

**UTILISATION OF INSTRUCTIONAL MATERIALS TO ENHANCE TRAINING OF  
HOME ECONOMICS SKILLS IN IBANDA- CORE PRIMARY  
TEACHERS' COLLEGE, UGANDA**

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**DECEMBER, 2016**

**DECLARATION**

I, the undersigned declare that this action research dissertation submitted is my original work and has not been presented for a master's degree in any other university or any other award.

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**APPROVAL**

This action research dissertation has been written under our supervision and has been submitted for the master's degree under our approval as supervisors

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Date: .....

**DEDICATION**

This dissertation is dedicated to Mercy Bethan. May you grow up to achieve more than I have done!

## ACKNOWLEDGEMENTS

Glory be to God, for this far he has brought me! It has been so hectic both in time and space and in this regard, I am greatly indebted to the following personalities for their assistance and encouragement extended to me:

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## TABLE OF CONTENT

<b>DECLARATION</b> .....	i
<b>APPROVAL</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENTS</b> .....	iv
<b>TABLE OF CONTENT</b> .....	v
<b>LIST OF APPENDICES</b> .....	viii
<b>LIST OF PLATES</b> .....	ix
<b>LIST OF FIGURES</b> .....	x
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF ACRONYMS</b> .....	xii
<b>ABSTRACT</b> .....	xiii
<b>CHAPTER ONE INTRODUCTION:</b> .....	1
1.0 Overview.....	1
1.1 Personal Background and Motivation.....	1
1.2 Evolution of Primary Teachers Colleges in Uganda.....	2
1.3 Home Economics (HIE) in the PTE Curriculum .....	3
1.4 Situational Analysis .....	4
1.5 Problem statement.....	7
1.6 Purpose of the action research. ....	8
1.7 Specific objectives of the study .....	8
1.8 Research questions.....	8
1.9 Significance of the Study.....	8
1.9.0 Scope of the study.....	9
1.9.1 Content scope.....	9
1.9.2 Geographical scope.....	9
1.9.3 Time frame.....	9
1.10 Limitations of the Study.....	10
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b> .....	<b>11</b>
2.0 Overview.....	11
2.1 Theoretical Frame work.....	11
2.2 Conceptual Framework.....	12

2.3 Concept of Instructional Materials.....	14
2.4 Factors that can improve the use teaching-learning process of IPS.....	14
2.5 Participatory Action Research in education.....	17
2.6 Purpose of PAR in education.....	19

### **CHAPTER THREE: METHODOLOGY.....20**

3.0 Overview.....	20
3.1 The research design.....	20
3.2 Research approach.....	20
3.3 Compositions of stake holders.....	21
3.4 Methods and tools for data collection.....	21
3.4.1 The work process analysis.....	22
3.4.2 The future workshop.....	22
3.4.3 Documentary analysis.....	24
3.4.4 Interviews.....	25
3.4.5 Participant observation.....	26
3.4.6 Photography.....	27
3.4.7 Focus groups discussions.....	27
3.5 Data analysis.....	27
3.5.1 Transcription of data.....	28
3.5.2 Coding and categorization.....	28
3.5.3 Presentation.....	28
3.5.4 Interpretation and drawing conclusions.....	29
3.7 Ethical Considerations.....	29
3.8 Validity.....	30

### **CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA.....31**

4.0 Overview.....	31
4.1.1 Lack of adequate tools, equipment and materials.....	32
4.1.2 Lack of opportunities for professional development.....	34
4.1.3 Wide syllabus.....	35
4.1.4 Late coming of the tutors and student teachers to class.....	36
4.2 The intervention strategies developed to improve the utilization of instructional materials in the training process of Home Economics.....	37

4.2.1.1 Learning by doing .....	38
4.2.1.2 Learning through projects .....	39
4.2.2 Identifying and equipping of the home economic laboratory .....	41
4.2.3 Time management by both the tutors and the learners .....	43
4.3 The impact of the intervention strategies .....	44
4.3.1 The Active learning strategies .....	44
4.3.2 Equipping the Home Economics laboratory .....	47
<b>CHAPTER FIVE; CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>50</b>
5.1 Overview .....	50
5.1 Conclusion .....	50
5.2 Factors that hinder the effective use of instructional materials .....	51
5.2.1 Lack of adequate tools, equipment and materials .....	51
5.2.2 Lack of opportunities for professional development .....	53
5.2.3 Wide syllabus .....	53
5.2.4 Late coming of the tutors and student teachers to class .....	54
5.3 Intervention strategies .....	55
5.3.1 Active learning strategies .....	55
5.3.1.1 Learning by doing .....	56
5.3.1.2 Learning through projects .....	57
5.3.3 Time management by both the tutors and the learners .....	58
5.4 Recommendations .....	59
5.5 Areas for further research .....	60
<b>REFERENCES .....</b>	<b>61</b>

**LIST OF APPENDICES**

Appendix 1: Agenda for the future workshop

Appendix 2: Fees structure for 2016

Appendix 3: Budget for the installation of the HE lab

Appendix 4: Budget for the installation of the HE lab

Appendix 5: Goods received note for the oven bought

Appendix 6: Goods received note for the equipment bought

Appendix 7: Commitment letter

Appendix 8: Teaching monitoring form

Appendix 9: Interview Guide used in the Planning phase

Appendix 10: Interview guide used in the evaluation phase with the students

Appendix 11: Introduction Letter

**LIST OF PLATES**

Plate 1: Staff and students sharing experiences during the plenary session .....	6
Plate 2: Cakes made by the learners .....	40
Plate 3: A local oven .....	42
Plate 4: Learners preparing food in the incomplete laboratory.....	43

## LIST OF FIGURES

- Figure 1. The relationship between the effective utilisation of IM and skill acquisition . .....12
- Figure 2. Graphical illustration of the cycles of learning and doing in the PAR proces .....17

**LIST OF TABLES**

Table 1: Summary of work processes involved in the production of primary HE teacher.....	5
Table 3.3: The demographic details of the stakeholders.....	21
Table 3.4: The Action Plan.....	24
Table 4.1 Sample of the evaluation sheet for practical work.....	45

**LIST OF ACRONYMS**

IPS	Integrated Production Skills
TTCs	Teacher Training Colleges
PTC	Primary Teachers' College
PTE	Primary Teachers' Education
CPTC	Core Primary Teachers' College
ICT	Information Communication Technology
FW	Future Workshop
IM	Instructional Materials
HOD	Head of Department
PAR	Participatory Action Research
HE	Home Economics
MOES	Ministry of Education
NCDC	National Curriculum Development Centre
SP	School Practice

### ABSTRACT

Effective use of Instructional Materials (IM) in the teaching learning process promotes competence acquisition among the learners, however utilization of IM is inadequate and ineffective in many Primary Teachers' colleges. This study aimed at improving the utilization of IM in the teaching-learning process of Home Economics (HE) at Ibanda Core Primary Teachers' College. The study was guided by the following objectives; 1) the factors that hinder the effective use of instructional materials in the training process of HE, 2) the intervention measures that can be used to improve the utilisation of instructional materials in the training process of HE and 3) the impact of the intervention measures on the utilisation of instructional materials in the training process of HE. The study used a participatory action research approach in a qualitative research design and data was collected using interviews, participatory observation, and documentary analysis and focus group discussions. The findings indicated that, the ineffective and inadequate utilisation of IM has been caused by; lack of adequate materials and tools, wide home economics subject content, lack of opportunities for professional development and poor time management among the tutors and the student teachers. Together with the stakeholders solutions to address the causes were developed and implemented. The solutions included; equipping of the home economics laboratory, developing and using of teaching monitoring forms and the use of active learning strategies like learning through projects and learning by doing. Evaluation of the solutions indicated that utilisation of IM was improved with equipping of the HE laboratory and the use of active learning strategies and the monitoring forms greatly improved time management of both the tutors and the student teachers. The study recommends that; tutors should be given refresher courses concerning the utilisation of instructional material on market while other PTCs should also set up HE laboratories in order to improve the utilisation of IM during their lessons and that PTCs should also set up a reserve fund for home economics practical lessons.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This study focused on the utilization of instructional materials and the teaching-learning process of Home Economics (HE). There are many challenges that affect the teaching-learning process of HE but collaboratively with the stake holders we chose to address challenges related to the utilization of instructional materials since we had the capacity to influence and cause changes for the improvement of utilization of instructional materials. This chapter hence presents the statement of motivation, the study background, situational analysis, the problem statement, purpose of the study, objectives and research questions, scope of the study, delimitations and limitations.

#### **1.1 Personal Background and Motivation**

I am a graduate of Vocational Studies in Home Economics with Education from Kyambogo University in Uganda pursuing a Masters in Vocational Pedagogy at the same university. For the last four years, I have been actively involved in the teaching and learning of Home Economics at both secondary school level and tertiary levels in Uganda, specifically at Naalya Secondary School, Kyambogo University and Ibanda Core Primary Teachers' college.

My point of departure in this study stems from the baseline study carried out by both Kyambogo University and the Ministry of Education and Sports in 2011/12 on the PTE curriculum implementation that noted that most of the PTC graduates lacked the essential competences of teaching practical subjects (MoES, 2012). As a tutor of IPS, I was motivated to find out why the Ibanda PTC graduates lacked the essential competences of teaching practical subjects especially home economics.

## 1.2 Evolution of Primary Teachers Colleges in Uganda

Education is a very important aspect in the economic, social and religious spheres of life since the precolonial era until today. The parents and all the responsible grown up citizens in a society did the teaching of basic knowledge, skills, desirable social behaviour and customs. The school was the homestead, the fireplace was the classroom and where human activity took place was the laboratory (Sekamwa, 2001). With the introduction of Christianity by the Church Missionary Society in 1877 and the White Fathers in 1879, a new type of teacher came on the scene. The missionaries were very few, and therefore could not adequately handle the overwhelming numbers enrolled for baptism classes. So they chose the fast and brightest readers from their classes and put them in charge of smaller groups. Inevitably these bright candidates were offered some kind of coaching in the art of transmitting the new knowledge about Christianity. When the teaching of reading and writing as well as carpentry and brick laying started, missionaries had to give more organized training to those who desired to train as teachers (Sekamwa, 2001). By 1920, some mission posts like Namirembe Hill had been earmarked as special places where teachers would be trained and arrangements were made to provide tutors and training materials.

In 1925, the British colonial government gained active participation in education and consequently set up a department of education under Director Eric Hussey. This was as a result of the scorching criticism of the missionary form of education by the Phelps-stoke commission. The commission directed all missionary groups to establish formal Teacher Training Schools with competent and qualified manpower to train primary school teachers. Each mission responded by establishing what were known as "Normal Schools" in each of the linguistic areas to teach the local language. Government also initiated the training of teachers at Makerere College School in 1925 to handle primary five and six, which led to the establishment of the Faculty of Education (Sekamwa, 2001; Ssentamu-Namubiru, 2007).

In the late 1930's the first PTCs were set up and these included; Bushenyi PTC, Nsube PTC, Namutamba PTC, Kibuli PTC and Ibanda PTC which was founded by the white father missionaries known as the missionaries of Africa. (Sekamwa, 2001; Ssentamu-Namubiru, 2007). The latter PTC is the focus of this research.

By 1972, there were two categories of teachers namely: Grade II teachers where students were both admitted after P7 or directly from the field for those who were already teaching. These were posted to teach P.1-P.3. Another category was that of Grade III teachers admitted for 2 years in PTCS' on completion of Ordinary Level Certificate of Education. These were posted to teach upper primary that is P.4 – P.7 (Tiberondwa, 1998). However, the Grade II teachers did not exhibit the necessary competences required of a teacher hence this level was phased out in the early 1980s (Sekamwa, 2001).

By 2013, Uganda had 47 Primary Teachers Colleges out of which 45 were owned and funded by the government while 2 colleges were owned by religious-based institutions. All the PTCs' use a standard curriculum, prepared by Kyambogo University and the National Curriculum Development Centre (NCDC) which have the mandate for primary teacher education. The government owned PTCs are categorized into core and non-core PTCs. The core PTCs run both pre- and in-service programs while the non-core PTCs run only preservice programs. Ibanda PTC is one of the core PTCs in the country serving the South-Western axis of Uganda that comprises of the Districts of Ibanda, Kamwenge, Kiruhura and Kyenjojo.

### **1.3 Home Economics (HE) in the PTE Curriculum**

Home economics is an interdisciplinary field of study which helps individuals to understand and adapt to the effects of social, economic, cultural and technological changes (MoES, 2012; Okoro, 2008; Okoro, 2005). It is the only true form of education which teaches people to think for themselves and at the same time prepares them for both present and future life (Osani, 2000). The ultimate objective of HE is to enable individuals identify needs, make decisions and utilise the available resources to improve their quality of living (MoES, 2012). HE has been part of the PTE curriculum since 1997 in a number of different guises. In the 1997 PTE curriculum HE was integrated into agriculture and the curriculum was called Integrated Skills. In the 2012 PTE curriculum HE was integrated with Art and Technology, Entrepreneurship and Technical studies to form the Integrated Production Skills (IPS) curriculum. HE currently embraces in-depth knowledge and understanding of Foods and Nutrition, Clothing and Textiles and Home Management. For many people, HE is considered

to be an applied or vocational subject that has less subject status and professional respect than other subjects such as English, mathematics and science that are core academic subjects (Ssetamu-Namubiru, 2007).

#### **1.4 Situational Analysis**

In the baseline study carried out by both Kyambogo University and ministry of education and sports in 2011/12 on PTE curriculum implementation it was noted that most of the PTC graduates lacked the essential competences of teaching practical subjects. The PTC graduates could not bring any practical subject related skill to realization with ease (MoES, 2012). In the light of this challenges Work Process analysis was carried out to gain a deeper insight into the work processes and competences required of a primary HE teacher.

The Work Process analysis was carried out by the researcher and the stakeholders who were the student-teachers, tutors and administrators of Ibanda CPTC as shown in Table 1. The aim was to identify the tasks, work processes and competencies required in producing a PTE graduate (Kleiveland, 1994).

**Table 1: Summary of work processes involved in the production of primary Home Economics teacher**

<b>Work process</b>	<b>Tasks</b>	<b>Competence required</b>
<b>Recruitment</b>	Joint Admission Board Selection of students. Publishing names of successful applicants. Issuing out of admission letters.	Good communication skills Interpersonal skills. Records management skills. Administration skills. Credit in Mathematics, English and one science subject Analytical skills
<b>Orientation</b>	Registering of new students. Interpretation of the rules and regulations Introduction of staff and students leaders to the new entrants. School and kitchen tour	Good communication skills. Interpersonal skills. Good observation skills
<b>Training Process</b>	Preparation of scheme of work Preparation of lesson plan Preparation of lesson notes Actual teaching and learning Use of teaching aids School practice Community outreach tasks Caring for the learner Providing guidance and counselling services	Knowledgeable of the subject matter Pedagogical skills Catering skills Communication skills (in the local language and English) Interpersonal skills ICT skills Customer care Life skills Leadership and management skills Research skills Practical skills Mental skills
<b>Assessment</b>	Formative assessment class work assignments projects Summative assessment carried out by Kyambogo University	Knowledge of the subject content Professional skills Content ICT skills Communication skills Time management skills
<b>Graduation</b>	Preparation of qualified graduands lists Publishing of qualified graduands names Invitation of guests, venue organization Awarding of certificates	Public management and administration skills Public relations skills ICT skills

**Source: As developed by the stake holders in the workshop**

The methods used to collect information included group discussions, interviews, audio-visual recordings and participatory observations. The stake holders unanimously agreed that they face so many challenges in the training process hence the training process was subjected to the future workshop so as to identify and visualize the challenges and also suggest the possible solutions.

The Future Workshop as a research method is made up of five phases namely: the planning phase, critique phase, utopian phase, reality phase, and the follow up phase (Jungk & Mullert, 1970 as cited in McNiff & Whitehead, 2005)

In this study, the Future Workshop was used to identify and visualize the challenges faced during the teaching of the HE subject in the IPS curriculum and also suggest the possible solutions.

The first step in this process was the organization of a future workshop (FW) together with the stake holders so as to discuss the challenges faced during the teaching of the HE at Ibanda CPTC. During the preparation phase the researcher identified and invited the various stake holders and also came up with a programme guide that was to be followed that day. The critique phase was started by discussing critical challenges faced during the teaching of HE as seen in Plate 1.



**Plate 1: Staff and students sharing experiences during the plenary session while MVP-Researcher guides the session**

**Source: Field data (7<sup>th</sup> November 2015)**

Brainstorming was used as a tool for idea generation. This followed the well-known rules such as: no criticism, quantity was required, fast idea production and combination of ideas was permitted.

Many critical points were produced and were grouped into three categories that were; tutor related, student related and administrator related as detailed below:

- Tutor related issues included: busy part timer tutors, tutor absenteeism, inadequate and ineffective use of the instructional media, poor attitude towards the subject and poor pedagogical skills.
- Student related ones were: poor attitude towards the IPS curriculum, Poor initial education quality, idleness, late coming to class and dodging of classes.
- While the administrator related ones were: very large student teacher –tutor ratio, Inadequate training facilities, ill equipped laboratory and workshop and outdated textbooks in the library.

The challenges were prioritized and inadequate and ineffective use of instructional materials by HE tutors was ranked as the most pressing one that needed to be addressed urgently and which could be addressed within the time frame of this research.

### **1.5 Problem statement**

Instructional materials are inadequate and ineffectively used during the teaching-learning process of Home Economics at Ibanda Core Primary Teachers' College as pointed out by the stakeholders in the future workshop. This has led to the misunderstanding of concepts and failure to acquire the necessary skills (MoES, 2012). Home Economics as a vocational subject appreciates the effective use of instructional materials which promotes active participation of the learners (UNESCO, 2005). This enables the student teachers to gain the essential competences required of them in the teaching-learning process. Thus, the study focused on improving the utilisation of instructional materials at Ibanda core PTC so as to enhance instruction and promote learning for prospective home economics teachers.

### **1.6 Purpose of the action research.**

The purpose of the study was to advance the utilization of instructional materials so as to enhance the teaching-learning process of home economics in teacher training colleges.

### **1.7 Specific objectives of the study**

- i. To examine the factors that hinder the effective use of instructional materials in the training process of Home Economics.
- ii. To develop intervention measures that can be used to improve the utilisation of instructional materials in the training process of Home Economics.
- iii. To evaluate the impact of the intervention strategies on the use of instructional materials in the training process of Home Economics.

### **1.8 Research questions**

2. What are the factors that hinder the effective use of instructional materials in the training process of Home Economics?
3. Which intervention measures can be used to improve the utilisation of instructional materials in the training process of Home Economics?
4. What is the impact of the intervention measures on the utilisation of instructional materials in the training process of Home Economics?

### **1.9 Significance of the Study**

First and foremost, the study contributed to the development of tutors' skills for teaching of Home Economics as a subject in the IPS.

Furthermore, the research findings enabled educators discover explanations for their own questions concerning the best way to improve the utilization of instructional material in the teaching and learning process of Home Economics.

Additionally, the study helped tutors to understand how action research influences the processes of teaching and learning and how action research can be used to improve their own teaching practice.

### **1.9.0 Scope of the study**

The scope of the study defines the restrictions that a researcher imposes on the study to determine its boundaries (Amin, 2005). The researcher described the boundaries of the study in terms of content, location and time of the study.

#### **1.9.1 Content scope**

The study specifically sought to examine the factors that hinder the effective use of instructional materials in the training process of Home Economics, to develop intervention measures that can be used to improve the utilisation of instructional materials in the training process of Home Economics and to evaluate the impact of the intervention strategies on the use of instructional materials in the training process of Home Economics.

#### **1.9.2 Geographical scope**

The study was conducted at Ibanda CPTC which is found in Ibanda District that is about 364km from Kampala district.

#### **1.9.3 Time frame**

The study was conducted from the 1<sup>st</sup> of November 2015 to the 15<sup>th</sup> of August 2016.

### **1.10 Limitations of the Study**

There were very many limitations that were experienced in the course of this research which might have impacted on the activities and the results of this study process, however the most significant one was the limited time for the research: The 10 months that were assigned for the research were not actually very adequate to carry out all the phases of action research. However we managed to do what we could afford within the stipulated time and it's the results of what was done that have been presented in the chapter of findings.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

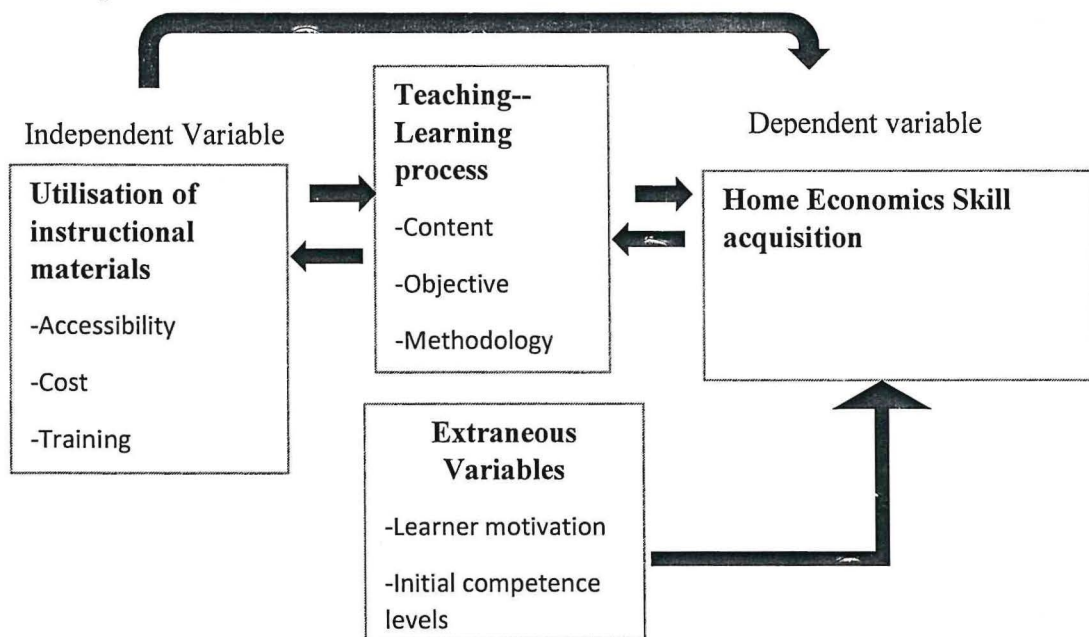
#### **2.0 Overview**

This section on literature review focused on: theoretical framework, conceptual framework, intervention measures that can be used to improve the use of IM in the teaching- learning process and research in education generally and Home Economics in particular

#### **2.1 Theoretical Frame work**

The study was based on the scientific management theory of making decisions about the use of pedagogic materials and planning for effective teaching- learning. Fredcric Taylor's scientific management theory suggests tasks to be considered when effectively using instructional materials in classroom teaching. The tasks are; Accessibility, Cost, and Training. Effective utilisation of instructional materials leads to skills acquisition among the prospective teachers if the materials are in line with the content, objectives and the mode of content delivery (Musaazi, 2006).

## 2.2 Conceptual Framework



**Figure 1: The relationship between the effective utilization of IM and student teachers Home Economics skills acquisition built on Taylor’s scientific management theory.**

**Source: Adapted and modified from Kadzera (2006)**

### Interpretation of the model

The conceptual framework implies that effective utilisation of IM is affected by the availability and cost of IM and training of the teachers in how to use of the instructional materials determines the quality of the teaching - learning processes. Effective utilisation leads to Home Economics skills acquisition and the reverse is true. Nevertheless, other extraneous variables also affect skills acquisition of the prospective teachers. These include the initial competence levels of the learners and the learners’ motivation.

### Availability of IM

Musaazi (2006) and Nambuba-Namusole (2005) suggest that among the factors that affect effective utilisation of IM in the teaching- learning process is the availability of IM. This is because for tutors to use IM in their teaching, the IM should be made available. Teaching

materials can be substituted, they can be improvised and still deliver the same message. But there are some IM that cannot be substituted and cannot be improvised. Such IM need to be supplied by the institution or the Ministry of Education. (Bitamazire, 2005; Ssentamu-Namubiru, 2007)

Unfortunately, just as Musaazi (2006) remarked, ‘... decision makers in the Ministry of Education do not emphasize the importance of IM in schools due to the tight budgets. This could also be due the fact that IM are not among their priorities in the teaching-learning processes. Therefore, the researcher believes that such lack of emphasis on the availability of IM is unfortunate given that research demonstrates the positive impact of availability of IM on learning.

### **Cost of IM**

In the third world countries such as Uganda, the cost of IM is found to be a very stressful. Therefore this frustrates all efforts towards effective utilisation of IM. At the same time many tutors incur losses during the production and purchasing of IM in terms of money and time (Ssentamu-Namubiru, 2007).

### **Training of tutors**

Training instils new skills and abilities to perform tasks which were not possible previously. It provides confidence in teachers in undertaking their duties. Ochs (1993) cited by Kadezera (2006) observed that, while training is an investment in the skill and productivity of programs, companies (administrators) tend to look at only costs and programmers often see only loss of production time. Although sometimes books may be available for teachers to read about how to produce and use instructional materials, “good training courses are almost always superior because they effectively drill concepts into a format that is easy to master

Unfortunately, in developing countries and in Uganda in particular few tutors have been re-trained to produce and effectively use IM. As a result, most of the tutors do not have competence of using the new IM on the market (Colby and Associates, 2000; Mulkeen *et al.*,

2005). The researcher recognises the need for continuous exposure to ideas, IM and information through refresher courses so as to overcome obsolescence in skills and knowledge. Concurring with her, Whitemore (1985) as cited in Kadezera (2006) also observed that in the life of every working person, there are times when methods and skills become outdated and knowledge falls behind technological progress. Subsequently, there is need for definite well planned in- service programmes so that tutors can improve and up-date their competence for the effective utilisation of instructional materials.

### **2.3 Concept of Instructional Materials**

Several names have been attributed to instructional materials from the colonial concepts ranging from apparatus to teaching aids, teaching aid to educational media, educational media to instructional technology, instructional technology to curriculum materials, curriculum materials to its modern name-instructional materials. Each of these conception stages depict the scope of its usage and application in the classroom. Instructional materials are tools, equipment and materials that appeal to the five senses of seeing, hearing, touching, feeling and tasting hence they enhance teaching-learning. Instructional materials include; models, real objects, textbooks and cooking equipment that are brought to the teaching and learning process to induce understanding (Bitamazire, 2005; Nyame-Kwarteng, 2006; Opoku-Asare, 2004; Scanlan , 2003; Talabi, 2001).

### **2.4 Factors that can improve the use teaching-learning process of IPS.**

Use of instructional materials in the teaching-learning process cannot be over emphasized but should be supported by other social factors that include; training, availability, access and support. Spodark (2003) called this an enabling environment that caters for universal student access, multiple opportunities for training and consulting, and faculty attitudes on experimentation and correction.

## **Training**

Training instills new skills and abilities to perform tasks which were not possible previously. It provides confidence in teachers in undertaking their duties. Although books may be available for teachers to read about how to produce and use instructional materials effectively, good training courses are almost always superior because they effectively drill concepts into a format that is easy to master” (Ochs,1993 cited by Kadezera, 2006). Training in the use of instructional materials can be done in both pre-service or initial training programs and in-service programs.

### **Pre-service training**

When tutors are undertaking training at the university to become tutors, they need to be exposed to how different instructional materials are operated and how they can be used in a classroom. Practical experiences in actually using instructional materials should be part of their training when they are in university, and also when they go for their teaching practice. Likewise, student teachers should also be exposed to this training. Supervisors should see them use the instructional materials so that when they qualify they are able to use them in their classrooms. This concurs with, Onasanga (2006) who ascertained that the skills acquired by teachers during training equipped teachers to produce and effectively use instructional materials.

### **In service training**

Tutors in the teacher training colleges need properly organized workshops and seminars with several presenters for hands-on experiences in order to use new instructional materials effectively. In this way they learn to produce some of the instructional materials and how to use them in a classroom. This is supported by Ochs, (1993) cited by Kadezera (2006) who noted that in-service training through workshops and conferences promotes the effective utilization of instructional materials.

### **Availability**

For tutors to effectively use instructional materials in their teaching, the instructional materials should be made available. Though teaching materials can be substituted, or improvised they should still deliver the same message. But there are some materials that cannot be substituted and cannot be improvised, for example refrigerators and pressure cookers. Such materials need to be supplied by the institution or the Ministry of Education. It should be noted that, for instructional materials to be exploited in an environment, they must first exist (Musaazi, 2006; Nambuba-Namusole, 2005; Ssentamu-Namubiru, 2007).

### **Support**

Different support systems have to be put in place to enable continuity and sustainability when new skills are learned. For example, adequate implementation of use of instructional materials requires support from the administration, such as financial allocation for technical support, training, monitoring and encouraging teachers to use instructional materials in their classes. It is important that administrators take the initiative to organize in-house discussions and sharing of ideas concerning the incorporation of instructional materials in the classrooms. (Musaazi, 2006; Nambuba-Namusole, 2005; Ssentamu-Namubiru, 2007).

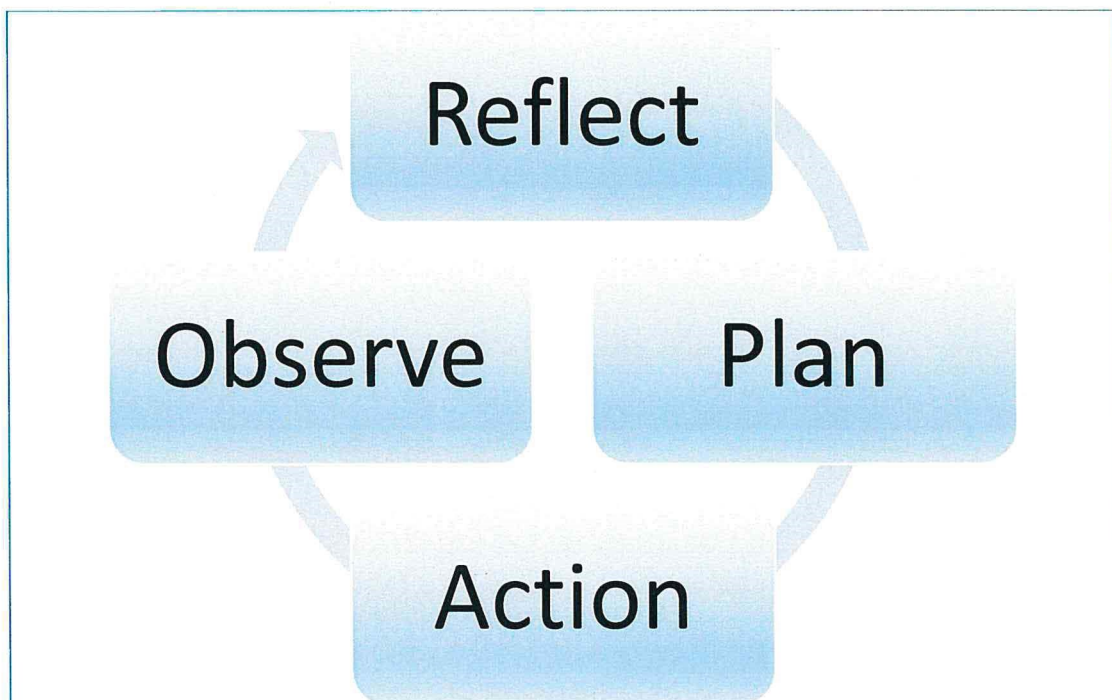
### **Access**

Some instructional materials are designated in special rooms like computer labs, art rooms and kitchens where special instructional materials equipment are kept. These special rooms need to be easily accessed by members of staff when they need to use a particular instructional materials. Musaazi (2006) also emphasized that, 'teachers need access to instructional materials of all types at all times'. It should be noted, however, that availability and accessibility are slightly different because sometimes the equipment may be available at the teacher training colleges but its use may be restricted due to the strong red tape of attaining them.

## 2.5 Participatory Action Research in education

Lewin, a pioneer of action research, describes the PAR process as “a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action” (Burns, 2005; Reason, 2001; see also Figure 2). The aims of this research method are to enable systematic investigation and solution to the problems experienced by practitioners and their clients, to examine the effectiveness of their work practices, and to take methodical action to resolve those problems (Stringer, 1996; Wallace 1998).

PAR combines two primary activities: research and a facilitated process of social learning guided by a shared vision or set of goals to be achieved.



**Figure 3. Graphical illustration of the cycles of learning and doing in the PAR process**  
**Source: Adapted and modified from Hughes & William (2001)**

The cycle of PAR is typically depicted as including 4 elements: observe, reflect, plan and act.

**Observe**

Some stages of observation are: looking at what is happening, describing what has happened and recording what has happened. Good observation requires looking at what is happening and describing it accurately. Its purpose is to provide a sound base for reflection by producing a widely accepted understanding of what actually happened (Hughes & William, 2001). The observation stage is a good place to start an action research cycle by: considering something that is happening or not happening, using available information, finding out new information and involving a range of people to describe what they think is occurring

**Reflect**

Stages of Reflection include: standing back even more and reflect on what happened, taking time to involve and listen to stakeholders for their different perspectives and interpretations, developing ideas or 'theories' about what happened, sharing ideas with others so that a range of interpretations and 'meanings' can be considered and making informed guesses based on the information gathered (Burns, 2005; Hughes & William, 2001; Reason, 2001; Wallace, 1998).

**Plan**

Planning includes: identifying the actions to be tried out and developing an action plan. All stages are participatory and collaborative and the planning stage is no different. At this point, stakeholders come together to talk about what they will do and how they will do it. A well thought out, flexible and coordinated action plan will prove effective, particularly in serving a wide range of stakeholders (Burns, 2005; Hughes & William, 2001; Reason, 2001; Wallace, 1998).

## **Act**

Action includes: doing what one said is going to do, systematically and creatively implementing the action plans, communicating with others, involving them in the process, and keeping track of what happens.

It can be seen from these views that the major elements of action research are research, action and participation. Thus action research seeks to bring together action and reflection, theory and practice in participation with others, in pursuit of practical solutions to issues of pressing concern to people and more generally the flourishing of individual persons and their communities (Burns, 2005; Hughes & William, 2001; Reason, 2001; Wallace, 1998).

### **2.6 Purpose of PAR in education**

The primary purpose of PAR is to produce practical knowledge that is useful to people in their everyday conduct of their lives but the wider purpose is to contribute through this practical knowledge to the increased economic, political, psychological and spiritual wellbeing of human persons and communities (Burns, 2005; Hughes & William, 2001; Reason, 2001; Reason & Bradbury, 2006; Wallace, 1998).

It should therefore be noted that PAR is not just about doing activities, rather it is a form of practice that involves data gathering, reflecting on the actions as presented through the data, generating evidence from the data, and making claims on knowledge based on conclusions drawn from validated evidence.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Overview**

This chapter presents information on aspects of methodology that were used in this study. These include: the research design, research approach, composition of stake holders and the methods and tools for data collection and analysis. It should be noted that this research was carried out in three phases namely; the planning phase (I) which occurred in November 2015, the implementation phase (II) which occurred in March to early July 2016 and the evaluation phase (III) which occurred in mid-July to late August 2016. That are all elaborated in this chapter.

#### **3.1 The research design**

The research design used for this study was the qualitative research design. This is a type of research design that is mainly concerned with describing events as they are, without any manipulation of what caused the event or what is being observed. A qualitative study seeks to find out “what, why, when, how” and describes the event as it is (Burns, 2005; Hughes & William, 2001; Kumar, 2005; Reason, 2001; Wallace, 1998). Therefore the researcher adopted the qualitative design for the study since it freely allows and acknowledges the subjective perceptions of the researcher and the participants. This enabled the researcher to investigate and equally ascertain the views, facts, opinions of the people and information about the utilization of instructional materials in teaching-learning process of Home Economics.

#### **3.2 Research approach**

The study used a participatory action research approach because it permitted the research problem to originate from the community of Ibanda CFTC, who then defined, analyzed and

solved it (Marshall & Rossman, 2006; McTaggart, 1997; Morris, 2002; Selener, 1997). Consequently, participants of this research were not subjects, but rather active contributors who participated in all phases of the research process.

### 3.3 Compositions of stake holders

The stakeholders constituted the study population who voluntarily and actively participated in the research. These included the ten year two student teachers of Ibanda CPTC specialising in IPS. The three tutors of IPS and the two administrators of Ibanda CPTC. These participants were the main stake holders who were involved in the situational analysis, suggested, implemented and evaluated the solutions. Billet (2001) stressed that, engagement of stakeholders in problem solving ensures implementation of the suggested solutions. The demographic details of the stakeholders were tabulated in Table 3.3.

**Table 3.3: The demographic details of the stakeholders**

Participant	Phases participated in	Gender	Age	Position held in school
1	All	Female	18	Student teacher, Information minister
2	All	Male	19	Student teacher
3	All	Male	18	Student teacher
4	All	Male	20	Student teacher, Guild president
5	All	Male	20+	Student teacher
6	All	Male	20+	Student teacher
7	All	Male	19	Student teacher
8	All	Male	19	Student teacher
9	All	Male	20+	Student teacher
10	All	Male	20+	Student teacher
11	All	Female	20+	Tutor
12	All	Male	40+	Tutor
13	All	Male	50+	Tutor
14	All	Male	50+	Deputy principal
15	1&2	Male	50+	Principal

### 3.4 Methods and tools for data collection

The following techniques for data collection were used: work process analysis, future workshop, documentary analysis, qualitative interviews, group discussions, photography and participatory observation as explained below:

#### **3.4.1 The work process analysis**

In order to determine the qualifications necessary to carry out qualitative teaching that meets the needs of the pupils, it was essential to have an objective insight into the production of a primary teacher. It involved the identification of the work processes, tasks and competences involved in the production of a Home Economics primary teacher.

#### **3.4.2 The future workshop**

The Future Workshop as a research method was used to find out the challenges that tutors and learners face during the teaching of the home economics subject.

On the 7<sup>th</sup> of November 2015 the researcher and the administrators of Ibanda CPTC organised a workshop to find out the challenges they faced during the training of home economics as a subject and come up with possible actions for improvement.( Appendix I) The workshop had 15 participants and it took place in the staffroom. The theme of the workshop was challenges faced during the teaching of the home economics subject. In the workshop stake holders came up with possible actions for the improvement of the situation.

After having breakfast, the critique phase was started using a divergent process, trying to formulate as many challenges faced as possible. Brainstorming was used as a tool for idea generation and as a result three categories were identified. These were tutor related, student related and administration related challenges.

The challenges were prioritized and out of the 15 participants 13 ranked inadequate and ineffective use of the instructional material by Home economics tutors as the most pressing challenge that needed to be addressed urgently.

At the beginning of the fantasy phase the researcher asked the participants to discuss the factors that would improve the utilisation and effective use of instructional material without referring to any limitations such as money, time and expertise. The fantasy phase generated a list of possible factors as presented below:

- Allocating of enough funds by the college to procure enough instructional material
- Building and furnishing of the home economics laboratory
- Adequate training of the tutors both in service and pre-service
- Manageable tutor to student ratio that makes the use of instructional material effective
- Creating quality instructional materials by the tutors
- Patronage from heads and supervisors of educational institutions for material usage.
- Flexible curricular that allows incorporation of the appropriate new teaching and learning materials.
- Total availability of the tutors at the work station
- High sense of responsibility among the learners
- Time management by both the tutors and the learners.
- Tutors handling lessons within their speciality.

After the fantasy phase, it was time for lunch. The participants served a variety of dishes. They were very hungry which a sign of good and intensive creative work was. The facilitator began the implementation phase with a presentation of all the different focus areas coming from the two previous phases. She then asked the participants to come up with suggestions that should end in actions for implementation. The process was very heavy and slow, most of the participants were tired after the creative work of the morning. There were not so many suggestions. The facilitator decided to give the participants a break of 10 minutes. After the break, the participants were divided into three groups and asked to come up with at least three action points per group as presented below:

- Identifying a room for the home economics laboratory
- Acquiring of adequate equipment and materials for the home economics laboratory
- Adequate training of the tutors both in service and preservice
- Dividing of the learners into groups during a practical lesson
- Promoting and strengthening of peer education both among the learners and the tutors
- Creating quality instructional materials by the tutors (improvisation)
- Patronage from heads and supervisors of educational institutions for material usage.
- Total availability of the tutors at the work station

Developing a high sense of responsibility among the learners and tutors towards the management of instructional materials

Fostering rules and regulations that govern the use of the various laboratories

Time management by both the tutors and the learners.

Study tours to be conducted to various workplaces that have instructional materials that cannot be attained at Ibanda CPTC

Active learning strategies should be implemented in the teaching learning process

The implementation phase of the future workshop allowed the interviewee participants to draw an action plan in order to implement the implementable factors as shown in Table 3.4.

**Table 3.4: The Action Plan**

Activity	Responsible Person	Duration	Remarks
Identifying a room for the home economics laboratory	Principal, H.O.D IPS and home economics tutor	2 months	
Acquiring of adequate equipment and materials for the home economics lab	Principal, H.O.D IPS, Bursar and home economics tutor	6 months	
Patronage from heads and supervisors of educational institutions for material usage.	deputy principal In-service, deputy principal outreach, Principal and H.O.D	4 months	
Time management by both the tutors and the learners.	All tutors and student teachers	3 months	
Active learning strategies should be implemented in the teaching learning process	All tutors and student teachers	3 months	

**Source: As developed by the stake holders in the future workshop**

### 3.4.3 Documentary analysis

Documentary analysis enabled the researcher in the initial stages of the research to establish the theoretical roots of the study, clarify ideas and develop the methodology (Kumar 2005).

The documents analyzed included; student practical portfolios', practical syllabi, IPS curriculum book, personal documents (e.g. the teachers journal), handbooks about IPS instructional materials, and the Georgian magazine among others.

#### **3.4.4 Interviews**

Interviews enabled the participants to describe their situation hence offering the researcher access to participants' ideas, thoughts, and memories in their own words, rather than the words of the researcher (Kvale, 1996; Marshall & Rossman, 2006; Stringer, 1999;)

Semi-structured interview questions, with suggested researcher prompts, were used in the research. The semi-structured interview technique allowed the researcher to gather data in the language of the participants as they describe their thoughts, perceptions and values (Marshall & Rossman, 2006). The semi-structured interview technique also enabled the researcher and the participants to share and learn throughout the interviewing process in a reciprocal manner. A weakness of this kind of interview is that any face-to-face interaction has the potential to have the interviewer ask leading questions of the participants to fulfil the research agenda. The researcher, aware of this possibility, prepared an interview guide, as recommended by Kvale (1996). The researcher was also prepared to allow participants to lead the interview 'conversation' to some extent, cognisant of the fact that each participant had a unique story to share. However, having a structure for the interviews provided data that was compatible for use in data analysis. The interviews were carried out in the planning phase in order to; identify the challenges faced during the teaching-learning process of Home Economics, establish the causes of the most critical challenge affecting the teaching-learning process of Home Economics and how best the critical challenge can be solved (Appendix 9).

Interviews were also carried in the evaluation phase in order to find out how the students teachers have benefitted from the installation of the Home Economics laboratory (Appendix 10). The use of this method was a little bit cumbersome for the researcher because it required a high level of attention to capture all the responses as the interview went on. However, to effectively use this method in some instances the researcher used a voice recorder to supplement the notes.

### **3.4.5 Participant observation.**

Participant observation enabled the researcher to become part of the process being observed and immersed in the setting, hearing, seeing, and experiencing the reality of the social situation with the participants (Marshall & Rossman, 2006; Mulhall, 2003; Stringer, 1999). Participant observation enabled the researcher to participate in the research activities and observe whatever transpired so as to enable her derive meaning out of the process of action. This kind of data collection under observation was purposely used to reinforce other methods used and as a way of validating the data gathered through the entire process. While using this method of data collection, both real time and suspended time observations were used. Real time observation refers to situations where the researcher notes what is observed immediately when it is observed while suspended time observation is where the researcher uses a camera or audio recorder and looks at or listens to the data after the observation has been made (Millar, 2008). The researcher used participant observation to monitor the participants responses to the different questions that emerged in the future workshop, to monitor the utilisation of instructional materials during the teaching learning process, to witness the routines followed by the teachers while conducting the lessons, to determine the availability and adequacy of instructional materials and to monitor the impact of the use of instructional materials on the classroom interactions of the students during the lesson.

It should be noted that this method like any other method of data collection does not go without shortcomings. For instance it is time consuming since it requires the investigator to observe the events and behaviours in their natural setting which may not take place in a specified period of time. Another setback of using this method is that a researcher may determine meanings that are not observed. The researcher was aware of such shortcomings and to minimise their effect she used various methods of data collection and communicative form of validating observation with the participants. In order to ensure reliability of observation as a method of data collection various tool were used and these included; an observation checklist, a digital camera, voice recorders and a teacher's journal.

### **3.4.6 Photography**

A number of photographs were taken during the future work shop and more were taken during the implementation phase because they enabled the researcher to recall some vital aspects that transpired during the field study time. This is supported by Buchanan (2001), who argued that in some cases photos are used as a photographic record of the research process to supplement other kinds of data. A camera and a video recorder are the tools that were used during this process.

### **3.4.7 Focus groups discussions**

The focus group discussions were used especially during problem formulation, data collection, validation and report writing. This is due to the fact that the participatory action research approach maintains that the problems are not defined by experts but should be based on group discussions (Marshall and Rossman, 2006). This method helped the researcher to understand participants responsibilities, interests, needs, availability for the research process and plans for improvement. Furthermore, dialogue with participants helped to bring participants realities close to the researcher which reduced the possibilities of the researcher becoming a threat to them as participants and to the whole college due to her opinions and somehow provocative questions.

### **3.5 Data analysis**

Since this study was qualitative in nature, the researcher employed qualitative techniques of data analysis and these included transcription of data from the field, coding and categorising, presentation and interpretation (Mikkelsen, 2005).

### **3.5.1 Transcription of data**

In this step, the researcher logically documented the data gathered from the various data collection methods following the objectives of the study.

### **3.5.2 Coding and categorization**

The data was coded for analysis following the objectives and research questions of the study. The data was coded in themes A, B and C for research questions and objectives 1, 2 and 3 respectively. In some instances these themes were subdivided into subthemes as observed in chapter four. This process of coding helped the researcher to identify relevant and appropriate information for this study in a condensed manner.

### **3.5.3 Presentation**

The researcher presented the transcribed data under the main themes A, B and C and the subthemes that emerged from the data collected and in some instances direct quoting of participants' views was done. Under theme A, the researcher presented the data that was collected in response to objective 1 and research question 1 which is related to the factors that hinder the effective use of instructional materials in the teaching- learning process of Home Economics

Under theme B, the researcher has presented the results related to the second objective and the second research question which is concerned with intervention measures that can be used to improve the use of instructional materials in the teaching- learning process of Home Economics

Under theme C, the researcher presented the results related to the third objective and third research question which is concerned with evaluating the impact of implementing the intervention strategies on the use of instructional materials in the teaching- learning process

of Home Economics. Basically in the presentation of the results of the study the researcher has described the process by documenting what happened, how it happened, why it happened and what learning resulted due to what happened.

#### **3.5.4 Interpretation and drawing conclusions**

The interpretation of the results of the study are based on the researcher's reflections and observations of the situation that she captured during the study period. Mikkelsen (2005) observed that there are many challenges in the interpretation and drawing of conclusions of qualitative data in a sense that there are no absolute rules to govern it except that the researcher has to do the very best with his or her intellect to fairly represent the data and communicate what the data revealed given the purpose of the study. Thus the researcher's reflections and interpretation of the results of this study have been enhanced by the scholarly views, theories and concepts that she read from various sources of literature some of which have been documented in chapter two of this dissertation.

#### **3.7 Ethical Considerations**

First, the researcher ensured that all relevant persons, committees, and authorities of Ibanda CPTC have been consulted, and the principles guiding the work were accepted prior to commencing the research. The participants were allowed to influence the study. The work remained visible and open to suggestions throughout the research process. The researcher protected the identities and the confidentiality of the participants views throughout the study. Finally, the researcher observed democratic values throughout the study. This is supported by O'Brien (2001) who noted that the ethical principles of PAR state that decisions regarding the direction of the research and probable outcomes are collective.

### **3.8 Validity**

For the purpose of validity of data, the researcher used communicative validity and methodological triangulation.

#### **Methodological triangulation**

This is a concept perceived as the use of different methods to obtain views on the same object of the study. This concept is supported by Millar who suggests that it is better for action researchers not to rely on only one source of information or on one method of data collection or on one tool of data collection (Millar, 2008). For methodological triangulation, the researcher used different methods which included participant observation, interviews, focus group discussion, photography, document analysis, future workshop and work process analysis. Furthermore, different data collection tools which included the tutors' journal, camera and audio recorder were used with the intention that each method or tool supplements the results obtained using the other.

#### **Communicative validity**

For communicative validity, the researcher kept personal logs of what she did, observed or heard, what the student teachers did, what the administrators did and said and her reflections about them. These were communicated to other participants on a regular basis to ascertain whether they agree or disagree with the researcher's interpretations, observations and reflections. Whenever a disagreement would arise then adjustments would be made. This was to ensure that there was no misconception between the researcher and the participants.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

#### 4.0 Overview

This chapter presents and describes data that is relevant to the utilisation of instructional material during the teaching of Home Economics. The major participants during the course of data collection were the second year student teachers, tutors and administrators of Ibanda CPTC. Being qualitative in nature, this research permitted data descriptions and interpretations to be based on the researcher's reflection, student teachers' responses, observation and perception of what happened during the course of the research.

The presentation of the results sequentially follows the objectives of this study which are: to establish the factors that hinders the effective use of instructional materials in the training process of Home Economics, to develop intervention measures that can be used to improve the utilisation of instructional materials in the training process of Home Economics and to evaluate the impact of the intervention strategies on the use of instructional materials in the training process of Home Economics.

#### 4.1 Factors that hinder the effective use of instructional materials in the training process of Home Economics

Experiences from the tutors' and the student teachers indicated that there were a number of hindrances to effective use of instructional materials in the training process of Home Economics that included the following;

- Lack of adequate tools, equipment and materials for practical Home Economics skills training
- Lack of opportunities for professional development
- Wide syllabus
- Late coming of the tutors and student teachers to class.

#### 4.1.1 Lack of adequate tools, equipment and materials

All the participants said that the most challenging factor to the effective use of instructional material in the training process of Home Economics is the lack of the materials themselves. This renders their use quite hard since one cannot use what they don't have. Participant 11 said that

*“If am going to teach methods of cooking and I do not have food stuffs and a source of fuel I end up teaching them theoretically”.*

Furthermore, 8 of the 10 student teachers revealed that in some scenarios instructional materials exists but they are not enough for use by all students' teachers at a particular time. In this regard participant 3 commented that:

*“We have only two sewing machines that are supposed to be used by 10 students to make machine stitches within a one hour lesson. Is that adequate?”*

Another example was provided by participant 5 who asked:

*“How do you expect a tutor to adequately teach food service yet we only have one serving dish, no table cutlery and only one dinner plate?”*

A third example was provided by participant 7 who stated that:

*“Last term a tutor came to class with a small piece of cloth and only one needle with the aim of teaching various hand stitches to a class of 80 students. We were not given chance to practice with the needle and the cloth simply because she only had one demonstration set.”*

According to the above stated findings, there is evidence that most tutors do not use instructional materials effectively because they are not adequately available. Such a situation is a hindrance to the teaching of hands-on skills which is the core of Home Economics education. When the administrators were asked to explain why they don't provide all the necessary instructional materials they attributed it to the high cost of Home Economics

instructional materials and the late inadequate capitation grants given to the college as noted from participant 15 who stated that:

*“Please do not blame the administration, our hands are tied. The Home Economics materials and equipment are very expensive to purchase and to maintain yet the college does not receive enough money from the capitation grants.”*

A second argument was provided by Participant 14 who described the situation a little differently.

*“Yes, the administration at times fails to provide the needed IM but that is not reason enough for tutors to teach practical work theoretically. Tutors should learn how to improvise and how to use the locally available materials adequately”.*

In summary all the 15 participants agreed that the most challenging factor to the effective use of instructional material in the training process of Home Economics is the unavailability and inadequacy of the materials themselves. Yet availability of right the instructional materials plays an important role in promoting the teaching and learning of Home Economics. This is because Home Economics is a practical oriented discipline and thus its success depends on the availability and adequacy of tools, equipment and other materials. Without such equipment and tools, training of skills will not be possible and consequently the quality of graduates of Home Economics will be jeopardised. The lack of instructional materials was attributed to the high cost of Home Economics instructional materials and the late inadequate capitation grants given to the college by the government. A number of suggestions were identified to curb this challenge by the participants and these were

- Identifying a room for the home economics laboratory
- Encourage the board of governors and the learners to contribute towards the purchase of some equipment and materials.

#### 4.1.2 Lack of opportunities for professional development

Some of the tutors who participated said that they lack some of the skills to operate the new instructional materials on market since no in-service training is done to improve on their use of the new instructional materials. For example, participant 13 stated that:

*“I do not know how to operate a combined blender and food processor, a combined electric and gas cooker and an electric sewing machine yet these are some of the equipment being used in some modern primary schools. How am i supposed to prepare these student teachers to use them yet personally I cannot operate them?”*

Another example was provided by participant 12 who stated that:

*“On market I see varieties of equipment used in cake baking and decoration yet I cannot comfortably explain how 1/3 of them can be used simply because I do know how.”*

In general, most of the tutors who participated said that they lack some of the skills to operate the new instructional materials on market. Therefore the lack of opportunities for professional development probably makes tutors to lag behind in terms of current technology, skills, and knowledge. Since knowledge is advancing day and night tutors too need to advance and improve their own knowledge in their fields

The tutors suggested that the administrators should organise refresher courses concerning the utilisation of instructional material to improve on the tutors skills as participant 13 specified:

*“I wish the administration could bring us experts in various fields such as cake bakery, jewellery making and weaving so that they can teach us how to make various products using the new instructional materials.”*

This then shows that, the government should help tutors to upgrade by granting them study-leave with pay.

### 4.1.3 Wide syllabus

It should be noted that Home Economics has three major practical areas namely; foods and nutrition, clothing and textiles and home management yet its allocated only one contact hour a week. This means that for a tutor to cover the whole syllabus some of the practical aspects have to be left out or taught partially because there is no time to use all the instructional materials effectively. For example, participant 13 noted that:

*“We are supposed to teach hand stitches, machine stitches, seams, pleats, darts, garment openings and fastenings, making of pockets, tucks and other garment construction procedures within 12 contact hours as per the syllabus. Practically this is unattainable yet theoretically it is attainable .Hence I teach it the attainable way.”*

Furthermore, the students and the tutors are examination oriented hence they are usually interested in finishing the syllabus before the external examinations from Kyambogo University as pointed out by participant 11 who stated that:

*“Student teachers do only one practical paper at the end of their second year of which the topics to be examined are sent to us in advance yet they do termly theory papers that examine everything in the syllabus. Hence we only carry out practical lessons after the topics to be examined have been sent.”*

Consequently, there is need to refocus on the attention given to examinations by tutors and give due attention to practical skills and professional ethics which can only be achieved through the effective use of IM. The tutors and the student teachers advocated for active learning strategies to overcome the challenge of the wide syllabus that is taught theoretically. For example, participant 2 stated that:

*“Tutors should employ the learning by doing strategy because it will enable them cover a lot of data within a short time and it will ensure that learning takes place through the effective utilisation of IM.”*

Another example was provided by participant 12 who stated that:

*“We should employ a strategy of learning through projects that will encourage us to effectively utilise instructional materials during the teaching process, enable student teachers move a mile ahead of the tutors in content coverage and also make them responsible for their learning.”*

From these narratives it is clear that the tutors and the student teachers identified learning through projects and through doing to overcome the challenge of the wide syllabus that is taught theoretically.

#### **4.1.4 Late coming of the tutors and student teachers to class**

The participants also pointed out that student teachers and the tutors always came to class late which disrupts the flow of a lecture or discussion, it also distracts other students, impeding learning, angers the tutor and generally erodes class morale. In expressing this point participant 1 narrated that:

*“The individual that comes late to class is both a menace to himself, to fellow students and the tutor. He strides in when instruction is going on, the tutor stops whatever he/she is doing to look at him, fellow students also turn to look or to laugh at him in the process.”*

Participant 5 explained the impact of late coming on effective utilisation of instructional materials in the following narrative;

*“... when a tutor reports a few minutes after the specified time for the lessons, he/she is bound to get disorganised, not to finish what he had planned to teach and also to change or modify the method of instruction he/she was to use.”*

From these narratives, it is clear that if a student or a tutor arrives late for class, then there will be disruption of the routines and procedures of the classroom that will negatively affect the utilisation of instructional materials.

In addition, stakeholders in the focus group discussions noted that tutors who arrive late to classes set a bad example for their students. In explaining this, participant 3 noted that

*“...when tutors come late then the students also come late”*

Students late coming to class was attributed to going to bed late and other unknown factors. In explaining this, participant 4 was of the view that:

*“Students who are found of having night conversations with the roommates and corridor mates until the wee hours are always among the people who come to class late for morning lessons.”*

Another example was provided by participant 12 who stated that:

*“I really do not know why I come late for lessons. Unlike the previous speaker I do not watch TV until late and I endeavour to wake up at 6.00 am if I have a lesson at 8.00. However I arrive 20-30 minutes late.”*

Consequently, coming to school late disrupts the classroom routine and can have a negative impact on utilisation of instructional materials and academic performance. It is therefore important for students and tutors to arrive for lectures on time.

#### **4.2 The intervention strategies developed to improve the utilization of instructional materials in the training process of Home Economics**

Under this theme the researcher presents and interprets data that she considered vital and relevant in relation to developing and implementing the intervention strategies in the training process of Home Economics. The researcher employed photography, participatory observation and informal conversation interviews that sought to find out the tutors' and student teachers' experiences regarding the theme at hand.

#### **4.2.1 Active learning strategies in the teaching learning process**

Employing of active learning strategies in the teaching and learning process of Home Economics was a major concern throughout this study because they encourage the effective utilisation of instructional materials by both the tutors and the student teachers. Since active learning strategies are diverse, we only focused on learning by doing and learning through project work. Each approach that was employed forms a subtheme under this major theme.

##### **4.2.1.1 Learning by doing**

Availability of instructional materials during the teaching-learning process is important because one cannot learn by doing if instructional materials are not provided. Learning by doing guarantees that student teachers are able to acquire various skills during the lesson since they manipulate the equipment as the lesson progresses.

##### **Implementation**

According to the terms' content of Home Economics, student teachers were supposed to acquire skills in fabric decoration, meal planning and preparation. When the tutor met the student teachers on the 14<sup>th</sup> of June 2016 she gave them the course outline of the term and the various reference books that can be read to gain more insight about what was to be taught that term. Afterwards, the tools and equipment that were to be used were displayed so that the learners would touch and familiarise themselves with them.

In the next lessons the tutors demonstrated how one can decorate a fabric using threads to make simple stitches. This was not very successful in the beginning since the learners did not know the beginning stitches that were supposed to have been learnt the previous term. However through practice, the student teachers were able to grasp the various aspects that were taught. After every practice the learners were tasked to share their challenges faced during practice this ensured that others learnt from the challenges that were stated.

To ensure effective utilisation of the instructional materials by the students' teachers, the administration bought each learner 3metres of cloth, a pack of threads and needles that they signed for at the beginning of the term. This encouraged responsibility among the learners.

Furthermore, student teachers were tasked to display their work after every topic so that other members of staff could critic, evaluate and appreciate the work done. This ensured that the tutors taught what was supposed to be taught practically since evaluation of the practical aspects was to be done practically.

Consequently, learning by doing ensured that both the learners and the tutors used the various instructional materials during teaching and learning. It was also noted that students found this kind of learning motivating since they could produce certain items within the lesson.

#### **4.2.1.2 Learning through projects**

Learning through project work is as a result of the learners interactions with the environment to generate experiences. This made the learners to develop a sense of responsibility towards the use and storage of instructional materials. Furthermore, it empowered the tutors to use instructional materials since most of the projects carried out necessitated the tutors and the learners to use instructional materials effectively in order for the project to be successful.

#### **Implementation**

Each learner was given materials that included (1kg of flour, 1/2kg of sugar, 1/2kg of fat and 10eggs). They were then instructed to make snacks of their own choice, cost them and sell them. The learners made many mistakes in the course of making their snacks. This enhanced learning through reflection so as not to make the same mistakes again. In this case, let me cite two important incidences; one was during the making of cakes where the learners didn't put baking powder and enough sugar because they wanted to keep some of the sugar for personal use. The end result was seeing sunken cakes that had no taste. To rectify this they had to ask for more materials, bake fresh cakes as shown in Plate 2. Later on they learnt to follow the recipe and not to use instructional materials to satisfy their personal needs.



**Plate 2: Cakes made by the learners during their project work**

**Source: Field Data (2016)**

The second case was when they made rock buns and sold them at a low price. In the end they could not raise the money to buy the ingredients that were given to them. The students then learnt to cost their products in relation to the cost of materials used to make the snack.

It should be noted that if the projects are not carefully planned and handled, much of the time and instructional materials are wasted. To overcome this the tutors decided to evaluate the project work step by step so as to minimise scenarios where learners could get lost in the quest for knowledge and the urge to satisfy their personal needs too.

During the process of learning through projects it was realised that a mistake made in the process of doing an activity is not failure in the learning, no matter whether it's a positive or negative result. Instead it acted as "eye opener" that allows the learner to reflect on the mistake to try things differently. In another scenario when students wanted something out of an activity and instead got another result it served as a lesson.

On many occasions while observing the student teachers on hands-on project activities, some students just stood without doing physical work. In student's reports, the major concern noted was poor participation of some members of the group. They reported that though their

colleagues attend practical sessions, they rarely make their presence felt. This made the researcher to wonder if this category of the students was also learning. Thus the researcher imagined if it is possible to think that mere observation is learning by itself. The worry is that it's difficult to justify this kind of learning because it may go unnoticed if the learner doesn't express it outwardly. To solve this, the tutors drafted an assessment form that was filled for every student by the tutor concerned during the session.

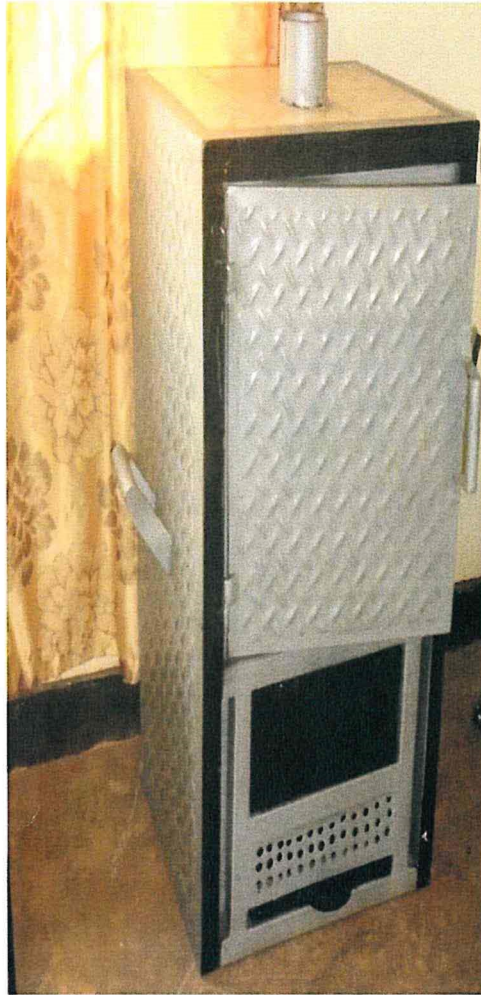
#### **4.2.2 Identifying and equipping of the home economic laboratory**

To solve the problem of lack of materials, equipment and tools the stakeholders advocated for the equipping of the home economics laboratory

##### **Implementation**

The future workshop that was held on the 7<sup>th</sup> of November that tasked the principal and the HoD to equip the home economics laboratory. However, the principal referred that matter to the Board of Governors (BOG) meeting that took place on 5<sup>th</sup> December 2015 since equipping the lab required a lot of money that he would not release without their approval. The BOG empowered the principal to include the money for the installation of the Home Economics lab in the fees structure effective 2016 (Appendix 2).

The second BOG meeting that was held on the 11<sup>th</sup> of April 2016 empowered the principal to select one of the class rooms, renovate it and also furnish it to become a fully-fledged home economics laboratory. It also empowered the tutors in charge to draw a budget stating the equipment that should be bought and their various market prices (Appendix 3; Appendix 4). In late April the renovation work started on the selected room. In late June money was provided for the purchase of some of the important equipment such as the local oven (Plate 3) whose delivery notes are as seen in Appendix 5 and Appendix 6.



**Plate 3: A local oven that was purchased**  
**Source: Field Data (2016)**

It should be noted by the time the equipment were purchased the renovation work on the selected room was not yet completed hence they were just stored in the staffroom. However this did not stop some of the tutors to pick some of the equipment and use them during class as instructional materials together with other improvised material. This was seen during the meal preparation lesson when the tutor picked some of the utensils took the learners to the incomplete laboratory and taught them how to make the various local dishes (Plate 4).



**Plate 4: Learners preparing food from the incomplete home economics lab**

**Source: Field Data (2016)**

#### **4.2.3 Time management by both the tutors and the learners**

To solve the problem of late coming among the student teachers the stake holder held a meeting on the 7<sup>th</sup> of July 2016 and drafted commitment letters as seen in the appendices 7 and 8. These encouraged the students to come early for classes since none wanted to write a commitment letter.

Furthermore, on the same date teaching monitoring forms were drawn and passed to class monitors so that they monitor the tutors' attendance to classes. Failure to comply with the time slated for the lesson then the tutors were summoned by the administrators to account for their absence. This encouraged tutors to come on time, plan for the days' activities and also for their lessons.

### **4.3 The impact of the intervention strategies on the use of IM in the training process of Home Economics**

Under this theme the researcher presents and interprets data that she considered vital and relevant in relation to the evaluation of the impact of the intervention strategies on the use of instructional materials in the training process of Home Economics. The researcher employed, participatory observation, group discussions, documentary analysis and informal conversation interviews to find out the tutors' and student teachers' experiences regarding the theme at hand.

#### **4.3.1 The Active learning strategies**

Active learning strategies encouraged the effective utilisation of instructional materials by both the tutors and the student teachers and also increased the students' level of competence. This was revealed by the reports written by the students after every a project, the marks they scored during the practical continuous assessment and the products they produced during their projects. The evaluation of the active learning strategies revealed challenges faced during their implementation and also their benefits.

#### **Challenges faced during the implementation of the active learning strategies**

The active learning strategies were a new concept to the students and some tutors hence we would not rule out hindrances that would be met during implementation. In different group discussions the tutors and students were tasked to state the hindrances they were facing during the implementation of active learning strategies and their possible solutions. These were as follows; the lack of expertise to use some of the instructional materials by the tutors, lack of funds to buy the instructional materials and the partial participation of some of the student teachers during the learning process. To solve these challenges we had to advocate for refresher courses for the tutors about the use of modern instructional materials, use some of the research funds to start up a project financial bag, selling of the products to get money

for the next project and also to use a personal evaluation sheet to award Continuous Assessment (CA) marks as the projects was being carried out.

### **Awarding marks during the process of learning as CA**

This was mainly done by the tutors. The aim was to eliminate partial participation of the student teachers and to know whether there was an improvement in the learning outcomes. It was also to ascertain whether learning in terms of acquisition of knowledge and skills has taken place on an individual basis. This would give an idea whether the strategy was effective for continued use to facilitate the learning or not.

A number of performance indicators were used by the participants to evaluate the effectiveness of the strategy as seen in Table 4.1. These included;

- Student's ability to apply the knowledge
- The quality of the product
- The amount of money made from selling the products.

**Table 4.1 Sample of the evaluation sheet for practical work.**

<b>Student teachers ability to apply the skills attained</b>	Very good	Good	Fair	Poor	Remarks
Handling of the equipment					
Manipulation of the ingredients given					
Cleanliness					
Safety precautions					
Time management					
<b>The quality of the product</b>					
Texture					
Taste					
Flavour					
<b>Costing</b>					

**Source: Field data (2016)**

This enabled the tutors to assess the learners work individually and practically as they were carrying out the practical tasks. Furthermore, the practical assessment of the project enabled student teachers to make their tacit knowledge explicit since it was hard for them to communicate it in words.

### **Benefits of implementing the active learning strategies**

In the reports written by the student to teachers it was noted that the active learning strategies increase on their attention span, their participation and also their level of interest in the lesson. Furthermore, the student teachers also reported that the active learning strategies enabled them to acquire more skills and knowledge as it gave them room for imitation of what the tutor had taught and also involved all their five senses. This concurs with Seefield (1984) who stated that students learn best when allowed to manipulate and interact with the instructional materials.

In addition to the above, the student teachers also noted that active learning strategies provided them with real life situations that developed their critical thinking skills and problem solving skills. It was also noted that the use of active learning strategies encouraged the learners to be creative because most of the tasks were carried out by them.

Furthermore, the students also noted that active learning strategies motivated them to learn and to simulate all their senses. They were also emotionally rewarding and nutritionally rewarding as they ate what they prepared.

Tutors who applied the active approach recognised the diversity of students' previous knowledge and differential styles of learning. Students learnt by doing, rather than just by listening and doing meaningless tasks which were often not in context and therefore 'unreal' to them.

These strategies made the student teachers responsible for their learning. Since one had to participate in solving the task given for learning to take place. Hence the student teachers were always planning strategies for their own learning, when, how and what to learn at some particular time even when the teacher was not present.

### 4.3.2 Equipping the Home Economics laboratory

Through participatory observation, the researcher noted that, the installation of the Home Economics laboratory made storage and maintenance of the instructional materials possible. This was mainly attributed to the fact that the Home Economics laboratory protected the instructional materials from the weather and harsh environmental conditions. However, the laboratory did not have locks hence could not protect the instructional materials from thieves.

The evaluation of the Home Economics laboratory was also based on oral interviews with some students selected randomly. The selection was done in such a way that the student teachers wrote their names on pieces of paper, folded them and the researcher picked out four papers at random. The aim was not to bias the selection. The interview involved the students narrating the successes of using the incomplete laboratory, the challenges, and the way forward.

Below are samples of the oral interviews the researcher conducted with the learners. The learners preferred to be called by letters since they were speaking on behalf of the other students.

#### **Interview with student teacher N**

Me: How have you benefitted from the installation of the home economics laboratory?

N: *Madam the laboratory is not yet completed but at least I can manipulate the equipment that are available and I feel that I can ably teach pupils how to use these equipment.*

Me: So far what are the challenges you are facing when using the laboratory?

N: *Uhm, the laboratory is not complete hence we have to carry water to the laboratory whenever we are to have a practical and some tutors do not know how to operate the equipment that was bought.*

Me: Why are you saying that some tutors do not know how to operate the equipment? Do you have proof?

N: *Madam some tutors just fumble to operate some equipment. Hmm, you were also present when that person fumbled to operate the local oven don't you remember?*

Me: How can we solve the problem of inadequate skills among tutors?

N: *I think tutors should be taught how to operate all the equipment in the laboratory. Am not saying that they all do not know but the truth is that some don't know.*

### **Interview with student teacher M**

Me: How have you benefitted from the installation of the home economics laboratory?

M: *The installation of the laboratory has enabled the tutors to teach us well.*

Me: What do you mean by the tutors teaching well?

M: *At least now when a tutor is teaching a topic e.g. kitchen equipment, we don't just draw them, we go to the laboratory and see them and also use them when time allows.*

Me: So far what are the challenges you are facing when using the laboratory?

M: *Madam some of the students are not cooperative especially during the cleaning up sessions and the fetching of water.*

Me: How can we make sure that all students cooperate during the cleaning up sessions?

M: *We should make a duty rota spelling out who is cleaning what, with who and when.*

### **Interview with student teacher D**

Me: How have you benefitted from the installation of the home economics laboratory?

D: *The installation of the laboratory has enabled me to have a proper learning place*

Me: What do you mean by a proper learning place?

D: *We used to study IPS from under the kabaka anjagala tree since the art room is so small to accommodate all of us*

Me: So far what are the challenges you are facing when using the laboratory?

D: *Madam, we should not forget that it is incomplete hence I won't comment about the challenges. Let us wait until it is completed.*

### **Interview with student teacher E**

Me: How have you benefitted from the installation of the home economics laboratory?

E: *The installation of the laboratory has enabled me to know how to use the various equipment in the kitchen and to have glimpse of what a modern kitchen should have.*

Me: Please can you explain that statement?

E: *I come from deep down in Kamwenge district were only the very rich have access to modern equipment and I was scared that I was going to leave college without seeing and using these modern equipment. At least now, if I get a job in a town school I can ably teach Home Economics.*

Students were free and sincere with the process and most of them acknowledged the skills acquired through the use of the various equipment. They also narrated how equipping the Home Economics laboratory had far reaching effects beyond the school boundaries. They noted that through equipping the Home Economics laboratory; they have developed better understanding of how to use the various equipment and have gained the confidence of using the equipment to teach pupils.

The interview with the student teachers revealed challenges encountered in the utilisation of the equipment, for instance the inadequate skills to manipulate the equipment among some tutors and the poor cooperation among student teachers especially during the cleaning up sessions and the fetching of water.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Overview

This chapter presents a conclusion basing on the study findings of the study, discusses and analyses the results accumulating from the story of actions as presented in chapter four of this report. This discussion and analysis of the results basically depended on the participants' interpretation, observation and reflection upon the situation as it unfolded in the process of research. In this discussion the researcher also incorporated related views, theories and concepts from various scholars where it is deemed necessary to back up the analysis of the results.

#### 5.1 Conclusion

Conclusively, effective utilisation of instructional materials is essentially needed for appropriate practice in Colleges. This enables the students to acquire the needed employable skills for gainful employment or to be self-relevant economically and is what Home Economics Education is meant for.

Instructional materials were ineffectively and inadequately used during the training of Home Economics at Ibanda CPTC due to the following hindrances; lack of adequate tools, equipment and materials, lack of professional development avenues, wide subject content of Home Economics and poor time management by both the student teachers and the tutors.

Development and implementation of viable solutions to ineffective and inadequate use of instructional materials in the training of Home Economics was done together with the stake holders. The implemented solutions were; equipping of the Home Economics laboratory, developing and using of the teaching monitoring forms and the student commitment forms and the use of active learning strategies.

Evaluation of the implemented solutions showed that; the active learning strategies improve the motivation, participation and creativity of the student teachers, the equipping of the home economics laboratory improves skill acquisition among the learners. The use of commitment letters reduced late coming among the student teachers and the teaching monitoring forms improve time management among the tutors.

## **5.2 Factors that hinder the effective use of instructional materials in the training process of Home Economics**

Experiences from the tutors' and the student teachers indicated that there were a number of hindrances that affected the effective use of instructional materials in the training process of Home Economics. These include:

- Lack of adequate tools, equipment and materials for practical Home Economics skills training
- Lack of opportunities for professional development
- Wide syllabus
- Late coming of the tutors and student teachers to class.

### **5.2.1 Lack of adequate tools, equipment and materials**

According to the findings, it's evident that most tutors do not effectively instructional materials use because they are not available. Such a situation is a hindrance to the teaching of hands-on skills which is the core of Home Economics education. The researcher felt that the availability of the right instructional materials plays an important role in promoting the teaching-learning of Home Economics. Home Economics is a practical oriented discipline and thus its success depends on the availability and adequacy of tools, equipment and materials. Without such equipment and tools, training of skills will not be possible and consequently the quality of graduates of Home Economics will be jeopardised. This is supported by Semwogerere (2010) who said that, institutional facilities and equipment currently in stock are insufficient. This affects the quality of training provided and indeed the

quality of graduates. Consequently there is need to acquire adequate equipment, tools and materials if the teaching of Home Economics is to be effective.

The lack of materials and equipment was credited to the high costs involved in the purchase of these items. It was also noted that the government has not helped colleges to acquire these materials because it releases college grants late and the money released is not enough to run all the college activities. This was also pointed out in the National Development Plan (2010) where it was noted that the current budgetary allocation are inadequate for the required increase of service delivery and emerging priorities in the education sector in order to meet the societal demands. Consequently, tutors need to improvise to obtain the necessary instructional materials if effective training is to take place. This can be done through the use of locally available materials for example using millet to make cakes instead of wheat flour and also using the college kitchen for practical lessons if a Home Economics laboratory is not available.

Richards (2000) sees improvisation of instructional materials as the preparation and the provision of alternatives to real materials as teaching aids. He went further to emphasize that where the materials are to be improvised, emphasis should be laid on using cheap, locally available materials. In my opinion improvisation of instructional materials is an important skill that every tutor in Uganda and indeed other developing countries of the world must acquire if they are to function effectively in the classroom environment. This is because colleges in developing countries, such as Uganda are poorly funded and equipped in terms of availability and adequacy of instructional materials (Kagoda-Ezati, 2013).

It is evident from the tutors' responses that the blame for the lack of instructional materials was put on the College and the government. However, it should be noted that tutors do not properly maintain the available instructional materials as well. From the researcher's experience during the participatory observation, it was noted that after using charcoal stoves the tutors and students left them outside in the rain. Furthermore, after using the few saucepans for the practical they did not endeavour to wash them properly which led to rusting. It was also noted that tutors do not repair these instructional materials when they get damaged but instead, they often showed laziness, by abandoning and forgetting about them wherever they were kept. This is supported by (Bitamazire, 2005) who attributed the lack of materials and equipment to the poor maintenance strategies of the teachers and learners.

Consequently, there is need to effectively maintaining these instructional materials for effective teaching and learning by keeping them where thieves will not vandalize and make away and also protect them from the harsh external environment. In other words, good storage facilities should be provided by the authorities concerned.

### **5.2.2 Lack of opportunities for professional development**

The findings also indicated that tutors lack training programmes to enhance their skills and knowledge. The researcher realised that, lack of such opportunities for professional development probably makes tutors to lag behind in terms of current technology, skills, and knowledge. Since knowledge is advancing day and night tutors too need to advance and improve their own knowledge in their fields. (Rauma and Väisänen, 2003; Semwogere, 2010) Thus, this challenge has a great impact on the utilisation of instructional materials because the effectiveness of the tutors in utilisation of instructional materials greatly depends on their knowledge, skills and understanding of the subject. The tutors suggested that the administrators should organise refresher courses concerning the utilisation of instructional material to improve on the tutors skills.

### **5.2.3 Wide syllabus**

It should be noted that Home Economics instructional materials has three major practical areas namely; foods and nutrition, clothing and textiles and home management yet its allocated only one contact hour a week. This means that to cover the whole syllabus some of the practical aspects are left out or taught partially because there is no time to use all the instructional materials effectively. Furthermore, the students and the tutors are examination oriented hence they are interested in finishing the syllabus before the external examinations from Kyambogo University (Nsubuga, 2005).

This was attributed to the fact that tutors instruction is tailored more towards examination techniques rather than development of professional and teaching skills hence tutors pay more attention to the passing of the examinations by the student teachers than their attaining of

practical and professional ethics (Ssentamu-Namubiru, 2007). Consequently, there is need to refocus attention given to examinations in tutor training and give due attention to practical skills and professional ethics which can only be achieved through the effective use of instructional materials.

#### **5.2.4 Late coming of the tutors and student teachers to class**

The participants also pointed out that student teachers and the tutors always came to class late and this disrupted the flow of a lecture or discussion, distracted other students, impeded learning, angered the tutor and generally eroded class morale. This is reinforced by the Clackmannanshire Council (2010) that noted that late coming is disruptive to the individual and to the effective use of instructional materials. However, punctual attendance to classes is of paramount importance in ensuring that all students have full access to the curriculum and can lead to savings on revenue by both the school and individuals because it minimise wastage of instructional materials (Ali, 2007)

Students' late coming to class was attributed to going to bed late. Some students were fond of having night conversations with the roommates and hence slept late. It should be noted that going late to bed results in waking up late (Ali, 2007). This is confirmed by the literal meaning of the quote by Benjamin Franklin "early to bed early to rise". Ubogu (2004) in his study of the causes of late coming and dodging of lessons among secondary school students in Delta Central Nigeria indicated that, the individual involved in watching late films and late night recaps may be so captivated and hypnotized by it that he/she forgets that he/she has to be in school the next day and most likely may not be punctual for class.

Furthermore, late coming was attributed to unknown factors as some of the participants could not give a clear reason as to why they arrive late to class yet they wake up early. This concurs with Breeze and colleagues (2010) who said that, late coming is synonymous with "tardiness", which implies being slow to act or slow to respond, thus not meeting up with proper or usual timing. Looking at the causes of late coming Santillano (2010) reported that, psychological theorists considered some "personality traits, including low self-esteem and anxiety" as triggering factors of late coming. However, some theorists consider late coming as an "inborn quality" since our being early or late is "partially biologically determined"

other experts also believe that some people are “chronically tardy” for the reason that they consciously and unconsciously get good things from it.

Valuable learning time is lost when students and tutors are late. Coming to school late disrupts the classroom routine and can have a negative impact on the utilisation of instructional materials and academic performance. It is therefore important for students and tutors to arrive for lectures on time.

### **5.3 Intervention strategies developed to improve the utilization of instructional materials in the training process of Home Economics**

In order to improve the utilization of instructional materials at Ibanda CPTC the stake holder developed various intervention strategies and these included; employing of active learning strategies, equipping of the Home Economics laboratory and improving time management of both the tutors and the learners

#### **5.3.1 Active learning strategies**

Active learning strategies to teaching emerged from changes in understanding of learning and knowledge creation and more particularly their origin is deeply rooted in the constructivism theory of learning (Killen, 2007).

In broadest terms, constructivist learning is based on the understanding that learners construct knowledge for themselves. The principal implication of constructivist understanding of how knowledge is created is that students are the key creators and designers of their own learning and knowledge creation rather than being passive vessels who receive the transmission of knowledge from expert teachers (Bjerknes, 2002). Therefore active learning strategies accentuate that knowledge is constructed and that teaching should focus on the learner’s understanding rather than cramming of information in form of facts. Implementation of active learning strategies in the teaching-learning process of Home Economics was a major concern throughout this study because they encourage the effective utilisation of instructional

materials by both the tutors and the student teachers. Since active learning strategies are diverse, we only focused on learning by doing and learning through project work. Each approach that was employed forms a subtheme under this major theme.

### 5.3.1.1 Learning by doing

Learning by doing is that learning concept achieved through a combination of action and reflection upon everyday experiences (Bjerknes 2002; Eneh, 2004). Learning by doing ensured that tutors use the instructional material during teaching because one cannot learn by doing if instructional materials are not effectively used. Furthermore, it guaranteed that student teachers acquire various skills during the lesson since they learnt by imitating and practising what the tutor had demonstrated. Looking at this learning process, one easily calls to mind a famous ancient Chinese adage which says “I hear, I forget, I see I remember, I do I understand”.

Furthermore, learning by doing enabled the student teachers to discover, reflect and integrate content using the instructional materials that were provided. This enabled the learners to acquire skills during the process of learning. This is supported by Felder and Brent (2003) who pointed out that the only way a skill is developed such as cooking, critical thinking, writing, technical skills ... is doing it. Trying out something, seeing how well or poorly it works, reflecting on how to do it differently, and then try it again to see whether it works better.

It should be noted that human cognitive development involves just as much “body knowledge” as it does “mind knowledge”. Chilean, Humberto and Varela cited by Felder and Brent (2003) appreciate the notion of learning by doing when they argue that, learning is inseparable from action. According to them “All doing is knowing and all-knowing is doing.” Thus, by giving students chance to practice what they are taught enabled them to acquire competences and this was achieved through the effective use of instructional materials.

Schlemmer *et al.* (2008) believes that true skill development only occurs through repeated practice and feedback. Reflecting on this concept made the researcher to understand the

impact of **implementing** this kind of learning strategy. It is my belief that through learning by doing, **students** are offered a chance to practice and learn from their experiences encountered during the **practice**. This does not only yield competent graduates in terms of cooking skills but also in **critical thinking** and self-independence which are the basic attributes of any Home Economics graduate.

The main **challenge** with this kind of learning, however, occurs when there are no materials and tools **to** facilitate practical learning. This was experienced in the implementation of this strategy **to** teaching. We had to improvise and use the little materials we could afford to get. This being a challenge that most colleges' cannot easily handle, it necessitates government and **parental** intervention by either increasing the funding given to these institutions so as to be able **to** purchase more tools and materials or by providing these institutions with the necessary equipment, tools and materials.

#### **5.3.1.2 Learning through projects**

Project based learning is a systematic teaching model that engages students in learning knowledge and skills from a series of complex tasks including designing and planning, problem solving, decision making and the communication of the results (Felder and Brent, 2003;Schlemmer *et al.*, 2008).

Student teachers were given materials and a task of producing three different snacks, selling of the snacks and writing reports about the challenges faced and the benefits attained during the course of the project. This enabled the students to effectively use the materials given so as not to incur losses. In addition to that, it enabled the students to develop their problem solving skills and critical thinking. This is supported by Felder and Brent (2003) who noted that, project based learning involves assignments that call for students to produce something and culminates into a written or oral report summarising what was done and what the outcome was. In addition, Schlemmer *et al.* (2008) noted that learning through projects is the purest form of differentiated instruction where by students are allowed to learn, use instructional materials and demonstrate their understanding in ways that take advantage of their strengths and support their weaknesses.

During the process of learning through projects, the researcher realised that a mistake made in the process of doing an activity was not a failure in the learning, no matter whether it had a positive or negative result. It was instead an “eye opener” that allowed the learner to reflect on the mistake and attempt to try again differently. Sometimes students wanted something out of an activity and got another result, which Illeris (2007) prefers to call “discovery-learning” (the learning that does not correspond to what was intended). But still, the consequence of discovery-learning leads to new understanding of the situation and thus learning.

### **5.3.2 Identifying and equipping of the home economic laboratory**

A room was identified and renovated to be used as a home economics laboratory and some of the equipment were purchased. These included; the cooker, refrigerator, tables, cutlery, saucepans charcoals stoves and the food processor among others so that it can resemble a modern kitchen. This is supported by Umunadi (2007) who cited Prosser’s theories of vocational and technical education who stated that the school workshops, laboratories and the total environment where vocational and technical education programme is given must be adequately equipped to reflect the actual working environment.

Although the laboratory is not fully organised, students and their tutors are using it to teach practicals so that the student teachers can acquire competences. This is in agreement with Lynagh’s (2007) view who asserts that students who are trained in a laboratory are more professional and can perform procedures faster, have better communication skills and are better teachers.

### **5.3.3 Time management by both the tutors and the learners**

To solve the problem of late coming among the student teachers the stake holder held a meeting on the 7<sup>th</sup> of July 2016 and drafted commitment letters (Appendix 7; Appendix 8). These encouraged the students to come early for classes since none wanted to write a commitment letter. Whitmore (2015) observed that chronic tardiness requires intervention before the behaviour becomes a serious problem. She suggests that the systematic process

should involve the chronological steps to; identify the behaviour, be proactive, verbalize a disappointment, make an action plan, respect people's privacy, clearly outline the consequences and to reward improvements. Therefore, if late coming of an individual is noticed at an early stage then it is wise to get solutions to the problem before it becomes chronic.

Furthermore, on the same date teaching monitoring forms were drawn and passed to class monitors so that they monitor the tutors' attendance to classes. Failure to comply with the time stated the tutors were summoned by the administrators to explain their absence. This encouraged tutors to come on time, plan for the days' activities and also for their lessons. This is supported by McMillan *et al.* (2003) who pointed out that time management techniques and strategies help teachers to effectively utilise their time during the day and even in the teaching –learning process.

#### **5.4 Recommendations**

The following recommendations were made based on the findings of the study:

The school administrators should;

- I. Involve all the stake holders (tutors and student teachers) in understanding and solving problems related to the utilisation of instructional materials.
- II. Encourage tutors to improvise instructional materials and to monitor the use of instructional materials in the teaching-learning process.
- III. Provide room for the Home Economics laboratories and equip them accordingly.
- IV. Set up a reserve fund for the Home Economics practical lessons for continuous practice.
- V. Regularly organise special events to provide opportunities for the student teachers to show case the skills they acquire during the teaching-learning process of Home Economics.

The tutors should:

- I. Use active learning strategies to support use of instructional materials and address the diverse needs and competences of student teachers.
- II. Carefully use, store and maintain the instructional materials bought so as to increase their shelf life.

Ministry of Education and Sports:

- I. Support seminars, workshops and any other in-service courses to sensitize tutors about the effective use of instructional materials and its potential of improving competence acquisition among learners.
- II. Regularly review the tutor training curriculum.
- III. Use highly qualified experts as resource people whenever seminars and workshops are organised to teach the tutors about the importance of effective use of instructional materials in the teaching- learning process.
- IV. Have regular visits to the schools, through the Quality Assurance Officers to assess the availability, state and utilization of instructional materials.

### **5.5 Areas for further research**

- I. A similar study could be carried out in non-Core PTCS to establish whether or not the findings of this study could apply there.
- II. A study could be carried out to evaluate the quality and suitability of the instructional materials used in the teaching and learning process of Home Economics.

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## Appendix 1: Agenda for the future workshop

What: Future Workshop

Where: in the staffroom

When: on Saturday, the 7<sup>th</sup> November 2015

Future Workshop is a method for an unusual learning process based on democratic principles, focusing on wishes and dreams as the starting point for the development of concrete visions and social innovations.

This Future Workshop has been designed, planned, organised and will be managed a facilitator.

### Program

9.00 – 9.15 Introductions

9.15 – 9.30 Breakfast

9.30 –11.00 Critique phase

11.00-11.15 Ice breaker

11.15-12.45 Fantasy phase

12.45–14.00 Lunch

14.00–15.30 Implementation phase:

15.30–16.00 Conclusions (The Principal)

The facilitator will be Tutor Beatrice


Appendix 2: Fees structure for 2016

**FINANCIAL BREAKDOWN FOR YEAR I 2016**

ITEM	TERM I	TERM II	TERM III	TOTAL
1. DEPRECIATION (CASH)		10,000/-		30,000/-
2. REPAIRS (CASH)		17,200/-		17,200/-
3. SALARIES & FINANCIAL (KLU) (PAID)		34,000/-		34,000/-
4. KLU (Past Years)		30,000/-		30,000/-
5. SERVICES (Paper/Accessories of Photo Printer)	30,000/-			30,000/-
6. Insurance Fees (Per year)	50,000/-			50,000/-
7. Utility Fees (Per year)	55,000/-			55,000/-
8. Church Fees		4,000/-		4,000/-
9. University Fees		8,000/-		8,000/-
10. UNSA/SUID	10,000/-			10,000/-
11. Mock Exams		15,000/-		15,000/-
12. Sanitation/health	10,000/-	10,000/-	10,000/-	30,000/-
13. Renovation/Repairs	60,000/-	60,000/-	60,000/-	180,000/-
14. Uniform	187,000/-			187,000/-
15. H/Economics	30,000/-			30,000/-
16. Text books		20,000/-		20,000/-
17. Identity cards		5,000/-		5,000/-
18. Accessories of Printer		5,000/-		5,000/-
Total	412,000/-	251,200/-	70,000/-	733,200/-

1. Pay through the Centenary bank  
 2. Pay before your report to College

Thank you

  
**KYALIGONZA EDWARD**  
 PRINCIPAL

### Appendix 3: Budget for the installation of the HE lab

#### ST. GEORGE'S IBANDA CORE PTC

#### REQUISITION FOR HOME ECONOMICS

S/n	ITEM	QUANTITY	UNIT COST	TOTAL COST
1	Party tins	2	20,000	40,000
2	Baking trays	3	20,000	60,000
3	Oven gloves	2	10,000	20,000
4	Tray towels	6	4,000	24,000
5	Tea Towels	6	2,000	12,000
6	Glass bowls	6	15,000	100,000
7	Plastic basins(small) 2 dozens	2	24,000	48,000
8	Whiskers	5	101,000	50,000
9	Weighing Scale	2	100,000	200,000
10	Baking tins	2	20,000	40,000
11	Cake stands	2	20,000	60,000
12	Biscuit cutter	1	20,000	20,000
13	Saucepans	3 sets	30,000	90,000
14	Saucepan covers	12	2,000	12,000
15	Metallic plates	2 dozens	18,000	36,000
16	Cutlery forks Spoons knives	2 sets	25,000	50,000
17	Dinner plates	12	5,000	60,000
18	Serving trays	4	10,000	40,000
19	Oval plates	12	1,000	12,000
20	Glasses	6	5,000	30,000
21	Jugs	6	10,000	60,000
22	Sifters	4	10,000	40,000
23	Sieves Plastic	3	2,000	60,000
24	Serving spoons	3	10,000	30,000
25	Slotted spoons	3	10,000	30,000
26	Measuring spoons	1set	20,000	20,000
27	Wooden chopping boards	4	10,000	40,000
28	Vegetable chopping boards	4	10,000	40,000
29	Rolling pins	6	10,000	60,000
30	Knives	12	2,000	12,000
31	Plastic tins	5	8,000	40,000
32	Food nets	3	15,000	45,000
33	Charcoal stoves	10	5,000	50,000
34	Measuring jugs	6	1,500	18,000
35	Plastic cups	1dozen	15,000	15,000
36	ICing kit	3	10,000	30,000
37	Scissors	1	30,000	30,000
38	Threads	2 packs	5,000	10,000
39	Cotton	12 metres	9,000	108,000
40	Tea cups and Saucer	1 set	35,000	35,000
41	Table cloth	4	20,000	80,000

#### Appendix 4: Budget for the installation of the HE lab

S/n	Item	Quantity	Unit Cost	Total Cost
42	Blender(electric)	1	150,000	150,000
43	Hand Blender	1	60,000	60,000
44	Soul bowls	10	5,000	50,000
45	Soup boats	2	10,000	20,000
46	Tailors Kit	1	30,000	30,000
47	Wooden spoons	10	2,000	20,000
48	Graters	2	10,000	20,000
49	Pastry brushes	2	10,000	20,000
50	Carrot peelers	3	7,000	21,000
51	Skewers	3	2,000	6,000
52	Mortar and Pestle	1	15,000	15,000
53	Refrigerator	1		1,000,000
54	Local Oven	1		1,000,000
55	Gas cooker	1		1,000,000
56	Casserole tins	3	20,000	60,000
57	Ice trays	2	8,000	16,000
	Miscellaneous			50,000
	Gas Cylinder 1 (medium)			350,000
	Allowance	2 days	120,000	240,000
	Transport			100,000
	Total			





Appendix 7: Commitment letter

**ST. GEORGE'S  
IBANDA CORE PRIMARY TEACHERS' COLLEGE**



P.O. Box 8,  
IBANDA - UGANDA

**Our Ref:**

**Your Ref:**

7/7/2016

**RE COMMITMENT LETTER:**

I \_\_\_\_\_ of  
year \_\_\_\_\_ have been coming late to class regularly.

From today I promise to stop late coming at all times, I must respect college rules  
and regulations. If I come late next time I should be sent home permanently.

Yours Faithfully,

Signed: \_\_\_\_\_ (Name and Year)

\_\_\_\_\_

Date: \_\_\_\_\_

- CC: The Chairman Board of Governors
- CC: The DPP
- CC: The College File

## Appendix 8: Teaching monitoring form

### ST. GEORGE'S IBANDA PTC TEACHING MONITORING FORM 2016

Day.....Date.....

Stream: / Class.....

Lesson	Time	Subject	Tutor's name	Sign
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				

#### Comment

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

#### Instructions

- (i) This form should be kept by the class monitor and submitted to the DOS after the last lesson of the day for filling.
- (ii) This form should be filled by the concerned Tutor after conducting the lesson.

Signed by

.....

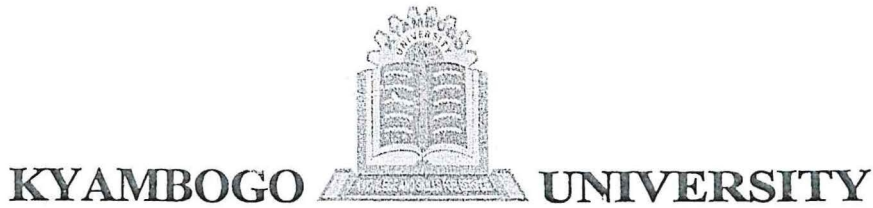
Name of class monitor.

**Appendix 9: Interview Guide used in the Planning phase**

1. What are the challenges faced during the teaching-learning process of Home Economics
2. Of the stated challenges which one is affecting the teaching-learning process more than the others?
3. What are the possible causes of the above stated challenge?
4. How best can we solve the above stated challenge?

**Appendix 10: Interview guide used in the evaluation phase with the students**

1. How have you benefitted from the installation of the home economics laboratory?
2. What are challenges you have faced while using the laboratory?
3. How best can the above stated challenges be overcome?



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

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FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

**MASTERS IN VOCATIONAL PEDAGOGY PROGRAMME**

---

10<sup>th</sup> November, 2015

ST. GEORGE'S... IBANDA... COBE... PRIMARY... TEACHERS'  
COLLEGE.....

**RE: INTRODUCTION OF NAMBASA BEATRICE**

This comes to introduce to you NAMBASA Beatrice a student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University. This student bears registration no. 14/U/12916/GMVP/PE and in her final year. As a requirement for graduation, this student is expected to carry out Action Research through a collaborative process with World of Work.

Any support rendered to her is highly appreciated.

Looking forward to your usual support.

Yours Sincerely,

**Chris Serwaniko**

Project Coordinator, NORHED MVP Program

Masters in Vocational Pedagogy Program