

**ENHANCING STUDENT TEACHER'S ART AND CRAFT SKILLS
COMPETENCE THROUGH PRACTICAL INSTRUCTION AT ARUA
CORE PTC IN UGANDA**

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**A DISSERTATION SUBMITTED TO THE DIRETORATE OF RESEARCH AND
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MAY, 2022

DECLARATION

This thesis is my original work and has never been presented for a degree in any university

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DEDICATION

This research is dedicated to my dearly loved children; Ayiko Bright Godwin and Aitasi Lynne Patience, for the endurance they have to undertake by sustaining a lot of difficulties from vigorous years I persist to have the work accomplished. Your input will remain unforgettable in my live.

To my parents, whose mentoring helped me venture into the unknown, I will always keep you in my heart for your advocacy in professional development that continues to frame my identity as a vocational pedagogue.

To my spouse, who has stood by my side since the beginning of this academic journey. Thank you for the support and sacrifices that you have made to see me through this action research process.

Above all, I dedicate this work to Almighty God for grinding me with the gift of life, good health throughout the entire period of this Action research process.

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ABBREVIATIONS/ACRONYMS

ACPTC	Arua Core Primary Teachers College
AP	Apprenticeship Training
AR	Action Research
BTVET	Business Technical Vocational Education and Training
FGD	Focus Group Discussion (FGD)
FW	Future Workshop
ILO	International Labour Organization
IPS	Integrated Production Skills
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NORED	Norwegian Agency for Development Cooperation
OE	Occupational Education
PTC	Primary Teachers Collage
PTE	Primary Teachers Education
PANU	Principals Association for Northern Uganda
PVE	Professional and Vocational Education
TVET	Technical Vocational Education and Training
TE	Technical Education
VET	Vocational Education and Training
VE	Vocational Education
VET	Vocational Education and Training
WE	Workforce Education

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ABSTRACT

The purpose of this study was to improve student teacher's Art and Craft skills and competence through practical instruction at Arua Core Primary Teachers' College (ACPTC) in Arua District. At the end of the Integrated Practical Skills (IPS) course particularly in Art and Craft, students cannot start their Art studios to earn a living. This was attributed to teaching and learning approaches at the college, which were theoretical; making learners passive and incompetent. To address this challenge, research objectives were centered on; establishing factors affecting practical instruction for Art and Craft skills competence at Arua Core PTC, identifying strategies that enhance the teaching of practical instruction for Art and Craft skills competence, implementing the identified strategies for enhancing practical instruction for Art and Craft skills competence and evaluating the implemented strategies for enhancing practical instruction for Art and Craft skills competence at Arua Core PTC. This was an Action-based research and of which participatory approaches with descriptive research design were used. The researcher employed interviews, Focus Group Discussion (FGD), work process analysis, future workshop and observation for collecting data. 17 respondents were purposively selected for the study. At the initial stages of this study, stakeholders identified limited practical instruction as the most outstanding hindrance to students' arts and craft skills competence through future workshop. Together with the stakeholders of Arua Core PTC, several factors causing limited practical instruction in Art and craft were identified of which; limited instructional materials, inappropriate method of teaching, poor knowledge of learner's environment, congested curriculum, poor motivation and time consumption emerged as the most outstanding. Strategies to address the causes were generated, implemented and evaluated. These included among others; organizing practical lessons every weekend, carrying out competence self-exercise at the end of every course unit, motivation of both teachers and students, provision of instructional materials, organizing network meetings, peer observation, use of daily attendance register for both tutors and students. It was strongly recommended that the Art and craft department in Arua Core PTC should start income-generating projects like graphics, fabric design, and ceramics among others for stocking teaching and learning materials. This will motivate learners and improve on practical instruction in Art and craft besides equal time allocated for the entire subject in PTC. Assessment should be carried out by the Director of Industrial Training (DIT) for skills competence and End of course exams by Kyambogo University.

CHAPTER ONE: INTRODUCTION

1.1 Overview

In this study, the researcher focused on practical instruction for the improvement of student teacher's Art and Craft skills and competence at Arua core PTC. To provide a foundation for the study, the researcher analyzed vocational training and vocational pedagogy from global, African, East African perspectives and more comprehensively in Uganda. This chapter presents the background of Arua Core PTC as well as the background of Art and Craft as a vocation and the relevance of skills and key competencies necessary in the world economy. Thereafter, the teaching of art and crafts in Primary Teachers' Colleges (PTCs) is discussed. The study followed a participatory action research procedure involving situation analysis through a work process analysis and future workshop as preliminary activities. As a result, the problem under investigation was identified, followed by the purpose of the study, objectives, research questions, and scope of the study, the significance, and justification of the study as well as the definition of key terms.

1.2 Background to the study

1.2.1 Vocational Education and Training (VET)

The term vocational education and training falls under diverse expression following definite physical regions. According to UNEVOC-NCVER (2009), Vocational Education and Training (VET), Technical and Vocational Education (TVE), Technical Vocational Education and Training (TVET), Apprenticeship Training (AP), Vocational Education (VE), Technical Education (TE), Occupational Education (OE), Vocational Education and Training (VET), Career and Technical Education (CTE) and Workplace Education (WE) are applied to explain the similar term (Atchoarena & Delluc, 2002, pp.16-18). The difference in the terms beginning from the ordinary term was established to recognize the ideas used in exact national systems (TESDA 2010). However, on analyzing the different terminologies, the focal point is on training a personality for work in a particular field(s).

According to the proposals by UNESCO and ILO, 2002, p. 7 on Technical Vocational Education and Training (TVET) for the twenty-first century, TVET is used as a comprehensive term referring to those characteristics of the learning procedures in addition to

universal teaching, the study of technologies and connected disciplines, and the attainment of hand on skills, attitudes, understanding and knowledge connecting to professions in a diversity of segment of financial and social life. Reflecting on this clarification of TVET, the researcher found that it can accounts for general teaching which is composed of the general knowledge as an aspect of occupational education.

As a practical instructor and a student of vocational pedagogy, am in agreement with the above academicians, the researcher explains occupational education and training as that ground of learning where a person attains facts and talent about work and builds up feelings as well as competencies for performing the connected responsibilities for individual, society and nationalized growth. This attainment of facts and skill needs pertinent techniques availed throughout occupational pedagogy.

1.2.2 Vocational Pedagogy

Melinda and Angliss, as cited by Kyakulumbye in 2008 explained Vocational pedagogy the same as “a education practice that is communal, passionate and inspirational. The emphasis is on “how” and “why” of the knowledge rather than the “what” and the foundation pedagogy aims to improve the learner's ability and wish to study and be an self-governing philosopher, creative resident and upcoming manager". This analyses occupational pedagogy regarding two input aspects of education: the “how” of knowledge which the researcher observed as the training and learning processes and the “why” of learning, the researcher alleged as the education products, goals and objectives the learning aims to attain. Reflecting on the researchers understanding in training, her focus was on the content mostly concentrating on the “what” of learning and with small importance on the “how” which is opposite to what is underlined by Melinda and Angelis’s (cited in Kyukulumbye 2008.p. 15). However, the researchers reading at Kyambogo university while pursuing a master's degree in vocational pedagogy made her to understand that vocational pedagogy does not only deal with the “how” and “why” as explained by Melinda and Angliss but also “who”; the teacher and the learners, “when”; time structure for the learning, “where”; the place for conducting the learning (learning environment) and “what”, the learning is aiming at. From the researchers study, all the above are interconnected and require equivalent concentration for successful education process.

Conclusively, tutors in PTC's for Art and Craft as a vocational course need to employ the pedagogical skills in enhancing student’s art and craft skills competence. As an art and

craft vocational tutor, one must know what competencies and skills he/she requires in the transfer of knowledge and skills, the teaching methods, time allocated for the particular content, and the learning environment.

1.2.3 The background of Arua Core PTC

Arua Core PTC is a government-aided college founded in 1973 by the Church of Uganda. It is found in West Nile about 360km from Kampala. Arua Core PTC is 4km from Arua City at Emmanuel Cathedral road in Mvara. The College's motto is 'we strive for quality education' while the vision is 'to be a great center for training, developing and professionalizing teachers for a better nation'. Arua Primary teacher's college runs two programs both pre-service and in-service. It was established to prepare and produce competent, and professional teachers, promote education, life skills, self-reliance, national integration and development. The Art and Craft program in the PTC Curriculum is to provide students with the necessary understanding, knowledge and competence in practical skills to promote self-employment and economic sustainability. Among the subjects offered at the college is IPS, which was introduced into the curriculum in 2012; and this study focuses on art and craft as one of its components.

1.2.4 Art and Craft as part of Vocational Education and its significance

Art and craft is a fundamental dimension of human life. Throughout recorded history, human beings have used the visual arts to give form and meaning to ideas and feelings and to express and communicate profoundly-felt experiences to others (NCDC, 2002). Art and Craft is a rich and varied field that includes painting, printmaking, photography, sculpture, ceramics, jewelry, stitched, printed, woven and constructed textiles, metalwork, furniture making and bookbinding, graphics, fashion design and illustration. Above all, Art and Craft inspire personal expression, creative and practical responses (Sterling & Burke, 1997).

In the PTC curriculum of Uganda, Art and Craft are one of the components of Integrated Production Skills along with Entrepreneurship, Home Economics, Technical education plus Agriculture (KyU, 2011). Art and Craft contribute to the development of knowledge, understanding, skills, attitudes and values that learners require to competitively survive in society (NCDC, 2019, p. 1). According to OFSTED (2008), Art and Craft promote children's creativity. By engaging in creative hobbies of Arts and Crafts, children get the opportunity of expressing themselves in a positive, tangible and meaningful way. It also helps

learners in participating with other students in art class which gives them a chance to interact while sharing common interests. Teaching and learning art and Craft moreover build up parent-child relationship (Kafarshima, 2010). Today's society lives in a world with technological modernizations, creativity is a critical component; human skills and people's influences of creativity and imagination are substantial resources, in a knowledge driven economy (Nerelle, 2013).

According to NCDC 2019, Art and Craft skills include critical thinking and problem solving, creativity and innovation, communication, cooperation and self-directed learning, mathematics computation and ICT proficiency. The key competence required from students in Art and Craft at the PTC level is to apply ideas, knowledge and skills to perform a particular task (Kyu 2011). Against this background, the researcher engaged in a work process analysis to ascertain the status of art and craft at APTC.

1.3 Motivation statement

The government of Uganda's emphasis is on a paradigm shift in skills development to create employable skills and competencies relevant in the labor market (BTVET Act, 2008). Basing on personal experience, students who completed IPS course particularly Art and Craft at PTCs cannot start their Art enterprises because they lack practical skills. This was evidenced during a situation analysis carried out at Arua Core PTC when limited practical instruction was ranked to be the first challenge that affected students' skills competence in Art and Craft. This activity motivated the researcher to find out why tutors could not organize practical instructions during teaching and learning of Art and Craft at Arua Core PTC. More so, it lay strategies and evaluates the impact of implemented strategies for enhancing practical instruction in Art and Craft at Arua Core PTC.

1.4 Situation Analysis

In order to conduct a valid situation analysis, a work process analysis tool was employed to verify key tasks and competencies required by student teachers in Art and craft. A work process is a complete flow of work aiming to complete an operational task and always has an output (Bernardus, 2018). Work-process analysis based on a scientific orientation in vocational education helps to identify the competencies for coping with and shaping of occupational work tasks. It helps to access the most important structures for the development

of competence. and to identify the generic skills which are part of the overall work-processes (Vidmantas, 2016).

1.4.1 Work Process Analysis for a Vocational Training of Art and Craft at Arua Core PTC.

Work process analysis was carried out at Arua Core PTC together with the stakeholders (students, tutors and administrators) to gain a deeper insight into the tasks and competencies required from tutors in primary colleges. The analysis was aimed at identifying the key area of concern within the teaching-learning process of Art and Craft in Arua Core PTC. The researcher together with the stakeholders identified the work processes, tasks involved, competencies required and challenges affecting students' Art and Craft skills competence. The steps were: admission and orientation of students; teaching and learning processes, and assessment and evaluation of students to nurture a holistic student in Art and Craft at primary colleges (Appendix 5).

From the work process analysis findings, it was observed that Art and Craft program in Arua Core PTC has the challenge of training individuals who are efficient, reliable and with practical skills competencies for the world of work. This was attributed to the nature of teaching and learning dominated by a theoretical/academic delivery. During the situation analysis, all the stakeholders agreed that Art and Craft graduates could not join the world of work due to the limited skills. This decision was subjected to a future workshop as a major area of concern to identify the root causes and plan for intervention measures.

1.5 Problem Identification

The problem identification process in this study is collaboratively achieved with the support of key stakeholders in Arua Core PTC. To come up with a valid and reliable problem, the future workshop tool was employed.

1.5.1 Use of the Future Workshop Tool to further refine the problem in the teaching of Art and Craft Teachers

A Future Workshop (FW) according to Jungk and Müller (1987) is a tool used for problem identification in a given setting. It consists of five phases: the preparation phase, the critique phase, the fantasy also known as the utopia phase, the reality/implementation and follow up phases. Heino (2004) differs from Jungk and Müller (1987) when he brings out only four phases of the future workshop as preparation, critique, fantasy (utopia) and reality/implementation. The author, in the researcher's opinion, leaves out the follow-up phase and yet once an action is taken, it is essential to check and appraise its implementation

In the context of this study, the Future Workshop (FW) was planned and scheduled for 12th February 2018 at 10:00 am, in one of the classrooms for year two students. FW was used as a research tool at this point to identify gaps in student teachers competence acquisition in art and craft and to lay possible strategies for improving the art and craft situation at Arua Core PTC. During the future workshop, only four phases were critically observed notably; a preparation phase, critique phase, fantasy/utopia phase and reality phase. The implementation phase was carried out as objective three of this study.

1.5.1.1 Preparation phase

During the preparation phase, the researcher came up with a program guide (timetable) that was followed during the future workshop. The identified facilitators and participants were invited to the workshop as planned. The classroom for the workshop was organized by the researcher and purchase of the writing materials for example pens, papers, markers and manila papers were done. Additionally, the researcher reviewed the work process, explained to participants the meaning, importance and the phases of the future workshop.

1.5.1.2 The Critique Phase

In the critique phase of the workshop, the researcher asked a critical question which prompted participants to discuss the challenges affecting practical work in Art and Craft at Arua Core PTC. The question was: What are the problems that limit Student Teachers' Art and Craft skills and competence in Arua Core PTC? Together with the stakeholders, gaps were identified; visualized and possible strategies to fix the gaps identified were suggested in the FW. Many critical points were generated as; *requirements are expensive, Art and Craft curriculum is so wide to work on, lack of*

knowledge and skills to manage materials, poor teaching methods, IPS is tedious, lack of trained teachers, limited time, limited instructional resources, theoretical teaching style, high cost of materials, lack of room for Art and Craft, poor funding of the Art and Craft course, negative attitude towards Art and Craft course (Appendix 4)

The critical points were clustered under *inadequate practical instruction, inadequate time for instruction, limited instructional materials, negative attitude and lack of trained teachers for Art and Craft* as seen in table 1.

Table 1. Clustering of critical points.

Inadequate practical instruction	Inadequate time for instructions	Limited instructional materials	Negative attitude towards Art and Craft	Lack of trained teachers for Art and Craft
-Poor teaching skills -Wide curriculum -Lack of knowledge and skills to manage materials	-Inadequate time for teaching -Art and Craft is tiresome.	-Scarcity of materials -High cost of materials -Lack of room for Art and Craft	-Lack of exposure to students -Negative attitude towards Art and Craft.	-Understaffed -Lack of ICT skills.

Source: primary data.

The ranking of the clustered challenges identified by the stakeholders was done using a pair wise matrix. This was when two challenges were picked and compared at a time and the most pressing one was ranked first as shown in table 2.

Table 2. Identification of most pertinent challenge using pairwise matrix

	1	2	3	4	5	Tally	Ranking
1		1	1	1	1	4	1st
2			3	2	2	2	3rd
3				3	3	3	2nd
4					4	1	4th
5						0	5th

Source, primary data; 2018

Key

1. Inadequate practical instruction
2. Inadequate time for instruction
3. Inadequate instructional materials
4. Lack of trained teachers
5. Negative attitude towards Art and Craft

From table 2, the challenge with the highest frequency was the most critical compared to the others identified. Hence inadequate practical instruction was the most critical challenge identified.

1.5.1.3 Fantasy phase

In the fantasy phase also known as utopia, stakeholders brainstormed in groups of people on an imagination basis to draw an exaggerated picture of future possibilities for the problems identified in the critique phase (René Victor Valqui Vidal, 2018). In this case, stakeholders imagined that every situation was possible to address the gaps in this Utopia phase of the FW. All the problems were rephrased in an ideal proposition as; *Organizing practical lessons, provision of instructional materials by government, more time is allocated*

for Art and Craft, Motivation of learners and tutors, recruitment of well-trained teachers, provision of computers in schools, conducting extra lessons, importation of materials from abroad, use of modern tools and equipment, carrying out remedial lessons for Art and Craft increase in salary for IPS tutors, Art and Craft should be taught in all the levels, prices of materials, Art and Craft should be reduced by the government, tutors are role models, exporting tutors for Art and Craft exhibition abroad, Art and Craft should be compulsory, the government should organize seminars and workshops for tutors, proper sensitization on resources in our environment, refresher courses for Art and Craft tutors and government has put more emphasis on vocational institutions.

1.5.1.4 Reality phase

Prioritizing of possible solutions was done by stakeholders in groups of ten (10) and the following aspects were identified as priority areas; *Organizing practical lessons every weekend for students, buying of instructional materials by both students and administration, organizing of workshops and seminars for Art and Craft students, checking teachers' schemes of work and lesson plans, conducting students' roll call during lessons and following students absent for disciplinary action, signing of daily arrival and departure book by tutors, Marking teachers' lesson attendance book and submitting to principal tutor, increase time-table hours given for teaching, equal time should be given like other courses, adequate sensitization, use of local materials.*

During future workshop, all the stakeholders agreed that student teachers competence acquisition in art and craft at Arua core PTC was greatly affected by limited practical instruction. Possible solutions were prioritized as seen in reality phase above.

1.6 Statement of the Problem

The teachers of Art and craft require hands-on approach that instills information and ability in learners for competing in the world economy. This kind of education is also mentioned in the NDP 2010/11-2014/15 (Uganda, 2010) where it is indicated that the teaching methods currently employed in Uganda are in constraints to the performance of the Education and Sports Sector in Uganda. From the situation analysis carried out at Arua Core PTC, the nature of teaching and learning is dominated by a theoretical delivery teaching and learning technique rather than practical instruction. At the end of the IPS course, particularly in Art and Craft, students cannot start their Art studios to earn a living. This was attributed to limited practical teaching and learning approaches at Arua Core PTC, which make learners passive and incompetent. This study therefore found it paramount to enhance students Art and Craft skill competence through practical instruction to enable them become competitive in the job market thus affecting their families as well as students economically and psychologically.

1.7 Purpose of the Study

The purpose of this study was to improve on Student Teachers' Art and Craft skills and competence through practical instruction at Arua Core PTC in Arua District.

1.8 Objectives of the study

- i. To examine factors that affect practical instruction for Art and Craft skills and competence at Arua Core PTC.
- ii. To establish strategies that enhance the teaching of practical instruction for Art and Craft skills and competence at Arua Core PTC
- iii. To implement the identified strategies for enhancing practical instruction for Art and Craft skills and competence at Arua Core PTC.
- iv. To evaluate the implemented strategies for enhancing practical instruction for Art and Craft skills and competence in Art and Craft at Arua Core PTC.

1.9 Research Questions

- i. What are the factors affecting practical instruction for Art and Craft skills and competence at Arua Core PTC?

- ii. What are the possible strategies used to enhance the teaching of practical instruction for Art and Craft skills and competence at Arua Core PTC?
- iii. How could the identified strategies for enhancing practical instruction for Art and Craft skills and competence be implemented at Arua Core PTC?
- iv. How could the implemented strategies for enhancing practical instruction for Art and Craft skills competence be evaluated at Arua Core PTC?

1.10 Justification of the Study

Society expects students in the Art and Craft course to create their jobs in their communities. On the contrary, the aspect of poor skills competence among Art and Craft students has failed to match the expectation(s) of society and government. There were increasing cases of poor skills competence among students In Art and Craft, making the study very relevant and necessary at this specific time. The study took a period of four years because of worldwide Covid-19 pandemic and financial constraints. The study helped to generate reasons for increasing cases of poor competence acquisition among students in Art and Craft and sought possible remedies from the relevant stakeholders and authorities.

1.11 Significance of the study

The significances of this study on enhancing student teachers art and craft skill competence acquisition through practical instruction started from global, national, institutional, community and also to the student teachers as seen below

Enhancing practical instruction in art and craft made student teachers' and tutors to acquire the right skills competence required for the world of work. This promotes self-employment and economic sustainability.

The study on enhancing student teachers art and craft skill competence acquisition through practical instruction made the collage to prepare and produce competent and professional teachers, promoting education, life reliance, national integration and development.

Art and Craft, from the economic point of view, are very significant not only in primary teachers' collages but also at all levels of education from primary to tertiary. Parents and Institutions such as the Ministry of Education and Sports (MoES), Ministry of Science

and Technology (MoS&T), Directorate of Education Standards (DES), National Curriculum Development Centre (NCDC), Kyambogo University, and other training institutions can adopt the findings of this study for decision making. The designed policies may promote rationalization of education with Art and Craft as a core at all levels of education in the country.

The study contributes to the body of existing knowledge about educational procedures meanwhile the information generated by the researcher serves as a source of literature for future researchers.

1.12 Scope of the Study

The scope of the study considered the geographical, content and time aspects to achieve the purpose of the study. Putting into consideration that the study was conducted within a given space, for a purpose and time, this section provides a detailed account for the same.

1.12.1 Geographical Scope

This study was carried out at Arua Core Primary Teachers College (Arua Core PTC) in the Arua district because the researcher is from the district and practicing teaching in the same college. Therefore, it was convenient in the implementation and follow up processes of the study's set objectives.

1.12.2 Content Scope

The researcher specifically addressed four objectives of the study, and the focus was on the short term issue of inadequate practical instruction towards skills competence in Art and Craft at Arua Core PTC. The study revealed the key factors affecting practical instruction in Art and Craft as; Inappropriate teaching and learning method, limited teaching and learning facilities, poor facilities, congested curriculum, time allocation, preparation of tutors and poor motivation. Thereafter, the establishment of possible strategies that could salvage the situation was; Organizing practical lessons every weekend for students by tutors, giving immediate feedback to students, carrying of competence self-check exercise at the end of every course unit of Art and Craft, approval of teachers schemes of work and lesson plans, organizing network meetings to promote tutor's professional development and provision of

instructional materials by students and administrators. Effects for the possible strategies to improve on the skills competence of students pursuing Art and Craft were evaluated to assess the success of the conducted study.

1.12.3 Time Scope

This research on enhancing student's skills competence through practical instruction at Arua Core PTC started in December 2017 as an ongoing process. Its implementation and evaluation were carried out for a period of four years from 2018 to 2021. During this time, the activities included: situation analysis, identification of challenges in teaching art and craft. It is presumed that even after the first evaluation phase for the conducted study, concerned key stakeholders will continue with the processes of further enhancing the students' skills competence and learning Art and Craft, identification of possible strategies to address the challenges pointed out, implementation of possible strategies to address the challenges and evaluation of the implemented strategies. Such manifestation is possible since AR is a cyclic process that involves; reflecting on the past activities, planning, acting, observing and again reflecting training in Art and Craft within PTCs.

1.13 Definition of Key Terms

In the context of this study;

Practical instruction means learning about objects and observables, which involves thinking as well as seeing and doing.

Art and Craft refer to the skills of making objects for decoration and practical uses by hand.

Competence is used as the ability, commitments, knowledge, and skills of a person to act effectively in a situation.

Students' competence acquisition involves attaining the right skill, knowledge, and attitude to perform a specific task

Learning is a way of doing something which is new through hand, heart and mind.

Teaching is the process of imparting knowledge to the students through instructions.

1.14 Implementation of Action Research plan

In the implementation phase, an action plan for implementable solutions was developed. The plan is in line with psychologists like Walton (2014) who states that feeling

that you are part of the team can spur you to take on tasks. In this study, the roles of students, teachers and administrators were agreed upon and my role as a researcher was to follow up and keep track of action implementation and implemented actions (Appendix 3).

Follow up and monitoring was conducted on students, the competence of teachers and administrators to find out if there was any change exhibited within the timeline of the action research from February 2018 to May 2018. In addition to that, an evaluation was conducted to determine the success of the strategies established for change in the teaching and learning of art and crafts.

To understand how the action research processes work, the action research cycle

(Appendix 8) adapted by Kemmis and Mc Taggart's (1982) was used. The author explained four procedures through which a researcher goes in search of the basics as a spiral of action research series. They include; planning, acting, observing and reflecting. This is in line with Fish (1989) when he urges that continuity in practice arises because not everything changes at once. This is quite good but not sufficient to explain the entire passive process since Action Research involves constructing identities as shown in the cycle (Taggart, 1982). Therefore, since action research is a cyclic process, the cycle was continuous until when all the gaps were addressed in a bid to improve the situation and student teachers' Art and Craft skills and competence at Arua Core PTC.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This theme of the study gives out the work of other researchers, academicians and scholars in improving students' skills competence in Art and Craft through practical instruction. The review is based on the following sub-themes; factors affecting practical instruction for art and craft skills competence, strategies enhancing the teaching of practical instruction for art and craft skills competence, implementation of the identified strategies for enhancing practical instruction for art and craft skills competence and evaluation of the implemented strategies for enhancing practical instruction for art and craft skills.

2.2 Practical skills for teaching Art and Craft in primary teacher's colleges'

Practical skills instruction has by tradition been based on the ideology of 'see one, do one and teach one' (Lynne. 2009). The practical skills required for teaching Art and Craft in PTCs. include; creativeness and originality, serious thoughts and problem solving, communication skills and ICT computation (NCDC 2020). Hands on skills will at all times be in high command in today's world economy. The dispute for us as instructors is to discover the techniques to assimilate them mindfully in the learning environment setting. It does not need modifying our program of study, but it needs the restructuring of our precedence (Kyle, 2018). In order to teach a skill, tutors requires to be skilled at performing the ability themselves, they must be able to supply reasonable opinions in a planned loom, evaluate the skill of the apprentice and make certain phased departure of administration which allows the apprentice to sense that they are propped up completely and then believed to carry out the talent as an independent practitioner (Kyle 2018).

The four-step form in tutoring hand on skills according to Lynne (2009) involves: Step one - The tutor demonstrate the ability in its whole in genuine time and exclusive of explanation. This allows tutors to scrutinize the mastery of the ability. Step two - The tutor duplicates the process at the same time as clearing up each step, replying student's queries or describing instructions. Step three - The tutor expressing to the students, providing directives to the tutor on each pace and step four - the tutor carries out the ability and the student does the handiness in close management providing a clarification on each accomplishment before it is done (Lynne 2009).

2.3 Theoretical Framework

The theories used to underpin this study include among others; Learning by doing: According to Dewey (1976), individuals can be taught most excellent throughout a concrete approach. Students must interrelate with their atmospheric setting to familiarize themselves and study. The researcher used the idea to implement strategies to overcome the challenge of inadequate practical instruction in Art and craft in Arua core PTC. Learning by doing and developing practical life skills in Art and Craft is crucial because it helps the students to acquire skills and knowledge within a given art practice or crafts creation.

Experiential learning: Kolb (2014) states that experiential learning is the deliberate vigorous commitment of students in occasions to be trained throughout doing, and expression on those behaviors which offers authority to them to relate their academic facts to realistic activities in a mass of surroundings within and outside of the classroom. According to Kolb, successful knowledge can only be obtained when a person whole a series of the four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation. Under concrete experience - the apprentice come across a tangible skill. This strengthens a new knowledge or state of affairs, or understanding of on hand know- how in the radiance of new concepts. In reflective observation of the new experience - the learner reflects on the new understanding in the radiance of their accessible facts. on meticulous significance are any variation among understanding and perception. Whereas in theoretical Conceptualization - evidence provides increase to a innovative proposal, or adjustment of an existing summary concept. Still in active experimentation - the recently twisted or personalized thoughts offers increase to experimentation. The apprentices relate their thought(s) to the world around them to see what occurs. McLeod, S. A. (2017). Kolb conditions that knowledge engages the attainment of theoretical idea that can be practical flexibly in a variety of circumstances. In Kolb's theory, the momentum for the growth of new ideas is provided by new knowledge. (Kolb, 1984, p. 38).

A Community of Practice grows naturally because of the members' common interest in a particular area or it can be created deliberately to gain knowledge related to a specific field. According to Lave & Wenger 1991, "it is through the process of sharing information and experiences with the group that members learn from each other and have an opportunity to develop personally and professionally" (Lave & Wenger 1991). At Arua Core PTC, the researcher identified key participants with common concerns as and worked together in

identifying work processes, gaps/challenges and possible strategies to fix them as a Community of Practice.

In this study, stakeholders were involved in all phases from planning, holding the future workshop and identifying problems, suggesting possible solutions, implementation of the impact of identified strategies. This approach is supported by Meyer (2000) who maintains that in AR, stakeholders identifies any existing problem, search for possible solution and implement the practical solutions and analytically examine and reproduce on the procedure and outcome of alteration. This, therefore, implied that the participants were co-researchers throughout the entire research study.

Therefore, these participatory Action research design was used because it is collaborative, participatory and democratic in practice. Practitioners and researchers are joined together in promoting democratic and social changes (Brydon-Miller 2003). Similarly, Wenger (2008) highlights that communities of practice distribute a anxiety or a fervor for somewhat they perform and study how to perform it better as they act together frequently. Associates connect in combined actions and conversations, assist each other and distribute information. They build relationships that enable them to learn from each other as a way of addressing recurring problems. A growing number of communities and associations in a range of segments are now centering on communities of practice as a means to improving their act. The researcher used the same approach for practical lessons to improve the student's skills competence at Arua core PTC.

2.4 Factors that affect practical instruction in Art and Craft

This section of the thesis presents the scholarly views about the factors affecting practical instruction in Art and Craft. Various studies have revealed that whether government or private founded Primary Teachers Collages are more or less encountered with a range of factors affecting practical instruction in Art and Craft stemming from administrative, economic, social and environmental issues (Shengru Li, 2018). In Uganda, many factors affect practical instruction ranging from inappropriate teaching methods among others NDP 2010/2011-2014/15 Uganda 2010).

2.4.1 Inappropriate method of teaching.

Art and craft in Uganda are subjugated by academic methods of training and learning procedures (Daily Monitor, 2011:53). This character of education is also oversized in the NDP 2010/11-2014/15 (Uganda, 2010) demonstrating that the instruction techniques at this time engaged are a restraint to the concert of the teaching Sector in Uganda. even if the Government White Paper (Uganda 1992) announce the Science and Technology Equipment Production Unit, (STEPU) as a didactic heart that should prepare educators on how to create instructional resources and tools they require jointly with their apprentices, extremely small has been prepared to that last result. As a consequence, VET instructors have persistent to use the academic delivery training and learning methods as different to the occupational pedagogy approach.

Based on experience during situation analysis at Arua Core PTC, the researcher observed that Art and Craft tutors are not practicing their craft. Additionally, these tutors act not have the necessary didactical information and talent thus depiction them less knowledgeable. Similarly, Nalumansi et al, 2002, in their revise statement on the requirements for current BTVET entitled; "Matching Social Needs and Economic Requirements of 2002", exposed that VET organizations frequently have inadequately educated personnel which is a pointer of low educational rank. The researcher's understanding is that such instructors occupy instructional techniques like chalk and talk, lecture methods and explanation method which perform not totally organize apprentice for the globe labor. This is also shared by UGAPRIVI (2004) which pointed out that a number of instructors in VET organizations employ test and fault techniques of training.

Even if VET is predictable to be carried out mostly during acquaintance of knowledge by doing for mastery of determined talents by the apprentice, the frequently used techniques are identical with those used in common educational tutoring, a circumstances that is comparable to VET plans. The researchers experience is that, tutors at all times communicate to their apprentices what to be trained. Trainees are concurred small option to reproduce and construct ahead their previous knowledge in an educative way. In the main, education is extra or less tutor-centered where a tutor is look upon as a little spirit and a basis of information for one's achievement in existence. The education processes accomplished with VET trainers are recognized as previous approaches as lamented out in the NDP 2010/112014/15 (Uganda, 2010, p. 218).

Adding to the techniques being older approaches, the information is described with elevated heights of selfishness and rivalry all this accumulating from the examination-oriented organization of education existing in Uganda. The researcher observed that the guts of individuality are fostered with the training techniques that are engaged by the instructors within vocational training practice. As well, the researcher found that the training is thus conventional and described by a lot of academic education attached by way of learning by heart that are inquired for, in the test. Such methods to instruction are pointed out with LutaloBosa (2007) who asserts that "the conventional approach in teaching and learning which has been tried over the years has not, on many occasions, led to permanent solutions. Indeed for a long time, the emphasis has been on theoretical knowledge". (Lutulo-Bosa, 2007). There is a need to address this situation through participatory Action research that this study adopted.

2.4.2 Limited instructional materials and learning facilities

To achieve the desired goals and objectives of Art and Craft in PTC's, the students need to learn the actual skills of production through making use of materials and tools in the practical implementation of the task (Kapur, 2020). Similarly, Inglar (2002) states that, alternatives of tools for learning must accomplish the plans and purpose of the tutorial to be skilled. Any support used in single class might not communicate the similar point after used in a different tutorial. A tutor for that reason should cautiously plan and select the aids to be used in single exacting tutorial. Learning tools, if not correctly selected, may misinform the learners instead of supporting understanding. Farrant (1980) emphasizes that instructional resources and services stimulate the attention of learners in training and learning. According to Mbaga et al. (2014), it is merely a well-developed instructional arrangement headed by the a tutor and assist by means of enough instructional resources and facilities that can completely power the manufacture of high quality graduates at all points of the instructive organization. Fernandez (2014) noted that the accessibility of schoolbooks shows to be the nearly all reliable issue in predicting tutor's efficiency towards teaching in primary teachers colleges as well as other students. This then mean that if a training institution lack sufficient instructional resources such as textbooks, revision books and materials for hand on lessons like art and craft, it could put at risk the training and learning procedures.

2.4.3 Limited time for teaching

Time is one of the factors that help in determining the nature of the activity to be done in Art and Craft. It would be very difficult to plan a practical lesson if the time allocated is limited. According to the teachers and students of Arua Core PTC, the school's time-frame and schedule for Art and Craft is once a week making practical training a dispute. They allege that the additional training topics have higher priorities in teaching than Art and Craft.

(Neelands, 2004). According to UNICEF (2020), time for teaching is a factor that contributes towards effective teaching. It is significant in favor of tutors to administer their time and cover up the entire course outline as a result, learners can achieve sufficient content to attempt hand on teaching. Training areas that are well-organized in terms of time management are at a benefit in terms of efficiency. School competence is a gauge of how well resources are being utilized to manufacture productions. The main significant supply which training institutions should efficiently apply is time (Delvin, Kift and Nelson, 2012).

2.4.4 Inadequate preparation of teacher

Training and preparation are serious gears of valuable instruction. Lack of it will direct to breakdown. If something, all instructors should be over-prepared. Excellent instructors are approximately in a persistent status of training and planning. They are for all times thoughts of the next tutorial. The impact of preparation and planning is marvelous on learners knowledge skills in Art and Craft (Miador, 2019). If the teachers lag last in preparation, then it will direct to failure. Excellent instructors are for all times over-prepared, for all times concerning about the next tutorial and are in a constant position of preparation and planning (Globale, 2021). According to Maicibi

(2005), inadequate preparation by teachers limits practical instruction. Similarly Inglar (2002), points out that the level of teacher preparation does affect the excellence of instruction and knowledge. He further states that teachers need adequate scheming and planning a lesson for effective teaching. Many teachers are believed to teach without schemes of work and lesson plans if the school administration fails to supervise, motivate and encourage them to adequately prepare lesson plans before teaching students (Hertz, 2010). Basing from the researchers observation, most tutors of Arua core PTC normally teach without lesson plan. This limits tutors efficiency in teaching and learning process.

2.4.5 Failure to form and use discussion groups

Discussion is a continued exchange among tutors and their learners to build up learner's abilities or talent and/or increasing students' thoughtfulness both shared and individual of a exact idea or instructional objectives (Witherspoon, 2016). This researcher additional give details that discussions are described by high class and high capacity of learner conversations. Tutors have to make sure that discussions are structuring upon and turn around both students' contributions and the subject content at hand. In a discussion, the tutor's responsibility is to query learners, take up, revise, and depress learners' thoughts, structure and guide the discussion in the direction of the knowledge objective(s), facilitate students to react to one another's thoughts by paying interest, moderate and ease students' communications, make sure that the content under conversation is represented correctly, and bring the arguments to a significant close (Witherspoon, 2016). Tutors encourage learning in a lot of ways that include lectures, reading, work on projects, and others. But among instructional practices that tutor use, the discussion is a vital, even critical technique in the teaching and learning procedures.

Famous researchers nowadays support discussion-based instruction for the reason that it generates chances for students to apply essential skills such as argumentation, critical thoughts, and teamwork (Anderson, Lin, & Morris, 2015; Walshaw & Anthony, 2008). Failure to form and use discussion groups limits student's participation and student-centred teaching (Briton, 1991). Similarly, according to Tesser (1991), students interact and learn freely when they form and use discussion groups instead of listening to the teacher exclusively. Discussions encourage students to work hard especially when a task is given to them ahead of discussion so that they work out solutions and present them during the lesson (Gombe, 2009). From the researcher's teaching experience, students interact freely in discussion groups than in lessons conducted by teachers. Furthermore, discussions encourage students to learn and discover new concepts as they search for solutions to a challenging activity.

2.4.6 Poor lesson attendance by both teachers and students

On poor lesson attendance by both teachers and students, studies by Nakpodia (2007), Morrison et. al. (1965) and Nwideduh (2003) point out that as soon as a student is frequently missing from course group, it has a diverse consequence on their educational performance and depresses student knowledge. This is because everyday absences may direct to absent out

on very important information, details and instructions that effect in a limited understanding of a theme, submission of unfinished work and poor contribution in-class actions. Additionally, Econ (1995) found that teacher's absenteeism leaves learners unguided. Stakeholders of Arua core PTC revealed that though many teachers are committed, some miss lessons and resort to rendering other topics in art and craft theoretically.

2.4.7 Inadequate motivation of teachers

When teachers are inadequately motivated they do not perform well. As Maslow (1970) observes, people are born with inborn desires that they struggle to please and therefore require to be aggravated. In similarity to Freud (1915) and Hull (1943), Maslow (1970) thinks that the final way of inspiration is not merely the pleasure of natural desires or nervousness fall but determined for personality-actualization. As a consequence, his theory give emphasis to the positive, reasonable, inspirational side of persons. For Maslow (1970), natural forces and an inborn hierarchy of desires offers individual actions, its characteristic power and way. The researcher concurs with Maslow if teachers are well motivated; communicating competencies grow to be simple and well-organized although he did not give details how to gain resources for exciting the teachers. The confirmations demonstrate that effort to improve inspiration in this way is improbable to attain in the last part. Still if they do, the impact on following learning is close to nothing (Gorard, See, & Davies, 2012).

2.4.8 Public perception of Art and Craft

Earlier than the opening of official schooling in Uganda and Africa in general, there was a variety of schooling that could be approved on from one age group to one more. This sort of schooling observed the traditions, attitudes and customs of a exacting culture (Ssekamwa 1997; Kyeyune 2003; Nakazibwe 2012). It was planned for the growth of the cultures and to protect its ethnicity. Every cultural activities was mainly by responsibility where the learner and the teacher had to bodily get occupied in completing a duty by the use of their hands, the mind and administered by the love for the action (Ssekamwa, 1997). The consequences of any learning action were touchable and the learner would intelligence feel happy for any development in the learning course. The associates of the culture accorded due deference to the elder in the variety of learning actions, they also expressed their requirements to accomplish such skills and information. Human endurance was in a straight line with tough labor by means of the hands, the head and the love for that action.

The researcher believed that the opening of official education made Ugandans misplace their pleasure in customary schooling (indigenous vocational education) to wide-ranging educational learning. This implied that Ugandans were persuaded by the colonialists that any sort of learning that leads hopeful into physical labor where one is showing to bodily injuries is for the breakdowns. This is revealed by the colonialist's opening of equivalent trainings in the learning organizations of the country, obviously representing that Art and Craft are for the educational dwarfs while universal intellectual learning institutions are for the academic giants who at the end of the day would labor as clerks in the administrative center of the colonialist (Ssekamwa, 1997).

Even though the government is laying extra labors into sensitizing the general population about the importance of vocational education, the greater part of personnel in Uganda have determinedly continued to look upon vocational education and training as a pathway for academic failures. This insight is being steadily approved on by the organization of more general academic organization than vocational institutions (JICA 2007). Furthermore, the dishonor connected with VET in Uganda is partly accountable for the low levels of enrolment and the division under development. This is revealed upon by the JICA (2007) in the report entitled: "*Vocational and Industrial Human Resource Development through TVET in Africa: Changing Assistance Environments and Human Resource Demands*" that communally constructed and commonly-held attitude order that technical and vocational educations are inferior in value than educational courses. This is a sign that even though the colonialists' ranking of VET was small in Uganda, Ugandans are also accountable for its being at low flow way because it is now more than forty years since the colonialists left the country. The poor feelings towards VET in Uganda is also shared by Egau and Bachu (2009) who pointed out that the implementation of the Universal Post Primary Education and Training (UPPET) by the Ministry of Education and Sports was after it recognized the poor image and dishonor connected with BTVET institutions. Egau and Bachu further stresses that the skills teaching curriculum in vocational institutions do not magnetize students because of the dishonor, the poor infrastructure and the lack of teaching and learning resources.

2.5 Strategies that can be used to improve practical instruction in Art and Craft

2.5.1 Staff Professional development

The most successful qualified growth offered for individuals' requirement as art teachers had usually reached a situation where they were raising their skills separately. They clearly copy on their self-assurance with resources and self-belief as artists to purpose efficiently as art and design teachers (OFSTED 2009)

Professional development of the staff emphasizes more of training teaching staff to perform their duties appropriately and improve on qualification such that there is improved performance (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). The researcher experienced that when teachers go for further studies they can be motivated and perform better while mastering the subject matter and become competent. Similarly, Goethals, Howard and Sanders (2004) observe that developing assortment are gradually more flattering means of representing the skills, experiences, and accomplishments for the beginning teacher. The researcher agrees with the above scholar because when a teacher develops a portfolio, it indicates that she becomes more competent and can teach practically.

2.5.2 Motivation of teachers.

As for teacher motivation, Sinclair (2008) described it in provisions of attraction, maintenance and attention as something that establishes “what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession” (Sinclair 2008, p. 37). Arua Core PTC, have both service and pre-service program One of the ways of motivating teachers to organize practical lessons can be through awarding certificates to both the teachers whose subjects are well performed in practical subjects and also to learners who overwhelm the others. According to Maslow (1970), inborn forces and an inborn hierarchy of desires give human behavior a distinctive direction hence giving certificates of good performance to teachers encourages them to use a student-centered approach to teaching (Maslow, 1970) Teacher motivation, even if mostly derived from inherent principles of teaching, perhaps undermined by a number of factors. A lot of investigations has pointed out that tutors undergoes from higher levels of professional pressure and lower levels of inspiration than other professional clusters (e.g. de Jesus & Lens, 2005). The motivation of tutors calculates their instructional application. Basing on the

researchers' experience, when teachers are motivated, they can get excited and use the right teaching methods and learning aids.

2.5.3 Project training.

The project method is a teacher-facilitated mutual approach in which students obtain and relate knowledge and skills to describe and resolve practical problems using a procedure of comprehensive investigation (JITE, 2003). The project method gives a brilliant means for rising students' learning (Howell & Mordini, 2003). According to Tippelt and Amos (2003), project training is encouraged by the principle of coherence. They argue that such training introduces a learner to practical situations which are likely to be in the consequent workplaces. Gombe (2009) adds that the project-centered method of training brings students to discover the hidden reality and exposes them to the real production processes. This is further advantaged by the presence of a master as a facilitator who guides the learners to perfection. To Jorgensen (2008), learning is not all about mental work but also bodily interaction, social and emotional aspects. In the same vein, Nilson (2008) asserts that no human being exists without his/her surroundings as well as other aspects of his body. According to Nilson, there is a need to integrate theory with practice because one cannot do without the other as learning takes place holistically, that is biologically, mentally and socially.

2.5.4 Adequacy of instructional materials and learning facilities.

Instructional materials are resources that manage and sustain teaching, such as textbooks, tasks, and additional resources (Remillard & Heck, 2014). According to Inglar (2002), the option of learning aids should accomplish the goals and purpose of the lesson to be trained. An aid used in one class may not communicate the similar message when used in an additional class. A tutor therefore should cautiously prepare and decide the aids to be used in one particular lesson. Learning aids if not correctly selected might misinform the pupils instead of encouraging their learning. Farrant (1980) declares that instructional materials and facilities rouse the concentration of students in teaching and learning. According to Mbagu et al. (2014), it is only a well-developed instructional arrangement headed by the tutor and supported by enough instructional materials and facilities that can completely pressure the production of high quality graduates at all levels of the educational system. In the same vein, Ogbu (2014) highlighted the significance of sufficient, useful and competent instructional

materials and facilities in knowledge and occupational education, if wastage must be restricted in Technology, Vocational Education and Training (TVET).

2.5.5 Adequate preparation by teachers

Teaching is not something you can do efficiently on the fly. It involves a vigorous combination of content knowledge, instructional_strategies, and classroom administration plans. Preparation and planning plays a serious function in the progress of these things. **Miador, (2019)** clarifies that one of the things for successful teaching is sufficient preparation by the tutors. He also gives confidence to the management of the tutors by the school administration. This view was maintained by Mbiti (1974) in his study of the roles of school administration which includes supervision. To generate a successful presentation that matches the communication to the spectators, the content and delivery to the purpose, and to ensure that what is delivered is understandable and attractive, there is a need for thorough preparation of the lesson (MOES, 2020, p.6).

2.5.6 Lesson attendance by both teachers and students.

For class attendance to have the most academic value, both students and teachers must be actively engaged (WJEIS, 2017). No matter how engaging or talented teachers may be, they can only have an impact on student learning if they are in the classroom (Miller, 2012). In Arua Core PTC, Teachers sign daily arrival and departure book and account to school administration for the days missed. Teachers were urged to conduct students' roll call during their lesson and forward names of students absent for disciplinary action. According to Musaazi (1983), it is the role of parents and teachers to ensure that students do not miss lessons. From the researcher's experience, some schools dictate that students should have a particular attendance percentage to qualify for exams

2.6 Evaluating impact of intervention strategies implemented

Putting into consideration Johnson and Johnson's (1999) definition of evaluation from a personal perspective, this is an activity that is geared towards establishing learners' level of understanding and ability to implement content that has been shared on a given topic or a theme. Therefore, teachers are expected to make constant checks on learners' learning abilities and also how best to contribute to their full participation during knowledge sharing.

These aspects greatly contribute to the recognition of any academic interventions done for the achievement of quality during the implementation process. (Roosmarijn M. C.

Schelvis,2016). Meanwhile, Eya (2012) states that regular reflection within the project team is an integral feature of an action research project. Innovations can be fine-tuned as the activity proceeds if participants meet regularly to check on the efficacy of the strategies undertaken (Eya, 2012, P.23).

2.7 SUMMARY OF LITERATURE REVIEW

In presenting the work of other researchers, academicians and scholars on improving students' skills competence in Art and Craft through practical instruction, the researcher followed the objectives of the study in section one. The practical skills for enhancing practical instruction for art and craft skill practical skills required for teaching Art and Craft in PTCs includes; creativeness and originality, critical thoughts and problem solving, communication skills and ICT computation. The form in training hand on skills involves: The tutor shows the skill in its whole in genuine time and without explanation. The tutor does over the process at the same time as clearing up each step, responding student's queries or expressing any points. The tutor directs the learners, providing directives to the tutor on every step and the teacher does the skill and the learner does the skill under close management providing a clarification on each achievement before it is done. The theories used to underpin this study include among others; Learning by doing; According to John Dewey (1976), Experiential learning: Kolb (2014) and communities of practice Wenger (2008). In Uganda, many factors affect practical instruction ranging from inappropriate teaching method, limited time for teaching, inadequate preparation of teacher, failure to form and use discussion groups , poor lesson attendance by both teachers and students, inadequate motivation of teachers and public perception of Art and Craft. Strategies that can be used to improve practical instruction in Art and Craft where; staff professional development, motivation of teachers, project training, adequacy of instructional materials and learning facilities and adequate preparation by teachers.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

In this sub division of this report, the researcher presents a comprehensive plan indicating the methods for collecting and analyzing data. This involves; design of study, area of the study, sample population, sample size and sampling techniques, data collection methods and tools, quality control methods, data analysis techniques, ethical considerations and limitations of the study.

3.1 Research Design

The researcher applied qualitative research design methodologies backed up by participatory action research approaches. Action research is also described as Participatory Action Research (PAR). It refers to assorted evaluative, systematic, and investigative research processes, which are specially planned to study managerial, educational tribulations or insufficiency. Adding together, these techniques assist tutors in developing hands on resolution to deal with the aforesaid problems (Janse, B & Van Vliet, V. 2021). Basing on Sennerud (2014), the participatory action research approach allows all the stakeholders to freely identify the problems affecting the institution through the situation analysis and develop practical solutions to address them quickly and efficiently. During work process analysis and future workshop, tutors, administrators, students identified inadequate practical instruction during teaching and learning of Art and Craft due to limited time and instructional materials. Additionally, the stakeholders developed practical solutions to the challenges as; conducting practical lessons, organizing workshops and seminars, provision of instructional materials by the college and students, having equal time for teaching Art and Craft like the other subjects, organizing practical's every week among others

3.2 Area of the Study

The study area was Arua core Primary Teachers College (Arua core PTC) in the Arua district targeting mainly the administrators, tutors, and the students. Arua Core PTC was selected because the researcher is a resident of the area. Since she stays within Arua District, the researcher easily located the respondents through the in-person interviews and open discussions.

3.3 Study Population

Stakeholders of Arua core PTC were primarily participants of the study. The study target in-service students of 92 students with 52 (56.5%) male and 40 (43.5%) female; with 26 teaching staff. However, with special reference to this study, the target population comprised 17 participants in the following categories: Thirteen (13) students, two (02) Tutors and two (02) administrators.

3.4 Sample Size and Selection

By using Krejcie and Morgan (1970) table of sample size determination, the researcher selected seventeen (17) participants as point out in table below.

Table 3. Composition of study participants (Population, Sample Size and Sampling Technique)

Category of participants	Target population	Sample size	Sampling technique
Students	92	13	Purposive
Tutors	26	02	Purposive
Administrators	05	02	Purposive
Total	123	17	140

Source: Krejcie and Morgan (1970) table of sample size determination

Out of 92 year two students, thirteen (13) were selected for the reason that they offer Art and Craft under IPS. They have different challenges and were able to give their experiences to improve the situation. Two (02) tutors were selected because they belong to the IPS department and they helped in the implementation of the agreed strategies for the improvement of the student's competence acquisition in Art and Craft at Arua Core PTC. Two (02) administrators were selected because they are the decision-makers, influential and can promote the implementation of the recommendation of the study. Such selection permitted the researcher to gather valid information concerning to the study and follow up the implementation processes with key participants.

3.5 Sampling Techniques

The researcher employed subjective sampling technique. According to Stephanie (2021), purposive sampling is where a researcher decides on basis on the understanding about the study and residents. The members are selected based on the rationale of the sample, hence the name. As members are chosen according to the requirements of the study, applicants who do not meet up the profile are discarded. Similarly Liker, E. et al (2015) said that purposive sampling absorbs recognition and assortment of those who are capable and knowledgeable with occurrence of concern. In addition to availability and readiness to participate, and the ability to communicate experiences plus believes and articulate, animated, and thoughtful way. It is a form of non-probability sampling in which decisions regarding the persons to be included in the sample are taken by the researcher. (Taherdoost. 2016. P 23). Thirteen students (13) were purposively selected for the reason because they offer Art and Craft under IPS; they have different challenges; and were able to give their experiences to improve the situation. Two (02) tutors were selected because they belong to the IPS department and they helped in the implementation of the agreed strategies for the improvement of the student's skills competence acquisition in Art and Craft at Arua Core PTC. Two (02) administrators were selected because they are the decision-makers, influential and can promote the implementation of the recommendation of the study. Such selection permitted the researcher to gather suitable information concerning to the study and follow up the implementation processes with key participants.

3.6 Methods and tools of data Collection

A research tool is a method used for collecting data. Mikkelsen (2005) affirms that research tools are the instruments used in the process of collecting data. According to Ary et al (2010), the choice of research tools depends on the suitability of a particular tool with the study objectives. No single tool, however, is the best for all types of methods for data collection. The researcher in general engaged questionnaire, interview, Focus Group Discussion (FGD), work process analysis, future workshop and observation methods with corresponding for collecting data shown in table 4.

Table 4: Summary of data collection methods and tools used.

Method	Tool
Interview	Interview guide
Focused Group Discussion (FGD)	FGD Guide
Future workshop	Questionnaires

3.6.1 Interview

The researcher used interviewing as one of the methods for data collection. It covers a wide range of practices including in- person, focus group interviews and telephonic interviews (M. Easwaramoorthy & Fataneh Zarinpoush, 2016). This method for data collection enables the participants to describe their situation hence offering the researcher access to participants' ideas, feelings, and recollections in their own words, rather than the words of the researcher (Hofisi, Costa, 2014). The purpose of the research interview was to investigate the views, experiences, beliefs and motivations of individuals on specific matters at Arua Core PTC. The unstructured interview was used for second-hand to collect data from the stakeholders on challenges encounter during the education process to improve students' competence acquisition in Art and Craft at Arua Core PTC.

The researcher used unstructured interviews because of their flexibility in nature that allows the questions to emerge from the immediate context of interviews as an transaction of views among two or more people on a theme of joint concern (Hofisi, Costa, 2014). This enabled the researcher and the member to share and learn from each other throughout the interviewing process in a collaborative manner.

3.6.2 Focus Group Discussion (FGD)

A focus group in general consists of a tape-recorded conversation in the midst of six to eight members who are interview by a mediator (Jupp, 2006). This study focused on three groups of (06) respondents each; arising from 17 selected participants. The researcher used FGD during the situation analysis process and data collection, validation and analysis. This was in line with the participatory action research approach which upholds that the problems

within an institution should be based on group discussions (Mikkelsen, 2005). This method helped the researcher to understand participants' responsibilities, benefits, desires, and research issues and to plan for improvement. Focus group discussion is a participatory method that involves a homogeneous cluster of respondents in the discussion of issues of common concern through a moderator (Mbabazi, 2007).

3.6.3 Future workshop

Future Workshop (FW) was used in this study because it aims at supporting participants in identifying, clustering and ranking the most pressing problem and laying strategies to overcome the challenges to develop visions and ideas (Sannerud, 2014). (Lauttamäki, 2014) asserts that FW is developed for groups with limited resources to have a say in the collective managerial procedure. The activity was meant to shed light on common challenging situations, generate visions about the future of students' Art and Crafts skills competences and discuss how these visions could be realized. The researcher agrees with Lauttamaki (2014) because FW is a first-class tool for undertaking difficult problems where many, often apparently challenging views, have to be fixed jointly. Similarly, Apel (2004) asserts that FW was developed by Robert Jungk and Norbert Muller in the 1970s as an investigative way to highlight problems and look for suggestions to solve them. To Apel (2004), participants at Arua core PTC actively participated in the study.

The researcher, therefore, employed future workshop because once stakeholders are openly occupied in the procedure, they are frequently recognized as being the most excellent players to create proposal about improvement in students' competence acquisition in art and craft at Arua core PTC. Empowering them by including their views provided them with power, responsibility and accountability for necessary conclusion (Jose 2004, vol. 10 No 2)

3.7 Tools of data Collection

The tools used to collect information on enhancing student's competence in Art and Craft at Arua Core PTC were: interview guide, focus group discussion guide and logbooks.

3.7.1 Interview Guide

An interview guide is merely listing of the high level themes that a person can plan on covering in the interview with the high level inquiries that you can answer in each subject

matter (Bird. C.2016). Meanwhile Susanne P., Eva S. and Maria P, (2016) lamented that interview guide consists of a short introduction to the study presenting the aim, moderator and participants. The researcher formulated a semi-structured interview guide based on the study objectives to gather information from the participants because they provide subject areas within which the interviewer was free to investigate, explore and pose questions. This approach has opted because it permitted the establishment of confidence and cooperation between the researcher and respondents, which made it easier for the interviewer to get vital information.

3.7.2 Focus Group Discussion (FGD) Guide

Focus Group Discussion Guide is a series of questions that the researcher uses in focus group to obtain responses bases on the key objectives of the study. Similarly Jordan Civil Society Program (2012) explained Focus Group Discussion Guide as outline prepared in advance for a specific profile of participants that covers the topic and issues to be explored. According to the scholar, every FDG guide should start with introduction, transition, in- depth- question and closer. Meanwhile Jupp (2006) said that FGD guide usually comprises of a tape-recorded conversation in the midst of six to eight members who were interviewed by a representative. The researcher used four questions during focus group discussion to obtain responses in relation to the key objectives of the study as; factors affecting Practical instruction at Arua core PTC, possible strategies that can be used to improve practical instruction, implementation of identified strategies to improve practical instruction for enhancing students' competence acquisition and evaluation of the strategies used to improve practical instruction in the previous sub sequence. During the focus group discussion, respondents were free and open in generating new ideas was useful for decision-making.

3.7.3 Logbook

The researcher used a logbook for recording the views of each discussion held by the participants within the focus group discussion. Logbooks give the researcher with “Snapshots of particular social spaces, embodied and emotional practices in the making” (Meerkerk, 2017). This contained all activities, indicating experiences including dates of resolutions made by the participants and work plans. The researcher reserved a logbook of study field notes and discussions. After each informal observation, the researcher documented comments in her logbook. This data collection technique is highly supported. The keen

observations and vital discussion one has in the field cannot be completely developed in a accurate investigation of the information except they are on paper. (Maykut & Morehouse, 1994 p.63).

3.8 Validity and reliability of Instruments

Millar (2008) explained validity as excellence that a process or a tool used in research is perfect, proper, right, important and precise. The validity, therefore, entails that what we desire to get is what we are believed to determine. So, if whatsoever we use in the study enables us to obtain what we want to find, then there was validity (Anastasia,1982). In light of this, the researcher confirms that there was regular consultation from the college administration and collaboration with supervisors for planning and developing items on the study instruments, which were used to gather accurate and desired data. The validation was also through meetings and future workshop.

Reliability refers to the consistency of a research process or tool. In other words, it is the degree of consistency established in the study. Thus, reliability involves the constancy or dependability of tools or processes to gain the same information. This is in agreement with Kahn (1986) who asserts that whatever is done should be done consistently. In this action research, the researchers pre-practiced focus group discussion and interview methods with different individuals to see whether the key questions could easily be understood and see whether they could bring a useful answer.

The researcher designed several sets of data collection tools (interview guide, focus group discussion guide and logbooks) on work processes at Arua Core PTC. The tools were later presented to the supervisors and key stakeholders, who provided their guidance with collecting relevant data aimed at answering the study question. After collecting the data, expert opinion from the module coordinators was sought to make sure the accurateness and consistency of the information collected. Following the interviews and FGDs from the situation analysis, the researcher analyzed the data collected and comments that were generated during the interview on aspects that seemed unclear to the key respondents. Adjustments were made in line with what is relevant to the work process. Similarly, reliability was guaranteed by triangulation of data collection tools namely; interview guide and FGDs from the future workshop. According to Merriam, (1995), use of multiple

investigations, several sources of information or numerous methods aid to validate the emerging results.

3.9 Procedure of data Collection

The researcher collected data using an interview method concerning informal and open-ended conversations. The researcher also employed participatory observation and documentary investigation for the experiential facts. The researcher also used the future workshop model which involves four phases: preparation, critique, fantasy, reality and implementation phase.

In the preparation phase, the researcher presented an introduction letter from Kyambogo University to seek permission to conduct action research. The researcher verbally explains the purpose of the research to the principal tutor of Arua Core PTC who officially introduced the teaching staff of the college to the researcher. Thereafter the researcher organized meetings to draw the work plan for all the activities that were done during the action research process. The core researchers included IPS students, tutors and top administrators. The researcher together with the participants carried out a work process analysis of what students in Arua core PTC go through from the start to the end of their study. The participants were organized into three (03) groups of six (06) and five (5) totaling seventeen (17) participants. After their presentation, the following work processes were agreed upon: admission; orientation; teaching and learning; assessment and promotion of students (Appendix 5). During the situation analysis, all the stakeholders agreed that Art and Craft graduates could not join the world of work due to the limited skills. This decision was subjected to a future workshop as a major area of concern to identify the root causes and plan for intervention measures. The information got from participants was transcript, coded, analyzed, and synthesized with what other writers have said.

3.10 Data Analysis

According to International Monetary Fund (IMF) report, data analysis is a procedure of appraising data by means of investigative and coherent way of thinking to scrutinize every section of the information provided (www.businessdictionary.com, 2014). Data analysis is way of generating evidence for the study (Green, et. al.,, 2007). Data from the interviews and focus group discussions for this study was transcript, coded, analyzed manually by first identifying major themes and sub-themes in support to the study objectives and questions.

From the data collected, the emerging ideas, opinions and beliefs were critically analyzed and synthesized with what other writers have said in the literature review to make them more comprehensive. This was done to fill the literature gaps (Lipton, 2014).

3.11 Ethical Considerations

To address the ethical issues, the researcher presented an introductory letter from the faculty of Vocational Studies, Department of Art and Industrial Design of Kyambogo University indicated (Appendix 1) to the respondents to avoid bias. Principles of ethics were taken into consideration in the course of the research. Respondents were left to retain the independence of their minds and free decision-making process. The researcher also ensured the privacy of the information given since it was for academic purpose and therefore the privacy of the participants was guaranteed. Recording responses and photography during the interviews and focus group discussions were done with the consent of the member to avoid fear and suspicions.

3.12 Limitations of the Study

The researcher incurred costs in transport which is very expensive as well as accommodation. This was the major hindrance encountered during the project. The distance from Kampala to Arua Core PTC where the project was carried out is 364km which is very expensive. More so, moving up and down during the implementation of strategies was costly. All these were beyond her planned budget. Lack of computer made writing very difficult. The researcher faced a lot of frustration from the non-teaching staff of Kyambogo University, which made accommodation very difficult and delayed the writing of this report up to 2021.

3.13 Delimitations of the Study

Delimitations are preference completed by the researcher which should be talked about. They include the restrictions that a person may set for the study (IMS, 2017). The researcher observed that participants contributed actively during the entire period of the research. These permitted the implementation of strategies to enhance student's skill competence through practical instruction easily.

Since the researcher was faced with financial constraints leading to a lack of transport and accommodation, the researcher borrowed a loan for implementation, transport and accommodation.

Good health since this research took eight months, the researcher experienced good health throughout the entire period. This made the researcher achieve all the objectives of this study effectively.

Good administration and positive response from the supervisor. The researcher also experienced a good atmosphere in the administration of Arua Core PTC where the study was carried out.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This sub theme presents and discusses data that was relevant to enhance learners Art and Craft skills competence through practical instruction at Arua Core PTC in Uganda. The key participants during data collection were student teachers', tutors and administrators of Arua Core PTC. Being participatory action research, it permitted the presentation and discussion based on the researcher's reflection, students', tutors' and administrators' responses, observations and perception of what happened during the research. The researcher successively followed the objectives of the study as indicated in chapter one of this report under this sub theme.

Following the action research design, the researcher evaluates and reflects on the data using focus group discussion, interview method and future work shop with the students, tutors, and administrators through observation during the entire period of the study. Evaluation of action implementation results was carried out with the aid of an interview guide and a focus group discussion guide. The findings that was collected and evaluated from stakeholders are presented in subsequent sections of this chapter.

4.2 Factors that affect practical instruction for student's art and craft skills competence at Arua Core PTC.

In this theme, the researcher presents and interprets data that she measured as vital and appropriate concerning the factors affecting practical instruction in Art and Craft at Arua Core PTC. The researcher employed informal conversation interview that required finding out the students', tutors' and administrators' experiences regarding the matter at hand. Stakeholders at Arua Core PTC consistently agreed that limited practical instruction was preventing learners from effectively acquiring competencies in Art and Craft; in terms of learners' environment, teaching methods and facilities as elaborated in the subsequent sections.

4.2.1 Poor knowledge of learner's environment

Findings from individual interviews on 15th / 11/2017 revealed that limited practical instruction hinders learners from integrating what they learn in the class with the day to day life. In expressing this point, one of the administrators narrated that;

... When students are exposed to theory rather than practical, it hinders them to explore and use their environment for example how can learners use their environment when they are not exposed to what they learn in class?

“During practical examinations, everything looked new for students. As such, the overall performance of the students has been affected and this affects their level of competencies they acquire for the implementation of tasks given”.

Another respondent explained the impact of limited practical instruction on students' development of competencies in the following narrative;

Primary Teachers Colleges train teachers to deliver primary school curriculum effectively to reform the quality of universal primary education in the country. Due to limited practical instructions in Art and Craft at Arua core PTC, learners have less practical knowledge in the trade. As such their competences during the time of teaching Art and Craft in Primary schools are affected since they were exposed to theory rather than practical.

The above narratives reveal that limited practical instruction affects students' Art and craft skills competence at Arua Core PTC. Art and Craft are vital to be taught practically for skills and competence acquisition in the trade at Arua Core PTC. The researcher and the stakeholders chose to address the challenge of limited practical instruction in Art and Craft by identifying intervention measures for the factors that affect practical instruction. The participants identified the following as factors that affect practical instruction at Arua Core PTC:

4.2.2 Inappropriate method of teaching.

During the focus group discussions, key stakeholders unanimously observed that limited practical instruction is partly due to the inappropriate method of teaching. Tutors cannot integrate the knowledge of theory into the practical aspect. A tutor exposed that;

Rejecting the learner's ability to contribute in their learning is annoying and cannot reproduce on earlier knowledge thus restraining extension and making of new thoughts. Based on the researchers understanding, on quite a lot of instance, tutors failed to acknowledge the importance of experiences encountered by learners as a foundation for any teaching and learning process. Learners were not given opportunities to share their experiences linked to the situation analysis which the administrators. As a researcher, this was looked upon as improper to the teaching and learning process. Many key stakeholders commented similarly in the following views:

... Most tutors are at a low level as regards practical skills training. This implies that transferring theoretical knowledge into practice is a challenge thus they do not empower their learners with hands-on skills.

...Majority of the tutors are not updated with the current pedagogical knowledge more so they don't have art and craft shops due to limited skills in generating and transferring knowledge. They employ inappropriate methods of teaching by attempting national examinations past papers with a target of preparing their learners to pass examinations.

...Tutors seem not to have initiative and they are less creative. They are not empowered in the aspect of designing and producing models, mock-ups and other instructional materials out of locally available materials to aid learning.

The researcher proved all this all over the staff meeting as soon as tutors were requested to organize a scheme of work, lesson plan and teaching aids. Several tutors would discover it difficult to consider the objects they would require in the teaching of exact item, build up their designs and change the designs into reality. However, some of the tutors would generate some items with the help of their co-tutors. Generally, the researcher observed that a tutor in PTC's needs to do vocational pedagogy to improve on their teaching and learning strategies.

4.2.3 Limited materials and equipments for teaching and

Within good number primary teachers' colleges, generally there is shortage of training materials like throwing wheel, kiln, printing paste, pliers among others for Art and Craft. This makes a imaginary style of teaching that is opposite to skills training advocated for Art and Craft as a trade. Furthermore, the researcher observed that, where material and equipment are obtainable, the number of learners for all times overshadows the material and equipment which in mainly occasions demoralized the tutors.

This was evidenced when a participant cited in a focus group discussion said;

" If I am going to teach a practical lesson that is to run for two periods (80 minutes) yet I lack the instructional materials then I would rather teach the theory than practical. This does not happen in only one week but it will continue unless I have the instructional materials". The absence of enough inducements or incentives for teaching demotivates both tutor and the student to carry out practical lessons.

4.2.4 Poor facilities.

Through observation and conversation with participants, the researcher noted that Arua core PTC has no Art and Craft room. Students always attend their Art and Craft lessons in general classrooms thus limiting the Art and Craft tutor from handling practical lessons as revealed during focus group discussion.

I cannot organize practical lessons because there is no Art and Craft room. If I have to organize practical lessons, where will students keep their art and Craft pieces plus their portfolio? Whenever they displayed their Artworks in classrooms, they were stolen hence demotivating both students and tutors in organizing practical lessons.

Reading materials

When reading materials were available, it was discovered that a great proportion of the reading material at the disposal of the tutors is out-of-date and does not meet up today's world economy. Art and Craft textbooks are expensive and tutors seem not to be bothered to look for new knowledge and writing their own art books from their experience in the education field. Additionally, there was also delayed supply of teaching and learning materials. All this makes teaching take place without materials for practical lessons.

4.2.5 Congested curriculum.

In this aspect, through observation and during focus group discussions, it was discovered that the curriculum is congested with experience and limited time allocated for each course unit yet Art and Craft consumes a lot of time. This always forces the tutors to rush through the syllabus leaving away the practical part.

4.2.6 Time for Art and Craft Teaching

During focus group discussion with the stakeholders, they all agreed that the time given for Art and Craft was inversely proportional to the other trades like Mathematics, English among others. Such limited time affect practical teaching of Art and Craft as shared by respondents in this comment;

Practical lessons take a lot of time for example when learning materials are limited, all students will not be able to handle materials at all. If the time given to Art and Craft is only once a week, I rather conduct the theory to enable learners to pass the examination rather than practical lessons.

4.2.7 Poor motivation.

Organizing practical lessons takes a lot of time and needs total commitment. When a teacher is not motivated, he or she can't be enthusiastic to teach practically. In the case of students, results from the focus group discussions exposed that learners were so bored by the too much routine in the teachers' teaching methods and sometimes they become lazy to do things practically. This always discourages teachers from organizing practical lessons.

Meanwhile, respondents from the tutor's side said that practical lessons need extra preparations for example some materials are obtained from the fields meaning that if you are not motivated, it will be difficult for you to get these materials from a busy environment that involves a lot of risks.

4.3 Possible strategies to enhance practical instruction for Art and craft skills

Competence at Arua Core PTC

This theme presents and interprets data the researcher considered vital and relevant concerning possible strategies for practical teaching at Arua Core PTC. The researcher employed informal conversation interviews, minutes, focus group discussion and documentary review to gather necessary facts regarding the theme at hand.

4.3.1 Organizing practical lessons every weekend.

Throughout the future workshop, all the stakeholders of Arua Core PTC unanimously resolved that, the main challenge limiting students' art and craft skills competence was inadequate practical instruction. This was attributed to the inadequate time allocated for

teaching Art and Craft. It was agreed that tutors should organize practical lessons every weekend to cope up with limited time given for teaching IPS at Arua Core PTC.

4.3.2 Carrying of competence self-checks exercise.

During focus group discussion with the stakeholders, it was agreed by both tutors and administrators that, students should do competent self-exercise at the end of every course unit. This was evidenced when administrators and tutors commended;

...At every stage of learning, student's competence must be evaluated to empower both the teacher and the learner to weigh their strengths as well as the weakness.

... Another respondent from the tutor's that learners should do competence self-check exercise since it enables them to have the opportunities to frequently work out or review their learning activity and it allows teachers to provide formative feedback besides routine meta-cognitive reflections done by both the teacher and the learner.

4.3.3 Motivation for both teachers and students

During the plenary session of the future workshop with the stakeholders at Arua Core PTC, it was revealed that teachers are inadequately motivated. This can be solved through awarding teachers whose subjects have performed best and the provision of teaching materials. This can help to build confidence in teachers' and will boost students' level of understanding during the teaching and learning thus leading to Art and craft skills competence at Arua Core PTC.

4.3.4 Provision of instructional materials

At the initial stage of work process analysis, there was a lot of nose round from students when the researcher used manila papers. Some of the members commented; "is this one for school practice, why is she with manila papers?" My interpretation as a researcher was that tutors only use manila cards during their school practice rather than learning aid during their course of learning. This implies that most tutors were using chalk and talk method of teaching. Throughout the future workshop, all the stakeholders agreed that limited practical instruction is due to insufficient teaching and learning materials. It was suggested that students should provide tools and materials that are within their environment meanwhile parents together with administrators should purchase those at their expense.

In a focus group discussion, one of the administrator's commended that; teaching art and craft without materials is like rearing animals on a road. The researcher will make sure, the college together with parents avail some teaching and learning aids because it helps undergraduates to master innovative facts and talents and not to forget what they have learnt. Teaching materials enable students to use what they have learnt in new situations and stimulate independent learning besides eliminating the theoretical description of practical skills and chances of inadequate training materials.

4.3.5 Organizing of network meetings

During situation analysis with the stakeholders of Arua Core PTC, it was revealed that limited practical instruction was due to limited pedagogical skills. The issue was discussed further and resolved that, tutors and principal tutors should organize network meetings to improve on their teaching and learning process. When the researcher interviewed tutors, they suggested;

We need to organize network meetings to improve our pedagogical skills because students need to think back to when they learned information, to reconstruct it and not just repeating information.

Another tutor said; "...our brains are designed to forget things. We teach content yet our students do not retain much of it. More so they are not competent in the world of work. Tutors together with principle tutors should organize network meetings to overcome the challenge of pedagogical skills".

Meanwhile one of the administrators' stated that, "I will organize network meetings with my tutors to help them in integrating simple techniques during their teaching that will help students understand and remember what is taught practically after a long period".

4.3.6 Peer observation during practical lessons

One of the strategies laid by stakeholders to overcome limited practical instruction was peer observation during the process of teaching and learning. Throughout focus group discussion among the stakeholders of Arua Core PTC, it was found that tutors do not prepare themselves adequately, which hindered them from organizing practical lessons. When the researcher interviewed stakeholders, one of the tutors said that administrators need to provide classroom observation tool for tutors of Arua Core PTC so that they can organize peer

observations which will help the tutors to share their reflections on the strengths and areas of development in Art and Craft.

4.3.7 Checking tutors' schemes of work, lesson plans and lesson notes

All through the meeting held on 15th /11/2017 for work process analysis with the tutors and administrators at Arua Core PTC, it was agreed that the principal tutor should approve teachers' schemes of work and lesson plans before the tutors conduct lessons. This was a measure by stakeholders to address the challenge of inadequate lesson preparation for teaching by tutors. The stakeholders also agreed that learning tools are conditions for tutors to get any allowances and conduct lessons as a practical lesson requires. Such an approach requires adequate preparation by the tutors carry out adequate lesson preparation.

4.3.8 Use of daily attendance register for both students and teachers

It was agreed in the focus group discussion with stakeholders that tutors should mark students register while DOS and principal tutor mark tutors' attendance register. Some of the daily monitoring forms include students' and teachers' arrival and departure forms, students' and teachers' daily lesson attendance form. Follow up of those who missed lessons will be made and shall be punishable by suspension of two weeks while repeated behavior the student shall be dismissed, tutor narrated. This will greatly improve on students' and teachers' lesson attendance, as tutors and students do not want to fall victims for coming late or not attending for fear of being punished by the school administration.

4.4 Implementation of the identified strategies for enhancing practical instruction for Art and craft skills competence at Arua Core PTC.

This is where action was taken on the strategies identified by stakeholders for enhancing practical instructions in Art and craft at Arua Core PTC.

4.4.1 Organizing practical lessons during every weekend for students by tutors.

Conducting of practical lesson during every weekend was done Tutors organized the practical lessons while students attended the lesson during weekends to overcome the challenge of limited time for teaching Art and Craft practically.

Plate 1. Students doing practical work in Art and Craft during weekends



Source; Primary Data 2018

4.4.3 Carrying of competence self-check exercise at the end every course unit of Art and Craft

Based from the findings, learners carried out competence self-exercise to demonstrate their level of Art and craft skills competence in a particular course unit by ticking in the correct columns that reflected their learning. Students who placed a tick in the not sure column were consulting their fellow students and tutors. The competence self-check exercise was approved and signed by IPS head of department (plate 1).

Plate 2. The competence self-check exercise

ARUA CORE PRIMARY TEACHERS' COLLEGE
P.O BOX 63 ARUA

COMPETENCES SELF CHECKING EXERCISE

You have completed Unit 2 Topic 1 (Pottery). You are going to carry out a self checking exercise to demonstrate the level of competence. Please tick (✓) in the columns on the right that reflect your learning.

Sl. No	COMPETENCE	NOT SURE	SATISFACTORY
01	I am able to identify materials and tools used for pottery from the environment		✓
02	I am able to prepare clay ^{clay} for pottery		✓
03	I am able to store prepared clay		✓
04	I am able to make pots using coils, slab and pinch methods		✓
05	I am able to describe the process of making pots using a potter's wheel and moulds		✓
06	I am able to finish a pot using different methods		✓
07	I am able to store the finished pot		✓
08	I am able to fire the dry clay pot		✓
09	I am able to glaze the fired pot		✓
10	I am able to identify pottery topics in upper primary curriculum		✓
11	I am able to teach pottery in upper primary		✓
SIGN _____			Date _____

If you have placed a tick (✓) in the Not Sure column, read through the topic again or ~~direction~~ ^{direction}. You can also consult your fellow student or your ~~teacher~~ ^{teacher}.
If you feel you are ~~satisfied~~ ^{satisfied} in all areas that means you have learnt a lot. ~~Congratulations for completing the topic.~~

Source. Primary data 2018

4.4.4 Provision of instructional materials by students and administrators

Principal and students of Arua Core PTC bought some tools and materials in figure 5 and 6 as established during FDG. For example, during the course unit of tie and dye, administrators bought dyes, saucepans, a stove and charcoal meanwhile students bought pieces of clothes for the tie and dye (plate 3 and 4).

Plate 3. Students' bought materials



Source; Primary Data 2018

Plate 4. Materials and tools like dyes, stove bought by the administrators



Source; primary Data 2018

4.4.5 Organizing Network meetings.

On 17th of March 2018, tutors together with administrators of Arua Core PTC organized a network meeting to improve on their pedagogical skills in computer lab (plate 5).

Plate 5 Tutors in network meeting



Source; Primary Data 2018

4.4.6 Approval of teachers' schemes of work and lesson plans

The deputy principle tutor approved tutors' scheming books and planned before they conduct lessons (plate 5 and 6). This was a measure by stakeholders to address the challenge of inadequate preparation. The stakeholders also agreed that scheming books and lesson plans are conditions for tutors to get PTA allowances. To conduct practical lesson, it requires adequate preparation by the tutors.

Plate 6. Approved scheme of work by director of studies

ARWA CORE PRIMARY TEACHERS COLLEGE P.O BOX 63 NAWA
 SCHEME OF WORK
 TERM ONE YEAR 2018 CLASS Year 110 SUBJECT ART AND CRAFT

PERIODS	TOPIC	CONTENT	OBJECTIVES	METHOD	LEARNING MATERIALS	REFERENCE	COMMENT
	POTTERY	<ul style="list-style-type: none"> Materials and tools used for pottery Ways of preparing and storing clay Processes of making different methods of finishing clay Ways of finishing clay 	<p>By the end of a lesson, learners should be able to:</p> <ul style="list-style-type: none"> Identify materials and tools used for pottery Describe the ways of preparing and storing clay Outline the processes of making pots State the methods used for finishing and storing a finished clay 	<ul style="list-style-type: none"> Demonstration Illustration Group method Discussion Direct visual Observation 	<ul style="list-style-type: none"> Clay Polystyrene Dags Knife Kitchen wastes PDA flower vase 	<ul style="list-style-type: none"> Ministry of Education and Sports (2015) Integrated Production Skills (IPS) Module 1 Revised Primary Teacher Education Curriculum 	<p>It was successfully targeted</p>
	POTTERY	<ul style="list-style-type: none"> Process of firing clay Process of glazing a fired pot Ways of glazing a fired pot Sealing pottery in upper primary 	<p>By the end of a lesson, learners should be able to:</p> <ul style="list-style-type: none"> Describe the process of firing a fired pot Outline the ways of sealing pottery in upper primary Apply the technique of firing and glazing clay 	<ul style="list-style-type: none"> Demonstration Illustration Direct visual Observation Discussion 	<ul style="list-style-type: none"> Clay glaze PDA flower vase 	<ul style="list-style-type: none"> Ministry of Education and Sports (2015) Integrated Production Skills (IPS) Module 1 Revised Primary Teacher Education Curriculum 	<p>Successfully targeted and objectives achieved</p>

Source; Primary Data 2018

LESSON DEVELOPMENT			
STEPS	TIME	TEACHERS ACTIVITY	LEARNERS ACTIVITY
1	5 MINIS	Teacher greets the learners and asks them to measure and compare the soil around them with any soil	Learners respond to the greeting and compare the soils
2	10 MINIS	<p>The teacher asks to learners to identify materials used for making a pot</p> <p>The teacher explains and demonstrates how to make a pot using different materials like coil, slab, and pinched method</p> <p>The teacher asks learners to explain how to store and fire a piece of pottery</p> <p>Teacher demonstrates how to decorate the body of a pot using glaze</p>	<p>Learners are expected to identify the materials and tools for making a pot</p> <p>Learners pay attention when the teacher explains and demonstrate methods of making a pot, and ways of decorating a clay body</p> <p>Learners explain how to store and fire a piece of pottery</p>
3	5 MINIS	The teacher reviews the lesson	Learners respond to the questions
4	30 MINIS	Teacher gives project work for students, and encourage and makes later	Learners do the project work and submit later

Source; Primary Data 2018

4.5 Evaluation of the effects of implemented strategies for enhancing practical.

instruction in Art and Craft at Arua Core PTC

In this sub theme, the researcher evaluated the implemented strategies to enhance practical instruction in art and craft at Arua Core PTC. During the period of the study, the researcher used group discussion, interviews, monitoring, observations and reflection, which were recorded as per the progress of the implementable interventions that were agreed upon with the key participants.

On evaluating action plan for implemented solutions, organizing practical lessons every week for students and giving of immediate feedback to learners was done by tutors from 12th/Feb/2018 to May2018. From 22nd / Feb to May 2018 it was revealed that students and tutors carried out competence self-check exercise after every course unit of Art and Craft. Motivation of tutors and students besides provision of instructional materials. was done by both students and administrators from March 2018. Meanwhile organizing Network meetings and peer observation during practical lessons was done by tutors and administrators from March 2018. After every 2 weeks, the director of studies (DOS) and heads of department checked tutors educational tools. Use of daily attendance register was done by tutors, DOS and administrators from 14th/ Feb to May 2018 (plate 7 and 8).

4.6 Discussion and analyses of findings

4.6.1 Factors affecting practical instruction in Art and Craft at Arua Core PTC.

This segment is the discussion and analyses of the areas that the researcher collaboratively with the stakeholders of Arua Core PTC identified as the key factors affecting practical instruction in Art and Craft. They include: Inappropriate teaching and learning method; Limited teaching and learning materials; Poor facilities; Congested curriculum; Time consumption; Preparation of tutors; and Poor motivation.

4.6.1.1 Inappropriate method of teaching

The findings indicated that, limited practical instruction in Art and Craft at Arua Core PTC, was due to inappropriate methods of teaching. This was revealed when one of the tutor's commented;

Majority of the tutors were not updated with the current pedagogical knowledge more so they don't have Art and craft workshops due to limited skills in making knowledge.

They employ inappropriate methods of teaching for example attempting national examinations past papers with a target of preparing their learners to pass examinations.

This was also supported by daily Monitor 2011 that, in Uganda, Art and craft as a vocation is subjugated by a academic methods of teaching (Daily Monitor, 2011:53). This character of instruction is as well pointed out in the National Development Plan 2010/11-2014/15 (Uganda, 2010) indicating that the current methods of teaching engaged for example explanation, chalk and talk question and answer were a limitation to the concert of the tutoring in Uganda.

According to Kolb (2014), learning is “the strategic active engagement of students by doing, and reflecting on activities which empowers them to apply their theoretical knowledge to practical endeavors”. Unsuitable methods of content delivery are pointed out as capability spaces in education weakening the performance of Education and Sports sectors in Uganda. National Development Plan (Uganda, 2010, p. 218) pointed out that; the methods for content delivery in Uganda are older habits and books are not only insufficient but even those accessible are not for all times used efficiently. more so Nalumansi et al, (2002) was also concerned about the issue of less knowledgeable teachers in Art and Craft in the study report on the need for modern BTVET under the theme “Matching Social Needs and Economic Requirements of 2002”. They exposed that vocational teachers are sometimes poorly trained which is a pointer of low academic levels. Basing from the researcher’s experience, it is true that such pedagogically unqualified tutors are not prepared with efficient and artistic habits of connecting learners in the education development. As a consequence, they route to contend delivery by trying general examinations past papers with a goal of preparing their learners to pass examinations at the outflow of understanding and talents essential in the world economy.

The researcher asserts that, this kind of teaching is contrary to Art and Craft aims where emphasis is on the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life as cited by ILO (2002, p. 7). Further, COMEDAF (2007, p.9) emphasizes that “the delivery of quality Art and Craft is dependent on the competence of the tutor in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace”. Therefore, in order to attain quality in Art and Craft, it is paramount to provide tutors with sustainable teaching strategies during training in Primary Teachers Collages.

4.6.1.2 Limited teaching and learning materials and equipment.

The findings indicated that there exist a general absence of instruction materials and equipment for Art and Craft in Arua Core PTC. This was evidenced when participant cited in a focus group discussion as;

‘‘If am going to teach a practical lesson that is to run for two periods (80 minutes) yet I lack the instructional materials, I teach the theory rather than practical’s. This does not happen in only one week but it will continue unless I have the instructional materials.’’

This renders a theoretical nature of teaching that is contrary to skills training advocated for Art and Craft as a vocation. According to Mbaga et al. (2014), it is only a well-developed instructional system headed by the tutor and assisted by adequate instructional materials and facilities that can positively influence the production of high caliber graduates at all levels of the educational system. The researcher observed that Art and Craft is a practical oriented discipline, its success depends on materials and equipment. Therefore, failure to provide such training facilities condenses Art and Craft graduates less competent for the world of work since learning exhibits little practice. For this matter, learners are made to work in large groups sharing the few tools and materials available and in some cases tutors resort to the theoretical nature of delivery. The inadequacy of the training requirements also denies a learner the chance to learn by doing a practice advocated by Dewey (1970) who asserts that ‘‘vocational education requires real tools and materials that are used to execute tasks in the world of work’’. Findings further revealed that even in situations where students could improvise, the spirit of being initiative amongst the student’s is lacking. Furthermore, was my observation that where material and equipment are available, the number of students always outweighs the material and equipment which in most cases demoralized the tutors from handling practical lessons.

4.6.1.3 Poor facilities

Based from the findings it was revealed that, Arua Core PTC has no Art and Craft room. Students always attend their Art and Craft lessons in general classrooms thus limiting the Art and Craft tutor from handling practical lessons. This was evidenced when one of the interviewee lamented;

I can’t not organize practical lessons because there is no Art and Craft room. If I have to organize practical lessons, where will students keep their art and Craft pieces

plus their portfolio? Whenever they displayed their Art works in class rooms, they were stolen hence demotivating both students and tutors in organizing practical lessons.

National Development Plan 2010/11-2014/15, (Uganda, 2010, p. 218) also pointed out on poor facilities that the insufficient physical infrastructure such as pedagogical resources, classroom blocks, water and sanitation and power supply are limitations to performance of Education and Sports sector. This is revealed by Tobiassen (2002, p. 46) who states that the nonappearance of resources restrains pedagogical process by limiting the art and craft innovativeness and creativeness.

4.6.1.4 Congested curriculum.

During situation analysis, it was revealed that the curriculum in PTC for IPS practically Art and Craft involves nature drawing which is only for three hours, Art history and appreciation, pottery, fiber and fabrics, puppetry, collage and mosaic, jewellery, printing, painting landscape and sculpture alongside water and sanitation, food and nutrition, food preparation, brick/ building work, metal work, wood work and construction and entrepreneurship and personal awareness. It is the researcher's assent that, what is look upon as national curriculum is the examination course outline supplied by NCDC. On top of that, stakeholders complained of limited time allocated for Art and Craft. These always force the tutors hurry with the syllabus living away the practical part. Thus due to congested curriculum, tutors were teaching few topics. They teach what they know best and always leave what they don't know. Consequently, this limits students' art and craft skills competence at Arua Core PTC.

4.6.1.5 Limited Time for Art and Craft Teaching

The findings throughout focus group discussion with the stakeholders exposed that the time given for Art and Craft is inversely proportional to the other trades like Mathematics, English among others. According to the tutors and students, the school's time frame and schedule make Art and Craft teaching a challenge. This was also shared by Neeland (2004) who claimed in Finish teaching syllabus, other school subjects have higher precedence in teaching. From the researchers' observation, too little time does not harm the teachers, if the teacher knows the pedagogical ways of teaching and learning Art and Craft.

4.6.1.6 Poor motivation.

Stakeholders of Arua Core PTC complained of poor motivation. They said that, organizing practical lessons takes lot of time and needs total commitment. When a teacher is not motivated, he or she cannot have enthusiasm to teach Art and craft practically. Similarly, Maslow (1970) acknowledged that people are untaught with inborn desires that they attempt to make them happy and therefore need to be motivated. For Maslow (1970), inborn forces and an intrinsic ladder of desires offers personal performance, its characteristic power and way of living. I concur with Maslow because if teachers are well motivated, imparting of required skills competences becomes easy and efficient though he did not explain how to get resources for motivating the teachers. Often motivation is associated with material and monetary gains. In reality, the fact demonstrates those efforts to boost enthusiasm in this way are not likely to accomplish that closing stages. Still if they accomplish, the collision on consequent education is close to nothing (Gorard, See & Davies, 2012). At the same time students exposed that, they were so bored by the too much routine in the teachers' teaching methods and some-times they become lazy to do things practically. This always demoralizes teachers in organizing practical lessons. Meanwhile respondents from tutors side said that practical lessons need extra preparations for example some materials are obtained from bush environment meaning that if you are not motivated, it will be difficult for you to get these materials from busy environment that involves a lot of risks like snake bite.

4.6.1.7 Preparation of teacher

During interaction with interviewees' it was found out that many teachers teach without schemes of work and lesson plans. This negatively affects competent acquisition as teaching becomes ineffective. Stakeholders said; this is as a result of inadequate motivation of teachers and loopholes in teacher's supervision by the school administration. According to Maicibi (2005), inadequate preparation by teachers' limits art and craft skills competence. Similarly, Inglar (2002), point out that level of tutor preparation affects quality of teaching. Many teachers are believed to teach without schemes of work and lesson plans if the school administration fails to supervise, motivate and encourage them to adequately prepare lesson plans before teaching students (Hertz, 2010).

According to Inglar (2002), the most efficient teachers have cavernous understanding of the subjects they tutor, and adequately prepare lessons before conducting lesson. As soon as

teachers' understanding cascade less than a assured intensity and inadequately prepares his lesson, it is a important hindrance to students' education. As well as a tough understanding of the material being trained, teachers must also comprehend the behavior learners reflect about the subject matter, be able to appraise the idea following students' own methods, and recognize students' general misunderstandings.

According to Hertz (2010) excellent tutoring comprises of fundamentals like valuable inquiries and applying of appraisal by teachers which needs adequate preparation of the teacher. Detailed lesson procedures, like analyzing the lesson before, providing reproduction answers for learners, giving ample point in time for putting into practice set in skills firmly and more and more, introducing innovative culture are also fundamentals of high excellent teaching.

4.6.2 Intervention measures used to enhance practical instruction for competence acquisition in Art and Craft at Arua Core PTC.

This sub theme of the thesis converse and analyses the intervention strategies to improve student's skill competence in art and craft as presented in chapter four of this report. They include, organizing of practical lessons every weekend. carrying of competence self-check exercise at the end every course unit, motivation for both teachers and students, provision of instructional materials, organizing of network meetings, peer observation during practical lessons, checking tutors' education tools and use of daily attendance register for both students and teachers as discussed below.

4.6.2.1 Organizing of practical lessons every week-end,

The findings revealed that the main challenge limiting student's competence acquisition was inadequate practical instruction. This was attributed to inadequate time given for teaching Art and Craft. It was agreed by tutors when one of them said; "we are going to organize practical lessons every weekend but let the students and administration provide us with learning resources". This intervention measure was supported by Jorgensen (2008) who asserts that, learning is not all about the mental work but also bodily interaction, social and emotional aspects. In the same vein, Nilson (2008) emphasizes that no human being exists without his/her surroundings as well as other aspects of his body. According to Nilsson, there is need to integrate theory with practical because one cannot do without the other as learning takes place holistically, that is biologically, mentally and socially.

4.6.2.2 Carrying out competence self-check exercise at the end every course unit.

Based on the findings from focus group discussion with the stakeholders of Arua Core PTC, Carrying out competence self-check exercise at the end every course unit was exposed by principle tutor in this narrative; learners should do competence self-check exercise since it enables them to have the opportunities to frequently work out their learning activity. This can allow teachers to provide formative feedback besides routine metacognitive reflections done by both the teacher and the learner.

According to them competence self-check exercise enables them to have opportunities to frequently work out or revise their learning activity and it allow teachers to provide formative feedback besides routine metacognitive reflections done by both the teacher and the learner. I do agree with the respondents because competence self-check exercise can create opportunities in which learners can exercise their level of skill competence and practice in the right context. Similarly, Mohammed, Merian and Semir (2016) states that the academic evaluation depends on the collecting evidences of student's performance, which are analyzed to indicate the level of learner's achievement to analyses their academic skills and competence.

4.6.2.3 Motivation for both teachers and students

At the preliminary of this study, all tutors complained of inadequate motivation. It was agreed upon by the stakeholders of Arua Core PTC that tutors whose subjects have performed best in practical's areas should be awarded. According to the researcher's observation this was done to a smaller extent through provision of learning materials. Maslow (1970) notes in his writing, motivation are natural forces and an intrinsic ladder of requirements that offers individual actions, its unique liveliness and way. Reflecting from the views of the participants, I concur with the scholar because if the stakeholders are motivated, the teaching and learning becomes very easy and efficient. Many people including teachers mainly associate motivation with material and monetary gains and yet motivation can be verbal, through encouragement and words of praises. This can help to build confidence in teachers' and will boost students' level of understanding during the teaching and learning thus leading to art and craft skills competence at Arua Core PTC.

4.6.2.4 Provision of instructional materials

Throughout future workshop, all the stakeholders agreed that limited practical instruction was due to insufficient teaching and learning materials. It was suggested by the stakeholders of Arua Core PTC that, students should provide tools and materials that are within their environment meanwhile parents together with administrators should purchase those at expense. Through observation, the researcher found that, materials bought by the students and administrators were delivered to the art and craft tutor. In the same vein, Mbagi et al. (2014), stressed that, it is only a well-developed instructional system headed by the teacher and assisted by adequate instructional materials and facilities that can positively influence the production of high skills and competence. Similarly, Fernandez (2014) argues that the availability of textbooks appears to be most consistent factor in predicting teacher effectiveness towards teaching in primary schools. This then implies that if a school lacks adequate instructional materials such as textbooks and art materials could lead to a disaster.

4.6.2.5 Organizing Network meetings

For the duration of situation analysis with the stakeholders of Arua Core PTC, it was revealed that, limited practical instruction is due to poor method of teaching. It was settled with tutors and administrators during focus group discussion when one of the respondents said, “tutors and principle tutors should organize network meetings as to improve on the teaching and learning process”.

Basing on the researchers experience at Arua Core PTC, network meeting was done every month. Tutors met in peer networks meetings in the computer laboratory managed by director of studies who exposed tutors to the principles of learning environment and was of classroom management criteria's. The network meeting shows solidarity among tutors, encourage joint support and sustainable enhancement. Among the get-together, tutors perform on their education by bringing in innovative observations in their classrooms. They were supervised by director of studies and the tutors, and immediate feedback was given for more development. During the second month, tutors continued to reproduce on their knowledge and developed their achievement plan consequently. After each third network meeting, tutors moved on to a innovative parts of practice. And the cycle continues.

Network meeting emphasis more of training teaching staff to perform their duties appropriately such that there is improved performance of learners' (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). My experience is that when tutors meet in network

meetings, they become motivated and competent. Similarly, Goethals, Howard & Sanders (2004) states that network meetings are more and more becoming means of representing the ability, understanding, and actions of the new tutor. In conclusion, net work meeting play a significant roles in educational profession. It helps tutors to deliver the right contend in the curriculum.

4.6.2.6 Peer observation during practical lessons

One of the strategies laid by stakeholders to overcome limited practical instruction was peer observation to ease supervision during teaching and learning process at Arua Core PTC. Administrators prepared classroom supervision template for peer observation. This was done by director of studies, tutors and administrators once in a week during practical lessons and provided feedback for further improvement.

Harris (1998) explains that one of the factors for effective teaching is constant supervision. He encourages supervision of the teachers by school administration. This view was supported by Mbiti (1974) in his study of the roles of school administration which includes supervision. incoplete

4.6.2.7 Preparation of teacher

During interaction with participants, it was found that tutors teach without schemes of work and lesson plans. This negatively affects Art and craft skills competence as teaching becomes ineffective. Stakeholders said “this is due to inadequate motivation of tutors and loopholes in tutor’s supervision by the administration”. According to Maicibi (2005), inadequate preparation by teachers’ limits learning approach. Similarly, Inglar (2002), point out that level of teacher preparation affects quality of teaching. He further states that tutors need adequate preparation of a lesson to aid quality delivery on subject contend. Many tutors are believed to teach without planning a lesson if the school administration fails to supervise, motivate and encourage them to adequately prepare lesson plans before teaching students (Hertz, 2010).

According to Inglar (2002), the effectiveness of tutors depends on knowledge of subject content they lecture and adequately prepare lessons before teaching. When tutors’ comprehension falls lower than a convinced level and insufficiently plans a lesson, it is a barrier to students’ education. As well as a tough thoughtful of the matter being skilled,

tutors must also recognize the habits learners think concerning the content, be able to assess the thoughts behind learners' own techniques and categorize their general misunderstandings.

Permitting to Hertz (2010) excellent teaching includes basics such as valuable questioning and use of measurements by instructors which desires enough research from the tutors. detailed practices, for example evaluating the earlier lessons, presenting mock-up answers for learners, giving enough time for practice to set in skills firmly and gradually, initiating innovative learning areas are also fundamentals of high excellent teaching.

4.6.2.8 Lesson attendance by both teachers and students

On lesson attendance it was found from the stakeholders that both tutors and students have poor lesson attendance. Studies by Nakpodia (2007), and Nwideduh (2003) point out that As soon as a learner is frequently missing from class, it badly results in their educational skills and competences at the end of course. This is for the reason that everyday nonappearance might direct to loss of very important knowledge, details and directives that may consequence result in incomplete understanding of a theme, submission of unfinished occupation and poor sharing in class activities. Similarly, Econ (1995) found that teacher's absenteeism leaves learner unguided. According to Park and Kerr (1990), lack of attendance is statistically significant in explaining why a student fail to acquire the required competences. During the meeting held with stakeholders of Arua core PTC, it was agreed that, tutors should also sign daily arrival and departure book and account to school administration for the days missed. Tutors were argued to conduct students' roll call during their lesson and forward names of absent students for disciplinary action. According to Musaazi (1983) it's the role of parents and teachers to ensure that a student doesn't miss lessons. From my experience a number of colleges orders students to have demanding attending proportion in order to qualify for assessments.

4.6.3 Implemented strategies for enhancing Art and craft skills competence at

Arua Core PTC

This is where action is taken on the strategies identified by stakeholders for enhancing practical instruction in Art and Craft at Arua core PTC. The strategies included weekend classes, competence self-checks, materials, network meetings and approved of teaching tools in subsequent sections.

4.6.3.1 Organizing practical lessons during every week end for students

by tutors.

Organizing practical lesson during weekend (figure 2), the researcher observed that learners were too proud in doing the work themselves. This aroused their interest and love for the trade. It was evidenced in the first practical's done in tie and dye when a non-Art and craft student in year two said, "I wish I took Art and Craft, students are now learning what the world of work requires". This reaction was an indication that students were not much exposed to practical lessons before. Similarly, John Dewey (1976) affirms that individual can be taught most excellent through a active teaching approaches. Learners must collaborate with their surroundings in order to familiarize themselves and study. Meanwhile, Wenger (2008) advocates that people can learn best when they share their experience about something and learn how to do it better as they converge together.

Based on the knowledge and the skills the researcher acquired during Art and craft practical lessons at Arua Core PTC, the researcher recognize that the responsibility of a instructor in education process process is away from what she formerly had. A tutor is similar to a look after a baby who has to be natured for good development. In this esteem a tutor's responsibility is to make sure that learners attain what he or she is proposed to accomplish. Tutors demonstrate the approaches and the pupil projects to discover out what he or she needs. A tutor must by all ways authorize the students to accomplish. In support of this, Moll (cited in Harry 2001, p.56) explains that the child's lively participation in discovering innovative ways to work out on difficulties depends on teachers approaches of teaching. Based on Moll's argument, I affirm that tutors ought to move toward into play only when learners seem to be deteriorating after a sequence of tryouts. This will obviously allow them to communicate the hypothesis and main beliefs upon a given tasks, develop their procedures and permit them chance to construct their personal information so as to accomplish the Art and craft skills competence.

4.6.3.2 Carrying of competence self-check exercise at the end every course unit of Art and Craft

Students carried out competence self-exercise to demonstrate their level of competence in a particular course unit by ticking in the columns on right that reflected their

learning. The self-check exercise was approved by head of department IPS at the time of implementation. The researcher established that competence self-check exercise created opportunities for learners to exercise their level of skill competence and practice in the right context. When I asked a tutor about the use of competence self-check exercise, their response indicated that the exercise examine and interfere in learners education development to appraise the improvement simply.

4.6.3.3 Provision of instructional materials by Students and administrators

Under this item, the researcher observed that tutors and students collected materials and tools within their environment meanwhile principal tutor and students of Arua Core PTC bought some tools and materials. This was evidenced right from the first practical lessons on tie and dye when administrators bought dylon, saucepans, stove and charcoal. Students bought pieces of clothes for the tie and dye (figure 5 and figure 6). To support this move, Mbagwa et al. (2014), said that it is only a well-developed instructional system headed by the tutor and supported with sufficient learning resources and facilities that can completely manipulate learner's art and craft skills know-how. The researcher concurs with the above academician because when sufficient instructional materials are offered to the tutors, they believe animated, motivated and empowered. When school development policy is put in to practice on instructional materials and facilities, it can motivate tutors to commit on the collage goals. According to Eya (2006) instructional materials make the teachers' job easier, faster and more effective.

4.6.3.4 Organizing of network meetings.

One of the interventions to enhance practical instruction in art and craft at Arua Core PTC was organizing of network meetings to improve teaching and learning process. Tutors together with administrators of the college started organizing network meetings on 17th of March 2018 in the computer lab (figure 7). According to the administrators and tutors of Arua Core PTC, this a kind professional development improved their teaching and learning process. In the same vain Darling-Hd, Wei, Andree, Richardson, and Orphanos (2009), disclose that professional development enables teachers to perform their duties appropriately and improves on their qualification. My experience is that when teachers go for further studies, they get motivated and perform better as they master the subject matter and become competent.

4.6.3.6 Approval of teachers schemes of work and lesson plans

Practical lessons require adequate preparation by tutors before conducting the lesson if students are to acquire the skills and competences required. Harris (1998) explains that one of the factors for effective teaching is adequate preparation by tutors. In this study it was agreed with stakeholders of Arua Core PTC that before a tutor conducts a lessons, scheme books ought to be approved and this measure was implemented by the deputy principle tutor. During a focus group discussion, the principle tutor indicated that; *'many tutors used to teach without schemes of work and lesson plans'*. This negatively affected student skills and competence in practical lessons. However, stakeholders pointed out that this was as a result of inadequate motivation of tutors and inadequacies in tutor's supervision by the college administration. The deputy principle tutor also indicated; *educational tools for content delivery cannot be checked as tutors could not avail them whenever required for checking before implementation'*. Similarly, Inglar (2002), pointed out that the level of tutor preparation affects quality of teaching and learner's competence acquisition. He further stated that teachers need adequate lesson preparation and learning aids if they are to teach practically. Many tutors are believed to teach without preparing a lesson when the college administration fails to supervise, motivate and encourage them to adequately prepare lesson plans before teaching students (Hertz, 2010). In this study it was found that tutors were now preparing lesson plans adequately before teaching (figure 8 and 9).

CHAPTER FIVE: CONCLUSIONS AND RECOMENTATIONS

5.1 Overview

In this section, the researcher presents the conclusions, recommendations and the way forward accruing from the discussion of the findings under the four objectives that were a basis of this study project. The objectives in question are:-

- i. To examine factors that affect practical instruction for Art and Craft skills and competence at Arua Core PTC.
- ii. To establish strategies that enhance the teaching of practical instruction for Art and Craft skills and competence at Arua Core PTC
- iii. To implement the identified strategies for enhancing practical instruction for Art and Craft skills and competence at Arua Core PTC.
- iv. To evaluate the implemented strategies for enhancing practical instruction for Art and Craft skills and competence in Art and Craft at Arua Core PTC.

5.2 CONCLUSION

This study focused on improving students' Art and craft skills competence through practical instruction at Arua Core PTC in Arua District. In this sub theme of the study, the researcher observed the objectives reflected in chapter one and made conclusions accordingly. Among the factors that affect art and craft practical instruction such as theoretical teaching, limited time for the subject, inadequate materials and tools, and poor knowledge of the environment, there was a need by stakeholders to improve students' skills competence through practical instruction. The objectives were; to examine factors that affect practical instruction for Art and craft skills competence at Arua core PTC, to establish strategies that enhance teaching of practical instruction for Art and craft skills competence at Arua Core PTC, to implement the identified strategies for enhancing practical instruction for Art and craft skills competence at Arua Core PTC, to evaluate the implemented strategies for enhancing practical instruction for Art and craft skills competence at Arua Core PTC.

The findings on factors affecting practical lessons point out that, there was a call for stakeholders to develop the student teacher's Art and Craft skills and competence through practical instruction. However, the concerns that limit the teaching of Art and craft practically

were presented as; Poor knowledge of learner's environment. The findings revealed that learners are not exposed to appreciate their natural environment leading to theoretical teaching of art and craft. Inappropriate teaching and learning methods was also noted when one of participants reveals; "majority of the tutors are not updated with the current pedagogical knowledge more so they do not have art and craft shops due to limited skills in making and transferring knowledge". Supplementary, insufficient teaching and learning materials and equipment for instance whenever the materials are offered, the percentage of the resources to the apprentice is upsetting. This condition of relationships consequences leads into a theoretical nature of delivery at the cost of practical training hence exposing art and craft alumnae less experts and incompetent in the world economy. It was found that Arua Core PTC has no Art and Craft room. Students always attended their Art and Craft lessons in general class rooms thus limiting the Art and Craft tutor from handling practical lesson. Additionally, the curriculum of art and craft is congested with limited time allocated for art and craft. It was found that many teachers teach without schemes of work and lesson plans. This negatively affected art and craft skills and competence as teaching becomes ineffective. Poor motivation discourages tutors from organizing Art and craft lesson practically.

The researcher evaluated the implemented strategies to enhance practical instruction in art and craft at Arua Core PTC. During the period of the study, the researcher used group discussion, interviews, monitoring, observations and reflection and were recorded as per the progress of the implementable interventions that were agreed upon with the key participants. On evaluating action plan for implemented solutions like organizing practical lessons every week, the stakeholders agreed that it was done. Giving of immediate feedback to learners was done by tutors. Caring out competence self-check exercise after every course unit of Art and Craft was done by students and tutors. Motivation of tutors and students besides provision of instructional materials, organizing was done but not to a greater extend. A network meeting was successfully done by tutors and administrators.

5.3 RECOMMENDATIONS

Factors affecting practical instruction for Art and Craft skills and competence at Arua Core PTC.

The discovered situation hindering practical instructions for learner's skills competence were quite many starting from limited materials, limited time, pedagogical skills, poor facilities and poor motivation. As a result, this calls for urgent concentration by all the stakeholders of Arua core PTC and government officials at the same time the community at large. With that the researcher presents the recommendations as follows:

Staff Development

The management of Kyambogo University should promote its instruction personnel's to remain abreast with the modifications in technology and the global anxiety throughout refresher courses, seminars and tutorial as well as taking up further studies. This will advance on their pedagogical approaches of content deliverance.

Projects

Art craft department in Arua Core PTC needs to start income generating projects like in graphics, fabric design, and ceramics among others for stocking teaching and learning materials. This will motivate learners and improve on practical instruction in Art and craft.

Art and Craft Curriculum

Equal time should be allocated for the entire subject in PTCs and Art and Craft curriculum should focus on appreciating natural environment so that learners use local materials within their reach. Art and Craft as vocational subject in PTCs should be assessed both by Director of Industrial Training (DIT) for skills competence and End of course exams by Kyambogo University. Students should also exhibit their art and craft works to the public. This can aid to reduce stigma in public on Art and Craft.

Instructional materials

More instructional materials and learning facilities should be acquired as the limited instructional materials like the reference books, practical guides, computers, internet services and many other teaching aids are needed to improve art and craft teaching in the primary teacher's collages.

Teaching methods.

The researcher urges the tutors to endlessly promote for the use of pedagogical approaches for implementation of educational goals at their various levels of learning. This will alleviate the diffusion of the thoughts which will in turn improve on Art and craft in primary teachers colleges.

Public awareness of Art and Craft

There is call for constant sensitization amongst the public on skillful implication of Art and Craft on youths and in the Uganda's economy to eradicate the stigma public has concerning Art and craft.

5.4 AREAS FOR FURTHER RESEARCH

As a teacher of art and crafts by profession, the researcher thinks that there is need for more research in the area of art and crafts assessment and certification, production, and marketing of student teacher's art and craft works in primary teacher's colleges.

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APPENDIX

APPENDIX I. CONSENT LETTER



P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464

www.kyambogo.ac.ug

FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

16th October 2017

Consent Agreement

I am ANDURU Grace, a student pursuing Master's degree in Vocational Pedagogy with Registration Number 16/U/14002/GMVP/PE in Kyambogo University working in collaboration with Oslo and Akershus University College of Applied Science. I am carrying out action research which involves interviews and future workshops. The sessions will involve audio and video recording as approaches in gathering data. This is for accurate documenting of information and time saving. The data can also be referred to at any time, report writing process in the process of writing

I therefor seek for information about your experience in Art and Craft particularly the teaching and learning process; your approaches in extending knowledge in Art and Craft. This is therefore to request you to provide me with the appropriate information that will be used for only academic purposes and confidentiality will be observed.

However, if you feel your information might be misused in any way you are free to withdraw your consent.

Thank you in advance.

Signature: 

Name: ANDREW GRACE

Date: 15.03.2018

Appendix 2. Letter inviting stakeholders for situational analysis

Anduru grace
16/U/14002/G MVP/PE
Kyambogo University

Through,
The Principle Tutor
Arua Core PTC
P.O box,
Uganda.

Dear Sir/madam

Ref; Invitation for a meeting

With great honor and respect, Kindly through your office, I would kindly wish to request the stalk holders of Arua Core PTC for a meeting. Thanks

Yours faithfully,

Anduru Grace
Researcher



APPENDIX 3. Focus group discussion guide

Dear respondent,

I am **ANDURU GRACE** a student of Kyambogo University, Department of Art and industrial design conducting research on the Topic: improving student's competence acquisition through practical instruction at Arua core PTC in Arua District. Please give your opinion on reservation on the topic under study. The information provided is for academic purpose and will remain confidential. So, I kindly request you to support me by responding to the Focus Group discussion guide.

Thank you.

Questions

1. In your opinion what are the factors that affect Practical instruction at Arua core PTC
2. What are the possible strategies that can be used to improve practical instruction?
3. In your judgment, in which ways can the implementation of identified strategies to improve practical instruction for enhancing students' competence acquisition at Arua core PTC be done?
4. What are the impacts of intervention strategies used to improve practical instruction?

Thank you for Participating.

APPENDIX 4. MINUTES OF THE WORK PROCESS ANALYSIS HELD AT ARUA CORE PTC

MINUTES FOR ARUA CORE PTC STAKEHOLDERS MEETING HELD ON 15TH /DEC/2017 IN THE STAFF ROOM AT 10:00PM.

AGENDA:

1. Prayer
2. Introduction
3. Communication from the Researcher (ANDURU GRACE)
4. Analysis of the work processes
5. Identification of challenges in workplace
6. Way forward /solutions to above
7. Closure.

Min. 1/11/2016: Prayer.

The meeting was opened with the word of God said by **Mr. Alioni Zackary** who called for God's guidance.

Min. 02/11/2016: Introduction.

The speaker of the day requested members to introduce themselves as it was important for members to know one another.

Min. 03/11/2016: Communication from Researcher/ Anduru Grace.

She greeted the house and welcomed members to the meeting and informed the house that this is special type of the meeting involving all stakeholders of the school. It is intended to help in analyzing the work Processes within Arua core PTC and identifying the challenges /gaps. The researcher informed the house that normally in every organization, there are always some challenges that make things not to move the way they are supposed to be done it's a reason why we have to come together to identify the loopholes so as to improve the work processes in the school.

She still informed the house that the stakeholders should be fully involved because the meeting aims at improving the work performance in the collage. She finally requested members to be open minded in identification of the challenges affecting the work processes without fear.

Min. 4/11/2016: Analysis of the work processes:

The researcher informed the house that the main activities within the collage is teaching and learning which is aimed at generating very good grades at the end of the course. It is the duty of the stakeholders to identify the tasks involved in performing the work

The members agreed that the following duties and tasks at school;

- i. General admission
- ii. Participating in planning like attending general meetings to generate ideas, drawing departmental budgets, department planning meetings.
- iii. Preparing teaching and learning activities for example preparing schemes of work, lesson plans, preparing instructional materials/teaching learning aids, making lesson notes.
- iv. Guiding teaching and learning activities /lesson delivery by actual teaching, giving exercises after teaching, marking, making corrections and conducting remedial teaching.
- v. Assessment and evaluation through organizing or developing exercise, assignments. Weekly and monthly, tests (progressive tests) examinations, in the beginning of the term, mid and end of the term, project work for example entrepreneur.
- vi. Guidance and counseling through organizing career guidance session for learners, counseling indiscipline students by sharing life experiences, bridge the gap between stubborn students and parents.
- vii. Carrying out co-curricular activities by organizing field events like football, netball, having inter-class competitions.

Min; 05/11/2016: Identification of the challenges of work plan.

The challenges are identified and categorized in to short term, medium and long term as follows;

- Short term
 - i. Inadequate practical instruction
 - ii. Lack of instructional materials
 - iii. Poor syllabus coverage
 - iv. Absenteeism of both teachers and learners
 - v. Poor time management skill
 - vi. Communication gap
 - vii. Poor career guidance
 - viii. Lack of micro teachings
 - ix. Poor reading culture
- Medium term
 - i. poor attitude towards Art and Craft
 - ii. Refresher courses/ capacity building for staff lacking
 - iii. Lack of exposure for most teachers and learners

Long term

- i. Lack of Art studio

- ii. Congested curriculum
- iii. Mismatch between primary curriculum and collage curriculum
- iv. Poor remuneration
- v. Low enrolment
- vi. Accommodation shortage
- vii. Poverty hence poor fees payment
- viii. Environmental factors
- ix. Poor quality of students admitted

Min. 06/11/2016: The way forward/solutions for challenges.

- i. Organizing regular practical lessons
- ii. Giving of immediate feed back
- iii. Carrying out competence self-check list exercise at the end every course unit in Art and Craft
- iv. Cost sharing of materials
- v. organizing micro teachings
- vi. motivation of both tutors and learners
- vii. regular supervision
- viii. improving on time management
- ix. discuss students' performance with parents
- x. monitoring students' progress
- xi. Providing feedback when giving work results and going through the work and Using feedback to put more emphasis on poorly done topics.

Min. 7/11/2016; Closure.

The meeting was called off by researcher with a closing prayer.

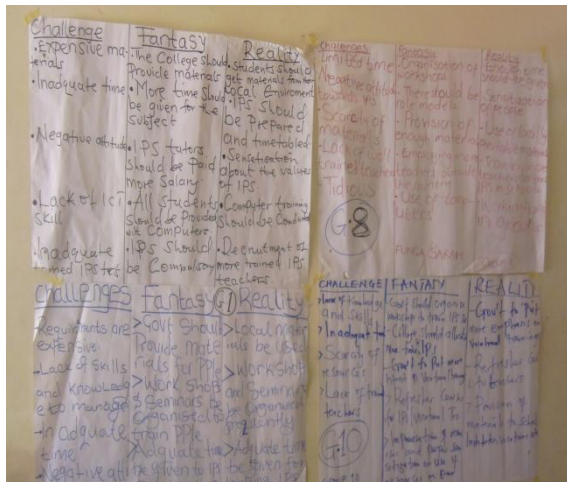
APPENDIX 5. WORK PROCESS ANALYSIS

Work process	Tasks involved	Competence required	Challenges
Admission	<ul style="list-style-type: none"> • Joint Admission Board Selection of learners through interviewing of students. • Publishing names of successful applicants. • Issuing of admission letters. <p>Orientation</p> <ul style="list-style-type: none"> • Registration of new learners. • Interpretation of collage rules and regulations • Introduction of staff and student's leaders to the new entrants. • Interpretation of teacher's code of contact (dressing code, behavior, professional ethics etc.) • Tour around the collage 	<ul style="list-style-type: none"> • Use of Information and Communication Technology (ICT) skills • Good communication skills • Interpersonal skills. • Records management skills. • Administrative skills. • Secretarial skills • Analytical skills • Career guidance skills 	<ul style="list-style-type: none"> • Limited ICT skills • Inadequate information on admission of students
Teaching and learning process	<p>Planning</p> <ul style="list-style-type: none"> • Preparation of schemes of work and lesson plans • Preparation of instructional materials (T/L aids) • Actual teaching and learning through (Active Teaching and Learning for example guided discussion, brain storming, observation) process 	<ul style="list-style-type: none"> • Knowledge of the subject matter • Communication skills • Management skills • Interpersonal skills • ICT skills 	<ul style="list-style-type: none"> • Inadequate practical instruction • Inadequate instructional materials • Limited instructional materials • Limited time

			<ul style="list-style-type: none"> • Inadequate pedagogical skills
Assessment and evaluation of learners	<ul style="list-style-type: none"> • Set test items • Continuous assessment • Class work assignments • Learners feed back • Observations • Projects assignments • Summative assessment at the end of an instructional unit • Mid-term tests • Mock; Principals Association for Northern Uganda (PANU) • School practice • End of course exams and final projects 	<ul style="list-style-type: none"> • Knowledge of the subject content • Professional ethics • Time management skills • Communication skills • ICT skills 	<ul style="list-style-type: none"> • Limited materials • Inadequate practical assessment • Poor time management • Inadequate ICT skills • Inadequate micro teaching

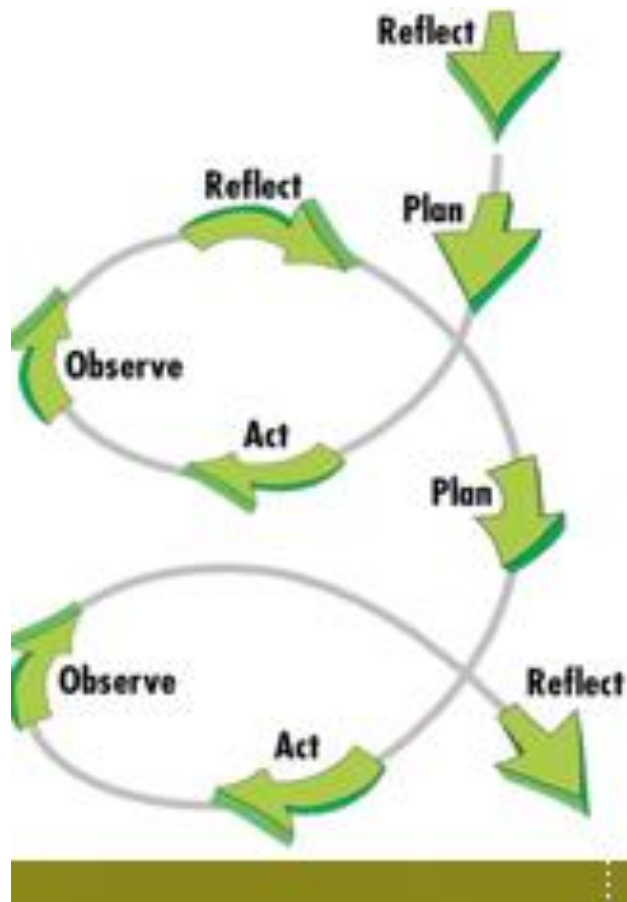
Source; primary data 2018

Appendix 6. Showing the critical points brainstormed by the stakeholders in groups during the plenary session of the future workshop.



Source; primary data.2018

Appendix 7: Action research cycle (adapted from Kemmis and Mc Taggart, 1982).



Appendix 8: Action plan for implementable solutions as per 14th Feb 2018 meeting

Implementable solution	Responsible stakeholder	Timeframe
Organizing practical lessons every week for students	Tutors	From 22/Feb/2018 to May 2018
Giving of immediate feedback to learners	Tutors	From 22/Feb 2018 to May 2018
Carrying of competence self-check exercise at the end every course unit of Art and Craft	Students	From 22/ Feb/2018 to May/ 2018
Motivation of Tutors and students	Students and administrators	From March 2018
Provision of instructional materials	Administrators, and students	From March 2018
Organizing Net Work meetings	Tutors and administrators	From March
Organizing lessons during week ends	Tutors	After every two weeks
Peer Observation during Practical lessons	Tutors and Administrators	From Feb 2018
Checking teacher's schemes of work, lesson plans and lesson notes	DOS, Head of departments.	After every two weeks
Use of daily attendance register for both students and Tutors	Tutors. DOS, administration	From 14 th of Feb 2018 to May 2018

Source: primary data 2018

Thank you for Participating.

APPENDIX 9: Action plan for implemented solutions.

Implemented solution	Responsible stakeholder	Timeframe	Remark
Organizing practical lessons every week for students	Tutors	From 22/Feb/2018 to May 2018	Done
Giving of immediate feedback to learners	Tutors	From 22/Feb 2018 to May 2018	Done
Carrying of competence self-check exercise at the end every course unit of Art and Craft	Tutors and Students	From 22/ Feb/2018 to May/ 2018	Done
Motivation of Tutors and students	Students and administrators	From March 2018	Done
Provision of instructional materials	Administrators, and students	From March 2018	Done
Organizing Net Work meetings	Tutors and administrators	From March 2018	Done
Peer Observation during Practical lessons	Tutors and Administrators	From Feb 2018	Done
Checking teacher's schemes of work, lesson plans and lesson notes	DOS, Head of departments.	After every two weeks	Done
Use of daily attendance register for both students and Tutors	Tutors. DOS, administration	From 14 th of Feb 2018 to May 2018	Done

Source: primary data 2018

APPENDIX 10. Action Research Work Plan

Activity	Responsible personnel	Duration	Remark
Work process analysis	Administration, teachers students and the researcher	14/Dec/2017 To 05/Feb/ 2018	This was done with the core researchers
Future workshop	Administration, teachers students and the researcher	07/Feb/2018	Stakeholders were interested and participated actively
Presentation of proposal	The researcher	12/Feb/2018 To 28/Feb/2018	Done
Implementation of the formulated strategies and evaluation	Administration, teachers', students and the researcher	From March 2018 To May 2018	Done
Mocks, viva presentations.	Administration, researcher, researcher supervisors	03/May/2018 To 03/June /2018	
Submission of Thesis	Administration, researcher, supervisors	August 2018	
Graduation	Administration, researcher, Supervisors		

APPENDIX 11. Budget for the research activities

S/No	Item	No: of item	Rate (shs)	Amount (shs)
1	Transport to and from the University	10	200,000= per week	2,000,000=
2	Accommodation in Kampala	10	70,000= per day	700,000=
3	Refreshment during the workshops	3	50,000=	150,000=
4	Photos and video coverage	4	50,000=	200,000=
5	Stationary		100,000=	100,000=
6	Typing, printing, photocopying and binding		500,000=	500,000=
7	Communication		150,000=	150,000=
8	Miscellaneous		300,000=	300,000=
Total				4,100,000=

APPENDIX 12: WHERE THE STUDY WAS CARRIED



APPENDIX 13: A MAP OF ARUA DISTRICT SHOWING WHERE THE STUDY WAS CARRIED OUT

