

**ENHANCING TEACHING-LEARNING PROCESSES IN THE
INTEGRATED PRODUCTION SKILLS PROGRAMME AT KIBULI
CORE PRIMARY TEACHERS' COLLEGE**

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**A DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF
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DECEMBER, 2017

DECLARATION

I declare that this research report is my original work and that it has never been presented anywhere else for any academic achievement.

NUWAGABA JOAN


Sign.....Joan Nwagaba.....

Date.....08/12/2017.....

APPROVAL

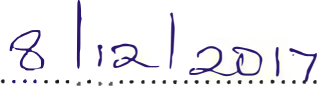
This research entitled “ENHANCING TEACHING -LEARNING PROCESSES IN THE INTEGRATED PRODUCTION SKILLS PROGRAMME AT KIBULI CORE PTC” has been done under our supervision. It has been submitted to the graduate school for examination with our approval as the student’s supervisors.

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DEDICATION

I dedicate this research work to my family especially, my mother Nyangoma Prisca for the tremendous support that she gave me in my endeavors. Thank you very much for your support. God bless you.

ACKNOWLEDGEMENT

In a special way, I express my sincere thanks Dr. Opit Elizabeth (supervisor), Ms.Kekimuri Joan (mentor) and Dr. Nabaggala Justine who have guided me during this academic journey. May the almighty God abundantly reward you.

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ABSTRACT

Emphasis on skills training for job creation is globally acknowledged today. The main purpose of this study was to enhance the teaching learning processes of the Integrated Production Skills (IPS) subject at Kibuli core primary teachers' college located in Makindye Division, Kampala District. The study was guided by the following objectives: To examine the existing teaching learning methods in the IPS programme at Kibuli CPTC, to lay strategies for solving the major problem in the teaching-learning process of IPS, to implement the strategies identified by the participants to solve the major problem in the implementation process and to evaluate the impact of the implemented strategies adopted by the IPS department. The study used an action research design. Data was collected using the following methods; interviews, observation, document analysis. The following strategies were identified and implemented by the participants in this study as measures for enhancing practical learning in IPS by student teachers in Kibuli CPTC; allocating extra time for practice, cost sharing, going for field trips and forming an IPS club. The evaluation findings revealed that these interventions empowered students to gain skills in cake making, making bans, entrepreneurial skills, and identifying wood according to its properties. It was concluded that allocating extra time for practice, engaging in IPS club activities, cost sharing and going for field trips is an effective means of enhancing the teaching learning processes in the IPS subject for skills acquisition. Therefore, the study made the following recommendations; PTC administrators to support and facilitate IPS activities for skills development. Students should be engaged in IPS subject activities that are income generating to make money for facilitating practice.

LIST OF ACRONYMS

KCPTC	Kibuli Core Primary Teachers College
CPTC	Core Primary Teachers' College
IPS	Integrated Production Skills
D.O.S	Director of Studies
PTE	Primary Teacher Education
VET	Vocational Education and Training
ILO	International Labor Organization
OECD	Organization for Economic Co-operation and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
CEDFOP	European Centre for the Development of Vocational Training
TVET	Technical and Vocational Education and Training

CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents information on vocational education and pedagogy is a field that is both local and international concern. Personal experiences that motivated me to carry out an Action Research aimed at improving its teaching-learning processes, the scope of this research is Kibuli Core Primary Teachers College (KCPTC). The background of KCPTC as a teacher training college, its mandate to teach IPS. Lastly, the situational analysis on the existing teaching-learning processes in the Integrated Production Skills programme (IPS).

Across the globe, it is evident that there is a largely shared vision; successful economic development requires improved international competitiveness, increased productivity, accelerated technological development and improvements in employability of individuals (UNESCO, 2014). Economic policy goals are linked to the belief that human capital development can promote economic development. It is at this point that TVET explicitly comes into the economic development strategy (UNESCO, Vocational Pedagogy, 2014)

Vocational education and training, prepares learners for careers that are based in manual activities, traditionally non-academic and totally related to a specific trade, occupation or vocation. In other words, it is an education designed to develop occupational skills, vocational and technical education gives individuals the skills to live, learn and work as a productive citizen in a global society (Maduka, 2015).

Since the world is adversely growing, it requires a productive community to enable sustainable development. Production and sustainability of a community largely depends on the

skills of individuals. Therefore, the 21st century education will require more personalized learning with an emphasis on supporting rather than stifling creativity of an individual (scott, 2005).

Vocational Education and Training (VET) graduates need skills that will allow them to enter skilled jobs without lengthy additional training. They also need generic transferable skills to carry them through their working career, including the ability to adapt to fast-changing workplace requirement given by adequate pedagogy (Sion -Field, 2009). Vocational pedagogy is an integral part of VET and labor production since it is concerned with the way how skills are passed on to the trainees for competence development and the relevance of trainees in the world of work. Therefore, the concept of vocational pedagogy in VET is mainly concerned with how to teach VET. Vocational pedagogy is the science, art and craft of teaching and learning vocational education (UNESCO, 2014). The nature of vocational pedagogy is believed to have a remarkable impact on improving learner outcomes in Technical and Vocational education and training(TVET), as well as its role as a catalyst for raising the status and quality of TVET (UNESCO, 2014)

Around the world, TVET is widely seen as having a key role in promoting both economic and socio-economic growth, increasing productivity, empowering citizens and alleviating poverty through human resource development (Khilji, 2014). If Vocational Pedagogues are to improve TVET in all of its many forms, they need to understand the teaching and learning methods which make it work better. There is need to use a robust model of vocational pedagogy. Especially for the developing countries to enhance development, they require to embrace better pedagogical strategies in order to improve skills acquisition among individuals. Transformation

of education is the engine of productivity and self-employment. This includes examining the education systems and how their processes contribute to skills formation. (Boon, 2008)

Unemployment has become a major problem bedeviling the lives of the youth, causing increased socially delinquent behavior. This is no exception to Uganda, where the rate of youth unemployment stands at 83.3% (World Bank, 2008). It is therefore necessary to provide an education that equips learners with creativity, self-reliance and competences that will enable them start their own enterprises. This will help the youth earn a living and also contribute to the tax base for the country (Onur, 2014).

1.1 Personal Background

My passion for home economics as a vocational subject enabled me to acquire a Bachelor of Vocational Studies in Home economics with Education (BVHE) from Kyambogo University. Hence, I got integrated into government employment as a tutor for IPS at Kibuli CPTC. Coupled with the experience built at Kyeizooba girls' school as a Home Management teacher, I perceive IPS as a hands-on subject which can help learners to achieve skills that they can apply to earn a living. However, the situation in our work places is not ideal as expected because, the subject is normally undermined by both the administrators and learners. It is given fewer teachers to teach it, given less hours on the time table and generally given less attention. It is because of this prevailing situation that I find it imperative to carry out a study of how to improve the teaching and learning processes of the IPS subject to enhance competence development. When I was offered the privilege to study a Masters in Vocational Pedagogy, attention was focused on carrying out a study linked to the state of IPS at Kibuli primary Teachers College.

1.2.0 History of IPS subject in Kibuli Core Primary Teachers college.

Kibuli Primary Teachers' College is a core primary teacher training college. It was founded in 1968 by the Muslim community in Kibuli a suburb of Kampala city in central Uganda. Kibuli CPTC is funded and supervised by the Ministry of Education and Sports (MoES) while its curriculum is designed, developed and evaluated by Kyambogo University. The College admits both boys' and girls' with an O-Level Certificate as the minimum requirement.

In 2012, the government revised the PTE Curriculum to include IPS as one of the subjects to be studied by PTC student teachers. The objective of the IPS subject in the PTE curriculum is twofold, namely; to equip student teachers with production skills for self-sustenance and the competences required for teaching this subject to primary school pupils as well. Like any other college, Kibuli PTC also started teaching IPS to its students.

IPS is an amalgamation of different vocational subjects such as carpentry, metal fabrication, Home Economics, Fine Art, Entrepreneurship, and Brick laying. The subject first surfaced in the PTE curriculum in 1997 as an integration of Agriculture and Home Economics, by then, it was called Production Skills (PS). The objective of PS subject was for production of PTC and Primary School graduates with vocational skills that make them job creators. The subject later was phased out of the PTE curriculum in 2000 because the government could not fund its implementation and also, Home Economics tutors who could teach it were hardly there ((MOES), Ministry of Education and Sports, 2012)

According to Ministry of Education and Sports (2012), the current version of IPS syllabus used in PTC's is of 2008. This version is an integration of all vocational skills subjects carefully and specially designed to achieve broader skills. IPS also involves the use of materials,

tools, processes, and conditions in the environment to produce items and services that improve the welfare of the community. In this context, the knowledge, skills and values acquired from IPS subject enable student teachers and their pupils respectively, to appreciate, preserve, and exploit the environment as they enhance individual income levels, improve wealth, nutrition and increase the tax base for national development.

IPS has both practical and theoretical components that help to build various competences among the learners. IPS subject requires that theory and practice are well integrated for better skills acquisition which requires at least three hours for practice of every skill and two hours for the theory.

Given my work as a tutor of the subject at the college, I realized that most students do not opt for the subject in their second year of study. This occurrence prompted me to carry out a research to establish the reasons as to why students choose to drop the skills subject.

(See appendix A. Statics for enrollment of students in the IPS class and course outline).

1.2.1 A situation Analysis of the teaching-learning processes of IPS at Kibuli CPTC

As a springboard, for this research, I conducted a situation analysis together with the college stakeholders to establish the root causes of low enrollment of the second-year students in the IPS programme. The situation analysis was conducted in the department of IPS at Kibuli Teachers' college with the administrators, tutors and the IPS students using focus group discussions. (See Appendix B. An attendance list for the situation analysis).

Discussing with the stakeholders revealed that there are various gaps in the teaching-learning processes of IPS. These gaps were believed to be the causes of students' low enrolment in the subject.

The various stakeholders who participated in the situation analysis included; the college administrators (Principal and the Deputy Principal Pre-service), the tutors of IPS, the first-year students who take the course as a core subject and the second-year students who take it as an elective. The second-year students were brought on board to help the researcher in assessing the state of the subject on a wider perspective; because they had participated in the school practice exercise previously, they were in position to give information about the state of the subject in the primary schools where they had been. This would enable the researcher to get a general overview of the subject within the college setting and outside in the workplace enabling us to analyze why the students do not take the subject seriously.

It was pointed out by the administrators that the students are admitted and posted to the college by the Ministry of Education and Sports. After admission, the students are given orientation regarding the discipline expected of them in their time of stay. The College norms and values especially the Sharia Law are also items covered at this stage, amongst the taught subjects, there is IPS that was initiated by the government with the aim of equipping student-teachers with skills for self-reliance and to vocationalise the education system.

At the time of study, the students are introduced to IPS and its composite disciplines which are; home economics, carpentry, brick laying, metal fabrication, entrepreneurship, art and craft. In the teaching-learning process, the learners are given both the theoretical and the practical lessons for every discipline. This was revealed during an interaction with the tutors. The tutors also explained that the whole teaching and learning process of the subject is guided by systematic steps that include; planning, lesson delivery and assessment. The teachers also noted that different activities are involved at every step depending on whether the lesson is going to be

a theoretical or practical; - planning, lesson delivery, assessment. These steps are explained in details below;

Planning

This is a preparatory level where the tutor carries out activities that enable him/her to deliver the lesson. The tutor starts by interpreting the curriculum, makes a scheme of work, and then produces a plan that guides a particular lesson.

The Scheme of work is a systematic breakdown of the curriculum into teachable content by clearly mentioning the content to be taught, teaching methods, competences to be attained, teaching aids to be used, reference books, topic to be taught and at what time, and theme from which the topic was obtained whereas the lesson plan is a logical breakdown of the systematic procedure that the given lesson will follow within the given period of time.

Gathering instruction material, this is done after scheming and lesson planning. The tutor in this activity makes lesson notes from the given reference books and puts together teaching aids like charts.

Lesson delivery

This is the process of teaching and learning and it depends on whether the lesson is theoretical or practical. In the theoretical session, the tutor introduces the lesson and the learners discuss the content under the tutor's guidance. This is done by using various methods like highland hop, jigsaw, think pair share and others. Whereas, in the practical lesson, the tutor demonstrates for the learners how to go about a task that was introduced in the theoretical session. Learners at this point are given the same task to do it by themselves for example, in Carpentry, the tutor distributes materials to the learners, demonstrates the process of timber conversation and then lets the students do the task by themselves. A step by step approach is

used in the teacher's demonstrations until the learners grasp the lesson. The learners produce and display their own made items to get critiques from their colleagues and the tutor so as to improve on their products. This is where they are awarded marks for continuous assessment. The procedural nature of conducting a practical lesson is followed in all the segments of the subject.

Assessment

Once the lessons have been delivered, there follows lesson assessment. There are two forms of assessment that is; continuous assessment in which the learner's participation in classroom activities such as course work, practical assignment and tasks is awarded marks that are forwarded to Kyambogo University for final grading. There is also summative assessment where students do pre-promotional and mock examinations that are set and marked at regional level and also, promotional and final examinations that are set and graded by Kyambogo University. However, it should be noted that practical skills are only assessed inform of continuous assessment but the regional and final Kyambogo examinations do not examine skills. This creates a mentality among students that the skills taught by the subject are irrelevant and that opting for the subject would be like a waste of time as the skills are not emphasized by the assessment process.

Students' deliberations maintained that the teaching-learning process is majorly theoretical as most of the time is given to this area rather than the practice. The second-year students also revealed that during their school practice, the subject is not given emphasis, as some of the schools they went to either did not have it on time table, or taught other subjects during its time. This leaves the students wondering whether the subject is relevant to them as student teachers or not.

Generally, interaction with the stakeholders during the situation analysis pointed various factors affecting the implementation of the new concept of IPS as Culture, Running costs, Foundation, and Lack of enough tutors

Cultural stereo types

Culture continues to describe roles according to gender and in this case, it was revealed that the students' due to their cultural backgrounds perceive certain parts of the subject as either for boys or girls' like home management is taken to be for girls and carpentry for boys. Therefore, during teaching the girls actually give less attention to the carpentry discipline. This is why most of them choose to drop the subject in their second year of study when it is offered as an elective since it is perceived to be undermining their values.

High running costs

The subject requires various equipment, materials, workshop space, and tutors. All this requires a lot of funds to be put in place. As a result, there is lack of enough materials such as equipment, workshop space, and other resources to facilitate the implementation activities. The limited resources available cannot support big class carrying over 200 students usually in the first year, as this cannot facilitate effective skills training, more theory than practice is given to the students. This then biases students because the subject eventually stops delivering to their expectations hence opting to drop it.

Lack an IPS foundation.

The learners come to the college when they have never studied most of the disciplines in IPS like carpentry, and fabrication. This also creates issues because the learners do not have any idea about the IPS subject, and our foundational knowledge being insufficient in the light of the subject, it is difficult to teach all the content required and the allocated activities in available

time. Therefore, the students prefer to drop it after the second year of study as they perceive the subject to be very strange and that they cannot afford to learn all that it entails in just two years.

Students also revealed that they came to the college expecting to study four subjects that is Math, English, Social Studies (SST), and Science. These are the only subjects that are emphasized at the Primary school level. And when introduced to IPS subjects, they choose to ignore the subject and concentrate on what they refer to as core according to them. The students also highlighted inadequate career guidance as to what makes IPS subject 'news' to them when enrolled.

Lack of enough tutors.

Since IPS is one subject that encompasses several vocational concepts like, art and craft, home economics, metal fabrication, carpentry, brick laying and entrepreneurship, it requires a number of specialized tutors for each area. With the shortage of professionals, the students are not given enough facilitation causing them to believe that the subject is too difficult to pass and they choose to drop it in their second year when it is not compulsory.

1.2.2 Causes of Students' low enrollment in IPS

The findings of the situation analysis then prompted me to conduct a future workshop to establish one critical root-cause that could feasibly be addressed in a short while with the stakeholders. The future workshop was also used as a tool to triangulate information that was obtained from the stakeholders during the situation analysis. This was done to make sure that gaps pointed out during the situation analysis were viable and known to all the stakeholders.

During the future workshop discussion, the students mentioned that they expected to acquire skills for self-reliance but they are having much of theory as compared to practice. In support of this, the administrator and the tutor mentioned that the students have indeed had

limited practice of the skills due to, lack of workshops for practice, large classes which make it difficult to conduct practical, lack of tutors in some areas like bricklaying, the subject is so wide, less time is given to IPS as a subject on the time table, lack of equipment to use during practical, laziness among students, insufficient funding from government. The participants unanimously agreed that inadequate skills training was the main problem that required immediate attention.

The participants then suggested that the following can be done to help solve the problem of inadequate skills training;

To form an IPS club for easy monitoring of students; have study trips such that learners can learn from workplaces certain skills like visiting an actual bakery for a practical experience about baking; Divide the students into small teachable groups for practical sessions (group learning, practical to be done together with theory as a way of, integrating theory and practice; second years to be councilors of the first years by giving them positive information about the benefits of the IPS such that, they drop their bias on the subjects; more 'practicals' to be done on Saturdays to give chance for the learners to practice more skill on different concepts, cost sharing to be done between the college administration and the students so as to avail materials to use for practical; continue borrowing some equipment from Kakungulu memorial school; purchase reference books and put them in the library to provide reading material for the learners to get more familiar with the subject.

It was then noted that the suggested solutions can be worked on although not all in the short run. Therefore, the participants in a democratic process of voting came up with the following solutions to be worked on in the given time:

Create more time for the subject, this should be done by allowing students to do practical sessions also during the weekends. By doing this, IPS gets more time on the timetable

Cost sharing, the students and students' guardians should contribute towards the operation costs as a way of soliciting funds for practical materials.

Formation of an IPS club, this can aid improving the students' attitude towards the subject.

1.3 PROBLEM STATEMENT

Vocational education should be able to guide the learner towards a specific occupation by equipping him/her with the necessary skills. In the PTE curriculum, IPS was introduced for similar reasons. IPS is an integrated subject made of various vocational disciplines: - carpentry, home economics, tailoring, art and craft, metal fabrication, entrepreneurship, and bricklaying. Together with the stakeholders at Kibuli CPTC, it was established that inadequate skills training was a major challenge that required immediate attention. This gave reason to seek and implement strategies that enhance the teaching-learning processes in the IPS programme at Kibuli CPTC.

1.4 PURPOSE THE STUDY

The purpose of this study was to implement strategies within the IPS programme to enhance the teaching-learning processes in the IPS programme at Kibuli CPTC.

1.5 SPECIFIC OBJECTIVES OF THE STUDY

This research was guided by the following objectives:

- i. To examine the existing teaching learning methods in the IPS programme at Kibuli CPTC.
- ii. To lay strategies for solving the major problem in the teaching-learning process of IPS.

- iii. Implement the strategies identified by the participants to solve the major problem in the implementation process.
- iv. To evaluate the impact of the implemented strategies adopted by the IPS department.

1.6 RESEARCH QUESTIONS

The study was seeking to answer the following questions;

- i. What teaching and learning methods are engaged in the teaching-learning process of the IPS subject at Kibuli CPTC?
- ii. What strategies have been identified by the participants to enhance the teaching and learning processes of the IPS subject at Kibuli CPTC?
- iii. How have the identified strategies been implemented to enhance on the teaching-learning process of IPS at Kibuli Core PTC?
- iv. How have the implemented strategies enhanced the teaching-learning process of IPS subject at Kibuli CPTC?

1.7 JUSTIFICATION

Hands-on skills are a tool for productivity and development. This is because individuals with practical skills are easily integrated into the industry. This has a direct positive effect on the population's per capita income hence a positive impact on a country's gross domestic product (GDP). These practical skills can only be attained through a training that provides activities close to the industrial requirements in our local setting. However, the state of training institutions is sometimes different from the ideal one, this is because attention is commonly given to theoretical learning other than the

practice. It is for this reason that the study sought to address issues concerning IPS training.

1.8 SIGNIFICANCE OF THE STUDY

This study was required in order to come up with solutions to the issue of inadequate skills training in the department of IPS at Kibuli Core PTC. Secondly, it was to help the college and even other colleges to realize the possible ways in which they can improve strategies of developing skills among IPS students. Therefore, due to the implementation of the strategies, the student teachers would be helped to gain skills in the following; cookery, tailoring and carpentry. The gained skills would then help the student teachers to survive on their own and even be better teachers.

1.9 SCOPE OF THE STUDY.

The scope of this study was categorized in three folds these included; geographical scope, content scope, time frame for the research.

1.9.1 Geographical scope

The study was carried out at Kibuli PTC located in Makindye division Kampala central Uganda. Kibuli is a government owned institution affiliated to Kyambogo University, training primary school teacher admitted after completing ordinary level of Education.

1.9.2 Content scope

This study sought to examine the existing strategies of teaching and learning IPS subject at Kibuli Core PTC, lay strategies for solving major problems in the teaching and learning

process of IPS. It also further intended to implement strategies identified by participants to solve the major problem and lastly evaluate the impact of the implemented strategies.

1.9.3 Time scope

The study took six months, it commenced in November 2016 through up to August 2017

1.9.4 Limitations of the study

Funding; the research funds were given late and this led to delays in starting the research process. To be able to work the researcher had to use other sources to facilitate the future workshop. The funding was later availed to facilitate other research processes like implementation and evaluation.

Timing; the fact that the research was carried out in an institution, the implementation process was interrupted by the termly break offs which then delayed other research processes like evaluation. Therefore, the research process which was meant to be completed in June was rather completed at the beginning of August when the evaluation stage of the research process was carried out.

1.9.5 Operational definitions

Adequate practical: in this concept of research, adequate is a reference of the time allocated to IPS on the time table versus the time undersigned by the curriculum which three hours minimum for practical learning.

Competency: the ability to carry out practical activities on their own and also be able to teach them to the pupils in the primary school confidently.

Strategies: refers to the methods put in place during the research process to facilitate learning most especially for, practical skills acquisition.

Skills: refers to a students' potential in performing work oriented tasks efficiently when all the activities are on their fingertips.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section presents information on the literature available with regard to the four main objectives of the study that is to; examine the methods used in the teaching-learning processes of IPS at Kibuli CPTC, laying strategies to solve the major problem in the teaching learning processes of the IPS subject, Implement the strategies identified by the participants to solve the major problem in the implementation process, evaluate the impact of the implemented strategies adopted by the IPS department.

2.1 Examining the existing teaching learning methods in the IPS programme at Kibuli CPTC.

During the situation analysis, it was noted that the usual teaching-learning processes in the IPS programme at Kibuli CPTC emphasize more of the theory than practice. However, the ideal situation in VET should be such that the teaching-learning processes emphasize skills acquisition by individuals (CEDEFOP, 2011). Traditionally, vocational education outcomes are framed in terms of skills or competencies relating to particular vocational domains. Apparently, great interest is given to the 21st century skills (UNESCO, 2014).

Therefore, the success of a vocational training system is measured by the competences of an individual with reference to the needs of the labour (Weigel, 2007). In other words, use of an appropriate model is influenced by the type of learning objective and nature of the learner as well as other factors such as teaching-learning strategies and teaching skills. Vocational education and training (VET) comprises more or less structured activities aiming ‘to equip people with knowledge, know-how, skills and competences required in particular occupations in the labour

market. This does not matter whether or not they lead to a formal qualification' (CEDEFOP, 2008). VET is independent of venue, age or other characteristics of participants and previous level of qualifications. VET may be job-specific or directed at a broader range of occupations as it may include elements of general education. However, the effectiveness of all education systems depends critically on the quality of teaching and learning in the classrooms, workshops, laboratories and other spaces in which the education takes place. While outstanding teachers direct students, well-designed courses, facilities which are fit for purpose, a good level of resources are necessary if any kind of educational provision is to be excellent, they alone are not sufficient. The real answers to improving outcomes from vocational education lie in the 'classroom', in understanding the many decisions 'teachers' take as they interact with students (Lucas, 2012).

Vocational pedagogy enables us to develop models and tools that can help TVET teachers more effectively to match teaching-learning methods to the needs of their students and their contexts (UNESCO, Vocational Pedagogy, 2014). The teaching-learning processes should be designed in a way that enables the aims of the training to be attained (OECD, 2010). Developing countries consider vocational education for the youths as a promising means to create flexible and self-responsible learning attitudes, which might hence better prepare youths for the requirements of the modern workplace (Field, 2008). Furthermore, poor skills are related to low productivity of firms hence, low levels of developments. The investment in vocational education is often justified as a means to promote a bottom-up labor market transformation because skills development enhances people's capacities to work offering more scope for creativity (ILO, 2010). Therefore, the installment of an efficient vocational education system is conceived as an important pillar of the transformation into a knowledge-based economy. This is

based on the assumption that VET has a positive and significant effect on the economic performance of firms since it supplies human capital (Bruhn, 2010).

The government initiated vocational subjects in the teacher training colleges so as to empower the student teachers with skills for self-reliance at Kibuli CPTC, the teaching and learning process involves strategies such as group discussion, demonstration, and problem solving for both theory and practice. The use of demonstration as a teaching strategy is used by the tutors to guide learners on the work processes. Demonstration has the added dimension of an explanation by example, a display of some sort, often accompanied by verbal explanation but not always. In the whole process of demonstration, the teacher demonstrates the full process from the beginning to the end without interruption by learners' participation (Chikuni 2003). For instance, the teacher shows how to tack the dart, stitch it, and fasten the thread and pressing the dart to the correct side. The pupils will then follow the process by making their darts. It is usually important to follow the demonstration with a related activity (Iline, 2013). However, at KIBuli CPTC not much activities are given to a practice for emphasis.

Peer explanation reinforces understanding of learning both for the recipient and the person explaining (Briggs, 2013). It can really help some learners as a supplement to the teacher's information. Therefore, the use of group discussion especially for delivering theory is an effective means of teaching. Learners understand better when they interact with one another in a learning situation without one having power over the other (Broud, 2012).

In the daily teaching tasks of IPS to research on and discuss in their groups. The students later present the researched information in class. The purpose of personalized learning is to get away from the 'lesson' by designing project-based forms of learning different from the traditional education systems. This is done to encourage creative thinking among individual learners (Scott,

2015). The task based approach is a learner-centered method of teaching that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem. Critical to the success of the approach is the selection of ill-structured problems and a tutor who guides the learning process and conducts a thorough debriefing at the conclusion of the learning experience (Savery, 2006).

Discussion also builds a sense of self-esteem among the students an aspect of VET that is required by competent workmanship. Crocker (2006), argues that our self-esteem is created by how we are treated by others through our experiences and activities. Hence, learners build confidence during interaction.

The close link to work tasks and hands-on-practical experience should motivate practically-oriented youths to continue training and remain in school longer. Mjelde (2006) contends that, students become more interested in learning when they are allowed to do practical work other than sitting in the classroom to listen to a teacher. Such training gives the students chance to attain skills for employment in relation in their area of specialization. However, the situation in Kibuli is different from the ideal that is presented by Mjelde the training at Kibuli CPTC is predominantly theoretical. Therefore, this research aims at addressing the gap in skills training.

2.2.0 Interventions to the problem

2.2.1 Field trips as a strategy to enhance teaching- learning processes

According to the study, a field trip is a practice by which students were taken outside the college to go and practice what they had prior been taught theoretically. Vocational education aims at enabling learners to acquire skills as required by the work place hence, the use of various methods to aid the learning process will complement the adequacy of the training. In this study, the main purpose of using field trips was to give students hands-on experiences, enhance their

understanding, add variety, and motivate and improve students' attitudes towards the IPS subject by linking formal and non-formal education (Jones, 2015). The most direct bridge is to bring learning directly into workplaces, in apprenticeships and other forms of workplace training (Field, Learning for Jobs, 2009).

Field trips are capable of enabling individuals to observe without needing a mediator, arousing curiosity on the subject and endowing with skills of listening, asking questions and communication. Field trips positively affect students' knowledge and attitudes towards the subject. The fact that the learning environment in the work place is less formal than the one in the classroom. Thus, it is one of most effective methods that can be used while teaching (Rohlf, 2015). Field trips are used to enable learners go out in places of work and obtain experiences from there that they may not obtain from school due to different circumstances (Mahgoub, 2014,).

Patrick (2010), proposed that field trips should be weaved into the teaching schedule as this will provide an opportunity for students to view information for themselves and use their own senses to touch, or feel materials that they had previously only heard about.

The use of field trips is also intended to enable learners have good knowledge of what actually happens in the world of work through collaborative learning. Field trips involve pupils learning outside the classroom situation (Iline, 2013). All in all, field trips are inevitable in the teaching IPS because they help to bridge the gap between work and learning providing for competence development.

2.2.2 IPS club as a strategy to enhance teaching- learning processes

It was deliberated during the future workshop that inadequate practice is given to a particular discipline in the teaching and learning of IPS at Kibuli CPTC. For that matter, forming an IPS club was deemed relevant as the students would be encouraged to perform club activities

during their free time in a way of establishing their club. Such activities related to the subject activities help to develop competences among the students due to constant practice.

A lot more benefits are derived from belonging to school subject club. Some of the benefits include giving the students opportunity to come together and find solutions to common problems. As the students perform club activities, they are equipped with a broad range of skills that will be essential in their future academic work. They also build up their ability to analyze practical skills a value that is required by employers. Ability to acquire practical skills can only be attained through interactions with one another (Okoye, 2015).

In a school subject club, the students gain a sense of belonging and work together to see the club developing. Since this is always done along the subject content, it enables the learner' to acquire good skill during club activities. This is because there is always a high level of participation in club activities. Even at meetings, the students can discuss the issues and put forward their suggestions to the club facilitator and executive. Therefore, the students can use the knowledge gained to participate in community activities, including home and workplace. For example, according to research published by UNICEF and Save the Children together with the University of Zambia in 2005, it was found out that 'students who were allowed to personally engage in club activities were more relevant to themselves and the community (Chigunta, 2005). Therefore, subject clubs create a sense of identity among learners and promotes peer to peer learning during club activities.

2.2.3 Cost sharing as a method to enhance teaching -learning in IPS

Cost sharing in this study was a move in which the students were to contribute to their own learning by collecting some money to provide materials for practicals. This was intended to secure funds to facilitate practical sessions. The argument is that, more often, training institutions have

the desire to equip students with the necessary skills. However, the funding available is not enough to facilitate this kind of training but they are limited by resources. According to Ostroff (2005), one of the greatest challenges in constructing a VET facility is balancing aesthetics and practicality given limited funding. This is because spaces for VET have distinct requirements for constructing the infrastructure, which include equipment, room size and providing resources for a range of activities, in addition to providing conventional classrooms for academic instruction. Spatial and equipment needs vary depending on the country job market demands, and curriculum requisites (Blyth, 2009). It is for this reason that some institutions request the learners to contribute some money and facilitate their training.

According to GREENHALGH (2017), Cost sharing is assumed to facilitate acquisition of required materials used to conduct practicals. However, cost sharing might in turn affect student retention in school because adding extra costs for handling practicals on the tuition may be unaffordable to some parents (Meer, 2007). While costs in VET are typically expected up front, benefits because less drop outs are likely to happen from vocational education (Hoeckel, 2008). Therefore, cost sharing to facilitate availability of resources for practical training. This helps to bridge the gap between theory and practice.

2.2.4 Allocating extra time for practice

According to Auta, (2015) the limited time allocated to practical is also not helping matters. Practical activities require adequate time to come to fruition. It involves preparation, execution and evaluation. Therefore, students should be given enough time to exhibit their dexterity in handling practical tasks so that the teacher's evaluation would have a high degree of validity and reliability. Higher levels of educational attainment over time lead to a more skilled and productive workforce, producing more efficiently a higher standard of goods and services,

which in turn forms the basis for faster economic growth and rising living standards due to mastery (International Labour Office (ILO), 2010). Murray (2003) also argues that humans are able to improve task performance as a result of repeated experience with a particular task

2.2.5 Underpinning theory

This study is supported by Dewey's theory of "learning by doing" (Dewey 1952). The theory emphasizes that education should equip students to take a full and active part in shaping their future society. The theory criticizes traditional education for believing, seeing children as empty, passive receptacles who are to be filled with ideas. This helped to support the existing order. Dewey (1952) further argues that; "To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness." "I believe that the school must represent life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground." Page 2. Dewey rejected the notion that schools should focus on repetitive, rote memorization & proposed a method of "directed living" – students would engage in real-world, practical workshops in which they would demonstrate their knowledge through creativity and collaboration.

This is in line with the main aim of the study that is emphasizing students' active engagement of learners in skills practice especially outside the classroom. A connection between what we do and what happens to us in consequence. The theory is also supported by Kolb's theory of learning which attributes learning to an individual's experiences.

A cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action (Kolb, 1984).

The study seeks to lay and implement methods that encourage learner participation in practical oriented activities during learning so as to build experiences in order to promote creativity and production.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section presents information on, the research design, population, sample and size, sampling technique, methods of data collection, procedure for data collection and how the data was analyzed.

The research followed an action research based model aimed at practically check whether the teaching learning processes are ideal for skills acquisition. Evident unsatisfactory claims were identified during the process and clearly producing evidence of need for intervention through a series of action and reflection (McNiff, 2002).

3.2 Research design

The research was an action research design which employed qualitative methods. The purpose of the research was to solve an institutional problem through the participation of the stakeholders (Sennerud, 2003). Information was gathered from the participants at the site where they experience the problem. The researcher took a lead role in collecting information using various methods like interviews, observation, and document analysis with different tools such as interview guides, observation checklist, and existing documents for the purpose of triangulating information. The information gathered was later presented in themes according to the specific objectives. This was done to create a deeper understanding of the problem and the impact of the laid strategies (Creswell, 2009).

Participatory action research was used to explore a problem with an aim of developing solutions. Therefore, the research used inductive qualitative research methods such as interviews

and observation, to represent perceptions of the research participants (Lester, 1999). Observation and interviews were key data collection methods within the research process.

The research was also participatory in nature, different stakeholders were all allowed to take part in the research process by identifying the problem with the researcher, finding its solutions and collectively implementing the solutions to the problem together. Finally, the participants were involved in the evaluation process of the research to assess if the implemented strategies were influential in enhancing the teaching learning process in the IPS subject for skills acquisition. All activities within the study allowed the students to be at the center of creating a change that would help them learn better (Erika, 2009). Meyer (2000) confirms that participatory Action Research helps practitioners to search their own practice to identify any problems, seek and implement practical solutions, and systematically monitor and reflect on the process and outcomes of change.

3.3.0 Population

The sample was randomly picked from a population of 500 students who were undertaking PTE curriculum, 3 tutors and 2 administrators.

3.3.1 Sample size

The table below shows the size of the samples picked from the different categories of participants.

Sample	Size
Administrators	2
Tutors	3
2 nd year students	12
1 st year students	100

Table 1: A table indicating the sample and size selected from the total population.

Administrators

The principal and the deputy principal were purposively selected because they are the leaders of the institution capable of giving administrative information.

Tutors

Three tutors for carpentry, home economics and art and design because they are teaching some specific disciplines in IPS. They provided information regarding the teaching learning processes.

Students.

Twelve second year students were involved in the process because they offer the subject as an elective. They were involved in the study to give comparative information between the previous teaching learning methods before and after intervention. Their experiences would then put them in position to be councilors for the first-year students encouraging them to offer the subject. 100 first year students were involved in the study. The students were used as a pilot group for testing the ability of the interventions to improve skills acquisition among learners. This is because they were the pioneers of a whole new teaching systems whose efficiency was being determined by their abilities.

3.3.2 Sampling technique

Purposive sampling; in this research, participants were selected from the students to provide information on the learning processes involved in IPS subject., Tutors were selected because of their knowledge and experience in implementing the subject, and the administrators' due to their experiences in various college activities. The researcher intentionally selected individuals and sites to learn. The standard used in choosing participants and sites was whether they were "information rich" or "not" (Patton, 1990).

3.4.0 Methods and instruments of data collection

Information was gathered through conducting interviews during the situation analysis process, then a future workshop was carried out to identify the problem. Observation and document analysis was done to triangulate the oral information and the already existing information with regard to the study

3.4.1 Interviews

Information required from the participants was gathered by the researcher asking questions in an interview process. Nigel (2002), asserts that information can be collected from individuals about their own beliefs and experiences of the teaching- learning process using interviews. The interviews were conducted during the situation analysis and future workshop in which the researcher asked questions well guided by the interview guide. An interview guide containing a set of guiding questions that prompted the participants to unveil the information they had concerning the research topic was used. It guided the researcher to ask more probing questions in a more organized manner (Boyce, 2006). (See appendix C, Interview guides used in the; situation Analysis, future workshop and evaluation workshop)

3.4.2 Focus group discussions

These were conducted especially during the situation analysis study in order to produce a large amount of data on the topic in a short time through a semi-structured group interview process moderated by the researcher (Nigel, 2002) .

3.4.3 Observation

Information was gathered by observing all the activities and procedures that were carried out during the implementation process. The observation was done with the help of an observation checklist clearly noting the events of the implementation process particularly for carpentry and tailoring. Passive observation was also used by the researcher where the researcher observed the progress of the lessons as the instructors were teaching the students (CDC, 2008). This was meant to observe how the strategies identified were being implemented in the other disciplines.

Participatory observation was also employed during the teaching-learning process as the researcher allowed the students to work on their own during practice to observe if the employed methods actually had an impact on students' learning.

An Observation checklist was drafted, clearly indicating the areas that needed critical observation such as equipment available and its functionality in the training process. (Mayhew, 2002). The researcher had it in every session and would tick on area that had what was required. (See appendix D, An observation checklist tool).

3.4.4 Document analysis

Evaluation of the existing documents such as registers, curriculum books and school magazines to review prior literature concerning the study that could be incorporated within the

report that this research was about to generate. The documents were analyzed to triangulate the information in them with that got from the interviews and focus group discussions (Wesley, 2010). Existing documents such as the curriculum to indicate whether the curriculum is compulsory or an elective, a register to show the number of students that had been offering the subject over the years and timetable to indicate the time available to teach the subject on the timetable with reference to the periods given on the timetable. The documents were analyzed to compare the information obtained from the interviews with that is available in the documents. According to the report by CDC (2009), use of information in the existing documents helps find historical information that relates to the research.

3.6 Procedure for data collection

The action research process started by, conducting a situation analysis meant to examine the teaching learning processes in the IPS programme at Kibuli CPTC. The situation analysis was followed by a future workshop in which a more pressing problem was identified and its solutions were laid through various stages. The solutions were implemented their impact was assessed at the end of the implementation process through a workshop in which all the participants were involved. Throughout the whole process, information was recorded and noted for reference during writing the report.

3.7 Data analysis

Only qualitative data was collected in this study therefore, qualitative methods were used to analyze data. Data was analyzed in themes according to the specific objectives (Carson, 2001). The following are the themes in which the data was analysed.

1. Teaching learning methods in the IPS programme at Kibuli CPTC

- ii. Strategies to enhance the teaching learning process of IPS at Kibuli CPTC
- iii. Impact of the strategies on skills acquisition among the students

3.8.0 Ethical considerations

3.8.1 Confidentiality and anonymity

Anonymization of sources of data was an important part of this research and during the entire process (Wiles, 2008). Anonymity of individual participants and arising from an individual interviews and face to face discussions with others in ways that might identify an individual submission. Information arising from individual participants was disclosed and sources of information were kept securely (Wiles, 2008). This was done during workshops without pinpointing the individuals that raised certain issues during focus group discussions. The matters would be open to discussion without discussing individuals who actually pointed them out.

3.8.2 Informed and voluntary consent

Schumacher, (2007) asserts that voluntary participation through adequate and appropriate information about what participation would involve was done for the research process to run smoothly and cooperatively. Permission was sought from the participant including administrators, tutors and students to participate in the research process. Most importantly, permission was sought from the owners of the work places where the study trips were carried out. (See appendix E, Letters of consent)

3.8.3 Collaboration

Since the research was action based, active involvement of the participants was done such that they took a lead role in creating their own change by working together with the researcher.

This was done to ensure that the researcher did not impose her own thinking onto the participants (Castro, 2015).

3.8.4 Validity

The validity of the data was based on my involvement in the research processes with the research participants. To ensure that data obtained from the participants was valid it was triangulated through comparing what all the participants had to say about a similar situation. The other way of ensuring that valid information was obtained from the participants was by comparing with that in the existing documents and use of existing documents.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents information on the study findings. It should be noted that the study findings for objectives one and two are presented in the situation analysis section chapter one. The findings in this chapter are presented in relation to objectives three and four of the study. Thus, the information in this chapter includes the data presentation and interpretation of the objectives of: implementing the strategies identified by the participants to solve the major problem in the teaching learning processes of IPS subject and to evaluate the impact of the implemented strategies adopted by the IPS department.

4.1.0 Findings

4.1.1 Focus Group Discussion (FGD) findings from the Action Planning Future Workshop Phase meetings

The implementation of the intervention strategies in this Action Research was preceded by a future workshop planning phase - FGD meeting that was held on the 13th of February, 2017. This workshop meeting was attended by the; Principal, College DOS, IPS tutors, students, together with the researcher as the meeting facilitator. During the workshop meeting, the researcher asked the stakeholders to: identify roles required for the implementation of each of each intervention strategy; assigned these roles to the various categories of stakeholders; and went ahead to indicate a time frame for implanting each role. (Refer to appendix C Action plan).

Roles of the College Administration

The College Administration was to purchase the basic equipment and materials required for practice such as the oven, the mixing bowls, weighing scales, vanish, sun paper, and nails.

The college administration was also to fund most of the IPS practical activities, approved the time selected by the IPS tutors for additional practical sessions, give counseling sessions to students on the benefits of IPS. Present the tutors' work plan and budget for additional IPS practical sessions to the Board of Governors for approval. In addition, the College administration sought the services of a tailoring instructor to teach the IPS students offering tailoring courses every Saturday and Sunday.

Students' Roles

The following roles were allocated to the IPS students; mobilizing themselves to attend the additional practical sessions, at the time of practice, registering themselves in the respective IPS subject disciplines of their interest, and making some small financial contributions for buying items to be used during the IPS practical sessions.

Tutors' roles

During the Action Planning Focus group discussion meeting, it was agreed that the IPS tutors guide students in the formation of the IPS club and the selection of club leaders. Tutors were also tasked to; plan for practical sessions of the IPS subject, allocate time for practice and make requisitions for materials to be used in each practical session.

On 15th February 2017, the three tutors held a meeting to deliberate on how each of them should plan for their IPS lessons while clearly indicating how practical lessons will be emphasized. A report of the tutor's deliberations concerning the new strategies for including adequate IPS practical training sessions indicated in the department's action plan was submitted to the college administration on the 18th of February, 2017.

In this report, the tutors specified that they will teach the additional practical lessons in tailoring and cookery between 11am and 4 PM on Saturday, and carpentry between 4pm and 6pm Tuesday. The tutors resolved that the Art and design practical lessons were to be taught concurrently with the theory lessons because its practical content is well integrated with the theory in a lesson. In March, the Board of Governors approved the tutors Action Plan for enhancing students' practical experiences in the teaching-learning processes of the IPS subject at KCPTC. The tutors were then allowed to make request forms for the items required. (See appendix F, Requisition forms for IPS items)

The tutors were also tasked with the role of implementing field trips for the carpentry IPS students. For each of the three field trips that have so far been implemented, the tutors sat in a brief meeting to suggest the carpentry workshops that the students can go to, then the carpentry tutor would visit these workshops and give feedback on each workshop's status. The departmental staff would select to one of the workshops. The researcher would then inform the principal of the department's choice since she also doubles as the head of the IPS department. Once the Principal approved the department's choice, the instructor would write a requisition form for a field trip, which would be signed by the principal and funded by the bursar.

The instructor for carpentry would also write a letter to the chairperson of the workshop area where the field trip was meant to take place seeking permission to visit it. Once permission was granted and funds were released, students would be taken to the field trip by at least two tutors. Various feedback sessions were conducted along the implementation process in order to monitor the progress of the interventions and make any necessary changes to close the gaps. During the overall evaluation process, every group that is for; students, tutors, and administrators was represented to articulate how far they had moved in supporting the implementation of the activity

oriented programme that had been integrated into the system and also jointly assess the impact of the strategies on skills acquisition of the learners particularly.

4.2.0 Strategies to enhance teaching learning processes.

In the situation analysis FGD meetings, several intervention strategies were selected by the stakeholders for immediate implementation as measures for enhancing students' practical experiences in the teaching –learning processes of the IPS subject and increasing on the time for teaching practical lessons.

4.2.1 Field trips as a strategy for enhancing the teaching learning process.

The concept of field trips was developed during the future workshop. The participants identified the strategy as a potential method for learners to acquire skills through collaboration. Three field trips were carried out in the carpentry group so as to emphasize learning in the workplace. The first field trip was an orientation geared trip carried out with first year students in the carpentry discipline. The students were taken to Ndeba wood workshops in an orientation study to get a brief of the role of carpentry in the curriculum. While at the workshops, the students were divided into smaller groups to go to the different stoles where they were given knowledge on the opportunities in the carpentry career, main products of wood and the quality of furniture makers that the world work requires to get. This was intended to open the students mind on the role of IPS in improving the quality of an individual's life since it is a new concept to most of them as they had only found it at the college. Therefore, taking the students for such a trip was found useful to boost the morale of the students towards the subject after they had realized its role in the field.

Orientation of the students in such a manner was intended to motivate students by showing them that the skills attained from the subject are actually applicable in the world of work. Therefore, this was thought that it would help them to break their bias towards the subject referring to it as irrelevant to them.



Figure 1. Students at a carpentry tour. This figure shows students during an orientation trip at Ndeeba wood workshops (March, 2017)

The workshop also helped the students to open their eyes to the fact that the subject is no longer going to be only theoretical since there are many ways of handling practicals for skills acquisition. This arrested fears that the students had raised that the subject is only taught in theory and not much practice is given to concepts.

The second field trip was carried out at Bwaise furniture works. This was following the theory lesson in which students had been taught about the different types of wood and wood cross-sections such as mahogany, muvule and others and how they are obtained from the logs. They also studied about the different machines that are used in timber conversion. However, the students had never been able to access different types of wood and could not

distinguish the types once the logs have been cut into timber. They had also never got in touch with the machines used in converting wood. This then necessitated the learners to go out to the workshop to see how these pieces of timber and the machines look like with reference to the classroom theory. This trip was found necessary because the college could not afford to buy the various types of timber and the machines to facilitate learning for this particular lesson.



Figure 2. Kibuli CPTC students at Bwaise wood workshop. This figure shows students learning how to identify the different categories of timber and its products. (June, 2017)

While at the workshop, the students were given tips on how to identify the different types of wood using different characteristics such as, surface feel, grain formation, color and weight. On the part of machines, the facilitator there took us through the machinery area where he would mention the name of the machine being used at the workshop and the boys who were operating the machines would demonstrate for the students how the machine works. The students were allowed to ask questions so as to understand the whole concept. After returning to the college, the students were required to write a report of the whole process clearly explaining the contextual benefit of the field trip to their learning. (See appendix G, Students report for the Bwaise trip).

The aim of requiring students to write reports after every field trip was to make sure that they ardently follow the explanations of the facilitators well knowing that they had to give a detailed report of the learning process. Requiring the students to write a report also was an assessment measure to assess whether the field trips actually had an impact on the learning processes of the students. For the fact that the students were able to write the reports of what they had actually learnt in the field in relation to what they had learnt in theory, it was a direct indicator that the field trips had a positive impact in acquiring skills in carpentry.

Teaching students to acquire adequate skills as required by the world of work is a costly venture because the tools and materials and tools to be used may not be affordable to most of the institutions. Kibuli being a government college which only depends on government grant may is not different from those which are constrained by vocational budgets. Therefore, collaborating with work areas where the students can have a practical touch away from the college is inevitable if students are to be equipped with skills.

The third field trip was an evaluation trip intended in which the students were taken back to Bwaise wood workshops to assess the impact of the previous field trips. The students were also required to explain the process of identifying the different types of wood, and also identify the machines used in converting wood. The students were able to do so with reference to the physical characteristics of the wood and the functions of the machines respectively. They also went to the machinery section and demonstrated good knowledge of the machines and their roles.



Figure 3. Students at the machine workshop .This figure shows students of Kibuli CPTC at Bwaise wood workshop observing how wood is processed. (June, 2017)



Figure 4. Students at Bwaise wood workshops.The figure shows girls in the carpentry class trying out how to use some of the hand tools. (July, 2017)

4.2.2 Cost sharing strategy to enhance teaching-learning processes

The intervention of cost sharing was introduced in KCPTC through this Action Research beginning on 22nd November, 2017. The idea was conceived by the stakeholders during a focus group discussion the researcher held with them on 10th October, 2017. The FGD was to identify measures for enhancing students' practical experiences during the teaching-learning processes of

the IPS Subject. The stakeholders identified the idea of cost sharing among others, as one of the measures they can use to solve the problem of inadequate instructional materials required for implementing the practical sessions in the teaching-learning sessions of the IPS subject. In the context of this study, cost sharing involves the college administration playing a major role in paying for IPS practical session costs while IPS students make a small contribution towards supporting their own study.

The involvement of cost sharing strategy was implemented for enhancing students' practical learning experiences in the following IPS courses; carpentry, tailoring and cookery.

Cost sharing in Cookery

In cookery, the college purchased items like baking trays, mixing bowls and weighing scales bought the oven. In addition the college bought the ingredients for the initial practical cookery lessons in bread and cake making. In the subsequent practical cookery sessions, the students continued their Saturday and Sunday practical bakery lessons by contributing 500/= each every weekend for buying the ingredients. Each group of students also purchased its own wooden spoon to be used in mixing ingredients during the practical lessons. The issue of both students and the college subsidizing the government's funding towards requirements for IPS practical bakery sessions hence, obtaining mastery through repeated practice.

(See appendix H, List of students' contributions.)



Figure 5 Students in front of the oven. This figure shows students lighting the oven that was purchased by the college to be used for cookery practicals (June, 2017)

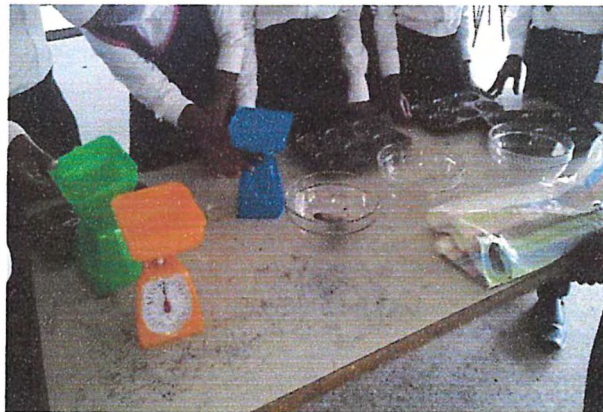


Figure 6. Students in front of small Kitchen equipment. Small kitchen equipment that were purchased by the college to be used for cookery practicals (June, 2017)

Cost sharing in Carpentry

The college purchased carpentry items such as; wood vanish, sand paper, sealer, nails, glue, timber and a hand saw to be used for practice at the college.

In addition to the financial contributions that the students made to support the implementation of the IPS practical learning sessions, the students also funded activities of the IPS Club (See section 4.2.4 – the chips business idea) The college's contribution towards the

club activities is that of bringing in a resource person who provided students with the following forms of entrepreneurial knowledge; forming a business idea, establishing a business, making branding, packaging ,marketing, selling, and calculating losses and profits of products. Establish and sustain the IPS club project of chips as their own business.

(See Appendix I, IPS club sales records)

4.2.3 IPS club strategy to enhance teaching-learning processes

This intervention came into existence during the Focus group meeting of by the time of writing this dissertation report in October, 2017, this intervention had been in existence for four months. The researcher chaired the meeting in which only 23 of the 11 1st year and 12 2nd year students participated. In the same meeting, the students selected their leaders that is; the chair person, secretary and treasurer plus their assistants. The seniors were selected from the second-year students while the assistants were selected from first year students. IPS aimed at sustains students' active engagement in activities related to the subject outside the classroom. In this way, the students have kept growing their IPS competences through practicing the preparation of the food product

Integrating both first years and second year students in the IPS Club is a way of ensuring continuity of the club when second year students leave the college at the end of their course. Second year students were made the main leaders because they have better knowledge of the college practises. First year students were made assistants because they were still in the college and were yet to learn the college dynamics. In this context, second-year students were expected to help the first years assimilate into the college system.

The activities of the club could however not be started in the because 2nd year students had to go for school practice while the first-year students had to first acquire knowledge and skills in cookery. The work of the club then commenced in 2nd term where the students were encouraged to form groups on their own will and come up with a business idea that they will work upon. Seventeen students registered to start making daddies to supply to the canteen next term.

4.2.4 The chips business idea

Eleven students then came up with the idea of making chips for sale to their fellow students during the weekends following the classroom concept of deep frying as a method of cooking. They then collected their own money 1000/= per week for one term (Term 1 2017) amounting to a total of 33900/=. The money that was collected was later used to purchase ingredients such as Irish potatoes, charcoal, tomato sauce, bucket onions and salt. The necessary equipment was like the slotted spoon, frying pan and borrowed from the school canteen the frying pan and slotted spoon from the canteen and started making chips for sale.

4.2.5 Additional practical sessions for Cookery

Before the intervention era in November 2016, the following three IPS Courses were allocated time on the time table as follows: Carpentry 1 hour for the whole and the tutor would find a way of conducting either the theory or the practical. The same was done for cookery and tailoring. There was no social time allocated especially for the practical. IPS subject was being handled in the same manner as the other theoretical subject such as English.

To be able to provide adequate time for practical sessions in the IPS disciplines, the researcher together with the participants allocated more 2hours for carpentry and 10 hours for

both cookery and tailoring which were allocated Saturday and Sunday. The additional time was allocated as follows: cookery and tailoring were allocated Saturday from 10:00am to 4:00pm and Sunday from 2:00pm to 4:00pm while was allocated 2 hours on Tuesday from 4:30 to 6:30 pm. Carpentry was allocated 2 hours to handle only those cases practicals hand tools sanding wood and vanishing. The rest of the carpentry practicals were to be handled during the field trips in different places of work. This intervention was handled from February 2017 to August 2017. In this era, all the practical sessions in the respective IPS disciplines preceded theory lessons. In the cookery course students learn different methods of cooking in term 1 of year 2017, between March and April. This happened to be the time when the intervention of additional time for practical sessions in IPS courses was also being implemented. During the intervention era, the students in the cookery course studied the cooking methods of deep frying and baking.

During the intervention era which started in March, 2017, the bakery lessons that were conducted focused on the making of bread and buns. In these hours of the week, students were theoretically taken through the steps involved in making bread, namely: measuring, mixing, kneading, leavening, how to light and regulate heat in a local oven and bake bread in it. These theoretical lessons were then followed by practical sessions of making the bread by IPS students in groups. The practical sessions were carried out for six consecutive Saturdays.



Figure 7. Bread making. This figure shows the tutor demonstrating kneading in bread making.
(April, 2017)

In the second term of year 2017, the practical sessions during the intervention era focused on concentrated cake making, particularly, queen cakes. During the theory sessions in the week, students learnt the procedure of caking making theoretically. In this case, the tutor orally described gave the student the procedure for creaming, sifting, baking and measuring cake ingredients to the students. The tutor then demonstrated the whole procedure for cake making and baking to the students on the Saturday morning of 26th February, 2017. On the other of practice, the students were encouraged to learn from one another as they did the practical of cake making on their own under the observation of the researcher.



Figure 8. Cake making. This figure shows students creaming a cake mixture. (June, 2017)



Figure 9. Cake making. This figure shows students measuring ingredients for cake making. (June, 2017)

Additional Practical sessions for Tailoring

In term one of year 2017 of the tailoring course, students learn how to operate a sewing machine in addition to learning its parts. During the additional practical sessions in the tailoring course, students were taught the basics steps in tailoring. These included; peddling the machine,

putting the needle in the machine, and making straight lines on a piece of paper. This was always done under the guidance of the instructor as the researcher observed.

Tailoring has come a long way in such a way that the tailoring room that we are using is shared with the community since the Turkish donors had set it up for the benefit of the community not specifically the college students. Therefore, during the research process, I had to request the principal to engage the Donors to allow college students to study in the room.



Figure 10. Students meeting the Donors. The figure shows IPS students meeting with the funders of the tailoring project. (April, 2017)



*Figure 11.*Part of the tailoring class. The figure shows the boys in a tailoring group(June, 2017)



Figure 12. Interactive lesson. The figure shows an interactive tailoring session among students (June, 2017)

4.3.0 Evaluation

Two major forms of evaluation were conducted for assessing whether the interventions implemented enhanced students' practical experiences and competence. The first evaluation activity involved assigning individual IPS students post intervention practical tests for ascertaining their mastery of knowledge and skills' acquisition levels in Cookery and Tailoring. (See Appendix J, Test items assigned to the students). The second post intervention evaluation involved the facilitator holding a FGD with all the stakeholders to learn from the participants about their experiences from the interventions of the implementation process.

4.3.1 Findings from the IPS Individual Student's post-intervention tests in Carpentry

This post-intervention evaluation lesson in carpentry, the IPS students were taken for a field trip to Bwaise wood workshop. This field trip was for IPS students to specifically demonstrate to the researcher their knowledge and competence levels in relation to what they had learnt in the previous two field trips to carpentry workshops. The aim of this trip was to assess the impact of the two field trips to the carpentry workshops. The students demonstrated their knowledge of identifying the different types of timber and the machines used in processing

wood. This indicated a great improvement in the teaching-learning process. Before the intervention, the students could not exhibit any level of skills acquisition because they were not being taught practicals.



Figure 13. The figure shows some of the carpentry students explaining to the students



Figure 14. Identification of wood. The figure shows carpentry students explaining to students how to differentiate wood. (July, 2017)

4.3.2 Findings from the IPS Students' Post intervention tests in Cookery

In the post intervention practical cookery evaluation practice, in groups of eight IPS students were given ingredients to demonstrate their knowledge and skills in cake making while using of a local oven for baking the cakes. The students successfully implemented the following steps of cake making: measuring ingredients, creaming, mixing ingredients, lighting the oven and baking.

In the process of preparing the cake mixture, individual students in the respective groups successfully accounted for the different ingredients and steps in cake making to the facilitator. The baked cakes were then displayed. (See Figs 14 and Fig 15). Some cakes were burnt (Figure 14), while others were well baked (Figure. 15). In addition, some of cakes had a strong smell of raw eggs. The IPS students in each of the two groups, respectively and correctly, accounted for the appearance of their queen cakes and the strong smell of the raw eggs in them. These post intervention evaluation assessment findings on the IPS students' cake making abilities imply that their knowledge and competence levels trade are satisfactorily good.

The intervention helped learners to acquire skills because of exposure. Before the intervention, the students had never had chance to do practicals.



Figure 15. A sample Students' burnt cakes (August, 2017)



Figure 16. A sample of Students' cakes made by students
(August, 2017)

4.3.2 FGD findings from the Evaluation Phase of the Future Workshop Model

This FGD was attended by the Principal, the college DOS, the IPS tutors the students, together with the researcher as the facilitator of the workshop meeting. During the FGD, the researcher asked the various categories of stakeholder to share their experiences in relation to the impact of the three interventions on the enhancement of students' experiences of practical sessions in the teaching learning processes of IPS.



Figure 17. Stakeholders meeting. The figure shows Stakeholders in an Evaluation FGD (August 2017)

4.3.3 FGD findings from IPS students’ on post intervention carpentry experiences

The students deliberated that the field trips, they were able to learn wood work practically. They were able to concretise what had theoretically been learnt in class. For instance; one student said that “... I can now distinguish mahogany from muvule using their surface characteristics”. Another one added that; “...in fact, these trips made me see the things that I had only heard of before.....”. “...by the way madam we are going to do very many projects especially for cakes next term, we do not want our skills to die...”

The students also said that the visits to carpentry workshops inspired them to appreciate the need to conserve the environment. “... We need these resources in production, so we must conserve them” said one of the students. This is because the carpenters at the workshop explained to students that the resources in the environment are required for production and financial benefit. “...we get most of this timber because the forests in Uganda have not been cared for....”

More to that, they also added that the field trips helped them to gain additional knowledge about the role of carpentry in IPS. In addition, students went on to request the principal to in future give them the chance to repair the college furniture as a way of demonstrating their skills. It

should be noted that this request serves to show the students' confidence in the carpentry skills they have acquired from the field trips. Though the principal did not give an immediate response to this request, the students promised to meet him at a later date for further discussion on this request.

4.3.4 FGD findings on IPS Tailoring post intervention experiences

The students reported that they had been able to achieve some skills operating a sewing machine: peddling, oiling, threading and putting a needle. However, some students acknowledged that they were still unable to make a simple garment like a dress. While others were not happy with the rate at which they were covering the course content. One male student expressed his concern that they were taking so long on one skill instead of moving to the next step. "...in fact for us in carpentry we still have a problem. I don't think we can do much....." said one of the students. The explanations for these two scenarios included: the issue of boys' absence from the first term's Saturday and Sunday tailoring classes due to the Sharia law in the school that prohibits boys from mixing with girls; irregular attendance of additional and Saturday and Sunday tailoring sessions by students, especially the girls; and cancellation of four out of eight Saturdays by the instructor due to a high students' absence in the training sessions.

It should also be noted that in the initial stages of the intervention of using additional practical sessions for tailoring, the arrangement of having boys learn on a separate day from the girls was not possible. This is because the NGO the College is collaborating with to offer tailoring training sessions is focused on girls alone. Consequently, the researcher requested the College Principal to request the NGO to allow the boys to also participate in the tailoring sessions. Upon the Principal's intervention, boys were allowed to undertake the Saturday and Sunday tailoring sessions for five weeks in the second term of the college's Academic calendar.

Consequently, the instructor decided to give attention to the boys to learn what the girls had covered before continuing to the next aspects in the course outline. It is on this basis that some that some students reported that they are taking so long on one aspect.

4.3.5 FGD findings on IPS Cookery post intervention experiences

The IPS Cookery students affirmed that they acquired skills in bakery and are even looking forward to making their own businesses. One of the students testified that having the baking lessons had helped her so much because she does cakes for a living but before the practical bakery training sessions her products were lacking. In this context, it can be interpreted that using the skills that she had acquired from the additional practical training sessions has empowered her to make quality cakes ‘...my market has also improved because I make better cakes now.....’ mentioned one female student. She added, “...I used to make sales of less than one packet a week but now I sell cakes of two packets.....”

They further mentioned that having been given the opportunity to go to purchase the necessary ingredients for the cookery practical helped them prepare a bill of quantities, develop the ability to cost their products and purchase commodities. In this context, the buying and selling opportunities the students experienced in the cookery practical sessions also helped them to realise the concept of entrepreneurship as an academic area in the IPS subject.

The students further reported that they had learnt how to bake using a locally made oven. It should be noted that the making of a local oven was sponsored by the College administration as an improvisation for the absence of any type of oven in the College. So previously, students did not have the opportunity to practically bake any type of food. In this context, the students appreciated that the practical sessions in cookery had equipped them with skill of using

improvisation. For example, one female student said; "...we now realise that locally available ovens can be used to bake items just like the modern one..."



Figure 18. Students lighting the oven. The figure shows students lighting a local oven. (July 2017)



Figure 19. Baking. The figure shows a student operating a locally made oven. (June 2017)

4.3.6 FGD findings students' experiences in the IPS club

The students reported that the activities they do in the IPS club had helped them to acquire entrepreneur skills. "... We now have good entrepreneurial skills like packaging, customer care and pricing" said one of one students. She added "...members, don't wait for madam to tell you what business project to do, think for your selves. You have the skills now....."

In addition, they also said that the income they got from the sales of the clubs' products helped them acquire some personal money the profits they made. One female student said; "at the end of the term two of 2017 we were able to share from our profits of 6,000/= each out of the chips making project". In this regard, one male student happily noted that that they were using classroom knowledge to make income generating projects in the IPS club and 'this has even enabled us to make money while in school'.

The Director of Studies (D.O.S) observed that students are not always aware of the of the IPS skills. He was also glad to note that great work has been done by the IPS Club intervention. He mentioned that he had been buying from the students of the IPS club the chips that they were making in a way of supporting them. In his opinion, the IPS Club activities were even helping to keep the students disciplined because they were kept busy during weekends instead of loitering around the college with university students. He said, "...in fact this daughter of mine Joweria used to be stubborn but she is now improving....."

The College Principal equally grateful for result oriented work being done in the department of IPS. He observed that at this pace, the department would even register with DIT so as to enable students acquire certificates for the skills attained. He also requested that a project

proposal should be made for students to carry out more business projects henceforth so as to exhibit their skills within the college.

In conclusion, these findings reveal that the implementation of the three interventions enhanced skills acquisition among the cookery and Carpentry IPS students. The tailoring IPS students, especially, the boys were doing not benefit as much as expected because their practical lessons' coverage was hindered by some factors. The fact that in the FDG, both the administrators and the Planned to do more future practical IPS activities in future indicates that the three interventions had been well integrated into the system. This in turn means that the benefits of these three interventions will continue to enhance students' acquisition of the IPS competences.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents information on the discussion of findings of the implemented strategies, conclusions, and recommendations of the study. Discussion on the findings of the study is presented according to the last two objectives for implementation of the identified strategies and evaluation of the implemented strategies on skills acquisition.

5.1.0 Discussion

5.1.1 Field Trips as a method of enhancing teaching learning processes.

Existing teaching learning methods were established during the situation analysis and future workshop study. It was found out that the teaching-learning process followed a systematic procedure that involved planning, lesson delivery, and finally assessment. However, these strategies were found to be concentrating more on theory than practical learning hence limiting the learners' ability to acquire skills from the skills subject. Hence, making the subject irrelevant to the learners with respect to the aim of its inclusion within the curriculum.

According to the, a subject is in the vocational category if it equips learners with skills for survival. IPS on the college curriculum is also a vocational subject that was started with the aim of equipping student teachers with practical skills. Concentrating more on the theory part, makes the subject meaningless and irrelevant to the students and country at-large. Kibuli CPTC is a teachers' college meaning that once the students acquire IPS skills, they are able to use them for earning a living and also teach them to pupils. As suggested by OECD (2011), the benefits of

student teachers learning IPS subjects practically are mutual for themselves and the pupils they teach in the primary schools. This further implies that if IPS skills are not taught to the student teachers in PTC's, they will also not be able to teach these skills to pupils in the primary schools. This is because teachers are able to apply what they have been taught in a reflective manner (Wahlg, 2011).

The use of field trips was introduced to integrate the classroom theory and industrial practice by relating what happens in the world of work and the daily business at the college. This mainly happened in the carpentry discipline after all the materials used for practicals in this subject are expensive for the college to obtain at once.

Field-trips also generated student interest, hence enhancing student learning, and helped them acquire hands-on skills. Primarily, field trips were very useful where students connected textbook and classroom learning experience with the real world needs. In this case, the field trips were used in line with Dewey's theory of learning by doing. This emphasizes that the learning situation should help to link the learners with their own environment through active participation (Dewey, 1952).

The collaboration between the college and the carpentry industry workshops gave opportunity for the learners to have practical training outside the college. This was an effective alternative way of acquiring skills because the college did not have resources to be used in practical lessons (Michael, 2012). In this context, the college's collaboration with the workplace gave opportunity for the students to have experiential learning. This maintained a good connection of the college with the world of work enabling the skills given to the students to be relevant to the world of work requirements and the students to have a wide range of experiences. This is supported by a report from UNESCO (2013), which suggests that TVET reforms should

be driven by a strong concern to ensure training is responsive to, and relevant for, labour market and industry needs. This requires forging closer links to industry across a wide range of activities from policy development to implementation work

The field trips were effective in such a way that the students engaged in various activities in a short time and were also able to learn from the various people that were met at the workplaces. Since each field trip had a unique learning opportunity used in a systematic manner, it provided a solid co-curricular support for teachers (Wu, 2009). Learning is affected by the level of motivation, the use of field trips as a teaching strategy helped to motivate students as it gave them an opportunity to learn outside the classroom. It also facilitated the interaction between the students and the people in the industry setting. This helped them to realize that there are opportunities relating to that particular area of study. It also helped the learners to break the boredom of learning in a static environment hence bringing excitement in learning (Shakil et al, 2011).

The field trips in this case helped to develop the complete personality of the students like their physical, mental, social and emotional development among the student teachers. All in all, the use of field trips during the research processes manifested adequate potential in fostering skills in a shorter time and a cost-effective manner.

5.1.2 Cost sharing as a method of enhancing Teaching Learning Processes in IPS

Cost sharing manifested to be a relieving idea in the research processes because costs had been shared. It also motivated students to pay attention to learning because they always had a feeling that they had to utilize their money during the learning process hence holding the tutors accountable to the value for their money (ADB, Asian Development Bank, 2009). The issue of attendance was quite an important aspect in teaching and learning as it helped learners to

participate in their own learning. In some cases, however some of the students were missing lessons which then limited their potential to learn. Vocational education particularly requires active engagement of an individual learner if he/she is to gain from the learning. Therefore, if cost sharing inspires students to participate in their own learning, this makes it an appropriate strategy for skills acquisition. On the other hand, additional costs to students could limit student attendance as some may not have money to contribute to the practical that is going to be carried out (Sanga, 2013).

In addition, cost sharing encouraged students to use items sparingly without wasting them because they needed to make good use of their money. Therefore, use of cost sharing did not only facilitate timely training but also helped the students to be economical in the course of training; a quality that will help them in the future to realize profits from maximum use of resources. Another issue in cost sharing is the way students handle the materials that they use for practice. Quite often the students tend to waste materials in a sense that the some of the materials which are re-usable cannot actually be available for use in the next session because they were either misplaced or mishandled. However, when the students actually got involved in acquiring the items they were being careful because they did not want to incur any other costs for the same materials or equipment.

A justification for cost recovery is that it increases in enrolments largely through the effect of increasing resources and permitting budgetary reallocation. However, cost sharing is more often a response to fiscal stress. (Penrose, 2008). Much of the rationale for user charges derives from a belief that cost sharing stimulates efficiency and accountability (Penrose, 2008). In other words, the use of cost sharing as a teaching strategy not only helped to avail materials without straining the college, but also helped to instill a sense of responsibility and active participation among learners. Johnstone, (2003) asserts that, when both parents and students are

paying something, and sacrificing other needs-there is at least presumed to be a much greater incentive on the part of the student to study hard and to graduate on time. Pg. 2

The costs to be met were divided according to potential for example the students were invited to only contribute to less expensive items since they could not afford things that required a lot of money. However, much students are interested in learning and contributing to their own learning, they had limits and making them dig deep into their pockets could in turn have affected their morale to learn. It is for this reason that students were encouraged to contribute to items that were relatively cheap.

5.1.3 Additional practical time as a method enhancing Teaching-Learning processes

Increasing time for studying, the practical lessons of tailoring, cookery, and carpentry were allocated extra time. This was done to help the tutors have more time to teach students practical lessons that could not be taught in the one-hour period allocated on the normal teaching timetable. Allocating extra time to practice was also intended to create more time for the learners to get involved in various activities that enabled them perfect their skills over time. For example, teaching cookery and tailoring on Saturdays allowed learners enough time to have a session with the tutor, then make their own products following how the tutor guided them. Sirhan, (2007) affirms that conceptual understanding of practical concepts is strengthened by continuous studies and practical investigations.

Having extra time also helped the students to learn from one another during interaction as they worked independently. This is because when the students have enough time to work together, assess their own work, discuss challenges that they encounter during the practice and forge a way forward together during the learning process. In the end, the students gained enough confidence and competences as they built on their experiences through interaction. Such

competences attained can help the students to demonstrate their skills outside in the world of work and further develop deep and lifelong skills through peer interactions (Zhang, 2012).

Creating more time for students to practice skills also gave the student teachers enough time to meditate about the practice, learn from one another and make corrections for their mistakes. Education occurs through any experience that has a formative effect to the way individuals think. It is a formal and informal process by which society or a generation deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another (Akintunde, 2007). Formerly, most of the subjects were simply taught in theory and did not have time at all to practice on their own. This new venture gave them an insight that skills are attained individually through practice and currently, the students demand to practice on their own without the tutors. They are able to do this by cross checking with the course outline and what they have covered in a way of matching theory and practice. Whenever students are in a leading role for their learning, it means that they are interested in what they are learning and ought to pay attention to what they are being taught.

This means that for learners to master practical concepts, they should ideally do practical experiments on a regular basis. Practical work in the IPS subject helps learners to, engage in accurate observation; make the phenomenon more real to the learner, maintain interest in the subject; and to develop logical thinking and problem solving skills (Colen, 2013)

All in all, allocating extra time to practice during the research period saw way for the students practicing the skills, reflecting on their results, asking questions and establishing solutions to their learning problems on their own in order to build confidence for the competences attained hence competence building.

Whilst primacy should be given to reforms aimed at improving TVET quality and efficiency, there has also been international concern with improving TVET articulation with academic schooling and higher education. It is argued widely that young people need to be allowed to make choices about educational and occupational paths as late as possible and that education systems should avoid locking them into particular routes. There is interest, therefore, in trying to better integrate academic and vocational education into more flexible systems. This is also seen as a way to tackle the problem of low esteem for vocational education, which appears to be less of an issue in the non-Anglophone systems. Nevertheless, there are attempts in some other countries to rework the academic-vocational balance. Moreover, this is seen as an issue that an NQF can address, although it is difficult to find evidence of how this has worked in practice (UNESCO, 2013). Provide a mix of VET training places that reflects both student preferences and employer needs. Achieve this through provision of workplace training and through planning and incentive mechanisms (OECD, 2011)

5.1.4 IPS club as a strategy for improving teaching and learning processes.

The IPS club was started to carry out activities that motivate students to realize the benefits of the subject. A project of making chips for sale was one of the activities that was instituted by the 11 members of the club. The chips making project mastery of chips making and entrepreneurial skills due to repeated practice as the students produce cookery products for sale. The more one practices the more competent they become (International Labour Office (ILO), 2010).

The club also gave students a sense social identity. In this regard, the students belonging to the IPS club identified with the subject's objectives. This is because the members of the IPS club wanted live by example. This involved students doing IPS related projects as a way of

applying what they had learnt in the subject. This finding is supported by Ezewu's (1996) observation that social structures are known to cultivate distinctive patterns of behavior which are adopted to the functions they are expected to execute for society.

Club members also portrayed a good image to other students that IPS was and continues to be a beneficial subject which can help one to make his/her own business as they make sales and realize profits. In addition, profits from the club sales also motivated the students to work hard during the training because they were sure that the skills attained from the classroom practice can be transferred into money generating projects into the club. Therefore, they paid much attention to practice such that they can join the club and start to gain money (Pugh, 2007). This because in this study were able to obtain business ideas from classroom activities.

5.1.5 Evaluation

Evaluation of the impact of the implemented strategies was mainly done in two ways that is; giving tasks for the students to accomplish on their own and also a workshop in which the students were given a platform to air out what they felt that the implementation of the strategies had impacted on them.

In the first case of assessment, students were given tasks to perform on their own and explain their results mainly in cookery and carpentry. The fact that students could on their own carry out a given practical without assistance indicated that they had mastered the procedures of the given activity with a good level of confidence. Since competence development is the core value of Vocational training, it therefore gives a great sense of the impact of the interventions given when students can produce their own products. In addition to that, assessment to explore into the practical abilities of the students was to test the ability of the interventions to build competences among the learners (Woodhouse, 2011).

Discussions during workshop helped both the implementers and the students to come on board by discussing how the programme was going on and try to figure out what is not going well and also find out what was still missing. In this way, both parties understand one another and planned together on how to make things happen sustainably.

In this workshop, we were able to tell what had gone well and needed to be maintained and also what needed to be improved for the continuity of the programme. For instance, the students had concerns that in tailoring, they were taking so long on making lines and it had become boring for them to attend the sessions. This was noted and the college principal offered to repair the machines that were faulty to enable the students work more efficiently and be able to move faster. When students are involved with the assessment of their learning they are empowered to take ownership of their learning (Bond, 2006).

All in all, the evaluation process was done in such a way that it probes the students to exhibit the impact of the implementation process to their skills and level of competence development. Special attention was given to the ability of the implemented strategies to enhance teaching learning processes in IPS for skills acquisition skills among the students throwing light to the fact that the strategies could easily remain integrated into the college system.

Throughout the implementation process, collaboration and active learner engagement proved to be a great deal in achieving any Vocational goals as regards skills training. Collaboration played a role of enabling the exposure of students to various vocational activities and solving problems that manifested in the course of training while, active learner engagement acted as a motivator for student participation, retention and building confidence for self-reliance among students.

5.2 Conclusion

The research findings revealed that at Kibuli CPTC the teaching learning process of IPS was more theoretical than practical in a sense that practical lessons were not implemented due to lack of resources.

The Action Research study identified and implemented the following strategies as measures for giving students opportunities to engage in practical activities during the teaching learning processes of the IPS subject; going for field trips, forming an IPS club, allocating extra time for practice, and cost sharing. These were suggested by the participants to make the subject more practical.

Evaluation of the implementation of the strategies revealed that these interventions enhanced students' acquisition of IPS skills in cookery, tailoring and carpentry. The students were able to make cakes, identify timber, machines used in processing wood and sew straight lines on paper.

5.3 Recommendations

IPS education is an interesting area of study to students as they live a reality of witnessing their own products and enjoying the fruits of their creativity. However, the ability to bring the realities of Vocational education to happen in a school setting required the effort of various partners. These included, administrators, teachers, students and the world of work working together through collaboration and contribution. The findings of this study would be beneficial to the following categories of stakeholders;

PTC Tutors and students

IPS tutors, should find ways of creating partnerships with the world of work where the students go for field trips to ease the collaborative learning purposes.

IPS clubs in PTC's should not be limited to one activity. For purposes of broadening skills mastery in cookery, the students in the IPS club should engage in different cookery products to broaden their competences.

IPS students in PTCs should be encouraged to make more money generating projects so as to generate more income that can be used to purchase requirements for IPS practical sessions.

PTC administrators

PTC administrators should support IPS activities by providing equipment and materials for practical sessions. They should also encourage students to do the IPS subject through career guidance.

Partners from the world of work.

Employers are encouraged to collaborate with PTCs to provide IPS practical learning opportunities in the world of work.

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APPENDICES

APPENDIX A: ENROLMENTS OF SECOND YEAR STUDENTS

ENHANCING TEACHING -LEARNING PROCESSES IN THE
INTEGRATED PRODUCTION SKILLS PROGRAMME AT KIBULI CORE PTC

ENROLLMENT OF STUDENTS FOR THE IPS SUBJECT IN THE LAST FIVE YEARS
DATASHEET

S/N	YEAR	Number of students enrolled	Number of students offering IPS
1	2013	225	-
2	2014	312	09
3	2015	228	07
4	2016	319	09
5	2017	316	11

Data collected by: NUWAGABA JOAN

Signature: *Nwagaba Joan*

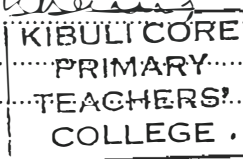
Approved by:

Name: *Agnes M. Mwangi*

Signature: *[Handwritten Signature]*

Designation: *DM*

On behalf of Kibuli CPTC



APPENDIX B : ATTENDANCE LIST FOR SITUATION ANALYSIS

Attendance list for IPS students 7/11/2016

Yr II

AISHA ABDELNASSIR
 Kibirungi Saidi
 Kirabira Jamir MUB
 Murengeti Patrick
 Nabatanzi salma
 Nagawa Aisha
 Narayenga bridget
 Namugabo Hanifah
 Klamama John

Yr I

Akano Felister
 Kiseru akalimu
 Kuluthum Hassan
 Magezi emanuel
 Muhanda Jafar
 Nabumba Saurya
 Mutero Ibrahim
 Nakachwa Javeria
 Nwafere Shadia
 Nwaku Nurah
 Mulondo Aisha
 Nwawaga Huuly
 Sseremba Peter
 Wanduwa Sarah

APPENDIX C INTERVIEW**The situation analysis tool.**

A situation analysis of the work processes involved in the teaching of IPS in Primary Teachers' Colleges.

Visiting: Kibuli Core PTC

Purpose:

To identify the gaps existing in the training of integrated production skills that might hinder the attainment of the main objective of the subject in Primary Teachers' colleges.

Objectives:

- To identify the steps involved in teaching and learning of IPS Kibuli teachers' college
- Assess the impact of teaching IPS among learners
- Find out the gaps involved in teaching IPS at the college.
- To examine the causes of the existing training gaps

Analysis questions;

- i. What steps are involved in teaching IPS?
- ii. Is there something important you feel is missed during the training?
- iii. Do you find the training that is offered effective?
- iv. What are some of the limiting factors in the training?

Future workshop interview guide

A future workshop aimed at identifying gaps in the teaching learning processes in the IPS programme of Kibuli Primary Teachers' Colleges.

Visiting: Kibuli Core PTC

Purpose:

To identify the main problem that is hindering skills acquisition in the integrated production skills programme at Kibuli CPTC.

Stages of the future workshop

- Planning stage
- Critical stage
- Fantasy stage
- Reality phase
- implementation

Objectives:

- To triangulate information obtained from the situation analysis
- To identify the gaps existing in the teaching-learning process of the IPS programme.
- Identify the most pressing problem among the existing gaps.
- To examine the causes of the existing training gaps
- Lay strategies to solve the major problem.
- Design a plan of action for the laid strategies

Guiding questions;

- I. What is the aim of teaching IPS as a subject in the Primary teachers' colleges?
- II. What is involves in teaching IPS?
- III. What gaps are existing in the teaching-learning process?
- IV. What is the main problem that needs immediate attention?
- V. What are the possible solutions to the problem?
- VI. Which solutions can be achieved in a short period of time?
- VII. How are the solutions going to be implemented?
- VIII. How will the impact of the problem be assessed?

Future workshop interview guide

A future workshop aimed at assessing the impact of the interventions in teaching learning processes in the IPS programme of Kibuli Primary Teachers' Colleges.

Visiting: Kibuli Core PTC

Purpose:

To assess the impact of the interventions on skills acquisition in the integrated production skills programme at Kibuli CPTC.

Objectives:

- To assess the impact of the interventions of on skills acquisition among student teachers.
- To compare the recorded information with oral presentation.
- To lay strategies for continuity of the established strategies

Guiding questions;

- i. What interventions were implemented (researcher)?**
- ii. What are the achievements of the intervention?**
- iii. What needs to be done better?**

APPENDIX D: CHECK LIST

AIM: to collect data that may not be gathered in a verbally manner.

Visiting: Kibuli CPTC

Item	Tick if available
Oven	
IPS schedule	
Space for practicals	
Equipment for practical Bowels, spoon, carpentry tools, mention and tick	
Documents with information	

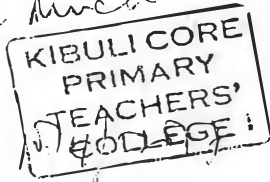
APPENDIX E: CONSENT FORMS

Kibuli Muslim Teachers college
The Department of IPS
Kibuli PTC
P. O. Box 7071, kampala
10th April 2017

The chairperson Bwaise wood workshops

Thru: The principal,
Kibuli Core PTC

We would be much obliged



Dear Sir,

RE: REQUEST FOR STUDY TOUR

As a department of IPS, we humbly request that we bring the carpentry students to Bwaise wood workshops for a study trip about the different types of wood.

The aim of the trip is to demonstrate for the students about the different types of wood, wood resections and the types of machines used in processing wood in the world of work.

Yours sincerely

Nuwagaba Joan

NUWAGABA JOAN

H.O.D

APPENDIX F: REQUISITION FORM

KIBULI PRIMARY TEACHER'S COLLEGE
P.O BOX 7071, KAMPALA

REQUISITION FORM

v/n 19

Date: 12/04/2017

Department/ vote: IPS HOME ECONOMICS

Name of requisition officer: NWINGIRA JOSEPH

DETAILS:

Being a request for the acquisition of lab equipment to be use in cooking practical

No.	Item	Qty	Unit Cost	Amount
1	Baking trays	2	50,000	100,000
2	Brown card trays	5	10,000	50,000
3	Weighing scales	5	50,000	250,000
4	Mixing bowls	5	50,000	250,000
5				
6				
7				
8				
9				
10				
Total:				650,000

Six hundred and sixty thousand shillings only

Principal's Remarks Process payment

Signature: [Signature]

Requisition officer's Signature: [Signature] Date: 12/04/2017

Bursar's Signature: [Signature] Date: 28/4/17

Recipient's Signature: [Signature] Date: _____

KIBULI PRIMARY TEACHER'S COLLEGE

P.O BOX 7071, KAMPALA

REQUISITION FORM

v/n 050

Date: 28.06.2017

Department/ vote: C/T (CARPENTRY)

Name of requisition officer: AMBER EMMANUEL aka NUSIAGABA SOAN

DETAILS:

REQUISITION FOR MATERIALS IN THE CARPENTRY WORKSHOP FOR STUDENTS TO USE IN PRACTICAL

No.	Item	Qty	Unit Cost	Amount
1	WALNUT	4LTS	40000	160000
2	SAFETY PAPER	1000	3000	300000
3	SCREWS	1000	6000	60000
4	WALNUT	4000	6000	240000
5	GLUE	4LTS	20000	80000
6	TOOLBOX	5PCS	30000	150000
7	3 RINGS POST			200000
8	MATERIALS WOOD			1000000
9				
10				500,000
Total:				500,000

Principal's Remarks: Process program

Signature: _____

Requisition officer's Signature: Amber Emm Date: 28/6/2017

Bursar's Signature: _____ Date: _____

Recipient's Signature: BER Date: 28/6/2017

A REPORT FOR IPS FIELD STUDY

We went to Bwaise Industrial Area for a study about Timbers (trees).

In this industrial area we met Mr. Ndabwala Ismail who was our facilitator.

This man helped us greatly to know more about the different types of timbers, machines used, products of timbers and the major sources of tree trunks that are later cut in timber. He also gave us information about the industrial area as major suppliers of furniture in Kampala District.

What we learnt from Industrial Area:

Types of trees:

Emisambya Musizi
Emigawe
calyptus
Eminule
Pain Pine
Mahogany

Places where they get the different types of trees:

- Masaka
- Mubende
-

Products

- Beds
- Sofa sets
- Tables
- Chip boards

Accidents High accidents caused by the machines

Weather conditions also affect them. Like in rainy season which ~~brings~~ make the activities to a stand still.

High taxes charges / rates by the government that is ~~reved~~ / removed from them.

Un trust worthy customers who ~~ten~~ ~~to more~~ take their products without ~~conf~~ the agreed amount.

Saw dust that ~~damages~~ cause health problems to the workers.

the Benefits of

Provide Employment to a big number of people (natives).

Improve on their standards of living to the people working in this industry.

Increased level of income.

With all this that we learnt we appreciate the administration ~~the~~ especially principle and our beloved IPS Teacher ~~for~~ who organised this trip and we request for ~~this~~ such trips in order to learn more as far as IPS is concerned.

Thank you.

Date of Activity.
28th/07/2017

CARPENTRY
FIELD STUDY
REPORT
DONE IN BWAISE.

BY

YEAR 1

CARPENTRY CLASS.

Areas where timber is got from.

- South Sudan.
- Nakasongola.
- Mubende.
- Pallisa.
- Democratic Republic of Congo.
- e.t.c.

Products got from wood include =

- Gum from Mahogany.
- Timber
- Furniture.
- Wood beams.
- Electric poles.

e.t.c. wood

Problems facing the ^{wood} timber industry in Uganda.

Tree pests and diseases.

Deforestation.

Heavy wood which is difficult to transport.

High taxation.

Wood fraudling which involves in lesser for example selling of affected wood with holes and cracks in between them.

CARPENTRY MACHINERY.

This involves the machiner used in the processing of wood into different products for example =

We managed to use the Sack crump at first which is used to hold timber to make the cracks in timber filled by using either nails and metal hooks.

The other types of Machinery ^{observed} include =

- ① Power saws: used to cut big logs ^{of wood} and it uses petrol to produce energy.
- ② Circular saws: used to cut relatively small logs of ~~trees~~ wood and it used electricity to produce energy for work.

APPENDIX H: STUDENTS CONTRIBUTION

~~1500000~~
Student
Contributions

IPS COOKERY MEMBERS

1. Nambi Jewel Ssonko — 600F @
 Nakiwala Annet — ~~200F~~ ✓
 Nasimbwa Janet ✓
 Natanwagi Sepurwah ✓
 ✓ Awar Mary Jacinda ✓
 ✓ JERUNGE AKRAM ✓
 Namugula Faith ✓
 Ainembabadi Fatuma ✓
 Sechemwa Musa ✓

20000F extra collected

KIBABWO TWAHAH ✓
 NDAGIRE HANIFAH ✓
 NALUNKUMA SH. ✓
 KAKEMBO H ✓
 NAKATO EYA ✓
 SHAKIRAH NAKWOGA ✓

1kg bb — 2000F 2.101000F
 1kg wheat flour — 6000F
 1kg of Sugar —

APPENDIX I: CLUB SALES RECORDS

Project one. - Requirements		
Items		Price
1. Cooking oil → 1/2 liter	11000	150
2. Polythene bags → 1 pack	2800	2800
3. Irish potato → 1 bag	18000	10000
4. Charcoal	2000	
5. Tomato sauce → 1 bottle	1200	
6. Bucket	4000	
7. Salt	1000	
8. Onions	500	
9. Flampen	1000	
10. Cabbage	2000	
	1130	2800
		33900

5th / 07 / 2017.

Purchases.

1.	C. oil	5500	✓
2.	Irish	20000	✓
3.	Charcoal	3000	✓
4.	T.S	1500	✓
5.	Hire + IP	2000	✓
6.	Raverg	2000	✓
7.	H ₂ O	200	✓

Savings 9700 =

16 th / 07 / 2017		Expenditure	20800
	P.S	- 1500	10400
	Cabbage	- 1000	<u>31200</u>
	C. Oil	- 5500	
	Charcoal	- 2000	
	Onion	- 2000	
	Tomato	- 200	
		<u>10400</u>	
	T/Sales	31200	
	Savings	20800	
	Tomaria DC	- 2500	

APPENDIX J

Carpentry Assessment. Year 1 2017

Prepare and demonstrate your knowledge of

- a) Identifying timber
- b) Types of wood conversion
- c) Machines used in converting wood

C.A for tailoring Year 1 2017.

Task.

Show your skills in the following;

- i. Assembling a sewing machine
- ii. Oiling of a sewing machine
- iii. Sewing straight lines on a piece of paper.

Kibuli core PTC Year 1.2017

Continuous assessment test Home Economcs. 1:30min

In your respective groups, show your knowledge in making queen cakes.

APPENDIX K: ACTION PLAN

Activity	Start	End	Comment
Work process analysis	October 2016	November 2016	Successful
Future workshop	22 nd Nov 2016	22 nd Nov 2016	Successful
Implementation	01 st mar 2017	7 th July 2017	Successful
Evaluation	22 nd July 2017	10th aug.2017	successful

Action	Responsible person	Activities	Time frame	Evaluation
Forming the IPS club	Researcher and year 1 students	<p>Make a club and students indicate their main areas of interest during registration.</p> <p>Year 2 students to be sub divided among the groups.</p>	15 th march 2017	<p>Conduct a future workshop on the 13th April 2017 to check on the progress of the implementation process</p> <p>Final future workshop t be held</p>

				on the 28 th of April 2017
Field trips	Tutors and administrators	Every tutor to plan for practical studies that need field trips	1 st - 17 th mar. 2017.	
Integrating theory and practice	Tutors and administrators.	Tutors teach theory and practice concurrently and make shopping lists Administrators provide for the necessary materials	Normal teaching practice. 8 th mar – 22 nd mar. 2017	
Micro teaching	Tutors and students	Every group as formed above to train extensively in their areas of interest and they help the tutor in teaching that very part. -to conduct practicals.	Normal teaching practice.	

Cost sharing	Students and tutors	Tutors identify areas of practice and determine costs. Students make small contributions in this regard to complement the support from administration	Becomes usual practice every time there is need.	
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