

**USING PROJECT BASED LEARNING MODEL TO ENHANCE SKILLS
DEVELOPMENT AMONGST CATERING AND HOSPITALITY STUDENTS; A CASE
OF KYAMBOGO UNIVERSITY, DEPARTMENT OF HUMAN NUTRITION AND
HOME ECONOMICS.**

TUSIIME GRACE

REGISTRATION NO. U/16/U/14028/GMVP/PE

**A THESIS SUBMITTED TO KYAMBOGO UNIVERSITY GRADUATE SCHOOL IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTERS IN VOCATIONAL PEDAGOGY.**

June 2019

DECLARATION

I, Tusiime Grace do hereby declare that this is my original work and has never been presented to any higher institution of learning for the award of any degree or its equivalent.

Signature_____

Date_____/_____/2019

APPROVAL

The research thesis titled “Using Project Based Learning Model to Enhance Skills Development Amongst Catering and Hospitality Students; A case of Kyambogo University, Department of Human Nutrition and Home Economics” was written under our supervision. It has been submitted to Kyambogo University Graduate School for examination with our approval as the student’s supervisors.

1. Dr. Isingoma, B. Evelyn (PhD)

Sign_____Date_____/_____/2019

2. Ms. Kekimuri Joan

Sign_____Date_____/_____/2019

DEDICATION

I dedicate this work to my family especially my lovely handsome son Muriisa Muhereza Ngabo Nathan for the time I spent away from him. May your achievements in life surpass mine in a million fold.

ACKNOWLEDGEMENT

I would like to acknowledge the effort of my lovely supervisors and mentors. Dr. Evelyn Isingoma you inspire me in so many ways. You never let me settle for better. You pushed me to get the best out of myself. Throughout this research, you became like a mother to me always willing to help me out. May God bless you richly.

To Ms. Kekimuri Joan, you made light of everything. Your positivity encouraged me to go on. I wish you the best of everything. And lastly but not least, I would also like to thank my mentor Mr. Sserwaniko Chris for investing his time and knowledge in me and to all my colleagues at NOMA house especially my dear friend Henry Kwizera who became like a brother to me. Thank you very much.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ACRONYMS.....	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi
CHAPTER ONE: INTRODUCTION.....	1
1.0 Overview	1
1.1 Vocational education and training	1
1.2 Personal background	2
1.3 Motivation	3
1.4 PBL as a method of teaching and learning.....	3
1.5 Relevance of PBL	4
1.6 Situation analysis	5
1.7 Problem statement.....	12

1.8.	Purpose of study.....	12
1.9.	Objectives of the study.....	12
1.10.	Research questions	13
1.11.	Justification of the study.....	13
1.12.	Significance of the study.....	13
1.13.	Scope of the study	14
1.13.1	Content scope.	14
1.13.2	Geographical scope.....	14
1.14	Time scope.....	15
1.15	Limitations of the study.....	15
CHAPTER TWO: LITERATURE REVIEW.....		16
2.0	Overview	16
2.1	Theoretical framework.....	16
2.2	Visualization of the theoretical framework of the study	19
2.3	Relevance of enhancing skills	20
2.3.1	Orientation.....	21
2.3.2	Demonstration.	22
2.3.3	Supervision.	23
2.3.4	Knowledge exchange.	24
2.4	Accountability and Book keeping.....	24

2.5	Marketing and business management	25
CHAPTER THREE: METHODOLOGY		26
3.0	Overview	26
3.1	Research design	26
3.2	Sampling.....	28
3.3	Study population	28
3.4	Study sample.....	29
3.5	Data collection procedure.....	29
3.6	Data collection methods	29
3.6.1	Situation analysis.	29
3.6.2	Focus Group Discussion.....	30
3.6.3	Future workshop.	30
3.6.4	Participant observation.	31
3.6.5	Interviews.	32
3.6.6	Photography.....	33
3.6.7	Documentary analysis.	33
3.6.8	Use of logbooks.	34
3.6.9	Videography	35
3.7	Tools for data collection.....	35
3.7.1	Cameras.....	35

3.7.2	Logbooks.....	36
3.7.3	Questionnaires.	36
3.8	Data analysis.....	36
3.9	Transcription of data	37
3.10	Coding and presentation of data	37
3.11	Triangulation and validity	37
3.12	Ethical consideration.....	37
CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF DATA.....		38
4.0	Overview	38
4.1	Enhancing skills in food preparation	38
4.1.1	Orientation.....	38
4.1.2	Constant practice.....	39
4.1.3	Knowledge sharing.	40
4.1.4	Quality supervision and general management.....	42
4.2	Enhancing skills in marketing	43
4.2.1	Formation of marketing committees, use of print and e-media.....	43
4.2.2	Table setting.	46
4.2.3	Use of quality menus and menu cards.	47
4.3	Enhancing skills in accountability, book keeping and business management.	48
4.3.1	Use of receipt books and logbooks.	48

4.3.2	Holding daily follow-up meetings.	49
4.3.3	Outside catering.	49
4.4	Evaluation of the intervention strategies	50
4.4.1	Good quality of food.	50
4.4.2	Generation of income.	55
4.4.3	Increased client base.	58
4.4.4	Optimism.	59
4.4.5	Good relationship with the participants.	61
4.4.6	Conflict resolution.	63
4.4.7	Accountability of funds generated.....	64
4.4.8	Improved creativity.	64
CHAPTER FIVE: DISCUSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS		
		67
5.0	Overview	67
5.1	Skills acquired in food preparation	67
5.2	Skills acquired in marketing and other soft skills.....	69
5.3	Students’ skills in record keeping, accountability and business management	70
5.4	Evaluate the skills acquired from the restaurant attachment project	71
5.5	Complexities and contradictions of the study.....	72
5.6	Conclusion.....	74

5.7	Recommendations.....	75
REFERENCES		77
APPENDICES		85

LIST OF TABLES

Table 1. Challenges affecting the restaurant project.....	10
Table 2: Strategic action points.....	11
Table 3: Capital given versus gross and net profit	64

LIST OF FIGURES

Figure 1: Aerial view of the kitchen.....	7
Figure 2: A section of the kitchen	8
Figure 3: The dining area.....	8
Figure 4: Kolb’s learning cycle (1984).....	18
Figure 5: Visualization of the theoretical framework.....	19
Figure 6: Different layers used in making sunshine mocktail.....	41
Figure 7: Flier used for advertising	44
Figure 8: Banner hanging alongside the Kyambogo University road	44
Figure 9: Table setup for dining.....	47
Figure 10: Menu card	48
Figure 11: students doing outside catering	50
Figure 12: Plated lunch.....	52
Figure 13: Queen Cakes served at breakfast	53
Figure 14: Ready to drink sunshine mock tail	54
Figure 15: Some of the chauffing dishes bought.....	56
Figure 16: Table linen and chairs bought by students	57
Figure 17: A bar graph showing the income from the project on a weekly basis	58
Figure 18: Customers having breakfast	59
Figure 19: A student setting up tables on the shade	66
Figure 20: Showing the customers’ rating of the quality of the food	55

LIST OF ACRONYMS

BHIC:	Bachelor of Hotel and Institutional Catering
ELT:	Experiential Learning Theory
F&B:	Food & Beverages
FGD:	Focused Group Discussions
FW:	Future Workshop
HN&HE:	Human Nutrition and Home Economics
HRAP:	Hotel and Restaurant Attachment Project
MEoS:	Ministry of Education and Sports
MGLSD:	Ministry of Gender, Labor and Social Development
MVP:	Masters in Vocational Pedagogy
PAR:	Participatory Action Research
PBL:	Project Based Learning
SDGS:	Sustainable Development Goals
UBOS:	Uganda Bureau of Statistics
UGX:	Uganda Shillings
VET:	Vocational Education and Training
WOW:	World of Work

LIST OF APPENDICES

Appendix 1: Introductory letter	85
Appendix 2: Stake holders' invitation letter to the future workshop.....	86
Appendix 3: Questionnaire used in data collection	87

ABSTRACT

This study was carried out at the department of Human Nutrition and Home Economics- Kyambogo University. The study was aimed at enhancing learner's hands on skills by employing the Project Based Learning model (PBL) using The Hotel and Restaurant Attachment Project. The study focused on the students pursuing, Bachelor of Hotel and Institutional Catering (BHIC). The study was guided by four specific objectives which included; to enhance learners' hands' on skills in food preparation; enhance learners' skills in marketing and general management; to enhance learners' skills in accountability and book keeping and finally to evaluate the impact of the above strategies on learners' hands on skills. A Participatory Action Research (PAR) design was employed with both qualitative and quantitative research approaches. The participants in the study included a class of 43 students, 27 members of staff (teaching and non-teaching staff), World of Work representatives and community members around the University who came in customers. Through observation and interviews, the findings from the study indicated that project based learning is relevant for the enhancement of the learners' soft and hard skills which are important for gainful employment. The hard skills included food preparation, food and beverage service, table setting and accountability. The soft skills such as communications skills, conflict resolution and interpersonal skills were also developed. Regardless of the successes of the project, there were some challenges and limiting factors which included lack of infrastructure and unfavorable timetable. Taking into account of the opportunities and successes from the project, I recommend that the department should thus prioritize Project Based Learning and take steps to make the restaurant a fully-fledged business enterprise which will double as a training center for students of catering and hospitality studies.

CHAPTER ONE: INTRODUCTION

1.0 Overview

The study focused on how the project based learning (PBL) model can be used to enhance skills development amongst the catering and hospitality students. According to the report by the National Council for Higher Education (NCHE) published in 2016, the higher institutions of learning in Uganda have seen a rapid increase in the number of students since the early 2000. This coupled with less time for class work and lack of resources has handicapped the training process leading to less skilled graduates. Therefore, educational institutions have to look for alternative instructional methods and approaches that would help to overcome such constraints in the skills training process. This chapter therefore gives an overview of vocational education and training, the statement of motivation, background of the study, objectives, and scope of the study, research questions, problem statement, the limitations and delimitations of the study.

1.1. Vocational education and training

Vocational Education and Training (VET) is a form of education that is mainly designed to lead participants to acquire practical skills, know-how and understanding necessary for employment (Moodie, 2006). VET trains learners through hands on training to acquire the necessary skills for employment. It is a form of education that can help to bridge the skills gap among graduates of learning institutions and even people who have not attained any formal education. Various scholars define vocational education and training in many ways but in my view Vocational Education and Training is a form of education where the beneficiaries are equipped with the hands on skills, knowledge, attributes and attitudes that will help them to be

competent and productive workers in their respective trades. Vocational education and training emphasizes vocational pedagogy as the most appropriate form of instruction.

Vocational pedagogy is the art and science of teaching in order to engage learners in productive –active participation (Hobley, 2015). Vocational pedagogy can be further defined as the part of higher education that involves the study of technologies and related sciences and acquisition of practical skills, attitudes and understanding and knowledge relating to occupants in various sectors of economic and social life (Sen, 2012). Vocational pedagogy emphasizes hands on skills and practical competencies but there is interplay between the theory and practical study. In my view, vocational pedagogy as a trade is a section in teacher training that equips teachers and instructors with skills and competencies in teaching and learning so as to produce holistic and employment savvy learners. Vocational pedagogy as a craft employs learner centered methods of instruction among which is Project Based Learning (PBL). Therefore, this study focused on Project Based Learning as a pedagogical approach to enhance skills development amongst catering and hospitality students.

1.2. Personal background

The researcher is a graduate of Bachelor of Vocational Studies in Home Economics with Education majoring in Foods and Nutrition from Kyambogo University currently pursuing a Master's degree in Vocational Pedagogy at the same university. The researcher has been active in teaching of Human Nutrition for the last two years in the same institution. She has been teaching units such as food preparation and presentation, introduction to foods and nutrition and diet therapy. The researcher has taught both practical and theory for various programs such as Bachelor of Hotel and Institutional Catering, Diploma in Hotel and Institutional Catering and Bachelor of Vocational Studies in Home Economics with Education. Given the past experience

and present knowledge gained in research and pedagogy; the researcher felt the need to study ways to improve instructional methods for better skills enhancement and development amongst the students. The current education system is shifting from teacher centeredness to learner centeredness and active learning that is dominated by students' autonomy and this pushed the researcher to look for alternative pedagogies to improve the teaching methods.

1.3. Motivation

As a student of Masters in Vocational Pedagogy (MVP) and a teacher, the researcher strives to better herself in her teaching methods, improve her workplace and equip her learners with all the practical skills for competitive employment. Masters in Vocational Pedagogy fronts action research¹ and with such personal background, the researcher was motivated to carry out action research in her area of specialization so as to make her work and workplace a better place and to help her as a researcher and vocational instructor to better understand and choose the most appropriate pedagogies. The researcher therefore sought to study project based learning and how the model can be effectively used to enhance hands on skills amongst catering students using the restaurant attachment project.

1.4. PBL as a method of teaching and learning

Project Based Learning (PBL) is a teaching learning approach that is student driven, teacher facilitated and where by learners pursue knowledge by asking questions that have piqued their natural curiosity. PBL is innovative and teaches learners strategies critical for success in the twenty first century through collaborative learning, problem solving and creates technologies and projects that reflect their knowledge and solve real world problems (Bell, 2010)

1. Action research is a process in which a group of people with a shared concern collaboratively and deliberately plan, implement and evaluate their actions

In project Based Learning, the students have a degree of control over what they learn, how they learn and how they express their learning (Kraus, 2013). PBL helps the students to confidently engage in meaningful learning and success both inside and outside the classroom (Barell, 2007). In agreement with (Bell, 2010 & Kraus, 2013), Project Based Learning gives students autonomy over their learning and equips them with both the hard and the soft skills.

Conclusively, PBL is as an active learner -centered teaching and learning approach that is characterized by students' autonomy, collaborative learning, constructive investigation and reflection which must culminate into meaningful products to solve real world problems in line with a particular trade over a certain period of time. The real life problem for this study was running a restaurant as a business enterprise and a learning platform.

1.5. Relevance of PBL

The Project Based Learning model is student centered and practical in nature and thus offers an alternative pedagogical approach towards skills enhancement and development. During the course of this study, the researcher unswervingly discovered that PBL improves learners' hands on skills but most importantly the soft skills are also developed. PBL too gives the learners and the teacher a platform to use a diverse range of instructional materials and resources. Project Based learning is also very important in teaching learners with special needs. The learner and the teacher have a lot of time to interact and learners with special needs are more likely to benefit with such approaches compared to the other pedagogies. This is because PBL gives enough time to both the teacher and student to interact and know each student's needs, where they need more help and guidance.

Project Based Learning allows students to be their own teachers, self-regulating which are the basis for lifelong learning (Hattie, 2012). The researcher does agree that when students

discover and build knowledge on their own, they understand it better and can manipulate and use that knowledge to solve a number of real life problems.

Project Based Learning is helpful to both the teacher and the learners. The learners that have not benefited from the traditional teaching methods and approaches are more likely to benefit from Project Based Learning because it offers an alternative way of instruction. To the teachers, PBL increases professionalism (Intel Corporation, 2012). Project Based Learning helps to incorporate theory into practice and stands as both the means through which the students address the problem and the primary means by which students achieve educational objectives (Barge, 2010). Use of PBL enabled me as a researcher and instructor to incorporate what my students had studied in theory into the restaurant project for better skills development.

To find out more about PBL and its relevance and challenges as used in the restaurant model, the researcher carried out a situation analysis to get a deeper understanding regarding the running of a restaurant project and the key objectives of the project.

1.6. Situation analysis

Situation analysis refers to the systematic collection, evaluation of the present and past running of an organization with intent to find out the internal and external forces that influence the organization's performance. Situation analysis is an important tool in research in any organizational setting because it helps to evaluate and align an organization's strength and weaknesses to generate strategic alternatives by considering both the internal and external forces (Nadin & Ritcher, 2009). The situation analysis was carried out at the Department of Human Nutrition and Home Economics, Kyambogo University by the researcher with help from the stakeholders (students and staff members) to find out the work processes, strengths, weaknesses and opportunities in the restaurant project. The researcher also interviewed practicing hoteliers to

get an understanding on the required skills for employability in the hospitality and catering industry. Among the findings from the situation analysis was the history of the restaurant project, the strengths and the limitations of the restaurant project and the work processes. The researcher also found out the original objectives of the restaurant project.

The Hotel and Restaurant Attachment Project (HRAP) was started in 1995 as a partnership between the department of Human Nutrition and Home Economics and the University café as a strategy to equip learners with practical hands on skills and as a way to generate income to facilitate other practical lessons in the department. However, these objectives were not being achieved by both the students and the department mainly to due to poor management. In the year 2005, the department took full control of the project at the departmental level with a new structure but kept the same objectives of equipping learners with hands on skills and generating money to facilitate other practical lessons.

The work process of the restaurant project begins with students getting funding from the administration in form of a loan. This funding acts as the working capital of the restaurant project. The students divide themselves up into groups and each group runs the restaurant for at least five days a week. The students with the guidance of the assigned lecturer, draw up work plans, make budgets and then prepare and sell food and drinks. After the stipulated time, the money made in form of profits and original working capital is withdrawn and returned to the administration and is used to facilitate other practical lessons within the department.

The objectives of the Hotel and Restaurant Attachment Project (HRAP) which has been recently renamed the restaurant project because there is no hotel attachment were to enhance learners' practical skills and to raise money for the other practical lessons within the department. The project over the years had made tremendous gains in terms of skills enhancement but it

however still had some challenges as I found out in the situation analysis. These challenges had created gaps in the running of the project such as the learners not getting the intended skills and poor accountability of the project. Among the findings from the situation analysis were; the restaurant did not have a designated dining area, the infrastructure was poor (sinks and drainages were malfunctioning), unfavorable timetable and a small old outdated kitchen that did not match the catering industry standards as shown in Figure 1.



Figure 1: Aerial view of the kitchen.

Source: Field data, Department of Human Nutrition& Home Economics (2018)

Another problem was an old drainage system with broken sinks and drainages that hindered a lot of work as shown in Figure 2 and lack of a proper dining area as shown in Figure 3.



Figure 2: A sink in the kitchen

Source: Field data, Department of Human Nutrition & Home Economics (2018)



Figure 3: The dining area

Source: Field data, Department of Human Nutrition & Home Economics (2018)

The findings from the situation analysis were subjected to a future workshop in order to get collective information and intervention strategies. Two future workshops were held on 1st /February/2018 and 5th /February/2018 respectively at the Department of Human Nutrition and Home Economics (HN&HE).

These future workshops were attended by stakeholders in the department who included twelve (12) members of the teaching and non-teaching staff, sixteen (16) students, one (1) administrator and two (2) World of Work representatives. The students that took part in the future workshop included students who had previously done the project, those that were doing it at the time of the future workshop and those students that were to do the project during the implementation and evaluation process of the study.

Many challenges and intervention strategies were raised during the 1st future workshop about the restaurant project as shown in the table 1. These challenges were clustered as student and staff/administrative challenges. The student challenges were raised by the students while the administrative challenges were raised by lecturers, laboratory attendants and technicians. There were also challenges that were raised by the World of Work (WOW) representatives who in this study were practicing hoteliers but most of them cut across the two categories.

Table 1. Challenges affecting the restaurant project.

Students	Staff and administration
• Poor infrastructure • Inadequate funds • Lack of orientation • Lack of accountability • Target market mismatch • High expectations from the students in terms of profit. • Poor curriculum • Lack of a proper dining area • Poor publicity and marketing • Lack of a standard working kitchen • Unfavourable time allocated to the project • Lack of a practicing chef to act as a resource person. • Lack of practical skills • Poor sales	• Poor curriculum • Unfavourable time table • Poor pay • Poor attitude of the learners towards the project • Poor infrastructure • Poor products produced by the students • Carelessness and lack of responsibility amongst the students

During the second future workshop held on the 5th February 2018, many intervention strategies were brought forth and they are listed in table 2. Among the intervention strategies given were the short term, midterm and long term intervention strategies. The researcher together with the stake holders agreed to work on skills development as the most achievable intervention strategy. The researcher together with the stake holders brainstormed and came up with the following action points towards development of skills among the students as shown in the table 2. The strategic action points were graded following the objectives of the study.

Table 2: Strategic action points

Objective	Action points/strategies	Personnel in charge	Equipment and materials needed
To improve skills in food preparation	Supervision Orientation Demonstration Knowledge sharing	Researcher Group leader/restaurant manager	Supervision checklist and template
To improve skills in marketing	Formation of marketing committees Use of banners Use of fliers Use of bulk sms and social media such as facebook and whatsapp Improve on dress code Improve table setting	Students Members of the marketing committee	Fliers Banners Phones Computers Napkins Table linen
To improve on accountability and general management	Have receipt books and logbooks Appoint a cashier Have handover meetings every end of working week	The restaurant manager The researcher	Receipt books Logbooks
To evaluate the impact of the interventional strategies	Have evaluation meetings with the students at the end of every working week Distribution of questionnaires to clients Take photos of products made	The researcher The students The cashier	Questionnaires Cameras Logbooks

1.7. Problem statement

The Bachelor of Hotel and Institutional Catering program at Kyambogo University is rich with content about food and beverage service, food preparation and presentation, front desk operations, personal, food and environmental hygiene, food costing, marketing and business management. However practical classes and lecturers were not enough to equip the learners with all the above skills needed in the world of work. This was due to a number of delimiting factors such as large student numbers to teacher ratios, limited time and the poor methods of delivery. The Department of Human Nutrition and Home Economics lacked adequate equipment and infrastructure for instruction. All this led to a gap in the training hence leaving students semi-skilled. Therefore, using PBL enhanced the development of both soft skills and hands-on skills to make the graduates competitive employees because it gave more time for learning, used various instructional methods and helped learners solve real world problems.

1.8. Purpose of study

The purpose of this study was to utilize the project based learning model to enhance development of skills amongst the students pursuing Bachelor of Hotel and Institutional Catering using the restaurant project.

1.9. Objectives of the study

This study was guided by four specific objectives;

- To enhance learners' skills in food and beverage preparation and service
- To develop learners' skills in marketing and other soft skills
- To improve learners' skills in record keeping, accountability and business management
- To evaluate the learners' skills acquired from the restaurant attachment project.

1.10. Research questions

The study also employed four research questions to guide the study and the researcher as follows;

1. What strategies can be employed to enhance learners' skills in food and beverage preparation and service?
2. Which action points should be considered to enhance learners' soft skills and improve their skills in marketing?
3. What strategies can be employed to develop learners' skills in accountability and improve the general running of the restaurant project?
4. How can we evaluate learners' skills acquired from the restaurant project?

1.11. Justification of the study

Employers are constantly looking for highly skilled and practical workers who are dynamic, creative and possess excellent interpersonal skills. There is great need to have skilled graduates leaving training institutions to fill the void. Training institutions should thus employ vocational pedagogical approaches that equip the learners with all the necessary skills needed in the world of work. The study thus followed the work based learning model so that the learners would get the above skills which would be indispensable in the world of work and the job market.

1.12. Significance of the study

The study helped the learners to enhance their skills especially the soft skills such as interpersonal and marketing skills. The study also enhanced the learners' practical skills in food preparation, service and resource management. The study further informed me as the researcher on the effectiveness, challenges and opportunities that Project Based Learning as a teaching

learning approach offers. The study will also inform other educational and catering institutions to adopt PBL as a way to develop and enhance their students' practical competencies respectively in Uganda and the globe at large.

1.13. Scope of the study

This section covers the content scope, time and the geographical scope

1.13.1 Content scope.

The study specifically sought to examine and incorporate the course content of BHIC (Bachelor of Hotel and Institutional Catering) into a restaurant project by emphasizing skills enhancement in areas of food preparation, food and beverage service, marketing, accountability and general business management. The study also sought to evaluate the impact of the intervention strategies on skills enhancement of the learners and the general running of the restaurant project and the challenges that affected the restaurant project during the study. To enhance learners' skills in food preparation, different strategies were used which included orientation, demonstration, supervision and knowledge sharing to enhance skills in preparation of both local and international dishes like stews, potato dishes, rice dishes and juices. To enhance learners' skills in marketing, strategies such as the use of social media, print (banners & fliers) and e-media were used. Enhancement of learners' skills in accountability and book keeping involved use of receipt books and logbooks. The evaluation of the learners' skills involved use of questionnaires, holding evaluation meetings and use of informal interviews.

1.13.2 Geographical scope.

The study was carried out at the Department of Human Nutrition and Home Economics, Kyambogo University. Kyambogo University is located about 10kms from Kampala city center along Kampala - Jinja high way in Uganda, East Africa. The department of Human Nutrition and

Home Economics is located next to the Kyambogo University medical center just above Nabisunsa Girls School. Kyambogo University was chosen for this study because the study focused on using Project Based Learning to enhance skills development amongst catering students and Kyambogo University was the only institution of higher learning offering catering programs that use the restaurant attachment model. Additionally, action research advocates for improvement of workplaces and communities in which the researcher works or lives respectively. It is from this that the researcher decided to carry out the study at the Department of Human Nutrition and Home Economics because it is her place of work.

1.14 Time scope

The research was conducted from 17th January to November 2018.

1.15 Limitations of the study

The biggest challenge that was faced during this study was lack of proper infrastructure and equipment with which learners would practice. However, to overcome the challenge of lack of proper equipment, we hired certain equipment like chauffing dishes and linen. The kitchen had limited workspace, most of structures such as sinks, drainages were broken and this affected the efficacy of the learners. To work with broken drainage system, the students and the researcher had to learn to unblock sinks and drainages with their own hands and use of hot water.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter presents the scholarly literature that supports the study. It details the literature that backs skills enhancement and the theories of learning based on the objectives of the study.

2.1 Theoretical framework

The study was guided by Kolb's experiential learning theory and the learning to learn theory. According to (Kolb, 1984), learning is the process whereby knowledge is created through the transformation of experiences. Kolb's experiential learning theory campaigns for learning by doing and living the experiences. The experiential learning theory (ELT) emphasizes that learning takes place through knowledge creation and transformation of experiences which experiences act as stimuli for knowledge acquisition. Knowledge results from the combination of grasping and transforming experience (Kolb & Kolb, D, 2009). It is a holistic theory that defines learning as the major process of human adaptation involving the whole person and at all levels of human society from individual, to group, organization and society as a whole. In contrast to other learning theories such as the cognitive learning theory that emphasize mental processes, experiential learning theory takes a more holistic approach and emphasizes how experiences including cognitions, environmental factors and emotions influence the learning process. Kolb's experiential learning theory takes on four stages in knowledge acquisition. The four stages include;

Concrete experience where the learner encounters a new situation or has a reinterpretation of the existing situation. In regard to this study, a restaurant may not have been a new experience to the learners but using a restaurant as a learning environment or method was a

new concept that learners had to comprehend. Most of the learners had gone to restaurants before to eat and some even worked there but had never thought that a restaurant can be a 'classroom.'

Reflective observation of the new situation. At this stage the learner compares past experience with his or her new experience and knowledge. After the learners have encountered a restaurant that would act as the new classroom and teacher, the learners at this stage would compare the past experiences they have had of the restaurants, the knowledge from the conventional lectures and lessons and try to merge the two to see how it would help them get knowledge.

Abstract conceptualization. The learner's reflection gives rise to a new idea or a modification of the existing concept. Abstract conceptualization means to give birth to an idea. Therefore, the learners had to come up with ideas that would be used in the running of the restaurant. All the ideas that come up are all regarded as knowledge.

Active experimentation. At this stage the learner applies his or her reflection, experience and reflective observation to see what results will be. This is the stage where the experiences and ideas got are put into practice to test their viability. The learners at this stage used trial and error. The ideas that gave good results were upheld and the ones that did not culminate into good results were improved or revised and all these processes impart knowledge on the learner as they are able to know what works and what does not work. This can also be known as the evaluation stage of the learning process. Kolb's experiential learning theory is cyclic in nature and the learner can enter at any stage of the cycle and complete the learning cycle. Kolb's learning cycle as shown in the figure 4.



Figure 4: Kolb's learning cycle (1984)

Retrieved: <https://www.simplypsychology.org/learning-kolb.html>

According to Kolb's experiential learning theory (figure 4), effective learning is seen when the learner progresses through all the four stages but the learner can enter at any stage of the cycle and complete the cycle of the learning process.

In regard to the study, Kolb's experiential learning theory facilitated the learning in that the environment in which the learners studied acted as stimuli for knowledge acquisition. The clients' responses, the setup of the kitchen, the weather which all are environmental factors impacted knowledge on the learners.

The study was also guided by the learning to learn theory which argues that learners must organize and re-organize their knowledge to suit their present need. "Learning to learn is the ability to pursue and organize ones learning, either individually or in a group, in accordance with one's own needs, and awareness of methods in order to learn successfully" (Visentin, 2014). The learners have a deep pool of knowledge but not all the knowledge would be relevant in the study,

Therefore the learners had to pull out only that knowledge that was relevant to the restaurant project.

Learning involves methods for organizing events or objects and experiences to enable us to see new regularities and in turn recognize the meaning of experience (Novak, 1984). I do agree that we only make meaning of information only after organizing it to come to a wholesome conclusion. The learning to learn and Kolb's experiential learning all amalgamated in the study in the learning process. The environments, the past and present knowledge and experiences needed to be organized to suit and solve the problems in the restaurant project.

2.2 Visualization of the theoretical framework of the study

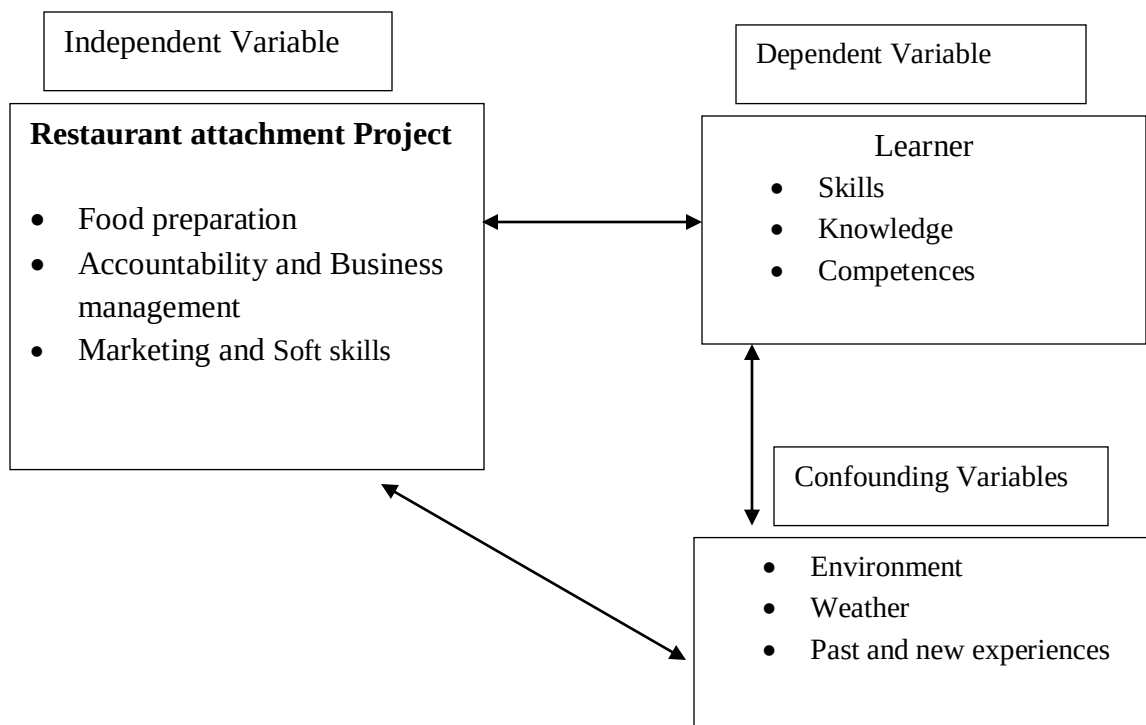


Figure 5: Visualization of the theoretical framework

The study was guided by Kolb's experiential learning theory (ELT) and the learning to learn theory. The concept of the study is thus derived from the amalgamation of the above learning theories. The concept of the study states that the environmental factors, past experiences, reinterpretation of past experiences and exposure to new experiences by the learners all contribute towards the acquisition of knowledge by the learner. However, all the experiences that the learner has had and the past knowledge already got must be re-organized to select only that knowledge that aligns with the present needs of the learner and the problem at hand in order to make meaning of that knowledge to be able solve the problem which problem was running a restaurant.. For the case of this study, the learner had to organize and only retrieve and use that knowledge and experiences that suited the needs and objectives of the restaurant project with guidance from the researcher. That knowledge included knowledge about food preparation, food costing, food and beverage service, accounting and marketing, hygiene and front desk operations. However the process of knowledge acquisition is influenced by a number of factors such as environment, available infrastructure and even the weather.

2.3 Relevance of enhancing skills

The world of work is fast shifting from its need for clerical work towards practical and vocational skills. Skilled workers are more likely to get gainful employment and earn more in contrast to their counter parts. Skills and competencies have been positively associated with improved individual earnings in developed and developing countries alike. However in regard to the Ugandan context, this is untrue. People in the vocational sector taking examples such as mechanics, carpenters and builders (handymen) still earn peanuts compared to their counterparts in non-vocational sectors such as banking, procurement and management.

However to be holistic workers ,practical skills and soft skills are both vital and so instructors and educators need to devise approaches geared towards equipping learners with both soft skills and practical skills.However emphasis need not to be put on practical skills only but also on soft (interpersonal skills) as these are sustainable compared to the practical skills which are subject to changes in technologies and societal needs.There is a limit to hard skills but not for soft skills (Rao, 2010). Additionally Williams (2015) argues that technical skills and soft skills are on the opposite sides of the skills spectrum,but both are relevant for employment.Conclusively there is need to equip and enhance skills amongst students. There are various ways of enhancing food and beverage preparation and service skills amongst catering students and learners in general. This section thus presents the literature that backs the methods and strategies that were used to enhance learners' skills in food preparation during the study. The methods and strategies used for the study included orientation, demonstration and knowledge sharing.

2.3.1 Orientation.

Orientation refers to guiding one in adjusting to new surroundings, employment or activity. Orientation is a cluster of knowledge and ideas in preparation for work and the means to achieve the objectives of a particular piece of work (Feiman-Nemser, 2014).To orient means to prepare people to work.

Orientation offers us new ways of thinking about learning with potential for development of creative learning opportunities and gives us a guide to what we are to learn (Institute for adult learning, 2012).Orientation gave the learners chance to set objectives and devise means of achieving them.The process of orientation awoke the learners' imaginative skills which are learning outcomes.Orientation was a way to introduce workers to the organisational culture and

this would enable them to understand their responsibilities and get familiar with the environment. This is supported by Mesut (2008) who states that successful new employee orientation programs help new employees become familiar with the organisational environment and help them to understand their responsibilities, aid employee enrichment and morale building. According to Washington (2009), orienting learners or new employees to a work place helps to improve learner outcomes and helps new workers in achieving their goals for work. Mikko (2016) further argues that employee orientation provides workers with the information they need to operate and function. Orientation has got many advantages for both the employee and employer alike. Orientation plays a fundamental role towards achieving high levels of service quality, service delivery and customer satisfaction and increased productivity as employees and learners are equipped with the necessary knowledge and information to work effectively (Al Qudah, 2018). Orientation also helps to prepare learners and employees mentally to work in a particular establishment. Orientation is used to model behaviour, develop positive attitudes and provide a positive contribution to the new employees (Parlakkaya, 2017) and this to me is the most important strength of orientation.

2.3.2 Demonstration.

Demonstration as a method of instruction involves the learners imitating what the teacher does by actually doing it (Iline, 2013). Demonstration involves introduction of new concepts to the learners so that the learners take on the same behaviour of practice by imitation of the teacher's work progress (Mattenson, 2006). The process of demonstration is to show the process of occurrence of an event according to the teaching materials, how they are attained and the ease to be understood by the learners' in the teaching learning process (Ramadhan, 2017).

Students taught by demonstration get higher scores compared to their counterparts who are taught by conventional passive methods of instruction (Ekeyi, 2013). I do agree with Ekeyi (2013) because learners taught by demonstration get hands-on training and are thus able to recall information better. Basheer (2016) suggests that demonstration enhances learners' reasoning abilities and increases their curiosity. Through demonstrations, the learners are able to acquire necessary skills and knowledge by imitation. However, for learners to achieve more from demonstration there is need for expertise on the side of the instructor (Iline, 2013). There is need for demonstrations to be done well so that the students imitate the right ways of doing things (Iline, 2013). Therefore teachers need to adopt and embrace new learning and teaching theories to be able to implement various methods and techniques such as demonstration (Nasazi, 2016)

2.3.3 Supervision.

Students in a project are regarded as part of a major workforce and should be treated as such. The role of the supervisor in any project is providing research tasks and activities such as progress of the students, training and learning, coaching and mentoring and encouraging student participation (Ismail, 2014). Supervision though often misunderstood has an influence on employee productivity, effectiveness of staff and the general running of the company (Omisore, 2014). Pierce and Jim (2018) assert that effective supervision goes a long way towards promoting increased productivity, employee engagement and a healthy organizational culture. A supervisor's role in any organization is to build trust between the workers and management. When a supervisor creates a sense of trust among the workers, it is believed to boost the morale and self-esteem of the workers leading to increased work efficiency (Conway, 2018). Supervision also regarded as informal coaching has many advantages over formal training

because it creates a worker friendly environment and enhances employee performance (Liu, 2010)

2.3.4 Knowledge exchange.

People learn in a lot of different ways. They learn by trial and error, by listening to others, reading and writing and others through knowledge and experience sharing (Rosdale, 2006). Knowledge sharing is the fundamental means through which individuals are capable to re-adapt and reconstruct knowledge by opening up multiple perspectives and challenge one's understanding while taking into account the peer's perspective (Ghadirian et al, 2014). Chan (2014) citing (Sheng & Raymond, 2010) further describes knowledge sharing as a process where an individual provides information and know-how to help others and collaborate with others to solve problems, develop new ideas, or implement policies. This spoke most to me because it was the most relevant for this study. The student learnt from others through sharing knowledge on various attributes.

The concept of knowledge sharing was used between the students in order to acquire knowledge from one student to another.

2.4 Accountability and Book keeping

Educational resources especially in public institutions have been unutilized, underutilized and in the worst case scenarios grossly abused and mismanaged. To curtail this, proper management has to be put at the fore front for better administration and running of these public institutions. Institutions of higher learning in Uganda control a variety of resources in terms of land, equipment, structures etc. These resources must be effectively and efficiently managed in order to achieve the educational objectives following the principle of effective and efficient utilization of resources. The principle of resource management demands that each individual

within the institution of higher learning should optimally use the resources they are entrusted with (Basheka, 2008). Not only would it improve on the accountability but it is one way for the learners to acquire many soft skills such as responsibility and empathy. Proper record keeping not only helps businesses keep track of income and expenditure and helping in projecting growth, they are also a basis for sound business decisions like financial investment into such businesses (Mutua, 2015). Dangara (2016) further underscores the need for accountability through employment of strategies as constant supervision and effective communication. There is need to adopt policies that guarantee that records are created, obtained, maintained and managed according to regulations and compliance with the policies (Lwanga & Basaasa, 2012). Much as this would help to increase accountability, Matovu (2017) urges that most public education institutions in Uganda have not enhanced their internal quality assurances and thus offer pitiable services to their stakeholders (Matovu, 2017).

2.5 Marketing and business management

Hotels and resorts are constantly updating their menus, redecorating and creating exciting environments and experiences for their guests to be able to attract more customers (Hoque, 2000). This is supported by (Furrer, 2006) who urges that managers around the globe are increasingly seeing the need to develop marketing strategies to compete favorably in worldwide markets. For the study, we improved the dining experience through better table setting, creating an attractive ambiance and general arrangement. We also used marketing and branding strategies that had never been used by the restaurant attachment project such as use of social media, fliers and banners. This equipped the learners with the necessary skills in marketing, branding and promotion which will be important as they join the world of work.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This chapter comprises the methods that were used in data collection, tools used in data collection, research design and approaches. It also contains the sampling methods, sample size and justification for the sampling methods used. It also gives an in-depth detail of the methods for data analysis and triangulation of the data collected.

3.1 Research design

The design used for the research was Participatory Action Research (PAR). Participatory Action Research can be defined as an approach to research that emphasizes reflection on action to cause change with the people rather than for the people in the communities they live in. Participatory Action Research can further be defined as the process of generating and legitimizing knowledge that can support social change. PAR brings people together to define for themselves what problems they face in their community, jointly find solutions through talking with and gathering from their peers and then implementing their solutions through strategic and informed actions. PAR can further be defined as a cyclic interventional approach where researchers and participants identify an issue or situation in need of a change; they initiate the research that draws on capabilities and assets to precipitate relevant action. Both the researcher and the participant reflect on, learn from this action and proceed to a new cycle of research /action/reflection (Kendon, 2007).

PAR encourages equal involvement from the researcher and the participants in the research process. When the participants and the researcher are equal partners, the research focus and results can be more relevant to a specific community (Restall, 2010). PAR is unique because

participants are regarded as experts due to their lived experiences related to the research topic, ensuring that relevant issues are being studied.

PAR advocates that those being researched should be involved in the process actively because their willingness to partake in the research will determine the magnitude of the action and outcome of the study (Baum, 2006). For this study, the researcher jointly worked with the students pursuing Bachelor of Hotel and Institutional Catering and other stake holders in the department such as the teaching and non-teaching staff and the administration.

The study used both qualitative and quantitative design. In qualitative study, the researcher and the participants described comprehensively the unfolding of events. In qualitative study, the researcher used no standard measurements but rather thought to understand what happens, how it happens, when it happens without any form of alteration on the narrative. Qualitative research or narrative research involves a collection of people's stories about experiences and what impact these experiences have had on their lives (Shone, 2015). The researcher employed qualitative design so as to allow the participants to tell their story in their own way. This is seconded by (Watkins, 2012) who argues that qualitative research allows the participant to give a thorough description of the research context.

The study also used quantitative design for data that would not be successfully described because it had numerical components that could not be narratively described. Data such as the number of customers served per each meal, the sales in terms of net and gross profits were better understood and interpreted when quantitatively captured. These were represented in form of figures and numbers. Quantitative research has its variables with a numerical value that can be statistically analyzed (Patel, 2009).

3.2 Sampling

The researcher used purposive sampling for the learners to take part in the study. Purposive sampling is a sampling technique signified by a series of strategic choices about with whom, where and how one does one's research (Palys, 2008). The year three (3) students pursuing Bachelor of Hotel and Institutional Catering, were purposively chosen to take part in the study. This was because the researcher intended to enhance skills development among catering and hospitality students using the project based learning model. Secondly, the Bachelor of Hotel and Institutional Catering is a new program in Kyambogo University. This being the pioneer class, the researcher thus purposely selected them to set a trend for the consecutive years so the consecutive years can have a good example to follow.

Stratified random sampling was also used to select the learners that took part in the problem identification. This was used so as to get equal representation of the various programs in the department of Human Nutrition and Home Economics. These included students that had done the project before and people from the world of work. The study was open to all members of the staff both teaching and non-teaching staff as these were experts in the work processes of the restaurant attachment project due to their lived experiences.

3.3 Study population

The study population comprised of members of staff especially staff from Department of Human Nutrition and Home Economics. It also comprised of all students of Kyambogo University and all community members from all around Kyambogo University who came in as customers to the restaurant and world of work representatives (practicing hoteliers). It also involved the administrative staff at the Department of Human Nutrition and Home Economics and all the year three students pursuing Bachelor of Hotel and Institutional Catering.

3.4 Study sample

The sample size comprised of forty-three (43) year three (3) students pursuing Bachelor of Hotel and Institutional Catering who participated in the restaurant project in order to study skills enhancement among them. It also included twenty five (25) customers that filled out questionnaires, eleven (11) staff members that gave feedback inform of informal interviews and two (2) administrators from the Department of Human Nutrition and Home Economics.

3.5 Data collection procedure

The data collection procedure involved getting a consent letter, then doing situation analysis whose findings were subjected to a future workshop, implementation and lastly evaluation.

3.6 Data collection methods

A number of methods were used during the study right from the time of planning through implementation and evaluation. These included situation analysis, future workshop (FW), focused group discussions (FGD), interviews, photography and videography, documentarSy analysis, use of logbooks and participant observation.

3.6.1 Situation analysis.

Situation analysis is a data collection method where the researcher gets deeper knowledge and understanding of the working of a particular organization or establishment from within the organization by living and being part of the organization itself. While external analysis focuses on environmental and external threats facing the organization, situation analysis helps to identify the internal opportunities, strengths and weaknesses that could be of advantage to the organization (Merba, 2017). By getting the information from within, the researcher is able to get information in its natural unbiased setting. To carry out the situation analysis successfully, the

researcher became a constant customer of the prior projects, always visited the kitchen to find out what really happened as the projects went on and always had casual discussions about the project with the students.

3.6.2 Focus Group Discussion.

Focused group discussion is a data collection method where the researcher finds information from specific groups of people who are thought to be more knowledgeable in the area that is being studied. Focus group discussion is frequently used as a qualitative approach to gain in-depth understanding of social issues (Mukherjee, 2018). The researcher had focused group discussions with members of the teaching staff at the department of Human Nutrition and Home Economics who had overseen the same project over the past years so that they could share their experiences. The researcher also held focused group discussions with the members of the non-teaching staff (the technicians and laboratory attendants) who were able to give clear direction on the running of the restaurant attachment project over the years. Focus Group Discussions help to increase group participation into the research and give a speedy supply of results for research (Mishra, 2016)

3.6.3 Future workshop.

Having done the situation analysis and the focused group discussions, the findings were subjected to the future workshop. Ørngreen (2017) defines a future workshop as an arrangement whereby a group of people learn, acquire new knowledge, perform problem-solving, or innovate in relation to a domain-specific issue. The researcher defines future work shop as a data collection technique where the researcher actively involves all the stake holders in the research to identify a pressing researchable problem, find solutions and strategies to solving the problem identified.

The researcher carried out the future workshop together with all the stake holders in the department so that they would own the research process and be the drivers of change in their department. The aim of the future workshop is to bring together people from various backgrounds who share an interest in a common issue or problem and to increase people's participation in solving collective problems by giving them an opportunity to influence future decisions on particular issues (Lauttamäki, 2014). During the future workshop, the researcher gathered all the stake holders, introduced the findings from the situation analysis and focused group discussions which findings were analyzed to come up with strategies that would be implemented in the study to solve the problem identified. According to Apel (2004), the principle to take the participants seriously and not to limit them by any default enables them to define what they want to intensify, what problems they see and what appropriate solutions they see, makes future workshops a progressive and fruitful research method.

3.6.4 Participant observation.

Participant observation is a data collection method where the researcher observes and makes meaning of participants' behavior in their natural normal setting. Participant observation as a process involves establishing a rapport within the participant community and blending in so that the community members will act naturally and then withdrawing from the same community to immerse oneself in the data to understand it and be able to make use of it for research (Kawulich, 2005).

I did this successfully by building a good relationship with the students so as to ease the tension that could otherwise bias the participants. The researcher worked together with the students on a number of occasions and this gave them a sense that the researcher was one of them and they did not have to hold back on anything. This gave the researcher an unbiased

natural view of the students working without the worry that their work processes were under any kind of investigation which was very exciting. A case in point that stood out for me during this study was watching students during peak hours of lunch and breakfast service. Due to too much pressure, they students would forget that I am around and often times knock me over without even realizing it which was very exciting for me to watch. This to me was an indication that the students had fully let me in on their work which enabled me to get unbiased data. Participant observation is one of the most exciting, challenging and potentially rewarding of all the data collection methods because it offers a backstage and rare look into the inner sanctum of any workings of a particular community (Cottle, 2017). Participant observation helped the researcher to capture the participants without any form intrusion and distraction. The attributes observed included; handling of food by the learners, group interactions, plating and portioning of food.

3.6.5 Interviews.

The study also used interviews as a method of data collection. The interviews held were mainly unstructured informal interviews in the form of casual conversations with students undertaking the project, the customers and members of staff. The researcher preferred informal interviews because they were less tense and the participants easily gave information without feeling any degree of coercion and would open up easily. Secondly, the respondents were able to give more information and both the interviewer and the interviewee could direct the interview process to reveal more information that would inform the study. Jamshed (2014) further argues that unstructured interviews allow respondents to express themselves in their own ways with no or minimal hold on their responses. As (Fox, 2009) put it, unstructured interviews enable extended data collection from the participants, helping the researcher to probe more thus increasing the validity of the data collected. Interviews as a qualitative research approach builds

a holistic representation, analyses words ,reports detailed views of informants but also enables the interviewees to speak their minds, feelings and thoughts (Alshenqeeti, 2014)

However, written interviews were also used where the researcher issued out questionnaires to be filled by the customers as attached in the appendix.

3.6.6 Photography.

A saying goes that a picture is worth a thousand words. According to Fisher (2008) photography is the use of visual materials for interpretation of lived experiences. A number of pictures were taken during the study to capture those moments that could not be captured by other methods. This is because a picture is more revealing and can describe other factors such as environment and surroundings that affect research but cannot be captured by other methods and offers a look into private spaces of other people to create emotion and memories. Photography is seen to be closely aligned with lived experience and consequently more representative of how participants themselves interpret their context, relationships, decisions and realities (Winton, 2016)

By collecting and analysing data in the form of photographs, researchers can capture aspects of organisational reality without the distorting effects of other methods or when words alone are inadequate to capture the field experience and phenomena in real time (Ray, 2012). The researcher used photography in order to capture the aspects of the moment which may be missed by other methods such as body language. Furthermore photographs as compared to other methods like observation keep information longer without any form of distortion.

3.6.7 Documentary analysis.

The researcher also used documentary analysis to better understand the original objectives of the project. Documentary analysis is defined as the use and review of written

records on the phenomena the researcher wishes to study (Ahmed, 2010). Glenn (2009) further describes document analysis as a systematic procedure for reviewing or evaluating both printed and electronic material. The documents reviewed for the study included the course outline for the Bachelor of Hotel and Institutional Catering program and project guide/handbook for the Hotel and Restaurant Attachment Project (HRAP). These were availed to the researcher by the Head of Department Human Nutrition and Home Economics, Kyambogo University. The researcher used documentary analysis but there was a weakness with this method because the documents were only available to the researcher and not the participants in the study and this excluded the focal stakeholders in the study. This is seconded by (Cardno, Norma, & Morehu, 2017) who states that documents provide vital information but are more individualistic, unobtrusive and passive.

3.6.8 Use of logbooks.

The researcher used both the learners' logbooks and her own logbook as a way to collect data. The students' logbooks helped to reveal information the researcher missed but was captured by the participants. Such information included the learners' experiences, expectations and disappointments. Logbooks are a way to get a snapshot into the social spaces, embodied emotions and provide a good entry into personal experiences of the respondents (Meerkerk, 2017). The researcher was unable to fully understand what the learners' experiences were but through studying and sharing the content in the learners' logbooks and understanding it in their own context, the researcher was able to get a deep understanding and more information on the study. The use of logbooks is effective in increasing feedback, reflection, evaluation process improvement and improved interaction between the teachers and students (Safari, Ghahari & Taheri, 2014)

3.6.9 Videography

The researcher also used videography as a method of data collection. The researcher used videography because it is more revealing as it captures aspects such as body language, speech and movement. This is supported by Belk (2005) who underscores the notion that videography captures the aspects such as body language, environments that are normally ignored by other research methods. This method was not widely used by the researcher but was used on a few occasions such as during outside catering sessions. The researcher felt that capturing the video would distract the participants or bias them hence distorting the information and it was also time consuming. Using videography to collect data is time intensive to collect, review and analyze and as a consequence analysis can tend to focus on short segments of the video data at a micro-analytical level (Jewitt, 2012). This would thus leave out some information that would otherwise be helpful in the study. Voice or audio recorders were also used to capture data which was later transcribed into written format.

3.7 Tools for data collection

Various tools were used for data collection and these included cameras, logbooks, questionnaires, observation checklists and video and voice recorders. The purpose for the use of the various tools was to help in checking the validity of the information.

3.7.1 Cameras.

Cameras were used to capture the still photos and video recordings. The cameras used were the phone cameras and the hand held cameras. Castella (2012) contends that a camera has great power to change a perspective. Cameras used for still photography have the ability to capture more information in a short time and also preserve this information for further reference (Galbriath, 2010)

3.7.2 Logbooks.

The learners and the researcher had logbooks where information about what transpired during each week was noted. The logbooks were both individual and group and at the end of each working week, the group members shared with one another and this was a great source of data for the researcher. The strength of logbooks as a tool for research is the ability to capture information by participants where the researcher cannot be present

3.7.3 Questionnaires.

Questionnaires that covered all the research objectives were given to the different customers and it was one way to confirm the data from participant observation and photography. They were used to capture information on the quality of food in terms of taste, hygiene and portioning. The questionnaires also captured data on the effectiveness of the various marketing strategies used for the study. Bird (2009) emphasizes that the questionnaires need to be precisely similar for all the participants so as to gain easily comparable data. This to a large extent is true but I think questionnaires should be structured according to the information the researcher wishes to get from a particular participant in a study. The researcher used questionnaires for information where precision and exactitude was required for example the quality of food. Questionnaires provide specific data which can easily be quantified if properly validated (Janet, 2011).

3.8 Data analysis

The quantitative data was analyzed quantitatively with percentages and other numerical values. Information on the number of clients and the income was interpreted in form of figures and numbers. Qualitative data such as the learners' experiences was captured in the narrative form.

3.9 Transcription of data

All the information that existed in form of audio and video recording was transcribed by the researcher into a written format but however the researcher remained with the original tapings which could be accessed for review from the researcher.

3.10 Coding and presentation of data

The data collected was coded into themes A, B, C and D to match the research objectives. This helped the researcher to organize and identify the relevant information that was appropriate for the study.

3.11 Triangulation and validity

Triangulation is the concept where a number of methods are used to obtain views on the same issue (Hesse-Biber, Donna & Sharlene, 2012). The researcher used a number of methods and sources and at different times to ensure that information and data collected was true and unbiased. Using a number of research methods helps in attaining full sample coverage (Ponto, 2015).

3.12 Ethical consideration

Before carrying out the study, the researcher sought consent from the stakeholders and administration at the Department of Human Nutrition and Home Economics. The researcher was also given an introduction letter (refer to appendix 1) from the Masters in Vocational Pedagogy project to the workplace (Department of Human Nutrition and Home Economics) before starting on the study.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF DATA

4.0 Overview

This chapter of the report gives a descriptive representation of all that transpired during the study in reference to the objectives of the study. It details how the strategies devised helped in the enhancement of skills in food preparation, marketing and accountability amongst the learners.

4.1 Enhancing skills in food preparation

Enhancing learners' skills in food preparation included informal instruction and enabling learners to improve their skills in preparation of various dishes. The study concentrated on use of local dishes, modifying them in terms of preparation and service and improving on their quality. The dishes made during this study included rice dishes such as vegetable rice, pilau rice, brown rice and white rice, beef and chicken dishes. Other local dishes made included matooke dishes, potatoes, groundnut stew and kidney bean sauce. The study did not cover the local dishes alone. International dishes were also made including pastries, potato dishes and meat dishes like braised chicken and muffins. To enhance learners' skills in food preparation, a number of strategies were used which included orientation, demonstration, improved supervision and knowledge sharing. This involved incorporating theory into practice.

4.1.1 Orientation.

Orientation means to introduce or guide someone in adjusting, familiarizing with a new activity, surrounding or employment. To enhance skills in food preparation, orientation was done for the students so that they get more knowledge. Orientation was done before start of any work. The researcher met with the learners to discuss what to do, when it should be done and how it could be done. Orientation was done at the beginning of the project and throughout the study to

help learners cope with what was expected of them. A case in point was when the learners constantly failed to make good juices and rice dishes. The juices were thin and contained a lot of sugar. The researcher called all the learners who were supposed to take part in the project including the learners that were not working that week and took them through steps and techniques in making juices. The researcher encouraged the students to make and use syrup in place for water as syrups improve color and consistency of juices. For rice dishes, the researcher took them through principles in purchase and selection of rice, measurement of ingredients and garnishing². With such an orientation on making rice dishes and juice, the next dishes³ were close to perfect.

4.1.2 Constant practice.

Great success in business and entrepreneurial innovation lies not in academic achievement but in constant practice within a particular area (Kehoe, 2007). To enhance skills in food preparation, constant practice was done for the various dishes in order for the learners to perfect their skills. The learners concentrated on particular dishes especially the traditional dishes and through doing them over and over, they enhanced their skills in preparing and varying them for better taste and quality. For example, due to constant practice, the learners discovered different ways of seasoning⁴ and garnishing meat stews and potato dishes. They discovered seasoning with ginger, bay leaf and boiling potatoes in ginger and garlic for the stews and potato dishes respectively. Not only did constant practice help in enhancing learners' skills in food preparation, it also aided in other areas such as helping the students to learn how to deal with the intense work involved with running the restaurant. Most of the groups complained of being tired

2. Garnishing means to add something to food to make it more attractive.

3. A dish is a variety of food served at a meal. We can make a dish of potatoes

4Seasoning is the addition of salt, spices and herbs to food to enhance its flavor and taste

because of the intensity of the work. The researcher therefore tasked the students to always wake up early, have work plans and distribute roles amongst themselves. When the learners did this on the first day, they realized that when such consistency was maintained, they were more organized and less fatigued at the end of the day. For the first week, the learners were leaving the restaurant at 7:00pm but when they started drawing up schedules and making plans, they were out of the restaurant by 3: 00pm. Drawing up plans also improved their hygiene and organization in the kitchen. They would be dressed up in time for service, arrange all crockery (plates, dishes, bowls) and cutlery. One colleague from a group that was not working that week made a comment that *‘I have never seen a clean kitchen as this one at peak hours. ’* However not all students followed the drawn schedules. Some students woke up earlier than others and some stayed behind for the sake of their groups to do well. One student confided in me and these were his exact words *‘madam you say we are good time managers but some of us no longer sleep. I am always here at 5:00 am to do the Mise en place⁵ because I know my group members arrive at 8:00am’*

4.1.3 Knowledge sharing.

The learners also shared knowledge on food preparation and this knowledge was later used in their preparation of various dishes hence gaining more knowledge and skills. A case in point was when one group was to make baked chicken. The first day they made it, it was less crispy and the quality was inferior. On the second day, they sought help from one of their own colleagues who had been doing it during internship to share his knowledge and experience and the baked chicken came out perfectly (crispy on the outside, spicy and tender on the inside) and the clients loved it. One client in fact came back to the researcher asking the researcher to share

5. Mise en place is a French word. It means to put everything in place before it is required.

the recipe and this client was directed to the learners because the knowledge used in making the chicken was from the learners themselves.

Another case that stood out was when the students made Mongolian beef. The group undertaking the project had missed out on the practical lesson but through sharing knowledge with those who had done it during the lecture, they were able to make a perfect dish of Mongolian beef without having been physically present during the lecture. The study was also a learning platform for me as the researcher. The students made a mixed fruit juice and they called it sunshine mocktail. The researcher had taught about juices and beverages but did not know the trick used to separate the different layers of the juice. The students shared the trick with the researcher and fellow students who did not know. The sunshine mocktail and students preparing to serve it are shown in Figure 6. The sunshine mocktail became a signature dish and a cash cow for the project.



Figure 6: Different layers used in making sunshine mocktail

Source: Field data (2018)

4.1.4 Quality supervision and general management

According to Silence (2017) quality supervision leads to goal achievement, productivity increment, better communication, improvement in quality, minimizes costs and improves the work methods of any organization. Supervision was done so that the researcher could monitor what the learners were doing in terms of food preparation and thus offer guidance where needed. Not only did quality supervision help in food preparation but it also helped to improve the hygiene of the restaurant. The researcher together with the stake holders formulated a supervision template so that the students were made aware of the skills and competencies that were being sought. The researcher carried out supervision at specific intervals during the day to see how the learners were preparing food, how they were serving the food and how they were dressed. The supervision was made early in the morning before any preparation was made, before service of breakfast, before service of lunch, after service of lunch and during cleaning hours towards closure for the day. There were also spot checks carried out. However, the researcher was always available throughout the day for any form of consultation. The students too chose the restaurant manager who was also responsible for supervising and overseeing the daily running of the restaurant.

Supervision was also made to check the hygiene of the food, the kitchen and the students themselves. However, the researcher realized that at some point the learners need not to be supervised often as they were now aware of what was expected of them and had taken it up as a routine. This kind of routine helped to enhance their skills.

The researcher together with the students also selected a food tester amongst themselves who was responsible for tasting all the food before it was served out to the clients. This food tester gave feedback on the food in time so that in case of a fault, it could be corrected in time. A

case in point is when the tester found out that one day the beef stew contained no salt and this was corrected there and then. On another occasion, the juice was too thin and so more fruit had to be blended to thicken the juice.

4.2 Enhancing skills in marketing

The ability to sell a product or service is a skill that does not always come easy. Marketers or sales people have to be trained and retooled to succeed. For the study, a number of strategies were used to enhance and equip learners with marketing and management skills. These included use of print and e-media, use of standard menus and formation of marketing committees.

4.2.1 Formation of marketing committees, use of print and e-media.

Social media has become an integral part of most of the businesses and so learners need to get used to using social media platforms if they are to succeed in the catering business or any other business. The learners were tasked to form marketing committees amongst themselves. For every group working, there were students in marketing, production and service and the roles kept on changing. The learners created a Face book page on which they posted updates about the restaurant, what was on the menu that and any other information regarding their trade. The Face book page had more than 200 members as of October 2018.

The learners too designed a banner and fliers which were distributed around the University in order to reach a larger number of clients. The design and layout and choice of name of the restaurant were all done by the learners. The process of designing the fliers and banner was meant to improve on the learners' creativity. The learners were tasked to find a catchy name for their restaurant and after much deliberation; they came up with the name golden chippy food court. Figure7 shows a flier that used for marketing while figure 8 shows a banner strategically hang for marketing along the university entrance.

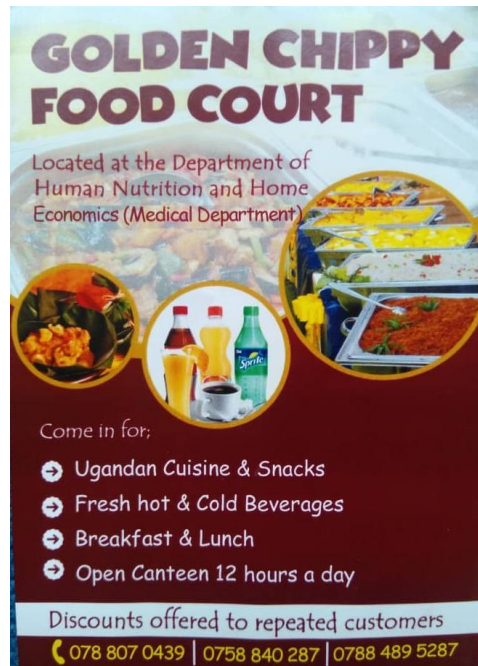


Figure 7: Flier used for advertising

Source: Field data (2018)



Figure 8: Banner hanging alongside the Kyambogo University road

Source: Field data (2018)

The marketing team was tasked to go around lecture rooms and seek airtime to market the restaurant to other programs. As one student put it, exposure in marketing helped to boost

their confidence. One student stated that. *“I know now I can confidently sell something to anyone because those people grill you but if you know what you are doing they end up buying anyway which is what I want”*. The students also had to “dress for success”. The researcher always encouraged them never to ignore the power of dress code. As they moved around in their uniforms, it caught the attention of the people around and it was later realized that this could be a good marketing strategy. Bachelor of Hotel and Institutional Catering is a new program at Kyambogo University and so the students walking around campus dressed as chefs was one way to make the program famous and known to other community members and researcher hopes this would lead to an increase in enrollment in the program. The researcher encouraged the learners to love what they do. In fact, some students were seen around the campus with inscriptions on their clothes as chef so and so and this showed that the students are passionate and love what they do and passion drives everything.

They also had trouble looking for clients, maintaining them and interacting with them. The researcher encouraged the learners to keep a positive attitude when dealing with difficult clients, encouraged them to revisit the lessons they had had about front desk operations so that they are reminded of how to handle the customers professionally and not emotionally. The researcher assured the students that the customer is the boss. As days progressed, the learners had developed patience with the clients and were getting more customers. In fact, the first group to participate in the project relied on their classmates to consume their products because they were scared to venture into other markets. So we agreed that at first they would move in pairs to look for customers but by the third day, they were moving in singles. One student said that if they moved in pairs, they would overwhelm the customer or confuse him/her.

4.2.2 Table setting.

People go to restaurants for various reasons in addition to eating food. Some people will go to a restaurant to enjoy the ambiance, others go to pass time and socialize. The learners used this to their advantage to attract more customers and also to enhance their skills in table setting. They used napkins in various colors which they folded using different folding techniques such as the arrow fold, the bishop's hat and the lotus folds. As they folded these napkins, they were enhancing their skills in creativity too as seen in Figure 9. Good table setting was also a marketing strategy. The restaurant had a number of dining areas and one of the dining areas was strategically located close to the main road with a lot of traffic. The researcher tasked the students to set up a dining area close to the main gate with at least two large tables. These tables had to be beautifully dressed in linen with napkins and center pieces as shown in Figure 9. Such an arrangement caught the eyes of the passersby and also enhanced skills in table setting and increased the client base because it was a sight hard to ignore. The passersby would be forced to stop and ask what was going on and in one way or another; this was a way of marketing the attachment project.



Figure 9: Table setup for dining

Source: Field data (2018)

4.2.3 Use of quality menus and menu cards.

To make a detailed standard menu is a skill which the learners needed to get. Making a standard menu requires creativity and knowledge of food costing. The learners were tasked to make laminated menu cards as shown in Figure 10 which they were required to avail to the client and go ahead and help the client select a dish by explaining the dishes on the menu to the client. This whole process enhanced the students' soft and interpersonal skills such as communication and patience. Another interesting part about making menu cards was how the learners named certain local dishes sound exquisite. 'Kikomando' is a dish of sliced chapattis served with a stew such as bean or beef stew. In place for kikomando on the menu, they renamed it 'golden hello' and in contrast to how other restaurants served it, they served theirs with lots of vegetables. The researcher could not stop laughing when she discovered that 'golden hello' meant kikomando.

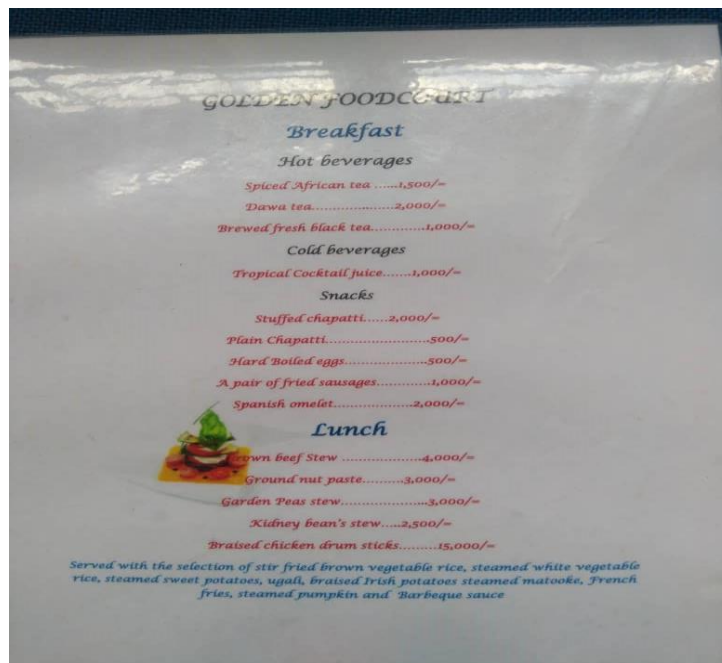


Figure 10: Menu card

Source: Field data (2018)

4.3 Enhancing skills in accountability, book keeping and business management.

To enhance students' skills in accountability and book keeping, the following intervention strategies were used; use of receipt books and logbooks and use of daily follow-up meetings.

4.3.1 Use of receipt books and logbooks.

Use of receipt books and logbooks enhanced skills in book keeping, accountability and planning which skills are very important in the catering and hospitality industry. Each group was given a task to design their receipt books or invoice books and select a cashier who acted as a custodian of these books. The cashier noted down the orders taken and was responsible for keeping all the money. The cashier using the records from the receipt and invoice books was

required to give feedback to the group members after balancing the books. At first this was done by one person but later the researcher together with the students agreed to have a rotational system so that at least three students would act as cashiers so that a number of students could get the skills in accounting and book keeping.

4.3.2 Holding daily follow-up meetings.

The students also held follow-up meetings every day after working to follow up on daily expenses and incomes. This helped them to get immediate feedback on how they were performing. Other follow-up meetings were held every end of week on Friday evenings in order to evaluate how the week went, how much income was made and devise ways on how they can be better when they start working. During the follow-up meetings, the students reported on how many customers they served, what they learnt and what challenges they faced. The information from the follow-up meetings helped the research to know if the learners were getting the required skills in accountability and business management.

4.3.3 Outside catering.

The students were also exposed to outside catering as shown in Figure 11 as a way to enhance their skills in service and marketing. The students took their food samples to various departments and these samples were liked. In turn they were given chance to provide outside catering on some days as seen in Figure 11. This kind of exposure gave them a chance to gain skills in buffet service, interact with people from various backgrounds and also gave them a chance to market themselves.



Figure 11: students doing outside catering

Source: Field data (2018)

4.4 Evaluation of the intervention strategies

Having implemented all the above strategies, there were many positive effects on the students, the restaurant project and the researcher. These included improved quality of food, increased client base, increased optimism, improved accountability and generation of income.

4.4.1 Good quality of food.

The quality of the food produced improved greatly. This was evidenced in the restaurant beginning to take orders from the Kyambogo community to provide different products such as cakes, samosas, and chapatti. Judging from day one of the project to other days, the learners

continued to improve the quality of food in terms of taste, color and texture. This was mainly due to use of various cooking methods. On some days, the learners boiled their potatoes in garlic or ginger, on other days they used different cooking methods like baking, deep frying. All this led to an improvement in color, texture and taste as boiled potatoes do not taste as baked or deep fried potatoes.

The better quality of food served was also attributed to the sharing of knowledge amongst learners. Amongst the students, was one whose mother runs a restaurant business and so the learners borrowed some of the mother's recipes and herbs and incorporated them in what they already knew. For example, all recipes available do not state the use of bay leaves in stews but this recipe was borrowed from the student's parent and most of the stews were very tasty. Due to good quality food, the students took their food samples to different faculties around Kyambogo University and they liked their food and in turn were given chance to provide outside catering for about four meetings and workshops something that had never happened in the history of the restaurant attachment project. On one particular occasion, one of the workshop participants came back to the students and asked them "*how exactly did you make these samosas, they are not oily like the ones we normally have?*" Another participant on hearing the question stated that '*if they are that good as you say, then let me have another samosa.*' Another one commented that: '*can I please know what exactly you put in your tea?*' All these statements were an indication that the quality of food was good and so the learners were getting better at their trade.

The learners were also confident of their products to be of high quality. One student from one of the groups commented that, *I am sure our clients are going to miss our food once we finish our project.* Another one made a comment in the local language that "*bigwawolwa 'buwomi*" loosely translated as our food is getting finished because it is tasty.

Figure 12 below shows a learner in the process of preparing lunch and lunch ready to be served to a customer.



Figure 12: Plated lunch

Source: Field data (2018)

Figure 13 shows a student creaming a cake mixture and the cakes ready for service.



Figure 13: Queen Cakes served at breakfast

Source: Field data (2018)

However sometimes the quality of food prepared was bad. On many days, the steamed matooke came out badly to the extent that the learners were often embarrassed to serve it. This was attributed to many factors such as poor selection of bananas, the size of the pot which was small compared to the quantity of the matooke to be made. This was an indication that the students did not relate the theory about principles to be followed in steaming. The researcher thus asked them to revise their knowledge on steaming and this did not happen again. The quality did not only improve with food but also with the drinks served. The first group made juices that were thin or plain in taste. However, as time progressed and putting into consideration the negative comments from the clients, the learners improvised ways of making better juice. They learnt to use syrup when making juices, mixing a number of fruits and how to present these juices as

shown in the figure 14. During the study, addition of artificial colours was not allowed and so learners used natural ways of improving the juice,



Figure 14: Ready to drink sunshine mock tail

Source: Field data (2018)

A total of twenty five respondents were given questionnaires to rate food on a scale of excellent, good, fair and poor and the results are tabulated in figure 15.

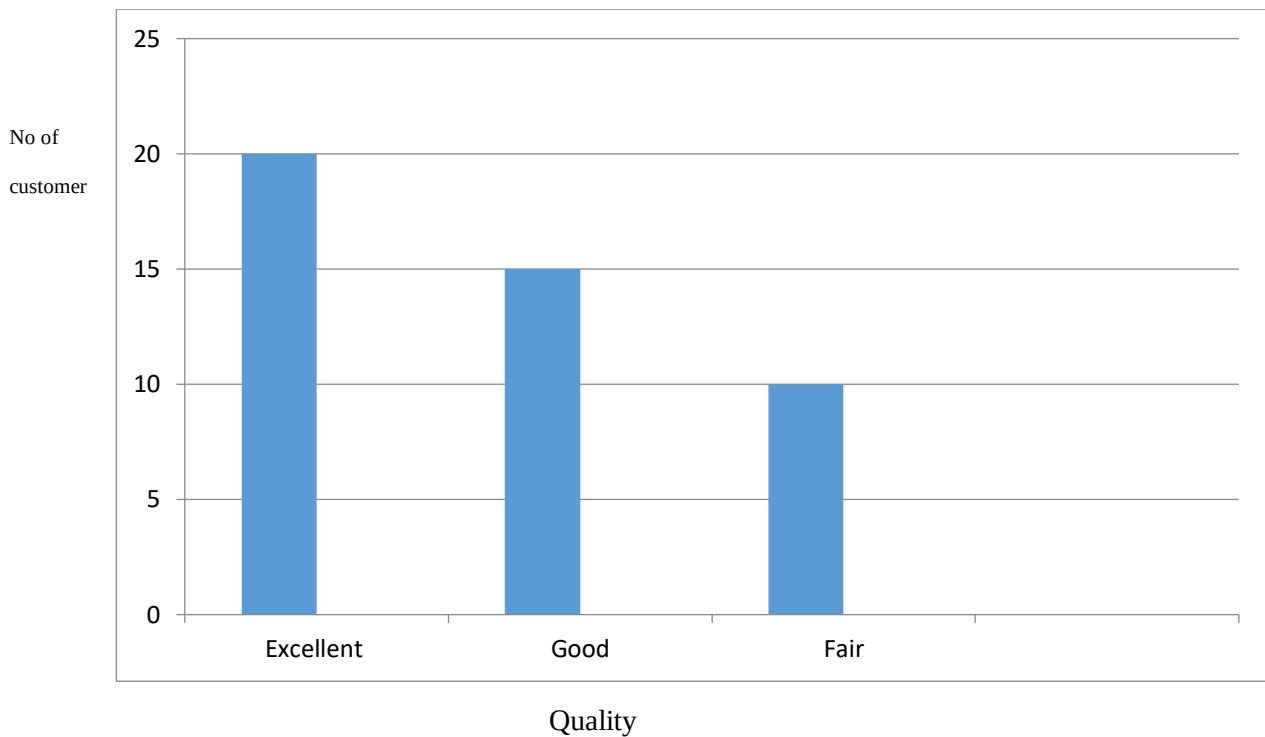


Figure 15: Showing the customers' rating of the quality of the food

4.4.2 Generation of income.

The restaurant project saw tremendous increase in sales, income and profits. The income was made from sale of products such as food, drinks and snacks. The snacks made included queen cakes (Figure 13), rock buns, scones and chapattis. The students prepared food and drinks which they sold in the restaurant, vended to different offices around the campus. The income was also from sale of the snacks which students vended in their halls of residence and hostels. The students also made snacks which they would sell at the departmental canteen. All these led to an increase in the sales as there were many areas where they would sell their products. Due to increased sales, the students were able to raise enough profit to pay back the working capital as

this was a loan. The project also raised enough money to buy certain equipment and materials that the department lacked. A decision was reached amongst the student to buy chauffing dishes as shown in (figure 16), table linen and chairs as shown in (figure17), flasks and dustbins for the department which equipment they would engrave with their year of study as a mark of remembrance for their effort.



Figure 16. Some of the chauffing dishes bought

Source: Field data (2018)



Figure 17. Table linen and chairs bought by students

Source: Field data (2018)

For the consecutive weeks, the students reinvested and started working with the profits made. The profits increased with each week. However, there was a drop in weeks 3 and 4. In week 3, the weather was so bad that the students didn't have a place to serve their guests from. In week 4, the students used some of their profits to pay back for some of the equipment and materials that they had hired like chauffing dishes and chair covers. The sharp increase in the sales in week 5 was attributed to outside catering opportunities. This is because outside catering paid more for a plate of food as compared to the daily customers. For outside catering, a plate of food was sold at 12000 UGX while on normal days when the food was sold at the restaurant; a plate of food went for 4000 UGX on average. The money made from the restaurant attachment project is tabulated in form of a bar graph as shown in figure 18.

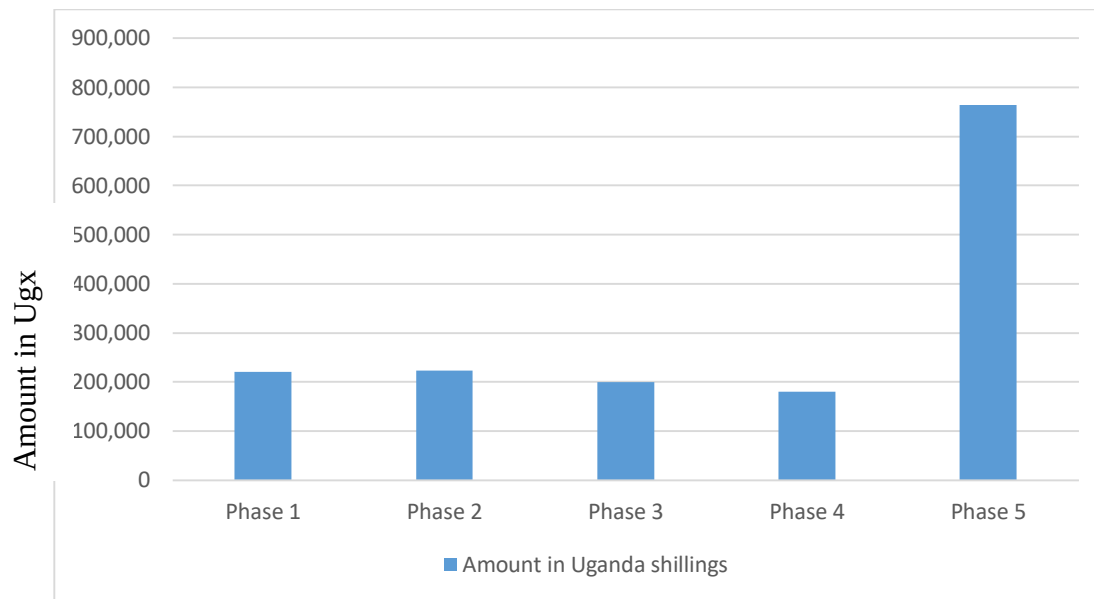


Figure 18: A bar graph showing the income from the project on a weekly basis

4.4.3 Increased client base.

The restaurant saw a steady increase in the number of clients from day one to the last day and this was an indication that the products were better and the marketing was improving every day. There were a number of days when the demand exceeded the supply. Taking week one for example, the students served 23 customers on the first day for both breakfast and lunch, on the second day they served 41 and by the last day, the customers had increased from 23 to 79 customers. The customers included officials from Senate, School of Management, Faculty of Science and Faculty of Art and Design. This was an indication that the students did a great job in marketing. Before the project served customers in the radius of about 500m but that increased as the students continued to do more vigorous marketing. One student stated that; *“we have been to senate, but those students who were doing certificates and diplomas had spoilt the reputation but we have managed to convince them to take orders”*. The service of the customers was done by vending the food to where the customers were or customers coming to have meals from the restaurant. Figure19 shows some of the customers having their breakfast at the restaurant.



Figure 19: Customers having breakfast

Source: Field data (2018)

4.4.4 Optimism.

From a project that had greatly lost popularity amongst the students, there has been a positive change among the students towards the project. Most of the students agree that the project is a good platform through which they can get soft skills and enhance their hands on skills. During the evaluation meeting that was held on the 9th of November 2018, the students shared what they had learnt from the project. Soft skills were the most common skills that the learners said they had learnt from the project although the hard skills were also brought forth. The students mentioned that they had acquired skills from the project which included handling stress, bargaining and purchasing skills, team work, handling guest complaints among others.

The students were very optimistic that these soft skills will be of great help when they start working. Much as the students complained about the work being tiresome and intensive, they do agree that the project is a blessing in adversity. As one student put it, *“madam we can’t wait to make Mongolian beef on Wednesday because we made it during the practical so we want to practice again”*. To me this was an indication that the students cannot wait to practice what they study in class and this has a lot to do with their attitude shift and optimism towards the project. One of the staff members also commented; *“when you compare these students to the past cohorts, there is such a difference, they are more passionate and zealous about what they do and I think they enjoy it more”*.

On so many occasions, I would find students talking to their colleagues about how fulfilling the program was. On one occasion the researcher eavesdropped on a conversation between a client and a student and this is how the conversation flowed.

Client; But what exactly is in Home Economics and Nutrition?

Student; Ok Home Economics is the name of this department but I am doing Bachelor of Hotel and Institutional Catering.

Client; So you cook?

Student; Yes, we cook; we also do housekeeping and laundry.

Client; Oohhhhhh how does it feel to have food as your teaching aide? I mean being around food all the time?

Student; Laughs out loud. Practicals are the best. You know when you have made your chicken or your bread or cakes and it is there fresh from the oven. It just feels nice. I just love my course.

4.4.5 Good relationship with the participants.

The project gave the researcher chance to get to know the participating students on a personal level. It gave the researcher a chance to know what was going on in each learner's personal life such as knowing their names, where they lived, how they spent their free time and getting to know and discover each student's strength and weakness. A case that stood out for the researcher was one particular student who was always absent during morning hours. On asking his colleagues where he was, they always covered up for him. At first it puzzled me why this learner was always absent and why his colleagues were covering up for him. The researcher later discovered that this learner in his absence was somewhere in church but at the end of fellowship; he would bring the colleagues, those he fellowships with to buy food from the restaurant. It then later struck me that his colleagues were covering up for him well knowing that at the end he will do marketing for them.

Another case was one student who had always had trouble with class work but during the project, she was very good with production and always acted as a mediator for the group when misunderstandings came up. This proved to me that we should not write off anyone basing on one particular attribute. Every learner has a strength that is unique to them and if given chance, such students can go a long way to believe in themselves. This particular learner later came to me and these were her very words; *'madam I think you have seen that I have particular areas where I know I am very good. I don't know what happens in class. I really try to read for tests but the results always disappoint me but I know that I am good with practical work. I will just try and get enough marks to graduate then concentrate on production because I know it is one area where I trust myself. Madam I promise in a few years from today, I will be heading a kitchen somewhere'*.

There is a lot of honesty and sincerity and love in the smiles of these students once they do something that everyone appreciates. *One student after doing outside catering came back to his colleagues and these were his exact words ‘Thank you members for making us proud. Those people enjoyed our food and you did not disappoint. I think we need more of such opportunities, what do you think members?’* Then he turned back to me and asked; *ndowoza madam owulide?* Loosely translated as I think you have heard madam.

The students confessed how much they love me on so many occasions. One afternoon as the researcher sat chatting with a group of about six (6) students, a conversation started which revealed to me that my relationship with the students had improved from being their teacher to a friend due to the project and this is how the conversation flowed;

Student 1 looks down at my feet and looks up and asks me;

Madam when is your birthday?

Me; Why?

Student 2 interjects; Madam’s birthday is in December. I saw it on Facebook

Student 1; What is your shoe size madam?

Me; I put on size 39 but why?

Student3; Why? do you want to borrow her shoes?

Student 1; No, I want to buy madam a gift of shoes

About 4 of the students agree that they will buy me a pair of shoes on my birthday.

Student2. “Actually madam you deserve it because you have really guided us in this project work, you would get us customers”. To have such a personal, relaxed and non-academic conversation with the students shows that the students don’t look at me as a teacher or mentor only but a friend like any other.

On another occasion after supervising students who were doing outside catering, as the car drove away and we were saying goodbye, the students looked out of the window saying ‘*we love you madam*’. There was so much sincerity and love and honesty in those smiles and words.

4.4.6 Conflict resolution.

Bringing the students to work together for a full week under stressful conditions was not easy. They had disagreements amongst themselves and sometimes with customers. However, they had to learn to solve these conflicts amongst themselves for the success of the project. One case that stood out where their conflict resolution skills were put to test was one student from one group who was not behaving well. He was disrespecting his colleagues and customers. The end result was to discontinue him from the restaurant. His fellow students decided to ‘sack’ him.

The learners asked me to intervene in this issue but I declined not because I did not want but rather I wanted the students to resolve differences amongst them on their own which is a skill that every worker needs to have. The researcher tasked the learners to resolve the issue and the next day, the sacked learner was back on board working well with his colleagues. This was an indication that the learners had learnt to resolve differences without involvement of the third party who in this case was the researcher.

Another point was a disagreement with a customer who had deliberately refused to pay on various occasions. The researcher tasked the students to select among themselves a colleague who could act as mediator between the learners and the customer. This customer was able to pay all the money and the relationship between the learners and the customer was mended.

Another occasion that stood out was one evening as the students were closing up for the day. The researcher struck up a conversation with them. This was their first day of working in the project.

I asked them how their first day went and they replied. *‘It has not been easy. We were a little bit disorganized and we clashed a lot but we are going to sit down amongst ourselves and we iron out our issues.’*

4.4.7 Accountability of funds generated

Due to proper record keeping, there were minimal losses and debtors were easily followed up. The students could easily explain their income and expenditure and calculate profits made. The researcher at times deliberately refused to pay in time to see if the learners would follow up and they were always able to remember and collect their money. This was an indication that the learners had proper records for follow up.

The learners were given 150,000UGX as working capital but this was increased for week five as the demand kept on increasing. The students would use this money and make returns at the end of the week as shown in Table 3.

Table 3: Capital given versus gross and net profit

Group	Capital given(Ugx)	Gross Amount(Ugx)	Net profit(Ugx)
1	150,000	370,200	220,200
2	150,000	372,700	222,700
3	150,000	350,000	200,000
4	150,000	330,000	180,000
5	180,000	944,300	764,300

4.4.8 Improved creativity.

The students showed tremendous improvement in creativity in food preparation and service. The way the students plated⁶, and served their food was amazing. In relation to creativity, they found ways to balance meals. Originally salads were not being served at breakfast. The students used vegetable salads to garnish the breakfast dishes such as chapatti and

6. Plating is the art of arranging food on a plate to make it look attractive and appealing to the customer.

samosas and in the long run, the meals served at breakfast were balanced. As one staff member put it *‘I love the fact that they served my chapatti with salad at least I know I am not accumulating only carbohydrates in my body, I can get some much needed vitamins and minerals from my breakfast.’*

Instead of serving plain water, the students added lemon juice or cut a slice of lime to make lime water. When boiling potatoes, they boiled them with ginger, garlic, butter or rosemary and lemon grass. This was all a creative shift from the plain boring traditional (standard recipes). The students varied their stew recipes by adding herbs when cooking. Herbs were also largely used in making tea as one customer put it; *what exactly do you put in this “concoction” in reference to tea?*

The students showed their creativity in service where they found beautiful ways of folding their chapatti, folding napkins while serving so that the plate looked attractive to the customers. The students also showed off their creativity in table setting where they folded napkins using different designs such as bishop’s hat, and arrow fold. The restaurant did not have a proper dining room but the shade that was given to the project was beautifully decorated and set up by the students to look like a real dining room as shown in Figure 20.



Figure 20: A student setting up tables on the shade

Source: Field data (2018)

CHAPTER FIVE: DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter presents the discussion of results, conclusions drawn from the study and recommendations. The study was pivoted around using PBL approach to enhance skills development amongst students of Bachelor of Hotel and Institutional Catering.

The study was guided by four specific objectives as follows; to enhance learners 'skills in food and beverage preparation and service, to develop learners' skills in marketing and other soft skills such as interpersonal skills, to improve learners' skills in record keeping, accountability and business management and to evaluate the skills acquired from the restaurant project. The discussion of the results was thus done following the objectives of the study.

The study also followed four main research questions which were: what strategies can be employed to enhance students' skills in food and beverage production and service, which action points should be considered to enhance learners' soft skills and improve their skills in marketing?, what strategies can be employed to develop learners' skills in accountability and improve the general running of the restaurant project and lastly how the skills acquired from the restaurant project can be evaluated.

5.1 Skills acquired in food preparation

In line with objective one of the study, the learners' skills in food preparation were enhanced through orientation, improved supervision, demonstration, knowledge sharing and exposure to outside catering. The study used work based learning environment to enhance the learners' skills. Sweet (2013) defines work based learning as learning that occurs through undertaking real work, through the production of real goods and services, whether this work is

paid or unpaid. Work based learning gives learners the knowledge and experience for a job. This is supported by (Atkinson, 2016) who suggests that work based learning provides learners with workplace experience and develops their work readiness skills. Through use of workbased learning ,the learners got both the practical and soft skills needed for the job.Work based learning provides an environment that resembles that of any workplace outside school and so the students will have some prior knowledge before they can fully join the workforce.

Food preparation is a skill that was enhanced through this study but there is a lot that goes on when the learners are cooking food.In cooking food ,they discover new herbs and spices,they interact with one another which all strengthen their interpersonal skills.The enhancement of learners skills in food preparation was evidenced by improved quality of the food produced.The learners were more creative in the creation of dishes.The students infact started getting assignments to do catering for families out of the projects for which they were paid. One student was asked to prepare mongolian beef for a family on one weekend after the customer had tasted the mongolian beef prepared by the students doing the project.This was an indication that the learners had perfected their skills and the customers liked their products.On another incident,the students were requested to bake a cake for one of the students' associations.

During the study, the learners were able to acquire skills in preparing both the local and international dishes, making juices and teas. There were a number of ways that were used to tell whether the students had acquired skills in food preparation. The first was use of questionnaires that were distributed to the customers where the customers had to rate food in terms of taste, appearance and flavor. Another method was use of informal interviews in form of casual conversations with the customers. The researcher would casually ask customers on how they found the food and this was very pivotal in getting feedback as this form was more relaxed and

respondents freely expressed themselves. Most of the customers rated the foods such as rice dishes, stews, and snacks as excellent. However, some dishes like steamed matooke got low scores in the first days. This was however resolved as days progressed. To resolve this, there was a collaborative effort between the researcher and the students. The researcher together with the students went back to the drawing board to try and discover what was causing the problem. Among the probable causes was poor quality of the bananas, season, small pot sizes, less cooking time among others. We thus agreed that we were to get bigger pots, start preparing matooke earlier than other dishes and try to get the best quality bananas regardless of the price.

5.2 Skills acquired in marketing and other soft skills

Objective two of the study which emphasized enhancing learners' marketing and interpersonal skills was achieved by use of group work, face to face interaction with customers, use of banners and fliers and formation of marketing committees. Marketing and interpersonal skills go hand in hand. People with good marketing skills have proven to have excellent interpersonal/soft skills too. This is reinforced by scholars such as (Sundara, 2015). The effectiveness of an organization's sales force is highly dependent on the interpersonal skills of the sales personnel (Sundara, 2015). The learners formed marketing committees which were responsible for marketing the project. They went from lecture room to lecture room to seek airtime to market their products. In doing so, they were getting skills in public speaking and building their confidence. Often times, the learners came back saying that they had been jeered off the stages but persisted until they had delivered their messages. This shows that the learners had developed patience and resilience which are important soft skills.

The study also sought to improve marketing by use of good table setting. Folding a napkin requires a skill. The use of napkins and table linen enabled the learners to make use of

teaching material that had lain idle for years because other programs had not made use of them. For example, the department had napkins but these were always idle in the stores. In addition, the department lacked chair covers but the students critically and creatively thought about hiring from outside which was very innovative of them. Marketing was also done during outside catering sessions. This gave the learners chance to meet various people from different backgrounds and sell their products and skills to people who could be potential customers and employers. Marketing and marketing strategies helped the learners enhance their soft skills like interpersonal skills, resilience, patience and conflict resolution.

5.3 Students' skills in record keeping, accountability and business management

Objective three of the study underscored the need to enhance learners' skills in accountability, record keeping and general business management. Record keeping and accountability can help business owners to keep track of their enterprises for better planning and business growth. Accountability is the guiding principle for entrepreneurs who seek to change the world and grow their businesses and for employees that wish to stand out (Zwilling, 2015). There is need to hold workers accountable for their successes and failures but care needs to be taken so that the workers have chance for explanation. This is upheld by Lindberg (2009) who asserts that to hold workers accountable, one needs to have a degree of control of power to allow workers' explanation and their contextualization. Accountability was made for the funds but also for the general learning. The learners learnt to take responsibility for their failures and their successes.

Through proper book keeping the learners were able to keep track of their expenditures and income. By the end of the project, the learners were able to account for the money made from the project and this was a big step towards learners owning the learning process and the

project in particular. During the final evaluation meeting held on the 9th November, the students together with some stake holders from the Department of Human Nutrition and Home Economics decided on the following; the money raised during the project would be used to buy some materials and equipment the department lacked or that was not adequate. The learners bought four (4) chauffing dishes, ten (10) plastic chairs, a dozen of table cloth and two (2) dozens of napkins. However other items like flasks, dustbins were not bought as originally planned because some of the money had to go towards buying examination materials since the department was in a financial crisis. All this equipment would help the learners in practical work. The chauffing dishes could be used during practical lectures such as food service when they are learning about buffet service systems, the linen could be used to teach about table setting and service. The learners were very excited to be given an opportunity to account for the money they had tirelessly worked for.

5.4 Evaluate the skills acquired from the restaurant attachment project

Objective 4 of the study sought to evaluate the impact of skills enhancement on the students and the general running of the restaurant. Evaluation is an important stage in any study as it yields feedback on the impact of the study on the community. Most of the objectives were meant. The students' hands on skills in food preparation were improved, the accountability of the project was improved and learners marketing skills were enhanced. The evaluation of the study was done by use of questionnaires that were given to clients to fill. These questionnaires covered all the objectives of the study. The questionnaires covered areas of food preparation, marketing and development of soft skills among the learners. Another evaluation technique used was informal interviews with various clients. Evaluation meetings were held on daily and weekly basis and a general evaluation meeting was held at the end of the project. Overall the study was

successful because most of the set objectives were achieved. However, the study had some complexities and contradictions that hindered the effective attainment of the objectives of the study.

5.5 Complexities and contradictions of the study.

The project took place alongside other lectures and programs within the department and the University at large. Due to this kind of contradiction, it was hard for other lecturers to follow up the students. The students took advantage of the project to dodge other lectures and this biased most of the lecturers. However, on recognition of this challenge, the schedule for the project was made available by the researcher to the rest of the lecturers so that they were aware of what learners were working for particular weeks and so follow-up was made for those students that were using the project to miss classes.

The department lacked adequate infrastructure and equipment. This is still a big problem that affects not only the department of Human Nutrition and Home Economics but other public educational institutions which may hinder the attainment of the Sustainable Development Goals (SDGS) among which is quality education for all. This is supported by (Maweje, 2017) who states that Uganda's progress towards achieving inclusive sustainable development growth is curtailed by large deficits in infrastructure stock. The department lacked a standard kitchen with the state of the art technology as used in the catering industry. Much as the project equipped learners with hands on skills, it did not teach the students how to use modern technology yet most kitchens no longer use traditional methods. For example, most modern kitchens have dish washers but the learners washed and polished dishes manually. This meant that the learners don't get exactly what a well-polished glass looks like because the work of hands cannot be compared to that done by a steamer. This means that they will always have a measure below the standard.

However, the students found a way to solve the problem of inadequate infrastructure and equipment. When the students had outside catering, they hired equipment that was not available at the department such as bain-marie⁷, seat covers from other restaurants around the University and beyond. The students were also worried about lack of a dining room but I encouraged them to use what was available and to make the best out of it. The administration gave the project a shade that was originally used as classroom to act as a dining area and the students set it up beautifully to resemble a proper dining area.

Additionally, there were contradictions on the timetable. The project is a three course unit meaning that the students are supposed to hold the project for three (3) hours a week. However, this time was not enough for the learners to acquire all the necessary skills from the restaurant project. It was too short to acquire all the skills needed for employment. To create more time for the project, the project ran for at least five days a week. This meant that students doing the project had to miss out on other lectures. This created a complexity especially on the part of other practical lecturers. So Tuesday was marked off so that the learners could attend other practical lessons. The days thus reduced to at least four days a week. This meant the time for project Based Learning was cut short.

Another contradiction was on the issue of payment. The learners worked and felt they deserved to be paid for their input especially those that took part in outside catering. This is seconded by (MGLSD, 2011) that states that there is need to provide decent and remunerative employment for both women and men seeking work to foster security, equity and dignity. However, the University policy clearly states that the students are not supposed to make money from university learning projects for personal gain or use university resources for personal

7. A Bain -Marie is a kitchen equipment used to keep food hot for a certain period of time using a hot water bath from below

economic gain. However, after consultation with administrators, an agreement was made to give back at least 5% of the money got from outside catering as a token of appreciation to the students for the work done.

Among the intervention strategies for marketing was use of bulk messages. However, this was not achieved for the study. This is because it was expensive and needed constant updating. Secondly, messages sent via mobile phones reach a large number of people and the project was a small establishment that could not handle the customers the messages were likely to attract.

5.6 Conclusion

Conclusively most of the intervention strategies that were devised were successful. The restaurant project was a good learning platform and has potential to fully equip learners with the necessary skills if given priority and more funding. This was because it offered learners all the skills for work both the practical and soft skills. The time spent working on the project gave chance to the learners to interact with one another hence improving their interpersonal skills. Learners working in a group were bound to have disagreements. So project work accorded them the environment to resolve their conflicts hence enabling them to develop their conflict resolution skills.

However, the restaurant project had a time line and so the customers were disappointed when it ended and this could lead to permanent loss of customers as they are unable to rely on such a business. This break in operation meant that the next participants in the project will have to begin afresh to look for new customers.

5.7 Recommendations

The customers had become accustomed to the restaurant and the products it offered. The customers at the department were so used to the convenience of the restaurant but when the project stopped, most of the clients were disappointed.

The researcher therefore recommends that the project should run throughout the semester so that there is consistency and reliability. As one program finishes, another program can start so that there is continuity. The department should task the administration of the University to hire full time staff to work in the restaurant and the learners should only come in as support staff so that the restaurant keeps running even when learners leave. The use of working students who in most cases are part time workers creates inconsistency in the labor bringing about a gap in productivity (Brownbridge, 2016). According to a report by UBOS (2005/06), working students accounted for 12.3% of the total working population and by the year 2009/10, the share had risen to 14.5% an implication that a larger share of the working population are part time workers something that brings about inconsistency in production output.

For the first time, the students were exposed to outside catering which gave them a chance to experience commercial catering on a large scale and gave them a chance to sell their products to a varied group of people. It is from this that the researcher recommends that outside catering be included as a unit in the restaurant attachment project and the University management should give chance to learners doing the restaurant project to provide catering services on some occasions like Board, Departmental and Committee meetings where catering services are provided by students' restaurant project.

The researcher is optimistic that bulk messaging is a good marketing strategy and optimistic that project will grow and expand to handle a larger number of customers. Once that

happens, funds for developing a massaging application should be availed because it is a good way of marketing. Funding to the project should also be increased so that it can turn into an apprenticeship center for the learning of the students.

Lastly the researcher believes that increased funding towards student projects will go a long way to improve on the quality of education in particular vocational education and training as reported by The Ministry of Education and Sports. Increased funding to higher institutions of learning is seen as one for enabling quality of education (MoES, 2012).

REFERENCES

- Ahmed, U. J. (2010). Documentary research method: New dimensions. *Indus Journal of Management and Social Sciences* 4(1), 1-14.
- Al Qudah, N. F. (2018). Transformational training programs and quality orientation of employees: Does employees' loyalty matter? *Journal of Sustainability*.
Doi:10.3390/su10020465, 1-13.
- Alshenqeeti, H. (2014). Interviewing as a data collection method: A critical review. *Journal of English linguistic research* 3 (1), 1-40.
- Apel, H. (2004). The future workshop. *International Expert Meeting on Theory and Practice of Peace* (pp. 6-7). Munich: Deutsches Institut für Erwachsenenbildung .
- Atkinson, G. (2016). *Work-based learning and work-integrated learning: Fostering engagement with employers*. Adelaide: National Centre for Vocational Education Research.
- Barell, J. (2007). *Problem based learning: An inquiry approach*. Sage publications.
- Barge, S. (2010). *Principles of problem and project based learning*. Aalborg University.
- Basheer, A. H. (2016). The effectiveness of teachers' use of demonstrations for enhancing students' understanding of and attitudes to learning the oxidation-reduction concept. *Journal of Mathematics Science and Technology Education* 13(3), 555-570.
- Basheka, B. (2008). Procurement planning and accountability of local government procurement systems in developing countries: Evidence from Uganda. *Journal of Procurement Management*, 8(3) 379-406.
- Baum, F. MacDougall, C. & Smith, D (2006). Participatory Action Research. *Journal of Epidemiology and Community Health*, 60 (10).

- Belk, W. R. (2005). Videography in marketing and consumer research. *International Journal of qualitative market research*, 8(2) 128-141.
- Bell, S. (2010). *Project-based learning for the 21st century: Skills for the future*. New York: Routledge.
- Bird, D. K. (2009). The use of questionnaires for acquiring information on public perception of natural hazards and risk mitigation review of current knowledge and practice. *Journal of Natural Hazards and Earth Systems Sciences*, 9(4) 1307-1325.
- Brownbridge, M. & Bwire, T. (2016). *Structural change and economic growth in Uganda*. Kampala: Bank of Uganda.
- Cardno, C. N. (2017). Documentary analysis hui: An emergent bricolage method for culturally responsive qualitative research. *MAI Journal*, 6(2) 1-10.
- Castella.T. (2012, February 28). Five ways the digital camera changed us. *BBC Magazine* .
- Chan, P. W. (2014). *A study on the methods of assessment and strategy of knowledge sharing in computer course*. Hong Kong: Hong Kong University.
- Conway, J. (2018). *Effects of supervisor-employee relationship on job performance*. New York: New York University.
- Cottle, S. (2017). *Participant observation: researching news production*. Sage .
- Dangara, U. Y. (2016). Accountability in education: An imperative for service delivery in Nigeria school systems. *Akwanga Journal of Education and Research* , 1(1) 264-272.
- Ekeyi, N. D. (2013). Effect of demonstration method of teaching on students achievements in agricultural science. *World journal of education* , 3(6) 1-7.
- Feiman-Nemser, S. (2014). Conceptual orientations in teacher education. In R. w. Houston, *Handbook of research on teacher education*. New York: Macmillan.

- Fisher, J. G. K. (2008). *The use of photographs in operations management research*. ResearchGate.
- Fox, N. (2009). *Using Interviews in a research project*. Sheffield: National Institute for Health Research.
- Furrer, O. (2006). *Marketing Management: International perspectives*. Chennai: Vijay Nicole publishing.
- Galbriath, M. (2010). *Capture and release; Digital cameras in the reading room*. Dublin, Ohio: OCLC Research.
- Ghadirian, H. A. (2014). *Knowledge sharing behaviour among students in learning environments: a review of literature*. DOI: 10.5539/ass.v10n4p38: Canadian Center of Science and Education.
- Glenn, A. B. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2) 27- 40.
- Hasse-Biber, D. M. (2012). Triangulation and mixed methods research: Provocative positions. *Journal of Mixed Methods*. 6, 75-79.
- Hattie, J. (2012). *Visible learning for teachers*. New York: Routledge.
- Hobley, J. (2015). Vocational Pedagogies: The science of Teaching or the Teaching of Science. *Journal of Education and Training Studies*. 3(2) 1-5
- Hoque, K. (2000). *Human resource management in the hotel industry*. London: Routledge.
- Iline, S. C. (2013). Impacts of the demonstration method in the teaching and learning of hearing impaired children. *Journal of Humanities and Social Sciences*, 12(1) 27-28.
- Intel Corporation. (2012). *Overview and benefits of project based learning*. Santa Clara: Intel Corporation.

- Ismail, A., Abiddin, N., Hassan, R., & Ihsan, R. (2014). The profound of students supervision practice in higher education to enhance student development. *Journal of higher education studies*, 4(4) 1-5.
- Jamshed. S. (2014). Qualitative research methods. Interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4) 87-88.
- Janet, S. (2011). *Questionnaire design and systematic literature review*. Australia: University of Canberra.
- Jewitt, C. (2012). *An introduction to using video for research*. London: National Centre for Research Methods.
- Kawulich, B. (2005). Participant observation as a data collection method. *Forum: Qualitative social research*, 2.
- Kehoe, D. (2007). *Practice makes perfect: The importance of practical learning*. London: The Social Market Foundation.
- Kindon, S., Pain, R. & Kesby, M. (2007). *Participatory action research approaches and methods*. New York: Routledge.
- Kolb, A. & Kolb, D. A. (2009). The learning way. *Simulation & Gaming*, 297-327.
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. New Jersey: Eaglewood Cliffs, Prentice Hall.
- Kraus, J. B. (2013). *Thinking Through Project -Based Learning: Guiding Deeper Inquiry*. Thousand Oaks, California: Corwin.
- Lauttamäki, V. (2014). *Practical guide for facilitating a futures workshop*. Turku: University of Turku.

- Lindberg, I. (2009). *Accountability: the core concept and its subtypes*. London: Overseas development Institute.
- Liu, X. & Batt, R. (2010). *How supervisors influence performance: a multilevel study of coaching and group management in technology-mediated services*. Wiley-Blackwell.
- Lwanga, E. K. & Muhenda, B. M. (2012). Managing records in Higher Education Institutions in Uganda: Can human resources policies salvage the situation? *World Journal of Social Sciences*, 2(2) 74-83.
- Matovu, M. (2017). The state of internal quality assurance systems in Ugandan Universities: Issues, opportunities and challenges. *European Journal of Education Studies*, 3(8) 703-710
- Mattenson, D. M. & Freeman, K. D. (2006). *Assessing and teaching beginning readers*. New York: Richard C. Owen Publishers.
- Mawejje, J. & (2017). *Financing infrastructure development in Uganda*. Kampala: Economic Policy Research Centre.
- Meerkerk, E. V. (2017). Teacher logbooks and professional development; A tool for assessing transformative learning process. *International Journal of Qualitative Methods*, 16:1-8
DOI:10.1177/1609406917735255
- Merba, G. & Emet, G. (2017). SWOT Analysis: A theoretical review. *Journal of International Sociol Research*, 10(51) 995.
- Mesut, A., S. S. (2008). *Employee perceptions of quality management: effects of employee orientation training*.
- MGLSD. (2011). *Increasing decent employment opportunities and labour productivity for socio-economic transformation*. Kampala: Ministry of Gender, Labour and Social Development.

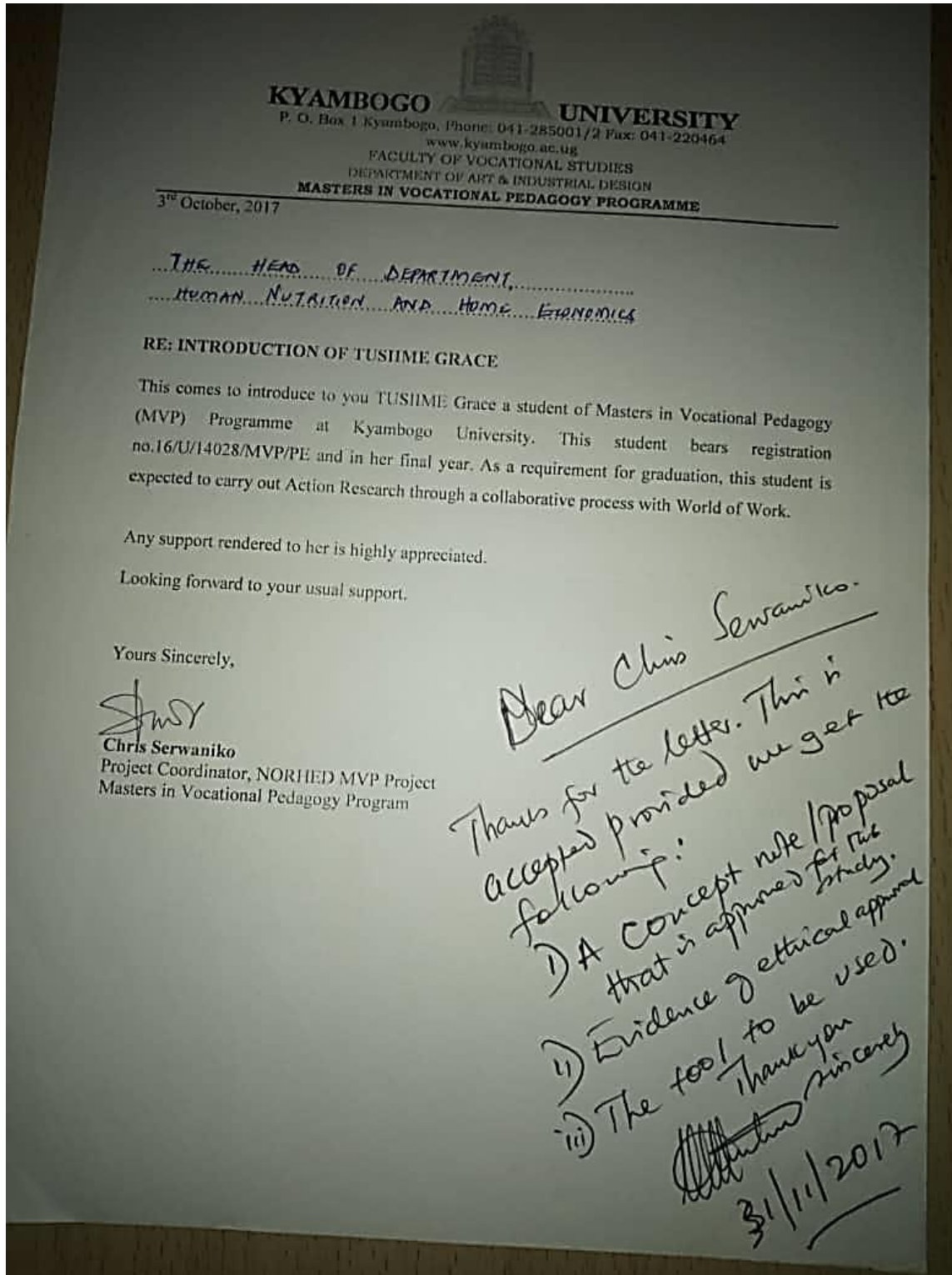
- Mikko, Ä. (2016). *Orientation of new employees*. Turku: TURKU UNIVERSITY OF APPLIED SCIENCES.
- Mishra.L. (2016). Focus group discussion in qualitative research. *TecnoLEARN* , 1-5.
- MoES. (2012). *The Uganda students' higher education financing policy*. Kampala: Ministry of Education and Sports.
- Moodie, G. (2006). Identifying Vocational education and training. *Journal of Vocational Education and Training* , 54(2) 249-266.
- Mukherjee, N. D. ,Nyumba,O.T.,Wilson,K.,& Derrick,J.C. (2018). The use of focus group discussion methodology:Insights from two decades of application in conservation. *British journal of encology*,9(1)1.
- Mutua. (2015). Effect of bookkeeping on the growth of small and medium scale enterprises in Chuka town. *European Journal of Business and Social Sciences* , DOI:10.22161/ijaems.4.10.1 pp102-112.
- Nadin, P. &. (2009). *SWOT Analysis: Idea, methodology and a practical approach*. San Francisco: GRIN Verlag.
- Nasazi, J. (2016). *Developing teaching aids to improve the training delivery skills of Vocational student teachers*. Oslo: Oslo and Akershus University College of Applied Sciences.
- Novak, D. J. (1984). *Learning to learn*. Cambridge: Cambridge University Press.
- Omisore, O. B. (2014). Supervision-essential to productivity. *Global Journal of Commerce & Management Perspective* , 3(2) 104-108
- Palys, T. (2008). Purposive sampling. *The sage encyclopedia of qualitative research methods* , 697.

- Parlakkaya, R. A. (2017). Employee orientation and on the job training in accomodation industry. *The Middle East Conference on Global Business,Economic,Finance and Management Sciences* (p. 2). Dubai: Global Business Research Organisation.
- Patel, P. (2009). *Introduction to quantitative methods*. Harvard Law School.
- Pierce, R. &. (2018). Increasing employee engagement and productivity through effective supervision. *Business Woman Magazine* .
- Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the Advanced Practitioner in Oncology* , DOI:10.6004/jadpro.2015 pp.168-171.
- Ramadhan, N.& Surya, E. (2017). The implementation of demonstration method to increase students' ability in operating numbers by using concrete object. *International Journal of Sciences:Basic and Applied Research* , 34(2) 62-68.
- Rao, N. S. (2010). *Soft skills-enhancing employability:connecting campus with corporate*. New Delhi: I.K.International Pvt Ltd.
- Ray, L. J. (2012). Using photohgraphs to research organisations:evidence,considerations,and apllications in a field study. *Sage journal of organisational research* , 15(2) 288-315.
- Restall, G. (2010). *PARTICIPATORY ACTION RESEARCH*. Winnipeg: University of Manitoba.
- Rosdale, M. R. (2006). Who needs "blended learnig"?some thoughts on a political concept. *First European Conference on technology enhanced learnig,EC-TEL 2006*, (pp. 18-20). Crete.
- Sen, C. & Xiaomei, W. (2012). *A persepective on technical and vocational education and training*. Berlin: Springer.
- Sheng, W. & Raymond, A. N. (2010). Knowledge sharing:A review and directions for future research. *Elsevier* , 115-131.

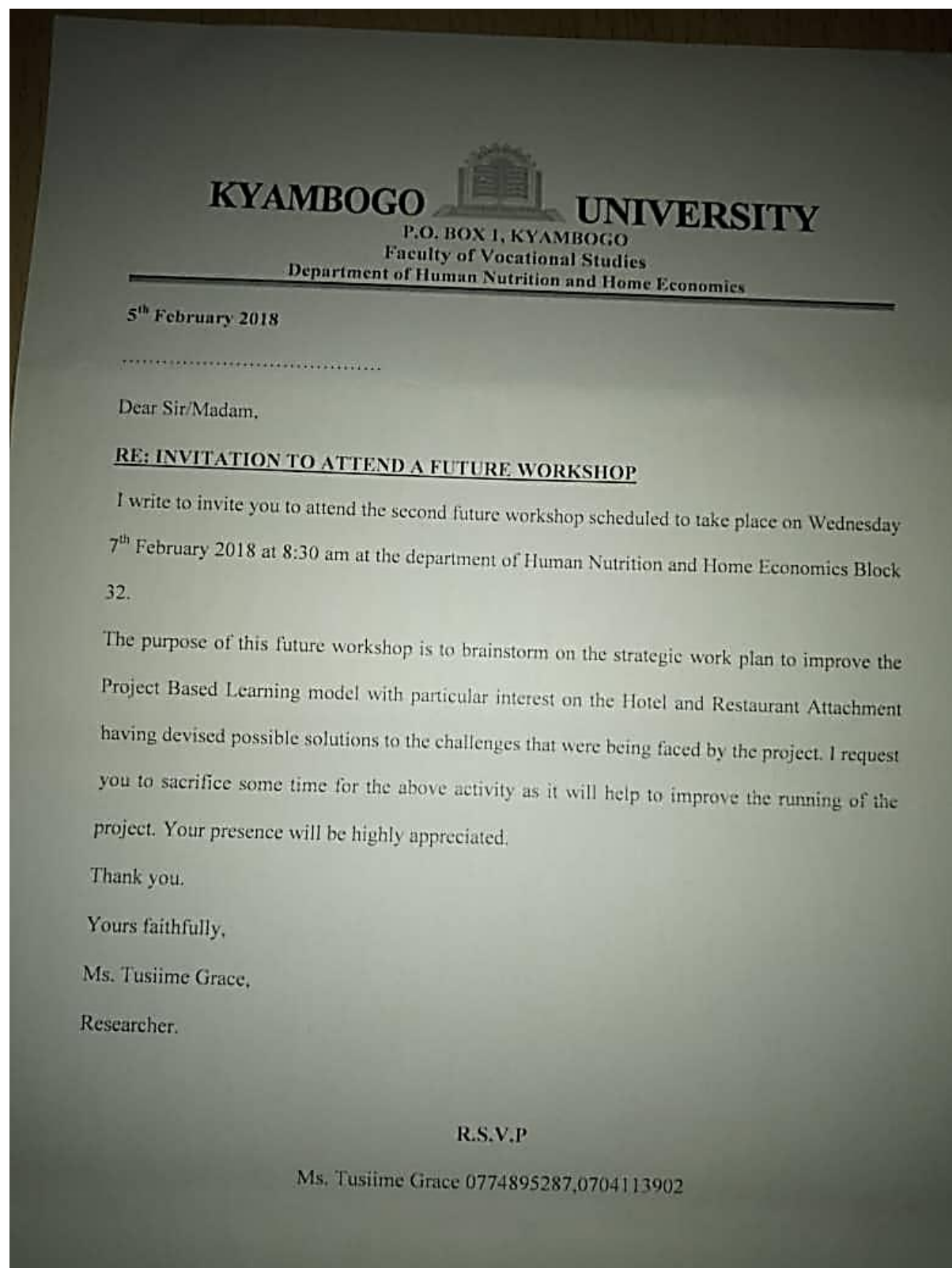
- Shone, B. J. (2015). *Introduction to quantitative research methods*. Hong Kong: Graduate school, The University of Hong Kong.
- Silence (2017). *The significance of social work supervision in the department of health, Western Cape; Social workers' experiences*. Stellenbosch University <https://scholar.sun.ac.za>: University of Stellenbosch.
- Sundara, R. (2015). Interpersonal skills for sales force effectiveness-a survey on Indian pharmaceutical industry. *International journal of economics & management sciences* , 4(5) 1-9.
- Sweet, R. (2013). *Work-based learning: Why? How?* UNESCO-UNEVOC.
- UBOS. (2005/6). *National Household Survey 2005-2006*. Kampala: UBOS.
- Visentin, M. (2014). Learning to learn. In .. S. Crick.D, *Learning to learn; international perspectives from theory and practice* (pp. 209-218). Routledge.
- Washington, P. (2009). *Employee orientation: exploring blended learning strategies to improve learner outcomes and meet organisational goals*. Las Vegas: University of Nevada.
- Watkins. D.C. (2012). Qualitative Research: Importance of conducting research that doesn't count. *Journal of Health Promotion Practice* , 13(2) 153-158.
- Williams, A. (2015). *Soft skills perceived by students and employers as relevant employability skills*. Minneapolis: Walden University.
- Winton, A. (2016). Using photography as a creative collaborative research tool. *The qualitative report* , 428-449.
- Zwilling, M. (2015, April 30). Success in any business is all about accountability. *FORBES* .

APPENDICES

Appendix 1: Introductory letter



Appendix 2: Stake holders' invitation letter to the future workshop



Appendix 3: Questionnaire used in data collection

The purpose of this research is to help assess on the skills development of the students and the general running of Restaurant Attachment Project. Your feedback matters and the information given will be treated with utmost confidentiality.

Date.....

Designation (tick where appropriate)

☐ Student ☐ member of KYU staff ☐ visitor to the university

1.From whom did you learn about the restaurant establishment

☐ Friends ☐ Poster/Flier ☐ Sms/internet ☐ Others (specify)

2.Describe the quality of the food you were served

☐ Very delicious ☐ Standard ☐ Poor ☐ Other

3.Comment on the hygiene and setup of the food service area

☐ Excellent ☐ Good ☐ Poor ☐ Very poor

4.Give a comment on the portion of food given in relation to the price

☐ A lot ☐ Satisfactory ☐ Little

5. Describe the hygiene of the food item served

☐ Cold ☐ hot ☐ pleasant flavours ☐ unpleasant flavours

6. How were you handled by the waiters/waitresses in general

☐ Pleasantly and professionally ☐ Felt ignored.

7.Is this a good restaurant that you would like to come back to and why?

.....
.....

8.Would you recommend it to someone else and why?

.....
.....
9. Give recommendations on what can be done to improve on this restaurant.

.....
.....
.....
.....
.....

Thank you so much.