

Quality of Instruction and Job Performance of TVET Graduates working in Bushenyi district of Uganda

Authors: Atwiine Chriss*, Dr. Richard Twebaze**, Rev. Canon. Asaph Kabakyenga***
^{1, 2, 3} (Faculty of Education, Arts and Media Studies, Bishop Stuart University, Mbarara Uganda)

Corresponding author email: chrissatwiine2015@gmail.com

Abstract

This study was conducted to investigate the contribution of Technical and Vocational Education and Training (TVET) to the job performance of graduates in Bushenyi District, Uganda. The study specifically aimed to: (1) assess the quality of instruction provided in TVET institutions; (2) examine the job performance of TVET graduates employed in various sectors; and (3) establish the relationship between the quality of instruction and job performance. These objectives were guided by the growing demand for competent graduates who are equipped with both technical and soft skills necessary for a dynamic workforce. A mixed-methods research design was adopted, combining both quantitative and qualitative approaches. Data were collected from 300 TVET graduates, 132 TVET employers through structured questionnaires, and from 8 selected employers using interview guides. Quantitative data were analyzed using descriptive statistics. Quantitative data analysis revealed that the mean score for quality of instruction was 3.92 while the mean score for job performance was 4.06, indicating above-average ratings in both domains and Pearson correlation analysis, while qualitative data were analyzed thematically to complement and explain the numerical results. The use of both methods enhanced the validity and depth of the findings. The findings revealed that most graduates acknowledged the usefulness of TVET training, particularly in developing technical skills, communication, and workplace adaptability. Employers confirmed that while graduates demonstrated competence in practical tasks, there were gaps in leadership, decision-making, and familiarity with modern industry technologies. A strong positive correlation was established between the quality of instruction and job performance ($r = 0.709$, $p < 0.000$), indicating that improvement in training quality significantly contributes to better job performance outcomes among graduates. The study concluded that TVET institutions in Bushenyi District are playing a crucial role in preparing graduates for the workforce, but the effectiveness of their instruction varies. While many graduates are well-grounded in basic technical work, limited industry exposure and inadequate emphasis on soft skills continue to affect overall job performance. Therefore, enhancing instructional quality and aligning it with industry needs is essential for increasing the employability and productivity of TVET graduates. The study thus, recommended that TVET institutions revise their curricula to reflect current industry practices, expand internship and apprenticeship programs, and strengthen collaboration with employers. These strategies will ensure that TVET graduates are more holistically prepared to meet the expectations of a competitive and evolving job market.

Key words: Technical and Vocational Education, Training (TVET), Job performance

Background of the Study

Technical and Vocational Education and Training (TVET) is increasingly recognized in Uganda as a key strategy for addressing youth unemployment and skills shortages. TVET programs are intended to equip learners with practical and industry-relevant skills to improve employability and productivity (UNESCO, 2020; MoES, 2019).

Despite this potential, Uganda's TVET system faces persistent challenges, including inadequate funding, outdated curricula, poorly trained instructors, and weak linkages with industry. These issues have led to skill mismatches, with employers reporting that many graduates lack the technical and soft skills required for effective job performance (BTVET, 2021; African Union, 2020).

Bushenyi District, with its diverse economy especially in agriculture, tourism, and manufacturing requires a skilled workforce to drive growth. However, local TVET institutions struggle with limited teaching resources and outdated equipment, raising concerns about graduate preparedness and job performance (Kasozi, 2019; World Bank, 2021).

Research has shown that high-quality instruction, characterized by relevant curricula, skilled educators, and access to hands-on training, significantly improves graduates' workplace performance.

Statement of the Problem

Ideally, graduates of Technical and Vocational Education and Training (TVET) institutions should possess the technical and soft skills necessary to perform effectively in the workplace and contribute meaningfully to economic growth, particularly in districts like Bushenyi, Uganda, which depend heavily on agriculture, tourism, and small-scale industries. Under optimal conditions, TVET systems are expected to produce competent, job-ready individuals through quality instruction that is aligned with industry needs.

However, the actual situation in Bushenyi reveals a persistent concern: many TVET graduates lack the competencies required by employers. Reports indicate that graduates often fall short in both technical and soft skills, resulting in poor job performance, skill mismatches, and reduced productivity in the labor market (Nile Post, 2024; Monitor Reporter; 2024)

This reveals a significant gap between the expected outcomes of TVET education competent and employable graduates and the actual performance of graduates in the workforce. Despite strategic efforts such as the TVET Act (2025) and TVET policy (2019), implementation challenges like insufficient funding and poor collaboration between institutions and employers continue to hinder progress (MoES, 2019).

In response to this gap, this study seeks to investigate the extent to which the quality of instruction in TVET institutions influences the job performance of graduates working in Bushenyi district. By identifying key instructional factors affecting performance, the study aims to propose actionable interventions to enhance the effectiveness of TVET education and better align it with labor market demands.

Purpose of the Study

The purpose of this study was to examine the relationship between the quality of instruction in Technical and Vocational Education and Training (TVET) institutions and the job performance of their graduates working in Bushenyi district of Uganda, with a focus on identifying the instructional factors that influence graduates' technical and soft skills, workplace readiness, and overall productivity. By addressing gaps in instructional quality and exploring alignment between TVET curricula and labor market demands, the study aims to provide insights for improving TVET programs, enhancing graduate employability, and fostering

stronger collaboration between educational TVET institutions and industries working in the district.

Specific Objectives of the Study

1. To assess the quality of instruction provided in TVET institutions.
2. To evaluate the job performance of TVET graduates working in Bushenyi district of Uganda.
3. To analyze the relationship between the quality of instruction in TVET institutions and the job performance of their graduates working in Bushenyi district of Uganda.

Research Questions

1. What is the quality of instruction provided in TVET institutions?
2. What is the level of job performance among TVET graduates working in Bushenyi district of Uganda?
3. What is the relationship between the quality of instruction in TVET institutions and the job performance of their graduates in Bushenyi district of Uganda?

Hypothesis

There is no significant relationship between the quality of instruction in TVET institutions and the job performance of TVET graduates working in Bushenyi district of Uganda

Literature Review

Quality of Instruction in TVET

The quality of instruction in Technical and Vocational Education and Training (TVET) is a key determinant of its effectiveness in equipping trainees with relevant skills for the labor market. Quality in TVET encompasses various elements, including curriculum design, instructional methods, the competence of Trainers, learning resources, and the alignment between education and industry needs (Bennell, 2018; Smith, 2020). These factors collectively shape the job performance of graduates, influencing their

employability and productivity in the workforce. This section of the literature review will examine the key dimensions of instructional quality in TVET, with a focus on recent developments and challenges between 2018 and 2024.

One of the central components of TVET quality is the curriculum, which must be tailored to meet the demands of the labor market. A curriculum that is responsive to the evolving needs of industries ensures that students acquire practical and applicable skills (UNESCO, 2020). Recent studies emphasize the need for curricula that balance theoretical knowledge with practical training to enhance students' preparedness for the workplace (World Bank, 2021). In Uganda, the Skilling Uganda Strategic Plan has focused on reforming the TVET curriculum to better align it with the demands of sectors like agriculture, construction, and tourism (MoES, 2019). However, despite these efforts, challenges persist in ensuring that TVET curricula are continuously updated to reflect the fast-changing technological landscape and local industry needs (BTVET, 2021).

A significant gap identified in the literature is the inadequacy of industry involvement in curriculum development (Kasozi, 2019). Many TVET institutions in Uganda still follow outdated curricula that are not responsive to the practical needs of employers. For instance, graduates often lack specialized skills that would make them competitive in emerging fields such as renewable energy and information technology (Kasozi & Nkundabanyanga, 2020). This misalignment between the curriculum and industry requirements contributes to skills mismatches, undermining the job performance of graduates (Kasozi, 2019).

Job Performance of TVET Graduates

The job performance of TVET (Technical and Vocational Education and Training) graduates is a critical indicator of the effectiveness of TVET systems in preparing individuals for the labor market. High job performance among TVET graduates signifies that these individuals possess the technical competencies, soft skills, and adaptability required to succeed in their respective industries.

Technical skills are the core of TVET programs, and their relevance to job performance is well-documented in the literature. Recent studies emphasize that TVET graduates must acquire specialized, industry-specific technical skills that are directly applicable in the workplace. According to the World Bank (2021), technical proficiency is one of the primary factors influencing job performance in sectors such as engineering, construction, and manufacturing.

In the context of Uganda, a study by Kasozi (2019) found that graduates from TVET institutions often exhibit varying levels of technical competence, depending on the quality of training they received. (Kasozi & Nkundabanyanga, 2020).

Research by Nansubuga and Ssemakula (2019) explored the connection between the relevance of TVET curricula and the job performance of graduates in Uganda. (Nansubuga & Ssemakula, 2019). The study highlighted the importance of aligning TVET programs with the specific needs of local industries to ensure graduates possess the technical competencies required for high job performance.

Quality of Instruction and Job Performance of TVET Graduates

The relationship between the quality of instruction and the job performance of TVET

(Technical and Vocational Education and Training) graduates is a critical area of research, particularly as TVET systems worldwide face increasing pressures to enhance graduate employability and job performance. A quality education, coupled with relevant instruction, is fundamental to preparing TVET graduates to perform well in their respective industries. This literature review synthesizes recent studies on the quality of instruction in TVET institutions and its impact on the job performance of graduates, with particular focus on global trends and context-specific findings from Uganda.

Quality of instruction is the primary determinant in ensuring that TVET graduates possess the necessary skills and competencies to succeed in the workforce. High-quality instruction encompasses well-trained instructors, updated curricula, modern teaching methods, and the integration of industry-relevant skills. Research by Akhter et al. (2021) underscores that the presence of qualified and experienced instructors significantly improves the quality of TVET education, which in turn enhances the job performance of graduates. The study found that graduates from institutions with highly qualified instructors were better able to apply their technical knowledge and perform well in job tasks.

In Uganda, research by Kasozi and Nkundabanyanga (2020) found a strong correlation between the quality of instruction and the job performance of TVET graduates. They noted that well-structured courses and hands-on training in modern facilities were linked to higher job performance among graduates, especially in sectors such as manufacturing, construction, and healthcare. Curriculum relevance is an essential aspect of instructional quality, particularly in TVET,

where skills training is paramount. The ability to update curricula to reflect current industry trends, technological advancements, and labor market needs plays a significant role in preparing graduates for high job performance. Research by Bennell (2018) and Ssemakula and Nalukwago (2021) demonstrates that curricula that are closely aligned with industry standards and market demands result in graduates who perform better on the job.

Methodology

Research Design

This study adopts a mixed-methods descriptive correlational design. This research design was chosen to quantitatively assess and analyze the relationship between instructional quality and graduate job performance, while qualitatively exploring underlying factors influencing employer perceptions.

Study Population and Sample

Subjects	TVET Graduates	Employers
Target population	2,400	250
Resultant sample	343	154

The employer sample consisted of 154 respondents selected from various sectors employing TVET graduates. A structured questionnaire was administered to all, and 8 key informants were purposively sampled for follow-up interviews to provide qualitative context and depth.

Data Collection Methods

Questionnaires for Graduates.

Structured questionnaires were administered to graduates to gather data on their perceptions of instructional quality and self-reported job performance.

Questionnaires for Employers.

Structured questionnaires were administered to all 154 employers selected in the sample. The questionnaire was designed to collect quantitative data on the perceived job performance of TVET graduates, including technical skills, soft skills, adaptability, and productivity.

Semi-Structured Interview for Employers (Key Informants Only)

In addition to the questionnaires, a small sub-sample of eight (8) key informant employers were selected purposively from representative firms in key economic sectors of agriculture,

tourism, manufacturing and Education. These informants participated in semi-structured interviews guided by an interview protocol.

Data Analysis Techniques

Quantitative Data

Inferential statistics were also be applied to test hypotheses and examine relationships between instructional quality and job performance. The researcher purposely used Pearson's correlation coefficient for continuous variables to examine the strength and direction of the relationship between instructional quality and job performance. In cases where data is ordinal in nature, Spearman's rank correlation was used to analyze the correlation between the variables.

Qualitative Data Analysis

Thematic Analysis. Familiarization reading and re-reading transcripts and documents were done to understand the content deeply, initial Coding was done to assign labels or "codes" to meaningful pieces of text, themes were developed by grouping related codes into broader categories, themes were reviewed and refined to ensure they reflect the data and ensure they are distinct from one another and final themes were

summarize findings under coherent themes like "instructional quality gaps" or "perceived job readiness."

Data Analysis, Presentation and Interpretation

Quality of instruction provided in TVET institutions.

	Mean	Std. Deviation	N
Industry sector	2.94	1.471	132
Enterprise type	1.87	4.367	132
Number of TVET graduates employed	10.40	25.542	125
TVET graduates demonstrate sufficient technical skills	2.96	1.378	132
TVET graduates adapt well to new technologies and tasks	2.86	1.410	132
TVET graduates are good at problem- solving	3.24	1.409	132
Communication skills of TVET graduates meet workplace expectations	2.97	1.425	132
TVET graduates work effectively in teams	2.98	1.384	132
Productivity of TVET graduates meets industry standards	2.97	1.451	132

Source: Primary Data, 2025

The descriptive statistics reveal that TVET graduates are predominantly employed in micro (78, 59.1%) and small enterprises (46, 34.8%), with an average of 10.40 graduates per enterprise, though this varies greatly (SD = 25.542). Most are concentrated in sectors such as education (30, 22.7%), manufacturing (28, 21.2%), and others. In terms of workplace competencies, respondents rated graduates moderately across all assessed areas: problem-solving received the highest mean score (3.24), followed by teamwork (2.98), productivity

(2.97), communication (2.97), technical skills (2.96), and adaptability to new technologies (2.86). Standard deviations for these skills range between 1.378 and 1.451, indicating some variation in perceptions among respondents. Therefore, the data suggests that while TVET graduates are relatively well-integrated into the labor market, there remains a need for further improvement in technical skills and adaptability to fully meet industry expectations.

Job performance of TVET graduates working in Bushenyi district of Uganda.

Table 4.8: TVET Graduates' Perceptions on Training Quality and Skill Development

Statement	SD	D	N	A	SA	Total (Valid N)
My TVET training helped me develop problem-solving and critical-thinking skills.	8 (2.7%)	1 (0.3%)	68 (22.9%)	115 (38.7%)	105 (35.4%)	297
The instructors in my TVET program were knowledgeable and well-prepared.	8 (2.7%)	2 (0.7%)	86 (28.8%)	92 (30.8%)	111 (37.1%)	299

Source: Primary Data, 2025

The findings suggest generally positive perceptions among TVET graduates

regarding both the instructional quality and the effectiveness of training in developing cognitive skills. For the statement *“My TVET training helped me develop problem-solving and critical-thinking skills,”* the majority of graduates responded favorably, with 74.1% (38.7% Agree, 35.4% Strongly Agree) affirming the statement, while only 3% disagreed. This indicates that most graduates recognize the value of their training in enhancing their analytical and decision-making abilities. Similarly, in response to *“The instructors in my TVET program were knowledgeable and well-prepared,”* 67.9% of the graduates either agreed or strongly agreed, suggesting overall satisfaction with the competence of the teaching staff. A relatively small proportion of respondents expressed disagreement (3.4%), and 28.8% remained neutral, which may reflect a varied teaching experience across institutions. Thus, these results imply that TVET institutions are generally effective in both content delivery and skills development. However, the notable percentage of neutral responses in both statements (22.9% and 28.8%, respectively) suggests room for improvement, particularly in ensuring consistent instructional quality and stronger emphasis on fostering critical thinking across all programs.

This section presents the summarized responses collected from the study respondents, organized in relation to the study objectives. The data is displayed in tabular form for clarity, highlighting the

frequencies, percentages, means, and standard deviations where applicable. Tables 17 to 19 provide a detailed breakdown of the findings for each specific objective of the study.

Table 4.9 TVET Training Outcomes and Perceptions

Response Category	Practical Hands-on Experience	Curriculum Aligned with Industry	Learning Resources Adequate	Internship Opportunities Provided	Instructor or Support	Ability to Adjust Workstation	Confidence to in Job Execution	Problem-solving & Critical Thinking	Communication Skills for Job Performance	Employer Satisfaction with Technical Skills
Strongly Disagree	9 (3.0%)	8 (2.7%)	9 (3.0%)	10 (3.3%)	7 (2.3%)	7 (2.3%)	5 (1.7%)	8 (2.7%)	5 (1.7%)	7 (2.3%)
Disagree	2 (0.7%)	4 (1.3%)	61 (20.3%)	74 (24.7%)	56 (18.7%)	2 (0.7%)	2 (0.7%)	1 (0.3%)	3 (1.0%)	2 (0.7%)
Neutral	95 (31.7%)	120 (40.0%)	73 (24.3%)	67 (22.3%)	69 (23.0%)	78 (26.0%)	85 (28.3%)	68 (22.7%)	83 (27.7%)	75 (25.0%)
Agree	81 (27.0%)	145 (48.3%)	75 (25.0%)	70 (23.3%)	87 (29.0%)	111 (37.0%)	86 (28.7%)	115 (38.3%)	87 (29.0%)	87 (29.0%)
Strongly Agree	112 (37.3%)	22 (7.3%)	79 (26.3%)	77 (25.7%)	79 (26.3%)	100 (33.3%)	119 (39.7%)	105 (35.0%)	120 (40.0%)	127 (42.3%)
Total	299	299	297	298	298	298	297	297	298	298
Missing	1	1	3	2	2	2	3	3	2	2
Grand Total	300	300	300	300	300	300	300	300	300	300

Source: Primary Data, 2025

Descriptive Statistics for TVET graduates

This section presents the descriptive statistical analysis of TVET graduates' self-assessment regarding their workplace competencies. The analysis focuses on how the graduates perceive their technical skills, communication abilities, adaptability, and overall confidence in executing work-related tasks. The data is summarized using measures of central tendency and dispersion, specifically the mean and standard deviation, to provide insight into general trends and variability in responses.

Table 4.10 Descriptive Statistics for TVET graduates

	N	Minimum	Maximum	Mean	Std. Deviation
My employers are satisfied with the technical skills I acquired from TVET.	298	1	5	4.09	.954
The communication skills I developed in TVET are essential to my job performance.	298	1	5	4.05	.934
My TVET training helped me develop problem-solving and critical-thinking skills.	297	1	5	4.04	.916
I feel confident in performing the tasks required in my current job.	297	1	5	4.05	.930
I can effectively apply technical skills while performing allocated tasks my workplace.	298	1	5	4.04	.935
I easily adapted to work environment at my current work station.	298	1	5	3.99	.916
Valid N (listwise)	296				

Source: Primary Data, 2025

The results indicate that TVET graduates generally hold positive views regarding their competence and readiness for the workplace. The highest mean score ($M = 4.09$) was recorded for the statement "*My employers are satisfied with the technical skills I acquired from TVET*", suggesting that most graduates believe their training aligns well with employer expectations. Similarly, high mean scores are observed across statements related to communication skills ($M = 4.05$), confidence in performing tasks ($M =$

4.05), and application of technical skills ($M = 4.04$), reflecting strong perceived competence among respondents. The lowest mean ($M = 3.99$) was observed for "*I easily adapted to the work environment at my current work station*," though it still falls within the positive range. This slight drop may imply that while technical and cognitive preparedness is high, some graduates experience minor challenges in transitioning to the real work environment. Standard deviations for all statements range from 0.916 to 0.954,

indicating moderate variability in responses but generally consistent perceptions across the sample. Therefore, the findings suggest that TVET programs are effectively equipping graduates with essential workplace skills, although further emphasis on soft skills such as adaptability could enhance transition outcomes even more.

Employer ratings on TVET Graduate

Table 4.11 Employer ratings on TVET Graduate Competencies

Statement	SD	D	N	A	SSA	Mean	St. Dev
1. TVET graduates demonstrate sufficient technical skills.	6 (4.5%)	10 (7.6%)	21 (15.9%)	65 (49.2%)	30 (22.7%)	3.78	0.994
2. TVET graduates adapt well to new technologies and tasks.	5 (3.8%)	12 (9.1%)	18 (13.6%)	70 (53.0%)	27 (20.5%)	3.77	0.963
3. TVET graduates are good at problem-solving.	3 (2.3%)	9 (6.8%)	25 (18.9%)	72 (54.5%)	23 (17.4%)	3.78	0.917
4. Communication skills meet workplace expectations.	8 (6.1%)	14 (10.6%)	28 (21.2%)	60 (45.5%)	22 (16.7%)	3.56	1.051
5. TVET graduates work effectively in teams.	4 (3.0%)	7 (5.3%)	19 (14.4%)	76 (57.6%)	26 (19.7%)	3.85	0.906
6. Productivity of TVET graduates meets industry standards.	7 (5.3%)	11 (8.3%)	26 (19.7%)	68 (51.5%)	20 (15.2%)	3.63	1.021

Source: Primary Data, 2025

Results

in Table 4.11 revealed that majority of employers (49.2% agreed and 22.7% strongly agreed) believe that TVET graduates demonstrate sufficient technical skills. This is reinforced by a relatively high mean of 3.78, indicating general satisfaction. However, the presence of disagreement (4.5% strongly disagreed, 7.6% disagreed) points to a small portion of employers who feel that technical skills may not consistently meet expectations.

Competencies

The table below presents the extent to which employers agree with various statements regarding the competencies of Technical and Vocational Education and Training (TVET) graduates. Responses were gathered and each statement was rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Findings of the study show that TVET graduates were also positively rated for their adaptability, with over 70% agreeing or strongly agreeing. The standard deviation of 0.963 shows moderate variation in opinion, suggesting that while most employers are satisfied, a few may have observed challenges in this area.

Findings of the study show that with the same mean as technical skills (3.78) and the lowest standard deviation (0.917),

this statement shows that employers generally agree that graduates possess good problem-solving capabilities, and there is relatively strong consensus around this competence.

Results in Table 4.11 revealed that communication skills received the lowest mean rating (3.56), with only 62.2% agreeing or strongly agreeing. The higher standard deviation (1.051) also indicates greater variability in employer opinions. This suggests that while many graduates meet expectations, communication remains a less consistent area of strength and may require further emphasis in training programs.

Findings of the study show that this was the highest-rated competency, with a mean of 3.85 and over 77% of employers agreeing or strongly agreeing. The low standard deviation (0.906) reflects strong consensus,

indicating that employers widely view TVET graduates as effective team players.

Results in Table 4.11 revealed that productivity levels are moderately well-rated, with a mean of 3.63. Around 66.7% of employers agreed or strongly agreed that TVET graduate productivity meets industry standards. However, a notable minority (13.6%) expressed disagreement, and the standard deviation of 1.021 shows some variability in views, suggesting productivity may differ depending on workplace context.

Relationship between the quality of instruction in TVET institutions and the job performance of their graduates working in Bushenyi district of Uganda

Table 1: Testing the relationship between the quality of instruction in TVET institutions and the job performance of their graduates working in Bushenyi district of Uganda.

		Quality of instructions	Job performance of TVET graduates
Quality of instructions	Pearson	1	.709**
	Correlation		
	Sig. (2-tailed)		.000
	N	299	298
Job performance of TVET graduates	Pearson	.709**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	298	298

****.** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

The Pearson

correlation coefficient between the quality of instructions and the job performance of TVET graduates is 0.709, indicating a strong positive relationship between the two variables. This means that improvements in the quality of instructions are associated with significant improvements in the job performance of TVET graduates. The correlation is statistically significant at the 0.01 level ($p = 0.000$), suggesting that the relationship is unlikely to have occurred by chance. Therefore, enhancing instructional quality in TVET programs is likely to contribute substantially to producing graduates who perform better in their jobs.

Conclusions, and Recommendations

Conclusions

The study reveals that while TVET institutions in Bushenyi District offer a foundational level of technical training, instructional quality remains uneven and often outdated. Employers acknowledged the presence of strong theoretical knowledge but emphasized a lack of practical exposure. There is a clear mismatch between what is taught and what the labor market demands. Inadequate soft skills training further limits graduate readiness. Curriculum reforms, modern teaching methods, and enhanced industry collaboration are urgently needed. Instruction should be more responsive to technological changes. Internships and simulations must be integrated consistently. Quality instruction is the cornerstone for competent TVET graduates.

The study also concludes that TVET graduates in Bushenyi perform moderately well in routine and structured tasks but show limitations in advanced competencies. Employers observed satisfactory teamwork and communication skills, but critical thinking, leadership, and adaptability were lacking. The findings suggest that graduate

performance is closely tied to both the learning environment and post-training mentorship. Without continuous professional development, graduates may stagnate. Performance is also influenced by employer support and job fit. While TVET training provides a strong start, workplace demands often exceed graduate preparation. Improved training and support systems can unlock higher productivity. Graduates require both technical and soft skill mastery.

Lastly, the study concludes that there is a strong, positive relationship between quality instruction and job performance of TVET graduates. Graduates from institutions with more practical, modern, and student-centered teaching consistently outperform their peers. Poor instruction translates into weak job adaptability, reduced productivity, and skill mismatches. Effective job performance depends heavily on prior exposure to real-world tasks and soft skills. Institutions must align curricula with labor market needs and adopt industry-focused pedagogy. Employers confirmed that instructional quality is a predictor of workplace competence. Collaborative training models yield the best outcomes. Instructional excellence leads directly to improved employability and workforce relevance.

Recommendations

- TVET institutions in Bushenyi District should prioritize revising their curricula in collaboration with industry players to reflect real-world practices and modern technologies. improves graduate employability and institutional credibility.
- Employers and TVET institutions should establish structured workplace mentorship programs to support newly employed graduates as they transition into the workforce. Such

mentorship initiatives help bridge the gap between classroom learning and job execution, thus improving job performance.

- TVET institutions should integrate feedback from employers into their teaching and assessment strategies to better align instruction with the competencies required in actual job of vocational training effectiveness.

settings. This employer-driven approach fosters a responsive and dynamic instructional environment that supports high performance among graduates. It is noted that such institutional responsiveness to industry feedback is a key determinant .

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