Kyambogo University

STAKEHOLDER INVOLVEMENT IN TIME TABLE DESIGN TO ACHIEVE CURRICULUM COMPLETION SCHOOL OF ORTHOPAEDIC MEDICINE, UIAHMS-MULAGO, KAMPALA

BY

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A RESEARCH DESSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS IN VOCATIONAL PEDAGOGY OF KYAMBOGO UNIVERSITY

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DECLARATION

I, Nankya Prossy Lwanga**,** do hereby declare that this thesis is my original work which has never been presented to any University or Institution of higher learning for any academic award. I also gratefully acknowledge all the authors whose works I have utilized.

Signature…… Date……

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APPROVAL

This is to certify that this work has been written under our supervision and it is now ready for submission to be examined.

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DEDICATION

To my children; Gaby, Gary and Benjamin

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ACRONYMS

AR – Action Research

BTEVT - Business and Technical Vocational Education and Training

CPD - Continuing professional development

FGDs – Focus Group Discussions

FW – Future Workshop

MoES – Ministry of Education and Sports

MVP – Masters in Vocational Pedagogy

NORHED – Norwegian Council for Higher Education

OPM - Orthopaedic Medicine

TVET - Technical Vocation and Training

UIAHMS - Uganda Institute of Allied Health and Management Science-Mulago

ABSTRACT

This study is addressing non curriculum completion at Orthopaedic Medicine School, Uganda Institute of allied Health and Management Science (UIAHMS) - Mulago. From a future workshop that was held with the stakeholders from Orthopaedic Medicine School, non-completion of curriculum was pointed out as a causative factor in the mismanagement of patients in the world of work. The study employed a participatory action research approach to investigate and generate knowledge and solutions in a participatory manner. This involved generating both short term and long term solutions by the stakeholders during the Future workshop. One of the short term solutions that was selected by the stakeholders to be implemented was the involvement of part time tutors in the designing of the class time table as a solution to achieve curriculum completion. Following the stakeholder's involvement in the designing of time table, it was then implemented and finally the impact of the implemented time table was evaluated. Findings from the evaluation of the study revealed that the ten (10) part time tutors who were involved in the study exhibited improved performance in teaching due to more commitment compared to those that were not involved. However, some tutors also expressed feelings of frustration due to the low and untimely pay of their salaries, lack of adequate office space and not being part of the institution's regular communication channel while others expressed a need to become full time tutors. The study recommends that motivational strategies to both tutors and students, which would lead to their improved commitment to completing the curriculum, should be explored. Future research should focus on interventions and studies that would not only increase tutor's presence but would also help them use this time in pedagogical activities so that student achievement is indeed increased. Future research should also include time management, communication, large curriculum content and how these affect curriculum completion.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the vocational training and vocational pedagogy, background to the study in school of Orthopaedic Medicine, UIAHMS-Mulago. It also includes the motivation statement, situation analysis, statement of the problem, the purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, and justification of the study.

1.1 Vocational training and Vocational pedagogy

Vocational education is a "field of knowledge oriented towards trades, occupation and profession", (Mjelde, 2008). Gordon, Wilbert, Parks, and Castro (2009) defined vocational education as a practically illustrated and attempted job or career skill instruction. There are quite a number of subjects that fall under vocational education such as: business education, agricultural education, family and consumer sciences, health education, trade and industrial education, marketing and technical education. Hence orthopaedic medicine is under health education. Vocational education is focused towards training and learning to work, and learning is by doing.

According to the International Labour Organisation (ILO) and the United Nations Educational,Scientific and Cultural Organisation (UNESCO) (2002), Technical Vocational Education and Training (TVET) for twenty-first century is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Muhoozi (2008) states that vocational education is what developing

countries need as it prepares one to directly enter occupation without further training. The Ugandan government's efforts in trying to develop TVET are manifested in the (BTVET) act of 2008 which is based on the principles and concepts of promoting an integrated, demand driven and competent based modular BTVET system.

1.1.1 Vocational Pedagogy

Melinda and Angliss, cited in Kyakulumbye (2008, p.15) describe vocational pedagogy as providing for, a learning experience that is social, passionate and inspiring. The emphasis is on the "how" and "why" of learning rather than the "what" and the underpinning pedagogy aims to enhance the learner's capacity and desire to learn and be an independent thinker, productive citizen and future leader. This view defines vocational pedagogy in relation to two key aspects of teaching and learning: the "how" of learning also inferred as the teaching and learning methods and the "why" of learning perceived as the learning goals; objectives the learning intends to achieve. However, my pursuit of a master's degree in vocational pedagogy made me to realize that vocational pedagogy does not only address the "how" and "why" as pointed out by Melinda and Angliss, but also the "who"; the teacher and the learners, "when"; time structure for the learning, "where"; the venue for conducting the learning (learning environment) and "what" the learning is aiming at; content. From my observation, all the aforementioned are interrelated and need equal attention for effective teaching and learning process.

1.2 Background to the Study

This background was organized under two sub-sections. The first sub-section provides the significance of curriculum coverage in health training**,** and secondly, stakeholder involvement.

1.2.1 Curriculum coverage in health training

A definition of curriculum as offered by Walker (1990:5) regards curriculum as the content and purpose of an educational programme in a school. He goes ahead to define it by including subjects, learning activities, learning experiences and learning outcomes. Curriculum 2005 (C2005): 1997:10) states that a curriculum is everything planned by teachers which will assist in developing the learner. Curriculum refers to structured series of learning outcomes. Therefore, curriculum has an input which results in a particular output. Curriculum is an organised set of formal training intentions.

The Mulago Orthopaedic Medicine programme exposes learners to a variety of information (experiences) designed to allow them develop competences in the field of Orthopaedics and apply this knowledge in addressing the current orthopaedic needs, trends and other related challenges in the communities. The vision of the school is to produce competent Orthopaedic officers for quality health care delivery. OPM School is mandated to train and produce a highly competent health worker specialized in treating / handling patients presenting with orthopaedic diseases and musculoskeletal trauma at hospital and community levels.

1.2.1 Stakeholder involvement

The traditional definition of a stakeholder is “any group or individual who can affect or is affected by the achievement of the organization’s objectives” (Freeman 1984). Even the “father of the stakeholder concept” changed his definition over time. In one of his latest definitions, Freeman (2004) defines stakeholders as those groups of people who are vital to the survival and success of the corporation.

Stakeholder involvement should be free of manipulation, interference, coercion, and intimidation, and conducted on the basis of timely, relevant, understandable and accessible information, in a culturally appropriate format (Freeman2004)It involves interactions

between identified groups of people and provides stakeholders with an opportunity to raise their concerns and opinions (e.g. by way of meetings, surveys, interviews and/or focus groups), and ensures that this information is taken into consideration when making decisions.

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, those who have an interest in the higher education (Freeman 2004). The primary stakeholders include students, teachers, and the management of the educational institute. Other stakeholders are government, professional bodies, employers, parents, non-teaching staff, and auditors. The stakeholders in OPM school should include at least twelve tutors, who should be qualified orthopaedic officer. They must have at least a diploma in medical education, interested in teaching and registered with the Allied Health Professionals Council(AHPC); at least four (4), clinical instructors, who are qualified orthopaedic officers, have had in-service course in medical education and must be registered with the Allied Health Professionals Council (AHPC) and part-time lecturers to teach specialized subjects and these include specialists and other health workers.

Stakeholder involvement is usually informed by a set of principles defining core values underpinning interactions with stakeholder (Freeman 2004). Commitment is demonstrated when the need to understand, engage and identify the community is recognised and acted upon early in the process. Integrity occurs when involvement is conducted in a manner that fosters mutual respect and trust. Effective stakeholder involvement develops a “social licence” to operate and depends on mutual trust, respect and transparent communication between a company and its stakeholders. Respect is created when the rights, cultural beliefs, values and interests of stakeholders and neighbouring communities are recognised.

Transparency is demonstrated when community concerns are responded to in a timely, open and effective manner. Inclusiveness is achieved when broad participation is encouraged and supported by appropriate participation opportunities. Trust is achieved through open and meaningful dialogue that respects and upholds a community's beliefs, values and opinions.

Stakeholder analysis determines the likely relationship between stakeholders, and helps to identify the appropriate consultation methods for each stakeholder. Some of the most common methods used to consult stakeholders include: Telephone, email, one-on-one interviews, workshop/focus group discussions, distribution of pamphlets and newsletters, public meetings, newspaper/magazines and radio. At OPM School, telephone calls, meetings and focus group discussions are used to consult the stakeholders.

1.3 Motivation Statement

Complaints to Uganda Orthopaedic Officers' Association (UOOA) about patients being mishandled by orthopaedic officers and my personal observation; having been a part-time tutor and practical examiner in the school of Orthopaedic Medicine for five (5) years and having worked as an Orthopaedic Officer for twelve (12) years in the National Referral and Teaching Hospital, I can attest to the fact that there are information gaps among OPM graduates. Having been empowered by Masters in Vocational Pedagogy program as an agent of change, to demonstrate functional knowledge, skills and values for all types of work that are essential for development; the modules I have had in action research methods, curriculum development, implementation and evaluation empower me with the skill and knowledge to come up with strategies to enhance curriculum implementation among prospective Orthopaedic Medicine graduates. Education goals can be achieved only through reliable valid curriculum and proper evaluation of the process for updating and fulfilling required social

needs. Such evaluations can be initiated by concerns of an individual, employers or groups of stakeholders as in my case.

1.4 Situation Analysis

Situation analysis aims at finding out a fault / concern in the situation so that it may be improved or solved. In this situation, there was a general concern coupled with complaints to the Uganda Orthopaedic Officers' Association about patient mismanagement by health workers due to lack of particular competences needed at the workplace. For example, one health practitioner applied a very tight POP cast that led to the patient 's leg being amputated, cases of poorly injected patients who end up with deformities or serious injuries including death and several other cases of patient mismanagement. This incompetence among the graduates was an indication that the graduates had not been fully equipped with the competences required by the world of work that is to say the curriculum was not covered during their training. The researcher had a future workshop with the stakeholders where it was established that there was a need to involve part-time tutors in designing the time table to achieve curriculum completion so that the students can obtain adequate knowledge, skills and competences that are required of a graduate trainee at OPM.

1.4.1 Situation at OPM School, UIAHMS-Mulago

OPM School has two (2) full time tutors and twenty (20) part-time tutors. Since almost ninety-five (95) percent of tutors are part-timers, there is usually collision of the timetable activities with the tutors' other activities coupled with absence of tutors to cover timetable activities in case one tutor gets an emergency and is not able to cover his or her scheduled period or goes on leave. Shortage of tutors coupled with poor allocation system to clinical practical areas leads to inability to cover the curriculum content which in turn gives birth to

graduates with knowledge and competence gaps thus mismanagement of patients at the work place. According to Semahore (2016), results from work process and document analyses reveal that 23 (50%) of the clinical clerkship objectives are not met at the school of Orthopaedic Medicine. This implies that the curriculum is not fully covered. Through future workshop (FW) discussions with stakeholders, we were able to decipher that the curriculum is not fully covered due to management issues like poor coordination among the tutors who are not involved in the process of designing the timetable.

1.5 Future Workshop Procedures Carried Out.

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

In the context of this study, the Future Workshop (FW) was planned and scheduled for 5th December, 2017 at 2pm, in the OPM classroom and there was another FW on 9th January in the UIAHMS-Mulago board room at 2pm. FW was used as a research tool at this point to identify gaps and to lay possible strategies for improving the state of affairs at OPM school, UIAHMS-Mulago. During the future workshop, only four phases were critically observed notably; preparation phase, critique phase, fantasy/utopia phase and reality phase.

1.5.1 Preparation phase

During the preparation phase, the researcher came up with an agenda that was to be followed during the future workshop. The identified facilitators and participants were invited for the workshop as planned. The room and local facilities for the workshop were settled by the researcher; purchased the writing materials (Pens, papers, markers and manila papers) and refreshments.

1.5.2 Critique phase

Having observed the various cases of poor patient handling, the stake holders' meeting started with the critical question: "why are patients being mismanaged by health workers?". Brainstorming was used as a tool for idea generation in the critical phase of the future workshop. Participants generated ideas while observing the rule of the thumb as the guiding principle that is first idea generation, no criticism, respect for everyone's idea, short responses and combination of ideas permitted. Together with the stakeholders, gaps were identified, visualized and possible strategies to fix the causes of the challenges identified were suggested in the FW (Appendix 6).

The problems above were grouped into clusters and these included; poor time management, poor communication, large content in some course units, poor management (Appendix6).

1.5.3 Fantasy phase

In the fantasy phase also known as utopia, participants imagined an exaggerated picture of the future possibilities of the problems identified in the critique phase. All the ideas were collected and put in an "idea store", regardless of their practicability. Stakeholders imagined

that every situation was possible and resources were available to address the gaps in this Utopia phase of the FW. After clustering, the problems were turned into positives (Appendix 6) and then each issue was given a letter (Appendix 6) to represent it in the matrix. There was a draw among three issues so that the pair-wise matrix was done for the three, the second pair-wise ranking showed that management issues were the core causes of non-completion of curriculum (Appendix 6). Proper Management Issues included: timely payment of tutors and facilitating the logistics for clinical areas, well streamlined timetable including extra-curricular activities, part time tutors that are willing in the available time, involving part-time tutors when designing the timetable, improving the allocation system for clinical practice and keeping records, involving all stakeholders in designing all activities, recruitment of more tutors.

Due to unavoidable circumstances, by this time several stakeholders had left so it was decided that we have another meeting as continuation of the future workshop and it was scheduled for 9th January 2018. The second FW started with an opening prayer, introduction of participants, summary of the previous FW by the researcher, communication from the Principal, prioritizing and was closed with a prayer

Figure 1: The Principal of UIAHMS-Mulago

Source: By Researcher, UIAHMS-Mulago (January, 9th, 2018)

In figure 1, the Principal of UIAHMS-Mulago is seen making his submission during the future workshop at the institution. The Principal of UIAHMS-Mulago informed the stakeholders that there are various stakeholders including parents, students, tutors or instructors, hospital and the UIAHMS management. He also submitted that students learn 70% from the wards and 30% from the classroom. Then he gave a submission on the various management issues that were identified by the stakeholders as being the core causes of non-completion of the curriculum; He submitted that there was no recruitment of tutors as the process is long and involves several other ministries like ministry of finance and ministry of public service. About the issue of part-time tutors, he said that people come for various

reasons hence it affects their commitment although there is a delegation of the supervisory role to ensure that teaching takes place.

1.5.4 Reality Phase

Management issues were arranged into short term, and long term, as shown in Appendix 6. The stakeholders agreed to work on the short term issues and a work plan was drawn.

Figure 2: Stakeholders meeting at UIAHMS-Mulago

Source: Researcher (January, 9th, 2018)

1.6 Statement of the Problem

For purposes of syllabus completion, whereby its implementation includes part-time tutors, there is need to involve the part-timers in designing the time table.

At OPM School, UIAHMS – Mulago part time tutors are not involved in designing the time table leading to missing lectures due to collision of the lecture time with the tutor's other activities. This has led to non-completion of the curriculum.

In order to counteract this problem, stakeholders at OPM School, UIAHMS-Mulago agreed to involve the part-time tutors in the designing of the time table to achieve curriculum completion.

1.7 Purpose of the Study

To involve the part-time tutors in the designing of the time table to achieve curriculum completion at OPM school, UIAHMS- Mulago.

1.8 Objectives of the study

i) To involve part time tutors in designing the time-table at OPM school, UIAHMS-Mulago.

ii) To implement the designed time-table at OPM school UIAHMS-Mulago.

iii) To evaluate the impact of the implemented time-table on curriculum completion at OPM school UIAHMS-Mulago.

1.9 Research Questions

i) How can part time tutors be involved in designing the time-table at OPM School, UIAHMS-Mulago?

ii) What happens during implementation of the designed time-table at OPM School UIAHMS-Mulago?

iii) What is the impact of the implemented time-table on curriculum completion at OPM School UIAHMS-Mulago?

1.10 Justification of the Study

The society expects health work force to be competent in service delivery. On the contrary, the aspect of non-completion of the curriculum by the graduates compromises their service delivery, hence affecting their confidence and failing to match with societal expectations. Therefore, it is against this background that this study has been conceived. There are increasing cases of patient mismanagement by health workers, making the study very relevant and necessary to involve stakeholders in designing the time table to achieve curriculum completion at OPM School UIAHMS-Mulago.

1.11 Scope of the Study

This included the geographical scope and the content scope.

1.11.1 Geographical Scope

The study was conducted at Uganda Institute of Allied Health and Management Sciences, UIAHMS- Mulago in school of orthopaedic medicine in Kampala district. It is located on Mulago hill, 3 Km north of Kampala city. It neighbours Mulago National Referral and Teaching Hospital, Makerere University Medical School and Mulago Nursing School.

1.11.2 Content Scope

The content scope of this study covers involvement of part time tutors in designing the time table and evaluation of the implemented time table to achieve curriculum completion at OPM School UIAHMS-Mulago.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the work of other researchers, academicians and scholars regarding the involvement of stakeholders in designing the time table to achieve curriculum completion. It also presents the theoretical and conceptual frame work. The review was based on the following sub themes:

i) To involve stakeholders in designing the time-table at OPM school, UIAHMS-Mulago

ii) To implement the designed time-table at OPM school UIAHMS-Mulago

iii) To evaluate the impact of the implemented time-table on curriculum completion at OPM school UIAHMS-Mulago.

The study was based on the theoretical underpinning of working together as a group in laying strategies for solving common concerns, which was developed by Wenger (1998) in his book of Communities of Practice. A Community of practice grows naturally because of the members' common interest in a particular area or it can be created deliberately with the goal of gaining knowledge related to a specific field. It is through the process of sharing information and experiences with the group that members learn from each other and have an opportunity to develop personally and professionally (Wenger, 1998 2011). At OPM School, the researcher identified key participants of common concerns and worked together in identifying work processes, gaps/challenges and possible strategies to fix them as a Community of Practice.

Action Research (AR) approach used in this study is a special kind of community-based action research in which there is collaboration between the study participants and the

researcher in all phases of the study. In this study, stakeholders were and will be involved in all phases from planning, holding the future workshop and identification of problems, suggesting possible solutions, implementation, follow up and evaluation of the impact of identified strategies. This is supported by Meyer (2000) who maintains that in action research, practitioners identify any existing problem, seek and implement practical solutions and systematically monitor and reflect on the process and out-come of change. This therefore implied that the participants and the researcher were and is co-researchers throughout the entire research study. Therefore, participatory action research design was used because it is collaborative and democratic in nature.

Participants and the researcher joined together in promoting democratic and social changes within the institution. Similarly, Wenger (1998 2002) affirms that communities of practice share a concern or a passion for something they do and learn how to do it better as they interact regularly. Members engage in joint activities and discussions, help each other and share information. They build relationships that enable them to learn from each other as a way of addressing recurring problems. A growing number of people and organizations in various sectors are now focusing on communities of practice as a key to improving their performance. The researcher used the same approach for improving collaborative management in order to achieve curriculum completion and better acquisition of knowledge and competences at OPM School, UIAHMS-Mulago.

2.1 To involve stakeholders in designing the time-table at OPM school, UIAHMS-Mulago

The primary stakeholders include students, teachers, and the management of the educational institute. The stakeholder responsible for designing the timetable can be the head teacher or an administrator. Timetabling is trying to match teachers to classes and teaching spaces in the most effective way possible so that students and teachers have a

working week that gives us the best chance of delivering the curriculum. With an acute awareness of the human issues surrounding staff deployment and the implications for students' experience at school. It's the human element that presents the challenge, not everyone can get what they want or sees the big picture.

Timetabling performs the important task of allocating a large proportion of the school's resources. The resources of teacher time, pupil time and room space have their use controlled directly by the timetable. Good compromises need to be based on some principles and that need to be informed by the school ethos – the priorities for learning, the well-being of staff and students, professional development and so on. The challenge is to decide which things to sacrifice and which things to protect and sometimes, two choices are mutually exclusive as it is one or the other because you cannot have both. The difficulty with this process is the communication as it is hard to share all the details with everyone until it is all done. Ideally people should know roughly what to expect before the timetable is done since it cannot be changed.

Part-time staff and Timetabling: Part-time timetables are a huge constraint – when a teacher you really need can only work on certain days. However, part-time working is a vital part of a healthy school culture. Schools should be good family-friendly places to work and to bring up children or that allow people to step down to retirement. This is how you keep good people in the profession. At the same time, a part-time teacher should not necessarily call the shots on the days they can work because this can have an effect on other people. It is important to have a flexible but positive attitude. The greatest art in timetabling is solving the puzzle in a way that gives a good flow of lessons for everyone.

The moment at which stakeholders participate (for example: right from the beginning, only at the end, throughout the entire process); the objective of their involvement (for

example: information, consultation, decision-making, implementation); the desired or perceived impact of their participation (for example; mobilizing popular support, creating ownership) are all important considerations in designing the time table.

Goldberg, J. H. (1982) details many of the problems associated with part-time teaching. A set of categories of part-timers is developed. The biggest problem is status differential. Goldberg proposes democratic inclusion as a solution.

Dolores Davison and Arnita Porter propose that activities should be scheduled at times that part-time faculty will be able to attend; be certain to invite part-timers specifically; involve them in more than just departmental activities.

Maguire, P. (1983-1984) begins with a quote from a manager to the effect that "the judicious use of adjunct faculty" can enhance education in "a cost-effective manner." The author assumes that the quality of education may be affected by "instructors who may not fully share the goals of the institution." The basic argument of the article is that if part-time faculty can be made to feel at home they will teach well and cause no trouble. If the morale of part-time faculty is raised, they will do better in the classroom

Ughetto, Sanderson, and McLeod's (1983) findings indicate, as expected, that part-time faculty want more inclusion and need to become familiar with educational policy. This is in spite of their finding that the primary motivation for teaching was income. Thompson (1992) argues that hiring part-time faculty cedes more control to administrations. Part time faulty are moving curriculums toward vocational education and providing students with the corporate model of long hours and overwork.

McGuire (1993) advocates making best use of the talents and skills of part-time faculty. Integration into the mainstream of the institution is important. Part-time faculty are good teachers, a curriculum resource, they are committed, they are a link to the community,

they are a link to the workplace, they are a talented pool for full-time recruits and they save money. "Part-time faculty are only a problem when they are viewed as a source of cheap labour. As Altbach (1995, Jan. 6) observes part-time faculty members do not participate in making key decisions and are not easily available to students, but in many cases bring practical experience to the classroom.

Arden (1995, July, 21) argues that since part-timers seem to be a permanent fixture in higher education, "we have to do better than we are now doing with our part-timers." At the present time the only supervision part-timers receive is being told about minimum requirements and what textbook to use. Part-timers need more attention paid to them. One way is to enhance their teaching skills. Improving part-time faculty performance would require minor institutional investment and boosting part-timer's morale. In some ways that are not explained this reduction of isolation of part time faculty is better for students

2.4 To implement the designed time-table at OPM school UIAHMS-Mulago

(Friedlander, (1979)) questions the instructional capabilities of part-time faculty compared to full-time faculty. Based on national surveys he finds that part-time faculty have less experience, have spent less time at the current institution, more of them have less say about instructional materials, use fewer out of class activities and use support services less often than full-time faculty. In addition, part-time faculty are more likely to grade based on in-class activities and be less involved in "professional-growth" activities. Most of this can be explained by the fact that part-time faculty teach under less favourable conditions than full-time faculty. Friedlander recommends increasing faculty knowledge of the institution, encouraging participation in staff development programs, extending staff support services to part-time faculty and fostering professionalization of the faculty. Tuckman and Caldwell

(1978) worry that increments in skill and experience in the part-time group are not being rewarded. With no incentive the quality of part-time faculty may decline.

2.5 To evaluate the impact of the implemented time-table on curriculum completion

There is little academic kinship between part-time and full-time faculty because part timers do not participate in departmental or institutional life. The concerns of part-timers are more directed toward adequate pay, guarantees of continuing work, preference for full-time work. Part-timers are generally satisfied with many aspects of their jobs, for example teaching, but dislike being outside of the framework of decision-making. They are dissatisfied with the low salary and little or no benefits.

Kraft (1978) Kraft indicates that part-time faculty increases are a result of "a retrenchment of persons, not positions." He does not believe that the labour market is the cause. He compares the part-time situation with the de-skilling found in the computer industry. He sees academics immersed in the culture and ideology of professionalism as victims of their employer.

Stakeholder involvement enables them to experience a greater sense of belonging to the school (Reyes & Fuller, 1995). As a result, the element of collaboration helps schools become more effective and efficient (Éthier, 1989), as it influences pedagogy (better quality teaching in general (Inger, 1993a), a rightful place for pedagogy (Howden &Kopiec, 2002; Inger, 1993a), and content continuity (Van Wessum, 1999). More recently, Carrie Leana, professor of organizations and management at the University of Pittsburgh, wrote in the Stanford Social Innovation Review: “When the relationships among teachers in a school are characterized by high trust and frequent interaction—that is, when social capital is strong—student achievement scores improve.”

2.6 Theoretical Frame work and conceptual frame work

2.6.1 Theoretical framework

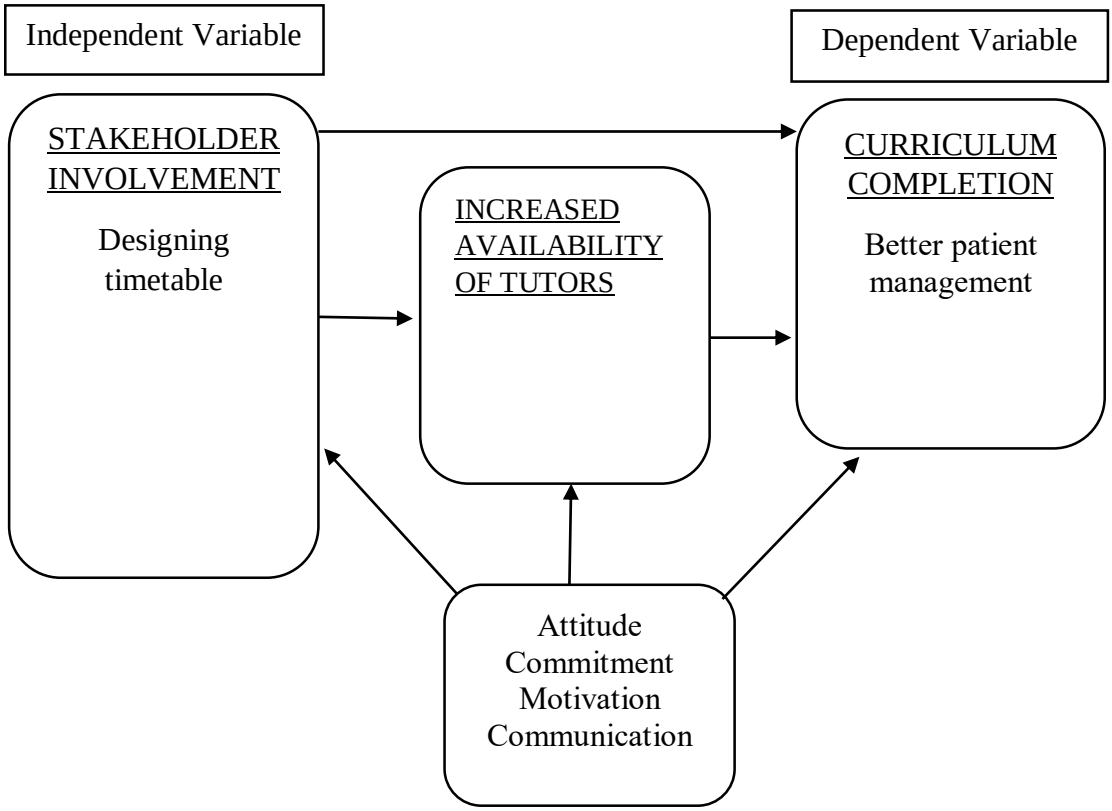
Theoretical frame work refers to a structure that can hold or support a theory of a research study. This study is based on the stakeholder theory by Edward Freeman.

According to Edward Freeman's stakeholder theory a company's stakeholders include just about anyone affected by the company and its workings. He suggests that a company's stakeholders are "those groups without whose support the organization would cease to exist." In this study at OPM School, the stakeholders include: tutors, administrators, students and parents. At OPM school, part time tutors are one of the groups without whose support the school would cease to exist. Without part time tutor involvement in designing the time table, there was collision of time table activities with the part-time tutors' other programs which resulted in missing lectures. Thus the curriculum was not completed which affected patient care in the world of work as graduates lacked certain knowledge, skills and competences. This study worked with part time tutors and enlisted their support through involvement in time table design to reduce the collision of time table activities with the part-time tutors' other programs hence increasing their availability to teach.

Furthermore, Freeman (1984) asserts that stakeholder theory raised awareness of the relationships and the ripple-effect that is the spreading effects experienced as a result of a single event of a company and its many stakeholders. In this study, involving part time tutors in designing the time table raised awareness to the other factors that affect curriculum completion which include motivation, student attitudes, commitment and communication.

When using the opinions and influence of all your stakeholders to help shape your project, you and the project will be much better positioned for success. In this study, involvement of stakeholders in designing the time table improved their availability leading to improved curriculum coverage and thus improved acquisition of knowledge, skills and competences for the work place.

2.6.2 Conceptual Frame Work



Conceptual Frame work

Source: By Researcher

Involvement of stakeholders in designing the time table increases the availability of tutors as it boasts their attitude, improves their commitment hence improved curriculum coverage. Improved curriculum coverage translates into better patient management

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents a detailed plan, clearly indicating the research design, area of the study, study population, sample size and sampling techniques, data collection methods and tools, quality control methods, data analysis techniques, ethical considerations and limitations. This is in line with Todd (2012) description of methodology as procedures used to obtain and analyse data.

3.1 Research Design

A descriptive research design based on participatory approach, using qualitative method was used (Dick, 1993: 2001). The study employed a participatory action research approach because it allowed the stakeholders to freely diagnose the problems affecting the school through the situation analysis and develop practical solutions to address them quickly and efficiently. It offered a complete description and analysis of a research subject without limiting the scope of the research and nature of participants' responses (Collins & Hussey, 2003). The key participants were assigned responsibilities and dates of completion. Selener (cited in Reason & Bradbury, 2001, p. 1), describes participatory research as a process through which members of an oppressed group or community identify a problem, collect and analyze information, and act upon the problem in order to find solutions and to promote social and political transformation.

In order to understand how action research works, the action research cycle adapted from Kemmis and Taggart (1982) was used to interpret its gradual process. Although the cycle is quite good it is not sufficient to explain the entire passive process since Action

Research (AR) involves constructing identities as shown in the cycle in figure 3(Taggart, 1982).

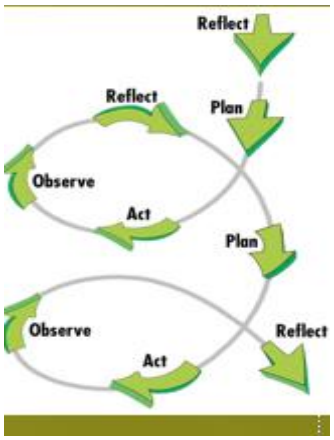


Figure 3: Action research cycle.

Adapted from (Kemmis & Taggart, 1982).

The cycle of action research shown in figure 3 typically comprises of four (4) levels that include: reflecting, planning, acting and observing as explained below;

Reflection: This level involves looking back on the past events, on what happened, how it happened, taking time to involve and listen to stakeholders for their different perspectives and developing ideas or 'theories' through interpretations of what happened and sharing ideas as a community of practice. This helped stakeholders to develop strategies of what can be redirected and making informed opinions based on the information gathered.

Plan: Planning in the context of this study involved identifying the actions to be tried out and developing actionable strategies in an attempt to improve the situation. The action plan is thus developed through collaborative participation with stakeholders as it is the case for all levels in the cycle. At this point, stakeholders came together to dialogue about what

they were to do and how they were to do it so as to enhance curriculum completion at OPM School, UIAHMS-Mulago.

Action: Action involves doing what one said is going to do, systematically and creatively implementing the action plans, communicating with others while involving them in the process and keeping track of what happens. The researcher participated in the involvement of part-time tutors in designing the timetable and its implementation.

Observation: Good observation requires looking at what is happening and describing it accurately since it provides a comprehensive base for reflection of what took place. The observation level takes into account something that is happening or not happening, using available information, finding out new information and involving a range of stakeholders to describe what they think is happening in an institution. This gives basis for yet another reflection in the cycle. Therefore, since action research is a cyclic process, after the first phase of improvement on challenges presented, the cycle continues until when all the identified gaps are addressed in abide to improve the circumstances whereby the part time tutors will teach all their scheduled lectures and consequently enhance curriculum implementation at OPM School, UIAHMS-Mulago.

3.2 Area of the Study

The area of study was School of Orthopaedic Medicine, UIAHMS-Mulago, Kampala district targeting mainly the administrators, instructors and the students. School of Orthopaedic Medicine, UIAHMS-Mulago was selected because the researcher is a clinical instructor there. Since she stays within Mulago, the researcher easily located the respondents through face to face interviews and focus group discussions.

3.3 Study Population

The population size of School of Orthopaedic Medicine, UIAHMS-Mulago according to the school records in January 2018 is about one hundred and eighty-eight (188) students with one hundred and forty-three (143) males and forty-five (45) females; two (2) permanent tutors with one (1) male and one (1) female, about twenty (20) part-time tutors and six (6) clinical instructors. However, with special reference to this study, the target population comprised of participants in the following categories: students, tutors and administrators.

3.4 Sample Size and Selection.

Using Krejcie and Morgan (1970) table of sample size determination, the researcher arrived at the sample size of participants as indicated in table 3.1.

Table 1: Composition of study Participants (Population, Sample Size and Sampling Technique)

Category of participants	Target population	Sample size	Sampling technique
Students	188	21	Stratified
Tutors	20	10	Convenience
Administrators		3	Purposive
Total		**34**	

Selection was done according to the willingness of individuals and category of people to provide the required information for the study. Instructors were selected using convenience sampling technique because they belonged to the school of OPM (a trade which is under study) and they were interested and volunteered to help in the implementation of the agreed strategies for the improvement of situation. The students were selected using stratified random sampling technique according to their year of study that is first year representatives, second year and third year representatives because they had different challenges and were able to give their experiences so as to improve the situation.

Administrators were purposively selected because they are the decision makers, influential and can promote the implementation of the recommendations of the study. This enabled the researcher to collect valid information relating to the study and follow up the implementation processes with key participants.

3.4.1 Sampling Techniques

The researcher used purposive sampling for selecting key participants for the case of this research. The administrators who are the key informants were purposively selected, tutors were selected using convenience sampling technique because they were interested and volunteered to help in the implementation of the agreed strategies for the improvement of situation. The students were selected using stratified random sampling technique according their year of study that is seven (7) first year representatives, seven (7) second year and seven (7) third year representatives to aid the researcher in ensuring that the required information is gathered from the right respondents. This enabled the researcher to collect relevant information relating to stakeholder involvement in time table design.

3.4.2 Sample Size

A sample is a segment of the population with the same characteristics as the population on whom the study is conducted (Burns and Grove, 2003). The study had a sample size of respondents for both interview and Focus Group Discussion (FDG) methods that involved 21 students, 10 tutors and 3 administrators.

3.4.3 Study variables

Stakeholder involvement is the independent variable whereas curriculum implementation is the dependent variable. The independent variable is the variable that is manipulated to determine the value of a dependent variable. The dependent variable refers to the variable being studied and measure; it is what changes as a result of the changes to the

independent variable. In this study, stakeholder involvement is being changed to see what happens to curriculum coverage.

3.5 Methods and Tools of Data Collection

The researcher employed interview, Focus Group Discussion (FGD) and future workshop methods while collecting data for the study. Data collection methods and tools are summarized in table 2 followed by a description of each.

Table 2: Summary of data collection methods and tools

Method	**Tool**
Interview	Interview guide
Focused Group Discussion (FGD)	FGD Guide
Future workshop	Future workshop guide
Observation	Observation checklist (log book)

Source: Primary data.

3.5.1 Interview

The purpose of the research interview was to explore the views, opinions, experiences, beliefs and motivations of individuals on specific matters at School of Orthopaedic Medicine, UIAHMS-Mulago.

Interviews enable the participants to describe their situation hence offering the researcher access to participants' ideas, feelings, and recollections in their own words, rather than the words of the researcher (Key, 1997). Unstructured interviews were used to collect data from the stakeholders on challenges encountered during the implementation of the collectively designed time intended to improve curriculum completion.

The researcher used unstructured interviews because of their nature of flexibility that allows the questions to emerge from the immediate context of presentation Gubrium & Holstein (2002). This enabled the researcher and the participants to share and learn from each other throughout the interviewing process in a collaborative manner. Kvale (2009) regards

interviews as an interchange of views between two or more people on a topic of mutual interest.

3.5.2 Focus Group Discussion (FGD)

Focus group discussion was chosen because it uses limited resources in terms of time, man power and finance. The phenomena being researched required collective discussion in order to understand the circumstances, behavior and provided detailed views, opinions, experiences, beliefs and motivations. A focus group discussion aims at using participants' feelings, such as perceptions and opinions (Myers, 1998).

This study focused on four groups of respondents each, arising from 21 students forming three FGDs representing first years, second years and third years, 10 tutors forming one FGD. The FGDs were used during situational analysis process and during data collection, validation and report writing. This is in line with participatory action research approach which upholds that the problems within an institution should be based on group discussions (Mikkelsen, 2005). This method helped the researcher to understand participants' responsibilities, benefits, desires, research issues and to plan for improvement. Focus group discussion is a participative method that involves a homogenous group of respondents in the discussion of issues of common concern through a moderator (Mbabazi, 2007)

3.5.3 Future Workshop

This is a future technique developed by Jungk, Luiz and Muller in 1970's. It enabled a group of people to develop new ideas and solutions in a collaborative effort towards existing problems. A future workshop emphasizes critique learning, team work, democracy, and empowerment (Lauttamaki, 2014).

The future workshop started with self-introduction of the researcher followed by a brief introduction of the purpose of the gathering. Participants were encouraged to brainstorm on

their expectations and fears in regard to the workshop and in the critical stage they gave their views.

Following the above, the researcher presented and explained to the stakeholders the guiding principles of the action research, future workshop as being collaborative, democratic, equitable and transparent. By being collaborative and democratic, any action research agenda is inseparable linked with dialogue and freedom necessary in the empowerment of all stakeholders in attendance that are affected by the issues at hand.

3.5.4 Participant observation

This method involves recording all those phenomena which are visible to the human eye. It entails making critical analysis of events, seeing and hearing. The researcher as a participant and moderator in this collaborative research lived with the key participants as in a community of practice, listened and took notes of the events that were taking place at the institution during the study. This is in line with Crossman (2017) when he asserts that, "to conduct participant observation, the researcher often lives within the group, becomes a part of it, and lives as a group member for an extended period of time, allowing them access to the intimate details and goings on of the group and their community". In this way the researcher observed the respondents' participation in the different activities, particularly during the implementation and follow-up phases using the observation tool that was designed. The tool was instrumental in gathering detailed and accurate first-hand data and above all, it was helpful in triangulating the information acquired from the interviews with the information from FGDs. Triangulation refers to the application and combination of several research methods in the study of the same phenomenon. Triangulation facilitates validation of data through cross verification from more than two (2) sources

3.6 Research Tools

The study employed research tools like interview guide, Focus group discussion guide, Future workshop guide, log book and cameras.

3.6.1 Interview Guide

The researcher formulated an interview guide (appendix 3) based on the study objectives to gather information from the participants because there is provision for subject areas within which the interviewer was free to explore, probe and ask questions. This approach was chosen because it permitted the establishment of confidence and co-operation between the researcher and respondents, which made it easier for the interviewer to get vital information.

3.6.2 Focus Group Discussion (FGD) Guide

In this study, respondents from groups of students and groups of instructors and administrators took part in FGDs. Thus an FGD guide (appendix 4) was developed for guidance in the data to be collected. FGD included discussions about the impact of the designed time table, views, opinions and insights on tutor attendance.

3.6.3 Future Workshop Guide

Unlike in the situation analysis where Future Workshop (FW) was used as a problem identification tool, at this stage, FW was used as a data collection tool. The FW (appendix 5) was used as a tool in this study because it was aimed at supporting participants in identifying common problems, develop strategies in order to improve on the situation at OPM, UIAHMS-Mulago. This FW was developed for groups with limited resources to have a say in collective decision making process. It was meant to shed light on common challenging situations, to generate visions about the future and to discuss how these visions could be realized. FW is a good tool for tackling complex problems where many, often seemingly

contradicting views, have to be fitted together (Lauttamäki, 2014). FW was developed by Jungk and Müller in the 1970's as an investigative way to highlight problems and look for suggestions to solve them. In light of the aforementioned views, key participants at OPM, UIAHMS-Mulago developed strategies through voluntary and active participation in the study as emphasized in community of practice.

The researcher employed this tool because once stakeholders are empowered and directly involved in the process; they are often recognized as being the best players to make suggestions about improvement in their own work environment. Empowering them by counting on their opinions provided them with authority, responsibility and accountability for required decisions. This is in line with Wenger (2002) assertion that, "Communities of practice involves a group of people informally bound to one another through exposure to a common class of problems, pursuit of solutions and thereby themselves embodying a store of knowledge".

3.6.4 Log book

The researcher recorded the views of each discussion held by the participants within the focus group discussion in the log book. This contained all activities, indicating experiences including dates, the resolutions made by the participants and work plans. The researcher kept a logbook of observation, field notes and discussions. After each informal observation, the researcher recorded her observations in her log book. This data collection technique is highly substantiated (Maykut & Morehouse, 1994). These authors state that "The keen observations and important conversations one has in the field cannot be fully utilized in a rigorous analysis of the data unless they are written down".

3.6.5 Cameras

These were used to collect the evidence of the research through taking photographs and videos. They were vital during all focus group discussions especially when participants were stressing their views. For academic purposes, smart phones cameras were used to gather and document information during field research activities (Pelckmans, 2009).

3.7 Validity and Reliability of Instruments

According to Kimberlin (2008), validity refers to the quality that a procedure or an instrument used in a research is accurate, correct, true, meaningful and right. Validity therefore implies that, what we want to obtain is what we are supposed to measure. If the research tools used in the study enabled us to get what we wanted to get, then there is validity (Anastasia, 1982). In light of this, the researcher ensured that there was consultation and collaboration with supervisors for the purpose of developing items on the instruments which were to be used to collect accurate and desired data.

Reliability, on the other hand, refers to the consistency of a research procedure or instrument. In other words, it is the degree of consistency demonstrated in the study. Thus, reliability implies stability or dependability of an instrument or procedure in order to obtain the same information. This is in agreement with Kahn (1986) who asserts that whatever is done should be done consistently.

In this study the researcher pre-practiced focus group discussion and interview methods with different individuals to see whether the key questions could easily be understood and see whether they could bring useful answers.

3.8 Procedure of data collection

Data was collected using the future workshop model which involved four phases: preparation, critique, fantasy, reality and implementation phase. In the preparation phase, the

researcher presented an introduction letter from Kyambogo University to seek permission to carry out action research and verbally explained the purpose of the research to the Principal of UIAHMS-Mulago. The researcher organized meetings to draw the work plan for all the activities to be done during the action research process. The participants included learners, tutors and clinical instructors and top administrators.

3.9 Data Analysis

Data from the interviewees and focus group discussions for this study was coded, analyzed manually by first identifying major themes and sub-themes based on the study objectives and questions. The schematized data frequencies (Creswell, 2003) that were got from interview results were coded, edited, arranged and analyzed.

3.10 Ethical Considerations

To address the ethical issues, the researcher presented an introductory letter from the faculty of Vocational Studies, department of Art and Industrial Design of Kyambogo University to the respondents so as to avoid bias and give focus of the study.

Principles of ethics were taken into consideration in the course of the research.

The researcher also ensured that the information got from participants was kept very confidential to avoid the stakeholders being in danger of being victimized of any ideas contributed during the study. Free discussion and every one's idea was considered to encourage maximum participation by the stakeholders without any form of distress.

Anonymity was maintained through the use of stakeholders or respondents to conceal the identity of participants. This is because the information provided by respondents would in no way reveal their identity. Recording responses and photography during the interviews,

focus group discussions and FW was done under the permission of the participants to avoid fear and suspicion.

3.11 Limitations of the Study

Attitudes of the participants at OPM school; some could not believe that the study was only for academic purposes and thus could conceal part of the required information. This could have undermined the quality of the findings of this research.

Also limited time for meeting the stakeholders affected the study since some participants were too busy for instance, the tutors as most of them are part-timers. They might have had fixed schedules of meeting the researcher and this delayed the work of this research.

There was difficulty in having meetings with the part time tutors as there was no time for them to come together at the same time since they had commitments elsewhere. Yet in the future workshop it was planned to have a meeting before the semester begins, during the semester and at the end of the semester.

There was no registration procedure for part time tutors so tracking their attendance was not easy except from the class coordinators who are students and can be subject to compromise and exploitation

CHAPTER FOUR

PRESENTATION AND EVALUATION OF FINDINGS

4.0 Introduction

This chapter covers presentation and evaluation of the findings from collaborative designing of the time table and its implementation at OPM School, UIAHMS-Mulago, Kampala.

4.1 Findings from collaborative design of the time table

At OPM School, students missed lectures due to collision of class time-table with part time tutors' other activities. Approximately ninety-five percent (95%) of the OPM School tutors are part timers so they rescheduled lectures abruptly on private arrangement without communicating adequately to the concerned students. Inadequate communication between the tutors and students led to missing lectures because the students were not adoptive to the available time of the tutors. Additionally, some part time tutors lacked commitment to teaching the students yet they were allocated teaching time on the time table. As a big number of tutors were part timers, there was lack of backup during emergencies for tutors for instance if a tutor got sick and could not come for lectures, then the students would miss that lecture hence wasted time and thus non completion of the curriculum. So to solve the above problem, we involved part time tutors in designing the time table to achieve curriculum completion at OPM School.

Involvement of part-time tutors while drawing the time table was aimed at improving tutor attendance of lectures to achieve curriculum completion at school of orthopaedic medicine. Unfortunately, it was not easy to get the various part-time tutors together for the meeting. It was decided that each individual should be called on their private phones so as to have them identify their favourable time as per available time on the time-table. About eighty

percent (80%) of the part time tutors were accessed on phone and chose their favourable time on the time table.

4.2 Findings from Implementation of the collaboratively designed time table

When part time tutors were involved in designing the time table, the researcher observed an increase in part time tutors' attendance for second semester period from February 29th 2018 to June 30th 2018 in comparison to the first semester period from September 2017 to January 2017.

Although there was increased attendance of lectures by the part time tutors, other issues came up during the implementation that affects curriculum completion. There was minimal tutor-student interaction as tutors came in for their scheduled lectures and left immediately after the lecture. This was because there is no adequate office space for part-time tutors to do their preparation; meeting with students for consultation, and /or meeting with peers.

It was learnt that part-time tutors were paid on hourly rate. Each hour spent in class was counted as an hour for pay purposes without consideration of one's skills of qualification yet some are specialists in various fields. Due to the policy of payment, part time tutors left immediately after their lectures without giving students time for consultation.

The researcher discovered that there was no registration procedure for part-time tutors. The only record was the class coordinator's book which captures tutor's name, signature, date, course unit, topic taught, time (in and out,) and contact and then the students attending the lecture also sign as well as the principal tutor (appendix 8). This kind of registration is subject to compromise for example there was a tutor that could coerce the student coordinators to allow them register without teaching since that was the record used to prepare the tutors' payment.

Involvement of part time tutors in designing the time table was aimed at reducing collisions of time table activities with the part time tutors other activities. Reduced collisions meant that tutors were available to teach and hence achieve curriculum completion at OPM School. We agreed to have meetings during the course of implementing the designed time table; the meetings were to be held before the semester began, during the semester and after the semester ended. During the process of implementation of the designed time table, there was difficulty in having meetings with part timers as a handful of them showed up for the meeting yet we required a representative number of at least half of their number.

It was observed that some part time tutors taught as per the time table schedule hence were able to complete the syllabi while some part time tutors taught very early in the morning or late in the evening or scheduled lectures during weekends so as to compensate for the time which had been missed.

It was also observed that students had minimal time to consult the part time tutors, this was because most part time tutors came in time for their lectures and left immediately after their lecture time; thus students were not able to acquire certain competences which they would have acquired through consultations with part time tutors.

It was observed that some part time tutor scheduled lectures during times that were inconvenient for the students so some students missed those lectures. Therefore, the goal of achieving curriculum was not reached since all the students were not able to attend the lectures and thus did not acquire the knowledge, skills and competences shared during that lecture.

It was realized that curriculum completion was not being achieved because some tutors assumed that students knew the various skills and competences that were required thus the

tutors did not guide the students during class discussions and /or gave them shallow information in a haste to complete the syllabus.

Another observation was that there was fear among students during focus group discussion. Students were hesitant to give their views and opinions about the part time tutors. This was because their colleagues could disclose their views leading to compromise in the teaching and learning experiences as the students fear to evaluate the tutors which in turn affect curriculum completion.

Lack of office space and support services led to frustration and anger. This blocked part time tutors from doing a good job due to lack of access to basic resources and this in turn affected tutor moral thus burnout. No adequate office space for part-timers signalled to students that these tutors had a second-rate status hence students got discouraged from seeking the assistance they needed. This implied that the tutors did not share information with the students thus some knowledge, skills and competences were not shared hence non completion of curriculum.

The study found that part time tutors were not part of the regular communication channels of the institution since most of them came in during their lecture time and left immediately after. Hence part-time tutors did not know about special events like seminars and conferences with content pertaining to curriculum implementation or resources they or their students could use to improve teaching and learning.

Some part time tutors did not respond positively to the collaboratively designed time table, for instance one tutor said that he had applied for a fulltime job the previous year but he did not get the job so he felt frustrated that the institution requires him to put in extra effort as a part-time tutor instead of giving him a full time job. This points to part time tutor

demotivation by the very fact that he is a part timer which resulted in non-completion of curriculum let alone teaching properly.

Since there was no attendance register for part time tutors, the researcher planned to observe the tutors' attendance as per the time table schedule so as to be able to evaluate the pattern of attendance for semester running March to June 2018. The researcher was able to collect data during lecture time to see what time the tutor comes in and what time he/ she leaves. Hence the researcher was able to see what the tutors did instead of relying on what they said like some claimed to have taught yet they did not appear for the lectures. The researcher was able to check tutors' nonverbal expressions like expressions of excitement as one entered the classroom or frustration as students asked for breaks after long periods of learning especially for tutors that scheduled weekend lectures.

Because the tutors knew that the researcher was observing their attendance, as agreed on in the future workshop, some of them taught for longer periods than scheduled while others were not bothered. This helped the researcher yield valuable insight on how people behave knowing that they are being observed or monitored. On the other hand, this put the researcher in an ethical dilemma as tutors felt that the researcher was monitoring them yet she was observing the teaching and learning for research purposes only.

Having to observe several part-timers was expensive and time consuming for the researcher since almost ninety-five percent (95%) of lectures are taught by part-timers

Some part-time tutors said that they were very busy during the week; they had to spend additional time travelling between jobs, which made it difficult to organize a coherent work life. Therefore, they scheduled lectures outside the time table schedule in an attempt to complete the syllabi. Some were unreachable on phone and even did not turn up for the

lectures on the time table. Those that were consulted as the time table was being designed taught during their scheduled time.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

5.0 Introduction

This chapter discusses findings from the collaborative designing of the time table and its implementation. This discussion of the findings basically depended on the interpretation and description of the processes based on the researcher's reflection and interpretations of the results from collaborative designing of the time table and its implementation. In this discussion, the researcher incorporated related views, theories and concepts from various scholars where it was deemed necessary to back up the discussions of findings.

5.1 Discussion of findings from collaborative design of the time table

Involvement of part time tutors in designing the time table resulted in improved part time tutor attendance. There was an increase in part time tutors' attendance for second semester which runs from February 29th 2018 to June 30th 2018 in comparison to the first semester which runs from September 2017 to January 2017. During the first semester, part time tutors' attendance was observed to be forty percent (40%) that was majorly taught for six (6) weeks out of the fifteen (15) weeks that are meant for teaching. During second semester, part time tutors' attendance increased, it was observed to have increased to eighty percent (80%). The majority of part timers taught for twelve (12) weeks out of the fifteen (15) weeks. This increased part time tutor attendance was a result of involvement of part timers in designing the time table which reduced collision of time table activities with the part time tutors' other activities hence increased availability of the tutors.

On the other hand, increased tutor attendance may not necessarily translate into curriculum completion. The quality of the pedagogical processes for example, selection of

lesson objectives, methods of instruction, methods of assessing instruction, course enrichment programs within the classroom also need to be considered. When tutors are out of the classroom, learning is minimised. The question here is "does improvement of tutor attendance ultimately translate into student learning?" A teacher in the classroom is an important pre-requisite for learning to take place, but it is clearly not the only one. Student learning is the result of a complex process in which not only are the inputs important, but also the educational processes taking place in the classroom. For instance, students complained that some tutors told them stories inside of teaching while some gave information that is irrelevant or not part of the syllabus. Therefore, having a tutor in the classroom may not mean that teaching and learning is taking place so tutor availability does not necessarily imply curriculum completion. But this research did not cover the pedagogical processes within the classroom.

It would seem that having a teacher in the classroom is an important but insufficient pre-requisite for improving achievement. Lost student achievement as a result of tutor absenteeism leads to competence gaps. Tutor absenteeism affects classroom consistency and hence student achievement. Common sense suggests that teacher absences impact student learning, even with substitute teachers in the classroom. Nevertheless, earlier research has yielded mixed results: while some studies have found little impact (Ehrenberg et al., 1991; New York City Public Schools, 2000; Kirk, 1998; and Radcliffe, 2004), two more recent studies cited previously (Clotfelter et al., 2007; Miller et al., 2008) indicate that teacher absenteeism can have an adverse effect on student learning. Research showed that tutor absence was a constant hurdle to student learning, though there is evidence from one older research study involving 700 New York schools in 1991 which concluded that the absence of teachers was not "largely associated with student test performance," the researchers state in their conclusion that "one should not conclude from this …that teacher absenteeism has no

impact on student learning. For example, students complained that some tutors assumed that they knew and held plenary class discussions without tutors yet tutor guidance was crucial.

Another study found that there is a negative correlation between student performance and high teacher absenteeism, stating that the more days a teacher was absent, the more the level of student performance decreased (Uehara, 1999). Existing research shows that teacher absenteeism can affect student achievement which can have long-lasting and damaging effects on student performance. For instance, this research found that some tutors did not show up at all which implied that the students missed out on the competences, knowledge and skills that they should have got from the missed lectures. Consequently, completion of curriculum for the semester was affected.

5.2 Discussion of findings from implementation of the collaboratively designed time table

During implementation of the collaboratively designed time table, other issues came up that went beyond mere syllabus completion. Issues are important aspects of curriculum completion to impact knowledge, skills and competences in the graduates

First, it was observed that part time tutors are not part of the regular communication channels of the institution therefore, they may not know about special events like workshops and conference that include content which contributes to curriculum completion or resources they or their students can use to improve teaching and learning. For example, they may not know the time for the workshop thus they miss the workshop and hence the content. Collaborative design of the time table was aimed at improving communication among part timer tutors and administration so as to boost tutors' attendance of the various events to achieve curriculum completion at school of orthopaedic medicine.

Secondly, it was observed that there is minimal tutor-student interaction, students feel neglected by the tutors, tutors have less time to meet with students, and they may feel less of a commitment to the institution. When tutors are not committed, they do not pay attention to students which makes them feel insecure and cannot internalise what they are being taught. When students cannot internalise what they are learning then there are gaps in the acquisition of knowledge, skills and competences hence the curriculum is not comprehensively completed. Poor acquisition of knowledge, skills and competences is reflected in the world of work by mismanagement of patients.

Part time tutors may feel less of a commitment to the institution, as a result, the tutors may not teach students well thus curriculum non completion as observed by this research that some tutors give shallow information to students in haste to finish the syllabus. Gappa and Leslie (1993) observe that when part timers feel less committed, they are disconnected from the mission and spirit of the institution. Some effects are the "… [the] threatening [of] the quality of undergraduate instruction." Similarly, the institution had no commitment to the part time tutors as part time tutors are selected by the head of department whenever need arises. This is also observed in literature, "When the institution has no commitment to part time tutors then they are "less apt to have a long-term commitment to the institute." (Wilson, 1996, p.13.)

Consequently, the minimal tutor-student interaction implies that part time lecturer relationship is insecure which may negatively impact the students' acquisition of knowledge, skills and competences. Evidence suggests that secure teacher-student relationships predict greater knowledge, higher test scores, greater academic motivation, and fewer retentions or special education referrals than insecure teacher-student relationships. This raises the important question of how teachers can develop more secure relationships with their

students." (Bergin & Bergin, 2009, p. 154)" Tutors can develop secure relationships with their students by providing instructional support through participation and learning. As well through feedback to students who feel they are not restricted by fear of failure and can turn to the tutors for guidance and advice. This provides emotional support through tutor's responsiveness to students' academic and emotional needs, teacher-student interactions with emphasis on students' interests, motivation and points of view. Positive relationships promote a sense of school belonging and encourages students to participate cooperatively hence better acquisition of knowledge, skills and competences relevant for the world of work.

Thirdly, some part time tutors expressed interest in becoming full time tutors of the institution and felt frustrated and dissatisfied by being part timers despite having the required qualifications for full time tutors. Many part-time tutors hope that teaching part-time will lead to full-time work through experience or contact at the institution. Failure to attain full time jobs leads to stress which affects their satisfaction and commitment. This is in line with the research findings that part time tutors wanted to become full time tutors but were not able to get the vacancies which resulted into stress; a stressed tutor may not be able to deliver learning content well leading to non-completion of curriculum. Consequently, wanting to become full time tutors led to dissatisfaction and frustration as suggested by Maynard and Joseph (2008)'s investigation of the notion that part-timers who preferred to be full-time suffered from career dissatisfaction. Career dissatisfaction affects how an employee delivers or carries out their duties; for instance, students complained that some tutors give them shallow information in a haste to complete the syllabus and some tutors said that what they teach is equivalent to the pay they get!

Fourthly, the researcher observed that some part-timers did not stick to the time table even when they participated in the time table design and chose to teach at other times, some

part-timers taught either early morning that is before 8am or late in the evening that is after 5pm while some scheduled lectures on weekends while some did not appear at all throughout the semester. Some part time tutors did not take the time table into consideration yet the time-table was framed keeping in view the psychological needs of the students, subjects and activities are adjusted in the time table so that fatigue and boredom on the part of the student are minimum. Difficult subjects are adjusted at a time when students are fresh. For example, surgery and trauma management are scheduled for morning hours when students are fresh while practical activities are scheduled for mid-morning and afternoon since they involve being mobile hence decreasing cases of boredom. Some tutors scheduled lectures on weekends. This affects students' retention of information because it is important to adjust work according to the physiological and psychological needs of students. Students want to rest and engage in leisure activities during weekends and in the evenings. Besides students are usually tired in the evenings hence their concentration may be limited.

Although there was an increase in attendance of lectures by the part time tutors, this may not necessarily mean that there was comprehensive curriculum completion, Since the tutors taught without consideration of students physiological and psychological needs, acquisition of knowledge and competences could have been compromised leading to mishandling of patients in the world of work when the students graduate.

Fifthly, tutors expressed dissatisfaction from the pay. Part-time tutors were paid on hourly rate, each hour spent in class was counted as an hour for pay purposes without consideration of one's skills or qualification yet some are specialists in various fields thus the payment was not satisfactory. Each hour was paid twenty thousand shillings (shs20000) compared to forty-five to fifty -five thousand shillings per hour in some Government or Private institutions. Low pay is a major demotivating factor among tutors according to a

study on teacher motivation guided by the Aristotelian philosophy and Thorndike's "Law of effect" which states "that responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation". There have been studies (both quantitative and qualitative) about the direct effect of teacher satisfaction or teacher commitment (school-related variables) on teacher attendance. Teacher satisfaction with different aspects of their work such as their salary, the school environment (e.g. having a supportive school principal), their workload, and the availability of opportunities for professional development was found to have a significant and positive effect on teacher attendance (Abeles 2009, Corcoran et al. 1988, Dang and Rogers 2007, Firestone and Pennell 1993, Gaziel 2004, Imants and Van Zoelen 1995, Scott and Wimbush 1991).

Another demotivating factor was inadequate office space for part-timers to do their preparation; meeting with students for consultation, and /or meeting with peers. Greenwood, R. D. (1980) asserted that some of the problems of part-time faculty include haphazard hiring, lack of office space, no opportunity to meet with peers, and no role in institutional planning. Motivation is generally defined as a force, stimulus, or influence that moves a person or organism to act or respond (Deci, 1993). Thus, motivation propels or facilitates people to do the things that they do. Incentives and rewards are motivational reinforcements considered to be derived from external sources. Most of the time, teachers motivate students to do their best in the classroom, but there are times when teachers also need to be motivated in order to provide the best instruction (Bee and Boyd, 2004). Therefore, teachers need to be inspired and keep their morale high in order to enable them to meticulously execute their duties. In concurrence, Mangal (2004) suggests that when a response is accompanied by a satisfying state of affairs that connection's strength is increased whilst an annoying state's strength is decreased. Conversely, if the situation is followed by discomfort, the connections

to the situation will become weaker and the behaviour of response is less likely to occur. If a particular behaviour is followed by a desirable consequence or a reward, that behaviour is more likely to happen again in the future. This reflects that if teachers are satisfied the chances for them to meticulously execute their duties are very high.

Banks (1997) propounds that Aristotle views motivation as the result of an 'appetitive' function, which always operates relative to some outcome or end. Thus, what the teachers get at the end of the month affects how they execute their duties. Barker (1994) highlights that in Aristotle's view, it was 'the real or the apparent good', some anticipated consequence, or image of 'what is to come" derived in reference to what is present, that simulated a living organism to pursue it (if positive) or avoid it (if negative). The remuneration given to teachers has positive or negative effects. People will be stimulated to do certain behaviours in accordance with what they are given as a reward. For example, some tutors give shallow information in a haste to cover the syllabus because the pay is small. In support of this view, Freire (1996) highlights that an action is done for the sake of something for instance, the principal of the institute said that part time tutors come for various reasons like some come to earn some extra money while some come because they want to teach. Therefore, an individual's intention may determine how he or she teaches. There is an assumption that teachers who are well remunerated have higher chances of earnestly executing their duties. The Aristotelian perspective of human motivation stipulates that whatever is done by every individual, there is a driving force behind every action (Sockett, 1993). From this view the way people execute their duties is influenced by the value that they attach to anticipated consequences. Positive expectations, for instance, can push people to put out extra effort in the hope of reaching some desired outcome for example, those that wanted to become full time tutors put in extra effort hoping to be recognised as hard working and be recommended

to become full time tutors. Expected consequences that are perceived as "negative," on the other hand, will lead to either avoidance or apathy (Fullan, 1999).

Motivation attempts to explain why people behave in a certain manner (Elliot, and Kratoch will, 1993). The way humans are motivated necessitates their actions and commitment to differ substantially, for instance, some tutors scheduled lectures outside the time table to ensure curriculum completion while others did not bother to complete the curriculum. Moorhead and Griffin (1995) and Deci (1993) outline that the heart of motivation is to give people what they really want most from work. Thus, the more the employers are able to provide what part time tutors want, the more the attendance and better quality teaching will be delivered by them. This reflects how external forces stimulate or drive the teachers' motivation. Thus, the key to understanding the process of motivation lies in the meaning of and relationship between needs, drives and incentives (Donald, Lazarus and Lolwana, 2010). Monetary rewards systems do play an important role in motivating employees. The Herald of 2 November 2011 cites Dr Sikhanyiso Ndlovu, the Secretary for Education recommending that if people need teachers, they must make sure that they stay motivated. In concurrence, Hoy, Bayne-Jardine and Wood (2000) stipulate that if teachers are motivated, they direct their energy in formal lessons. Thus, if the teachers are motivated, they try hard to cover the syllabus before students write the examinations.

One wonders whether involvement of part time tutors in designing the time table will improve curriculum completion but the problem could be elsewhere. Cline (1993) raises the question of whether part-timers want to teach for the sake of learning or just for the money. One observer points out that low pay and many courses cause teachers to cut corners. Although the salary is negligible, a teacher may assume there is a greater reward such as scholarship or teaching. The hiring party may assume that colleagueship and experience are

rewarding. These attitudes avoid looking at the reality of hiring cheap labour (Kantrowitz, 1981) and ...

Harris, D. A. (1980) asserts that the primary problem occurs in terms of numbers. The more part-time faculty an institution hires the harder it is to manage them. Since the number of part time tutors is significantly big at OPM school then it is hard to manage them, as a result, tutors miss lectures which translates into non completion of the curriculum.

5.3 Conclusion

Involvement of part time tutors in time table design at OPM School led to a significant improvement in terms of teaching. As a result, curriculum completion as far as syllabus coverage is concerned improved because the tutors were more available due to reduced collision of time table activities with the part time tutors' other programs.

During the implementation of the designed time table, other issues beyond mere syllabus completion emerged. These issues regard commitment, motivation of tutors and students' attitudes which are important aspects of curriculum completion to impact knowledge, skills and competences in the graduates. This implies that besides availability and syllabus coverage, other issues like commitment and motivation of tutors require attention.

5.4 Recommendations

Involving part time tutors in designing the timetable for OPM School improved their availability in teaching and learning processes. However, the researcher would recommend that motivational strategies such as improved remuneration and provision of office space to both tutors and students, which would lead to their improved commitment to completing the curriculum, should be explored.

Increased availability of tutors in the OPM School, does not guarantee graduates' proper handling of patients. Students require hands-on experiences which can be gained from improved clinical placements. This it true since 70% of the medical learning takes place in the clinical placements.

This study has directly benefitted the OPM diploma students currently undertaking their study. However, there is a need for Continuing Professional Development (CPD) to be emphasised so as to help those already in the field to boost their knowledge, skills and competences.

Future research should focus on interventions and studies that would not only increase tutor's presence but would also help them use this time in pedagogical activities so that student achievement is indeed improved. Future research should also include time management, communication, large curriculum content and how these affect curriculum completions.

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APPENDICES

Appendix 1: Invitation letter for stakeholders' workshop/ meeting

SCHOOOL OF ORTHOPAEDIC MEDICINE, UIAHMS-MULAGO

P.O BOX 34025 KAMPALA-UGANDA

Date: …….....

To: Mr./Mrs./Ms.……

Dear Sir/Madam;

RE: INVITATION FOR STAKEHOLDERS' MEETING/WORKSHOP:

I wish to invite you for the above named reference which is scheduled to take place on…….

Venue: …….

Time: ……

Your presence will be of high value to OPM School, UIAHMS-Mulago

Thank you.

Yours faithfully;

Nankya Prossy Lwanga

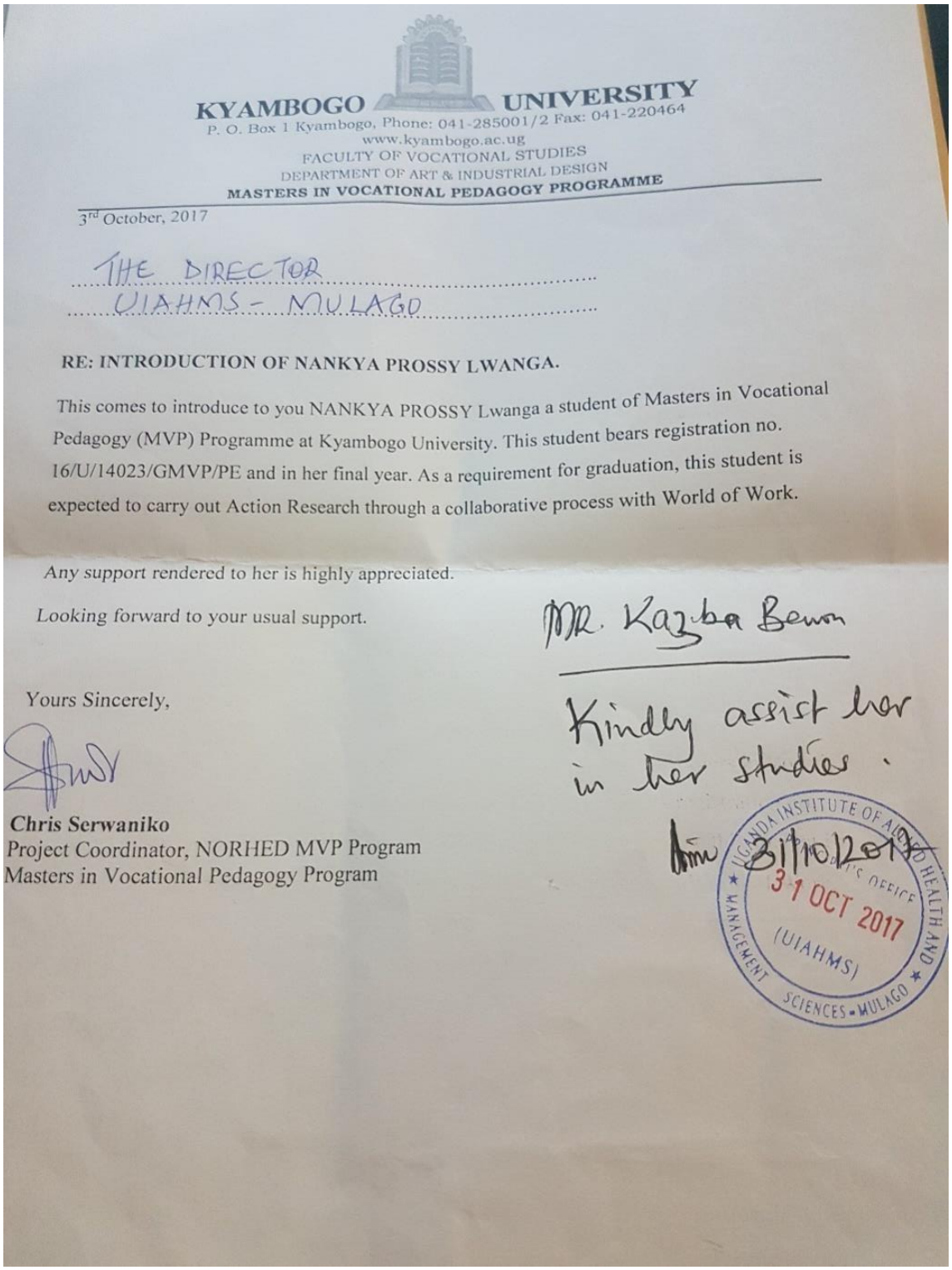
(RESEARCHER).

C.c. Principal

C.c. Students' notice board

C.c. File

Appendix 2: Introduction Letter



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DEPARTMENT OF ART & INDUSTRIAL DESIGN
MASTERS IN VOCATIONAL PEDAGOGY PROGRAMME

3rd October, 2017

THE DIRECTOR
UIAHMS - MULAGO

RE: INTRODUCTION OF NANKYA PROSSY LWANGA.

This comes to introduce to you NANKYA PROSSY Lwanga a student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University. This student bears registration no. 16/U/14023/GMVP/PE and in her final year. As a requirement for graduation, this student is expected to carry out Action Research through a collaborative process with World of Work.

Any support rendered to her is highly appreciated.

Looking forward to your usual support.

MR. Kazoba Bewa

Kindly assist her in her studies.

31/10/2017

Yours Sincerely,

Chris Serwaniko
Project Coordinator, NORHED MVP Program
Masters in Vocational Pedagogy Program

UGANDA INSTITUTE OF ALLIED HEALTH AND MANAGEMENT SCIENCES - MULAGO
DIRECTOR'S OFFICE
31 OCT 2017
(UIAHMS)

Appendix 3: Respondent's interview guide for students and tutors

Dear respondent,

I am Nankya Prossy Lwanga, a student of Kyambogo University, Department of Art and industrial design conducting research on the Topic: "**Stakeholder involvement in time table design to achieve curriculum completion school of orthopaedic medicine, UIAHMS-Mulago, Kampala district."** You have been identified as a respondent: Please give your opinion on reservation on the topic under study. The information provided is for academic purpose and will remain confidential. So I kindly request you to support me by responding to the interview guide.

Thank you.

Questions

1) How can we involve stakeholders in designing the time-table at OPM School, UIAHMS-Mulago?
2) What happens during the implementation of the designed time-table at OPM School UIAHMS-Mulago?
3) What is the impact of the implemented time-table on curriculum completion at OPM School UIAHMS-Mulago?

Thank you for Participating.

Appendix 4: Focus Group Discussion Guide for students and tutors.

Dear respondent,

I am **Nankya Prossy Lwanga**, a student of Kyambogo University, Department of Art and industrial design conducting research on the Topic: **"Stakeholder involvement in time table design to achieve curriculum completion school of orthopaedic medicine, UIAHMS - Mulago, Kampala district".** You have been identified as a respondent: Please give your opinion on reservation on the topic under study. The information provided is for academic purpose and will remain confidential. So, I kindly request you to support me by responding to the Focus Group discussion guide.

Thank you.

Questions

i) How can we involve stakeholders in designing the time-table at OPM School, UIAHMS-Mulago?

ii) What happens during the implementation of the designed time-table at OPM School UIAHMS-Mulago?

iii) What is the impact of the implemented time-table on curriculum completion at OPM School UIAHMS-Mulago?

Thank you for Participating.

Appendix 5: Future Workshop Guide

1. Preparation phase: - Set date/ venue, informed participants, stationary, refreshments
2. Critique phase: - Stake holders generate ideas while observing the rule of thumb - first idea generation, respect for every one idea, short responses, no criticism
3. Utopia/ fantasy phase: - Turning all the negative ideas in the Critique phase into positive, assuming every situation to be possible, resources available to fix every problem
4. Reality phase – This is the ideal situation, stakeholders point workable solutions within the available resources, subjected the pressing issues to pair wise matrix ranking to get the most pressing challenge.
5. Action implementation of the agreed strategies
6. Follow up the impact of the implemented activities

Appendix 6: Future workshop activities.

Reasons why curriculum content is not covered:

1) Large content in small period

2) Tutors are not enough

3) Collision of timetable with tutors' other activities

4) Part time tutors and few permanent tutors

5) Tutors waste time in stories than teaching

6) Irrelevant information which is outside the course outline

7) Short time for clinical practice

8) Abrupt rescheduling of lectures by tutors on private arrangement

9) School extra-curricular activities coinciding with academic programs

10) Poor implementation of the curriculum in terms of the timetable.

11) Poor allocation system to the clinical areas

12) Poor communication between management, tutors and students

13) Students report late for the semester.

14) Students not adoptive to the available time of the tutors yet over 80% of the tutors are part timers

15) Lack of commitment by some tutors

16) Some students come late for lectures.

17) Poor time management by students

18) Lack of backup during emergencies (tutors)

CLUSTERS

1) Poor time management: 5, 6, 7, 16, 17.
2) Poor communication: 3, 8, 12.
3) Lack of commitment: 13, 14, 15, 16.
4) Large content in some course units: 1
5) Inadequate tutors: 2
6) Poor management: 3, 4, 9, 10, 11, 18.

FANTASY PHASE

1) Good time management. A
2) Adequate communication. B
3) Commitment of tutors and students. C
4) Adequate content for all course units. D
5) Adequate number of tutors. E
6) Proper management. F

PAIRWISE MATRIX 1

	A	B	C	D	E	F	
A		B	A	A	A	A	4
B			B	B	B	F	4
C				C	C	F	2
D					D	F	1
E						F	0
F							4

PAIRWISE MATRIX 2

	A	B	F	
A		A	F	1
B			F	0
F				2

Table 3: Work plan agreed on by the stakeholders.

NO	ACTIVITY	RESPONSIBLE PERSON	PROCESS	TIME FRAME
1	Timely claim and payment	Principal, Accountant, Principal tutor, Desk officer	Claims Payment	At the beginning of 16th week 19th week (two weeks after submission of claims)
2	Identify part-time tutors	Principal tutor. Academic registrar, Principal	Willing person applies. Applications are vetted by academic board. Acceptance by applicant	1 month before semester begins
3	Involvement of part-timers while drawing the time table	Principal tutor Concerned part-timer tutors	Holding meetings. Recording minutes	During, before and after semester begins
4	Improving allocation to clinical areas and record keeping	Principal tutor, Office manager	1) Identification of practicum areas and their capacities. 2)Preparation of duty roaster 3)Analyse the previous roasters in order to execute fair alternation of skills 4)Roaster should be given to students earlier before placement	As per the general time table
5	Improve communication	Principal, Head of department, Academic Registrar, Tutors, Students	Meetings, SMS, Face book, WhatsApp, Circulars	As monitoring and Evaluation necessitates.

REALTY PHASE

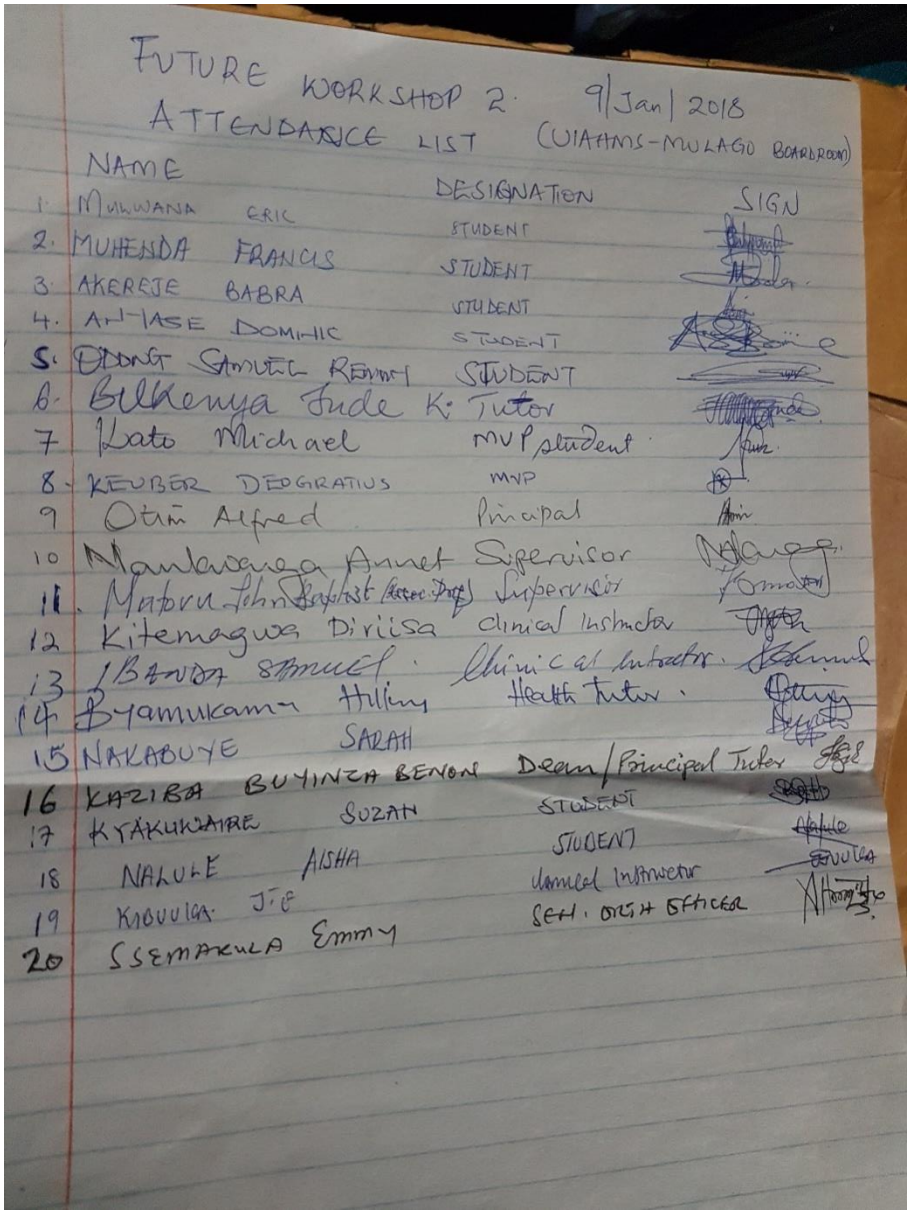
SHORT TERM

1) Timely payment of tutors and facilitating logistics for the clinical areas.
2) Identify part time tutors that are willing to teach in the available time.
3) Involving part-time tutors in designing the time table
4) Improving the allocation system for clinical practice and keeping records
5) Involve concerned stakeholders in planning all activities
6) Regular meetings with willing stake holders

LONG TERM

1) Well streamlined time table including extra-curricular activities

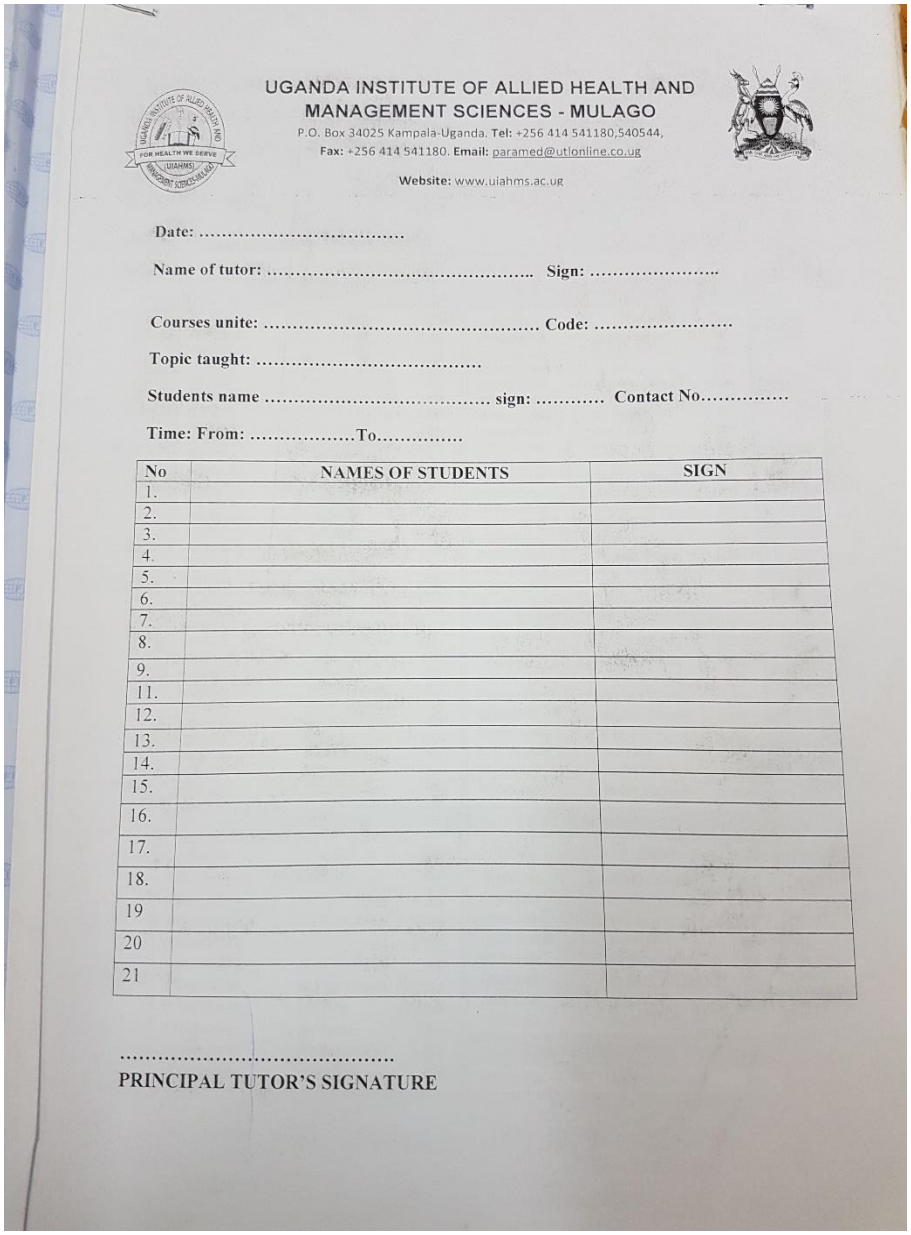
Appendix 7: Attendance list for future workshop



FUTURE WORKSHOP 2. 9/Jan/2018
ATTENDANCE LIST (UIAFMS-MULAGO BOARDROOM)

	NAME	DESIGNATION	SIGN
1.	MUWANA ERIC	STUDENT	
2.	MUHENDA FRANCIS	STUDENT	
3.	AKEREJE BABRA	STUDENT	
4.	ANYASE DOMINIC	STUDENT	
5.	[illegible] SAMUEL REMMY	STUDENT	
6.	Bukenya Jude K.	Tutor	
7	Kato Michael	MVP/student	
8.	KEUBER DEOGRATIUS	MVP	
9	Otim Alfred	Principal	
10	Mankaneza Annet	Supervisor	
11.	Mabru John [illegible]	Supervisor	
12	Kitemagwa Diriisa	clinical instructor	
13	IBANDA Samuel	Clinical Instructor.	
14	Byamukama Hillary	Health Tutor.	
15	NAKABUYE SARAH		
16	KAZIBA BUYINZA BENON	Dean/Principal Tutor	
17	KYAKUWAIRE SUZAN	STUDENT	
18	NALULE AISHA	STUDENT	
19	KIGUUGA J.C	Clinical Instructor	
20	SSEMAKULA Emmy	SEN. OPER. OFFICER	

Appendix 8: Attendance form for Tutors



UGANDA INSTITUTE OF ALLIED HEALTH AND MANAGEMENT SCIENCES - MULAGO

P.O. Box 34025 Kampala-Uganda. **Tel:** +256 414 541180,540544,
Fax: +256 414 541180. **Email:** paramed@utlonline.co.ug

Website: www.uiahms.ac.ug

Date: .....

Name of tutor: ..... **Sign:** .....

Courses unite: ..... **Code:** .....

Topic taught: .....

Students name ..... **sign:** ..... **Contact No**.....

Time: From: .....**To**.....

No	NAMES OF STUDENTS	SIGN
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19		
20		
21		

.....

PRINCIPAL TUTOR'S SIGNATURE

Appendix 9: Tutor attendance monitoring sheet

CLASS: ……. Semester: …… YEAR: …….

DAY		**08:00-9:20am**	**9:20-10:40am**	**10:40-11:00am**	**11:00-12:20pm**	**12:20-1:00pm**	**01:00-2:00pm**	**2:00-3:20pm**	**3:20-4:40pm**
MON	Subject			B			L		
	Tutor								
TUE	Subject			R			U		
	Tutor								
WED	Subject			E			N		
	Tutor								
THUR	Subject			A			C		
	Tutor								
FRID	Subject			K			H		
	Tutor								

Appendix 10: Work Plan

Activity	**Responsible personnel**	**Duration**
Future workshop	Administration, tutors, students and the researcher	06/12/2017 To 09/1/2018
Proposal writing	researcher	10/01/2018 To 31/03/2018
Implementation of involvement of part time tutors in time table design, implementation of designed time table and evaluation of the impact of the designed time table at OPM school, UIAHMS-Mulago	Administration, teachers', students and the researcher	15/02/2018 To 28/06/2018
Thesis writing	, researcher, University supervisors	01/07/2018 To 30/09/2018
Mini oral presentations	Administration, researcher, supervisors	20/09/2018 To 05/10/2018
Thesis submission, Viva Voce, defense and graduation	Administration, researcher, supervisors	15/10/2018 To 14/12/2018