

**QUALITY WORK EFFICIENCY TOWARDS ENHANCEMENT OF
PRODUCT DEVELOPMENT IN TEXTILES
AT TEXTFAD IN KAMPALA: A CASE STUDY OF WEAVING**

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**A Dissertation Submitted to the Board of Examiners Kyambogo University Graduate
School as partial fulfillment of the Requirements for the Award of
Masters of Vocational Pedagogy**

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DECLARATION

I Joweria Nakanwagi, declare ownership of this dissertation as my original work and it has never been submitted to any University for the award of a degree. All the information recorded in this book has been acknowledged.

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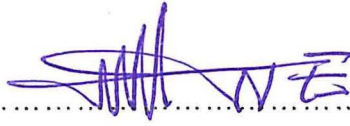
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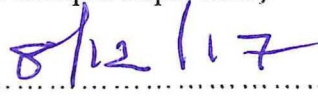
APPROVAL

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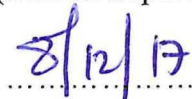
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DEDICATION

I dedicate this book to Mr. Moses Mugisa, our beloved son Jonathan Mugisa and my beloved mother Miss. Prosicovia Namiiro.

ACKNOWLEDGEMENTS

Action research being collaborative, the study engaged a number of stakeholders; I am very grateful for all their support and contributions towards its success. I am highly indebted to my supervisors, trainers, trainees and sponsors of MVP. Lastly to TEXTFAD Vocational Incubation Centre for allowing me to conduct the study at the institute which was very educative.

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LIST OF ACRONYMS

MVP:	Masters of Vocational Pedagogy
n.d:	No date on the document reviewed
PAR:	Participatory action research
SMEs:	Small and Medium Enterprises
VET:	Vocational Education and Training

ABSTRACT

The Action research study aimed at investigating quality work efficiency towards enhancement of Product Development in Textiles at TEXTFAD Vocational Incubation Centre in Kampala. TEXTFAD is a vocational training institute and business incubation Centre offering services in weaving, handcraft, tailoring, fabric decoration, fibre extraction, hair dressing fashion and design. Data collected was based on research objectives: to identify challenges encountered in ensuring quality work efficiency in product development in Weaving at TEXTFAD; to determine new strategies to ensure quality work efficiency in product development in Weaving at TEXTFAD; to implement strategies put forward to ensure quality work efficiency in product development in Weaving at TEXTFAD and evaluate the success of new strategies implemented and analyzed. To achieve the above objectives, participatory action research design was used and data was gathered democratically and collaboratively. Out of a population of 21 members of TEXTFAD, a sample of 11 participants was selected using purposive sampling technique. Data was collected using informal interviews, documentary analysis, observation method and future workshop. Therefore findings were presented and interpreted in themes based on objectives. Findings included limited motivational measures, limited customer awareness about the company and lack of re-training measures. Motivational strategy, Customer awareness and Retraining strategy were implemented to enhance quality work efficiency in product development of weaving through conducting meetings, rewarding of trainers and trainees for their performance, segmentation of sections, profiling business works, finally retraining in weaving processes. Through this research participants acquired skills in weaving processes which cut the costs of hiring experts to warp and thread the machines. The study also stimulated the Director's plan of enlargement which participants had ranked long term.

CHAPTER 1.0: INTRODUCTION

1.1 Overview

This chapter presents the background of the study including Vocational Training and Vocational Pedagogy as a field, Personal and Study backgrounds, findings from Situational analysis and Future workshop, Statement of the problem, Purpose of the study, Objectives of the study, and Significance of the study, Scope of the Study, Ethical considerations, Limitations and Delimitations and Definition of operational terms.

1.2 Vocational Training and Vocational Pedagogy as a field

1.2.1 Vocational Training

According to Education (2014, p. 6), Vocational Training is an education that emphasizes practical experience and most of it is completed in a practical training company such as a large industrial enterprise, a workshop, a kitchen or a shop. In today's Education system, Vocational Training is a term used to mean Vocational Education and Training which has been defined as 'learning pathways which aim to equip people with knowledge, skills and/or competences required in particular occupations or more broadly in the labor market for future job placement. Vocational Education and Training includes non-formal skills development programs which may be delivered in the workplace and which do not lead to formal qualification (Commission, 2017).

By the mid-2000s, there was growing recognition of the fact that universal primary education cannot be viewed in a vacuum, but entails the need for coherent pathways to further education and to skills for employment and self-employment (Commission, 2017). Since then, VET policy has been increasingly focused on connecting Skills

Development and labor markets and constantly upgrading and updating skills. Nowadays, Vocational training and skills development need to do; more than just provide learners with knowledge and skills for specific jobs. Vocational training needs to be demand-driven, learner centered, inclusive, accessible, and flexible. Nevertheless, VET often does not adequately prepare young people for jobs and for the fast-changing world of modern economies. Fragmentation and low capacity of governance structures, lack of connections with the labor market, poor infrastructures, hinder vocational training to act as a means of empowering people to develop their full capabilities and to seize social and employment opportunities (Commission, 2017). In vocational training the issue of quality work efficiency must be considered for any quality production of textiles because quality greatly affects the standard of work produced. The two variables affect each other in case of presence of factors affecting the other variable.

1.2.2 Vocational pedagogy

According to Bill (2014, P.2), ‘Vocational pedagogy’ means ‘the science, art, and craft of teaching and learning in Vocational Education’. He further discusses that Vocational Pedagogy enables us to develop models and tools which can help VET teachers to match teaching and learning methods more effectively to the needs of their students and their contexts. Through such means Vocational Pedagogy can directly impact on the quality of teaching and learning (Cedefop, 2015).

1.3 Background of the study

This section gives details on the researcher’s personal background and study background based on World’s view, Africa’s view, East Africa view, and Uganda’s view of weaving.

1.3.1 Personal background

The researcher holds a Bachelor's degree in Art and Industrial Design of Kyambogo University attained in 2010-2014 majoring in Weaving and Fabric decoration. As a trainer at ELYNA Institute of Designers imparting knowledge and skills in product development from woven fabrics and decorative fabrics to meet customers' needs. The researcher faced challenges training sessions in handling students and choosing appropriate training method hence hindered proper learning of interns. It is for this reason that the researcher picked interest in pursuing a Masters of Vocational Pedagogy (MVP) to improve my training methods. Since vocational pedagogy is the science, an art and craft of teaching and training of vocational education. Aimed at improving our teaching and learning tools and methods. The researcher acknowledged that pursuing MVP made a change in me and other trainers in our pedagogical skills.

1.3.2 Study background

1.3.2.1 Universal view of Weaving

Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric. Other methods are knitting, felting, and braiding or plaiting. The longitudinal threads are called the warp and the lateral threads are the weft. There are some indications that Weaving was already known in the Paleolithic era, as early as 27,000 years ago. An indistinct textile impression has been found at the Dolní Věstonice site. Weavers of Upper Paleolithic were manufacturing a variety of cordage types, produced plaited basketry and sophisticated twined and plain woven cloth. In relation to that, at TEXFAD Weaving is done with different materials and the institute is innovative in using fibre and raffia in their production processes. This

has made TEXTFAD advance with marketing its products due to the special material used in their natural form without any chemicals added to them.

1.3.2.2 Industrial Revolution

By 1892, most cotton Weaving was done in similar Weaving sheds, powered by steam. Before the Industrial Revolution, Weaving was a manual craft and wool was the principal staple. In the great wool districts, a form of factory system had been introduced but in the uplands, weavers worked from home on a putting-out system (Smelser, 1957). The wooden looms of that time might be broad or narrow; broad looms were those too wide for the weaver to pass the shuttle through the shed so that the weaver needed an expensive assistant. This ceased to be necessary after John Kay invented the flying shuttle in 1733. The shuttle and the picking stick sped up the process of weaving as it is still used today in different industries. There was thus a shortage of thread or a surplus of Weaving capacity. The opening of the Bridgewater Canal in June 1761 allowed cotton to be brought into Manchester, an area rich in fast-flowing streams that could be used to power machinery. Spinning was the first to be mechanized (spinning jenny, spinning mule), and this led to limitless thread for the weaver.

The invention in France of the Jacquard loom in about 1803, enabled complicated patterned cloths to be woven, by using punched cards to determine which threads of coloured yarn should appear on the upper side of the cloth. The jacquard allowed individual control of each warp thread, row by row without repeating, so very complex patterns were suddenly feasible.

1.3.2.3 Africa's view of Weaving

African textiles are made of fine animal hair in a weft-faced plain weave pattern. Olaoye (1989), stated that in Nigeria the evolution of weaving was said to have been traced through archaeological discoveries in eastern Nigeria to textiles over a thousand years old, woven from bast and leaf fibres (Afigbo & Okeke. 1985). The availability in some areas of wool and locally grown cotton later led to the growth of a more developed textile industry. Therefore, the value attached to clothing made weaving one of the earliest fundamental arts of civilization.

Throughout the ages cloth has always been used as protective material. The color of cloth is often of significance and is representative of specific qualities and attributes. For example, among the Ewe and Ashanti, black and white Kente cloth is typically worn at funerals of elderly people to signify both a celebration of life and the mourning of death. It is further stated that traditionally, textile has been used to convey important cultural information, and often played a central role in festivities and ceremonies.

1.3.2.4 East Africa's view of Weaving

East Africa produces some of the world's finest cotton and has a long-held tradition of hand loom weaving. The region is however yet to emerge as a global destination for hand loom and hand- woven textiles and apparels, as it struggles with the organization and professionalization of the sector. Jyothi, (2016) states that most weaver-groups are challenged by the lack of access to high-quality yarn in smaller amounts, the lack of product design and marketing skills and the lack of access to domestic, regional and international markets. Limited institutional support is also a challenge for some of the groups. During the study conducted at TEXFAD Vocational business Incubation Center it

also revealed related challenges affecting product development in weaving. TEXTFAD is a nonprofit making Vocational Business Incubator that supports youths in Uganda to commercialize innovations from Universities and research organizations. It currently supports youths to commercialize innovative ideas using agricultural biomass in the production of high quality functional and aesthetic products. Agricultural biomass is abundantly available in Uganda and serves as a key resource for job and wealth creation using sustainable resources readily available in Uganda.

TEXTFAD offers a range of services such as Vocational training of youths in 4 (four) disciplines; Textiles fabric decoration, Hand crafts and Jewelry making, Tailoring, Fashion and design, Weaving and business incubation programme. This programme was designed to offer; business plan development, an equipped production space, technical support services, marketing and other business support services that are necessary to run a startup business .Specifically, business mentoring and support to startup ventures and Small and Medium enterprises (SMEs), technology transfer services, product development, access to market, shared facilities and equipment and networking and partnerships (TEXTFAD, 2017).

The incubation process is an “Earn as you learn” programme to support Vocational Education students to turn their innovative ideas into profitable businesses while still at school. The programme admits students for internship and continues to support them through their final years of study. The incubator supports them to develop ideas from prototype levels to branded products which are then commercialized. This encourages the students to focus their learning on job creation rather than job seeking. TEXTFAD being an institute that does product development for training services and customers demand, it

is faced with some challenges that hinder quality service production and delivery. This gap prompted me to conduct a situation analysis to explore the work processes and the loopholes in product development.

1.4 Situation analysis

During work processes for product development in weaving at TEXTFAD, The researcher interacted with different respondents such as; administrators, trainers, and trainees who gave a clear view of the whole training and production processes which enabled the researcher identify existing gaps that affect product development. The following challenges were established from the interaction with different respondents through interviews and observation. There was a limited number of gardens where banana stems are collected, inadequate marketing of the products, and failure of interns to bring copies of their industrial training reports for reference at the Centre. In addition, there was lack of interest in weaving, piece rate payment and inability to interpret what is taught in institutions into real life situations, limited material and colour of t-shirt off cuts used in weaving. Also cited were limited space in workshops, few machines for production, inadequate room for fibre extraction, power shortages, lack of safety gear such as gumboots, noise masks and overalls. The above challenges inspired the researcher to conduct a future workshop which engaged respondents to brainstorm and have an in-depth discussion about the challenges. A solution to the most immediate challenge was to improve product development of Weaving at TEXTFAD; as supported by Öhman(2004), that the future workshop facilitates participants in identifying common problems, developing visions and ideas and making an action plan.

1.5 Future workshop

The future workshop is an original instrument for collaborative problem solving but in social sciences, especially future studies, workshops are also used for collecting and refining information that doesn't have a direct influence on the respondents of the workshop (Lauttamäki, 2014). It was conducted on the 12/12/2016 at TEFAD was carried out by brainstorming. Democratically, all views were considered and it was the role of all participants' speak out their challenges and further develop workable solutions that can be achieved in the shortest time given for conducting the applied research. Data was collected following stages of the future workshop namely; preparation stage, critical phase, utopian phase /fantasy, reality phase and lastly follow up phase. Details of data collected in each phase are shown in appendices. The challenges brought forth were categorized into 5 (five) as listed in the critical phase. Prioritization of challenges was done with the consent of all members starting with the most pressing challenge which was work efficiency. As by Jungk (1987), it is impossible to continue the future workshop tool employing all topics and ideas. Therefore, prioritization of important topics by respondents was required. If dialogue was impossible, an agreement on prioritization would be carried out through voting democratically by Stakeholders. Members further fantasized about what they felt the ideal situation was and later selected those who were in real situations as in the reality phase. Therefore, the solutions in reality phase were activities implemented and study objectives based on them. The last stage of real implementation involved process and action.

1.6 Statement of the Problem

Quality work efficiency is when the product or service rendered meets the demands and needs of the customer. Customer requirements are factored into every aspect of product development from planning to the production floor. Quality work efficiency is important to both the customer and the producer because both depend on each other hence determine the success of a company. Through the researcher's interactions with participants during work process analysis and future workshops, challenges such as were highlighted that affect product development in weaving at TEXTFAD. Among which participants were optimistic that once poor work efficiency was solved then there would be quality product development. The existence of mentioned challenges justified the importance of carrying out an action research study to investigate the effect of quality work efficiency towards enhancement of Product Development in Weaving at TEXTFAD.

1.7 Purpose of the study

The purpose of this study was to investigate the effect of work efficiency towards enhancement of Product Development in Textiles at TEXTFAD in Kampala.

1.8 Objectives of the study

The research was guided by the following objectives;

- 1 To identify challenges encountered in ensuring quality work efficiency in product development in Weaving at TEXTFAD.
- 2 To determine new strategies to ensure quality work efficiency in product development in weaving at TEXTFAD.

- 3 To implement strategies put forward to ensure quality work efficiency in product development in Weaving at TEXTFAD.
- 4 To evaluate the success of new strategies implemented and analyzed at TEXTFAD.

1.9 Research questions

The research was guided by the following research questions;

1. What challenges were encountered in ensuring quality work efficiency in product development in Weaving at TEXTFAD?
2. What new strategies were determined to ensure quality work efficiency in product development in Weaving at TEXTFAD?
3. Which measures were taken to implement the new strategies in ensuring quality work efficiency in product development in Weaving at TEXTFAD?
4. How successful were the new strategies implemented?

1.10 Significance of the study

This study was important to the Institute in identifying challenges affecting quality work efficiency in product development processes hence develop interventions for change .

The study enabled respondents to own the strategies developed with their full participation in the identification of challenges and developed better ways to be improved.

It was of advantage to the researcher in acquiring knowledge and skills in participatory action research and was able to cause an impact to the society.

1.11 Scope of the study

The scope of the study was categorized in three fold: the Geographical scope giving the location of the research area, the name of the institute and the district and village where it's found; Content scope gives the general objectives that the research based on in collecting data and; Time scope presenting the period of existence of the gap, the time the research study started and when it is needed.

1.11.1 Geographical scope

This study was conducted at TEXFAD vocational business incubation Centre, while in Bweyogerere along Kakajjo road Kyambogo in Wakiso district. The research sample area was convenient for the researcher because it was near and the researcher was familiar with the workshop processes. However, in the due course of the research TEXFAD shifted to Bwebajja along Entebbe road a few kilometers off Bwebajja craft stage.

1.11.2 Content scope

The study was centered on existing strategies used to ensure quality work efficiency for product development in weaving at TEXFAD, and new strategies to ensure quality work efficiency. Implementation of motivational strategies such as creating customer awareness through profiling business works , segmentation or division of labor, motivation of trainers to boost their attitude, improvisation of materials and lastly rewarding of employees through giving them certificates and tokens of appreciation. These strategies were suggested by participants in the research to ensure quality work efficiency, evaluation of their success and failure and employing new alternative actions.

1.11.3 Time scope

The study commenced in November 2016. It was completed in late 2017 due to unavoidable situations, like facilitation to support the research and time allocated for implementation of each strategy.

1.12 Limitations of the study

The study was limited by inadequate funds to enable smooth implementation of the strategies. Shifting of TEXFAD during the time of research implementation also delayed the process although it was an advantage to TEXFAD in terms of facility and space expansion for research.

1.13 Delimitations of the study

Trainers understood the objective of the study to change their work life; whenever they were allocated an activity they responded. This gave me extra time to conduct the research to have it progress besides the time wasted organizing themselves to commence their work processes at Bwebajja. After TEXFAD had shifted, time for reporting at work was adjusted to enable workers, trainers, trainees who live far to find early morning activities. This helped activities to go on as planned.

1.14 Definition of operational terms

Product development: is the process of developing a new product or service for the market. It is considered the preliminary step in product or service development and involves a number of steps that must be completed before the product can be introduced to the market.

Weaving: is the placing of two threads or yarn made of fibre onto a warp and weft of a loom turning them into a piece of cloth.

Vocational training: is training for a specific career or trade excluding the professions. Vocational training focuses on practical applications of skills learned, and is generally unconcerned with theory or traditional academic skills. Similarly, Mortaki (2012), defines Vocational training as the part of vocational education that provides the specialized professional knowledge and skills, which attribute professional adequacy to the trainee and are the focus of every vocational training program. It is therefore a practice of integrating theory into practice to develop a skill.

Trainers: are business trainees developing their business ideas and at the same time trainers of students in the study.

Future workshops: are original instruments for collaborative problem solving but in social sciences, especially futures studies, workshops are also used for collecting and refining information that doesn't have a direct influence on the respondents of the workshop (Lauttamäki, 2014).

Situation analysis: is a process that helps you and your project team create together a common understanding of your project's context including the biological environment and the social, economic, political, and institutional systems that affect the biodiversity targets you want to conserve (Analysis, 2006). in relation to the research context situation analysis is studying the work processes of a specific group of works to clearly analyse their working life.

Stakeholders: is any group or individual who can affect or is affected by the achievement of the organizations objectives (Sharp, 1999).
Similary in the study participants are members who took part in the operations of TEXFAD

Work efficiency: is doing things in the right manner and focusing on the process of operation of the business /organization as per this study.

Participants: are the members I interviewed during the evaluation process as regards this research.

Quality: is the degree of excellence of something.

CHAPTER 2.0: LITERATURE REVIEW

2.1 Overview

This chapter presents philosophical theories, how they relate to the study such as participatory action research and the spiral cycle. Communities of practice, situated learning, reflective learning and literature reviewed by different scholars in relation to the objectives of the study.

2.2 The Philosophical Theories

In Reference to Dewey (1997) learning by doing;

To learn from experience is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence (p.73). He further emphasizes that under such conditions, doing becomes a trial an experiment with the world to find out what it is like whereas the undergoing becomes instruction, that is, discovery of the connection of things

In the same way the whole research process was based on practicing with ones brains, hands and body to make connections and reflections on different processes of warping ,threading ,beaming and weaving so learning became easy.

In this research, the process of engaging the different participants in developing solutions and fully have every one experience by themselves with different tasks so as to own the new changes in their work life system. It was productive in the way that everyone acquired a skill in something new, learning how to profile their business works, warping, beaming, threading and weaving fabrics and group dynamics in a social working environment.

According to Wenger (1998), communities of practice presents a theory of learning with an assumption of engagement in social practice as a fundamental process by which we learn and so become who we are.

Similarly, Lave and Wenger (1991), describe learning as a form of social co-participation where the social situation in which it occurs is a focal point. An individual learner acquires a skill by actually engaging in the process, under reduced condition of legitimate peripheral participation. This process of skills attainment is highly interactive and productive. Learning is by participation (p.14). Therefore, one must fully get involved in the real act of the task in order to learn it, an emphasis of vocational learning.

Relatively at TEXFAD, it was found out that Trainers worked individually due to their selfishness to share knowledge and skills. This reduced knowledge sharing among those who know and those who do not know leading to substandard work because one does not get comments from others till the work reaches the business manager in charge of selling product. However the use on co-participation has helped trainers to learn from themselves. During the study, all activities conducted were based on co-participation and therefore every stakeholder played a part either in problem formation, solution identification, and implementation and lastly in evaluation of their own activities in the processes of TEXFAD. This practice enabled trainers who did not know skills like warping, threading and weaving to learn with others and at the end every one could work on their own.

According to Danold (2012), participatory action research (PAR) is congruent with “postmodern tradition that embraces a dialectic of shifting understandings” whereby

“objectivity is impossible” and “multiple or shared realities exist” (Kelly, 2005, p.66). In the same way Attwood (1997);

Explained that PAR’s philosophy embodies “the concept that people have a right to determine their own development. Attwood recognizes the need for local people to participate meaningfully in the process of analyzing their own solutions, over which they have power and control, in order to lead to sustainable development” (p. 2). By using PAR there may be formation of public spaces whereby respondents and researchers can reshape their knowledge of how political, social, economic, and familial contexts in communities may impact daily life (McIntyre, 2002).

The above concept confirmed the need to involve respondents at TEFAD in the study to keenly analysis their own work life to examine gaps and further determine solutions over which they had control inform of strategies to improve the prevailing conditions. Through this all respondents actively participated in the implementation measures.

The following objectives determined the data information for literature review with reference to other scholars’ research

2.3 New strategies to ensure quality work efficiency in product development

During the future workshop, the following strategies were suggested to solve the challenge of quality work efficiency towards enhancement of product development in Weaving at TEFAD in agreement with stakeholders. Trainers being serious and hardworking, customer awareness by profiling the works, segmentation of the production processes and division of labor, attitudes towards work, in-service training for capacity

building, excursions to business centers to widen our ideas, improvisation of materials, implementing the didactical model, use of the carrot and stick model, reward of Trainers performance, use of situated learning, communication efficiency, providing counselling and guidance to trainers. However, these are categorized in three strategies; motivation strategy, customer awareness strategy, re-training strategy.

2.3.1 Motivation strategy

Trainers being serious and hardworking, segmentation of the production processes and division of labor, attitudes towards work, excursions to business centers to widen our ideas, improvisation of materials, use of the carrot and stick model, reward of trainers performance, communication efficiency, providing counselling and guidance to trainers, conducting periodical meetings.

Segmentation of the production process and division of labor. Production was segmented where by each participant in Weaving section had a task to do in production an example, making of fabric. The process starts from extraction of fibre done by one specialist then sorting of fibre and organizing it, making of the fabric all are to be done by different persons to ensure that quality was considered and time was given to each step since each person has a different area of specialization. Samuel (2015) defined;

“Job specialization as the degree to which the overall task of the organization was broken down into smaller component parts. It evolved from the concept of division of labor.”

Tasks at TEXFAD were done on individual basis where an incubatee could seat and do a task and submit it when he /she has not engaged any other person to work with. This brought about work overload and low standards of

work .by using specialization during the processes of weaving. Different incubatees deal with collection of material, extraction of fibre, warping of the warp yarn, beaming, threading denting and the final producer who is the weaver in charge of weaving the final pieces on the jack loom.

2.3.1.1 Division of labor

Guru (n.d), describes the advantages of division of labor in ensuring quality work efficiency as follows; Division of labor increases immense productivity per worker; Example Weaving can be divided in sections where each incubatee has a task to do in the development of a product; Working under division of labor was allocated according to the ability and capacity of the individual worker. This ensures a high degree of efficiency as the right personnel is put in the right job of his or her ability. Thus, it eliminates the possibility of fitting a square peg in a round hole.

Thirdly the worker becomes highly skilled and acquires a high degree of dexterity because of repeated performance of the same operation time after time. As the age-old dictum goes, practice makes a man perfect. The worker acquires perfection in his skill because he has to carry out the same operation over and over again. This adds to his productivity and also promotes the development of new ideas and better techniques of doing the work, due to the fact that when a worker is performing the same operation over and over again, he can think of doing that process in a better and improved faster way. Thus, division of labor results in inventions of new machinery and better tools.

Guru (n.d), further states that a worker performs part of the whole process and therefore he needs to learn only that much. Long periods of training are, therefore, rendered unnecessary which saves great time and money. Further as the worker remains

employed on the same kind of work, he saves time moving from one process to another. Additionally, a worker is provided with the right tools and equipment to perform specific tasks he or she is skilled with in the production process and thus quality productivity by individual workers in their respective capacities.

By breaking up the production of a commodity into small and simple operations, division of labor encourages the introduction of machinery and its use. These simple operations can easily be carried out by suitable machines. Machines can be used economically only when their productive capacity is fully utilized. Division of labor involves production on a large scale and therefore permits the economical use of machinery. Another distinct advantage of division of labor is that economies of large scale are reaped. Low cost of production are incurred on a large scale hence production of cheaper quality goods. Even low income earners can afford some of these products resulting into higher standards of living. Since the work is divided into various processes, someone is required to coordinate the work which has resulted in the rise of entrepreneurs whose job is to specialize in the art of organization. The rise of entrepreneurs has greatly contributed to the increase in efficiency and productivity of the modern economy.

Division of labor is discussed at great length by Adam Smith, the 18th-century Scottish economist and author of "The Wealth of Nations." Smith famously illustrated the benefits of specialization and division of labor in a pin factory, each worker performs a single specialized task. One measures the wire, another cuts it; one points it, others make the head. Workers produced thousands more pins than if each worker made whole pins independently. Specialization allows workers to develop more skill in their

specific tasks, increases output because workers do not lose time shifting between different tasks. Smith also believed that workers with specialties were more likely to innovate, to create tools or machinery to make their tasks even more efficient. It was noted that the benefits of specialization extend beyond individual workers as well. Firms that specialized in their particular products can produce larger quantities to sell. Those firms and their employees used the proceeds from the sale of those goods to buy needed goods produced by other workers and companies. The concept has been generalized by growth economists into a beneficent circle. Increasing the division of labor leads to enhanced output from improvements in the productivity of labor. This increases incomes and demand, and leads to larger markets. With larger markets, more division of labor can occur starting the circle over again.

Williams (1979), showed that not only does everyone have different degrees of aptitudes, and appearance, morphology and physiology, but that everyone's internal organs are different. These differences lead us to be able to perform different tasks with different degrees of efficiency and productivity hence making the benefits of specialization great even when improvements in machinery are not available. According to Droussiotis (2004);

Managers who are successful in motivating employees often provide an environment

In which appropriate or adequate incentives are made available for the needed satisfaction of the employee. It is the duty of the management of any organization to create and develop an effective environment in which the employees will be satisfied in order to be more productive. Further argued that job satisfaction refers

to the feeling of pleasure and achievement which one experiences in the job when one knows that his work is worth doing, or the degree to which work gives the feeling of pleasure and achievement.

Similarly, Spector (1997), suggested that job satisfaction is helpful in evaluating the emotional wellness and mental fitness of the employee.

Significantly, job satisfaction is very essential to the continuing growth of employees and they rank alongside professional knowledge, skills, competencies, as well as strategies, in determining organizational success and performance. In other words, professional knowledge, skills and competencies can be observed when one is taking on and mastering challenging tasks directed at organizational success and performance (Filak & Sheldon, 2003).

According to Thibodeaux (2012), all companies initially have to decide on an overall

Organizational structure that is; how many jobs they will have and what the exact responsibilities of each job will be. This means using job specialization, which is just one of the processes human resources uses to categorize employees. Job specialization, also called work specialization or division of labor, is the process of separating all the activities necessary for the business or the organization into individual tasks. As part of this process, management, working with the human resources department, takes each task and assigns them to specific people/positions.

It is therefore noted that when an organization uses job specialization, every worker is an expert to some degree. Employees are able to refine the task for which they are responsible, resulting in increased efficiency and increased production. Because

each employee concentrates on just a portion of all activities, quality control costs also decrease in theory. All these factors mean a higher revenue and profit potential for the business. They also sometimes allow workers to take greater pride in their work, as their jobs require specific skills others may not be able to do. Even though job specialization creates experts, the experts cannot multitask. Specialization restricts them from filling in for someone who is gone. Subsequently, any organization's activity connected to what the absent expert does may suffer. Additionally, specialized workers have a smaller skill set in some cases than non-specialized workers. With fewer skills, many employees find it harder to adapt and find other employment later.

Job specialization, also known as the division of labor, occurs when workers learn how to perform specific tasks very well rather than multitasking. Job specialization is one of the key facets of the modern capitalist economy and offers a range of potential advantages for workers and the organizations that employ them (Hamel, 2008).

The most important aspect of job specialization is its potential to increase worker productivity and output. While productivity tends to benefit the employer of workers, specialization can also be advantageous to workers in that it may improve employment prospects. Workers with specialized skills are often more desirable than those with only general skills. Many jobs even require workers to have specific knowledge and skills just to be considered. It allows workers to learn specialized skills. Job security is another potential advantage that specialized workers are likely to enjoy. Therefore, employing division of labor in product development at TEXFAD will lead to an increase of worker productivity and output.

2.3.1.2 Guidance and Counselling

Dorcas,(n.d) cited that according to Tambuwal (2010), guidance means to direct, pilot, manage, steer, aid, assist, lead and interact; while counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved. He further stated that Modo (2008), defined counselling as a helping relationship between the counsellor and the counselee. It is aimed at helping the one being counselled to adjust properly to family, school, peer association, and society in general. Unlike Okonkwo and Anagbogu (2002), who opined that counselling is a process of helping a troubled person to understand himself and his work so as to feel and behave in more personally satisfying manner. Counselling as an interactional relationship designed to facilitate the personal development of information leading to effective decision taking and awareness of self.in other words counselling the action of the counselor helping the person to understand himself and the environment he or she is living in better to serve a purpose (Okoye and Obayan, 2000).Alternatively, Kinder(2007), describes;

Counseling in the workplace, counsellors are expected to work within a short-term framework. Employees accessing counseling normally have a limited number of sessions available to them, usually between two and six sessions. If further support is required, counsellors may refer employees onwards to alternative primary care resources, which may not necessarily be funded by the organization. Ibid (2007), further argues that workplace counsellors are expected

to have an understanding of organizational cultures and workplace factors that might impact on their work.

They should be mindful of the different respondents involved and be aware of potential conflict between the needs of the client, the organization, the counseling provision and additional parties. Although counseling is a major component of an employee support service provision, the provider needs to develop an understanding of, and expertise in a number of related activities including coaching, mediation, trauma-management services and practical information. Whilst service providers can provide support to employees to increase their coping resources through counseling, stress management and mental health awareness training, the organization has a duty of care to ensure a safe and healthy working environment is provided.

TEXFAD lacks this strategy of Guidance and counseling of trainers which affects them. Given the work life at TEXFAD, it would be productive if the institution gets a counsellor working with them because they understand what happens there and why because they are well versed with the prevailing working environment and therefore can know what and how to counsel its staff for better results from each staff member. This would in turn enable them understand and associate themselves with their work to the best of their ability with limited supervision.

2.3.2 Customer awareness strategy

Bowles (1997), existing business profiling provides an identification of the skills gap in performing current jobs within the organization. Skills based needs analysis have identified functional expectations of positions. These are most successful where specific

functional positions composed from job activities within the processes that achieved defined process outcomes.

TEXFAD in the past did not have a hard copy album for its business profile. It had put its profile on Facebook and its clients would see the products it deals in and materials used. There was a gap at the institute because there was no album for visitors but they were always given a tour around the institute. Participants thought tours and the face book were not enough in creating awareness participants then suggested creation of albums with past works of TEXFAD in order for the clients to know the services offered at TEXFAD and quality standards of the products. The company is also able to keep reflections on the works to improve new productions.

2.3.3 Retraining strategy

Retraining of trainers to enable improvement in their work ethics and also provide skills and knowledge development on production processes through implementation of the didactical model use of situated learning and training sessions in weaving.

According to Beard Well and Holden (1998), the following reasons were highlighted for training and development of employees by a company:

That new employees are in some respect like other raw materials; they have to be processed to be able to perform their tasks adequately and to fit into their work-groups and organization as a whole.

That new jobs and tasks may be introduced into the organization and be filled by existing employees who need re-direction.

That people themselves change their interest, their skills, their confidence and aspirations, and their circumstances.

Some employees may move jobs within the organization on promotion or to widen their experience and so need further training.

The organization itself or its context may change or be changed over time, so that employees have to be undated in their ways of working together.

The organization may wish to be ready for some future change and require some employees to develop transferable skills.

Management requires training and development. This will involve initial training for new managers, further development and training for managers, management succession and the development of potential managers.

Based on Beard and Holden (1998), it is obvious that training and development are inevitable for a company like TEXFAD serious about winning the competition. Similarly, Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. In addition, training and development aids an employee to continue to make the necessary positive contribution to the success of the employing company in terms of quality performance on the job. The whole process starts with orientation and socialization of employees into the organization.

Cole (1997), put down factors that influence the quality and quantity of the training and development activities of various organizations as follows; That the degree of change in the external environment e. g. technology, legislation and so on has influence on training

and development, that degree of internal change e. g new processes, new markets, new competitors, has an effect, the availability of suitable skills within the existing workforce. Adaptability of existing workforce ,the extent to which the organization supports the idea of internal career development, the commitment of senior management to training as an essential part of economic success, the extent to which management sees training as a motivating factor in work and finally ,Knowledge and skills of those responsible for carrying out the training

From experience, companies have well formulated training programmes for both new employees in the company and already serving employees as a way of re-tooling them with new advancement in company technology and general growth. However TEXFAD had training programmes in the system and therefore needed to take interventions.

Ivancevich (2010) further outlined learning theories that are linked to training being a form of education. The following are observed:

That trainee must be motivated to learn. The ability to learn is an important ingredient in the learning process and therefore certain attitudes are required for a person (employee) to be able to learn concepts. This could make training productive to the trainers and trainees.

Learning must be reinforced. Demonstrated by Skinner and other behavioral scientists that people learn best with immediate reinforcement of appropriate behavior e.g. promotion or more challenging job responsibility.

Training must provide for practice, this is why the saying *"I hear and I forget; I see and I remember; but I do and I understand"* stands true. Practice and repetition is

required for assimilation, acceptance and internalization of what has been learned to build confidence. For this reason trainers and administrators must collaborate to create an enabling environment on the job for trainee to have the opportunity to put into practice new behaviors acquired during training.

Material taught must be transferred to the job. This means that training whether in-house or out-house must be as close as possible to the reality of the job. It also requires that trainers must do a lot of homework before designing training and development programmes for employees to undertake since whatever training provided must translate to the job.

In spite of how beautiful these sound and look, an attempt to apply them in a vacuum would be futile and therefore the human resource department of the Polytechnic itself as well as the various heads of department would seem to need some training to prepare them for sound training and development practice. It would also call for the provision of logistics for successful implementation.

2.3.3.1 Model, Methods and Didactic approach

A Didactic Method represents the “shape” of carrying out of any moment of the process of Learning. Enikő (2013), states that;

There are several didactic methods which include frontal lecture, autonomous learning, exercising, case study, dramatizing, research, and visit on site, reading of daily newspapers and reviews, internet navigation, cooperative learning, problem solving, problem posing and on-job training. Each of these methods has its own peculiarities and promotes a certain modality of learning, and moreover we have to decide the best method to use for the improvement of work efficiency.

In reality, in the training process it is important not only “what” is learned, but “how” it is learned. The didactic methods allow us to reach, contextually either the cognitive objectives of the lowest level on the taxonomic scale, such as knowledge and understanding, or those of a higher level, such as analysis and evaluation. But they also promote the acquisition of skills and competences relating to communication and relationships; therefore, the use of the didactical model basing on the method of on-job training in development of new knowledge and skills in different weaving processes. Problem posing and problem solving to improve the work life of trainers and TEXTFAD at large to enable good work efficiency.

2.2.3.2 Situated learning in Weaving

Situated learning is creating meaning from the real activities of daily living through having field trips where people actively participate in unfamiliar environment. Having excursions to different business centers to share new experiences. Kearsley (2011) states that, “Situated learning is a general theory of knowledge acquisition. It therefore involves learning from the site to experiment physically.”

In view of Kearsley (2011) Learning of new technology and new formations is best done by visiting workplaces, exhibitions, moving out to galleries and related businesses to see how other people do their things and share ideas on how to improve production. Training in any hands-on skill is always done with practice on the machine or equipment to enable trainers and trainees grasp the skill better. In using situated learning during the warping, our training sessions were done in the weaving studio to clearly illustrate with the equipment and machines to facilitate learning of weaving processes. Organizing threads was done with the Landor; Warping was done on the warping mill;

Beaming, threading, denting and weaving were done on a jack loom. This empowered the trainees on how to operate these processes. The figure below presents trainees learning beaming on a jacquard loom with the help of the technician.

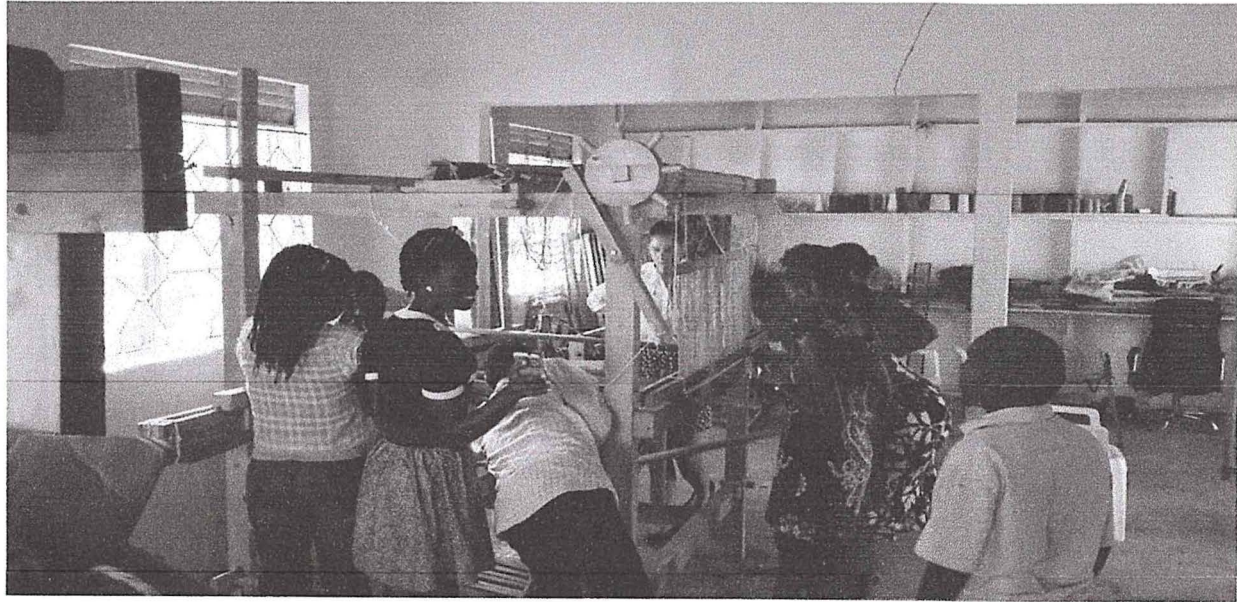


Figure 2.1: Trainees in using situated learning during the training session.
2017

Beaming, threading, denting and weaving were done on a jack loom. This empowered the trainees on how to operate these processes. The figure below presents trainees learning beaming on a jacquard loom with the help of the technician.



Figure 2.1: Trainees in using situated learning during the training session.
2017

CHAPTER 3.0: METHODOLOGY

3.1 Overview

This chapter presents the mode of research used in the study, design, implementation of the action plan, sample and sample size, sampling technique, methods of data collection, instruments of data collection, validity and reliability of the instruments, data processing and data analysis, procedure of data collection and ethical consideration.

3.2 Research design

An action research model was used. Bereiter and Scardamalia (1993), stated action research provides a path of learning from and through one's practice by working through a series of reflective stages that facilitate the development of progressive problem solving cited in (Riel, 2017). Creswell (2008), Research designs are the specific procedures involved in the research process: Data collection, data analysis and interpretation, and report writing (p.3). This study was centered on participatory action research design which enabled respondents to brainstorm and address the challenges faced in Product Development of Weaving. Gills and Jackson(2002),participatory action research (PAR) as a subset of action research, which is the “systematic collection and analysis of data for the purpose of taking action and making change” by generating practical knowledge as cited in (Danold,2012). According to Baum (2006), Participatory Action Research seeks to understand and improve the world by changing it. He further explains that PAR is a collective, self-reflective inquiry that researchers and participants undertake, so they can understand and improve on the practices in which they participate and the situations in

which they find themselves. In agreement, participatory action research in this study met engagement of participants in improving their working styles and actively participating in all activities employed to solve the prevailing situations. The design used qualitative research methods to collect, analyze and interpret data in order to address challenges faced at TEXFAD to enhance product development in weaving.

Qualitative data is effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations. Elmusharaf (2012), argued that qualitative data can help to interpret and understand the complexity reality of a given situation and use of open-ended questions. Qualitative method and the technique of probing further for feedback from respondents gave participants an opportunity to respond in personal words, rather than forcing them to choose from fixed responses, as quantitative methods do.

Action research cycle

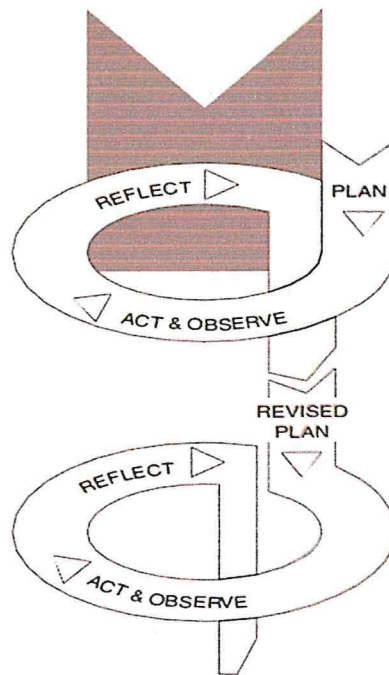


Figure 3.2: Action research cycle adopted from (Kemmis and McTaggart) 2000

According to Kemmis and McTaggart (2000), individual stages specified in Action Research Spiral model may overlap, and initial plan developed for the research may become obsolete in short duration of time due to a range of factors.

The implementation process of this research followed the action research cycle as it moved from reflecting on the prevailing conditions , plan way forward, take necessary action, check the progress and plan new interventions. The whole process started with reflecting what was on ground at TEXFAD, planned what needed to be done, how it was to be done which involved conducting situation analysis to get familiar with the whole phenomenon Planning a futures workshop to discuss with stake holders .Reflecting on the activities in the situation analysis and observed the progress .Further plan actions to be implemented (interventions) reflected on them and observed and action of

implementation was done. After implementation, checked what had been done and the way forward. The cycle repeated with planning, reflecting on the findings coded in the log book continuously.

3.3 Sample

The sample in this research was a smaller group of 21 members drawn through a definite procedure from an accessible population. It was taken from TEXFAD comprising of administrators (4), trainers (6), and trainees (1) in the Weaving department because these were the respondents in reach of the research at the study area. A sample is a set of respondents (people) selected from a larger population for the purpose of a survey as cited by (Fridah, 2017).

3.3.1 Sample size

The population during the study was 21 staff including trainees and the Sample size used 11 participants in the study because it only required participants who were conversant with the weaving process for product development. Their demographic information was also coded based on gender representation in the weaving section at TEXFAD. Table 3.1 Illustrates the population of members at TEXFAD and the sample size of participants such as the administrators, trainees and trainers and their demographic information.

Table 3.1 Sample size of participants and their demographic information

Stakeholders	Number of respondents
Administrators	4 (2 male and 2 female)
Trainers	6 (3 male and 3 female)
Trainees	1 (female)
Total	11

3.3.2 Sampling technique

This study used purposive sampling technique under which the researcher selected respondents who were experienced in weaving to clearly lay out the challenges they faced during product development.) Patton (2002), defined purposive sampling as a technique widely used in qualitative research for the identification and selection of information rich cases for the most effective use of limited resources cited in (Lawrence 2013). Cresswell and Clark argued that purposeful sampling involves identifying and selecting individuals or group of individuals that are especially knowledgeable about the phenomenon of interest as cited in (Lawrence et al 2013).

3.4 Methods of data collection and instruments

Data was collected using multiple methods and guiding instruments of data collection and these included documentary analysis, observation interviews, discussions, notes taking. The researcher used a number of instruments in line with each

method of data collection to acquire the necessary data such as log book, interview guide, future workshops, and focus group discussions to collect the data.

3.4.1 Documentary analysis

The study used documentary analysis which involved review of TEXFAD documents like studying the company profile documents, minutes taken in meetings, action plan, observational checklists and content analysis documents. The researcher used this method to collect a large amount of reliable information with regard to the research study without necessarily questioning many people. Documents can provide information which is relevant to the issues and problems under investigation (Elliott, 1991). In agreement with his statement on reviewing past research reports, some challenges aired out during situation analysis and future workshop had been in existence since 2005 at TEXFAD. The use of documentary analysis helped the researcher to check the reliability of the data collected by reviewing past internship reports from industrial training, research reports of the TEXFAD and student's reports to triangulation what different students had reported in relation to what the researcher had identified.

3.4.2 Observation

Kawulich (2005), believes that observation methods provide researchers with numerous ways to check for non verbal expression of one's feelings. Observation was used for systematic selection of data necessary in the study and coded. The researcher practically engaged herself with trainers to clearly observe implementation processes; recording the behaviour and characteristics of the whole phenomenon. The researcher also focused on methods to evaluate what people really do and it was also used to triangulate the data collected during interviews with what was seen on ground. Participatory observation was widely used in the whole research process for the researcher to actively look and there after, conducted an informal interview with the participants ,wrote detailed notes and maintained patience with the Stakeholders. Observation method helped to check the validity of the data collected from the different respondents as supported that observations allow you to directly see what people do rather than relying on what people say they did.

3.4.2.1 Observational checklist

Observational Checklists were used during observations to test what was done and to rate the success of the strategy done for evaluation. As activities were running at the institute, to affirm the progress and how weaving processes were done in the studio. The checklist therefore helped us reflect on what was to be done, what had been done, how active it was and what was to be done next as per the action plan. A checklist is a list that specifies certain attributes, such as behaviors, traits, assignments, or skills (Johnson, 2012).

3.5.3 Interviews

Interviews were used in oral questioning of the respondents during situation analysis, writing and recording of information to ensure validity and evidence of the data collection methods used in the study. The researcher used unstructured interviews by posing questions that the respondents freely answered without a clearly formulated design. Data collection techniques allow us to systematically collect information about our objects of study and about the settings in which they occur (Elmusharaf, 2012) as cited in (Donald, 2012). The approach was supported by Curry (2009), who states that in-depth interviews allow the respondent to direct the course of discussion as much as possible and also identify and describe concerns that may not have been considered by the researcher.

3.5.3.1 Interview guide

The research used interview guides that guided conversations with the participants because they easily give the researcher time to moderate the conversation taking photos and video recording. Interviews were more personal, as compared to questionnaires, allowing us to have higher response rates; it allowed the researcher to have control over the order and flow of questions therefore used video recorders, cameras, pen and paper.

3.5.3.2 Focus group discussions

During interviews the research used structured focus group discussions for the purpose of stimulating conversations around the topic. In a group situation, members tend to be more open and the dynamics within the group and interactions can enrich the quality and quantity of information needed.

3.5.3.3 Future workshop

The Future workshop tool was used to obtain an in-depth understanding of the phenomenon and come up with challenges faced by staff of TEXFAD. Thereafter, solutions were suggested, implemented and later evaluated.

3.5.3.4 Log book

The Log book was used in data recording to enable daily evaluation and reflection on the progress of research implementation for daily use. Similarly Johnson (2012), a log book is a notebook used to record thoughts and observations related to all parts of your research. Use this to describe each step of your research process. I used the log book to record what had to be done, when it was to be done and how successful it was implemented.

3.6 Validity and reliability of the instruments of data collection

Validity in qualitative research means “appropriateness” of the tools, processes, and data (Leung, 2015). In ensuring validity, the researcher used a number of tools in data collection; interviews in getting feedback from respondents; triangulation method of the data obtained through observation in this way; and verified the appropriateness of the data collected. The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Oklahoma, 2017). To ensure reliability of the data, the researcher interviewed different respondents one on one. Where feedback was related, data was coded reliable and where it was not, it was noted in the log book for further inquiry and reflections.

3.7 Data analysis and data processing

Data analysis is working with the data, organizing it, breaking it down, coding it, synthesizing and searching for patterns in order to discover patterns, concepts, themes, and meanings of the data to the research based on other scholars. Data Analysis was done using future workshop, questionnaires, interviews and evaluation meetings with the respondents to evaluate the whole implementation process. Results were documented narratively according to the objectives of the research study, analyzed, and presented with illustrations of pictures of the processes of implementation in different themes.

3.8 Procedure of data collection

Procedure refers to ways used to collect data using the methods mentioned above e.g. focus group discussion held a meeting with various groups and exchanged ideas, or held a meeting with individuals during interviews. Data collection started with getting an introductory letter from the department taken to the study place to seek permission for conducting my research at TEXFAD. A situation analysis of the work processes in product development for Weaving was conducted and some challenges were identified. This prompted the researcher to carry the area of concern to a future workshop for an in-depth understanding of the concern. Challenges were addressed and solutions brainstormed by the respondent in the workshop and a problem statement was formulated based on the major challenges addressed and objectives of the study for the research proposal with the “Quality work efficiency towards enhancement of Product Development Textiles at TEXFAD”

3.9 Ethical consideration

Under ethical consideration, the researcher followed protocol by seeking consent from the manager at TEXFAD to carry out an action based research because there was no way I would get the required information without permission from administrators. Participants in the research were informed that the information gathered for the research was for the good of TEXFAD and would be kept confidential. However, permission was granted without any written document given to the researcher, the communication was through a phone call and verbal permission was granted though TEXFAD kept a copy of the researchers' introductory letter for reference and a copy of the final dissertation to be given to the company after the research process. The study was participatory and collaborative in nature which ensured that every stakeholder owned the research implementation measures.

CHAPTER 4.0: ACTION IMPLEMENTATION RESULTS AND EVALUATION

4.1 Overview

The chapter presents analyses and interprets findings generated during situation analysis, future workshop, implementation processes and evaluation of new strategies at TEXTFAD to improve on quality work efficiency in product development of weaving. The findings are presented in a narrative manner providing what was done, how it was done and why it was done that way and the way forward for this research. Participants in the study were Trainers, trainees and administrators at TEXTFAD vocational, therefore the information presented is related to the work processes. Presentation of the findings was guided by the set objectives of this study and within the objectives themes and sub-themes were developed for the purpose of coherent flow of information. Findings were obtained using informal interviews, unstructured questionnaires, and documentary analysis as data collection methods. From the findings, the researcher presented challenges faced by trainers and trainees during work processes of Product Development of weaving. The themes used included motivational strategy, customer awareness strategy and re-training strategy and the sub-themes include conducting meeting, segmentation of sections, profiling business works, rewarding of trainers, re-training for skill and knowledge development.

4.2 Challenges that trainers and trainees faced during work processes of Product Development as interventions

The challenges highlighted during the situation analysis were further discussed in-depth in the future workshop (see appendix C) through ranking the most pressing challenge was selected (see appendix D) and solutions developed in form of strategies

that were implemented to improve the situation. The researcher interacted with different staff of TEXFAD and came up with the most urgent problem, timely and workable solutions. The conversation was through informal interviews which the researcher prepared in advance to get in-depth information from the participants. The method was controlled by the researcher and answers were given after each question asked (see appendix J).

The questions found out work processes, experiences and challenges encountered in the process of product development. The interview guide directed the conversation with the different participants at TEXFAD. The interview guide that was directed to the administrators informed the researcher of what they do and how it is done, well as that for trainers informed the work processes they go through; what, how and why they use them. On the other hand, the interview guide directed to trainees sought to find out if what the administrators and trainers claimed related to the information trainee's aerated for triangulation. .All this was done through dialogue.

However, during the researcher's interaction with the participants, one of them highlighted that; "*some trainers do not do their jobs in time, they have an "I don't care" attitude.*" She further said that;

Trainers think about money payment rather than developing their skills. They do not look at their output but instead value what is paid to them yet some trainers do not mind about the quality of work they do for the company. Instead, Trainers need to improve their work ethics to be able to accomplish the tasks in time other than looking at how much they are paid yet they are in TEXFAD as business

trainees developing skills to operate their own businesses. Although, a small pay is given to them for any work they produce for TEXTFAD.

One advised, "If only trainers would understand their stand in TEXTFAD and find how best they can improve their businesses it would be better than thinking of how much they are to earn per given job."

With reference her argument, during the researchers interaction with some of the trainers it was noted that some don't understand the reason why trainers are in TEXTFAD, they think they are there to get money yet some came in as business trainees who are developing business skills in their different business ideas to be able to stand on themselves outside TEXTFAD after training.

During the phase of administering the future workshop there were interactive sessions where all respondents aired out their grievances, feelings and practices. From the findings, it was evident that there were challenges that TEXTFAD faced which affect work processes of administrators, trainers and trainees which impact on Product Development of Weaving. Participants categorized the challenges into five themes such as inadequate equipment and materials, poor time management, poor work efficiency, administrative issues and marketing of company products. However, after an analytical study of issues, participants identified poor work efficiency as the most pressing challenge that was affecting Product Development of Weaving. In line with work efficiency, the following issues were grouped under poor work efficiency, neglect of work, bulky work that delays production rate of jobs given to the different trainers, insufficient skills in warping of threads for Weaving, lack of team work, lack of creativity among trainers. Weaving takes time but pays less and lastly breakage of the

warp during Weaving due to the quality of the fibre used .These causes were the reasons for poor work efficiency in product development . Different suggestions were put down by participants in the workshop as elaborated below.

4.2.1 Bulky work which delays the production rate of jobs given to trainers

Where trainers tend to ignore work by being absent from duty even after being given tasks with deadlines for submission. From experience, neglect of work has brought down a number of businesses due to reluctance of employees to do their tasks hence failing the company dream to accomplish its goals. It is therefore one of the reasons why product development is not efficient at TEXTFAD. However the following suggestions were given to curb the challenge; Trainers were to develop seriousness, hard work and avoid the “I don’t care” attitude in doing their tasks and duties in order to improve quality work efficiency. The administration was to practice carrot and stick model (Suspension) to trainers who absent oftenly without any communication to the company.

Administration was to carry out segmentation of sections so that each section is given enough space of operation to give room to trainers to work, insufficient skills in Weaving especially in warping and lack of team work. From the trainers’ responses, it was highlighted that at TEXTFAD out of the trainers of weaving there was only one person who could ably warp and thread the looms in preparation for weaving jobs which affected the progress of work and tasks in case of him being absent hence hindering quality work efficiency in Product Development of Weaving.

As one participant revealed *“There is one person who knows warping here and he always does his work while we are away.”*

With reference to the above quotation there is an indication of knowledge awareness in warping by some of the trainees regardless of no or minimum, collaboration with other. Hence affecting TEXTFAD in meeting costs of hiring technical experts to do the weaving in case of his absence. Suggestions were put forward to solve the issue of inadequate

reliability of trainers with skills hence need to increase knowledge expansion among weaving trainers and trainees by retraining.

Another participant noted that, *some trainers who are more knowledgeable in Weaving skills and competencies are selfish because they want to be the masters of knowledge to be praised for knowing much. She added that the company cannot develop if only one person was employed with specific skills. There should be team work among trainers so that they can share knowledge among themselves and develop more ideas.*

With reference to the above statement, it revealed that there was resistance in knowledge sharing among trainers. There needed to be in house training conducted to share the knowledge of warping to others who are interested so as to cut the costs of hiring experts from out every now and then to build knowledge. Furthermore, there was need for trainings with the guidance of experts in Weaving from out to build knowledge and skills in warping of machines at TEXFAD for sustainable development. with the researchers observation, lack of team work in doing tasks had affected the progress of product development where by at all steps a company would slow down accomplishing its tasks if each person does his or her own task without engaging others and also the quality of the work may be poor due to lack of comments from colleagues. From experience, one can do work behind doors and others do it among themselves and at the end of the task that done among many is better than the individual task because ideas built among many people are better than one built by a single person.

4.2.2 Lack of creativity among trainers

During the research processes it was noted that some trainers lacked creativity in product development which makes trainer who make products for the company produce low standard work as quoted,

“Some trainers lack creativity in their works, a task is given to them but they do not do enough research to do it perfectly and creatively .She further noted that “Some trainers just do the job without adding value to their works hence not being any different from other products on the market”.

Customers complain about the quality of work that the company produces hence lowering the demand for some products. Therefore, lack of creativity among trainers seemed to affect quality work efficiency of the company to its clients. The suggestions raised during the future workshop by these participants were;

Trainers needed to do enough research about the tasks given to them so they could have better ideas about the different tasks to improve the quality of products produced.

Trainers needed to have team work so they could share ideas about different tasks instead of doing work alone.

Trainers needed to do window shopping /tours to the different craft villages/business to see who their products’ competitors are and also borrow ideas.

The company needed to put in place free internet services to enable incubatees do research on line.

4.3 Lack of motivational measures

Participants revealed presence of lack of motivational measures to stimulate trainers and administrators to work due to some challenges such as piece payment, lack of rewards to trainers, view of past works,

A participant noted, *“There is low market demand due to limited marketing of TEXFAD services”*.

Business profile of past job, media advertisement could be done and need move to different supermarkets to sell products.

In reflection to the above statement, TEXFAD still had limited outlets for their products

A participant quoted, *“congestion in the workshops, makes it hard for us to work well in on room.”*

The above statement meant that, there was congestion in rooms making it hard for some work processes that require space like threading and warping with a mill in a small space.

A trainer noted, *“TEXFAD does not reward us for the good work, the company should offer rewards inform of certificates at least annually as a sign of recognition in business to accompany the verbal expressions”*.

The above statement reflects that TEXFAD does little in rewarding trainers for their performance as co –producers of products for business. This in turn demotivates them; making it harder to accomplish goals of the company.

Participants suggested a need for profiling of the different company products to give customers an idea as to what TEXFAD does and what it has done before; rewarding trainees, trainers and employees for their performance as a way of motivating them. TEXFAD needed to listen to the complaints of trainers and also try to understand the

values of the employees for effective work. Segmentation of the room for space expansion to enable smooth operations, re-training of trainers to develop skill and knowledge in warping.

4.4 Implementation of the strategies

In this theme the researcher presents and interprets the information that was generated during the process of using motivational strategies in the enhancement of quality work efficiency of Product Development of Weaving at TEXTFAD. Applying motivational strategies to enhance quality work efficiency as part of the strategy to improve the working styles of trainers create customer awareness through profiling business works, segmentation or division of labor, motivation of trainers to boost their attitude, improvisation of materials and lastly rewarding of employees through giving those certificates of appreciations. Each of these strategies under motivation forms a sub theme under this major theme.

4.4.1 Profiling of business works to create customer awareness

Profiling of business works was thought of as a means of creating customer awareness of what TEXTFAD deals in and what works it has been able to produce in the past years; including the materials it works with. So the manager selected some works for the past years which she used to take photos and had been put on the company's face book page.

Implementation

With the researcher's effort, the company was able to print out photos of products that

had been produced in the past jobs; organized them, bought display files where these photos were slotted in showing well finished products. In some cases showing stages of making products and some exhibitions where TEXFAD involved itself for marketing its products. As a company it was in a better position to know what information to put beside each photograph.(see figure 4.1 and 4.2)

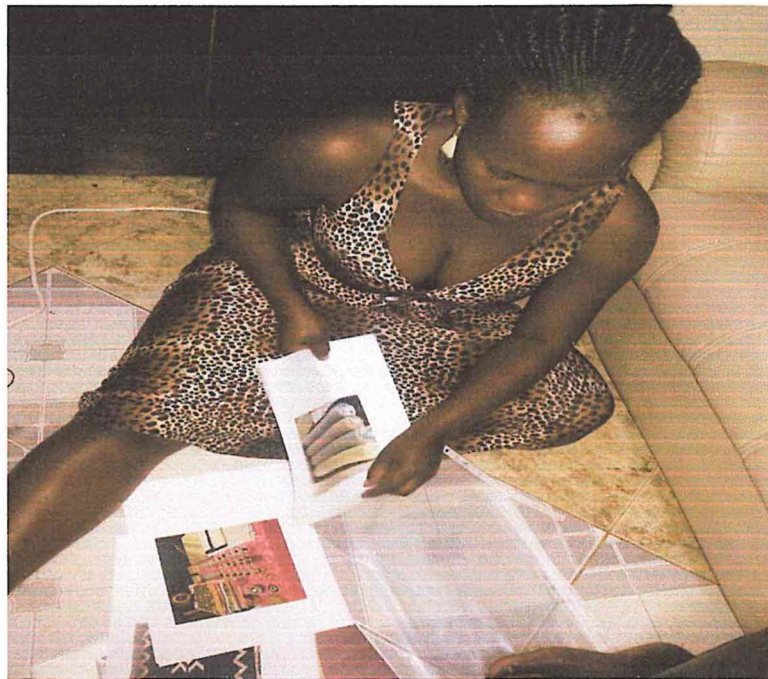


Figure 4.1: The researcher slotting in printed photos of profiling

March, 2017



**Figure 1.2: Finished work for profiling
May, 2017**

The activity above was the researcher's responsibility and the whole process was done at home. While in a discussion, one of the respondents was quoted saying,

"The method of business profiling really works because through looking at the files any client could know what is really done at TEXFAD."

She further added; *"Before the researcher introduced this technique most of my customers used to ask a look at what I do but always just explained myself. with this method, I made a copy of my business profile works and trust me it is really working for me."*

With reference to the above quotation, it reveals that the strategy of profiling works had a great impact not only to the institute but also at personal level of the trainers since they produce products for their personal businesses.

Profiling of files gave a picture of where the company started from in weaving products and how far it has moved, what materials it has used and innovations it has made in finding natural materials for Weaving. These included fibre, yarn,

sisal, t-shirts offcuts, threads, raffia to mention a few; in making products like door mats, Kikoyi, table mats, shawls, wall hangings and so on.

These profile files are given to different clients/ visitors who come to TEXTFAD to see what is made and develop interest in having some of those products for themselves. From this they can give their comments about the work, place orders of what they would like TEXTFAD to make for them. Some of the wall hangings, door mats, carpets are branded. Profile files have helped clients and visitors to pick a leaf of what products to order and which colors match together in a piece of work.

Follow up

To ensure that whatever product that the company produces is taken a photo sent to the face book page for online viewers and also printed out and slotted in the file album. Ensure that these file albums are given to the clients before they place any orders or given to the visitors to appreciate what TEXTFAD offers.

The researcher used to ask the administrators questions and also ensured that these works were kept and filed for the customers and company reflections. The director also realized that there was no attention to detail put in taking photos of the products and therefore added that there was to be improvement in the way photos are taken and the equipment used to take these photos. With reflection, if the researcher had not done the research at TEXTFAD participant would not have realized that mistake in taking photos of the works done. However in his words he commented, *"This is a recommendable effort to improve TEXTFAD thank you for the work done"*.

In addition, the researcher made follow up of the practice was holding one on one interviews with the secretary to get feedback from what client had about the practice .

The researcher based on the above quotations to evaluate the success of the practice. Through the researcher's interactions with participants and administrators, participants view indicated that this strategy had helped to keep records of their works and customers had a point of reference whenever they needed to order something or know about what TEXTFAD deals in.

As a participant stated that;

"The idea of profiling work is good and as a trainer I started using it to clients."

In addition to this also, the administrator loved the practice and said; *"This will sell TEXTFAD even more because it shows it has been in existence for some time and so customers keep their trust in TEXTFAD when they place their orders"*

In reflection to the above statements the strategy is not only working for the institute but for the trainers in marketing themselves.

4.4.2 Segmentation of sections and division of labor in Weaving

This was intended to ensure that the Weaving section had enough space to have all its work processes in one room entitled for only Weaving processes unlike before. In practice it required that all trainers in Weaving divided work among themselves to ensure that an individual does operate all Weaving processes single-handedly. On the issue of preparation to the Weaving stage without help, trainers were encouraged to work together at all stages that require team work so as to reduce the bulk of work and ensure a faster production process.

Implementation

According to TEXTFAD, operation space, segmentation of different sections was not easy and had therefore been considered as a long time invention. However, during my research it so happened that TEXTFAD got a big piece of land with adequate infrastructures. It therefore shifted from Bweyogerere to Bwebajja craft stage now occupying the premises of the former Bwebajja Junior with seven rooms of operation, 1 block of dormitories where some of its workers live, to cut the costs of renting space around the institute. It has an open working space for fibre and briquette extraction and a small plantation. Due to this space, TEXTFAD has therefore managed to segment the different sections into fabric decoration, fashion and design, tailoring, weaving, handcraft, offices, hair dressing, a meeting room and finally living rooms



Figure 4.3 Back view of the old premises of TEXTFAD
December, 2016

The figure above shows TEXTFAD's old premises, where working space was created outside the workshops due to the limited space in the rooms for all work processes to be done in the workshops.

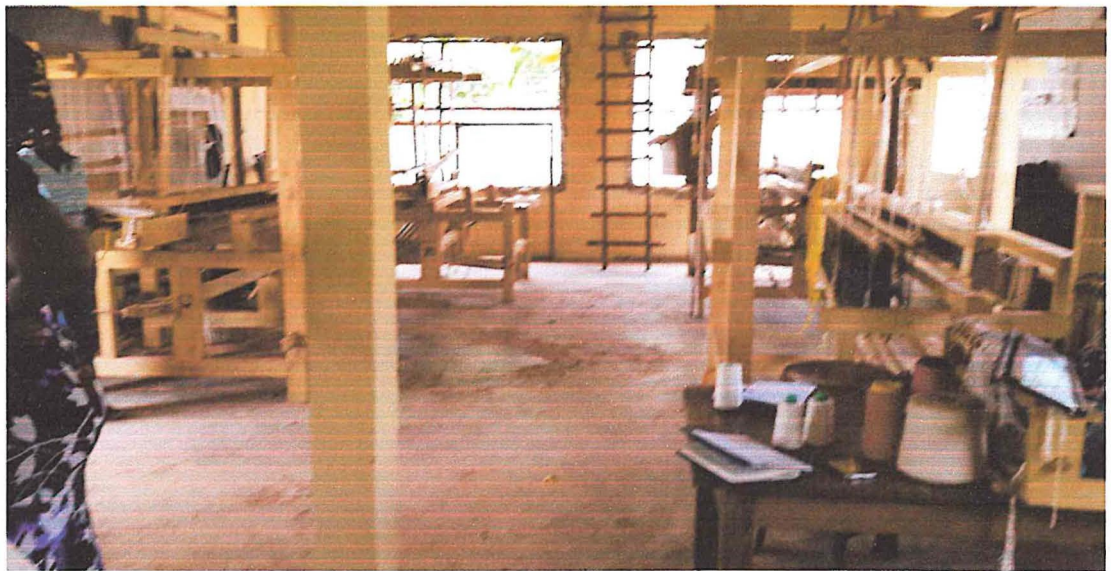


a) Front view of TEXTFAD's new premises b) Segmentations of different processes

Figure 4.4 a), b): The structure of the new premises that were used to segment the different sections

March, 2017

Weaving is occupying the biggest room with four jack looms well organized. The warping mill now occupies its space in the Weaving section without it being shifted outside as it was in Bweyogerere. Table looms and the spinning wheels also occupy space in the Weaving room together with well fitted frames for tapestry and shelves for the storage of threads, yarn and other materials used in weaving product development processes. Therefore the Weaving section can now fully accommodate all Weaving activities and processes due to the availability of space as illustrated in figure 4.5.



***Figure 4.5: The Weaving room and how machines are organized
March, 2017***

4.4.3 Division of labor

Division of labor is seen from the preparation stages of Weaving processes where by trainers and other workers come together to select the colour of threads that vary with the type of fabric to be weaved. At this stage threads were organized, warping of threads

was done by two or four people and beaming, threading and denting of the machine. Weaving of the fabrics or product was done by specific participants who were conversant with the machine so as to maintain the quality of the product since not everyone in the Weaving section can fully operate the Weaving process. During the trainings, all stages were done in groups; preparation of yarn, warping of the yarn on the warping mill, removing the yarn, beaming, threading and Weaving of the fabric.

Follow up of the practices in the Weaving room

Analyzing how work processes were operating in the weaving workshop. The times the researcher stayed in the workshop with different trainers, there was operation of machines without altering the organization of the room. Where the process required more than two people trainers would come together do it and later everyone goes back to their tasks. For a period of 6 months the researcher witnessed this happening oftenly. All Weaving processes were done in the room without shifting out due to the availability of space. The researchers also interacted with different trainers during the period to inquire how they found the new organization of the weaving section, segmentation and division of labor. Trainers the researcher interacted with found the place more conducive in all processes since the room is big enough to accommodate activities without altering the machines together even warping that requires space for the warping mill to freely move around during the warping process. A trainer at the institute noted that;

“Division of labor has been productive to us, since now all our Weaving activities are done from inside it is easy to share tasks as one is working on their task and the other is in need of help they can easily share ideas.”

However, there are challenges that arose due to this practice. Some members did not want to leave their tasks to give a hand to others who needed support during work processes such as beaming, threading, warping, and denting which require more than one person to do the tasks. Due to the fact that they wanted to finish their tasks in time to beat the piece payment scale that favors one who produces many products at the end. An administrator noted,

“The researcher was motivational to TEXFAD’S dreams of having an expansion of its premises though it had not happened before.”

Need for expansion of space was aired out during the future workshop as a long term solution however, it came so soon that the director secured a place at Bwebajja and therefore shifted from Bweyogerere because it was in the plan. So this research motivated the director’s dream hence an achievement to improve work efficiency. However, from the researcher’s interactions with the trainers, there were challenges that had raised due to shifting of TEXFAD premises to Bwebajja.

4.4.4 Conducting meetings

On the 05/05/2017, the administrative staff and trainers of TEXFAD held a meeting to discuss departmental planning and the progress of TEXFAD activities after it settled in the new premises. The administration aired out its position and its expectations from the trainers, the challenges it is facing to see that TEXFAD operations run normally before its shifting such as financial crisis and none cooperative trainers who have failed to accept the concept of change. It further listened to the complaints of trainers and laid solutions to them (*figure left out for reservations*). During this meeting, it was resolved

that meetings should be held weekly; that is every Monday for at least an hour to know the progress. Furthermore, they also scheduled budgets for the different departments.

Implementation

On the 08/5/2017, the researcher held a meeting with trainers to discuss what had been improved and what challenges they still faced. The following were aired out; there was still lack of communication to the trainers from administration, there were no funds to support TEXFAD activities; TEXFAD was facing a financial crisis; TEXFAD had no account to settle daily demands of the business like incase an incubatee had a problem and needed some cash advance from TEXFAD it was always not available hence leaving their problem unresolved. Furthermore, trainers felt that employee values were not respected by both parties and lastly welfare issues are still lacking. The researcher held a meeting with the director to discuss his expectations and fears at the new place and the progress of TEXFAD (*figure left out for reservations*).

He stated as below;

Although the business shifted, we may not be in position to cover transport allowances for our employees and trainers due to the shortage of finances the business is faced with. However where TEXFAD is today, it can fly to another level.

With the above statement it showed that, the Director had not lost hope in the new place. They would move on slowly by slowly with those who could manage because he had not anticipated that shifting would strain the business. Since renovations cost him a lot of money because the place was too deserted and required a lot of money to cover all

the work to the level where it could be occupied like painting of the infrastructures, renovation and gardening.

On 19 /06/2017, participants held a meeting to discuss the progress of implementation on different activities. During this meeting, the researcher handed over the profile files to the manager to evaluate the task. We discussed what could be written for the description of the products and who could write in each file. Tasks were then distributed to different participants.

With that, conducting meetings has enabled the staff to know the progress and the state in which TEXTFAD found the new place it occupied and how best participants could cooperate with the administration to see that TEXTFAD progresses amidst these challenges.

Follow-up of the practice

To confirm that TEXTFAD conducts meetings as scheduled and also ascertain how the practice was fairing. The researcher interviewed different members using open questions, to find out the effectiveness of the meetings conducted in solving participants' complaints and with reference of minutes from previous meetings and attendance. As one noted this,

In one of the meetings held we suggested that the administration does something to our welfare and at least they started providing us with break tea and we provide the accompaniment ourselves ,we are grateful for!.

However, the researcher's interaction with the manager and trainers revealed that some of the trainers do not want to attend meetings claiming that they are busy with their tasks. Other challenges are presented in detail in theme C

4.4.5 Rewarding of employees /trainers for their performance with certificates

This practice was envisioned to make sure that trainers attain a script that appreciates them for the good performance and service exhibited while at TEXTFAD and also motivate them to work harder. To the trainers getting this certificate would not only motivate them but they would build their CV documents and therefore be recognized for the love of their career. From experience, the researcher learnt that any good performer should be recognized not only with a word of thanks but also with documentary evidence as a sign of appreciation and motivation to the person. So from this point, the researcher encourages employers to always recognize their employees or trainees for their good performance because this can motivate them to work and improve on weak areas.

Implementation

TEXTFAD, it used to conduct an end of year meeting where they discussed the activities done throughout the year and people who had performed better in these activities were recognized with “a word of appreciation”. In the meetings held, employees and trainees showed that this was not enough for the company to motivate its staff. We therefore suggested that there should be certificates of recognition accompanying the words, the administration designed a certificate of recognition and a certificate of appreciation to be given to the good performers in their different disciplines and also to the trainees on completion of their training. To the employees and trainers these certificates would be given at the end of the year because the company was not in position to conduct it many times in the course of the year given the expenses incurred except for the trainees who complete at different intervals

Having started these practices, TEXFAD had a trainee who had acquired skills in the different disciplines at TEXFAD in hand craft, fabric decoration and Weaving for a period of 9 months which she completed in July. She was awarded a certificate of merit for the skills obtained and recognized by the institute for the great work she had done while at TEXFAD. The photo below was taken during that event. More of the practice will be seen as the year moves on and at the end of year meeting.



Figure 4.6: The director giving a certificate of merit to a trainee in presence of trainers and other continuing trainees.

July, 2017

4.5 Re- training trainers / Learning through practice and doing

This was intended to ensure that trainers and trainees acquire practical skills in warping mainly those who were practicing weaving. The training was planned to build the knowledge of the trainers in warping since they had said they lacked experience in the warping process hence hindering their quality work efficiency. This training involved

trainees, trainers and the researcher as the trainer together with a weaving technician who was well conversant with the warping processes. From experience, for one to master something they must practice with their hands so that they use the brain, eyes and hands to learn better a given skill. So every participant practiced at all stages of training with our own hands.

Implementation

Warping training in the Weaving section

The practice was conducted on 20-21/06/2017 it was done as a way of retooling trainers with knowledge and skills in the warping processes of weaving. There was preparation of the training session where participants prepared materials and equipment for the training. The process of training started with organizing the threads and putting threads on the warping mill. Every participant was engaged to practice with their hands so as to grasp the technique of warping threads. From that, beaming threads on the machine, threading and denting of the threads and lastly weaving samples. At all stages, the respondents engaged themselves to practice technically so as to grasp the skill and knowledge. The training was intended to enable use of learning by practice/doing and situated learning by Dewey (1998).

One noted the impact of the training towards his skill development;

The training has enlarged my knowledge and skill in weaving which I did not learn at the university. I did not know the processes involved in Weaving all that is taught at compass is to thread the machines without taking us through the whole processes I have learnt a lot. Similarly another participant added; since I joined TEFAD I had been Weaving but I had never done warping I could just

make the threads but without following any procedure and Weaving not until we had this training in warping that I realized I was doing it wrongly so I can now warp by myself

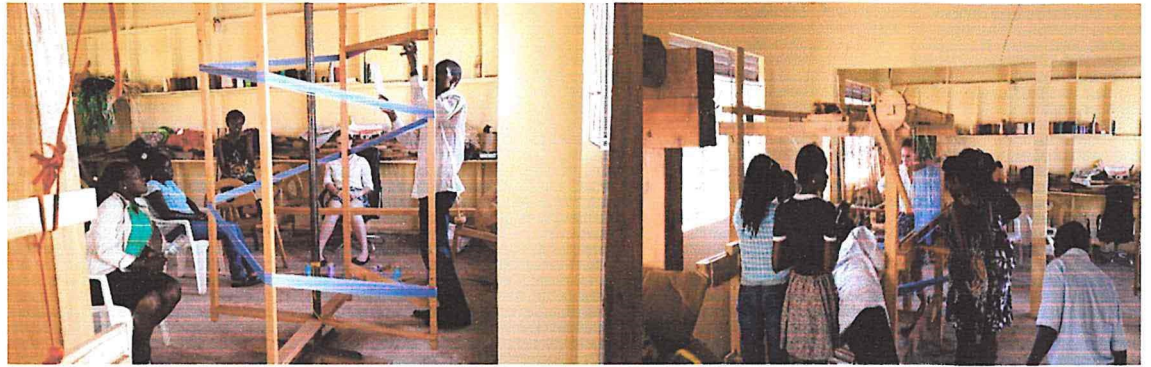


Figure 4.7: Warping training and threading processes with trainers and trainees respectively. July, 2017

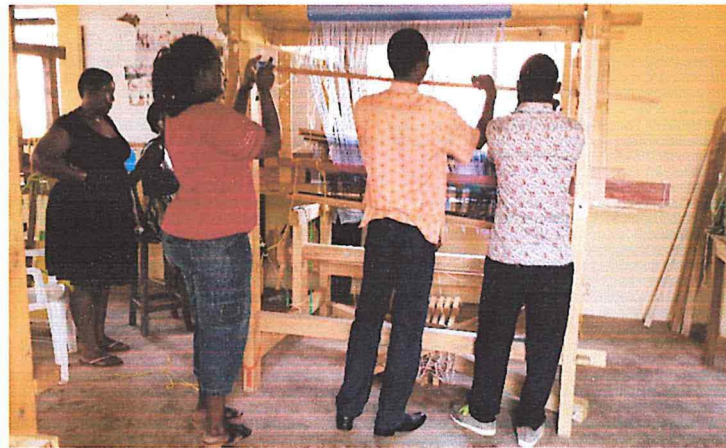


Figure 4.8: Beaming of threads with trainers and their trainees July, 2017

4.6 Evaluation of the action of implementation at TEXFAD

Besides having carried out the action of implementation, there are various challenges/ limitations to these strategies implemented.

4.6.1 Profiling of business works to create customer awareness

This was done well and its impact was felt immediately, different trainers reflected on the works they had produced in the past and where they were now. It enabled them to know their progress since most of the past works were printed and put in the files they were able to evaluate their efficiency to the company. As one was quoted saying;

“I didn’t know that I wouldn’t work with fibre well in the beginning now I am a star in what I produce, while the other said you mean I have produced all these for TEXFAD. I think I can repeat this weave it was nice.”

Similarly, the director noted saying;

“I like this, it has put us somewhere, a client can see what we offer so they can know what to order .Besides with this, and we can be able to move to another level in profiling our business works.” In support another respondent said *The research has enabled me to share a leaf of profiling my works cause in the past my clients would want to look at what I do and to be sincere I would only explain myself but with the idea of profiling I have also managed to develop my own album showing all products that I make.*

All the above expressions were in support of the impact of business profiling and its success to different Stakeholders.

For all clients and visitors who come at TEXFAD they have time to look at these albums so as to know what is done at TEXFAD. The manager reported that this method was working well in creating customer awareness. As client made a statement;

“Wow!! This is nice work, so I can order for anything from here.” This meant that even clients were impressed by the work of profiling.

With reflection from above, profiling was working well for the institute in orienting clients in what TEXFAD deals in and we counted the strategy a success. However, there are some challenges limiting the beauty of the method.

During the process of engaging participants in division of labor, we faced a number of challenges where some of trainers always found it hard to leave their tasks to support others when working on processes that required teamwork. In the Weaving studio there are a number of activities that take place at a given time by different people. It was hard for one to leave their tasks to join hands with others in threading and beaming of threads claiming that they were chasing time to do a number of tasks to earn big since payment is piece payment. This affected the implementation process at some stages. A participants stated,

“I can’t leave my work because I want to do four pieces before the end of this week “manage batusasula per piece produced”. So let those who are not busy help in the threading.”

The quotation reveals that in the Weaving studio whenever someone had a task they were handling they did not want leave it for a moment. This really strained those working on processes that required two or more participants. In the same way, since they

needed to accomplish tasks in time, many of trainers' dodged meetings yet they were scheduled to enable them share their grievances and know progress of the business.

CHAPTER 5.0: DISCUSSION, ANALYSIS AND INTERPRETATION

CONCLUSION AND RECOMMENDATIONS

5.1 Overview

In this chapter, the researcher analyzes and discusses the data recorded in the story of action as presented in chapter four of this report. The analysis and discussion of the results was determined by my interpretation and description of the implementation process based on research experiences, observation and reflection on the situation as it unfolded in the whole process of the study. Findings were supplemented with related concepts and theories from different scholars to support the data as discussed in the proceedings. The researcher put down conclusions based on experiences from the research processes and recommendations gathered from the participants in the study for future reference.

There was need to improve work efficiency of workers and trainers towards enhancement of product development through motivational strategies, customer awareness strategies and retraining of trainers with focus on learning by doing, reflection, situated learning and community of practice implemented. The problem statement highlighted poor work efficiency of trainers in product development for Weaving at TEXFAD and in efforts to solve this, strategies were implemented to enhance the efficiency of trainers in product development. The presentation of this chapter is based on the objectives of the study and the key results related to the research questions of the study.

5.2 Discussion

The researcher discussed findings in themes as strategies such as motivational strategies, customer awareness and re-training strategies lacking, how they were implemented and their sub themes. The researcher also gave my arguments based on different scholars' views related to the objectives of the study

5.2.1 Motivational strategies

Motivation was done by rewarding trainers with Certificates of Appreciation, segmentation of sections giving each section a different room for space enlargement and easy working environment, holding meetings to share challenges and progress of the company. These have improved the working environment at TEXTFAD.

Whenever a meeting is held, weekly progress is shared and supported by Droussiotis (2004);

Managers who are successful in motivating employees often provide an environment in which appropriate or adequate incentives are made available for the needed satisfaction of the employee. It is the duty of the management of any organization to create and develop an effective environment in which the employees will be satisfied in order to be more productive. Further argued that job satisfaction refers to the feeling of pleasure and achievement which one experiences in the job when one knows that his work is worth doing, or the degree to which work gives the feeling of pleasure and achievement.

With reference the statement, there were limited motivational measures to enable an employee meet his or her demand happily, one will always be willing to do their work well without fail because all his or her mind is focused on the production process hence

assured of quality outcome. However, where the employee is disturbed with a number of challenges and are left unattended to, they cannot be settled to do given tasks well hence leading to sub-standard work.

The fact that Weaving requires one to use the head, hands and body, it is always good for a weaver to start a task with a fresh mind in order to be creative and neat in whatever they are producing to ensure good quality of the products.

However from experience, for any business to be successful in its operations, there are some stages where the employer needs to listen to the employees because they are technical to all the systems of the business and can easily identify weaknesses in the business and once their suggestions are considered the business can grow faster.

It was evident from trainers, that once a piece of work is completed and handed over to the manager, sometimes even a thank you appreciation is not said and perhaps that demotivates the person. It was further noted that with the piece payment one is paid for what they produce, but at TEXFAD, one noted that you can produce pieces each time there is a job but when it comes to payment there is always a sentence thrown to you.

“There is no money you will get it later and this story repeated itself hence demotivating the employee to do his/her tasks well as one stated.

You know what here, I have been coming daily to finish my tasks so I can give in the products but you find that I stay on an empty stomach without food for quite some days and even transport I use are my savings. But whenever I finish a piece of work and ask for some money to use, it's always impossible to get it which has demoralized me.

In the aim to triangulate this, the researcher conducted a one on one interview with the administrators and this was evident from the administrator that sometimes a trainer could do a job but it is paid late. It is so hard to get them paid after the job immediately because the company has no money so far on its account to be in position to pay someone timely and to meet other company demands. All is to first wait for the job to be taken or she could be in position to be paid or wait for the employer to get some money so she can be in position to pay (Administrator, 2016).

She noted that *“The Company may not be in position to pay trainers in time but then money is recorded and when it accumulates it’s paid to them in later months.”* She suggested that the company would open an account and money is saved to cover the demands to remain competitive in business. Because these ethical issues affect the attitudes of the staff hence lowering their output. One scholar stated;

Brian Tracy (2003), the average employee works at only 50% of capacity. Factors affecting employee attitudes such as values, work conditions including supervisors, tool, company policies and culture, competence among staff and commitment. He argued that managers in organizations need to know and understand employees attitude in order to manage effectively cited in Barling (n.d).

All the concepts laid above depict that a company staff can be effective if the ethical values issues are put into consideration by both the company managers and other staff.

From observation, it was revealed by trainers and managers that there is less done to motivate workers except being paid their wages and salaries. However, even these

wages and salaries were paid late making it hard for some employees to appear at the work place and also making trainers to be unserious with the work given to them. In line with this, for a job to be done in time there is always need to have enough materials in place for labor to use but to their dismay materials are given to them late yet they want the piece of work in time. This has continued to delay jobs and also demotivate trainers' efforts towards doing their jobs in time and with quality standards because they do the tasks on a rush to chance the date of delivery of the product to the client citation on time given to the piece of work in relation to quality work.

With such working issues it was obvious that there could not be quality efficiency in Product Development of Weaving at TEXTFAD. As argued that Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance Chris Amisano, (2010) cited in et al,(2011)

5.2.2. Customer awareness on services offered at TEXTFAD.

Results also revealed limited measures for customer awareness on services offered at TEXTFAD. This always gave challenges to clients to really understand from explanation given at the reception desk because even the person at the desk wasn't from the field of Art and Design to know the product description very well. This always created a gap in communication between the client and the receptionist, they would at a certain point fail to understand themselves well until she brought out the similar product from the display room for the client to see then they could come to a conclusion . One of the respondents noted that "TEXTFAD has a face book page where it displays its innovations in form of product pictures, attends exhibitions and shows to exhibit/market

their products and in this way people have come to know what TEXTFAD deals in". She however noted that, if someone was not aware of this, they would not know about us. They also kept asking us questions, "But how do your product look like and where are you located" showing that a few are aware of the page and hence finding it had to place orders of what they were not sure with. This challenge had therefore affected the market chain of TEXTFAD products and hence suggested need to create a business profile Album with all past works which TEXTFAD marketers could move with as they market products and also clients could have an eye on the Album to know the products they wanted before they placed an order to save time.

In agreement, Awareness and knowledge has become a critical element in changing the attitude and behavior of consumers towards products, which in turn is required to make the growth in the markets cited in e.tal ,(2016) .The strategy has had an impact on the business clients, feedback on the good innovations of profiling has been testified and also trainers have been able to know their progress in quality of products since they were able to see where they started from in product development and where they were today. This effort really helped clients to order for what they could see in past jobs hence assured of quality.

5.2.3 Training skills and knowledge in Warping

Trainers also highlighted lack of skills and knowledge in warping of threads a stage of preparation for Weaving a fabric on the machine. From my observation of the work processes, I witnessed that during the warping process it was always done by one member at TEXTFAD and incase this person was absent, the company always hired an external technician to do the warping process as trainers wait to just weave.

During my interaction with some trainers they said “we only had one member among us who could warp these machines, in case of a job to be done on any of the machines and us we just sit to weave pieces after he has finished.” One of them noted that, since *TEXFAD* started it is only this one person who has to be warping the threads nothing has been done to enable others acquire the skills and knowledge in warping through Training them. She further elaborated and said. “perhaps even when he is warping he does it in hours when others have either left the workshop or are busy with some tasks not giving them a chance to learn from him as one termed it “selfish with one’s knowledge.”

My interaction with those trainers revealed that while at their training Institution they were not taught the process of warping. Whenever they were to weave they would just make threads along metallic bars in the Weaving workshops, thread machines and weave without learning the real process involved in warping threads using the warping mill. This was because the Universities where they learnt didn’t have equipment like a warping mill to support their learning process during Weaving lessons as one was quoted saying.

Me the three years I spent at the institute, I didn’t see any of our lecturers take us through warping of threads using the warping mill because it was not even in the workshop. I happened to do my industrial training at a certain workshop but still I would only weave without teaching me how to warp the threads but at least the warping mill was there.

From the above statement, it showed that even at the institutions practical work was ignored sometimes because the equipment to use in the training were not available or

because even the people training lack knowledge and skills in some of these concepts. In relation to that from experience I also did my degree in the University doing Weaving but I didn't acquire the skill in warping. This meant that vocational students were not given the necessary skills and knowledge both practically and theoretically while in training.

Brent, (2003) asserted;

The only way a skill is developed like skiing, cooking, writing, critical thinking, or solving thermodynamics problems is practice: trying something, seeing how well or poorly it works, reflecting on how to do it differently, then trying it again and seeing if it works better.

From experience the whole package should be taught so that they can compete in the world of work effectively with others in the same field of training. For one to learn better they must use the head, hands and the body so they can grasp well and be able to reflect over and over on the processes

5:3. Conclusion

5:3:1: Challenges faced by trainers in ensuring quality work efficiency of product development in weaving.

During the study, the researcher revealed challenges that affect trainers in product development. Poor work efficiency among trainers was the most pressing challenge that needed urgent attention. Together with stake holders in the future workshop participants came up with solutions that would curb the challenge among which included conducting of meetings to know the progress of the business and share

grievances to find immediate solutions, rewarding of trainers and other staff for their good performance in form of certificates.

Profiling of business work for customer awareness and assessment of production, segmentation of sections for space enlargement in rooms without dismantling of machines. Division of labor in the Weaving room during work processes and sharing of work load to reduce bulky work which delays jobs. Finally, retraining of trainers and trainees in warping for sustainable development.

5:3:2. Motivational Strategies

In the effort to create motivation strategies to encourage trainers to work efficiently in product development, the administration of TEXFAD conducts meetings every Friday of the week where at least two are conducted in a month. During these meetings Trainers and other employees always share their grievances and solutions were developed immediately to ensure smooth progress of work processes. The administration also shared its expectations and evaluation of the progress of activities running in TEXFAD, hence ensuring quality work efficiency among employees and trainers. This was very successful because whenever these meetings took place discussions would not leave any stones unturned and whatever was in progress at the institute was discussed and evaluated during the meeting sessions which motivates employees and trainers because their voices are heard and issues worked on.

Appreciation of trainers' efforts and evaluation was done where a trainee who had accomplished her period of training in July, was appreciated with a certificate of merit showing her fields of training.

5.3.3 Customer awareness Strategy

Meanwhile TEXTFAD had a face book page where it advertises its business activities and services for online customers. A stakeholder noted that the Facebook page was working well for the company though it needed a substitute of a business album that a marketer could move with which has really been a success in marketing TEXTFAD. Inadequate strategies of creating customer awareness was solved by creating profile albums for business works and always given to clients who come at TEXTFAD for them to know what is done and place orders. Trainers were able to check their progress in the works they do and have known where to make changes to increase quality standards from their pas works. However, one of the suggestions had not been worked on due to limited funds to have it set (opening a website for TEXTFAD).

5.3.4 Re-training strategy

Furthermore, the issue of limited skills and knowledge among trainers in Weaving processes such as warping were also worked on by retraining of trainers in warping, threading, beaming and Weaving of fabrics. To build skills and knowledge among trainers and further reducing costs spent on extra payments to experts to work just one machine.

In summary, by implementing all the above strategies, trainer's work efficiency improved and it is even better because everyone at TEXTFAD realized that the use of future workshops in businesses could help come up with conclusions and solve problems to ensure success.

5:4 Recommendation

Based on the discussion and conclusion the researcher put down recommendations suggested by different participants. Recommendations are presented basing on the themes used in the previous chapters. Motivational strategy, customer awareness strategy and re-training strategy.

During the situation analysis it was revealed that trainers were of less value yet they are the main producers of the products at TEXFAD and trainers of trainees in different fields of skills acquisition. This had affected the quality of products produced. In evaluation of the implementation process it showed that what affects the trainers in turn it affects the quality of the product output. The following were suggested;

Retraining of trainers and trainees with new technology skills so that they are well equipped with the knowledge required to give to trainees and development of products.

Universities should involve the world of work in their training programmes so that students move out to see the reality of what is taught and also associate with new machines and equipment in workshops to be able to build an all-round graduate with skills for sustainable development.

Institutions should ensure that vocational fields have well equipped workshops with updated machines to enable proper training of students with the mind, hands and body to grasp the skills.

TEXFAD should ensure that all strategies put in place to improve work efficiency are maintained and active not to stop with this research.

TEXFAD should ensure good record of works produced by each trainer and trainee for profiling, quality assessment and product evaluation.

Companies should employ the future workshop tool in identifying experiences and challenges employees are faced with to find workable solutions together for ownership purposes since everyone plays a role to have a change in place.

There is need for the Universities to sensitize people in different companies about the importance of action research in solving system challenges.

All employees should abide by the system developed by the management of company such as attending meetings and signing in.

TEXFAD should find means of meeting trainers and trainees demands in time in order to motivate them while at work.

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Appendix –A: Introductory letter directed to the work place for Action research



28th September, 2016

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RE: INTRODUCTION OF NAKANWANGI JOWERIA

This comes to introduce to you **NAKANWAGI Joweria** a student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University. This student bears registration NO.15/U/14586/MVP/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

Appendix- B: Attendance lists for the future workshop

Below is the list of stake holders who participated in the future workshop held on 12/12/2016

No.	NAME	TITLE	CONTACT
1	WAKHASA GILBERT	INCUBATEE	0777854679
2	MAWEJJE MUHAMMED	INCUBATEE	0701395729
3	MORUSA HILLARY	INCUBATEE	0784427423
4	JOY WAMBOI	TRAINEE	0706431278
5	NADDAMBA DIANAH DANGION	INCUBATEE	Not indicated
6	KEMIGISHA GLORIOUS	ASS. ADMIN	Not indicated
7	SCOVIA MUKUNDANE	INCUBATEE	0776712961
8	NIGHT FLORENCE	INCUBATEE	Not indicated
9	OPOLOT JOSEPH	FIBRE EXTRACTOR	0754133067
10	NUWAGABA JOAN	MVP STUDENT	0775579445
11	KEKIMURI JOAN	MENTOR	0772480900
12	AURELIA ATUKWASE	MENTOR	0757794904
13	KIVUMBI LYDIA	MVP STUDENT	0704135946
14	WYCLIFF EDDWIN TUSIIME	MENTOR	0703064621
15	NAKANWAGI JOWERIA	RESEARCHER	0787423419
16	KIMANI	DIRECTOR	0704800456
17	WINNIE	ADMIN	0701797227

Appendix-C: Findings for the future workshop

Table showing activities carried out in each phase during the future workshop

Phase	Activities done	Materials and tools used
preparation stage	• Preparation of the tools and equipment used • Making a budget • Identifying space for the meeting and furniture • Guiding the Participants through the rules of the workshop	• board paper, • Masking tape • dairy, • markers, • log book, • a camera pen:
critical phase	Challenges agreed on by • work equipment and materials • time management • work efficiency, administrative issues • marketing of company products	• Brainstorming
utopian phase /fantasy	• Seriousness and hard work , • Automated processes , • Customer awareness through flyers, • Profiling the works and advertising on TVs • Tap into supermarkets like game, capital shoppers • Segmentation of the production processes ,	Brainstorming

- Avoid I don't care attitude
 - In-service trainings for capacity building ,
 - Constant internet for research purposes,
 - Excursions to business Centre's to widen our ideas
 - Improvising of materials ,
 - Bring in more role models and mentors for guidance,
 - Division of labor ,
 - Providing guidance &counselling for the trainers ,
 - Hire more training personnel /experts,
 - Collaboration with other institutions government programmes , DIT and skilling Uganda and TVET ,
 - Employ the carrot and stick model (suspension),
 - Use situated learning model ,
 - Always Communication to each other
 - Reward good performers ,
 - Create an association by the trainers SACCO,
 - Conduct periodical meeting for evaluation
- reality phase
- Conducting Periodical meeting
 - Business profiling

- Employing the carrot and stick model (suspension),
- Use situated learning model,
- Always Communication to each other,
- Reward good performers
- Segmentation of the production processes
- Avoid I don't care attitude
- Carry out In-service trainings for capacity building

Follow up phase	To be continued	
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Appendix D: PAIRWISE RANKING

	1	2	3	4	5	Tally	Ranking	Comment
1						2		
2	1					0		
3	3	3				4	1	Issue to be addressed
4	4	4	3			2		
5	1	5	3	5		2		

- 1- Work equipment & materials
- 2-Time management
- 3- Work efficiency
- 4-Administrative issues
- 5-Marketing of company products



**The researcher conducting the workshop helped by the fellow course mate and
TEXFAD and members participating in the workshop.**

Appendix –G: Used budget for implementation during the study

Item	Amount	Total
Training costs and materials like threads	300000,300000,85000	685000
Future workshops items manilas, markers ,masking tape ,welfare and others materials	50000,200000 Respectively	250000
Profiling materials such as files ,printing of photos of finished products	75000	75000
Motivation awards like certificates	100000	100000
Transport costs	15000for 3day a week for 3 month	540000
		1650000

Appendix H: Research questions

1. What were the existing strategies used and challenges encountered in ensuring quality work efficiency in product development in weaving at TEXTFAD?
2. What strategies were implemented to ensure quality work efficiency in product development in weaving at TEXTFAD?
3. Which measures were taken to implement the new strategies in ensuring quality work efficiency in product development in weaving at TEXTFAD?
4. How successful were the strategies implemented and way forward?

Attendance 12/12/2016

FUTURE WOKKS

① Nwagaba Joan

② - Kexmiri Jean

③ - Amelia Atukwase

④ - Kivumbi Lydia

⑤ - Wycliff Edwin Turime

Mube HP

Saban

Atukwase

Lydia

Turime

APPENDIX - M

Attendance

8/05/2017

Name

- | | | |
|---|------------------|--------------------------|
| ① | Scovia Mukundane | 0716712961 |
| ② | Kemuyuna GIZIWO | 0705687299 |
| ③ | JOY KAMBUI CHEGE | 0706431278 |
| ④ | NAKANWAGI JOHERA | 0704353719
0757423419 |

APPENDIX N

ATTENDANCE

12/12/2016

1. WAKHASA GILBERT INCUBATEE
2. MAWEJE MUHAMMED INCUBATEE
3. MORUSA WILLIAM TRAINER
4. JOY WAMBOI TRAINEE
5. Naddamba Daniel Sangion Incubatee
6. KIMIGITA GLORIOUS ASS ADMIN
7. SCORIA MUKUNDANE incubatee
8. NIGHT FLORENCE incubatee
9. OPLOT JOSEPH ~~WAMBOI~~ 3 fibre production.