

**IMPROVING STUDENTS ENROLLMENT IN HOME ECONOMICS THROUGH
SELECTED CAREER GUIDANCE STRATEGIES:
A CASE OF BWERA PRIMARY TEACHERS' COLLEGE IN KASESE DISTRICT**

BY

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
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DECLARATION

I, Angelica Asimwe, hereby declare that this dissertation entitled, “**IMPROVING STUDENTS’ ENROLMENT IN HOME ECONOMICS THROUGH SELECTED CAREER GUIDANCE STRATEGIES AT BWERA PRIMARY TEACHERS’ COLLEGE, KASESE**” is my original work and has never been submitted to any other institution for any academic award.

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DEDICATION

This dissertation is dedicated to my beloved brother, Dr. Kaahwa Yuda Taddeo, Makerere University, my children namely; Cecilia, Monica, Bridget, Maria Yusta and Michael, Daniel, Assumpta and Joshua for their tireless efforts, encouragement and support they showed me towards completion of this dissertation. Am so indebted by your support. May God reward you abundantly and enrich your hearts' desires.

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LIST OF ABBREVIATIONS AND ACRONYMS

DOS	Director of Studies
DRC	Democratic Republic of Congo
ERG	Enrollment Retention and Graduation
FGD	Focus Group Discussion
FW	Future Workshop
GDP	Gross Domestic Product
ICT	Information Communication Technology
KyU	Kyambogo University
MoES	Ministry of Education and Sports
MVP	Master of Vocational Pedagogy
BPTC	Bwera Primary Teachers' College
NDP	National Development Plan
PAR	Participatory Action Research
SCT	Social Cognitive Theory
SDG	Sustainable Development Goals
SDS	Sustainable Development Strategy
SOPs	Standard Operating Procedures
TIET	Teacher Instructor Education and Training
TVET	Technical Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organizations
VET	Vocational Education and Training

ABSTRACT

There has been low enrollment of students in Home Economics at different educational levels globally. The purpose of the study was to implement identified strategies of enhancing students' enrollment in Home Economics at Bwera Primary Teachers' College in Kasese District. The study was guided by three objectives that sought to; explore selected career guidance strategies of enhancing enrolment in Home Economics, implement the selected career guidance strategies of enhancing enrolment and evaluate the implemented career guidance strategies of enhancing students enrollment in Home Economics at Bwera Primary Teachers College. This study was qualitative in nature, following a descriptive participatory research design. Through the participatory action research approach, a total of 75 stakeholders were involved in the implementation of the strategies. The methods of collecting data included interviews, future workshops, verbatim quotes, website feedback, focus group discussions and observations. The findings indicate that career talks enhanced immediate students' enrollment, Home Economics fair showcased activities under Home Economics, the talking compound reminded stakeholders to learn about the course and the website launched a platform for continuous interaction with stakeholders on Home Economics. The study confirmed that there is need for a paradigm shift in order to unlearn, relearn and learn for individuals to compete favourably in the 21st century.

CHAPTER ONE

INTRODUCTION

1.1 Overview

In this chapter, the information on the background of lifelong learning, Vocational Pedagogy, experiences in Home Economics and my personal background as a student are mentioned in this section of the report. It also highlights the statement of motivation, objectives, research questions, scope, significance and the definition of key terms used in the study.

1.2 Background to the Study

The background information to the study focused on the three aspects of Home Economics that include Life-long learning, personal background and current state of home economics in schools.

1.2.1 Home Economics as a Lifelong Learning Subject

In the context this research, Home Economics is science that trains skills to individuals who are interested in acquiring competences for meeting the needs of the society. It also helps trainees to realise their hidden talents and maximize them to earn a living. The ability of trainees to apply Home Economics knowledge and skills describes the lifelong learning opportunities that define their livelihoods. Home Economics is an ideal education and training subject that provides the necessary knowledge for survival (Hughes, Lawand Meijers, 2017). Home Economics literacy is one strategy which can assist in creating healthier, more productive and creative individuals who strive for a sustainable quality of life. Home Economics literacy is defined as the amalgam of multiple literacies including food, health, financial, consumer and environmental literacy. Its purpose is to enable individuals as family members, responsible consumers and global citizens to make informed choices and

opt for appropriate behaviours in order to safeguard and enhance personal, family and community well being (Piscopo, 2016).

Home Economics is taught as a time tabled school subject in many countries around the world. It is also finding its way into lifelong learning courses and the mass media. For a long time, Home Economics was considered an old-fashioned girls' subject for a few decades until the end of the 20th century, is slowly being remodeled to offer a gender sensitive education with a life skill, vocational and entrepreneurial orientation. Recent developments in Home Economics indicate that curriculum and provision at different levels of schooling and within the community are integral in the impartation of lifelong learning skills (Friesen and Scott, 2013). Home Economics 'education' takes a practical, problem-solving, active learning approach, enabling learners of different ages to make wise choices to facilitate adoption of more sustainable lifestyles. Broadly, an understanding of the role of Home Economics in education translates into hope, happiness and harmonious living for all that pursue the subject (Joshi and Weijers, 2014).

According to Benn (2014) modern teaching in the field of Home Economics must view the worldwide forces acting on the availability of basic survival needs and not remain narrowly focused on their consumption within the family. Increasingly, Home Economics teachers are encouraged to include global concepts in their programs or to adopt the goal of imparting to students a global perspective (Haapala, Biggs, Cederberg and Kosonen, 2014). A review of the literature linking Home Economics and Home Economics education with development education and/or global education indicated that this is viewed by many as an appropriate goal (Le Tollec, 2020; Limon, 2015; Benn, 2014; Maina and Kitainge, 2018). The nature of skills development programs also determine parents and guardians insight on it and

also managers' positivity in engaging with its priorities (Caño et al, 2016). Skills development in society is taken to be of low profile in relation to the other academic sections; this is witnessed differently by each particular country, and this concern is global and being experienced in the first, second and third world countries (Siskin, 2014; UNESCO, 2018; Sundqvist, Korhonen and Eklund, 2021). The cause of little or no interest in skills development courses could however be stakeholders interventions, industry's, enterprise's and society's concern and support to vocational education and what encompasses its strategies, nature and management. The given perspective can also determine the turn down of old people and youth decision to participate and engage in lifelong learning benefits.

Home Economics is a lifelong learning skill with numerous opportunities for trainees to use their knowledge in real life. Lifelong learning in sub-Sahara Africa, besides being small, is characterized by significant lack of practical relevance and responsiveness to labor market needs, insufficient infrastructure, equipment and low output (Lolwana, 2017). According to Wolf and Archer (2016), the UK is undergoing a turn down of participants opting for higher technical talents needed in the current and also ever changing society requirements. The society is also growing its concern on the turndown of mature age skills acquisition in the technology-directed-activities and involvement in adult learning in different societies in relation to the advent of globalization demands for specialized labor-market, higher levels of skills and diversified vocational education (Pell, 2018).

According to Odell, Molthan-Hill, Martin and Sterling (2020), transformative education to address all sustainable development goals. Quality education, 905-916. Recognizing the essential function of talent building for the youth in accelerating opportunities of job attainment and retention, the 2030 global goals has interlinked

strategies found in goal 4 that emphasizes “relevant education” and goal 8 that emphasizes “competent occupations and improvement in economic terms”, all of which focus on quality of production and service delivery through education. According to Erisan (2009), each nation’s economic development and social security is based on the proportion of well-trained people in the population

Uganda’s population is increasing, this threatens to overwhelm the benefits achieved from resources. According to Yeboah and Jayne (2018) the Gross Domestic per capita for Uganda was less than a half of that for all African countries in 2018. The rate of job creation was slower to enable the labor market take up larger numbers of youth, who are job seekers in all parts of Africa. This population growth has put a lot of stress on the countries teaching/learning plan in that, accessibility, equality and products at all stages of teaching/learning are poor. Teaching/learning that leads to stable growth and development to ensure good health for the current, future off springs is very essential, and one of the key intentions of Home Economics is to achieve this through lifelong learning skills. According to Undiyaundeye (2015), 80% of the youth in Nigeria lack jobs.

Kagoda and Ezati (2013) argue that in order to achieve the objectives for teaching in Uganda, teacher trainees are exposed to 6 compulsory subjects namely; Professional Educational Studies, Language Education, Mathematics Education, Science Education, Social Studies Education and Cultural Studies which consist of Art and Crafts, Music, Dance and Drama, Physical Education and Moral Education (Religious Education). In addition, students have three optional subjects to select from including research, Home Economics and Early Childhood Education. The option to take Home Economics as a subject has affected students resolve to make a bold decision to take the subject. Hence the need to explore the strategies that can

influence their decision on the subject at higher levels of education once they are offered. Kashiramka et al (2019) opined that to ensure effectiveness in education systems, critical emphasis should be put on quality interaction in the learning environment, laboratory and workshops.

Home Economics as both academic and skills development subject, exhibits gender stereotyping and this is a great determinant factor of students' involvement. This is due to the gender biased activities that are related to the course. This action research intends to create awareness to students, teachers and all stakeholders that the job market has gone beyond gender when searching for skillful individuals.

1.2.2 Bwera Primary Teachers College

Bwera Primary Teachers College (BPTC) is one of the government aided primary teachers colleges in Uganda which is always supported by the Ministry of Education and Sports (MoES) with grants and other scholastic materials. It is a non-core Primary Teachers College which offers professional training for two (2) years under the Department of Teacher Instructor Education and Training (TIET). Successful students qualify as Grade three primary school teachers. The college that started in 1982 under temporary structures of the Nyamambuka Hill primary school received students who were boarders on 31st March, 1982 and lessons started for the first time on 1st June of the same year.

The land on which the college is situated belongs to Kasese Catholic Diocese; therefore, it is a catholic founded Primary Teachers College. The college has an elaborate two-year pre-service professional training course leading to the award of a Grade Three Teachers' Certificate of Kyambogo University (KyU), as the institution responsible for examination and certification. Student teachers are trained in both theory and practical learning experiences. The curriculum subjects include;

Professional Education Studies, Social Studies Education, Science Education, Mathematics Education, Physical Education, Local language Education, Integrated Production Skills, Religious Education, Kiswahili Education and Early Childhood Education. The College motto is “We enlighten humanity” and College mission “to produce all round, academically sound, disciplined, zealous and professionally dynamic primary teacher”.

Home Economics is compulsorily taught to all students in their first year of studies for each one of them to get familiarity with underlying issues involved in the subject. In the third year of their studies, students are required to choose from a number of subjects including Home economics. However, the number of students opting for Home Economics is low compared to other subjects. The need to change underlying issues influencing their decisions is paramount in improving their decision making processes towards electing Home economics as a subject of choice. This study chose to analyse the underlying issues so as to increase the levels of students enrolment for the subject through career guidance strategies that best influence their decision making processes.

1.2.3 Personal Background as a Student

The researcher is a professional teacher, having started as a Grade III teacher and taught different schools in Kyenjojo district local government. Through Mature Age entry program, joined Kyambogo University to do an undergraduate, a Bachelor of Vocational Studies in Home Economics with education. During my studies at the university, students’ enrollment for a course in Home Economics was very low; much as 10 students were admitted to join the course, only six of them graduated within the three years of training. At that time, Home Economics was only taught at Kyambogo University. Upon graduation in 2011, I taught Home Economics in different schools

and institutions in Kabarole and currently employed by government as a Tutor of Home Economics at Bwera Primary Teacher College Kasese.

During my teaching experiences, I noticed a deteriorating number of students opting to take Home Economics as a subject of choice in the second year of their studies even after being exposed to the underlying activities in first year. The practical nature of Home Economics as a subject provides learners with hands-on-experiences that can enrich their lives beyond attainment of lecture grades. The attitude towards the subject was skewed; students looked at it as a subject for girls, failures and dropouts. As such, most students evaded to incur the high costs of investments required to buy the ingredients and all materials needed for preparing different food items and articles for use in the course. The need to increase on the number of students' enrolment in the subject is an integral part of developing human resource for the much needed services in the hotel and catering industry in Uganda and beyond. The dilapidated buildings, coupled with the insufficient materials and equipment for use in the laboratories have contributed to the limited potential for both tutors and students to explore the possibilities of showcasing the positive aspects of doing the subject.

Upon joining Kyambogo University for the Masters in Vocational Pedagogy (MVP) programme, I was enlightened about the need to conduct research at the workplace to improve weak areas in the training of students in Home Economics. The experiences gained from the programme in the one and half years of training initiated the desire to undertake a study that can increase the number of students taking Home Economics as a lifelong learning subject of choice. Through this research undertaking, career guidance strategies were explored to enhance the enrollment of

new students in Home Economics as a subject for lifelong learning purposes as elaborated in the consequent chapters of this dissertation.

1.2.4 Statement of Motivation

The motivation to undertake this study is drawn from the experience in with home economics at different levels of learning coupled with the teaching of the Home Economics subject. Drawing from the extensive experience gained through the masters invocational pedagogy training, the need to address recurring problems arose from discussions on many issues affecting the teaching and learning activities at Bwera Primary Teachers College. The need to improve on students enrolment for Home Economics as a practical subject with lifelong learning experiences following well-structured programmes advocated for in vocational pedagogy was paramount. The issues if vocational education and training include career guidance possibilities of sensitising stakeholders about the benefits of taking Home Economics in the third year of their studies.

Whereas the aim of Vocational Education and Training (VET) is to provide individuals with occupational related knowledge, skills and attitudes that fit them in specific trades, historically too much emphasis has been placed on determining whether trainees can pass examinations that is theory dominated (Lucas, Claxton and Webster, 2010). The desire to impress Home Economics as a practically visible vocation at the workplace resonates from curriculum of the Masters in Vocational Pedagogy (MVP) programme. Through the research excursions, better approaches of implementing Home Economics activities were appreciated as practical means of influencing students' decisions towards selecting Home Economics from an evidence based point of view.

The aspiration to mobilise stakeholders to massively enroll for Home Economics as a practical vocational subject for lifelong learning was pivotal in determining the motivation to explore all opportunities of encouraging students to make informed decisions on taking this course. As such, all strategies to guide the students towards this career choice were considered for implementing the practical aspects of the subject as a means of attracting more stakeholders to appreciate and embrace Home Economics as a lifelong learning possibility.

1.2.5 Future Workshop

Following the enrolment of students in Home Economics at Bwera Primary Teachers College in relation to the total enrolment each academic year, I and other staff members conducted a work process analysis of the performance of the Home Economics department.

Through the future workshop activities, a number of challenges in the Home Economics Department were registered including scarcity of instructional materials, lack of a laboratory, lack of motivation amongst the students and tutors, ignorance of course content, gender biasness, low status course, fewer number teachers, time consuming course, tiresome course, absenteeism of tutors and government policies. The identified challenges were clustered in a manner that a single strategy would solve a cluster of challenges as indicated and summarized in *Table 1*.

Table 1: Clustering the challenges in Home economics at Bwera PTC Kasese

S/N	Identified issues	Cluster
1	Expensive course	Soliciting funds
2	Scarcity of IMS	
3	No laboratory	
4	Bare rooms	
5	Ignorance about the course content	Career guidance
6	Gender biasness	
7	Tiresome activities	
8	New knowledge	
9	Government policies	Stakeholders interventions
10	Few teachers	
11	Theory taught	
12	Lack of motivation	
13	Absenteeism of tutors	Improved methods of content
14	Limited time	
15	Hectic to handle some activities	

A future workshop was organized during which stakeholders identified possible strategies that would solve a cluster of challenges and this identified strategy was career guidance. Together with the stakeholders, career guidance strategies of enhancing enrolment in Home Economics at Bwera Primary Teachers College, they include career guidance talks, creating a talking compound and opening a career guidance website. The Future Workshop processes consisted of five main stages namely: preparation, critique, fantasy, reality and implementation.

The Preparation phase was instrumental in organizing the meeting with stakeholders to initiate the dialogue process with stakeholders of students, staff and the administration at Bwera Primary Teachers College. At the appointed date and time, stakeholders converged and discussed issues under agreed rules and regulation formulated by all respondents. The topic was introduced for participants to in an environment that was well organized, logistics were provided in the space where the future workshop took place. *Figure 1: Stakeholders analyzing the situation at BPTC*

All the necessary materials needed for the workshop was put in place to ensure smooth flow of the discussion on increasing students' enrollment in Home Economics course.



Figure 2: Stakeholders analyzing the situation at BPTC

The critique phase saw stakeholders brainstorm on the ideas in relation to the issues challenging the enrollment of students in Home Economics department as illustrated in *Figure 1*. The salient issues that limited most students from choosing the skills oriented course were outlined and documented by respondents with the guidance of the facilitator. Stakeholders expressed and discussed their experiences that were clustered to into short term, medium term and long-term issues of concern for implementation in the action research undertaking. The democratic process exercised in the future workshop empowered stakeholders to freely express the ideas on the salient issues that limited their potentials opt for Home Economics as a subject of choice, but rather take on other alternative subjects.

The fantasy phase helped stakeholders to re imagine their future in a well-established Home Economics classroom and laboratory. The visionary expression of the department was full of expectations beyond what the college can afford to put in place given the level of technology required to transform the teaching and learning of Home Economics. Most of the issues raised were subjected to the next phase of the Future Workshop process to make it more realistic.

The reality phase subjected the issues identified in *Table 1* to pairwise matrix voting, to identify the real issues that affected their decision making process towards choosing Home Economics as a subject once they are called upon to opt for course. Through the pairwise matrix, stakeholders voted for the most pressing short term issue that could be implemented in a period between three and six months. Career guidance was the issues stakeholders opted to explore in a bid to attract more students into Home Economics as a course to choose for sustainable development and self-reliance. As such, the means of achieving this goal was subjected to the processes of laying strategies to implement the activities. Stakeholders were given different roles to and responsibilities to implement the strategies identified to attract more stakeholders in Home Economics as a subject.

The implementation phase led to preparation of an enactment plan to actualize the strategies identified to improve the enrollment levels in Home Economics. The strategies for implementing career guidance at the college focused on career talks, talking compounds, Home Economics fair and hosting a website were done as elaborated in chapter four of this dissertation. The persons assigned to implement the strategies actively participated in the realization of the objectives during the process of conducting this research.

1.3 Statement of the Problem

Home Economics is a practical subject that is taught at Bwera Primary Teachers' College to instill sustainability and self reliance knowledge and skills for development in the hotel and catering industry. The contribution of the subject helps trainees to gain lifelong learning skills to offer products and services at a local, national and international levels. As such, 21st graduates with creative, innovative and enterprising attributes are bound to be successful practitioners from the onset of their training to the production of food and articles for personal and community development through informed decisions.

However, stakeholders of students, parents and tutors are ill informed about taking Home Economics as a lifelong learning subject, leading to the low numbers of students take it for career development. Much as Home Economics is taught to all first year students as a compulsory science subject to at Bwera Primary Teachers' College, it is optional for students to choose the subject in the second year of their studies. The stereotype towards the subject has resulted into minimal numbers of students appreciating Home Economics due to the negative mindset for example 2015, 2 candidates registered for Hme Economics, 2015 they were 5, 2017 3, 2018 9, 2019 6. Therefore, the low intake of students in Home Economics in comparison to other optional subjects affects the contribution towards massive development of competent professionals at this level of training.

Stakeholders, during a future workshop, identified strategies of enhancing enrollment in Home Economics through career guidance talks, creating a talking compound, Home Economics fair and creating a career website. The initiative of this action research activity is to improve the students enrollment in Home Economics

through the use of selected Career guidance strategies identified by stakeholders during the Future Workshop, thus the need to undertake this study.

1.4 Purpose of the Study

The purpose of the study was to improve students' enrollment in Home Economics through selected career guidance strategies at Bwera Primary Teachers College.

1.5 Objectives of the Study

The objectives of the study were to;

- (i) Explore selected career guidance strategies of enhancing students' enrollment in Home Economics at Bwera Primary Teachers' College in Kasese district.
- (ii) Implement selected career guidance strategies of enhancing students' enrollment in Home Economics at Bwera Primary Teachers' College in Kasese district.
- (iii) Evaluate outcomes of implemented selected career guidance strategies of enhancing students' enrollment at Bwera Primary Teachers' College in Kasese district.

1.6 Research Questions

The study was guided by the following research questions;

- (i) How can the selected career guidance strategies be explored to enhance enrollment in Home Economics at Bwera Primary Teachers' College?
- (ii) How can career guidance strategies be implemented to enhance enrollment in Home Economics at Bwera Primary Teachers' College?
- (iii) How can the implemented strategies to enhance enrollment in Home Economics be evaluated at Bwera Primary Teachers' College?

1.7 Scope of the study

The scope of the study covers the geographical, content and time scopes as illustrated in the subsection of this report.

1.7.1 Geographical Scope

The study was conducted at Bwera Primary Teachers College in western Uganda. Bwera Primary Teachers College is located in Kasese district, Bukonzo County, Bukonzo west constituency, Mpondwe Lhubiriha Town council, 60 km from Kasese Municipality, branch off at Kikorongo along Kasese-Mbarara road. Bwera Primary Teachers College it is located 4km away from Democratic Republic of Congo (DRC) boarder to the east of the district.

1.7.2 Content Scope

The content of this study focused on obtaining information on the three objectives of the study. As such, information was collected on the strategies of enhancing enrolment in Home Economics, covering the aspects of career talks, talking compounds, home economics fairs and developing a website. The implementation of strategies to enhance enrolment in Home Economics through career talks, talking compounds, Home Economics fairs and hosting a website. The evaluation of the implemented strategies involved the search for content on the outcomes of establishing the career talks, talking compounds, Home Economics fairs and feedback from website. The content was relevant in the streamlining all the information was established to enhance enrollment of students at Bwera Primary Teachers College through the different career guidance strategies stakeholders agreed to implement in this study.

1.7.3 Time Scope

This study shall be conducted between February and July 2022. The work process analysis and the future workshop were conducted during the last week of February 2022, while the implementation and evaluation of the selected career guidance strategies of enhancing enrolment in Home Economics were conducted between April and July 2022.

1.8 Significance of the Study

The study improved pedagogy of Home Economics through implementing identified strategies of enhancing enrollment in Home Economics to ensure skills acquisition through lifelong learning at Bwera Primary Teachers College by use of interactive and democratic discussions between participants. This will greatly improve on the development of tutors' skills in teaching Home Economics. Furthermore, the research findings will enable stakeholders to discover explanations for their own questions concerning the best way to improve the pedagogy of Home Economics through educational career talks. Policy makers and researchers will benefit from the outcome of this study that has contributed to new knowledge in the areas of students' enrollment in home economics.

1.9 Limitation of the Study

The nature of Action Research involves studying own weaknesses at the workplace to improve the undesired situation was tempting that one may choose to conceal some of the weaknesses. This however, was minimized by asking open ended questions and allowing open and sincere critique from colleagues without taking offense.

Due to the COVID-19 Standard Operating Procedures (SOPs), the study was limited to interacting with few students who attended the sessions in shifts. Nevertheless, the

nature of action research being cyclic, other cohorts of students were considered to participate in the next study cycle.

1.10 Definition of Operational Terms

Selected Career Guidance strategies: Identified direction given to individuals to help them acquire the knowledge, information, skills and experience necessary to identify vocational options and narrow them down to make one career decision.

Students Enrollment: The act of signing up for an optional subject, in this case, Home Economics.

Home Economics: Is defined as a field of study that provides necessary knowledge for guiding and assisting human beings towards a more self-rewarding and fulfilled life compatible with their society within the contest of family life.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter sought to study related literature to investigate identified strategies of enhancing enrolment in Home Economics at Bwera Primary Teachers College in Kasere district. It first reviewed related theories and then handled the study objectives. The documents reviewed included studies related to the research topic, evaluation was carried out towards the identification of the research gaps done and the contributions of this study towards the existing literature were highlighted.

2.2 Theoretical Underpinning to the Study

This study is rooted to the motivation theory of learning. Motivation means “ones route leading to behavior”, or “to the construct that trigger someone to desire to replicate behavior and vise vasa”. In this context, motivation is referred to “a process to make a start, guides and maintains goal oriented behaviors”. Generally, motivation makes an individual move a step to realize an achievement or accomplish expectations. Motivation is also defined as a kick off and behavior behind strength.

The assertion of the intrinsic and extrinsic theories of motivation is based on individuals who experience high levels of intrinsic motivation exhibits high levels of interest, excitement, passion and confidence that often results in increased job performance (Ryan and Deci, 2000). Intrinsic motivation is the urge to take part in an activity just for the experience of doing so. This represents the duty to be performed for individual satisfaction and no any other extra expectation. The threat, inquisitiveness, manage and creativity are the leading factors to gear up intrinsic motivation. During teaching and learning, much of “will” spirit and acceptable nature of individuals is very necessary to keep one motivated. Without career guidance and

counseling, students diverge to behaviors like use of drugs, alcoholism and other mischief that are responsible for school dropouts, weak performance, mismatch of skills and job requirements and generalized low performance in relation to fast changing economic.

2.3 Exploring Career Guidance Strategies to Enhance Students Enrollment

There are many schemes that can be used to enroll students in training programmes through the use of career guidance opportunities designed to address the prevailing problems affecting members of the community. Some of the interventions are elaborated in the subsequent paragraphs of this objective.

According to Gati, Levin and Landman-Tal (2019), the aim of career-decision-making is to locate the alternative that best matches the individual's goals and characteristics. Therefore, in addition to collecting occupational information, the process also requires people to clarify and explicate their preferences and capabilities. Students need to be exposed to more information related to Home Economics as a subject so as to connect them to their goals. The ability of the students to appreciate Home Economics will effectively align to their preferences and capabilities to opt for the course at that suits their interests.

Relatedly, Lipshits-Brazil and Gati (2019) argues that unlike occupational information, which can be obtained by exploring the environment, clarifying the individual's career-related preferences requires intensive introspection, and it is rare that individuals begin their career decision process with a set of well-defined and crystallised career preferences. For students to choose Home Economics, there is need for them to examine their potential in taking the subject. They ought to reflectively think about their concrete inner feelings and desire to take on a career path that will define their livelihoods without any external influence.

Buchanan (2020) opines that self-exploration is a life-long activity that requires individuals to engage in active experiences through which they develop vocational and self-schemas, thus becoming better informed decision-makers. Students opting for career choices require knowledge on making informed decisions that are based on real life experiences. Their plans should be concrete enough for them to develop a vocation that can be transformed into a life-long activity. A practical course in Home Economics is one such subject that can prepare a student for self-sustainability during and after undertaking this practical vocation.

According to Gati (2013) individuals' articulated preferences consist of three components; the core preferences, situational components and random error. Students need to prioritise their choices cautiously to eliminate chances of making wrong career choices that may affect their overall potential to succeed in life. The possibilities of making an appropriate decision in error can be disastrous to the future aspirations of any student who intends to take on a life fulfilling career during the youthful time of their training. A career choice in Home Economics requires a student to articulate their preferences in order to make informed decisions based on competing priorities in vocational education.

The deliberating individuals themselves might have an excessive need for others' approval, and actively look for their input and guidance in the decision-making process (Soll, Milkman and Payne, 2015). The tendency to depend on other people's views to make decisions takes away the students' confidence in owning their responsibilities for any outcome of the resolutions. Students who seek others' approval are not self-conscious towards their personal lives since they live in self-denial, and this has denied them the opportunity of liberating their future. Through career guidance, some of these students can be influenced to take on Home

Economics for the betterment of their future prospects once guided through deliberate interactions with them.

Trevor-Roberts, Parker and Sandberg (2019), the narrative of your career is not a straightforward consequence of your psychology, your intelligence, your attributes or your effort. This narrative presupposes that there is more to career decision making besides one intelligence psychological wellbeing and individual efforts to realise a specific career path. As such, students ought to consider other factors beyond self if they are to make binding decisions in relation to specific vocations of their interest. For a student to do Home Economics, they need to look beyond their intellect and search for meaningful vocations that can transform their lives.

There is a long tradition of research which demonstrates that people's careers are socially constructed and socially constrained (Risman, 2018; Evans and Furlong, 2019). The paradox faced by students are partly linked to the dilemma of being in the same social setting that influence their daily lives. Most of the activities related to Home Economics is experienced by students who view it as a doable subject that does not require specializing in at higher levels of education. The practical nature of doing chores in the homes constraints their decision making processes based on the biases expressed about the subject at home and within the college setting.

According to Moss, Gibson and Dollarhide (2014), career guidance is a helping profession and its practitioners seek to find ways in which they can help the individuals and groups with whom they work. The career guidance profession inculcated in the tutors of learners in the colleges should be utilized on a regular basis to help students in their decision making processes as they grapple with the challenge of making career choices in any course, including Home Economics. The practical

nature of learning today dictates that career choices should be taken seriously at the earliest time possible. This decision can be effectively made with the help of a professional in the field of career guidance, who can spearhead the decision making process from an informed point of view.

Think-Pair-Share is a cooperative discussion strategy in the field of cooperative learning from the three stages of student action, with an emphasis on what students are to be doing at each of those stages(Kaddoura, 2013). Given the fact that students tend to work and do their assignments more corporately, it is prudent to apply the strategy of asking questions related to career choices and allowing them to discuss with their peers in your presence. Such discussions trigger the minds of the learners and influence them to make concrete decisions once confronted with the resolve to make a decision. Home Economics should feature as one of the topics for discussion so that students and their parents appreciate the benefits of choosing the course.

2.4 Implementation of Career Guidance Strategies to Enroll Students

The process of implementing strategies aim at attaining the overall goal of any activity that stakeholders or individuals pursue in real life setting. The implementation strategies for this study was enhanced by analyzing the importance realizing the outcome of all issues identified by the stakeholders in Home economics for the purpose of improving enrollment of new students to the course.

According to Proctor, Powell and McMillen (2013) implementation strategies have un paralleled importance in science, as they constitute the ‘how to’ component of changing healthcare practice. The emphasis placed on the execution of task in science subjects is well demarcated to ensure systematic handling of tasks to improve on the general welfare of service consumers in the public. The outcome of the

implementation strategies are visible given the streamlined processes involved in the execution of tasks designed to produce tangible results. Students ought to know and appreciate these aspects in Home Economics once they opt to do it.

Pucciarelli and Kaplan (2016) noted that students' recruitment has become competitive forcing institutions to find efficient, fast, and effective means of providing prospective students with information while they are in the process of deciding. Similarly, at grade three certificate course where there are a number of electives, stakeholders need to be informed early and well about the Home Economics course through implementation of strategies of enhancing enrolment. Furthermore, Akareem and Hossain (2016) observed that public relations influence students enrolment and for this matter, it is important that stakeholders' perceptions and expectations are interpreted and activities that would attract and retain students in the Home Economics implemented, there is need to provide value for money and all other resources in that stakeholders appreciate the products of Home Economics through service delivery to the community.

Merritt, Hale and Archambault (2018) observed that, preservice teachers' perceived competence and thus motivation to implement biodiversity education later in school was related even more strongly to the extent of preparation they had received during their teacher education, stakeholders whether they have taken up the subject or not, the implementation process will not leave them the same. According to Ahmed, Sharif and Ahmad (2017) there is a significant relationship between marketing strategies adoption and students enrolment. Implementing strategies of enhancing enrolment in Home Economics will expand stakeholders' awareness of the subject content and even improve methods of content delivery. Home economics is

often associated with students who take time to perceive concepts and progress to greater heights in academics (Abel and Deitz, 2014).

On the contrary, Peters, Adam, Alonge, Agyepong and Tran (2013) advanced that quality improvement studies apply scientific methods on a continuous basis to formulate a plan, implement the plan, and analyse and interpret the results, followed by an iteration of what to do next. Home Economics requires continuous planning for the underlying activities to be undertaken in a scientific manner in order to analyse its products. Students need to familiarize themselves with the scientific processes that create meaningful outcomes for them to explore the course once they opt for it. Deliberate means of applying these processes are helpful in the influencing their interest towards the science of making different products in Home Economics.

Structuring strategies into classes will aid reporting of implementation research findings, alignment of strategies with relevant theories, synthesis of findings across studies, and identification of potential gaps in current strategy listings (Leeman, Birken, Powell, Rohweder and Shea, 2017). The structure of Home Economics, once broken down into smaller units for students to execute tasks bits, can reduce on the amount of work students do. By so doing, the underlying gaps that are realized through the execution of such tasks help to refine the strategies for better implementation of practical tasks including Home Economics as a subject. Sharing the outcomes of the strategies improves on the overall rating of the subject for students to choose.

We suggest that planned strategy and realizing, or emergent, strategy evolve hand in hand and affect each other in the process of strategy implementation, where strategies are communicated, interpreted, adopted and enacted during the implementation process (Burgelman et al, 2018). The outcome of the strategies

applied in the mobilisation of students in the course should amalgamate other strategies for an overall evaluation of their successes in influencing career choices. The strategies ought to be communicated so that students are more conversant with the underlying process that define them. Once a student opts for Home Economics, it is much easier for them to interpret and adopt these strategies and enact them throughout the processes of implementing all given tasks in during the teaching and learning processes.

There has been an increasing interest in middle managers and how their participation in strategy processes can enhance the quality of strategies and strategy implementation (Ahearne, Lam and Kraus, 2013). The quality of the strategies used to apply the career guidance processes that influence students' enrollment is paramount to the overall outcome of their choices to choose Home Economics. Tutors and school administrators ought to participate fully in the implementation of these strategies in order to realise the much needed influx of students in taking vocational subjects that provide lifelong learning possibilities such as Home Economics.

2.5 Evaluation of Career Guidance Strategies to Enhance Students Enrollment

For any implemented activity to be regarded a success, the outcome of the underlying processes ought to be evaluated in order to attain a higher level of achievements of the intended objectives for which the strategies were initially created. As such, this objective analyses scholarly views on the implementation outcomes of students' enrollment for specific courses.

According to Talbert (2012), academic leaders suggest that all higher education institutions develop an Enrollment Retention and Graduation (ERG) plan of action to provide schools with instructions on how to increase enrollment, enhance retention, and support students with graduating. The administration of colleges and

learning institutions that offer practical vocational courses need to have an enrollment retention and graduation plan that can be monitored to evaluate the admission trends. For students to appreciate Home Economics, the strategies used to influence their decisions need to be analysed to the extent of their graduation with the subject. Strategies that work towards increasing the number of students for the course are ideal for further exploration.

Another salient suggestion academic leaders have introduced is the importance of institutions developing congruent research that focuses on both four-year and six-year graduation rates (Green and Gooden, 2014). In the case of Home Economics, the administration ought to create credible information on the influence of career guidance strategies on the graduation rate of student who enrolled for the subject. Through the use of research deliberations based on the findings of implemented activities that foster decision making for Home economics, the graduation rates should be analysed to establish the number of students that have stayed the course. This information is helpful in assessing the overall outcome of the career guidance strategies put in place to attract more students.

Additionally, Talbert (2012) advanced that, in regard to increasing enrollment, colleges and universities will benefit by working more directly with high schools, recruiting at college fairs, establishing scholarship programs for students who enroll, and using academic advisors to work closely with students. The strategy of extending the students enrollment opportunities beyond the college environment is paramount influencing parental support for Home Economics once the stakeholders are familiarised to the course. The college fairs are ideal ways of showcasing products made by students for sale and distribution to the potential learners who may not have

made any decisions or lacked knowledge on Home Economics as a subject for livelihood.

Nevertheless, there is still room for substantial improvement in each area and the need for strategizing and exploring ways to assist all students with matriculating through the educational system(Hemmer, 2018). There is need to have an open door policies to attract more students to join vocational subjects like Home Economics in pursuit of their goals and interest in offering a self-sustainable course. All means should be devised to assist students undertaking vocational course for posterity. This is essential in strengthening the educational system that is student friendly and flexible enough to accommodate all learners in the college setting.

In general, respondents provided important strategies to increase enrollment rates among students and to assist institutions to better serve students. Colleges and universities need to establish tracking systems to review students' failures, achievements, and successes and track high-risk students (Horton, 2015). The strategies that embrace details associated to students achievements in the implementation of tasks during the teaching and learning processes is central to the deliberation of Home Economics knowledge and skills in the college. It is not enough to assume that all students offering vocational programmes are doing it out of passion yet others are coerced to undertake the subject against their interests. Such students may pose a risk, not only to their careers but also others in the course. Through career guidance, such high risk students can be transformed into better people.

Developing partnerships with community-based organizations allows students the opportunity to engage in enriching community activities and obtain hands-on experience that offers a practical sense of day-to-day activities. The development of community-academic partnerships is reciprocal and mutually beneficial for

institutions and students because institutions become more socially conscious of the community needs and issues, develop an increased level of cultural awareness, and build interconnected relationships for all constituents (Bovill, Jordan and Watters, 2015). It is necessary for the services in Home Economics to be appreciated through this initiative that connects the college to the community through their products. The opportunities for hands on experiences with the community is enhanced in the process of this interactions, especially through their contributions in supplying students and college needs and services.

This practice raises students' awareness and provides a sense of interconnection; students are also engaged and learn about integrity, commitment, and responsibilities. These experiences can affect students both academically and professionally (Hajdarasic, Brew and Popenici, 2015). The interconnectivity brought about through career guidance improves the learner engagement in Home Economics activities, especially where the community seeks more of the products and services offered by the college community. This awareness boosts the morale of the students to carry on with their career choices and learn more strategies of making products and services for consumption by all members of the community. Through career guidance, an improvement in the network between the students and the community builds their professional confidence in undertaking any tasks that may require their participation in the locality based on the rapport that exists between them.

Additionally, Talbert (2012) advocates for the use of academic mentors, protégés and retention specialists as essential people in career guidance that should be a mandatory component for every institution. Mentors have the ability to coach and guide students through every step of the academic process; they are the first contact and able to build integrated relationships, and have consistent communication to assist

students with staying on track. More importantly, they are the fundamental connection to help students navigate through processes and overcome obstacles. Mentors, especially when institutions are equipped with adequate staff to serve students, are able to effectively guide students. Inviting members of the community to participate in the career development opportunities at the college provides the opportunity for students and staff at the college to create a strong bond of mentorship. The mentors play a significant role in taking students through the processes of implementing tasks and offering high quality products that can be offered to a wider section of the market at a subsidised cost.

Summary

For the society and professional demands , Life Long Learning should be paramount as far as educational goals are concerned. According to Hinnchs (200\$) today's economy depends increasingly on employees who are quick and efficient lifelong learners. Industries and companies are now recruiting graduates who are critical thinkers, who can solve varied problems from one task to another more easily, graduates who can work efficiently and effectively in team situations and always adjusting and also enhancing their knowledge and skills to meet ever changing societal needs. The new education must teach individuals to unlearn and relearn. Stereotypes have hindered development in individuals, homes and society at large and scholars need to unlearn that. Individuals must learn to group and regroup information received examine it's veracity, change where necessary and how to perceive problems from a new angle and self learning. Learn to learn in order to be literate in the 21st century.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, population sample size, sampling technique, methods of data collection, instruments of data collection, procedure of data collection, reliability and validity of data, ethical considerations and data analysis processes used in the study. It should be noted that this research was carried out in three phases namely; (1) the planning phase which occurred on 28th February,2021, (2) the implementation phase which occurred from April to mid-July,2022 and (3) the evaluation phase which occurred in mid-July to early August,2022. The phases are all elaborated in this chapter.

3.2 Research Design

The study employed a Participatory Action Research (PAR) design. In this case, stake holders worked together throughout the process of developing the activities for the study while documenting the information. Action research was considered since it focused on finding solutions to a particular problem and the direct engagement of research participants in the process (Coghlan, 2019), action research follows a sequential cycle of planning a change, implementing the change while observing the process and reflecting on the consequences of the change.

More of the qualitative than the quantitative approaches was used to describe the different sets of data collected and analysed throughout the study. According to Njie and Asimiran (2014), qualitative research approach is one that focuses on studying social relations and experiential phenomenon in nature settings. This approach was considered appropriate for studying groups and how they interact, social patterns or experiences of human beings. The qualitative research approach was

used describe events as they unfolded and the interpretation of meanings without manipulating their causes of events or what is being observed. In addition, it enabled narration of certified and analysed views, facts, opinions of the people and information for improving pedagogy through adequate use of instructional materials in home-economics.

3.3 Population, Sample and Sampling Technique

The total population of 75 participants comprised of 50 students, 17 tutors, 5 non-teaching staff and 3 administrators. These stake holders were appropriate for the study since they all have vested interests in the improving thier knowledge and skills in home economics at Bwera Primary Teachers College.

The sampling technique employed to select participants in the study mainly focused on random and purposive sampling. The technique for inclusion into the workshop was mainly purposive, informed by the findings of the work-process analysis. Stakeholders were included in specific categories. Within the categories, sampling of participants was done by simple random sampling in circumstances where all identified stakeholders were not considered for participation. In this study therefore, we employed the multi-stage, cluster and simple random sampling techniques.

Table 2: Summary of methods, tools and data analysis strategy for the study

SN	Objective	Data collection Method	Tools of data collection	Data analysis
1	Identifying career guidance strategies	Work process analysis, Future workshop, Focus group discussions	Video recorders, Future workshop guide Focus Group Discussion guide.	Descriptive
2	Implementation of the selected strategies.	Meetings Career Talks recordings WhatsApp Chats and posts.	Journal Recorders Phones Cameras	Descriptive. Transcription.
3	Evaluation of the implemented strategies	Observation, verbatim quotes, website feedback	Feedback from observation and website traffic. Checklists,	Descriptive. Transcription.

3.4 Methods and Instruments of Data Collection

The methods of data collection used in this study were helpful in gathering information related to the three objectives of the study summarized in *Table 2*. As such, the primary and secondary data was gathered from stake holders and documents related to the issues under investigation in this study. The primary source is more reliable, authentic and objective since it has never been published while the secondary sources such as the internet, records, research articles, news papers were used to build on the literature of the study.

In this study, the instruments used to obtain primary data were the interview guides, observation check lists, focus group discussion guides and future workshop guide. Regarding the interviews, Stephane (2012) states that “focus group discussions and observations, data can be recorded in audio, video and written down in relation to study objectives”.

3.4.1 One-on-one Interviews

Interview guides were used to administer questions to stakeholders during the interactions with different respondents who participated in the action research activities. The face to face interviews were instrumental in soliciting opinions of the different stakeholders based on the three objectives of the study. For more clarity, probing questions were paused to get in-depth information on issues that were not well articulated during the interview sessions. The interview guide had semi structured questions to remind the facilitator about the key issues to focus on during the interactions. The instrument used to obtain data through the one-on-one interview with the stakeholders was the interview guide with open ended questions that sought to provide information on students’ enrollment in Home Economics. The discussion in the interviews were guided, monitored and recorded by the facilitators with the aid

of recorders and the phones. The use of interview guides as well structured for setting up the interviews, conducting the interviews, and analyzing the interviews (Newcomer, Hatry and Wholey, 2015)

3.4.2 Focus Group Discussion

Stakeholders were engaged in different groups that performed the same tasks and recorded their findings. The Focus Group Discussion (FGD) enabled stakeholders to respond to issues raised during the meetings in class, and within the college compound. The openness of the respondents in their smaller groups revolved around giving information on the three objectives of the study that sought to address the students' enrollment challenges in Home Economics as an elective subject. The teaching and learning processes, practical experiences, time allocation in relation to college curriculum and strategies of enabling students embrace the opportunity of learning Home Economics skills were also discussed. According to Mishra (2016) a Focus Group Discussion is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest that is beneficial to the research undertaking when carrying out a particular investigation.

The instrument used for FGD was the Focus Group Discussion guide with guiding questions that prompted give their views and opinions on the key issues related to the possible means of exploring the various career guidance strategies to attract students to take Home Economics as a subject of choice. Detailed data is gathered through open ended questions that provide direct quotations (Mishra, 2016).

3.4.3 Observations

Throughout the research process, the observation of the activities was continuous. The descriptions of the ingredients for baking, demonstrations, reactions, behavior and the teaching/learning processes were done as students implemented their practical skills

through various activities. Participants observed their peers implement tasks as they learnt from each other in the process. Stakeholders were actively involved in finding the solution to the challenges before them. The observations helped to obtain all data from the three objectives of the study. Atkinson (2016) noted that researchers immerse themselves in daily lives of subjects and participants' observations give the researcher opportunity to learn directly from her own experience and personal reflections.

The instruments used include the observation checklist, phone and still cameras to document all the activities that stakeholders were engaged in during the process of conducting this action research study.

3.4.4 Future Workshop

The Future Workshop was an instrumental method used for gathering data with stakeholders. It was helpful in the gathering of information that initiated the process of conducting this research. The problems to for redress was identified through the future workshop meeting that was conducted with stakeholders prior to its implementation processes. The most pressing issue identified subjected to pairwise matrix voting process was selected for redress with specific strategies to resolve it. According to Kensing and Madsen (2020) the future workshop is strategic since it offers an arrangement where a group of people learn, acquire new knowledge, perform creative problem solving or innovative in relation to a domain specific issue. The future workshop process had four stages of preparation, critique, fantasy and reality that stakeholders went through to realise the problem for redress in this study. The guiding questions for the Future Workshop enabled participants to identify common problems, develop visions, ideas and make action. Participant stakeholders

were free to express their views on the issues in the Home Economics department freely critique where necessary to fulfill the research purpose.

3.5 Procedure of Data Collection

An introductory letter was obtained from the department of art and industrial design to conduct research at Bwera Primary Teachers College. Stakeholders were approached to participate in the research activity. The college administration granted permission to conduct a Future Workshop to improve on the pressing issues in Home Economics. Through telephone calls and word of mouth, stakeholders were mobilized to participate in a Future Workshop meeting organized to harmonize the problem identification process. The future workshop is instrumental in the proper planning will ensure reliable data and maintain integrity of research (Kensing and Madsen, 2020).

3.6 Validity and Reliability of Data

Reliability and validity are the two most important and fundamental features in the evaluation of any measurement instrument or tool for a good research. Validity and reliability increase transparency, and decrease opportunities to insert researcher bias in qualitative research (Singh, 2014).

To realise the validity of data in this study, the various instruments were given to respondents who were not part of the study to respond to the different questions to ascertain correlate the information given by pseudo respondents. The outcomes of the pre-test were improved in the final interview guides, Focus Group Discussion guide and the future workshop guide by changing the test-items and integrating the suggestions of supervisors. Validity of a research instrument assesses the extent to which the instrument measures what it is designed to measure (Robson, 2011).

The reliability of data was achieved by administering different versions of an assessment tool to the same group of individuals. The scores from the two versions

were correlated in order to evaluate the consistency of results across alternate versions. The levels of students enrollment was arrived at through the outcomes of in-depth interviews and focus groups, and the results are highly correlated (Yarnold, 2014; Mohajan, 2017).

3.7 Ethical Consideration

Throughout the study, ethical consideration were followed seek consent from the college and stakeholders to conduct the study. An introductory letter to conduct this action research project was shared with stakeholders. As such, the administration permitted the work-process analysis and later future workshop to take place. Stakeholders were ensured that the outcome of the study was confidential and restricted to the study. Through the consent, stakeholders participated voluntarily in the research process to improve enrolment in home economics. According to Arifin (2018) participants need to be adequately informed about the research, comprehend the information and have the power of freedom of choice to allow them to decide whether to participate or decline.

3.8 Data Analysis

The raw data collected was sorted and coded to suit the implemented strategies that stakeholders sought to address in a bid to realize overall objective of the study. The information was organized in four themes; career guidance talks, talking compounds, home economics and website design. Therefore, the presentation in chapter four highlights the strategies stakeholders agreed opted to implement the identified strategies of increasing student's enrollment for Home Economics course. The data analysis phase of a qualitative study is often prolonged and extends long after the data collection has been completed (de Casterlé, Gastmans, Bryon and Denier, 2012).

CHAPTER FOUR

DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter, the exploration of selected strategies to increase the number of students opting for Home Economics as a lifelong learning in the second year of their studies at Bwera Primary Teachers' College. The issues for consideration under this chapter specifically focused the most appropriate plans and sets of activities required to deliberate on, including personnel and resources for the undertakings. The four underlying issues for examination strategically focus on Career Talks, Talking Compounds, Home Economics, Fairs and Website design as discussed and elaborated in the subsequent paragraphs.

4.2 Career Talks

Career talks are deliberate means of allowing students to hear real life models who can demonstrate relevance and connection of what is shared to them during the Home Economics session in class or any area where the deliberations take place. In preparation for the career talk, stakeholders deliberated on the types of people and nature of topics for discussion with students, tutors and all people who attended the session. As such, a number of people were identified as potential speakers for talks with stakeholders on pertinent issues in the areas associated with their professional practice and training. A total of three facilitators with a background in Home Economics were identified by the college tutors and the administrators as key to deliberation of the messages to all students. Inclusive in the speakers' itinerary was a token of appreciation for sparing time to share their experiences with the stakeholders. It was agreed that the speakers were sourced from the vicinity to relate their Home

Economics knowledge to the locality where the majority of students can easily associate with them. Much as the three speakers work and live within the operate from the same region in Kasese district, their skills and knowledge in Home Economics was a key amongst issues for considerations to find appropriate guest speakers for the career event.

It was agreed that each speaker used specific amount of time to speak to the stakeholders and provide room for questions and answer session to get feedback from learners over the deliberations of the interactive sessions. The facilitator ensured that the room was big enough to accommodate all the stakeholders, the sitting arrangement and ventilation was comfortable enough for all to attend the session under set rules and regulations against the spread of Covid-19. As such, it was concluded that the guest speakers topics should handle different areas so as to enrich stakeholders experiences with a broader perspective on the rich activities achievable through Home Economics as a lifelong learning subject.

Stakeholders expressed the need for notable and visionary speakers who can inspire them to appreciate the each and every expectations in the subject for holistic learning: three facilitators from different secondary schools, one tutor from Kasese district, the second tutor from Ntungamo district and a deputy headteacher from Fort Portal City.

In order to setup the career talk sessions as a method of influencing students' enrollment in Home Economics, a number of facilitators were invited to talk to student teachers and staff about the relevance of the subject in real life.

Notable people from the community including Mrs. Mutwamu Florence, the Deputy Head teacher at Kyebambe Girls' Senior Secondary School in Fort Portal City, honoured the invitation to give a talk to the entire college community. Her experience as head of Home Economics department at Kyebambe Girls was pivotal

inculcating the value of the subject to the community. During her talk, she quoted the Uganda Vision 2040, which aims to “transform Uganda into a modern and prosperous country “while the National Development Plan (NDP) recognizes the existing weaknesses in education system, including the low efficiency and variable quality at the secondary level. She said that college students are secondary graduates and any gaps at secondary education are carried on to college and later to the primary schools where the students were destined to teach. She thanked the college administration for accepting this Action Research to be conducted and assured college community of a fundamental change in their attitudes upon implementation of the study objective. She also quoted the Sustainable Development Goal (SGD) 4 that advocates for quality education while the National Development Plan II (NDP II) focuses on improvement of quality and relevance of skills development.



Figure 3: Mrs. Mutwamu Florence talking to stakeholders about Home Economics

Stakeholders were encouraged to learn Home Economics skills in order to attain competences that are required in the 21st Century in order to reduce unemployment among school graduates. The facilitators’ personal experience was an

insightful. She narrated that her parents were poor yet she managed to complete her studies by making and selling simple snacks like daddies, pan cakes, hard corns and roasted groundnuts. Implored the college students to be more creative and think of survival mechanisms other than getting assistance from unhealthy sources. To reciprocate her submissions, the directors of Studies (DOS) appreciated the guest and requested students and all respondents to be attentive and take note. He thanked the principal researcher for this career guidance initiative and wished other speakers fruitful deliberations.

The second facilitator, Mr. Muhumuza Stuart, the Home Economics tutor from Kiyora Primary Teachers College in Ntungamo district appreciated this invitation to speak to stakeholders. He said that the name of the course, "Home Economics", has somehow led people to many misconceptions, in that, they assume the whole content rotates around the home, which is not true. He pointed out other misconceptions that Home Economics was a course for girls; offered by failures, dropouts and slow learners; offered by children of the poor parents and; it is an expensive course. All these misconceptions have contributed to the low enrollment of students in Home Economics at all levels of learning. His assertion is that if our community was to develop and compete globally, members should expose both boys and girls to courses of their choice without external interferences. He gave his own experience at high school where only two boys offered the subject with 31 girls; they were nicknamed by fellow students that even some staff members were not comfortable with the decision the boys took.

He said that he did not listen to anyone and anything but concentrated on his course and passed very well. He has continually practiced the skills learnt at school and has benefited from setting up bakeries at home and at college. The bakeries employ four

(4) boys and three (3) girls at his home and, two (2) boys at the college bakery. He is no longer working hard to earn but money does it all; a point he wished all respondents would digest and take on for self-sustainability. He said that when you call boys to come and cream cake mixtures, do all the work until product is ready for picking and the boys are paid. This means that money that has done the work. He said that, as future educators, there was need to demonstrate good knowledge, good skills and good attitudes. He also added that lack of competences has led to export laborers to Arab countries where our brothers and sisters are suffering including graduates. He encouraged respondents to invest in Home Economics skills acquisition to ensure returns in education. The presentation was concluded with the saying that, “we need to know, to understand and apply concepts. We need to know where we are now and where we want to be”.



Figure 4: Stakeholders listening to a presentation by Mr. Muhumuza Stuart
Ms. Masika Agnes the staff member expressed a vote of appreciation to the speaker, thanked the principal researcher for this Action Research activity, and requested the college administration to keep inviting such motivational speakers so that students and the college community at large may yield from the fruitful deliberations.

The third presenter in this session was Ms. Biira Beatrice from Bwera Senior Secondary School, invited to talk to the students about beadwork. As an appropriator of a crafts shop, she spends her weekends and evenings working in the shop after the main school activities. She told stakeholders that from beadworks crafted, she was able to earn upkeep for her family and for that matter not affected by salary delays. In the education of Home Economics, we invest in time and money that is expected to add value to its graduates.

This value is supposed to be felt by families and communities where we live. Teacher Beatrice said that, there is need to take the lead in learning and teaching survival skills. When learners come to school, they should not go back home the same. There are varied skills taught in Home Economics and encouraged students to offer it as an elective and continue with it up to degree and master levels. She emphasized that Home Economics trains individuals to be job makers and not job seekers. Therefore, there is need to deliver a holistic education for personal and national development. She further said that, teachers ought to guide learners to define their career path from an early age. She reminded respondents of the Covid-19 lockdown, how teachers became poorer because they had nothing to survive on during this period of national crisis. Stakeholders were encouraged to learn Home Economics skills to earn from in case circumstances change. She also noted that, the vocational nature of Home Economics as a subject aimed at developing, not only practical skills, but also the activities and habits that make the recipient creative, innovative and resourceful. According to Taylor and Payne (2013) new learning can be shared by teacher trainees themselves after the guidance of experts in crafts making.



Figure 5: Ms. Bbiira Beatrice demonstrates the paper beads making process.

She said that Home Economics as a field of knowledge emphasizes training for jobs, gives individuals knowledge, skills and attitudes to enable them take a related vocation upon completion of their studies. However, experiences and interactions from respondents and facilitators pointed out that Home Economics awareness was lacking in the college community. This awareness would solve setbacks like gender biasness; tiresome activities and; lack of motivation. The college administration was earnestly urged to embrace Home Economics skills for the development and support of students to start up projects that would earn them income. One guest speaker quoted Roy (2020) who noted that, “the choice of a career is undeniably one of the most crucial decisions one makes in life”. Such an important decision ought to be made quite early in the life of an individual and is sometimes made without giving

much thought to it. The purpose of guidance and counselling is to match the individuals and the occupations optimally for mutual benefits. Social mobility relies on wider acquisition not just of knowledge and skills but also understanding how to use them. In this context, the mission of guidance and counselling is very vast, to become part of life-long learning. The career talks were instrumental in influencing the decision of stakeholders towards embracing Home Economics as a practical subject that can influence their opportunities beyond classroom experiences. This has been highlighted by the three notable personalities who shared their varied experiences with the stakeholders during the meetings. Some of the key issues realised through these interactions resonate around the experiences of different speakers who inspired learners to embrace new ideas in Home Economics. The career talk activities provided a broad perspective to Home Economics as a subject for lifelong learning. The ability of stakeholders in the school to comprehend the underlying issues was fundamental in the entire process of interactive sessions. As such, the immediate impact of the talk culminated into the students' enrollment in Home Economics as one of the subjects for learning in the college.

Having synthesised the economic value of the subject for daily survival, six students inquired from the administration about the possibility of enrolling for the subject.



Figure 6: The four facilitators who talked to stakeholders.

The six students were able to join the class a few days before the opportunity for doing the subject was closed. Amongst these students were two males and four females who excitedly joined the class to appreciate the values of the activities geared towards learning the subject in the given period of time. The six students who enrolled and opted for Home Economics affirmed the fact that the practical skills they will learn in Home Economics will help them to survive on before getting the teaching jobs. One of them Masereka Gabriel said that, *“they are going to begin families and need a side income to meet the day to day needs as they will not get jobs right away”*, enrolled immediately. A female student who lately joined the subject said that, *“If I had known this information much earlier, I would have encouraged my friends to take on the subject.”* Through all these, one of the administrators observed that students would be going home with money at the end of the term instead of pestering their parents and guardians only if they took up the subject and learnt these survival skills.



Figure 7: Newly joined students packing baked products for sale.

4.2.1 Full attendance of Lectures by Students

Initially, class attendance was casual. Students participated in the classroom activities in a reluctant manner without paying much attention to the topical issues being taught in the classroom as indicated in the timetable. Through the career talks, students started attending class regularly and arrived before time so as to benefit from the activities within the stipulated time. As such, three students joined the Home Economics class and remained focused towards gaining knowledge and skills for their personal growth. One of the male students who joined the class asserted that, *“I have joined the the subject after learning that I would not incenveience my parents to pay extra money for the subject requirementst”* (Student A).



Figure 8: Stakeholders attending theory and practical lessons in class.

This affirmation attest to the fact that the misconception that Home Economics provided less opprtunties for earning money from the proceeds of selling the products was well understood by this student. Renewed interest in the subject was pivotal to the decision making process influenced by the different facilitators who spearheaded the practical application of knowledge during the career talk. The variety of products that a home economics student can produce provided a broad range of possibilites for the students to benefit from immediate commercialisation for pesonal and family gain. To this student, it was an opportunity to relieve the parents from the burdens of paying fees, buying scholastic materials, transport and meeting personal needs

4.2.2 Participation in the Laboratory Activities

During the participation in the laboratory activities, students were initially reluctant to conduct the activities as expected of them. However, the transformation that brought about a positive change towards participation in laboratory activities was hinged on the importance of paying attention to work during the practical application of knowledge. Prior to the career talks, students casually did their work and put very little effort to do their practicals in a more systematic manner. Individuals would even pocket some of the little items provided to them as ingredients. Currently, students pay more attention to the quantities and portions of ingredients they use for making different products. The laboratory equipment such as baking tins, trays, pans and other cooking equipment were cleaned and made neat for the next activities. Strict guidelines and rules for laboratory use were followed and students were able to maintain a high level of discipline with respect of each other as peers besides completing all assignments within set deadlines.



Figure 9: Stakeholders mixing ingredients for making products in the laboratory.

4.2.3 Free and Open Discussions during Lectures

The lecture and classroom interaction was improved. Students broke away from their small groups and starting having open discussion regarding the different topics and assignment given during their lectures. They ably asked questions and responded basing on their knowledge and understanding of different aspects related to challenging tasks. Experiences shared during the discussions helped them to create individual learning plans to do private studies outside the formal lecture hours. During their free times, students formed group discussions that helped them to appreciate the underlying issues that can foster better understanding of Home Economics as a practical subject



Figure 10: Stakeholders discuss with their tutor during a practical session in the lab.

The enthusiasm and zeal to learn has compelled tutors to read ahead of time in order to address the many questions that required their attention. Students learnt to be bold enough to question anything that seemed inconsistent with their understanding during the teaching and learning process. During the career talk, each facilitator presented

specific information to enrich the stakeholders on the overall benefits of taking Home Economics as a subject. Students asked many questions to enrich their understanding of the subject most referred to as female oriented. However, the facilitators were motivated by the stakeholders attitudes towards the talk and promised to come again upon invitation.

4.2.4 Regular Attendance to Students by Tutors

The relationship between teachers and their tutors took a positive turn. The motivation to teach improved amongst tutors who opted to reciprocate the desire for students to learn more. The incidences of dodging lectures and missing lectures was minimised since more students wanted to undertake practical subjects to enhance their knowledge and skills in the subject. Tutors had more freedom to share their experiences based on the specific needs of the students.



Figure 11: Active participation of stakeholders in a fabric decoration class.

Other tutors with expert knowledge in other areas of Home Economics volunteered to participate in the class activities with the learners. The tendency of tutors recycling yellow notes during the lectures was highlighted during the teaching and learning session. Stakeholders desire to learn more current things saw the tutors improve their approach to lesson preparation by consulting sources in the internet to get more relevant information for teaching the students. On their own, students were also able to collaborate what was taught in line with their personal search of contents on the internet. The level of motivation the stakeholders gained was a positive sign of their willingness to appreciate the teaching and learning experiences brought about by the new changes influenced by the career talks. The impact of the career talks brought about a positive change in the tutors whose enthusiasm was low. Students were the beneficiaries of the regular attendance by the tutors in the classroom during the teaching and learning processes.

4.2.5 Change in Attitudes Towards Home Economics

There was a notable change in attitude towards Home Economics as a core subject for students to opt for as a lifelong learning experience that can transform their lives. Students started paying attention to complete their task within set deadlines. The negative attitude towards the subject was demystified through the career talks as exemplified in the communication of the different facilitators. The traditional belief that Home Economics was for girls is prevalent today. The assumptions that boys cannot; wash plates or peel food, mop and clean the work space, afford such an expensive subject, were discussed during the career talks. A female student who joined the subject noted that, *“If I had known this information much earlier, I would have encouraged my friends to take on the subject”*, (Student B).



Figure 12: Making an article from a tie and dye fabric.

The revelation realised through the career talks made this student choose Home Economics as a subject to address the prevailing economic challenges encountered on an individual basis. Most of the students appreciated these opportunities much as it was organised at the beginning of the term. Given the expensive nature of the subject, some students cannot take decisions to change the subject without consultations with the parents. This has prompted a request for more career talks that involve parents so that they can appreciate the subject and support them. Students expressed their ignorance on the matter and expressed their willingness to learn and unlearn the stereotypes towards Home Economics as a subject for financial independence

4.3 Talking Compound

As a means to stamp Home Economics activities in the college, stakeholders reflected on the talking compound concept as a means of placing messages for passersby in the college to read and start getting more ideas about the subject. To achieve this, stakeholders saw it necessary to first identify the specific kinds of messages required to precisely communicate Home Economics messages more effectively. Stakeholders observed that text for designing the communication messages be written in the English language to supplement other existing messages in the compound that were written in the local language. The old messages in the compound lacked information on Home Economics yet the subject can be made known through well planned textual information to communicate with the college community. The ideas regarding the kind of messages to design was analysed by stakeholders at this stage of analysing the much needed information to be read by all that read them at the college.

Materials and tools for use to design the messages was critical in the preparation of information. Stakeholders deliberated on the means of acquiring the required materials and missing tools for creating the messages: paper for crafting the words and making the stencils, cutters, paste, sponges, paraffin, measuring tools, pencils were some of the items identified to do the final work. The cost implication of the tools featured in the discussion and members pledged to contribute both materially and in hard cash as they sourced for affordable shops where to buy the materials at a subsidised cost. Much as the students were available to make the final products, it was prudent that a technical team was constituted to handle all the design and production process. The technical team was headed by the art tutor who was identified to spearhead the process of monitoring the design production activities and give technical advice to the stakeholders. All the activities were deliberated upon to plan the entire

placement of the signs in the walls of the laboratory as talking walls. The compound was full of innovative ideas that stakeholders worked on to deliver messages that advocated for the proclamation of Home Economics in the Bwera Primary Teachers College. The tutor of Art and Technology supported the activities choosing appropriate words, designing the words, cutting the stencils, making final measurements to display the information. The frames that were bought from the community were used for holding the information that were placed in the different areas of the compound within the college. Students emulated their tutors' demonstrations and continued to write and design other words that were finally chosen for display in the walls of the room where integrated production skills activities are held. Stakeholders appreciated the use of colour in the creation of messages that advocate for Home Economics as a subject in a compound that dotted with messages that advocate for different activities as illustrated by *Figure 5*.



Figure 13: Stakeholders display different messages on home economics.

The talking compounds were static pillars that were strategically positioned in the compound for all the stakeholders to view and appreciate the value of their communication to the students. However, most of the students viewed it as a symbol information dissemination other than a link to potential career fulfilment in life. The dotted signposts reminded all stakeholders about the value of home economics as a career choice to opt for in the college. Through this initiative, six students opted to take

Home Economics as an elective since they sought to establish the facts presented within the practical subjects.

4.3.1 New Messages were Created by the Stakeholders

Stakeholders worked towards transforming the face of the college by thinking collaboratively to develop new persuasive ideas to influence and remind on-lookers about the presence and benefits of doing Home Economics as a subject of choice. As such, words such as .”my teacher can do it, I can also do it”, “my skill my security” and “Life Long Learning in Home Economics” were created as illustrated in *Figure 21*.



Figure 14: Stakeholders display the different advocacy messages.

However, the processes of developing new ideas was challenging to the students whose ideas were broad and ambiguous, requiring the help of more knowledgeable individuals to frame the text in a more technical manner. The art teachers were co-opted to help in streamlining the ideas so that they may fit well within the provided space on different boards. Such interventions by art tutors brought about the spirit of collaboration where ideas were integrated and realised through cooperate learning

where the apprenticeship model of sharing knowledge and skills was adopted in the process. This experience enriched the knowledge and overall understanding of teamwork towards solving a common problem that affected them. Design thinking strategies were helpful in enhancing the better messages that dot the compound with Home Economics oriented messages at Bwera Primary Teachers' College.

4.3.2 Created Meaning of Various Messages in Home Economics

The process of developing meaningful messages was inspirational to stakeholders whose knowledge and skills in appreciating the values of different texts was fundamental during the implementation of activities. An indepth understanding of the meaning of text to communicate specific messages was not an easy task to perform since the placement of any word next to each other created a different meaning to the readers. Students therefore grappled with the task of creating meaningful words and sentences that portrayed messages that encouraged students to choose Home Economics as a practical subject for their livelihoods. Interesting to note was the translation of the meanings from the local language that was more familiar to them into english that is taught and used in school for all forms of communiacation besides the setting of their examinations. This experience was good for the students interaction with the underlining processes of working on text with their peers to collectively create meaning during the execution of tasks.



Figure 15: Stakeholders creating meaning from different text.

4.3.3 Placed Designed messages in the College Compound

The concept of talking compounds was an innovative approach adopted by stakeholders to showcase their renewed efforts towards popularising Home Economics at Bwera Primary Teachers College. Within the college compound were the signposts that communicated messages that are not linked to Home Economics. Students implemented their ideas of improving the information by designing information that is related to the activities in Home Economics. The strategic use and development of these ideas encouraged students create their personal messages to communicate to all people who read the signposts in the compound. The processes of creating the new messages brought students together with their tutors to ensure that the clarity of the message is not ambiguous; they discussed their ideas in a more calm and practical manner to communicate the intended message. All the materials and tools for writing the messages were mobilised and sourced by the stakeholders. The

Art and Technology tutor demonstrated before students, the processes of cutting and printing the different messages needed to communicate to the college community.



Figure 16: Stakeholders placing sign posts in the college compound.

4.3.4 Talking Classrooms

The concepts of talking classrooms was developed by creating messages that hang on the walls within and outside the classrooms blocks. Some of the messages placed on the walls of the classroom supplemented those hanged from the roof of the classroom blocks; the placards contained varied messages related to the activities and images of Home Economics processes. These messages reminded the students and tutors about specific things and information that reminded them of the production processes, ingredients, precautionary measures, safety during work and other related information that supports their activities. Most of the information on the talking classrooms exhibited in the classroom walls and hanging from the ceilings are innovative ideas of the students through the guidance of their tutors. The talking walls exhibited specific messages that the stakeholders worked on to attract more students towards choosing the subject as core to their future careers. Inspirations are got from the different messages in the classroom attracting anybody who accessed the classroom without

any intentions of knowing what is entailed in these placards. Samples of these messages are illustrated by *Figure 23*.



Figure 17: Stakeholders place messages on the wall.

4.3.5 Team work Spirit was Built amongst Stakeholders

Meaningful work that is integral in the development of any ideas for community development. Stakeholders approach towards solving common problems propelled the spirit of teamwork to collectively address the challenges faced in the enrollment of more students in the course. Tremendous efforts of the stakeholders fostered the production process of creating talking walls, placards and signposts at Bwera Primary Teachers College in Kasese District. The application of colours, choice of text and placement of words should be decided upon by the stakeholders through the supervision of the art tutors who were interested in the subject. Despite the group dynamic challenges, stakeholders were able to put aside their differences in order to address the common good towards achieving a common goal of developing ideas for creating products at the college. Team spirit was pivotal in developing positive

attitudes towards working together to achieve the overall objective to attract more students towards opting for home economics as a subject.

Figure 18: Stakeholders packing products in a clean environment.



4.4 Home Economics Fair

Regarding the fair, tremendous work was required to organise the event for the very first time in the college. The Home Economics Fair was deliberated upon to include technical people who were needed to participate in the production of products, handling the visitors, explaining the production processes, organising different stalls and ensuring that each activity was done as planned. The personnel, sourced from the different stakeholders of students, tutors and technicians were identified to handle the

preparation and implementation process for the fair. The enthusiasm within the team was encouraging, members willingly accepted to support the activities and agreed to work with each other to ensure that all was accomplished within the appointed period of time.

It was agreed that Home Economics Fair took place in the laboratory and college compound. These venues were agreed to as appropriate to host the fair and showcase all the activities that Home Economics was preparing to create for stakeholders to appreciate the value of taking the subject. Stakeholders wanted to have both open and closed spaces to shield some products and equipment from the incidences of harsh weather and lure students into the fair once they viewed products outside the laboratory. For the comfort during the fair, stakeholders were envisioned to enjoy their experiences at the fair and look at the existing tools, equipment and materials of production at the fair. In their plan, they proposed to fix dilapidated equipment and tools for the preparation of different products for sale and display at the fair. Items ranging from food to clothes were to be produced and displayed for all the stakeholders and prospective Home Economics students to view with the hope that they would take the subject.

Stakeholders embraced the idea of creating and making new products with quality control measures that meet the market standards for all to appreciate. They identified the different ingredients and materials that can ensure quality of the final products, some for the stakeholders to buy and others as samples to be eaten and tested by stakeholders. Products were to be labelled and packaged to the required standards of the local market so that stakeholders can learn through what has been seen and observed during the exhibition at the fair. It was noted that the Home Economics Fair would provide valuable opportunity for students to interact with the ingredients and

equipment used for the production of tangible items. The Home Economics Fair was carried out on Tuesday 5 July 2022 at Bwera Primary Teachers College. Researcher together with co-tutor and research assistants organized the frame work of activities and responsible persons identified. Researcher funded the budget and shopping done a day before. The ingredients, which were bought, were for making the following items; cakes, cookies and biscuits, cake flowers and cutouts, tie and dye, making starch from fresh cassava, beadwork and pickles. Respondents were grouped randomly where by each activity was performed by a group of respondents and results displayed.



Figure 19: Stakeholders displaying their tie and dye products.

Group-One students engaged in starch making from fresh cassava. This was the first activity done early in the morning since it needed more time for starch to settle before decanting and drying. The proper procedure for extracting starch from fresh cassava involved in process. After drying, the starch was later packed ready for use or sell in the market.



Figure 20: Stakeholders making starch from fresh cassava

Group-Two participated in baking different types of cakes, cookies and biscuits *Figure 7*. This baking was guided by Mrs. Mutwamu Florence, Deputy Head teacher in charge of students' affairs and Head of Home Economics department at Kyebambe girls' secondary School in Fort Portal. With respondents, they were able to bake different items like the queen cakes, banana cake, pineapple upside down and victoria sandwich. Stakeholders also baked snack items like biscuits, rock bans, chocolate pinwheels, cookies, deep fried daddies and half cakes. All the items made were costed, packaged and priced, ready for sell to the college community.



Figure 21: Stakeholders frying mandazis for sale

Group-Three engaged in beadwork. The activity, guided by Ms. Biira Beatrice, a Secondary School teacher at Bwera Secondary. She is a specialist in craft work and an owner of a crafts shop as her business incubation to supplement her government salary. Respondents went through process of doing bead work for brides as indicated in *Figure 9*. Traditional wear for different cultures and children's beads



Figure 22: Stakeholders making beads.

Group-Four engaged in tie and die activities under the guidance Mr. Kule Philip, tutor for Art and Technology tutor at Bwera PTC. Together with respondents, different tie

and dye products were designed and costed as finished products for sale as illustrated in *Figure 10*.



Figure 23: A stakeholder making tie and die fabric.

A group of teaching and non-teaching staff engaged in needlework using the smoking skill introduced as a new experience. The facilitator was tutor Balinako Monica, who picked interest and learnt the smoking skill from the department and since then continued to make bedcovers, pillowcases and table linens that has supplemented her income.

Another group of respondents preserved vegetables by making pickles. The vegetables that were pickled included tomatoes, onions, carrots and cucumbers illustrated in *Figure 11*.



Figure 24: Stakeholders holding their pickles

The Home Economics Fair provided valuable opportunity for students to interact with the ingredients and equipment used for the production of tangible items. These exposers were pivotal in showcasing the various ingredient and equipment application under varied circumstances. As a result of this interaction, students were able to relate their ideas and interests on the different articles and products made throughout the fair. The different techniques and approaches used in the production of the various items was instrumental in helping potential learners choose from a variety of options in the area of Home Economics. Some of the items showcased in the fair include, tie and dye fabrics, different cakes, processing starch from fresh cassava which was lengthy but interesting when it came to starching students' own articles as illustrated by *Figure 25*.

4.4.1 Stakeholder Participation in the Fair

Stakeholders engaged in the Home Economics fair comprised of the tutors, students and facilitators who shared their experiences during the talk shows. The tutors,

together with their students showcased the different products displayed during the exhibition that took place in the Home Economics room and the open space in the compound at Bwera Primary Teachers College. On display were cakes, cookies, tie and dye products, vegetable pickles, amongst others. It was a splendid experience for students and staff to share their experiences with all the people who visited the ground to appreciate what was displayed during the show.



Figure 25: A stakeholder ironing their clothes with starch.

4.4.2 Making Products for Sale

Stakeholders participated in the making of different products for exhibition in the Home Economics Fair. Different items were strategically placed for onlookers to view and buy for their personal consumption. Some of the products made include cakes, cookies and biscuits, cake flowers and cutouts, tie and dye, making starch from fresh cassava, beadwork and pickles. Students were able to share the nutritional benefits of these products for the well-being of visitors who approached them during the exhibition. Most of the products were for sale to intended buyers who showed

interest in buying them; other products sent to the canteen were for consumption by college community members who consumed them at a given cost. The positive outcome of the Home Economics fair was essential in helping students make quality products for consumption during the production stage preparing different items in the kitchen.



Figure 26: Stakeholders display products in the Home Economics Fair

Beads crafted from waste paper were used to create necklaces, bangles and earrings for sale in the fair. Stakeholders started appreciating waste paper as useful materials for producing beautiful beads to embellish the appearance of ladies who wear them to enhance their beauty. Initially, waste paper thrown away and discarded in the dustbins or rubbish pits astrash. At times, the waste paper was often used to start the fire for rubbish pit or the firewood and charcoal stove in the kitchen. From the presentation during the fair, students created more beaded products usingwaste

paper and displayed them for sale during the fair. Paper has turned to be one of the most valuable items for stakeholders to make usable articles from recyclable material in the environment. Starch made from fresh cassava was used for ironing their uniforms as illustrated in *Figure 25*.

4.4.3 Resource Mobilisation

Stakeholders prepared the materials for making tie and dye products to showcase their skills through exhibited work. All the resources for buying cotton materials and chemicals such as the dyes and acids were mobilised by the students themselves. The Art and Technology tutor offered guidance in the processes of creating the different designs on fabrics including the tie and dye products; disposal of fulness such as smoking, gathers, pleats and tucks illustrated in *Figure 27*. All the natural and artificial materials were helpful in the production of different artefacts for display during the exhibition that took place during the Home Economics fair. Resource mobilisation provided students with valuable knowledge and skills for influencing members to contribute towards a common cause, in this case, the money for preparing products displayed in the Home Economics Fair. Stakeholders appreciated the spirit of cooperation that enabled them to generate common resources for use in the implementation of their individual tasks during the teaching and learning processes.



Figure 27: Stakeholders display a smoked pillow case in the Home Economics Fair



Figure 28: Stakeholders working together with recyclable materials.

44.4 Renovation of Equipment

Some of the equipment were in poor working conditions thereby limiting the students' ability to use them fully to make products during the teaching and learning process. Probably, this partly contributed to the low interest amongst learners to participate in

home economics practicum since the equipment was either dilapidated or out of service, given their poor state. The Home Economics Fair prompted the repair and servicing of the tailoring equipment used by students and tutors to make final products for display during the exhibition. Stakeholders worked with the sewing machines to sew the different clothes for both adults and children to wear. All the pillowcases and table clothes were open for sale during the fair. Most significant was the fact that stakeholders manipulated the tools and equipment during the production of the final products prior to display to the public. The students and tutors appreciated the skills of fixing and repairing clothes, replacing the bobbin, placing the thread on the sewing machine.



Figure 29: Stakeholder sewing an article with a repaired sewing machine.

4.4.5 Creation of Home Economics Club

The stakeholders formed the first Home Economics Club that actively participated in the preparation of the Home Economics Fair. Through the club, students continued to advocate for the interest of their peers students in the subject. The club is tasked with the handling all students' issues related to home economics at the college. The club

members have gone on to prepare items for sell in the college canteen. During the Home Economics Fair, registration of new members was ongoing to attract stakeholders interested in joining the club. The exercise that was open to all, attracted both students and tutors of Home Economics and beyond the course; an exclusive club with the responsibility of advocating for new membership to Home Economics from the community of Bwera Primary Teachers College. The Home Economics Club, should market the products for consumption beyond the college boundaries so that stakeholders like parents and surrounding communities may appreciate the value of doing the subject. The objectives of the Home Economics Club need to be clearly defined so as to elevate the level of knowledge regarding the positive attributes of people appreciating the subject beyond the Home Economics Fair.

Figure 30: Pioneers of the Home Economics Club



4.5 Website

To link Home Economics to all stakeholders, members considered designing a website to upload all the activities that are done and share experiences with a wider community of viewers as a lifelong learning platform in the college. The website was anticipated to give a provision for stakeholders to interact with each other and share pertinent issues in Home Economics at the college and their homes where they conduct all activities related to the subject. The provision for feedback was suggested to help stakeholders respond to specific issues that define their daily activities in food production and making of different artefacts from natural materials in the environment. The contact address of the administrator of the website was to be included for easy communication with new and old students, tutors and parents of students who may seek to find extra information in taking the subject. Text, images and videos to be integrated in the website for stakeholders to appreciate the actual processes of production and adopt them in their learning. Stakeholders should also use the same platform to upload their activities including assignments and lectures done through distance learning.

It was assumed that the website would also be adopted by the college for online studies as a means of reaching to a broader section of the population beyond the college community in Kasese district. Comprehensive data would be found in the website as a repository for Home Economics activities and documentation processes for feedback.

The website, <https://anjelicaresearch.com/>, designed to showcase activities under Home Economics, provides a practical platform from which students and other stakeholders alike would source information regarding the subject. The interface is user friendly and can be accessed by stakeholders including students who may use it as a platform for

discussing the different aspects of teaching and learning that is related to the home economics. This platform further links the entire community of practitioners in home economics to the field of activities that best interests the learners beyond their classroom experiences.

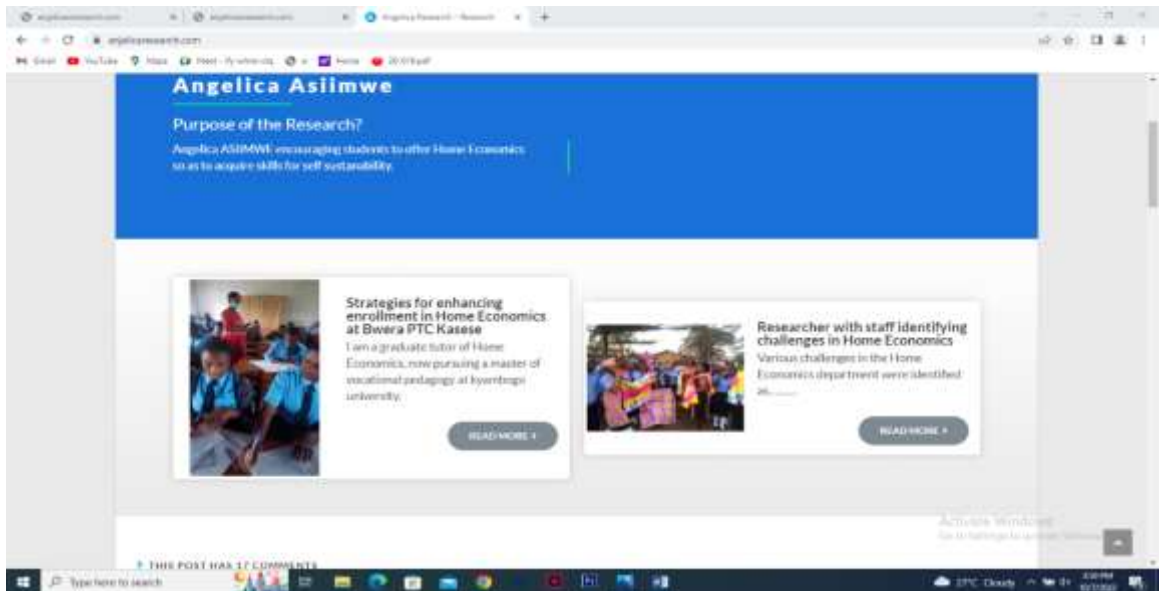


Figure 31: Interface of the Home Economics website.

The feedback from the website indicate that stakeholders welcomed the ideas with the hopes that more students will opt for the subject in the next opportunity it would present itself for students to choose from. It is hoped that students will use the platform to create digital portfolios of their work for others to learn and benefit from their experiences with the video and still images. The launch of this website will further expand on the coverage of the home economics activities to reach a broader section of the community beyond the boundaries of Bwera Primary Teachers College.

The interface was created to be simple and easy for stakeholders to use and communicate with each other through the platform. The e-mail through which respondents can communicate to express their opinions on issues displayed was made available for them to freely discuss with the researcher and colleagues on all matters pertaining to Home economics as a lifelong learning subject.

The website to showcase activities under Home Economics provided a practical platform from which students and other stakeholders alike would source information regarding the subject. The interface is user friendly and can be accessed by stakeholders including students who may use it as a platform for discussing the different aspects of teaching and learning that is related to the Home Economics. This platform further links the entire community of practitioners in Home Economics to the field of activities that best interests the learners beyond their classroom experiences.

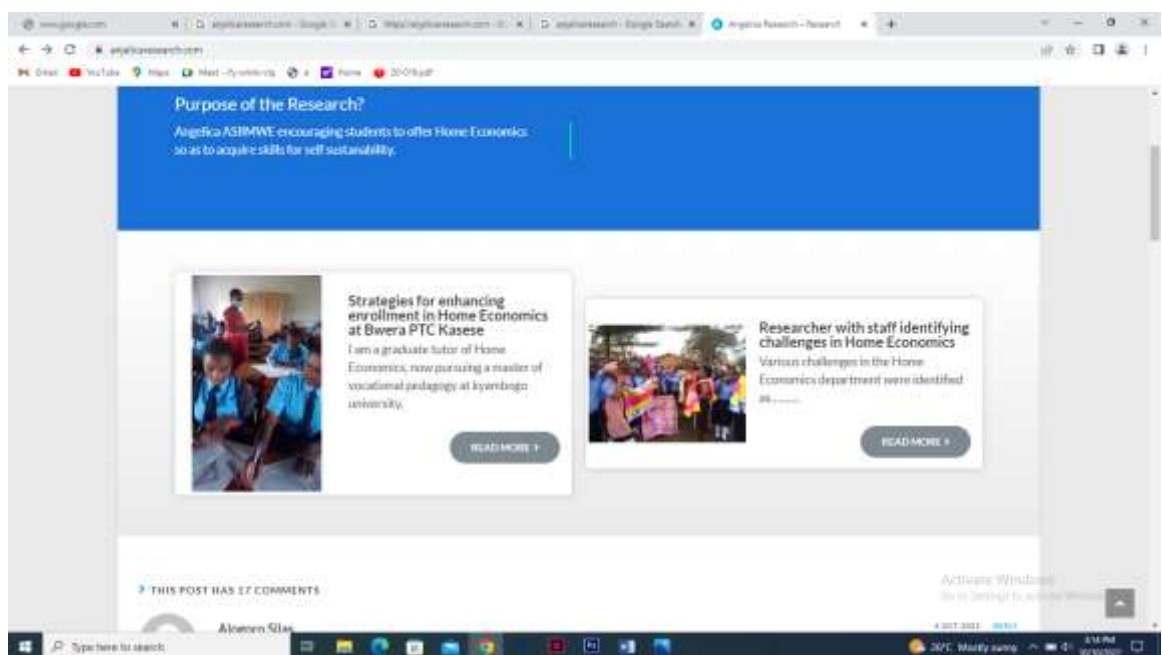


Figure 32: An interface of the website with 17 comments

The feedback from the website indicate that stakeholders welcomed the ideas with the hopes that more students will opt for the subject in the next opportunity it would present itself for students to choose from. It is hoped that students will use the platform to create digital portfolios of their work for others to learn and benefit from their experiences with the video and still images. After placing the website, 17 comments were posted by members of the community who have so far accessed the site.

Feedback from the Website

The comments posted messages expressed their appreciation ushered by the creation of website that advocates for lifelong learning to benefit stakeholders in Home Economics, especially members of the college communities. Some of the comments are elaborated in the consequent paragraphs as expressed in their respective written texts. The first reaction to the site was written in gratitude of the websites potential to support sustainability and self-reliance amongst the youth. *“Great effort put towards sustainable and self-reliance for Ugandan youths. Am grateful for your due avenue of creating jobs to the young generation. Keep up the good work”* (Respondent A, 4 Oct, 2022).

Similarly, the second post recognized home economics as a genuine subject that every student should opt for given its practical nature and the potential for one to create many products. *“This is a very interesting and authentic study. Home economics being a hands on field, it’s necessary to encourage students to offer it”*. (Respondent B, 4 Oct, 2022). The third post expressed the potential to earn extra money from making different products instead of relying on the salary having benefited from the skills gained in Home Economics training at Bwera Primary Teachers College.

“Thanks very much our dear tutor, I am an IPS student at Bwera PTC and sincerely speaking I have learnt a lot of skills in home economics, I have got skills for self-reliance. Am proud I will not depend on salary!” (Respondent C, 5 Oct, 2022)

The fourth post looks forward to learning from the platform since most of what is posted in the website provides a good opportunity for learning more than what is taught in school. *“Thank you so much. This is what we have been missing in*

school.”(Respondent D, 4 OCT, 2022). The fifth post expressed the potential of this initiative to supplement their salary given immediate gains of selling the products. *“Home Economics and self-help skills are necessary for the teacher to supplement the salary. Thanks madam Angelica.”* (Respondent E, 4 OCT, 2022). The sixth post inquired about the possibility of changing the negative attitude of teachers towards appreciating Home Economics as a subject yet the expertise gained from the training positively impacts on their competences through knowledge and hands-on-skills experiences.

“Hello tutor Angel Ateenyi, it’s good to observe the worth of home management in skills development in the homes through the development of competent skilled teachers. Thanks! How do you help the products i.e. the teachers to deal with the poor attitudes about home economics? Thank you.”(Respondent F, 4 Oct, 2022).

The potential to create own jobs was raised through the seventh post that acknowledged the beauty of studying Home Economics as a subject of choice for lifelong learning. *“It’s so beautiful, creating jobs for our own.”*(Respondent G, 4 OCT, 2022). The eighth post viewed the website as the echelon of the action research initiative to propagate the teaching and learning of Home Economics knowledge and skills to a broader section of the community. *“This is a big step taken Our GOD is great because he has finished what he started in your journey of life. You are kawa Angela.Thank you for sharing.May GOD shower you with his blessings.”* (Respondent H, 4 OCT, 2022). The ninth post appreciated the good work done showcase the many skills embedded in Home Economics as illustrated in the website. *“Thank u for the great work, many skills embedded in Home economics.”*(Respondent I, 4

OCT, 2022). The tenth post simply expressed the writers impression of the information uploaded in the website. *“Am much impressed.”* (Respondent J, 4 OCT, 2022).

The eleventh post expressed the desire for all teacher trainees to develop competent teachers with the necessary attitude, knowledge and skills to service the hotel and catering industry. Commercialization of skills gained from learning Home Economics ought to be embraced through practical means uploaded in the website for to learn and gain from the varied activities posted in the websites.

“Home Economics and self-help skills are necessary for the teacher to supplement the salary. Thanks madam Angelica. It’s good to observe the worth of home management in skills development in the homes through the development of competent skilled teachers. I tremendously appreciate this.” (Respondent K, 4 OCT, 2022).

The twelfth post, just like the tenth post, was in awe of what the website meant to him as a reference point for enriching current knowledge and skills for implementing practical tasks. *“Oh wow! What a blessing.”* (Respondent L, 4 OCT, 2022). This post from the thirteenth comment was a testimony of what the facilitator impressed on the writer in appreciation of sharing her knowledge and skills on Home Economics. *“I am earning a living from baking, thank you so much madam Angelica for sharing your skills with us. God bless you.”* (Respondent M, 5 OCT, 2022). The fourteenth post had similar sentiments that will liberate him from salary dependence. *“Hello tutor Angelica, thanks for teaching us skills for self-reliance, we shall not be salary dependants.”* (Respondent N, 5 OCT, 2022).

The fifteenth post expressed the facilitators' ability to share all knowledge and skills in Home Economics beyond the normal classroom experiences with students in a laboratory. Specific skills attained ranged from baking to food preparation experiences gained through apprenticeship outside the formal classroom environment. *"Am a proud son of hers. She has taught me all those skills. She made me understand that such skills are not limited to female gender. I can bake, I can ice cakes, I can prepare tasty dishes etc.am proud of uh Mum... Thank you alot."*(Respondent O, 5 OCT, 2022). The sixteenth post expressed gratitude for being one of the beneficiaries to the training in Home Economics. *"Thanks very much, I am proud of being one of the beneficiaries."*(Respondent O, 6 OCT, 2022).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The purpose of the study was to increase students' enrollment in Home Economics through selected career guidance strategies at Bwera Primary Teachers' College. This summary reflects the salient issues discussed on the three objectives of the study as presented in the chapter four. The information is presented in the subsequent paragraphs as elaborated in respect to the set objectives.

Firstly, the exploration of the career guidance strategies was done by identifying underlying issues that are necessary for the preparation of different activities to influence students' enrollment in Home Economics. These preparations were fundamental in ensuring that career talks were done in a conducive environment where stakeholders can interact to learn about the different ways of appreciating Home Economics course. Most of the discussions expressed the need for facilitators beyond the locality of Bwera in Kasese district. The three notable speakers comprised of one male and two females identified from the districts of Ntungamo and Kasese, and Fort Portal city. The facilitators with a background in Home Economics also owned personal businesses in their localities and offered products and services for sale to different customers. These facilitators were slated to make presentations in the career talk session in the school.

Besides preparing for the career talk, the activities for the talking compound was instrumental in planning all the materials and tools of producing the different Home Economics messages for display at the college. The stakeholders identified for the drafting messages included the Art and technology tutor and technician to help

and guide the stakeholders in the creation and cutting of stencils for printing the final products. Activities for the Home Economics Fair required the provision of materials, equipment and venues for displaying the different products. Responsible stakeholders of students and tutors were part of the required personnel to help in handling all the activities related to the preparation and managing the activities in the fair. It was also agreed that information regarding all activities in Home Economics should be designed to suit the internet. As such a website designed in Home Economics ought to be simple and adequate enough for stake holders to use and access the information. The interface needed to be used to host all the information and activities being undertaken during the teaching and learning processes as well.

Secondly, regarding the implementation of the career guidance strategies, stakeholder received information on the benefits of taking the subject through presentation of three facilitators who graced the function by giving speeches based on their experiences. The speeches were on different topical issues of interest that exposed stakeholders to information that seemed new to most of the stakeholders, including those who listened for curiosity purposes. The career talk was supplemented by the messages designed for the talking compound. Numerous texts were organized to relay Home Economics messages to the rest of the college community that visited the college, including stakeholders who may have taken other subjects as well. Some of the messages constituted the words of encouragement that were strategically placed on the walls of the laboratory so that students may read to enrich their knowledge of activities involved in pursuit of the course in Home Economics. The precision of constructing the messages and cutting the stencils helped students to participate in the production processes, including the deliberations to select the required text with meaningful information for public consumption. The

Home Economics Fair engaged all stakeholders. Students' activities ranged from baking cakes, frying mandazis and daddies for sale, making starch for ironing their uniforms, sewing articles from their own tie and dye materials as well as setting the tables and different stalls for displaying the products. All these activities culminated with the design of a website to host the activities of the Home Economics course in the college and others that interesting messages that were beneficial encouraging stakeholders to take the subject from other sources outside the college.

Thirdly, the implemented career guidance strategies were evaluated to measure their success in the production attraction of new members to join or select Home Economics as a subject of choice. The outcomes of the evaluation processes indicated several positive results that initiated a dialogue on Home Economics by all stakeholders in the college and the surrounding community. Career talks prompted stakeholders to ask more questions that were answered to the satisfaction of the participants during the interactive sessions. As such, the Home Economics lectures were fully attended by students and lectures given the increased interest in learning all the topics in the syllabus without missing out on the requirements of the curriculum. Both the lecture rooms and laboratory registered full attendance and production of different products and articles by students under the guidance of tutors and technicians in the college where they freely expressed their views and opinions. Stakeholders were proud of their achievements including tutors who observed renewed interest in doing and completing given tasks within given time frames as stipulated in the timetable. The remarkable change in attitude was an encouragement to the tutors and the college administration that realized the immediate impact of the action research initiative to showcase the Home Economics as a subject. New members joined and opted for Home Economics as a subject of choice amidst the

formation of an association to handle activities under the guidance of a patron who is the tutor and initiator of this research undertaking at the college.

Talking compound elevated team spirit throughout the production processes that involved making meaning of the messages, creation of new messages and placement of these messages strategically for stakeholders to read through for meaningful consumption was inspirational. Teamwork brought students and tutors more closely in the lecture rooms and laboratory as they conducting their respective assignments. Observing the messages in the compound and walls of the laboratory and lecture rooms was a captivating experience to the stakeholders who saw their handy work in the college. The Home Economics Fair expressed stakeholders creative levels of maturity in handling the activities related to the preparation of the exhibitions. Resource mobilization skills for meaningful production of work was attained by the students, making products for sale using meagre resources, repair of equipment were part of the lifelong learning initiatives stakeholders appreciated for the production of work.

The creation of the Home Economics club was a huge boost to the formation of hallmark where continuous dialogue on Home Economics can be done with the guidance of a patron. The club was open to all stakeholders who wished to be part of the initiative to propagate the activities in Home Economics. The website displays activities done in HomeEconomics. Stakeholders are able to see their faces and products as well as make comments for all to see and appreciate the postings on the website. Within the first week of testing the website, 17 messages were sent through the website to express their opinions and views on this initiative to document all activities at the college. This website has provided a platform for lifelong learning for stakeholders in Home Economics. This was achieved through career talks that

encouraged more students to listen to different speakers on the benefit of doing Home Economics as an elective subject. The talking compounds propagated different messages for all stakeholders to view in the surrounding and the walls in the laboratory.

The Home Economics Fair showcased all the activities and products exhibited in the laboratory and college compound for all stakeholders within the college community to appreciate. Lifelong learning opportunities have been presented through the creation of the website where all information pertaining to Home Economics activities as a practical subject for all stakeholders to appreciate.

The objectives for which this study was initiated has been achieved, to a great extent of sensitising the stakeholders on the values of taking Home Economics at the earliest opportunity in order to make informed decisions when faced with a challenge of choosing a practical subject.

5.2 Conclusion

In a conclusive remark, career talks were an effective in sensitising the stakeholders about the benefits of taking home economics as a subject of great importance for the development of their careers. Through these talks, stakeholders started attending the classes more regularly, participation in the laboratory activities, free and open discussion and overall change in attitudes towards the subject. Students were more bold and assertive enough to express their views and opinions more openly, especially during the career talk sessions that was helpful in allaying their fears stereotype towards home economics as a subject of choice. In order to improve the attitudes of students towards Home Economics, there is need to organise career to increase on the numbers of students who join the subject.

The concept of talking compounds was fundamental in drafting and the placement of messages that persuade onlookers to read and pick an inspiring word to inform their decisions towards Home Economics as a subject. Design ideas stakeholders navigated through to develop messages for onlookers to appreciate communicate a positive gesture towards enriching their levels of creativity as individuals and groups through team work. The meaning making process enhanced the problem solving techniques through the design thinking strategies students applied in a collaborative manner. As such, the talking compounds was achieved through designing new messages, integrating meaningful words, placement of placards in the classroom and walls while maintaining the team spirit of working together.

The unity fostered through Home Economics Fair was a good showcase for appreciating Home Economics products and services by the audience that visited the different stalls on display. Coupled with the newly formed Home Economics Club, the initiative to strengthen relationship between tutors and students realized in Bwera Primary Teachers College. Through the participation in the fair, creation of products, mobilisation of resources and immediate repairs of dilapidated equipment was instrumental in preparing all the exhibited products. The interactions between the students in the fair and potential members who wished to join the club was achieved in the process. Students and the tutors answered questions posed to them in relation to Home Economics and how the different products were made.

The initiative to increase enrollment of students in Home Economics was explored through the career talks, talking compounds, home economics fair and website designs preparation activities that defined their requirements. The career talks was realised by inviting notable speakers with a training background in Home Economics and are currently practicing in the same field. Their presentation on

different topics related to their experiences was instrumental showing the calibre of any practitioner in Home Economics any student would like to emulate as a mentor. Deliberate inclusion of speakers from different districts and city was a good initiative to create diversity in the form of messages for stakeholder perception from a broader perspective.

The implementation of the career guidance strategies initiated the process of students enrollment for Home Economics as a subject of preference at the college. Speakers made persuasive and appealing speeches on the different topics that covered the link between Home Economics and policies for national development, including the stereotype on subject. Through shared experiences, different product such as beads, pateries, prinkles, starch, tie and dye fabrics were made by the stakeholders. New meaningful messages were created and placed in the college compound and walls in the laboratory; the first Home Economics Fair was initiated and a website designed as a repository for Home Economics activities for lifelong learning.

The evaluation of the career guidance strategies indicated that career talks resulted into a remarkable change in stakeholders attitude towards Home Economics, realised through full and timely attendance of lectures by stakeholders, participation in lectures and laboratory activities through free and open discussions. Stakeholder perceptions of the created messages and the importance of teamwork in executing group work. The Home Economics Fair ensured member participation in the production articles, mobilization of resources, working with renovated equipment and interactions through the newly created Home Economics Club where new members joined the subject. The positive feedback from the website to continue with the Home Economics activities as a lifelong learning course.

5.3 Recommendations

The initiative to increase enrollment of students in Home Economics, stakeholders should explore the ideas for career talks, talking compounds, Home Economics fair and website designs in preparation for future activity requirements. Notable speakers with a training background in Home Economics related fields should be invited to make presentations on different topics related to their experiences. Inclusion of speakers, including parents and former students should be encouraged to fully integrate all stakeholders for new perceptions from a broader perspective.

The implementation of the career guidance strategies should be extended to the community outside the college so that potential stakeholders can view and appreciate the activities undertaken in the course. The stereotype on about home economics can change through the shared experiences the public on the different product such as beads, pateries, prinkles, starch, tie and dye fabrics made and displayed by stakeholders. New meaningful and persuasive messages should be created and placed in public places outside the college through the next Home Economics Fair. Improve on the website as a repository for Home Economics activities for lifelong learning and place all activities for the public to see.

The evaluation of the career guidance strategies should be comprehensive, assessment tools for each and every activity should be detailed for stakeholders to adopt as guiding principles in the undertaking activities in the lectures and laboratories. Career guidance staff should be put in place to complement the efforts of the Home Economics club in the college.

Parents and guardians should be encouraged to participate in the preparation of the Home Economics Fair and making of products and articles for the show besides

contributing resources in support of their childrens' interests in taking the subject. Stakeholders should learn from the positive feedback in the website to continuously express new knowledge in Home Economics for lifelong learning initiative for all people that visit the site.

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APPENDICES

Appendix I: Introductory letter



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www.kyambogo.ac.ug

FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

Masters in Vocational Pedagogy Programme

4th January, 2021

The Principal,
Bwere Primary Teachers College
Kasese District

Dear Sir/Madam,

RE: INTRODUCTION OF ASIMWE ANGELICA

This comes to introduce to you ASIMWE Angelica a student of Masters in Vocational

Pedagogy (MVP) Programme at Kyambogo University. This student bears registration

no.19/U/19014/GMVP/PE and in her final year. In partial fulfillment for the ward of a Masters in Vocational Pedagogy Programme of Kyambogo University, This student is expected to conduct a workplace based Action Research with an aim of improving a specific situation within her workplace.

The purpose of this letter therefore, is to request you to allow Asimwe Angelica conduct her Research at your college and accord her the necessary support for her study.

Looking forward to your usual support.

Yours Sincerely,

pp Dr. Sserunjogi Patrick

Coordinator, Post Graduate Studies

Appendix II: Letter of Consent

Dear Stakeholder,

My name is Asimwe Angelica, pursuing a Master of Vocational Pedagogy at Kyambogo University.

I would like to talk to you about your personal experience career guidance in Home Economics for Grade III Teachers' training certificate.

This interview should take less than one hour and I will be doing the recording in order to capture every detail of the deliberations as I also take some notes during the session. I encourage you to be more audible when speaking so that we do not miss your comments and your suggestions and ideas during the discussion sessions.

Every response will be kept confidentially and used for the purpose of this study. Your interview responses will be analysed to ensure that any information included in the report does not identify you as a respondent.

Is there a question about what I have just explained?

Are you willing to participate in this interview?

Appendix III: Focus Group Discussion Guide

Four career guidance strategies were identified to enhance students enrollment in Home Economics at Bwera Primary Teachers' College. Kindly share your experience on how they apply in your situation as a student faced with a dilemma of choosing a subject.

1. What career guidance strategies prompted you to choose Home Economics?
2. What career guidance strategies helped you to choose Home Economics?
3. Which problems affect the enrollment of students in Home Economics?
4. How can students enrollment in Home Economics be influenced through selected career guidance strategies?
5. How can the selected career guidance strategies be applied to influence students' enrollment in Home Economics?
6. Which career guidance strategies were effective in improving students' enrollment in Home Economics?
7. Any other thing I may need to know?

Appendix IV: Interview Guide

Four career guidance strategies were identified to enhance students enrollment in Home Economics at Bwera Primary Teachers' College. Kindly share your experience on how they apply in your situation as a student faced with a dilemma of choosing a subject. Thank you.

1. How can the selected career guidance strategies be explored to enhance enrollment in Home Economics?
2. How can career guidance strategies be implemented to enhance enrollment in Home Economics?
3. How can the implemented strategies enhance students' enrollment in Home Economics?

