

UGANDA MANAGEMENT INSTITUTE

**FACTORS AFFECTING SUSTAINABILITY OF PRIVATE VOCATIONAL
TRAINING INSTITUTIONS IN UGANDA. A CASE STUDY OF KAMPALA
DISTRICT.**

BY

JOSHUA. KUNYA.

JULY 2010

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DECLARATION

I Joshua Kunya, hereby declare that this research dissertation is my own work and has not been produced by any previous researcher for any award.

Sign:.....

Date:.....

APPROVAL:

This dissertation has been submitted after approval by the supervisors:

DATE:.....

Signature:.....

Dr. Mary Basaasa Muhenda

(UMI-Based Supervisor)

DATE:.....

Signature:.....

Mrs. Ethel Kyobe

(Work-Based Supervisor)

DEDICATION

This work is dedicated to Mrs. Rachel Kunya, Dr. Betty Kunya, Keith, Karen, Kelvin and in memory of Mr. W.W.K Kunya.

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- c) Respondents, for the information given;
- d) Kunya family, for the moral, spiritual and financial support

ABBREVIATIONS AND ACRONYMS

BTVET	Business, Technical, Vocational Education and Training
DIT	Directorate of Industrial Training
ESSP	Education Sector Strategic Plan
GWPE	Government White Paper on Education
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
NGO	Non Government Organization
PEAP	Poverty Eradication Action Plan
SPSS	Statistical Package for Social Scientists
TVET	Technical, Vocational Education and Training
UGAPRIVI	Uganda Association of Private Vocational Institutions
UNEB	Uganda National Examination Board
UNESCO-UNEVOC	International Centre for Technical and Vocational, Education and Training
UPE	Universal Primary Education
USE	Universal Secondary Education

ABSTRACT

This study aimed at analysing factors that affect sustainability of private vocational training institutions in Kampala district, Uganda. The study followed a case study design using both qualitative and quantitative approaches. The study population included; board of governors, heads of institutions, finance department staff and instructors from private vocational training institutions of faith based, non governmental organizations and private/ individual orientation. A self administered questionnaire following a 5-point Likert scale was used. In addition, interviews, focus group discussion guides and observation checklist were used. The response rate was fifty five percent (55%). The data were analysed using different statistical techniques which included descriptive statistics, multiple and hierarchical regression. Regression results indicated that government policies, mobilization strategy development, resource gap identification and participative leadership in that order had the highest effect on the sustainability. The influence of moderating variable was significant only under delegative leadership. Conclusions made indicated that leadership style dimension had the least effect, mobilization process had a moderate effect while policy environment had the highest effect on sustainability. Recommendations drawn from the study were that heads of institutions should adopt participative leadership style, enforce training of staff and top management in mobilization strategy development. The Government should formulate policies and strategies to regulate institution owners' influence on the management of private vocational training institutions. In addition, the Government should provide adequate funds to develop the infrastructure. Further research will consider factors like political and economic environments that could affect sustainability, in addition to influence of international policies on vocational training in private institutions.

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

The chapter includes the background to the study, problem statement, general and specific objectives of the study, research questions, hypotheses, scope, justification, significance, limitations and definition of terms used in the study.

1.1 Background to the Study.

Global demands for occupational skills have increased substantially in recent years. This is as a result of technological advances and the intensified global economic competition due to accelerated globalisation as observed by International Centre for Technical and Vocational Education and Training UNESCO-UNEVOC (2006). In many of the world's societies now, to lack advanced occupational skills is to increasingly be marginalised from the labour market United Nations, (2006). De RooIJ (2006) asserts that demographic change in all European Union member states brings a shrinking and ageing labour force that all potential workers should be activated, re-trained and stimulated to stay active in the labour force as long as possible.

However, most institutions that offer technical and vocational education and training continue to face the challenge of sustainability which in a number of cases has subsequently led to closure. The sustainability challenge experienced by institutions has

further contributed to the cut-down on opportunities of empowering able-bodied workforce, knowing that skills are a pre-condition to raising productivity.

Regionally, one dilemma which has preoccupied many African countries for a long time is whether to concentrate investment in general education or vocational training. In 2006, International Centre for Technical and Vocational, Education and Training recorded a misrepresentation of technical, vocational education and training as being less relevant than other forms of education.

In years following independence, technical, vocational education and training in Africa were financed almost exclusively by governments, multilateral and bilateral aid agencies, which regarded it as a potential factor of modernisation for African societies UNESCO-UNEVOC, (2006). However, International Centre for Technical and Vocational, Education observed that with time, vocational training institutions in countries like; Botswana, Kenya, Ghana, among others started experiencing resource shortages and non-functional infrastructure besides other challenges. Johanson & Adams, (2004) advances that in many African countries, like Mali, sixty seven percent (67%), Tanzania, ninety percent (90%), Zambia, eighty two percent (82%), Madagasca, seventy percent (70%), of vocational trainees are enrolled in non government institutions. Despite the high numbers of vocational trainees enrolled, the challenge of sustainability in form of inadequate resources and non-functional infrastructure facing vocational training institutions is more prominent in non government institutions than in public institutions.

Johanson and Adams, (2004) further argue that despite the fact that non-government vocational institutions outnumber public institutions, public institutions may be preferred by many parents due to lower training costs incurred and better reputation achieved from the sustainability of the institutions over the years.

Uganda being a signatory to the Millennium Declaration that was launched at the UN summit in September 2000 is committed to the Millennium Development Goals (MDGs) which are in line with the Government's Poverty Eradication Action Plan Ministry of Finance, Planning and Economic Development, (2007). The Education Sector Strategic Plan (2004-2015) which originates from the Poverty Eradication Action Plan provides for multi-skilled opportunities for the majority primary school leavers and dropouts through vocational training institutions.

In 1998, Government of Uganda undertook a policy of mainstreaming roles and responsibilities of the various line ministries. To this effect, all the training component in the various line ministries, were officially transferred to Ministry of Education and Sports Ministry of Education & Sports, (1992). This saw the re-structuring of the Ministry and hence the creation of the Business, Technical, Vocational Education and Training (BTJET) sub-sector. With the newly created sub-sector, vocational training institutions were strengthened in offering services to nationals through imparting skills and knowledge. In the same vein, Uganda government envisaged, as stated in the Poverty Eradication Action Plan (2004), that private vocational training institutions complement

government efforts (public vocational training institutions) in providing education and skills training.

To further consolidate the efforts, a governing and umbrella body of the private vocational training institutions, Uganda Association of Private Vocational Institutions, (UGAPRIVI) was formed in 1998 as a cooperation network of private vocational training institutions, as well as their platform for raising awareness, policy dialogue and establishment of strategic alliances and partnerships. Registered membership of private vocational training institutions totals to 550, but with many more unregistered. Majority of members were either founded by the church, non government organization, or for-profit organizations. In Uganda, private vocational training institutions fall in categories of vocational schools, vocational centres, and vocational institutes Ministry of Education and Sports, (2008).

In spite of the efforts, training institutions have continued to face the challenge of insufficient resources and deteriorating infrastructure. Most private vocational training institutions, if not all, receive minimum or no support at all for their operations or development activities from Central Government Johanson and Adams, (2004). This leaves the owners of the institutions and the direct beneficiaries, (trainees majority from poor and vulnerable families) to continue financing and maintaining the training Haan, 2001; Johanson and Adams, (2004). This has incidentally proved complex to manage and so expensive owing to the necessary training materials, expensive equipment, and high facility operations and maintenance obligations, enhancing the risk of institutions to close.

However, it was noted that one of the functions of leadership was to mobilize people, groups and organizations to address their toughest problems (Parks, 2005). To this effect, Mullins, (2007) argues that leadership style is the way in which the functions of leadership are carried out and the way in which the leader behaves towards members of the group to find solutions to the identified challenges. On the other hand (Norton, 2003) acknowledges that it is the mandate of the leadership to identify the resource gaps that exist in the organization and devise strategies of mobilizing the required resources. Although leaders are seen to have a pivotal role in elevating the above challenges, the leadership styles employed, combined with other factors like mobilization process and policy environment, are likely to affect sustainability of such institutions.

1.2 Problem Statement.

Private vocational training institutions in Uganda range from institutions which are remarkably well organized and effective. Other institutions are destitute and at risk of closing International Institute for Educational Planning, (2002). With increasing hardship in enhancing the share of the total resources going into vocational training in Uganda Ministry of Education and Sports, (1992), there are difficulties of sustainability faced by vocational training institutions. These are reflected in form of insufficient resources like training materials and deteriorating or non-functioning infrastructure like workshops.

Unfortunately, the Business, Technical, Vocational Education and Training (BTVET) sub-sector continues to have the smallest share of the total educational budget. Budget

releases for Business, Technical, Vocational Education and Training sub-sector expressed in percentages, for financial year 2004/05 amounted to five point nine eight percent (5.98%), financial year 2005/06 amounted to five point six one percent (5.61%) and in financial year 2006/07 it amounted to four point four six percent (4.46%). And yet the primary sub-sector budget releases for financial year 2004/05 amounted to sixty two point two seven percent (62.27%), in financial year 2005/06 amounted to sixty two point six six percent (62.66%) and in financial year 2006/07 amounted to sixty three point seven one percent (63.71%). Even secondary sub-sector budget releases for financial year 2004/05 amounted to seventeen point one four percent (17.14%), financial year 2005/06 amounted to seventeen point three one percent (17.31%) and financial year 2006/07 amounted to nineteen point four three percent (19.43%) Ministry of Education and Sports, (2007). It is evident that the two sub-sectors namely primary and secondary are relatively facilitated as compared to Business, Technical, Vocational Education and Training sub-sector which is equally essential yet more expensive to run than the two sub-sectors.

A combination of budget cuts, effects of leadership styles, policy environment and challenges in mobilization process, pose a threat to sustainable resource availability and infrastructure operations and maintenance for private vocational training institutions. Unless such challenges are addressed, the increasing numbers of enrolment into the Business, Technical, Vocational Education and Training sub-sector as an outcome of successful implementation of Universal Primary Education (UPE) and Universal Secondary Education (USE) may not be able to access training through the private

vocational training institutions. This therefore, initiated a study of analysing the factors that could affect sustainability of private vocational training institutions.

1.3 General objective of the Study.

To analyze factors that affect sustainability of private vocational training institutions in Kampala district, Uganda.

1.4 Specific objectives of the Study.

1. To explore the effect of leadership style in achieving sustainability of private vocational training institutions.
2. To investigate the effect of mobilization process in attaining sustainability of private vocational training institutions.
3. To examine the effect of policy environment on sustainability of private vocational training institutions.
4. To assess the influence of institution ownership category on the contribution of factors affecting sustainability of private vocational training institutions.

1.5 Research Questions.

1. Do leadership styles affect sustainability of private vocational training institutions?
2. Does the mobilization process affect sustainability of private vocational training institutions?

3. Does policy environment affect sustainability of private vocational training institutions?
4. Does institution ownership category influence the contribution of factors affecting sustainability of private vocational training institutions?

1.6 Hypotheses of the Study.

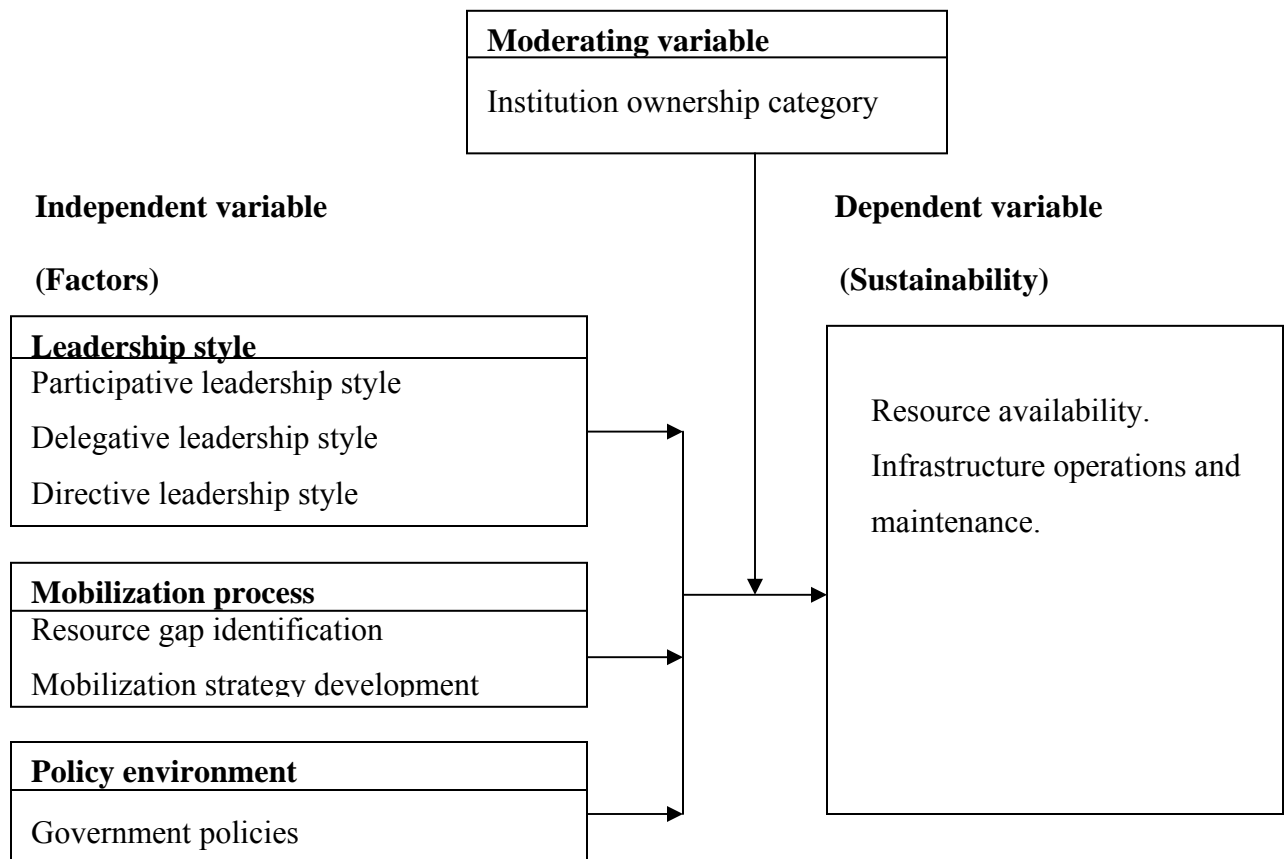
1. Leadership style significantly affects sustainability of private vocational training institutions.
2. Mobilization process significantly affects sustainability of private vocational training institutions.
3. Policy environment significantly affects sustainability of private vocational training institutions.
4. Institution ownership category influences the contribution of factors affecting sustainability of private vocational training institutions.

1.7 Conceptual Framework

Figure 1, below represents the operationalization of the study variables. The Resource Mobilization Theory was the basis for identifying the factors the independent variable and sustainability the dependent variable. The researcher analysed how factors in form of leadership styles (participative, delegative and directive), mobilization process (resource gap identification and mobilization strategy development) and policy environment (government policies) predicted the amount of variation that occurred to sustainability (resource availability and infrastructure operations and maintenance) of private

vocational training institutions. In addition, the researcher was interested in establishing the moderating effect of institution owner category on the factors that affect the sustainability. It was established that the leadership style employed by heads of institutions, the mobilisation process followed and policy environment created to facilitate vocational training to some extent affected sustainability of institutions in addition to a moderating effect of institution owner category.

Figure 1: Conceptual Framework: Factors Affecting Sustainability of Private Vocational Training Institutions.



Source: Resource Mobilization Theory, Entrepreneurial Model, Zaid., and McCarthy. (1987).

1.8 Significance of the Study.

Recommendations made from this research are to facilitate policy makers with key issues for consideration regarding development of policies and guidelines in line with sustainability of private vocational training institutions in the country.

Secondly, the direct beneficiaries, heads or proprietors of the private vocational training institutions are expected to access the needed information about mobilization process and effective leadership styles to be employed in attaining sustainability.

1.9 Justification of the Study

The 2003 Uganda labour force survey indicated that 93% of people with vocational training were active in the labour force, a higher proportional than for any other group from other training sub sectors Ministry of Finance, Planning and Economic Development, (2004). This was evidence that skills provided in vocational training are relevant and useful in the market. Despite the high figures of vocational trainees/ graduates, the vocational training institutions continue to face challenges of insufficient resources and deteriorating infrastructure leading to risk of institution closing. It was from a combination of high numbers of established private vocational training institutions but with deteriorating state, high numbers of unemployed and or under-employed youth of working age and influence of institution ownership on funding that the researcher found justification and urgency to undertake the study.

1.10 Scope of the Study

Geographical coverage of the study was private vocational training institutions consisting of vocational training schools, centres or institutes, situated and operating in Kampala District for at-least one year, and of either faith/religious based, for-profit organization, or Non Government Organization, (NGO).

Time scope of the study was from 1998 – 2008, covering the period from when private vocational institutions were organised under the umbrella of Uganda Association of Private Vocational Institutions.

Sample population of private vocational training institutions was obtained from the accessible population, as recommended Amin, (2005).

1.11 Operational Definitions

The subsequent definitions of terms as used in the confines of this research study.

Sustainability: When prevailing structures and processes of an institution have the capacity to continue performing their functions over the long time (Batchelor & Norrish, 2002).

Mobilization: This refers to the process of acquiring tangible resources in the different forms.

Vocational training: is the development of a particular skill(s) and related knowledge required by a specific occupation or group of occupation (UNESCO, 1978).

Private vocational training institutions: These included categories of private vocational training schools, centres, and institutes.

Leadership style: It is a manner in which a leader conducts his/her leadership roles to attain the organization goals (Mazzerella & smith, 1989).

1.12 Limitations to the Study

During the study, the following limitations were experienced and were addressed in a satisfactory manner. The limitations included; (1) lack of authentic information and records from respondents, (2) respondents withholding vital information about the study and (3) respondents misinterpreting the purpose of the study. Mechanisms to address the limitations were instituted during the study which included protecting respondents who wished to remain anonymous on submission of information, making clarifications to respondents concerning the purpose of the study and cross checking information received during data collection and then cleaning it up.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the literature review relevant to the study. It has been handled objective by objective, reflecting both independent (factors) and dependent (sustainability) variables. It further considers the theoretical review, in which the two concepts (mobilization and sustainability) were studied and the guiding theories of the study were discussed in view of contributions made by earlier scholars.

2.1 Theoretical Review

This study was based on “Resource Mobilization Theory” (RMT), which explains factors that could likely contribute to sustainability. The Resource Mobilization Theory focuses on how groups organize and pursue their goals by mobilizing and managing resources. It indicates that there are possible factors that condition mobilization which include organization, leadership, and environment McCarthy and Zaid, (1987). Pfeffer, (1981) using the Resource Dependence Theory goes on to highlight that actors lacking in essential resources would seek to establish relationships with (i.e., be dependent upon) others in order to obtain needed resources.

Pfeffer, (1981) affirm that acquiring the external resources needed by an organization comes by decreasing the organization’s dependence on others and or by increasing other’s dependency on it. That is taken to be modifying an organization’s power with

other organizations and so the relationship can either be within individual organization or between organizations as asserted by Pfeffer, (1981). Contemporary social movement scholars have put more focus on the processes by which organizations have generated and utilized resources Levitas and Achidi, (2006). Knowing that, the integration and clustering of resources have enabled organizations to carry out tasks that have explained their existence.

To this end, study hypotheses were developed and used to test the compliance of Resource Mobilization Theory. Findings of the study, indicated that leadership style, mobilization process and policy environment condition mobilization of resources which in turn affects sustainability of an institution.

2.2 Review of Related Literature

In view of the study, related literature considering the contributions made by earlier scholars in the area of sustainability of private vocational training institutions and the factors that affect it were reviewed.

2.2.1 Leadership Style and Sustainability

Bass and Avolio, (1995) define leadership as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Ward, (2007) define leadership as the ability of an individual to set rules for others and lead from the front. An organization that is sustainable is one with effective leadership Angey and Nilsson, (2004). Parks, (2005) advances that one of the functions of leadership is to mobilize people, groups and

organizations to address their toughest problems. Equally, for an institution to achieve sustainability, strong leadership with clear vision is listed as important (Grindle, 1997). Also Cako, (2001) recognise the responsibility of the leader to provide a favourable work environment, such as availing working tools, equipment, materials and providing basic comfort. Further, Brown, (1988) states that an institution's continued effectiveness in creating and maintaining an acceptable level of capacity and then converting that capacity into actual performance depended on the leadership of the organization. At the same time Maxwell, (1993) goes on to stress that through leadership, work is accomplished and results achieved.

On the other hand, Parks, (2005) asserts that complex conditions require acts of leadership that assist people in moving beyond the edge of familiar patterns into the unknown terrains. With such emphasis on leadership role in effectively advancing the goals of an institution, the leadership style employed tends to a certain extent to affect the contribution made. Mullins, (2007) state that leadership style is the way in which the functions of leadership are carried out and the way in which the leader behaves towards members of the group.

Quite a number of theories have been advanced explaining the different leadership styles. McGregor, (1960) summarized two contrasting categories of assumptions made by managers. He argues that based on Theory X, managers believe that the average human being has an inherent dislike of work and will avoid it if possible. Being a human characteristic, most people must be coerced, controlled, directed or threatened with

punishment to get them to put forth adequate effort to achieve organizational objectives. On contrary, Theory Y, managers believe that the expenditure of physical and mental efforts at work is as natural as playing or resting, and the average human being within ideal condition, learns not only to accept but to seek responsibility. This tends to cause people to be self directing to achieve desired objectives which they are committed to. This implies that a leader following Theory X ends up employing directives to achieve results.

Among the leadership styles recognized by scholars include directive, participative, delegative, facilitative, team, and servant, along with others. For this study, the researcher concentrated on participative, delegative and directive leadership styles because of their people orientation in achieving sustainability of institutions.

Participative leadership style also known as democratic leadership style seeks a consensus on the direction of a group. This is more people oriented where the feelings and thoughts of followers matter a lot to the leaders. In the process, every one owns up the decision. Mehta, (2001) affirm the involvement of stakeholders in decision making increases their perception in performing the tasks through cooperation, team spirit, and high morale. Warrick, (2007) assumes that under participative leadership style, staffs are self driven, trustworthy, and honest with high emphasis put on both performance and people. Warrick, (2007) further believes that participative leadership style results in high employee commitment, cooperation and hence productivity which is envisaged to contribute to sustainability of the organization.

In the same vein, McGregor, (1960) stresses that leadership strategy of effectively using participative management has a tremendous impact on managers. Ward, (2007) goes further to acknowledge that for participative leadership style, the leader aims at getting the best out of the team. This creates an environment in which all members present their ideas to achieve the best outcomes. The leader then takes up the role of an overseer of the whole process and being responsible for the final decision. However, Ward, (2007) disagree with the argument that this type of leadership style is a sign of weakness, instead he advances that it's a sign of strength.

While under delegative leadership style, Goleman (2002) acknowledge that the leader employing delegative leadership style takes a back seat towards decision making, and allows his/ her teams to take their own course of action. In effect, the leader gives almost all authority and control to subordinates to govern their decisions and course of actions. To this end, leadership is offered more indirectly rather than directly. Gerald and Dan (2006) argue that engaged staff tend to have a strong emotional bond to the organization they work for which is a component of delegative leadership style. It is further observed that staff who are actively engaged in value addition for the organizations advances progression of the organization. This is supported by Dily and Hayday, (2003) who argue that engaged employees tend to feel a strong emotional bond to the organization they work for. Warrick (2007) on the other hand acknowledge that delegative leadership style puts low emphasis on performance and people.

Goleman, (2002) argue that autocratic leadership style is similar to directive leadership style. The difference being that autocratic leaders are generally more task orientated. Despite the emphasis put on completing tasks, under directive leadership style, Murry, (2008) observe that efforts of team work are not tapped.

Conversely, Goleman (2000) recommends that a leader should not depend on a single leadership style if substantial results are to be achieved. This is further supported by Lowe et al., (1996) who assert that it is quite difficult to identify the supremacy of one specific leadership style over another. In effect leaders tend to adjust their leadership style to the situation as well as to the people being led. So the extent to which leadership style affected an organization's sustainability varies.

With the realisation of the importance and relevance of different leadership styles in organizations, it became necessary to examine the effect of leadership style in achieving sustainability of private vocational training institution in Uganda. Findings of the research indicated that only participative leadership style had an effect on sustainability of private vocational training institutions.

2.2.2 Mobilization Process and Sustainability

Kimaro and Nhampossa (2002), state that mobilizing resources is such an important activity in maintaining sustainable operations of any establishment. As resources are mobilized, their availability in the establishment increases. Norton (2003) stresses that for an institution and its core work to be sustainable, it ought to see the funding as an

investment for the future. Edwards and Folwer, (2002) observe that the volume of resources, measures organisational growth knowing that sustainability dimensions like growth, maintenance, degradation of resources tend to affect organization's ability to sustain itself (Russell, 1995).

However, uncertainty of resources cause organizations not to effectively plan for the future Viravaidya and Hayssen, (2001), indicating that attainment of set goals continues to be a challenge to such organizations. Holloway, (2001) on the other hand, advances the idea for any organization that deems in-depth considerations in obtaining resources needed to meet its goals actually finds the required resources. The more funding an organization actually receives, the more it meets its goals McCoskey, (2005). This clearly points to the fact that resource mobilization that causes sustainability could be realised with effective structures and clear procedures required to guide the process (Eilor, 2008).

More importantly, Norton (2003) acknowledges that it is the mandate of the leadership to identify the resource gaps that exist in the organization and devise strategies of mobilizing the required resources. Mostashari, (2005) goes on to promote that identification of the organization's needs and how financial resources can be mobilized is critical to sustainability of the organization.

Though there are views that suggest that sustainability was in terms of financial issues, it was argued that it was more than just financial problems. Brown, (1988) identified six different notions of what the term sustainability meant in the literature. The six notions

were categorised into four broad areas: 1) sustainability as continued benefit flows, 2) sustainability as longevity or survival, 3) sustainability as the ability to recoup costs, 4) sustainability as institutional capacity and performance. However, the study focused on sustainability as institutional capacity to continue performing. Lee, (1997) agrees that to attain institutional sustainability demands more than simply ensuring financial sustainability. This requires multi-dimensional efforts both internal as well as external. That is why Weinstein, (2002) alleges that eighty percent (80%) of an organization's resources come from twenty percent (20%) efforts. This implies that effective mobilization of resources requires a clear strategy indicating the process, expectations, source of resources, among others.

Stressing the importance of developing a mobilization strategy, Musiime, (2007) maintains that mobilization strategy is an indicator that an organization knows where its destination is, the resources required, who will be involved, which in turn becomes a key consideration for stakeholders who includes potential partners and donors. To improve effectiveness of the management of establishments, it is increasingly becoming important to involve staffs in the affairs of the organisation Sheehan, (2003). This was supported by Bentley, (2005) who promoted the idea that fundraising required a systematic process and committed staff to carry out fundraising drives. A well designed mobilization strategy establishes confidence for the organization to work towards achieving its aims rather than worry about where to get resources from. This tends to increase the chances of starting points for mobilizing resources. Norton, (2003) further advises that during strategy development, it is important to be cost conscious, relate the mobilization efforts to

institution efforts, develop the mobilization over time, remain cost-effective, avoid risk and above all, remember that someone has to pay for the cost.

Norton (2003) also highlights Strength, Weakness, Opportunities and Threats (SWOT) analysis and stakeholders' analysis as key techniques in the development process. Synergies in form of strategic alliances (both internal and external) are often sought out to cause collaborations that bring to an institution the desperately needed resources Michael, (2003). These vary from one institution to another according to internal and external linkages formed based on expertise, ability and commitment. Unfortunately, most organizations implement a single project, one after another over a span of time Edwards and Folwer (2002). In addition, it was noted that developing a private supply of training required a degree of transparency in the operation and management of institutions as well as compliance with certain standards (International Institute for Educational Planning, 2002).

Similarly, Roesch, Oluka, Nalumansi, and Muller-Maige, (2003) acknowledge that among the external linkages through which resources are mobilised for vocational training institutions survival included payment of tuition fees. However, it is argued that the high drop-out rates and parents failing to meet their obligations to pay fees due to their poor economic situation has greatly contributed to low financial base for private vocational training institutions in Uganda leading to insufficient resources and inadequate infrastructure operations and maintenance. As a way forward for achieving sustainability, these institutions resorted to using cheap or zero labour of the trainees to produce items

for sale in effort to generate income. It was therefore the low labour that supplemented the trainee's fees (Ntale & Mukasa, 1997). In this case, required resources would be in form of training material, human resource, equipment, tools, taking training materials to be basic needs for quality learning. Hence, findings of this study stressed the importance of mobilization strategy development and resource gaps identification as they had an effect on sustainability of institutions.

2.2.3 Policy Environment and Sustainability

Government through its policies are seen to be one of the most significant external forces that could affect the performance of private training institutions Christian and Serriere, (2002). Johanson and Adams, (2004) promote that getting policies right for vocational training is the number one role of governments in this area.

Chinapah, (1991) indicates that an education institution with organised administration and implementation provides a better articulation of objectives knowing that a number of activities in organizations depend on policies. Where policies are lacking, control of resources becomes difficult due to lack of guiding principles. It is anticipated that policies adopted in the area of education and training deal could with issues like (1) licensing and regulations needed for establishment and expansion of private training providers, (2) how to finance the training system to provide incentives for good performance by all stakeholders, among others. Johanson and Adams, (2004) equally promote the idea that regulations could control the opening of a new training institution, the operation of the institution, instructor's qualification, the types or levels of fees charged and other issues.

Clark (1992) advances that self-reliant development would be sustainable only if the policy environment allowed it to be so. These policies address, through legislations, the roles and responsibilities of all stakeholders who include training providers both public and private, government, enterprises, workers, trainees and supporting institutions. Vansant, (2003) goes on to note that in organizations where resources increase, growth might not be realised especially if the policies are not adhered to.

However, it was asserted that the economic context affecting the demand and supply for vocational training was important as a guide to the creation of good policies for Technical Vocational Education and Training Middleton, Ziderman and Adams, (1993). Similarly, policies at international level can affect the performance of vocational training. For instance, World Bank's policy of emphasising basic education and the movement toward universal primary education caused reduced overall donor interest in vocational training in the 1990s Working Group for International Cooperation in Skills Development, (2001) as cited in Johanson and Adams, (2004). Through such policies, there was a shift from supporting individual vocational training institutions to systems reform and institutional development DANIDA, (2002). This impacted greatly on resources getting to private vocational training institutions even in Uganda, causing hindrance to sustainability. Besides, it was realised that assistance to Technical Vocational Education Training programs had been guided by policies in several countries like Germany in 1992 and Switzerland in 1995 Johanson and Adams, (2004).

Nevertheless, some policies could enhance vocational training. A case in point, at a meeting of Ministers of Education of the African Union, it was recommended that African governments introduce policies that could support increased private participation, sustainable financing schemes and increase funding support to vocational training Meeting of the Bureau of the Conference of Ministers of Education of the African Union, (2007). This was found to be in line with one of Uganda government policies as stated in the PEAP (2004) that private vocational training institutions complement government efforts (public vocational training institutions) in providing education and skills training. This was further consolidated with the formation of a governing and umbrella body of the private vocational training institutions, Uganda Association of Private Vocational Institutions, (UGAPRIVI) in 1998. This is a cooperation network of private vocational training institutions, as well as a platform for raising awareness, policy dialogue and establishment of strategic alliances and partnerships. All these attempts were in view of ensuring that the private training institutions continue operating and delivering their programmes in a sustainable manner. Some of the policy documents in Ugandan education sector include; Education Act 2008, Government White Paper on Education (1992), BTVET Act 2008, Board of Governors Rules and Regulations 1991 among others. Findings of this study confirmed that government policies significantly affected sustainability of private vocational training institutions.

2.2.4 Category of Institution Ownership and its Influence on Factors and Sustainability.

Policies instituted by founders concerning teaching staff, enrolments, equipping of training workshops and general management of the institution are likely to influence the sustenance of the institution International Institute for Educational Planning, (2002). For instance, tuition fees which are an important source of revenue to institutions and also affect the way the institution function, can be a source of controversy originating from the influence of institution owners. If tuition fees amount are set freely by the owners, enrolment numbers and target group of trainees would vary depending on the amount International Institute for Educational Planning, (2002).

Mukasa, (1999) observe that tension among board members, institution owners and staff in most organisations are often characterized by lack of understanding of roles and responsibilities. The emerging tension tends to be inevitable given the ambiguous space created. It was further argued that for private institutions, management structures differed from one institution to another according to the wishes of ownership agency Eilor, (2008). Equally, availability of resources and sustainable operations and maintenance of infrastructure are inclined to the association created by the owners to both internal and external connections.

From reviewed literature, it was observed that institution owner influence can affect the reputation and sustainability of the institution. This was further augmented by the

findings of this research which indicated that owner's influence was realised only under delegative leadership style.

2.3 Conclusion

The reviewed literature and theories, though with wide and divergent aspects, all attributed to the importance and relevance of sustainability of private vocational training institutions. However, from literature review knowledge gaps were identified. These included; difficulty in identifying the supremacy of a specific leadership style over another in affecting an organization's sustainability, identification of effective structures and clear procedures required to guide the process of mobilizing resources, how government policies can affect performance of private vocational training institutions and in which ways institution owners are likely to influence sustenance of private vocational training institutions. The researcher therefore, considered the identified knowledge gaps, presented and discussed the findings as in chapters four and five.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter includes; research design, study area, target and accessible population, sample size and selection, sampling techniques and procedure, data collection methods/ techniques, data quality control, processing and analysing of data.

3.1 Research Design

The research design was a case study design. Private vocational training institutions are established in almost all districts in Uganda. Kampala district was therefore, considered as the case for the research Sekaran, (2003). The research was a triangulation of qualitative and quantitative approaches.

3.2 Study Population

The study population was private vocational training institutions of different ownership categories which included; faith/religious based, Non Governmental Organization (not for-profit), and for-profit organizations, having offered formal vocational training for at least one year by the time of the study, and members of Uganda Association of Private Vocational Institutions.

3.3 Sample size and Selection

Based on time and financial limitations, intensive study focused on selected private vocational training institutions to constitute the study sample and the results were

generalised according to the accessible population. It was from the accessible population that sample population was identified using R.V. Krejcie and D. W. Morgan tables.

The subjects were from different categories of the population who were participating in contributing to sustainability of the private vocational training institutions. The categories of the populations included; representatives of education agencies (Education Planning department, Business, Technical, Vocational Education and Training department, Directorate of Industrial Training), Uganda Association of Private Vocational Institutions head office, and directors/ board members of the private vocational training institution, who were interviewed as highlighted in Table 1.

On the other hand heads/ managers of the private vocational training institutions, support staff in grants/ resource mobilization/ finance department, and instructors in private vocational training institutions were issued with self-administered questionnaires.

Table 1: Sample size and Selection procedure

No.	Category	Accessible population (P)	Sample size (S)	Source of sample	Selection procedure/ technique	Data collection method
1.	Representatives of education agencies. (i.e Education planning department, BTVET department, Directorate of Industrial Training) and UGAPRIVI head office	10	10	Tables (Krejcie and Morgan)	Purposive sampling	Interview
2.	Directors/ board members of the private vocational training institutions.	15	14	Tables (Krejcie and Morgan)	Purposive sampling	Interview
3.	Heads/ managers of the private vocational training institutions	95	76	Tables (Krejcie and Morgan)	Simple random sampling	Questionnaire
4.	Support staff in grants/ resource mobilization/ finance department.	95	76	Tables (Krejcie and Morgan)	Simple random sampling	Questionnaire
5.	Instructors in private vocational training institutions.	250	152	Tables (Krejcie and Morgan)	Simple random sampling	Questionnaire
	TOTALS	465	328			

Source: Adopted from R. V. Krejcie and D. W. Morgan (1970) tables adapted as cited in Amin, (2005).

3.4 Sampling techniques and Procedure

In order to have valid results and avoid a biased sample, the sampling technique that was employed in selecting the study sample from the accessible population was probability based type of sampling. This was in form of simple random sampling which gave equal

chances of selection for respondents who were issued with questionnaires Amin, (2005). Purposive sampling was applied to informants who were interviewed. The key informants included representatives of education agencies, directors/ board members of the various private vocational training institutions with different ownership orientation.

3.5 Data Collection Methods/ Techniques

In conducting the study, efforts were made to triangulate data collection methods to increase objectivity of purpose. Data collection methods included questioning, interviewing, discussions and observation.

3.5.1 Questioning

Questions covering different dimensions of the variables were generated and administered to respondents. Efforts were made to use questions of appropriate level of understanding of respondents. Respondents included heads/ managers, instructors and support staff in grants/ mobilizations/ finance department.

3.5.2 Interviewing

Key informants of different categories were interviewed to establish a better understanding of research variables. The interviews were conducted. Key informants included; representatives of education agencies, Uganda Association of Private Vocational Institutions head office and directors/board members of the private vocational training institutions.

3.5.3 Discussions

Focus group discussions were organized for key respondents who included directors, heads of institutions and staff working in grants/ finance departments. The discussions were meant to extract information that was specific in areas of the effect of leadership styles, policy environment, institution ownership category influence and mobilization process sustainability of private vocational training institutions.

3.5.4 Observation

The researcher made general observations in various aspects during visits to the selected institutions. The observations considered status of lecture rooms and workshops, status of training equipment and tools, availability of training materials, and presence of instructors at the institutions. This created additional data without asking respondents directly. Findings were that most of the private vocational training institutions had deteriorating infrastructure, insufficient training materials, tools and equipment.

3.6 Data Collection Instruments

During data collection, the instrumentation used was in form of self-administered questionnaire, interview guide, discussion topics, and observation checklists. The data collection instruments which were designed in English language are appended to this dissertation. Research assistants were oriented to collect the data.

3.6.1 Questionnaire

Self-administered questionnaire (Appendix A) with closed-ended questions reflecting the identified knowledge gaps in the reviewed literature was developed. The questionnaire covered general information and all the dimensions of the study.

An interval type of scale was used. A five-point Likert scale ranging from 5 to 1 was applied to establish whether the study population strongly agreed (5) or strongly disagreed (1) with the relationship between the study variable factors and sustainability Sekaran, (2003).

3.6.2 Interview Guide

An interview guide (Appendix B) was used in conducting semi-structured interviews to respondents in seeking for answers to issues that were difficult to solicit using the structured questionnaires.

3.6.3 Discussion Checklist

A discussion checklist (Appendix C) composed of different questions related to study variables were used. The topics were discussed by respondents to create a deeper understanding of the subject matter.

3.6.4 Observation Checklist

Observation checklist (Appendix D) indicating areas for observation during study visits to the training institutions was followed.

3.7 Data Quality Control (Reliability and Validity of instruments)

Reliability and validity as a measure of data “relevance” and “correctness” are very important in research as emphasized by Mugenda and Mugenda, (2003) and were given due attention during execution of the research.

3.7.1 Reliability

The internal consistence approach was employed in the study to assess reliability in data. To improve data collection instruments, a pre-test was carried out that resulted into improved and consistent instruments. Cronbach’s alpha was determined to test the reliability of the instrument in the study. Table 12 highlights Cronbach’s alpha results for the different variables/ dimensions.

Table 2: Reliability Test

Category	N	Cronbach’s alpha value
Leadership style	14	0.650
Mobilization process	16	0.882
Policy environment	5	0.439
Sustainability	19	0.889
Institution ownership	5	0.940
Overall	68	0.918

An overall Cronbach’s coefficient of 0.918 was achieved implying that items correlated highly among themselves Mugenda and Mugenda, (2003). However, Cronbach’s alpha value for policy environment scored 0.439 which was below recommended value of 0.5. This implied that the items covering the policy environment dimension lacked internal consistence which could explain why many of the respondents failed to appropriately answer this particular section.

3.7.2 Validity

In conducting the study, the researcher emphasized the development of instruments which reflected construct validity and content validity, in which a set of items that were used in the instruments, accurately and adequately represented the different contents of the concepts of the study Amin, (2005).

Factor analysis was used to confirm if the different items belonged to the different factors as hypothesised Amin, (2005). To meaningfully explain patterns of regression between independent variables (factors) and dependent variable (sustainability), the researcher used the principal component factor analysis technique as extraction method and Varimax with Kaiser Normalization as rotation method. The independent variable was subjected to factor analysis. This was used to identify the underlying factors/constructs that could adequately measure each key variable. Rotated component matrix results for the independent variable are presented in Table 3. The rotation for the independent variable converged in seven (7) components (participative leadership, delegative leadership, directive leadership, mobilization strategy development, resource gap identification, mobilization execution, government policies) with a total cumulative percentage of sixty seven point zero three five (67.035%) of extraction sums of square loading and KMO and Bartlett's test indicating KMO Measure of Sampling Adequacy of 0.777 at a significance of 0.000.

Policy environment was a single dimension with a total cumulative percentage of sixty nine point two zero nine (69.209%) and so was not rotated. Moderating variable equally was a single dimension with a total cumulative percentage of eighty point seven six three

(80.763%) and also was not rotated. Mobilization execution was a new factor that emerged out of factor analysis.

The cumulative percentage of sixty seven point zero three five (67.035%) for independent variable indicated the contribution of the rotated and retained components was way above average value of fifty percent (50%) Amin, (2005). Equally the KMO Measure of Sampling Adequacy of 0.777 for independent variable indicating the total variance was adequate and above 0.5 according to Amin, (2005). Table 3 below indicates the factor analysis summary for the independent variable.

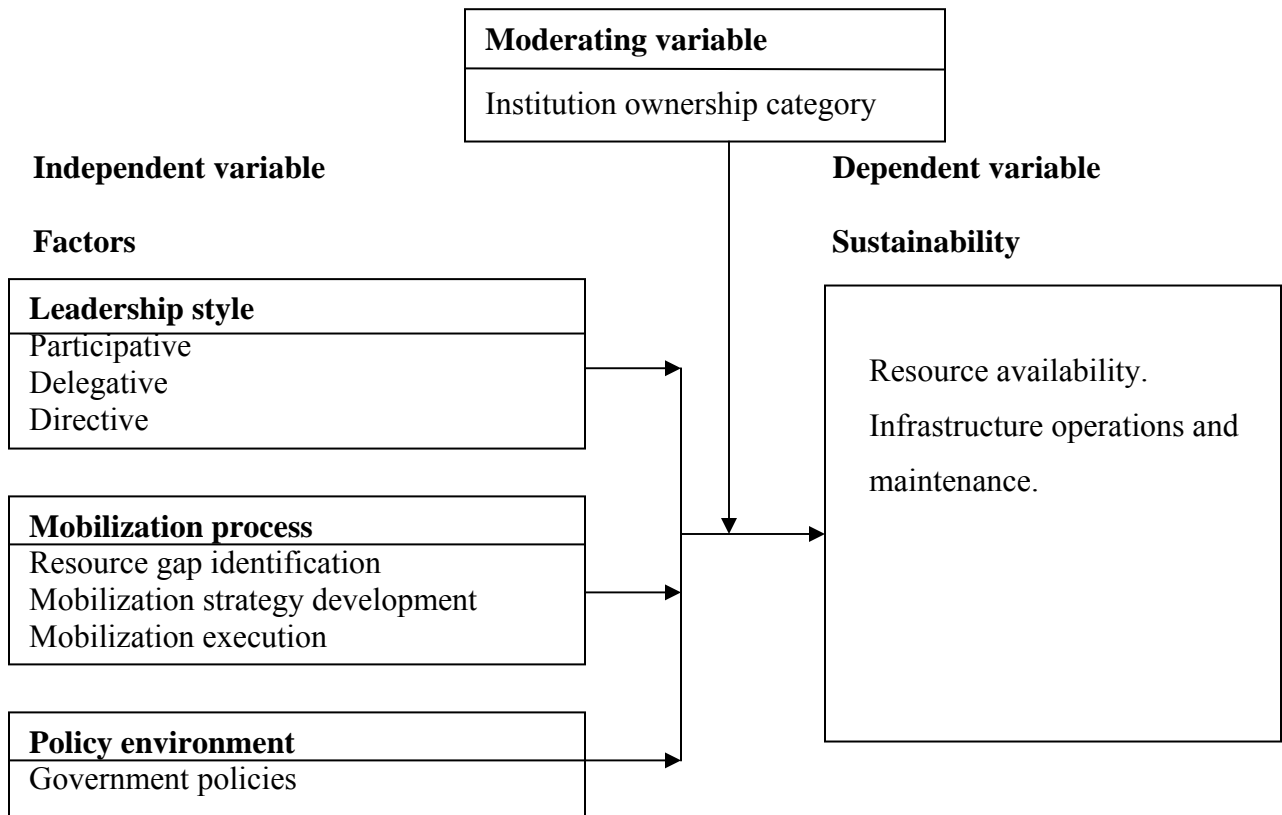
Table 3: Factor Analysis Results, Rotated Component Matrix (a) for Independent Variable

	Component						
	1	2	3	4	5	6	7
The head of institution incorporates suggestions made by staff	.818		.148		.155		
The head of institution holds meetings to discuss progress of work	.815		.182		.215		
The head of institution involves staff in decision making	.793	.279			.101		
The head of institution promotes a reliable and efficient communication system	.755	.109	.136		.138		
The head of institution promotes team work	.740		.225	.114	.249		-.160
Management sees funding as an investment		.815		.138	.116		.139
The institution has a documented mobilization strategy	.319	.702		.162	-.177		.146
Management is knowledgeable of the procedure of the mobilization process		.682	.417	.198	.142		-.121
Management is committed to financing the mobilization process	.158	.574	.196			.341	.259
Management is aware of the purpose and importance of a mobilization strategy	.189	.562	.345		.218		
Management is in continuous search for new opportunities to raise resources	.136		.814				.174
Management and staff are knowledgeable about the resource gaps	.222	.189	.740	.110			
Management and staff are aware and clear of their roles in mobilizing resources for the institution	.322	.252	.735	.239			
The institution has benefited in terms of acquisition of resources as a result of government policies	.101	.223	.199	.712	-.124		
Government policies are adhered to by management and staff	.123	.314	.128	.660			
Government policies enhance vocational training in the country	.221	.121		.645	.369	-.152	-.173
Government policies affect the way private vocational training institutions acquire resources				.563		.187	
After assigning work, the head of institution leaves the staff to proceed without interruption	.266		.152	.111	.781	-.108	
The head of institution gives all authority and power to staff to carry out their assignments	.291	.130			.734		
The head of institution provides feedback to staff during assignment execution	.351	.265	.127	-.151	.558	.339	-.160
The head of institution strictly monitors completion of tasks	.112	.131				.795	-.108
The head of institution puts more emphasis on tasks completion and low on people participation	-.319			.244		.674	
The head of institution anticipates staff to follow instructions without their input	-.206	-.192	-.184	.113		.653	.306
Majority of the resources are mobilized from outside the institution		.162				-.110	.862
Management and staff participate in mobilizing resources from outside the institution		.123	.210			.129	.811

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a) Rotation converged in 7 iterations. Source: Primary data

From factor analysis, the conceptual framework was modified as indicated in figure 2 below.

Figure 2: Modified Conceptual Framework: Factors Affecting Sustainability of Private Vocational Training Institutions.



3.8 Procedure of Data Collection

The research procedure used to collect the data was a combination of personal visits to selected institutions, use of research assistants to reach the various institutions within the planned period, face to face interviewing and interaction during focus group discussion.

3.9 Data Analysis

Data analysis was a triangulation of qualitative and quantitative approaches. Statistical package for social sciences (SPSS) version 12.0 for windows software program was used to process the data.

In analysis, quantitative data were first coded, sorted, edited and categorised before reducing it (factor analysis) to meaningfully explain patterns of regression between independent variables (factors) and dependent variable (sustainability).

Qualitative data was analysed and summarized. Outputs from the analysis were presented in form of tables. From these, patterns and categories were highlighted, discussed and appropriate conclusions drawn.

Descriptive analysis for demographic explanation included frequencies, and percentages to explain contributions, while empirical findings were in form of regressions to determine the extent to which factors, (leadership style, mobilization process, and policy environment) affected sustainability of private vocational training institutions and also establish which factor had the highest causal effect on the sustainability while also testing the research hypotheses.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

In this chapter results are presented, analysed and interpreted following the specific objectives of the study. The presentation includes; response rate, demographic description of the sample, descriptive statistics and empirical findings.

4.1 Response Rate

Self administered questionnaires were distributed and responded to by three categories of respondents namely head of institutions, finance department staff and instructors of private vocational training institutions in Kampala district. Table 4 indicates the response rate, sample size and the number of invalid questionnaires.

Table 4: Indicating Response Rate

Category	Numbers
Sample size	304
Questionnaires issued	280
Returned questionnaires	181
Valid questionnaires	167
Invalid questionnaires	14
Response rate	55%

From accessible population of 465 respondents a sample size of 304 respondents was derived using Krejcie and Morgan tables (1970) as cited in Amin (2005). One sixty seven (167) respondents returned completed instruments which gave fifty five percent (55%) of response rate. Mugenda and Mugenda, (1999) states that a response rate of fifty percent (50%) is considered satisfactory. Of the returned filled-in questionnaires, 14(4.6%) were

rejected as invalid. Some of the factors that affected the response rate included refusal by respondents to attend to the questionnaires at the pretext of being busy and also failing to contact the respondents as a result of change in physical location of the institutes.

4.2 Demographic Description of the Sample

The general information were categorised and presented as personal profile and institution profile.

4.2.1 Gender of Respondents

In view of the study, it was important to establish the degree of participation of respondents by gender. From the completed questionnaires, it was observed that of the total respondents of 167, 96(57.5%) were male as compared to 71(42.5%) who were female. The data is represented in table 5.

Table 5: Gender of Respondents.

		Frequency	Percent	Valid Percent (%)
Valid	Male	96	57.5	57.5
	Female	71	42.5	42.5
	Total	167	100.0	100.0

Based on the above analysed data, it was evident that vocational training is male dominated although some courses being offered are female biased. Flansgurg, (1992) agrees that vocational, education and training has historically been characterised by a high degree of sex segregation. In addition, it was noted that the few women who opted for vocational training, mainly joined courses related to home activities like home crafts, food processing, tailoring, beautification, yet male population mainly enrolled for

engineering related courses namely, construction, motor vehicle mechanics, and carpentry among others (International Labour Organization, 1997). This implied that male dominance in vocational training institutions tended to contribute to sustainability of institutions.

4.2.2 Age Bracket of Respondents

The age brackets of respondents from the questionnaires were in four categories. The 31-40 years category had the highest numbers 71(42.5%). This was followed by the 21 -30 years category with 62(37.1%) respondents, then above 41 years category 31(18.6%). The frequencies for age bracket categories are high-lighted in table 6.

Table 6: Age Bracket of Respondents.

		Frequency	Percent (%)	Valid Percent (%)
Valid	Below 20 years	3	1.8	1.8
	21-30years	62	37.1	37.1
	31-40 years	71	42.5	42.5
	Above 41years	31	18.6	18.6
	Total	167	100.0	100.0

It was necessary to understand the age brackets of respondents who are active in vocational training activities to recognise their maturity. From the completed questionnaires, it was observed that 31 - 40 age bracket category was the most dominant in the private vocational training in Uganda which indicated that personnel involved in vocational training were mature which factor is considered to contribute to sustainability of institutions.

4.2.3 Level of Education

The Level of education of respondents was equally vital to the study to appreciate the proficiency of respondents in delivering vocational training. This was categorised into seven, in which 59(35.3%) of the diploma education category constituted the highest followed by bachelor's degree category with 51(30.5%), then post graduate diploma category with 28(16.8%). Table 7 indicates the percentages of the various highest level of education attained by respondents.

Table 7: Level of Education Attained.

		Frequency	Percent (%)	Valid Percent (%)
Valid	PHD	1	0.6	0.6
	Masters Degree	2	1.2	1.2
	Post Graduate Diploma	28	16.8	16.8
	Bachelors Degree	51	30.5	30.5
	Diploma	59	35.3	35.3
	Certificate	26	15.6	15.6
	Total	167	100.0	100.0

This indicated that most of the respondents were of diploma qualification who can sufficiently deliver the required training service. Diploma qualification holder is anticipated to be knowledgeable.

4.2.4 Position of Respondents Held in the Institution

Position of respondents in the institution was another important demographic description that was considered. This created a fair basis for collecting required information for the study. Respondents to the self administered questionnaires were grouped into three categories. The categories included head of institutions, finance department staff and

instructors. Basing on returned questionnaires, 126(75.4%) were of the instructor category, while 22(13.2%) were of support staff category with the least being the category of head of institution 19(11.4%). Table 8 shows the distribution of the positions of respondents.

Table 8: Position of Respondent.

		Frequency	Percent (%)	Valid Percent (%)
Valid	Head of institution	19	11.4	11.4
	Support staff (Finance dept)	22	13.2	13.2
	Instructor	126	75.4	75.4
	Total	167	100.0	100.0

Low response of both heads of institutions and support staff (finance department) categories negatively contributed to the study as it was difficult to establish a more representative opinion about the study from the two categories of respondents.

4.2.5 Years Involved in Vocational Training Activities

Duration of involvement by respondents in vocational training activities was equally considered and categorised into four. This was to appreciate the competence of respondents. The highest duration was of 2 – 5years 73(43.7%), followed by 6 – 10 years (31.7%), and above 10 years, 29(17.4%). The category of less than one year, 12(7.2%) had the least. Table 9 indicates the distribution of respondents by the years involved in vocational training activities.

Table 9: Years involved in Vocational Training Activities

		Frequency	Percent (%)	Valid Percent (%)
Valid	Less than 1 year	12	7.2	7.2
	2-5 years	73	43.7	43.7
	6-10 years	53	31.7	31.7
	Above 10 years	29	17.4	17.4
	Total	167	100.0	100.0

These results showed that most respondents had experience and knowledge in vocational training of above two years.

4.2.6 Category of Private Vocational Training Institutions.

To establish the dominant category of private vocational training institution in the geographical area of the study, this demographics description was considered. The private vocational training institutions studied were categorised into four. From the returned questionnaires, the highest number of respondents were from vocational institutes, 90(53.9%) category, followed by vocational centres, 42(25.1%) and vocational schools, 22(13.2%). “Others” category with 13(7.8%) included business schools. Table 10 shows the frequencies of the categories of the private vocational training institutions studied.

Table 10: Category of Private Vocational Training Institutions.

		Frequency	Percent (%)	Valid Percent (%)
Valid	vocational school	22	13.2	13.2
	vocational centre	42	25.1	25.1
	vocational institute	90	53.9	53.9
	Others	13	7.8	7.8
	Total	167	100.0	100.0

These results showed that most private vocational training institutions are of vocational institute category. This implied that there were more of vocational institutes in Kampala District than vocational schools and centres. So the study findings applied more to vocational institutes than the other categories.

4.2.7 Years of Existence of the Private Vocational Training Institutions.

Years of existence of the vocational training institutions was considered in four categories to create understanding of their sustainability mechanisms. Most of the vocational training institutions 108(64.7%) had existed for above eleven (11) years, followed by 6 - 10 years, 30(18.0%) and 2 - 5 years, 29(17.4%). Table 11 indicates the distribution of private vocational training institution’s years of existence.

Table 11: Years of existence of the Private Vocational Training Institution

		Frequency	Percent (%)	Valid Percent (%)
Valid	2-5 years	29	17.4	17.4
	6-10 years	30	18.0	18.0
	Above 11 years	108	64.7	64.7
	Total	167	100.0	100.0

Most of the private vocational training institutions in Kampala District had existed for more than eleven (11) years, implying that these institutions were sustainable.

4.2.8 Category of Ownership of Private Vocational Training Institutions.

To understand the influence of owners of private vocational training institutions, private vocational training institution ownership was categorised into four. Most of institutions were of “for profit” category, 92(55.1%). Followed by the category of non government

organization based, 62(37.1%) and then church/ faith based category, 11(6.6%). The least category was “others” 2(1.2%). Table 12 shows the distribution by institution ownership.

Table 12: Category of Institution Ownership.

		Frequency	Percent (%)	Valid Percent (%)
Valid	Church/ Faith based	11	6.6	6.6
	NGO	62	37.1	37.1
	For profit	92	55.1	55.1
	Others	2	1.2	1.2
	Total	167	100.0	100.0

These results signified that most established private vocational training institutions were of the “for profit” category of ownership. This was attributed to business/ profit acumen which promote the spirit of hard working leading to sustainability.

4.2.9 Category of Assessing Body.

To understand the impact of assessing bodies on private vocational training institutions infrastructure requirements, category of assessing bodies was another area of interest to the study. Uganda National Examinations Board, 80(47.9%) an assessing body was most preferred followed by Directorate of Industrial Training, 58(34.7%) and lastly “others” category, 29(17.4%). Table 13, by numbers shows the preference of the assessing body by the training institutions.

Table 13: Category of Assessing Body.

		Frequency	Percent (%)	Valid Percent (%)
Valid	DIT	58	34.7	34.7
	UNEB	80	47.9	47.9
	Others	29	17.4	17.4
	Total	167	100.0	100.0

Considering infrastructure requirements for assessment by Uganda National Examination Board, institutions are compelled to first put in place all required infrastructure before registering as an assessment centre. This puts demand on institutions to maintain the infrastructure which situation is not strictly followed by Directorate of Industrial Training, DIT.

4.3 Descriptive Results of Independent and Dependent Variables

Descriptive statistics such as means and standard deviations were obtained for the interval-scaled independent variable Sekaran, (2003). Having applied a five-point Likert scale in the research instrument, the average mean value for discussion was taken to be two point five (2.5). In view of this study, the mean values between 2.6 and 4.0 were regarded as moderate (above average), while mean values above 4.0 were regarded high. On the other hand, values below 2.5 were regarded low.

Table 14: Descriptive Results for the Dependent Variable.

Dimensions of variables	Mean	Standard Deviation
Resource availability	3.513	0.864
Infrastructure operations and maintenance	3.83	0.882
Sustainability	3.67	0.873

The mean score value of (3.67) of sustainability of private vocational training institutions (dependent variable) in table 14 was taken as an average of the two dimensions resource availability (3.51) and infrastructure operations and maintenance (3.83) which was moderate, above average mean value of (2.5). This implied that respondents were of the view that sustainability of private vocational training institutions was crucial.

Table 15: Descriptive Results for the Independent Variable.

Dimensions of variables	Mean	Standard Deviation
Participative leadership	3.84	0.938
Delegative leadership	3.67	0.884
Directive leadership	2.96	0.993
Mobilization strategy development	3.55	0.796
Resource gap identification	3.63	0.962
Mobilization execution	2.92	1.085
Government policies	3.49	1.105

From table 15, the mean score of leadership style varied from 2.96 to 3.84 with standard deviations of 0.993 and 0.938 respectively. Of the three dimensions, respondents were of the view that participative leadership with the highest mean score of (3.84) was most preferred as a leadership style for adoption followed by delegative leadership with a mean score (3.67). On the other hand, respondents were not in support of adopting directive leadership with a mean score of (2.96).

From table 15, the mean score of mobilization process ranged from 2.92 to 3.63 with standard deviations of 1.085 and 0.962 respectively. With a mean score of (3.6), respondents believed more in identifying resource gaps than developing mobilization strategy, mean score (3.55) as means of effective mobilization process. However, respondents believed that mobilization execution with a mean score of (2.92) was least important in the mobilization process.

Respondents were of the view that government policies with mean score value of (3.49) were vital in the establishment and management of vocational training institutions.

4.4 Hypothesis Testing

Empirical findings were analysed objective by objective. Objective number one was to explore the effect of leadership style dimension in achieving sustainability of private vocational training institutions. The leadership style was broken down into three dimensions consisting of participative leadership style, delegative leadership style and directive leadership style. Objective number two was to investigate the effect of mobilization process dimension in attaining sustainability of private vocational training institutions. Objective number three was to examine the effect of policy environment dimension on sustainability of private vocational training institutions.

4.4.1 Multiple Regression Results

To determine the extent to which factors, (leadership style, mobilization process, and policy environment) affected sustainability and also establish which factor had the highest causal effect on sustainability, multiple regression analysis was performed. Following are the multiple regression results.

Table 16: Model Summary: Factors and Sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.391(a)	.153	.103	.75979	.153	3.102	.002
2	.716(b)	.513	.461	.58937	.361	15.657	.000

(Source: Primary data)

Results in table 16, at a significance level of 0.000, indicated that a coefficient of determination, R square of 0.513 was obtained, implying that the amount of variance in sustainability of private vocational training institutions that was explained by factors measured by leadership style, mobilization process and policy environment was fifty one point three percent (51.3%) obtained with a standardized error of estimate of 0.589. The remaining forty eight point seven percent (48.7%) is explained by other factors.

The correlation coefficient of $R = 0.716$ (approx. 72%) indicated the strength which was strong and positive of the association of the factors affecting sustainability of private vocational training institutions, when all the interrelations among the variables are taken into consideration. While the adjusted R square of 0.461 (approx. 50%) was the variance in the sustainability explained by the factors considering all the variables and the sample size. The balance of fifty percent (50%) is explained by other unknown factors.

Table 17: ANOVA (b): Factors and Sustainability

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.115	9	1.791	3.102	.002(a)
	Residual	89.478	155	.577		
	Total	105.592	164			
2	Regression	54.184	16	3.386	9.749	.000(b)
	Residual	51.409	148	.347		
	Total	105.592	164			

(Source: Primary data)

Analysis of variance results as shown in table 17, indicated the overall significance of the regression results with F value of 9.749 which was significant at confidence level of ($p=0.000$). This implied that sustainability could be explained by the factors. On establishing that the model summary and ANOVA results were all significant at 99%

level of confidence, the researcher proceeded to present a summary of coefficients that were obtained as indicated in table 18.

Table 18: Summary of Multiple Regression Results:

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.808	.732		3.835	.000
	Participative Leadership	.163	.069	.191	2.374	.019
	Delegative Leadership	.063	.064	.069	.976	.331
	Directive Leadership	.106	.056	.124	1.890	.061
	Mobilization Strategy Development	.224	.081	.222	2.777	.006
	Resource Gap Identification	.162	.061	.194	2.659	.009
	Mobilization Execution	-.082	.048	-.110	-1.705	.090
	Government Policies	.169	.046	.232	3.706	.000

a Dependent Variable: Sustainability
(Source: Primary data)

Table 18 shows the multiple regression results and below is the interpretation of the results objective by objective.

4.4.1.1 Leadership Style Significantly Affects Sustainability

It was observed from table 18 that participative leadership with a beta value of +0.191 was significant (Sig. = 0.019) at 95% level of confidence. This implied that adopting participative leadership does affect sustainability of private vocational training institutions.

The positive beta value revealed that with increased use of participative leadership style the chances of attaining sustainability in the private vocational training institutions are likely to increase. This opinion was also held by key informants who indicated that

“participative leadership style creates opportunities of sharing knowledge and skills which in turn encourages innovation”. In addition, respondents consented that the heads of institutions promoted team work which is an important component of participative leadership style.

On whether delegative leadership had an effect on sustainability of private vocational training institutions, results indicated no significant effect between delegative leadership and sustainability (beta value of +0.069, Sig. = 0.331). This implied that adopting delegative leadership does not affect sustainability of private vocational training institutions. This was substantiated by respondents who concurred with the opinion of heads of institutions giving all authority and power to staff to carry out assignments did not affect the sustainability.

Results further indicated a positive but marginal relationship between directive leadership and sustainability of private vocational training institutions. A beta value of +0.124 was (Sig. = 0.061) at 90% level of confidence. This implied that directive leadership does not affect sustainability of private vocational training institutions since the significance level is above 0.05, the recommended level for testing hypotheses (Punch, 2000).

In summary, for the dimension of leadership style, only participative leadership style component was identified as having an effect on sustainability of private vocational training institutions. Therefore, for objective one of the study, leadership style affects

sustainability of private vocational training institutions hence hypothesis one was partially substantiated and therefore accepted.

4.4.1.2 Mobilization Process Significantly Affects Sustainability

From multiple regression results in table 18, it was noted that mobilization strategy development with a beta value of $\beta = +0.222$, was significant (Sig. = 0.006) at 99% level of confidence. The positive beta value revealed that with emphasis on mobilization strategy development, the likelihood of achieving sustainability of the private vocational training institutions would increase. This was evidenced when applying the observation checklist where by the visited private vocational training institutions that had developed mobilization strategies had evidence of sustainability.

Taking into account the views of respondents, they agreed that management were aware of the purpose and importance of a mobilization strategy in a number of institutions.

The results further revealed a positive significant relationship between resource gap identification and sustainability of private vocational training institutions with a beta value of $+0.194$ (Sig. = 0.009) at 99% level of confidence. The positive beta value indicated that with the identification of resource gaps in private vocational training institutions, the chances of enhancing sustainability would increase. This observation was equally held by respondents who concurred with institution management being in continuous search for new opportunities to raise resources. As witnessed during visits made by the researcher to the institutions, the few institutions like Spear Motors

Apprentice Institute that had identified and documented resource gaps had better resource base as compared to others without.

Establishing if mobilization execution had an effect on sustainability of private vocational training institutions, multiple regression results indicated a negative and marginal effect having a beta value of -0.110 (Sig. = 0.090) at 90% level of confidence. The negative beta value revealed that if sustainability in private vocational training institutions was to be attained, then mobilization execution would not be enhanced. This meant that by carrying out mobilization execution in private vocational training institutions does not bring about effective sustainability. This view was held by respondents who disagreed that majority of the resources mobilized are from outside the institution.

In summary, the components of mobilization process dimension (resource gap identification and mobilization strategy development) were identified as having an effect on sustainability of private vocational training institutions, the highest predictor being mobilization strategy development, followed by resource gap identification as indicated by the beta values. Therefore, for objective two of the study, mobilization process significantly affects sustainability of private vocational training institutions hence hypothesis two was substantiated and accepted.

4.4.1.3 Policy Environment Significantly Affects Sustainability

It was observed from multiple regression results table 18 that policy environment (measured by government policies) had the highest beta value against sustainability of

private vocational training institutions, (beta = +0.232, Sig. = 0.000) at 99% level of confidence. The positive beta value revealed that government policies were very instrumental in promoting sustainability in the private vocational training institutions. This meant that with increased adherence to government policies the chances of achieving sustainability were likely to also increase. This was further held by key informants who stated that *“government policies had promoted public-private partnership and also created linkages with development partners who influenced resource availability in private vocational training institutions”*. Furthermore, the respondents indicated that government policies enhanced vocational training in Uganda.

In summary, policy environment had an effect on sustainability of private vocational training institutions. Therefore, for objective three of the study, policy environment (measured by government policies) significantly affects sustainability of private vocational training institutions hence hypothesis three was substantiated and accepted.

4.4.2 Hierarchical Regression Results

To assess whether the influence of institution ownership category would significantly add to the variance over and above that already explained in the sustainability of private vocational training institutions, a hierarchical regression was run Sekaran, (2003). Presented below are the hierarchical results.

Table 19: Model Summary: Influence of Institution Ownership Category.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.175(a)	.031	.007	.79977	.031	1.270	.284
2	.695(b)	.484	.447	.59692	.453	19.175	.000
3	.813(c)	.661	.619	.49518	.177	10.905	.000

(Source: Primary data)

Results in table 19 indicated that a coefficient of determination, R square of 0.661 was obtained, implying that the amount of variance in the relationship between factors and sustainability of private vocational training institutions that was moderated by the influence of institution ownership category was sixty six percent (66%) (sig. = 0.000) at 99% level of significance and obtained with a standardized error of estimate of 0.495. The remaining thirty four percent (34%) was moderated by other factors.

The correlation coefficient of $R = 0.813$ (approx. 81%) indicated the strength (strong and positive) of the influence on the relationship between the factors and sustainability of private vocational training institutions, when all the interrelations among the variables are taken into consideration. While the adjusted R square of 0.619 (approx. 62%) was the variance in the relationship between the factors and sustainability moderated by considering all the variables and the sample size. The balance of thirty eight percent (38%) was moderated by other unknown factors.

Table 20: ANOVA (d): Influence of Institution Ownership Category.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.250	4	.813	1.270	.284(a)
	Residual	102.342	160	.640		
	Total	105.592	164			
2	Regression	51.076	11	4.643	13.031	.000(b)
	Residual	54.517	153	.356		
	Total	105.592	164			
3	Regression	69.793	18	3.877	15.813	.000(c)
	Residual	35.799	146	.245		
	Total	105.592	164			

(Source: Primary data)

Analysis of variance as shown in table 20, indicated the overall significance of the hierarchical regression results with F value of 15.813 which was significant at confidence level of (p=0.000). After establishing that the model summary and ANOVA results were all significant at 99% level of confidence, the researcher proceeded to present a summary of coefficients as indicated in Table 21 below.

Table 21: Summary of Hierarchical Regression Results:

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
3	(Constant)	2.036	.499		4.079	.000
	Participative X Ownership	.033	.056	.251	.586	.559
	Delegative X Ownership	.135	.050	.963	2.694	.008
	Directive X Ownership	.001	.050	.006	.020	.984
	Strategy dev X Ownership	.011	.071	.075	.151	.880
	Resource gap X Ownership	-.040	.055	-.306	-.724	.470
	Mob exe X Ownership	-.037	.046	-.244	-.809	.420
	Govemrt pol X Ownership	-.005	.066	-.040	-.078	.938

a Dependent Variable: Sustainability

(Source: Primary data)

4.4.2.1 Institution Ownership Category Influence.

The results in table 21 indicated that institution ownership category had an influence (at 99% level of confidence) on only the relationship between leadership style dimension (measured at delegative leadership, sig. = 0.008) and sustainability. The influence of institution ownership category had a moderating effect only when delegative leadership style was applied.

It is observed that most institutional owners directly or indirectly get involved in the day to day management of these institutions, meaning that the leadership styles employed would certainly be influenced by institutional owners. Through delegation of authority and power, staffs are allowed to take their own course of action which could negatively affect sustainability due to lack of adequate guidance but on the positive side it could promote innovation and creativity leading to sustainability. This scenario creates management gaps to which institution owners exploit to effect their influence.

Otherwise no influence was realized between the rest of the dimensions of the independent variables and sustainability, the dependent variable. This meant that the rest of the dimensions like participative leadership style, directive leadership style, mobilization strategy development, resource gap identification, mobilization execution and government policies created a conducive environment for factors which contribute to attaining sustainability of private vocational training institutions.

In summary, institution ownership category significantly moderated the relationship between delegative leadership and sustainability of private vocational training institutions. However, the relationship between participative leadership (Sig. = +0.559), directive leadership (Sig. = +0.984), mobilization strategy development (Sig. = +0.880), resource gap identification (Sig. = +0.470), mobilization execution (Sig. = +0.420), government policies (Sig. = +0.938) and sustainability of private vocational training institutions were not significantly influenced by institution ownership category. Therefore, for objective four of the study, institution ownership category partially influenced the relationship between the factors and sustainability of private vocational training institutions, hence hypothesis four was partially substantiated and therefore accepted.

In conclusion, from the above findings, the second and third hypotheses were substantiated while the first and fourth hypotheses were partially substantiated. This led to a conclusion that leadership style, mobilization process and policy environment condition mobilization which in turn could affect sustainability of private vocational training institutions. The findings were in agreement with the guiding theory of the research, the Resource Mobilization Theory which indicates that the possible factors that condition mobilization included organization, leadership, and environment.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter includes the summary of the study, discussion of the findings identified in chapter four, conclusions, recommendations made and areas for further research.

5.1 Summary of the Study

The study aimed at analysing the factors that affect sustainability of private vocational training institutions in Kampala District, Uganda. The study followed a case study design using both qualitative and quantitative approaches. A self administered questionnaire following a 5-point Likert scale was used together with interview guide, focus group discussions in addition to general observations of the status of the targeted institutions. The response rate was fifty five percent (55%). The data were analysed using different statistical techniques which included descriptive statistics and regression (multiple and hierarchical). Following are the discussions of the findings.

5.2 Discussion of the Findings

Analyses were carried out objective by objective giving various results as indicated in chapter four. The analyses included factor analysis and regression analysis. Following are the discussions objective by objective based on the findings in chapter four of this dissertation.

5.2.1 Leadership Style and Sustainability

The first objective of the study sought to explore the effect of leadership style in achieving sustainability of private vocational training institutions.

From factor analysis, the findings were that the critical factors of leadership styles that could contribute to achieving sustainability included participative leadership style, delegative leadership style and directive leadership style. This confirmed increased chances of attaining sustainability in the private vocational training institutions if participative leadership style was adopted.

These results were in agreement with earlier findings that indicated participative leadership style results in high employee commitment, cooperation and hence productivity. It was envisaged to affect sustainability of the organization Warrick, (2007). Ward, (2007) further acknowledged that employing participative leadership style, the leader aims at getting the best out of the team. This creates an environment in which all members present their ideas to achieve the best outcomes. In another study finding, Mehta, (2001) affirmed that involvement of stakeholders in decision making, increased their perception in performing the tasks through cooperation, team spirit, and high moral.

Participative leadership style under the leadership style dimension was identified as having the highest effect on sustainability of private vocational training institutions. Participative leadership encourages sharing of ideas, which promotes effectiveness and efficiency in operations leading to the sustainability.

5.2.2 Mobilization Process and Sustainability

The second objective of the study sought to investigate the effect of mobilization process in attaining sustainability of private vocational training institutions.

From factor analysis, the critical factors of mobilization process that could contribute to attaining sustainability included resource gap identification, mobilization strategy development and mobilization execution as a new emerging dimension. Regression results substantiated that mobilization strategy development and resource gap identification affected sustainability of the private vocational training institutions.

These results showed an agreement with earlier findings which indicated that mobilizing resources is such an important activity in maintaining sustainable operations of any establishments Kimaro and Nhampossa, (2002). Holloway, (2001) further urged that for any organization that deems in-depth considerations in obtaining resources needed to meet its goals actually found the required resources. Mostashari, (2005) went on to advance that identifying organization's needs and how the financial resources could be mobilized was critical to the sustainability of an organization. In another study finding, Musiime, (2007) maintained that mobilization strategy was an indicator that an organization knew its destination, the resources required, who was to be involved, which in turn became a key consideration for stakeholders who included potential partners and donors. This was supported by Norton (2003) who acknowledged the importance of devising strategies of mobilizing the required resources, having a documented

mobilization strategy which becomes a pivot for effective mobilization. This was also held by Michael, (2003) who advanced that synergies in form of strategic alliances (both internal and external) were often sought out to cause collaborations that brought to an institution the desperately needed resources.

5.2.3 Policy Environment and Sustainability

The third objective of the study sought to examine the effect of policy environment to sustainability of private vocational training institutions. From regression analysis, government policies affected sustainability of private vocational training institutions.

These results were in conformity with earlier studies. For instance, Chritian and Serriere, (2002) argued that government policies are seen to be one of the most significant external forces that could affect the performance of private training institutions. This view was also held by Johanson and Adams, (2004) who noted that getting policies right for vocational training was the number one role of governments in this area. In the same vain, Clark, (1992) advanced that self-reliant development was sustainable only if the policy environment allowed it to be so. It was understood that a number of activities in organizations depended on policies. Where policies were lacking, control of resources became difficult due to lack of guiding principles. Vansant, (2003) went on to note that in organizations where resources increased, growth could not be realised especially if the policies were not adhered to.

5.2.4 Moderator Effect of Institutional Ownership Category

The fourth objective of the study sought to assess the influence of institution ownership category on the factors affecting sustainability of private vocational training institutions. Regression results showed a departure from earlier findings which pointed out that it was founder policies concerning namely teaching staff, enrolments, equipping of training workshops and general management of the institution that influenced the sustenance of the institution International Institute for Educational Planning, (2002).

Of the reviewed literature, there were none supporting the research findings of institution ownership category having a moderating effect on the relationship between the factors and sustainability when delegative leadership style is applied. Another major contradicting finding was from multiple regression results in table 18, which showed no effect between delegative leadership and sustainability of private vocational training institutions and yet hierarchical results in table 21 showed that institution ownership category influence on the relationship between factors and sustainability occurred only under delegative leadership. This implied that externally, extensive delegation of power and authority tend to create management gaps which are in turn exploited by external influence yet internally, the view is different in that the effect is not that significant.

5.3 Conclusions

Based on study findings and discussions, the following conclusions were made objective by objective as follows.

5.3.1 Leadership Style and Sustainability

Leadership style dimension had the least effect on sustainability of private vocational training institutions. This implied that leadership style dimension had a much lesser impact on attaining the sustainability. Among the three leadership styles considered under the research, it was concluded that only participative leadership had an effect on sustainability of private vocational training institutions. Delegative leadership and directive leadership had no effect.

5.3.2 Mobilization Process and Sustainability

Mobilization process dimension had a moderate effect on sustainability of private vocational training institutions. Under mobilization process dimension, it was noted that mobilization strategy development had the highest effect followed by resource gap identification. However, mobilization execution had a marginal effect, implying that it was not so critical in affecting sustainability of private vocational training institutions.

5.3.3 Policy Environment and Sustainability

Policy environment dimension had the highest effect on sustainability of private vocational training institutions. This meant that government policies played a very crucial role in enhancing sustainability of private vocational training institutions.

5.3.4 Moderator Effect of Institutional Ownership Category

It was concluded from the findings that institutional ownership category had an influence on the factors affecting sustainability of private vocational training institutions only when

delegative leadership style was adopted. This meant that institutional ownership category had no substantial influence on the relationship between factors (measured by participative leadership, directive leadership, mobilization strategy development, resource gap identification, mobilization execution and government policies) and sustainability of private vocational training institutions.

5.4 Recommendations

The following recommendations were made in reference to the study objectives.

5.4 1 Leadership Style and Sustainability

Vocational training is expensive, challenging and it is unlikely that many private vocational training institutions can afford and more so maintain it singly. To this effect, administration of these training institutions should be proactive and innovative in nature to cause attraction of resources to the institutions. Considering that mobilizing resources is a people oriented exercise, it is recommended that heads of private vocational training institutions put emphasis in adopting participative leadership style.

5.4.2 Mobilization Process and Sustainability

To effectively and efficiently acquire the needed resources for the private vocational training institutions in Uganda, it is recommended that private vocational training institutions train and retrain their staffs specifically in areas of developing mobilization strategies and identification of resource gaps. Top management including administration and board members should equally be enrolled to such trainings. The training can either

be organised in-house or in well facilitated and equipped institutions like Uganda Management Institute which is already offering such resourceful and impacting training.

It is further recommended that Uganda Association of Private Vocational Institutions, the governing body of private vocational training institutions develops and enforces strategies to strengthen alliances that promote mobilization and management of resources in member institutions.

The Government of Uganda should provide adequate funds for the infrastructure and their maintenance causing sustainability.

5.4.3 Policy Environment and Sustainability

It is recommended that Ministry of Education and Sports puts in place policy frameworks that will regulate resource availability in private vocational training institutes. These are anticipated to cause an improvement in acquisition of the required resources.

Furthermore, private vocational training institutions should formulate and follow guidelines that will enforce effective infrastructure operations and maintenance programs. These are anticipated to facilitate a positive change from the current state of deteriorating and non functioning infrastructure observed in many private vocational training institutions.

5.4.4 Moderator Effect of Institutional Ownership Category

To contribute to the mitigation of the prevailing difficulties of sustainability experienced by most of the private vocational training institutions, it is recommended that Government of Uganda and Ministry of Education and Sports in particular formulates and implements policies which will regulate institution owners' influence on the management of the private vocational training institutions.

5.5 Areas for Further Research

Employing participative leadership styles, together with putting emphasis in identifying resource gaps and developing mobilization strategies all operating in a conducive policy environment will enhance sustainability in private vocational training institutions. These findings however, significantly explained only fifty one point three 51.3% of the variance in sustainability of private vocational training institutions leaving a balance of forty eight point seven 48.7% unexplained. This meant there were other variables (factors) for instance political and economic environments that could explain the variance in sustainability of private vocational training institutions but have not been considered under this research, hence calling for further research.

In addition, it was noted that institution ownership category had a significant moderating influence on the relationship between the factors and sustainability of private vocational training institutions only under delegative leadership. This moderation accounted for sixty six percent (66%) and the remaining thirty four percent (34%) was moderated by other factors. This implies that there are other factors like influence of international

policies that could moderate the relationship between the factors and sustainability of private vocational training institutions but have not been considered under this research, hence calling for further research.

Furthermore, from the research findings, mobilization strategy development had the second highest effect on sustainability of private vocational training institutions. In order to consolidate the research findings, further empirical research to explore the effectiveness and best utilization of mobilization strategies is recommended. Equally, the research findings will be a basis for other future empirical studies in areas of; (1) factors and sustainability of public vocational training institutions since the current study was limited to private vocational training institutions, and (2) exploring management of mobilized resources in private vocational training institutions as the present research focused on mobilization of resources.

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Appendices

Appendix (A): Questionnaire

For Head of Institutions, Support Staff in Grants/ Resource Mobilization/ Finance Department and Instructors in Private Vocational Training Institutions

Dear respondent,

I am a student of Uganda Management Institute (UMI), Kampala pursuing a Masters in Management Studies (option Resource Mobilization and Management). I am conducting a research on Factors and Sustainability of Private Vocational Training Institutions in Uganda. A Case Study of Kampala District. This questionnaire is designed purely for academic purposes.

You are kindly requested to respond by answering all the questions in the questionnaire as honestly as possible. Responses will be kept very confidential.

Thanking you in advance for the valuable time put in filling this questionnaire. Please for purposes of anonymity do not write your name in the questionnaire and you are further requested to leave the “**Code**” space blank for official use.

Joshua Kunya.

Research student

Date:.....

Code:.....

You are kindly requested to indicate your opinion on each of the following questions.

Part 1 (General Information)

(Tick the appropriate option. In some instances, more than one option may be applicable).

A) Personal Profile

1. Gender [1] Male [2] Female
2. What is your age bracket [1] Below 20 years [2] 21– 30 years [3] 31– 40 year
[4] Above 41 years
3. What is your highest level of education attained [1] PHD [2] Masters Degree
[3] Post Graduate Diploma [4] Bachelors Degree [5] Diploma [6] Certificate
[7] Others (specify).....
4. Category of respondent [1] Head of institution [2] Support staff (finance dept) [3] Instructor
5. How long have you been involved in activities of vocational training? [1] Less than 1 year
[2] 2 – 5 years [3] 6 - 10 years [4] Above 11 years

B) Institution Profile

6. What is the category of the private vocational training institution you serve in?
[1] Vocational School [2] Vocational Centre [3] Vocational Institute
[4] Others (specify)
7. How many years has the private vocational training institution been in existence?
[1] Less than 1 year [2] 2-5 years [3] 6- 10 years [4] Above 11 years
8. What is the category of institution ownership? [1] Church/ Faith based
[2] NGO (Not for-profit organization) based [3] For-profit organization (individual,
community) based [4] Others (specify)
9. What is the assessing body (*Tick all applicable*)? [1] Directorate of Industrial Training (DIT)
[2] Uganda National Examinations Board (UNEB) [3] Others

Part 2

You are kindly requested to indicate your opinion by ticking (√) against each of the following questions based on a 5-point score scale described below.

(Scores in this part are based on a five-point scale)

Score scale	1	2	3	4	5
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

No.	Section/ Question	Score scale				
		1	2	3	4	5
	(Mobilization Factors)					
	Leadership Style					
	Participative Leadership Style					
10.	The head of institution involves staff in decision making.					
11.	The head of institution promotes a reliable and efficient communication system.					
12.	The head of institution holds meetings to discuss progress of work.					
13.	The head of institution incorporates suggestions made by staff.					
14.	The head of institution promotes team work.					
	Delegative Leadership Style					
15.	After assigning work, the head of institution leaves the staff to proceed without interruption.					
16.	The head of institution gives all authority and power to staff to carry out their assignments.					
17.	The head of institution allows staff to make decisions concerning action of work.					
18.	The head of institution provides feedback to staff during assignment execution.					
	Directive Leadership Style					
19.	The head of institution anticipates staff to follow instructions without their input.					
20.	The head of institution puts more emphasis on tasks completion and low on people participation.					
21.	The head of institution strictly monitors completion of tasks.					
22.	The head of institution enforces ideas without consulting staff.					
23.	The head of institution depends on authority and threats to cause accomplishment of tasks.					
	Mobilization Process					
	Resource Gap Identification					
24.	Management is in continuous search for new opportunities to raise resources.					
25.	Management and staff are aware and clear of their roles in mobilizing resources for the institution.					
26.	Management and staff are knowledgeable about the resource gaps (shortages).					
27.	Staff gets involved in identifying shortfalls in the required resources.					

No.	Section/ Question	Score scale				
		1	2	3	4	5
	Mobilization Strategy Development					
28.	Management is aware of the purpose and importance of a mobilization strategy (plan).					
29.	Management is knowledgeable of the procedure of the mobilization process.					
30.	The institution governing body (Board, council, trustees or committee) gets involved in mobilization activities.					
31.	Management and staff are involved in mobilizing resources from within the institution (e.g sell of services or products, rent premises etc).					
32.	Management and staff participate in mobilizing resources from outside the institution (e.g central government, community, international or others).					
33.	Qualified and experienced staff are responsible for the mobilization process					
34.	Various approaches and methods are employed in mobilizing resources.					
35.	Management is committed to financing the mobilization process.					
36.	Management sees funding as an investment.					
37.	Majority of the resources are mobilized from outside the institution.					
38.	The institution has a documented mobilization strategy / plan.					
39.	The institution has benefited from the implementation of the mobilization strategy/ plan.					
	Policy Environment					
40.	Management and staff of the private vocational training institutions understand government policies.					
41.	Government policies are adhered to by management and staff of the private vocational training institutions.					
42.	Government policies enhance vocational training in the country.					
43.	Government policies affect the way private vocational training institutions acquire resources.					
44.	The institution has benefited in terms of acquisition of resources as a result of government policies.					
	Sustainability					
	Human Resource Availability					
45.	Instructors have technical capacity and are skilled.					
46.	Most of the instructors are on permanent employment.					
47.	The institution occasionally engages volunteers according to expertise needed.					
48.	Instructors and support staff get training opportunities to upgrade.					
49.	Innovations by instructors are promoted in the institution					
	Training Material, Tools and Equipment Availability					
50.	Instructors and support staff are knowledgeable of the required training materials, tools and equipment.					
51.	The institution has sufficient training materials					
52.	Equipment and tools for training are available and in good working condition					

No.	Section/ Question	Score scale				
		1	2	3	4	5
53.	Equipment and tools for training are always sufficient.					
54.	Instructors and support staff are convinced that management is committed to providing the required materials, tools and equipment for training.					
	Infrastructure Operations and Maintenance					
55.	Staff attitude towards infrastructure operations and maintenance is positive.					
56.	Staffs are aware of the purpose and importance of the infrastructure maintenance programme.					
57.	The institution has a policy for infrastructure development.					
58.	The institution has adequate budget for infrastructure operations and maintenance (equipment and facilities)					
59.	Equipment, tools and infrastructure are well maintained.					
60.	The training, workshop guides and manuals are in place and followed.					
61.	Staffs participate in infrastructure maintenance programme development.					
62.	Most of the infrastructure maintenance work is done internally					
63.	Staffs infrastructure operations and maintenance capability/ skills are continuously updated.					
	Moderating Variable					
	Institution Owner Influence					
64.	Institution owner(s) play a key role in the management of the institution.					
65.	Institution owner(s) involvement promotes acquisition of resources for the institution.					
66.	Institution owner(s) advance the importance and benefits of vocational training.					
67.	Institution owner(s) emphasize the implementation of government policies.					
68.	Institution owner(s) are supportive in implementation of institution activities.					

END

Appendix (B): Interview Guide

**For representatives of education agencies, UGAPRIVI head office and directors/
board members of the private vocational training institutions.**

Date:.....

Code:.....

1. Gender
 - a) Male
 - b) Female

2. What is your age bracket
 - a) Below 20 years
 - b) 21 – 30 years
 - c) 31 – 40 years
 - d) Above 40 years

3. What is your highest level of education attained
 - a) PHD
 - b) Masters Degree
 - c) Post Graduate Diploma
 - d) Bachelors Degree
 - e) Diploma
 - f) Certificate

4. How long have you been involved in activities of vocational training?
 - a) Less than 1 year
 - b) 1 – 5 years
 - c) 6 - 10 years
 - d) Above 10 years

5. What is your opinion on the leadership style (directive, delegative, partipative) of the heads of private vocational training institution?

.....

.....

6. How do you think leadership style affects resource availability and infrastructure operations and maintenance of the private vocational training institutions?.....

.....

.....

7. In what ways are you involved in mobilising resources for private vocational training institution?

.....
.....
8. How have you been involved in discussions of resource availability and infrastructure operations and maintenance of the private vocational training institution?

.....
9. In your opinion what are the key requirements for an effective infrastructure operations and maintenance for private vocational training institutions?
.....
.....
.....

10. How has government policies influenced resource availability in private vocational training institutions?

.....
11. What could be the major hindrances in availing resources to private vocational training institutions?

.....
12. What suggestions do you offer to overcome these hindrances?

END

Appendix (C): Focus Group Discussions Checklist

For Directors/Board Members, Heads of Institutions and Grants/ Resource Mobilisation/ Finance Department Staff

Topics for discussion.

1. Contribution of leadership style to sustainability.
 - What is the contribution of the leadership style in attaining sustainability of private vocational training institutions?
 - What are the constraints faced?
 - Suggest way forward.
2. Mobilization process in private vocational training institutions.
 - In your opinion, what is the contribution of a mobilization strategy in attaining sustainability?
 - Suggest way forward.
3. Government policies and vocational training in Uganda.
 - What is your opinion of government policies on private vocational training in Uganda?
 - Concerning government policies, what are the key issues for consideration in enhancing sustainability of private vocational training institutions?
4. Institution ownership category and vocational training in Uganda.
 - What is the degree of institution ownership category influence in affecting the relationship between factors and sustainability in private vocational training institutions?
 - What remedies do you suggest to mitigate this influence?

Appendix (D): Observation Checklist

1. Displayed Vision and Mission statements.
[1] Displayed [2] Not displayed
2. Status of lecture rooms, workshops
[5] Very good [4] Good [3] fair [2] Bad [1] Very bad
3. Status of training equipment and tools.
[1] Satisfactory [2] Unsatisfactory
4. Availability of training materials.
[1] Satisfactory [2] Unsatisfactory
5. Existence of operation and maintenance manuals.
[1] Satisfactory [2] Unsatisfactory
6. Presence of instructors at training institutions.
[1] Satisfactory [2] Unsatisfactory