local population. The final item, which posits that private financing has made vocational training more accessible to students from different economic backgrounds, recorded a mean of 4.71 (SD = 0.539). This item, while still indicating very strong agreement, has both the lowest mean and the highest standard deviation within the set. The relatively wider dispersion of responses (SD = 0.539) and the presence of a minimum score of 3 (compared to 4 for all other items) suggest that while the overall sentiment is positive, there exists a slightly more diverse range of experiences or opinions regarding the extent to which socio-economic barriers have been dismantled. This could reflect a reality where affordability and accessibility, while significantly improved, are not yet universally experienced across all segments of the community. Nevertheless, the overall mean for the construct stands at an extraordinarily high 4.825 (SD = 0.391), which provides robust statistical evidence that the utilization of privately sourced resources is perceived as a powerful and multifaceted force. It is seen as simultaneously expanding geographical reach, elevating institutional quality, and broadening economic participation, thereby positioning private financing as a pivotal element in the democratization and enhancement of vocational education and training within the region.

Table 1: Correlations matrix of Resource Utilization on the performance of vocational institutions

		RU	POV
RU	Pearson Correlation	1	.667**
	Sig. (2-tailed)		.000
	N	285	285
POV	Pearson Correlation	.667**	1
	Sig. (2-tailed)	.000	
	N	285	285

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

Key: RU-Resource Utilization, POV-Performance of Vocational Institutions

Hypothesis: Resource Utilization does not significantly influence performance of vocational institutions in Bushenyi District, Western Uganda.

The finding in the relationship between resource utilization (RU) and institutional performance (POV), demonstrates a strong positive correlation: .667** ($p < .005$). This robust association ($r^2 = .445$) indicates that nearly 45% of the variance in institutional performance is explained by resource utilization practices, positioning effective resource deployment as a critical mediating mechanism in the financing-performance nexus. When these two relationships are considered in sequence financing influencing utilization, and utilization powerfully predicting performance a clear pathway emerges that challenges the null hypothesis. Private financing may set the stage, but it is the skilled and strategic utilization of those resources that ultimately drives institutional performance. This finding elevates resource utilization from a mere operational consideration to a strategic imperative, suggesting that vocational institutions that secure private funding but fail to deploy it effectively will not realize the performance benefits that financing ostensibly promises. The strong correlation between RU and POV underscores that performance is not an automatic consequence of funding but rather the product of deliberate, effective allocation decisions made by institutional leaders.

Discussion

From the relationship information, the study recognized that Funds Resource Utilization had a strong statistical association with the performance of vocational institutions in Bushenyi District in Uganda. This implied that more use of Funds resource utilization was more likely to impact positively on the performance of vocational institutions in Bushenyi District in Uganda. The results are in agreement with Agrawal & Dhamija (2024) who conducted a study on Vocationalisation of Education in Namibia and found out that effective accountability leads to superior performance and desired standards in Higher Education . On the contrary, Amri (2023) conducted a study on the Competence Based Education in Malawi and found out that once Leaders of vocational institutions are corrupt , growth and Development can be derailed and retarded .

Conclusion

Resource utilization serves as the critical mechanism through which private financing influences institutional performance, but effective utilization itself depends on human

personality and better possession of financial literacy skills. Transparency and accountability are key in resource utilization in any organization in the cosmos. Effective resource utilization is not an independent practice but a manifestation of underlying financial management capability. Institutions do not accidentally utilize resources well; they do so because leaders possess the skills to plan, budget, monitor, and adjust. The Funds resource utilization is therefore, the visible expression of financial management competence, the tip of the iceberg whose hidden bulk determines whether institutions sink or swim.

Recommendations

There is need to practice strategic Funds resource allocation by Principals of Vocational institutions where functional Budgets should always be prepared in time and respected accordingly by the managers. This requires a teamwork spirit that should be championed by the leaders of Vocational institutions in the world.

There is need to dedicate a reserve fund by Principals of Vocational institutions for maintenance and emergencies to prevent reactive spending from undermining planned investments and institutional quality execution arrangements.

There is need to regularly have a Monitoring and Evaluation (M&E) system in place in order to see that all expenditures are producing intended outcomes in terms of student learning, equipment condition, facility use and graduate employment. The Principals of Vocational institutions can even put in place correction measures before challenges escalate in educational institutions in the cosmos.

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