

**IMPROVISATION OF INSTRUCTIONAL MATERIALS TO IMPROVE HOME-
ECONOMICS PEDAGOGY AT NAKASEKE CORE PRIMARY TEACHER'S
COLLEGE**

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PEDAGOGY OF KYAMBOGO UNIVERSITY.**

AUGUST, 2019

DECLARATION

I, Musiimenta Donna Katambi, hereby declare that the content of this Thesis is my original piece of work and has never been presented for any award for a degree in any institution of higher learning. Any other extra information used in this report by other scholars has been acknowledged.

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APPROVAL

This is to acknowledge that this research project entitled “**Improvisation of Instructional Materials for Improved Home-Economics Pedagogy at Nakaseke Core Primary Teacher’s College**” is an original work for Musiimenta Donna Katambi (16/U/GMVP/14021/PE). It has been under our supervision and is now ready for submission with our approval.

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DEDICATION

To my husband Brandon and children; Natalie and Ethan, the most beautiful of all life's gifts!!

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Despite the contributions of all the above mentioned personalities I remain entirely responsible for all the views and outcomes in this dissertation.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ACRONYMS/ABBREVIATIONS	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.0 Overview	1
1.1 A brief on vocational training and vocational pedagogy as a field	1
1.2 Background of the study	3
1.2.1 Personal background and experience	3
1.2.2 Background to the teaching and learning of home economics in PTCs.	4
1.3 Statement of motivation	6
1.4 Situation analysis	6
1.5 Statement of the problem	12
1.6 Purpose of the study	12
1.7 Objectives of the study	13
1.8 Research questions	13
1.9 Justification of the study	13
1.10 Significance of the study	14
1.11 Scope of the study	14
1.11.1 Content scope	14
1.11.2 Geographical scope	15
1.11.3 Time frame	15
1.12 Limitation of the study	15

1.13	Definition of operational terms	15
CHAPTER TWO: LITERATURE REVIEW		17
2.0	Overview	17
2.1	Experiential learning theory and improvisation of instructional materials in Home-economics.....	17
2.1.1	Concrete experience.....	19
2.1.2	Reflective observation	19
2.1.3	Abstract conceptualization.....	20
2.1.4	Active experimentation.....	21
2.2	Implementation of strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke CPTC.....	21
2.2.1	Making instructional material affordable.	23
2.2.2	Improving the process of accessing instructional material from administration.	24
2.2.3	Improving the use of instruction material.....	24
CHAPTER THREE: METHODOLOGY		28
3.0	Overview	28
3.1.1	Type of Research	28
3.1.2	Research Design.	29
3.2	Action Research tools	31
3.2.1	Future workshop tool.....	31
3.3	Study population	36
3.3.1	Composition of stakeholders	36
3.4	Sampling technique.....	38
3.5	Methods of data collection.....	38
3.5.1	Interviews.	38
3.5.2	Participant observation.	39
3.5.3	Document Analysis.....	39
3.6	Instruments of data collection.....	40
3.6.1	Interview guides.....	40
3.6.2	Personal field notes.....	40
3.6.3	Recording devices.....	41

3.7	Procedure of data collection.....	41
3.8	Data analysis	41
3.9	Validity and Reliability of Data	42
3.10	Ethical consideration.....	43
CHAPTER FOUR: ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS		
	44
4.0	Overview	44
4.1	Explore strategies for improvisation of instructional materials to improve Home- economics pedagogy at Nakaseke CPTC.....	44
4.1.1	Teacher-centred approaches in the use of instructional materials.	45
4.1.2	Inadequacy of instructional material.	47
4.1.3	Instructional material use being exam oriented.	49
4.2	Implementation of strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke CPTC.....	51
4.2.1	Making instructional materials more affordable.....	51
4.2.2	Improving the process of accessing instructional materials from the administration of Nakaseke CPTC.	55
4.2.3	Improving the use of instructional materials	57
CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS		62
5.0	Overview.....	62
5.1	Discussion	62
5.1.1	Improvisation of instructional materials to improve Home-economics pedagogy at Nakaseke CPTC	62
5.1.2	Making instructional materials more affordable.....	64
5.2.2	Improving the process of accessing instructional materials from the administration of Nakaseke CPTC.	66
5.3	Conclusion	67
5.4	Recommendations.....	68
REFERENCES		69
APPENDICES		79

LIST OF TABLES

Table 3.1. Challenges in the teaching learning processes of home-economics.....	32
Table 3.2. Ideas generated to improving the teaching learning of Home economics.....	33
Table 3.3. Pair-wise matrix.....	34
Table 3.4. Proposed intervention strategies	35
Table 3.5. Demographic details of Stakeholders at Nakaseke CPTC.....	37

LIST OF FIGURES

Figure 1: Future Workshop Session	11
Figure 2: Experiential Learning Theory	18
Figure 3: Participatory Action Research Cycle	30
Figure 4: Use of Old pieces of clothes.....	52
Figure 5: Improvising with waste material	53
Figure 6: Student contribution list	54
Figure 7: Requisition form.....	56
Figure 8: Group learning to execute a task on creating a door mat.....	58
Figure 9: Learning contract for Home-economics.....	59
Figure 10: Dustbin made out of plastic bottles.....	60
Figure 11: Decorative bottles and a walling hanging made out of toilet paper rolls.....	61

LIST OF ACRONYMS/ABBREVIATIONS

IPS:	Integrated Production Skills
PTC:	Primary Teachers' College
CPTC:	Core Primary Teachers' College
NORHED:	Norwegian Programme for Capacity Development in Higher Education and Research for Development
PTE:	Primary Teachers' Education
FW:	Future Workshop
IM:	Instructional Materials
HE:	Home-Economics
MOES:	Ministry of Education, Sports, Science and Technology
SP:	School practice
NCDC:	National Curriculum Development Centre

LIST OF APPENDICES

Appendix I. Introductory letter	79
Appendix II. Respondent's interview guide for students and tutors.....	80

ABSTRACT

The study focused on Home-Economics as a component in Integrated Production Skills (IPS) and it was carried out at Nakaseke Core Primary Teachers' College. Improvisation of instructional materials was adopted and utilised as an intervention strategy to contribute to the improvement of Home-Economics pedagogy at Nakaseke CPTC. A participatory action research design was used which employed qualitative research as a research approach and it was guided by three objectives: to identify, implement and evaluate strategies for improvisation of instructional materials to improve Home-economics pedagogy at Nakaseke CPTC. The study had a sample population of 32 respondents, comprising of (2) Administrators, (2) Tutors, and (28) IPS students. David Kolb's (1984) Experiential Learning Theory, was the underpinning theory that informed this study. The findings revealed that effective use of instructional materials is required to enhance hands-on experiences in Home-economics pedagogy and it was recommended that: challenging environments that serve as motivation for competency and skills improvement be utilised to improvise instructional materials, Nakaseke CPTC like all other colleges in Uganda should carry out exit studies to check on the students of home-economics in the world of work to see if they are utilising the acquired skills, the college should organize seminars and workshops to raise awareness of apparent challenges that Home-economics encounters. This would be more relevant and effective in engaging various stake holder including administrators, tutors, student teachers, government, among others on ways to improve Home-economics in Primary Teacher Colleges.

CHAPTER ONE: INTRODUCTION

1.0 Overview

The study focused on improvisation of instructional materials as a strategy to improve the pedagogy of home-economics at Nakaseke Core Primary Teacher's College. To provide a foundation for the study, this chapter therefore presents; a brief on Vocational training and vocational pedagogy as a field, background of the study, statement of motivation, situation analysis, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study and definition of key terms.

1.1 A brief on vocational training and vocational pedagogy as a field

Globally, a number of countries have been undergoing rapid transformation in areas of technological innovations and intensified competition in the world of work for the last two decades (Mouzakitis, 2010). These transformations continuously create new demands for more adaptable, multi-skilled and creative labour. To meet these demands, vocational training becomes necessary to prepare student teachers for work opportunities. However, Lucas, Spencer & Claxton (2012, p. 40), argue that for vocational training to be relevant to the real needs of students, important aspects of vocational pedagogy need to be updated within the content and approaches. Vocational pedagogy is a field of knowledge that focuses on students' learning and is oriented towards their trades, occupations and professions. Mjelde (2008, p.2) argues that vocational pedagogy creates an interplay between teaching and learning in schools as well as training at work. Mjelde, (1995, p. 125) further reveals that it focuses on learning by doing, in relation to trades, occupations and professions as well as stresses a dynamic relationship between the work of hand, the mind and the body that plays host to these activities. This means that

vocational pedagogy covers activities of teaching, learning and developmental work directed towards professional and technical disciplines conducted in learning institutions.

Within the context of this study, vocational pedagogy enables teachers to improvise instructional materials during the teaching and learning process. Particularly related to Home-economics, teachers use alternative resources during the instruction of students with an aim making content more meaningful. Olibie (2013) points out that improvisation is associated with the use of local resources, where and when professionally or commercially produced materials are not available teacher devices a substitute. On the other hand, in developing countries teachers use improvised instructional materials to equip students with skills. To achieve this, local resources for the teaching and learning of vocational subjects (Home-economics inclusive) need to be available and utilized carefully in learning institutions (Okori & Jerry, 2017). Home-economics being a discipline that immensely emphasizes practical work, teachers tend to use improvised instructional materials during practical sessions to provide the necessary skills as well as equip student teachers to develop into real teachers (Igbemi, 2005).

However, within the Ugandan situation teachers in most learning institutions (PTC's inclusive) lack the necessary instructional materials to teach effectively and when available, the teachers hardly make proper use of them (Ministry of Education and Sports, 2015; Uganda National Examination Board, 2015). Availability of instructional materials in a learning institution significantly determines the teaching methods used by teachers (Musaazi, 1982). Thus in situations where instructional materials such as textbooks, laboratory and display materials are lacking, teacher- centered methods of delivery tend to dominate (UNESCO, n.d). Consequently, the significance of instructional materials in any learning and teaching environment cannot be underestimated. This is because for effective learning to occur, the home economics teachers

have to make proper use of the instructional materials and appropriately guide student teachers to improve the teaching and learning processes in Home-economics.

1.2 Background of the study

The background of the study is organised in two sub-sections; personal background and experience and background to teaching and learning of home economics in PTCs.

1.2.1 Personal background and experience

I am a graduate teacher with a Bachelor of Education degree in Home-Economics and a Diploma in Education Secondary with Home-Economics from Kyambogo University. Before enrolling for the Master's degree in Vocational Pedagogy (MVP) at Kyambogo University under the NORHED programme, I was actively involved in the teaching of Home-Economics at secondary and tertiary level. I have taught for nine years in different institutions. The institutions include; Green Fields High School in Iganga district, Pader Girls Academy and Kabale- Bukinda Core PTC in Uganda and currently I tutor home-economics at Nakaseke Core PTC.

The experience acquired as a secondary school teacher, tutor and student of Masters in Vocational Pedagogy (MVP) programme, has enabled me to critically reflect on the relevance of instructional materials to ensure quality teaching and learning in Home-economics discipline. However, all through my practicing years as a tutor, I observed that Integrated Production Skills being a relatively new field of study in the Primary Teacher Education curriculum, getting appropriate and relevant instructional materials to meet students' needs for future employment was a challenge. This makes it a strong case to establish improvisation of instructional materials to improve home-economics pedagogy at Nakaseke Core Primary Teachers' College.

1.2.2 Background to the teaching and learning of home economics in PTCs.

Primary Teachers Colleges (PTCs) in Uganda provide residential training leading to the attainment of a Primary Teaching Certificate [Grade III], which is the minimum required qualification for teaching in primary schools of Uganda. PTCs use a standard curriculum, prepared by Kyambogo University which has the mandate for Primary Teacher Education (Kagoda & Ezati 2013). The Primary Teacher Education (PTE) curriculum includes Integrated Production Skill (IPS) that is a relatively new field of study which was first designed in 1997 with an attempt to implement the Ministry of Education Reform Programme Project (PERP) No.617-0313.

IPS comprises of four vocational subjects namely; Home-Economics, Art and Technology, Technical Education and Entrepreneurship Education, which subjects are carefully and specifically designed so that student-teachers achieve broader skills and clear value base addition. Emphasis was put on home-economics discipline a component in IPS for this action research study at Nakaseke Core Primary Teachers College. Home-economics enriches student teachers practically through hands-on training providing real-life connections to other subjects thus enriching IPS in the PTE curriculum. According to Hira (2013), home-economics curriculum has changed since its early days of teaching housekeeping skills, however, the core philosophy continues to promote the health and wellness of individuals, families, and communities.

Teaching home economics requires use of instructional materials to help learners relate theory and practice thus making learning meaningful. Instructional materials are widely accepted as educational inputs of vital importance in the successful implementation of any curriculum. Instructional material use in Primary Teacher Education Curriculum, improves the quality of

Education of the primary teachers by making content of the instructions more practical. This is in reference to Ogbaji (2017), who refers to the ideas of (Esu & Inyang-Abia, 2004) on instructional material resources highlighting that IMs may be both human and non-human provided they facilitate the acquisition and evaluation of knowledge, skills, attitude morals and values.

Ojijo (2014), reviewed the government of Uganda's Education Policy on Vocationalisation of Education and recommends transforming the education system from producing job seekers to job creators through intensified teaching of practical skills in all schools and colleges. This clearly manifests in home-economics pedagogy as it implements skills for production, change in attitudes and builds positive values. There is no better way to achieve this than to emphasise vocational training at primary level, where formal education is at its first stage. This is supported by Okou (2002), who notes that in the primary school curriculum, home-economics was included to introduce the pupils to vocational skills at an early age. However, actual use of instructional materials in teaching and learning of home economics is faced with challenges of; insufficient finances to purchase the instruction materials, space, labour, student-teacher ratio and time allocation on the timetable (Ifeoma, 2013).

This action research study aimed at developing improvisational strategies like utilising the environment as a measure of acquiring instructional materials to improve home-economics pedagogy at Nakaseke PTC. To achieve this, required reflections, contributions and active participation of student teachers, home-economics tutors and administrators as key participants in this research study.

1.3 Statement of motivation

TISSA (2013, p. 56) highlights the PTE Certificate program to have recently been reviewed in order to bridge the gaps that were identified in a baseline study carried out by both Kyambogo University and the Ministry of Education and Sports in 2006/07 on PTE curriculum implementation. According to MoES (2012), one of the main gaps include; curriculum mainly focusing on what to teach (content), rather than how to teach (pedagogy and class practice). However, Uganda's current economic situation requires teachers with skills, knowledge and competences that meet the needs of the world of work. This coupled with Uganda's Education Reforms on vocationalising education (MoES, 2001), the demand for a workforce that is practical and problem solving oriented, intensified. The researcher's experience as a home-economics tutor at Nakaseke CPTC uncovered the challenges in the inclusive utilisation of instructional materials for teaching and learning of home-economics to aid production of competent and well versed primary teachers. The Master's in Vocational Pedagogy programme presented the researcher an opportunity to improve skills, knowledge and competences for teaching and learning of home-economics through its emphasis on hands-on training and participatory action based research. This experience greatly motivated the researcher to be part of the contributors of competent teachers, thus the need for improvising instructional materials to improve home-economics pedagogy at Nakaseke Core Primary Teacher's College.

1.4 Situation analysis

The researcher's association with Nakaseke Core Primary Teacher's College as a home-economics tutor provided a basis to conduct this study. The state of affairs at Nakaseke CPTC was analysed to identify the challenges in the teaching-learning processes of home-economics in IPS. Focus group discussions and interviews were the most used methods by the researcher and

the various participants that is: student-teachers, tutors and administrator(s) to generate information during the situation analysis. Challenges concerning the teaching and learning process of home-economics were highlighted to include; insufficient funds to buy adequate instructional materials, tools and equipment for practical learning, unsatisfactory time allocation for home-economics, college having no appropriate tools for practical learning, doing practicals for examination purposes, inadequate equipment, tools and materials, no work rooms and limited supervision during the production processes.

Participants highlighted inadequate equipment, tools and materials as one of the major challenges affecting the teaching learning of home-economics. Through brainstorming participants pointed out that due to inadequate equipment and tools, there is a tendency to share and work in large groups. This brings about limited practical and physical interactions with tools and equipment, which results into student-teachers not getting relevant skills, for example skills in operating equipment and use of tools. They further revealed that the inadequacy of materials does not allow repeated learning in case a concept has not been understood and therefore a gap since the learning objective of a unit may not be achieved. The inadequacy of materials negatively impacts on student-teachers especially at year one, where the ratio of learners to materials, is inappropriate. The situation only improves at year two, where the number of student-teachers tremendously decrease after a number of them dropping the subject. They further pointed out that in as much as they would have loved to continue with the subject, such challenges, like inadequacy of materials, influence their decision to drop the subject.

Administrators on the other hand, mentioned that the college has no sufficient funds to buy adequate materials to support the teaching and learning process of home-economics in IPS. They shared that the allocated funds by the Ministry of Education and Sports toward all practical

learning in the PTE curriculum as per each academic year are minute. This makes it challenging for the college to provide the necessary materials for the teaching-learning processes. Moreover, the little money provided, takes too long to be received by the college. In addition, one administrator revealed that they have suggested cost sharing with the student-teachers when it comes to material provision however, the Board of Governors (BOG) did not authorise the action. They argued that the BOG believes that student-teachers are from poor families with financial constraints and to them an additional fee to the already big amount they pay in terms of tuition would cause the student-teachers to drop out of school or better still get them to involve in dubious activities. Consequently, the mentioned challenges in the acquisition of IMs its

Integrated Production Skills is an ambiguous discipline with four different areas that are: Art and Technology, Entrepreneurship, Home-economics and Technical Education. The student-teachers feel that a lot of content as per the syllabus, is left out during the teaching learning processes. Whereas time allocated on the time table for each component of IPS, is distributed equally where HE is allocated a single period per week, this time is not sufficient to cover the subject content. Participants felt that the two hours allocated for IPS to include all the four learning areas were not adequate, as the tutors come to class and leave handouts behind for them to copy notes. On the other hand, the tutors agreed that the time allocated for home-economics on the school timetable still baffles how well they can best instruct. In addition, they revealed that it is hard to get time outside the timetable as there are many co-curricular activities taking place in the college therefore when student-teachers have a low self-drive they tend to rely on the tutor for all their learning in Home Economics.

The student-teachers revealed that practicals in home-economics were done for examination purposes, a common practice that builds tension in them often causing their poor

performance in home-economics, which affects the IPS results. This affects the student-teachers not to be conversant with the home-economics practicals, they are under pressure to grasp proceeding steps and apply them during practical examinations for assessment in a short while. On the other hand, the tutors revealed that some circumstances were beyond them and they could not improvise. For example, the number of students in relation to the instructional materials available, is not balanced. This is evident in one of the topics; *methods of food preparation and cooking*, in home-economics, which is studied in year one with about 200 students. The learning session requires raw materials of fresh food to conduct a practical lesson but because they are not there, the lesson is conducted theoretically and practical learning is carried forward to year two. Therefore, the student-teachers who do not offer the subject in year two, miss out.

In relation to the above, home economics is not provided with a workroom which greatly contributes to the problems in its teaching learning processes. Participants pointed out that where there is no workroom, there is no storage of their materials, tools and equipment. This discourages them from contributing towards their learning. They further noted that the unavailability of workrooms greatly affects them as they are not permanently placed and sometimes natural disasters like rain, scorching sunshine and wind, affect their learning hence rendering the learning environment uncondusive.

Student-teachers and subject tutors jointly agreed that a number of challenges are faced in the teaching-learning processes of home-economics. Therefore, in an effort to narrow down to a specific researchable area, the information collected through use of interviews and focus group discussion during situation analysis was subjected to a future workshop. This was done in quest to: ascertain the gap, envision the challenges and suggest possible intervention strategies. Throughout the future workshop discussion, recording devices like: video-recorder, voice-

recorder and digital camera were used to bridge the gaps between the information gathered in the process of data collection and what actually occurred at a particular time.

In this study, future workshop as a tool was used in the formation of common opinions on the desired future and the most important actions needed to achieve that future. The future workshop as an action research tool is made up of five phases namely; preparation, critical, fantasy, reality and implementation (Jungk & Müllert,1987).

In the preparation phase, a conducive environment was prepared for the future workshop to take place. The venue, materials and tools to be used by the participants were put in place. Preparations were made prior to the start of the future workshop to save time and have an organised flow of discussion. This phase also included informing participants on what they were expected to do, the rules of the discussion and area of concern to be discussed. The preparation phase further provided information to workshop participants on what future workshop is, how it would be conducted, time allocated for various phases, facilitator's role and participants' role.



Figure 1: Future Workshop Session

Source: Field data from Nakaseke CPTC, 28th February 2018

The rules that were stipulated for participants to follow during the future workshop included; referring to one's own experience, informing and not being missionary, listening to others, not judging too early, not using long detailed stories, making proposals other than advising and avoiding being general but rather critical. The purpose of these rules was to lay a foundation for knowledge generation through brain storming, but also to keep the discussion within the scope of the concepts under study.

Various critical points were generated by tutors, students and administrators in the critical phase which were later categorised into three themes namely; attitude, teaching-learning methods and Instructional materials. The three categorised themes were then subjected to pairwise matrix

voting, where the participants voluntarily participated in the voting session and majority decided that instructional materials in the teaching-learning processes of home-economics was the most pressing challenge in Nakaseke CPTC.

1.5 Statement of the problem

Instructional materials improve pedagogical processes through hands-on learning and practice thus making the content relevant and easier for students to understand. This is supported by the OECD (2009) report, which asserts that instructional materials when properly used; they capture the human mind, the teacher becomes more organized in selecting the instructional material for presenting content, so as to stimulate learners and enhance better understanding of the concepts.

Despite the major contribution of home-economics tutors to student teachers' learning at Nakaseke CPTC, instructional materials that meet their needs are still a challenge. The teachers have limited and inadequate instructional materials to effectively teach the student teachers' due to difficulty in acquiring them. This makes it imperative to explore improvisation as an intervention strategy towards making instructional materials more available and accessible in teaching and learning of Home-economics pedagogy.

1.6 Purpose of the study

The purpose of the study was to contribute to the improvement of home-economics pedagogy through improvisation of instructional materials at Nakaseke CPTC.

1.7 Objectives of the study

The objectives of this study were;

- i. To identify strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke Core Primary Teachers' College.
- ii. To implement strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke Core Primary Teachers' College.
- iii. To evaluate strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke Core Primary Teachers' College.

1.8 Research questions

The research questions to this study were;

- i. What strategies can be improvised for provision of instructional materials to improve home economics pedagogy at Nakaseke CPTC?
- ii. How do we implement the improvised strategies for provision of instructional materials to improve home economics pedagogy at Nakaseke CPTC?
- iii. How has the implementation of improvised strategies for provision of instructional materials improved home economics pedagogy at Nakaseke CPTC?

1.9 Justification of the study

Improving pedagogy of home-economics through improvisation of instructional material at Nakaseke CPTC required collective efforts from the administrators, subject tutors and the student-teachers. This study, explored improvisation as a strategy of obtaining instructional materials for improving home economics pedagogy at Nakaseke CPTC.

1.10 Significance of the study

The study improved pedagogy of home-economics through improvisation as an intervention strategy of obtaining, accessing and using instructional materials, by use of interactive and democratic discussions between participants. This greatly contributed to the: growth of the researchers' teaching skills, shift in mind-set of students and administrators, use of alternative materials and resources, pertinent knowledge about Home-economics and practical skills necessary for a productive role in the economy of Uganda. Furthermore, the research findings will enable educators to discover explanations for their own questions concerning the best way to improve the pedagogy of home-economics through improvisation of instructional materials.

1.11 Scope of the study

The scope of this study looked at the geographical or location, the time frame and content scopes of the study.

1.11.1 Content scope.

The content scope of this study was based on the research objectives to this study; under the first objective, the researcher together with the participants identified strategies that aimed at: making instructional materials more affordable through use of materials within the environment and cost sharing between students and administrators toward availing materials for instruction, improving the process of accessing instructional materials from administration and improve the use of IMs. Under the second objective, the researcher and the stakeholders implemented strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke CPTC. The third objective evaluated strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke CPTC. The evaluation aimed at

determining the effectiveness of the strategies based on the improvisation progress. This further employed measures to evaluate qualitative data determining the reliability and validity of data, as supported by (Guba & Lincoln, 1989).

1.11.2 Geographical scope.

The study was conducted at Nakaseke Core PTC which is found in Nakaseke district that is about 64km from Kampala district.

1.11.3 Time frame.

The study was conducted between February 2018 to August 2018. During this period the implementation of the action points and evaluation of the work processes was done.

1.12 Limitation of the study

The participatory action research design, which was used required the presence, participation and reflection of the participants in all processes of the study. However, the school program as per the calendar at Nakaseke CPTC, greatly contributed to selective memory that caused remembering or not remembering experiences or events that occurred at some point during the study. On the other hand, the constraints in financial resources hampered the implementation process since the funding was through cost sharing and its availability was therefore unpredictable.

1.13 Definition of operational terms

Instructional material: Ololube, Kpolovie & Makewa (2015) defines instructional materials as human and non-human materials and facilities that can be used to: ease, encourage, improve and promote teaching and learning activities.

Instructional materials are also referred to as materials designed to enrich the teaching and learning processes that contribute to better learning (Awolaju, 2016)

Pedagogy: Refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community)

Home-economics: Is defined as a field of study that provides necessary knowledge for guiding and assisting human beings towards a more self-rewarding and fulfilled life compatible with their society within the contest of family life.

Integrated Production skills: Is the creative use of materials, tools, processes and condition in the environment to produce items and services that promote the welfare of the individual, the family and the community (MoES, 2011).

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

Improvisation of instructional materials, assists the teacher economically and allows students' interaction using their intellectual ability during learning and teaching processes. In this chapter, I explain Experiential Learning Theory and illustrate epistemic perspective of this study. All learning starts with experiencing, experiential learning therefore demands a combination of action and reflection (Bjerknes E. , 2002, p. 8). Consequently, I present the concepts within experiential learning theory in line with how improvisation of instructional materials contributes to the improvement of home-economics pedagogy.

2.1 Experiential learning theory and improvisation of instructional materials in Home-economics

Improvisation of instructional materials aims at fostering; critical thinking, self-awareness and hands-on learning and practice, making content relevant and easier for students to understand. However, improvisation is a rigorous procedure during Home-economics teaching and learning processes. Consequently, this study considered David Kolb's (1984) Experiential learning theory to enable student teachers perform and reflect on their learning activities, capitalizing on their experiences partially determined by past individual learning, reflections and experimentation for acquisition of knowledge.

This study considered use of experiential learning theory as a supportive theoretical framework where the student-teacher who goes through the phases of the theory creates new knowledge. The theory advocates for knowledge creation through the transformation of experiences (Rizk, 2011). Experiential learning can, in a simple way, be illustrated as learning in

circle including four main phases: concrete experience, reflective observation, abstract conceptualization and active experimentation. Please refer to Figure 2 below.

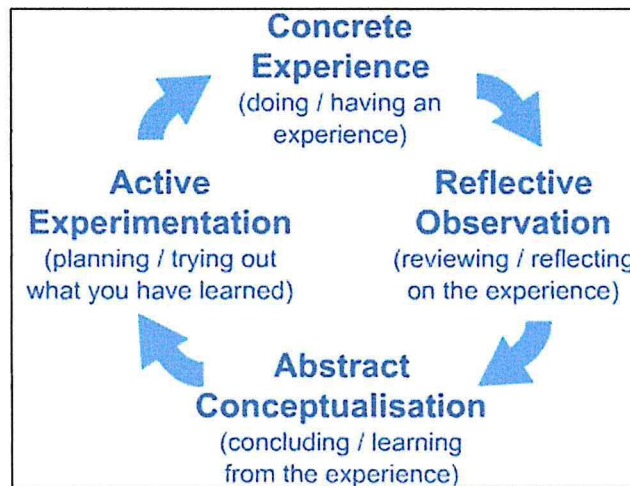


Figure 2: Experiential Learning Theory

Source: Adapted from Kolb (1984): Experiential learning style model

In Figure 2 above, Kolb (1984) presents a visual impression of experiential learning style model where learning is an integrated process, with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. Zhou & Brown, (2017); Rizk (2011), reveal that experiential learning theory focuses on experience, which serves as the main driving force in learning, as knowledge is constructed through the transformative reflection on one's experience. Georgsen, (2016) reveals that; reflective use of a theory offers great potential for pedagogical innovation. It provides critical understanding of the state of the learning institution, facilities, people, cultures and needs. Therefore, in this study experiential learning theory is explained below as applied to the context within improvisation of instructional materials in home-economics.

2.1.1 Concrete experience

Student teachers address learning objectives from personal involvement (affective domain) with human situations and learn by feeling rather than thinking, from specific experiences (Passarelli & Kolb, 2011). Ideally, student teachers at Nakaseke CPTC are involved fully and openly in the teaching and learning processes of Home-economics, they admire the uniqueness and complexity of reality, noting an absence of instructional material. Consequently, the student teachers employ an intuitive, improvisation approach to the situation with sensitivity to personal feelings and other people. Home-economics as a functional discipline, needs adequate supply of instructional materials and equipment for skill acquisition (Igbemi, 2005). Thus, all aspects of student teachers' training should as much as possible emphasize practical work.

However, improvisation of instructional materials during the teaching and learning processes of home-economics does not occur in a vacuum. Berger, Luckmann, and Zifonun, (2002) argue that we are deeply influenced by our life experience, students have competences they acquired through their past experiences. Their experiences are therefore relevant in improvisation of instructional materials in this study.

2.1.2 Reflective observation

Experiential learning theory relates to everyday life experiences in teaching and learning processes of Home-economics. According to Boud and Walker (1998), one of the key ideas and features of all aspects of learning from experience is that of reflection. The point of departure is that, knowledge exists in the action, not in a theory. Consequently, Bjerknes (2002), reveals that experiential learning relates to solving problems and performing a professional task, where the teacher thinks, creates and innovates while reflecting on the actions. Student teachers learn

through; doing, discovering, reflecting and integrating actions. Of particular importance are inconsistencies between reflective observation and understanding improvisation of instructional materials.

Dewey 1933 in Boud and Walker (1998, p. 1) expressed an early view that “while we cannot learn or be taught to think, we do have to learn how to think well, especially acquire the general habit of reflecting”. Therefore, student teachers retrieve, recognize and share their past experiences and knowledge from past experiences where they have been exposed to in life. In this study, I focused on working with student teachers in acquiring knowledge and skills pertaining improvisation, through experimenting with natural and local materials in the environment to create instructional materials.

2.1.3 Abstract conceptualization

According to Alice and David (2005), students look at learning objectives from a quantitative analysis perspective, develop and act on intellectual understanding (cognitive domain) of the situation. Student teachers create concepts and theories from their observations, where consciousness of what is learned is developed and ask themselves, how can we use or practice what we have learned in a new situation? Therefore, when instructional materials are obtained student-teachers experiment with them to generate new knowledge which they use to formulate abstract concepts and generalisations to make home-economics content more meaningful relating it with day to day life challenges.

2.1.4 Active experimentation

Learning is a process of acquiring knowledge and skills through being taught or experience. Bjerknes (2002, p. 10), reveals that one of the aims of experiential learning, is to gain new insight based on an integration of practical experience and element of discovery. According to Kayes (2002, p. 138), learning as “the process whereby knowledge is created through the transformation of experience, learning is not a spectator sport”. Thus student teachers do not learn much just by sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives (Chickering & Gamson, 1987, p. 4). This can be achieved by incorporating the cognitive, emotional and physical aspects of learning through; setting goals, thinking, planning, experimenting, reflecting, observing, and reviewing the improvised instructional materials for teaching learning processes of home-economics.

2.2 Implementation of strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke CPTC.

One of the objectives to this study was to develop improvisational strategies in an effort to obtain affordable alternative instructional materials to improve Home-economics pedagogy at Nakaseke CPTC. Instructional material use ensures that the learners see, hear, feel, recognise and appreciate as they learn, utilising the five senses modalities at the same time. Learners generally remember twenty per cent (20%) of what they hear, thirty per cent (30%) of what they see, fifty per cent (50%) of what they see and hear, ninety per cent (90%) of what they see and do (Adu &

Adu, 2014). This means that instructional materials are critical inputs in the teaching-learning processes of home-economics, as they are used to; provide information, organize the scope and sequence information presented and offer opportunities to student-teachers to synthesize what they have learnt (DES, 2014). Adu (2014), defines improvisation as a technique of originating a totally new tool, equipment, material or modifying existing ones for serving a particular function.

Olibie (2013) emphasises improvisation to be associated with the use of local resources, where and when professionally or commercially produced materials are not available, teacher devices a substitute. Instructional materials should be incorporated during the teaching and learning processes of Home-economics, geared towards students' interests, abilities and readiness. This is supported by Hung and Khine (2006), who argue that human learning is naturally an active mental and social process. However, for a Home-economics teacher to be able to improvise, he/she must be innovative, resourceful and creative in both thinking and manipulative dexterity. This encourages student-teachers to interact with their environment and manipulate objects so as to determine proper interpretations of phenomena.

Improvisation of instructional material for Home-economics is about mimicking commercial instructional materials which the teacher and the entire class utilize for the purpose of making teaching/learning more effective, however, if the strategies for improvisation are not well thought out it affects the teaching learning processes. Therefore, the need to tap and build upon this gain of Experiential Learning Theory through the world of improvisation. The strategies as reflected in *table 4* promote improvisation of instructional materials through: making instructional material affordable, improving the process of accessing instructional material from the administration and improving the use of instruction material with an aim of improving home-economics pedagogy.

2.2.1 Making instructional material affordable.

Primary Teachers' Colleges are faced with inadequacy of instructional materials resulting in a strong need for the; design, development and utilization of low-cost, simple educational materials, using various locally available resources (Kagoda, 2013). Such an approach, in addition to being economical proves to be effective, but also has an advantage of relating Home-economics to real-life situations of the student-teachers. Use of found objects within the environment helps to address the gross shortage of instructional materials to improve the pedagogy of home-economics by; providing student-teachers a cognitive bridge between abstraction and reality of knowledge, developing in learners the necessary practical skills and to provide materials in abundant quantities thereby enabling learners to work independently.

UNICEF (2017), emphasises improvisation to be an essential component of the cognitive dimension, which promotes life skills in student teachers supporting their academic performance and uncovering their various talents. In the same way, the government of Uganda emphasises the need for instructional materials in Home-economics to support the curriculum and specified learning objectives (MoES, 2001). This however, is met with challenges especially limited financial resources to support instructional materials acquisition. This calls for tutors and student-teachers to be more creative and innovative, in order to identify resources within the environment, as alternative teaching and learning resources. Thus enabling student-teachers to discover new knowledge through their own creative interests and to develop self-efficacy with the instructional materials.

Instructional materials serve as teaching aids, however they are virtually impossible to purchase or make readily available for home-economics pedagogy, especially at Nakaseke CPTC. Cost sharing was suggested as an intervention strategy to be adopted to obtain

instructional materials in PTCs by involving communities and parents to contribute a substantial proportion of financial responsibility for schooling. According to Riley & Tkachick (n.d), cost sharing is an effort or expenses that are in excess of committed or budgeted amounts; this effort or expenses are NOT in the proposal project description, budget or budget justification.

2.2.2 Improving the process of accessing instructional material from administration.

The government of Uganda acknowledges the importance that must be attached to the quality of its teachers. The key role of leadership and service played by the government of Uganda is recognised in implementing education policies and programs (Vaillant, 2014). This is further reflected in the Education Sector Strategic Plan (ESSP) 2007-2015 which emphasises quality and relevance of education aimed at improving the efficiency and effectiveness of the education sector. However, the unavailability of instructional materials in the pedagogy of home-economics continues to greatly limit the exploration, creativity and innovativeness of the student-teachers. Therefore, a slow but steady increase in the use of student-centred learning within the traditional system is observed and is certain in making teaching learning process more practicable by making available new and more effective methods and media (Singh, 2005).

2.2.3 Improving the use of instruction material

Methods of Instructional material use “are the elements included in instruction for the purpose of supporting the achievement of the learning objective” (Reiser & Dempsey, 2007). The methods allow student teachers to draw upon cognitive processes of learning, this assists them in; paying attention to relevant materials, mentally organizing them into a coherent representation and mentally relating them to prior knowledge and experiences. Nonetheless, the methods of instruction cannot be efficient and effective, if materials for instruction are not prepared, planned for and approached as a systematic way of designing, carrying out and

employing processes of learning and communication, engaging human and non-human resources in a very systematic way that brings out more meaningful and effective instruction.

According to Emaliana (2017), instructional material use depends on the pedagogical approaches a tutor applies as he/she is the most dominant source of information. Irrespective of approach used, instructional material as resources stand out. Porter et al (2011), explains that instructional materials are designed to provide realistic imagery and substitute experiences in order to enrich curricular experiences of many kinds. Within the context of this study, to improve use of instructional materials, “group learning is active learning that has become an important focus in this time of pedagogical change”, Burke (2011).

Biasutti (2017), reveals that, learning consists using instructional materials in creative ways which necessitate a shift in how student-teachers are taught. Instructional material use is basic, according to how a tutor transfers knowledge to the students with preparation largely dependent on the; students’ age, previous experience, students’ diverse needs, subject-matter content, objective of the lesson, the available people, space and material resources, and physical set up of the classroom (Nisha, 2006).

UNICEF (2017), supports group learning to be a driving force of creativity, in regard to problem solving and more knowledge generation. Groups comprise of more than a single individual, hence a greater well of resources to tap from and more information is made available because of the variety of backgrounds and experiences. Instructional material use in the pedagogy of home-economics ought to be well designed to suit the content, conducted (mode of delivery), and evaluated (all processes involved) to achieve the desired feedback during the teaching and learning of home-economics.

Learning contracts motivate student-teachers to deliberately perform certain learning tasks under their control while seeking help from their peers. According to Goriunova (2010), learning contracts rest upon the motivation of the learner; they are learner-led and open horizons of knowledge (particularly self-knowledge) that cannot be seen in ‘normal’ settings. This is supported by Jones (2007), who emphasises that a student-centred classroom is a place where needs of students are considered and students are encouraged to participate in the learning process at all times. The teacher therefore becomes a member of the team, as a participant in the learning process and functions as a facilitator who; guides, manages and directs learning activities. In this way, learning contracts offer self-direction in teaching learning processes of home-economics and lead to academic success, rather than luck or chance, a link that has been shown as crucial to developing self-efficacy. Learning contracts further engage student-teachers in solving real-world problems. According to Rosenshine (2010), it is emphasised that, for the pedagogy of home-economics to be improved, the principles of instruction should carefully be applied using different delivery/teaching methods to create effective learning environments and promote learning.

Displaying student-teachers’ work sends several important messages: as tutors, we value what students do, this is their classroom as much as ours and in this classroom, students share their work, learning from each other. Furthermore, student-teachers look at their own work more frequently than they look at commercial materials. This is supported by Cedefop (2015), who asserts that, display has a positive impact on student motivation and re-engaging disaffected student. Home-economics as an influential area of study that empowers the wellbeing of individuals, families and communities through sustainable living. Additionally, preparing and equipping learners with knowledge to: appreciate, preserve, exploit the environment, enhance

CHAPTER THREE: METHODOLOGY

3.0 Overview

The methods section describes the rationale for the application of specific procedures used to identify, select, and analyse information applied to understanding the research problem, thereby, allowing the reader to critically evaluate the study's overall validity and reliability, (Kallet, 2004) as cited by (Labaree, 2009). This chapter highlights the type of research methods and the research design employed, the study population, sampling technique, methods of data collection, instruments of data collection, procedure of data collection and data analysis. It should be noted that this research was carried out in three phases namely; (1) the planning phase which occurred on 28th February, 2018, (2) the implementation phase which occurred from March to mid-July, 2018 and (3) the evaluation phase which occurred in mid-July to late August, 2018. The phases are all elaborated in this chapter.

3.1.1 Type of Research

A qualitative research was used as it is concerned with intensive study, description of events and interpretation of meanings as they are without manipulation of what caused the event or what is being observed. Within the context of this study, qualitative research enabled access to 'embedded' processes by focusing on the context of participant's everyday lives where such decisions are made and enacted, rather than simply looking at the content for consultations (Barbour, 2013). Therefore, the qualitative research type was adopted in the study since it allowed and acknowledged the subjective perception of the researcher and the participants. In addition, it enabled me to ascertain and analyse the views, facts, opinions of the participants and information about improving pedagogy through adequate use of instructional materials in home-economics. In the same vein, James et al (2007), reveals qualitative research to be particularly

appropriate for participatory action research studies since it is instrumental in understanding people's reactions, beliefs, and behaviour more clearly.

3.1.2 Research Design.

Marczyx, DeMatteo and Festinger (2005), define research design as the plan used to examine the question of interest. Furthermore, Kallet (2004), reveals research design to be a simple strategy controlling and manipulating variables that provide answers to the research question regarding the potential cause-and-effect relationship. Participatory Action Research (PAR) approach was used to answer the guiding principle question in the problem statement, generating knowledge and action that would directly be useful to the Nakaseke CPTC community. I preferred this approach so as to critically analyse the problem and describe how we can solve it with participants rather than document and store data. The free flow of answers and ideas based on participant's experience during the action research made the process interactive and eased understanding of data provided. I involved student teachers, administrators and tutors in the learning institution throughout the process of the research project to contribute to the improvement of the teaching and learning processes in Home-economics.

Reason and Bradbury (2001), explain that PAR shows participatory and democratic processes concerned with developing practical knowing in the pursuit of worthwhile human purposes. Similarly, MacDonald (2012), notes PAR to be a "systematic collection and analysis of data for the purpose of taking action and making change" by generating practical knowledge. This design was grounded on a participatory world view bringing together; action and reflection, theory and practice, in participation with others to pursue practical solutions to issues of pressing concern at Nakaseke CPTC. I was able to understand the meanings participants constructed during the action study; how participants made sense of their world and the experiences they

have in the world. It further empowered the participants to provide a deep processing of knowledge through its construction and use. In this regard, there was collaboration which involved the researcher working as a team with student-teachers, IPS tutors and administrators to generate constructive ideas towards the problem under study.

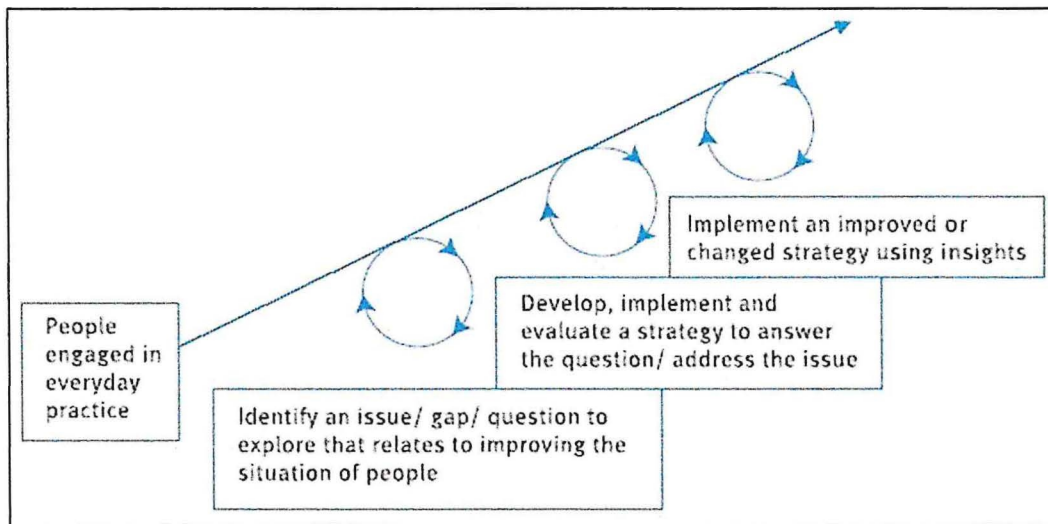


Figure 3: Participatory Action Research Cycle

Source: Crane & O'Regan (2010)

Participatory action research engages people in examining the social practices that link them with others in social interaction (Kemmis & McTaggart, 2000). Participatory action research in this study was democratic, to enable the participation of all the participants; equitable, as it acknowledged equity of participants' worth; liberating, in that it provided freedom from oppressive and debilitating conditions; and life-enhancing, which enabled the expression of participants' full human potential. According to Gaventa and Cornwall (2001)

collaboration is vital for those affected by the problem to always participate in the research process hence making PAR an appropriate research approach.

Participatory action research approach being action oriented was advantageous as its focus was not only on problem-solving but also on knowledge generation; which knowledge lead to improvement of instruction processes as a tutor and those involved in the research process. PAR strengthened the interaction, information gathering, and decision making. It was my observation that through PAR, knowledge was collaboratively constructed for the benefit of the society since it was the major concern.

3.2 Action Research tools

3.2.1 Future workshop tool.

Future workshop was used as a tool of proactive futures creation through meeting with a group of stakeholders (IPS student teachers, tutors and administrators) related to the specific problem. On the 28th of February, 2018 the researcher and stake holders of Nakaseke CPTC organised a workshop to find out the experiences of instructional material use in teaching-learning processes of home-economics. It was used in forming a common opinion on the desired future and the most important actions needed to achieve that future. The future workshop tool consists of five phases: preparation, critical, fantasy, reality and implementation.

Preparation phase; during this phase, a conducive environment from which the discussion would take place was prepared. This was done through preparation of the venue to be used by the researcher and the participants. Furthermore, materials and tools to be used were put in place. Preparations were made prior to the start of the future workshop to save time and to have an organised flow of discussion. This phase also included informing IPS student teachers, tutors and administrators on what they were expected to do, the rules of the discussion and area

of concern to be discussed. The preparation phase further provided information to workshop participants on what future workshop is, how it would be conducted, time allocated for various phases, facilitators role and participants role.

Critical Phase; in this phase, challenges in relation to the workshop theme teaching and learning processes of home-economics were highlighted by participants. A problem list based on the participants submissions was developed and displayed for everyone to see. The futures workshop discussion was democratic, concrete and objective throughout the whole process as IPS student teachers, tutors and administrators drew from their experiences about the subject matter under study. The following were the highlighted challenges.

Table 3.1. Challenges in the teaching learning processes of home-economics

Challenges in the teaching learning process of Home-economics as identified by the participants	
<ul style="list-style-type: none"> • Negative attitude from students • Fixed mind set about IPS that it is very expensive • Hardships in getting raw materials • Instructional material use is still exam oriented • Limited competence by tutors to use some instructional materials • Delayed approval of requisitions for materials • College has no appropriate tools for practical learning • Poor preparation by the tutors • Poor student-teacher relationship thus no co-operation • Doing practicals for examination purposes 	<ul style="list-style-type: none"> • Limited creativity and innovativeness by both students and tutors • Time consuming due to lack of adequate knowledge • Teaching practical lessons theoretically • Over costing of tools and material integrity • There are no work rooms • Limited or no supervision during production processes i.e. practical • Subject time allocation on the time table in relation to the syllabus • Very limited time for practical • No money to buy adequate materials for practicals • Inadequate equipment, tools and materials • Teacher-pupil ratio during teaching especially at year one

Challenges as tabulated in table 3.1, were highlighted as the fundamental issues in the teaching learning processes of home-economics by the participants at the future workshop.

Fantasy phase; in this phase, participants were encouraged to give their ideal situations, dream what they would have loved to have in place. This phase generated quite a number of ideas aimed at improving the situation and they included the following;

Table 3.2. Ideas generated to improving the teaching learning of Home economics

Ideas aimed at improving the pedagogy of home-economics	
<ul style="list-style-type: none"> • College should provide rooms for practicals • Prior and thorough preparations by tutors before lessons • Provision of instructional materials by administartion • Tutors should be more realistic, creative and innovative • Government should provide some equipment • There should be enough supervision during practicals • More time should be allocated to IPS • Creating awareness of the subject to the NCPT community • Students and tutors should develop a positive attitude toward IPS • There should be sponsored refresher courses for tutors to improve competence and knowledge • Utilisation of the environment by both students and tutors • There is need for soft skills in both tutors and students to improve communication • Students should be guided on how to make independent decisions without influence of peers Tutors should always demonstrate the use of instructional materials to learners • Prior and thorough preparations by tutors before lessons 	<ul style="list-style-type: none"> • Provision of instructional materials by administartion • Tutors should be more realistic, creative and innovative • Government should provide some equipment • There should be enough supervision during practicals • More time should be allocated to IPS • Creating awareness of the subject to the NCPT community • Students and tutors should develop a positive attitude toward IPS • IPS deparment should prepare field studies • Practical learning should be time tabled and more regular to encourage hands on practice • Integrating theory and practice in the teaching-learning process • Tutors should make timely requisition of materials and make follow ups on the requisitions • There should be timely feedback by tutors on articles made by the students • There should be cost sharing of instructional materials between the students and the administartion • College should provide rooms for practicals

Several ideas were generated from the fantasy phase with an aim of improving the teaching learning of Home economics. However, some of the ideas could not be adopted as they were not achievable in regard to the resources available at the time.

Reality phase; in this phase, the ideas brought forth by participants in the fantasy phase were thematised into short term challenges and long term challenges. The aim was to form an action plan. Short term challenges were further subjected to a vote by use of a pairwise ranking matrix to identify a short term challenge that could be accomplished within the available timeline. The challenges were labelled as A) Attitude, B) Teaching-learning methods and C) Instructional materials.

During the pairwise matrix voting, stakeholders anonymously decided that instructional materials in the teaching-learning processes of home-economics was the most pressing challenge at Nakaseke CPTC.

Table 3.3. Pair-wise matrix

	A	B	C	Total	Rank
A		A	0	1	2nd
B	0		0	0	3rd
C	C	C		2	1st

Implementation phase; In order to address the challenge of instructional materials unavailability in the teaching-learning processes of home-economics at Nakaseke CPTC, stakeholders suggested intervention strategies which were established and organised under an implementation plan. A work plan was developed with action points to follow in the implementation of strategies agreed upon in the reality phase, in relation to availability of

resources (time, finances) needed for various actions. During the workshop, the work plan was designed to highlight the action points, responsible person, timeframe, performance indicators that the action has been accomplished.

Table 3.4. Proposed intervention strategies from stake holders

Action point	Responsible person	Action	Time frame
Making IM more affordable	Administration Students Subject tutors	-Use of materials within the environment. -Cost sharing between students and administrators toward availing materials for instruction	March 2018 on going
Improve the process of accessing IM from Administration	Tutors Administrators	-Subject meetings (tutors and students) -Appropriate requisitioning of IM for teaching. -Timely response by Administration regarding acquisition of IMs -Presenting accountability for purchase to administrators by subject tutor	March 2018 on going
Improving the use of IM	Tutor Students	-Use of group learning -Signing of learning contracts -Display of articles made by the student teachers	March 2018-May 2018

3.3 Study population

The study's target population consisted of, administrators, tutors and IPS student-teachers of Nakaseke CPTC. The aforementioned categories of participants were considered appropriate for the study because they had first-hand opinions, views and ideas in regard to improving home-economics pedagogy through improvisation of instructional materials. This was premised on the fact that they are key actors in the instructional process in Nakaseke CPTC.

3.3.1 Composition of stakeholders

The stakeholders constituted the study population who voluntarily and actively participated in the research. These included twenty-eight IPS student teachers of Nakaseke CPTC, two IPS tutors one with a speciality in Art and technology and the other with a speciality in Technical education. The two administrators of Nakaseke CPTC. These participants were the main stakeholders who were involved in the situation analysis, suggested, implemented and evaluated the solutions. Billet (2001) stresses that, engagement of stakeholders in problem solving ensures implementation of the suggested solutions. The demographic details of the stakeholders are tabulated in table 3.5

Table 3.5. Demographic details of Stakeholders at Nakaseke CPTC

Participant	Phases participated in	Gender	Age	Position held in school
1	All	Male	20	Student teacher
2	All	Female	21	Student teacher
3	All	Female	19	Student teacher
4	All	Male	20	Student teacher
5	All	Female	19	Student teacher
6	All	Female	20	Student teacher
7	All	Male	22	Student teacher
8	All	Male	23	Student teacher
9	All	Female	18	Student teacher
10	All	Female	20	Student teacher
11	All	Male	21	Student teacher
12	All	Female	20	Student teacher
13	All	Male	20	Student teacher
14	All	Male	19	Student teacher
15	All	Female	20	Student teacher
16	All	Female	21	Student teacher
17	All	Female	22	Student teacher
18	All	Male	20	Student teacher
19	All	Male	19	Student teacher
20	All	Female	20	Student teacher
21	All	Male	23	Student teacher
22	All	Female	21	Student teacher
23	1	Female	19	Student teacher
24	All	Male	20	Student teacher
25	All	Male	22	Student teacher
26	All	Female	21	Student teacher
27	All	Female	20	Student teacher
28	All	Male	19	Student teacher
29	All	Male	50+	Tutor
30	All	Female	40+	Tutor
31	All	Female	45+	Deputy Principal Pre-service
32	1 & 2	Male	50+	Deputy Principal Out reach

3.4 Sampling technique

Purposive sampling technique was used to select participants in the study, this helped in the identification of only those individuals who could give reliable data. My sample included the; IPS student teachers, tutors and administrators. Patton (2015), defines purposive sampling as a judgment, selective or subjective, a non-probability sampling method that is characterized by a deliberate effort to gain representative samples by including groups or typical areas in a sample. The sampling techniques was considered appropriate for the study due to the fact that purposive sampling is a technique where the researcher selects a sample based on personal knowledge and experience of the group that was sampled. This was based on the assumption that the respondents had the information one required to answer the study research questions.

3.5 Methods of data collection

In this action research study, three methods of data collection were used to enhance the data collection process. They included: interviews, participatory observation and document analysis.

3.5.1 Interviews.

The researcher used interview as a method of data collection since it built a holistic snapshot, analysed words, reported detailed views of informants but also enabled interviewees to “speak in their own voice and express their own thoughts and feelings. This was aimed at obtaining thoroughly tested knowledge as held in (Alshenqeeti, 2014; Packer, 2018). Through, interviews the researcher explored how instructional materials are used during the pedagogy of Home-economics. This further gave an insight into the availability, accessibility, affordability and accountability, of instructional materials at Nakaseke Core Primary Teachers College. In the same vein, aspects of informal interviews during the Future Workshop were applied. Group

discussions supported the in-depth understanding of the study. From the findings, strategies to improve the pedagogy of home-economics through improvisation of instructional materials were identified. In addition, a work plan on how to implement the identified strategies for improved pedagogy were developed with the involvement of all the stakeholders. Interviews allowed actual proximity of two or more persons and they were flexible since questions were asked in any particular order. Patton cited in Brayda and Boyce (2014, p. 320) notes that “*while the researcher is probing for interpretation of experience the researcher may ask knowledge questions as a follow-up*”.

3.5.2 Participant observation.

The researcher serves as the primary instrument for observing and collecting data (Joanne, 2013). Therefore, in this study participant observation was adopted since its action oriented and the researcher was obliged to get involved at all times. MacDonald (2012) points out that, participant observation provides the researcher with privileged access to research participants in a social situation. Therefore, capturing the context of the social setting in which individuals function by recording subjective and objective human behaviour. The participants (IPS student teachers, tutors and administrators) were observed in their natural settings in relation to how they respond to instructional material use during the teaching and learning process of Home-economics. Similarly, Kawulich (2005) commends the method to enable researchers check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share.

3.5.3 Document Analysis.

According to Bowen, (2009) document analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and Internet-transmitted)

material. Document analysis enabled the researcher to give voice and meaning to the study through interpreting the documented literature that was in relation to the study. Therefore, the researcher adopted the method as a means of enriching, triangulating and understanding the collected data on the action research study at Nakaseke CPTC.

3.6 Instruments of data collection

The instruments of data collection included the following: Interview guides, personal field notes, digital gadgets.

3.6.1 Interview guides.

Primarily the questions came from “in the moment experiences” as a means of in depth understanding and clarification of themes under discussion at a particular moment as experienced. With the informal conversational approach, the researcher did not ask specific types of questions, but rather relayed on interacting with the participants to guide the interview process. The informal conversational interview depended on the spontaneous generation of questions in a natural interaction, one that occurred as part of on-going activities in field work where participant observation was used.

3.6.2 Personal field notes.

In order to facilitate the researchers’ memory, descriptive observations and field notes were recorded on a daily basis. This helped the researcher to guide and assess the progress of the implementation strategy by acting as a memory device to help the researcher reframe and refocus questions when thought necessary. The tool had an inherent advantage of capturing information that would be difficult to pick using other methods especially data on non-verbal behaviour

3.6.3 Recording devices

The data collection methods used by the researcher whether direct or participatory were subject to selectivity of ideas. The observer's values influenced what was noted and the researcher constantly made choices about what to register and what to leave out, without necessarily realizing it. To minimize this, the data methods used were supplemented by a video, voice recorder and digital camera to bridge the gaps between the information gathered in the process of data collection and what actually occurred at a particular time. The camera, voice and video recorders were instrumental tools for collection of raw data since they allowed detailed recordings of facts and provided a more comprehensive and holistic presentation of the actual situation.

3.7 Procedure of data collection

An introductory letter from the MVP administration at Kyambogo University that formally introduced the researcher to Nakaseke Core Primary Teachers' College was obtained. A meeting was held with the Nakaseke CPTC administrators to introduce the need to carry out an action research study. Together with the stakeholders a date was agreed upon and preparations to carry a future workshop commenced. Future workshop was conducted basing on the situation analysis as a starting point. To effectively collect data: interviews, participant observation and document analysis were used to generate data from different stakeholders.

3.8 Data analysis

Data was collected as field notes and descriptive observations were recorded in a personal fields note book. The data was then processed and organized in order to scrutinize unnecessary irregularities. The findings were presented, interpreted and discussed following each research

objective as represented in light of the current literature and discourse on the subject. Here the aim was to determine the adequacy of the information, its credibility, usefulness and consistency.

3.9 Validity and Reliability of Data

Reliability is the extent to which research produces the same results when replicated, (Bloor & Woods 2006, p 147). I achieved data accuracy by asking relevant questions geared towards the objectives of the study and the research design using interview guides on different occasions to the same respondents. This was to avoid being subjective on participant response which would create researcher bias. I would interview participants privately on an individual basis making sure there is no interference or error to avoid participant bias in the way they answer. I gathered reliable data by making sure I ask the same question twice or thrice but also taking note that I do not interview many participants, which would make me feel tired of overlooking relevant questions, altering data or have false interpretations. To achieve this, data corrected during the interviews was corresponding with what I observed. Tutors and administrators also gave their information during dialogues. The degree to which interviews produced the same results at different intervals of questioning made my findings reliable.

Kallet (2004), describes validity as the credibility of experimental results and the degree to which the results can be applied to the general population of interest. Bloor & Woods (2006) also defines validity as the extent to which research produces an accurate version of the world. I chose to use interviews and observation methods as appropriate for collecting accurate data as they measure the natural behaviors of participants. As said earlier, data collected during interviews could be observed, as participants got actively involved. It was clear that their behaviors during work were respondent to the interview results. If I say the results got were expected, I would bias my findings, however, the internal validity of results gathered was

accurate but not with the real world (external validity). The methods and tools used were valid to collect the relevant information from the type of participants in the study. At the end of the study, valid and reliable data was collected, analysed, and implemented ideas for improvement of the teaching and learning processes of Home-economics.

3.10 Ethical consideration

Permission to conduct the research at Nakaseke CPTC was sought and granted, refer to Appendix 2. Democratic participation of all stakeholders without coercion was observed by the researcher. The researcher sought permission from the participants to use their photos for representation of their views and evidence of participation

CHAPTER FOUR: ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Overview

This chapter analyses, presents and interprets data that was relevant in improving pedagogy of home-economics through improvisation of instructional materials. From the future workshop that was held on the 28th of February, 2018, themes in regard to challenges experienced in the pedagogy of home-economics at Nakaseke CPTC were created namely; (i) teaching-learning methods, (ii) instructional materials and (iii) attitude. Instructional materials ranked high through democratic voting using the pair wise matrix model to determine the most pressing issue. Therefore, the presentation of findings will sequentially follow the objectives of the action research study. The major participants during the course of data collection included; year one student teachers, tutors and administrators of Nakaseke CPTC. The research being qualitative in nature permitted data descriptions and interpretations based on the researcher's reflection, student teachers' responses, observation and responsiveness of what happened during the course of the research

4.1 Explore strategies for improvisation of instructional materials to improve Home-economics pedagogy at Nakaseke CPTC

Well-designed approaches of instructional material use focus student-teachers on the world around them (Khalil, 2016). Therefore, sparking their curiosity and consequently guiding them through engaging experiences while achieving expected learning outcomes. Through use of hands-on instruction, educators foster the 21st century skills that students need to be successful in: critical thinking, communication, collaboration, and creativity. However, experiences and

interactions from tutors' and student teachers pointed out that instructional material use in the pedagogy of home-economics was largely influenced by the following;

- Teacher-centred approaches in the use of Instructional Materials
- Inadequacy of instructional materials
- Instructional material use being exam oriented

4.1.1 Teacher-centred approaches in the use of instructional materials.

A tutor purposefully attempts to influence how and what knowledge the student-teacher identifies with in a particular set of relation. In that regard the tutor carefully plans; learning experiences, resources, objectives, content, learning processes and evaluation. As such teacher-centred instruction has again and again proven its value in the day to day pedagogic processes as an effective instructional method. However, the participants revealed that teacher-centred approaches in the use of instructional materials challenges improving the pedagogy of home-economics, to express this concern participant 20 narrated that:

'Hands-on teaching is an extremely effective strategy for increasing performance and depth of knowledge as this supports the 21st century skills that target learning and innovation abilities (the 4Cs): communication, creativity, collaboration, and critical thinking however due to limited resources teacher-centred approaches come in handy though they do more harm than good'.

Participant 10 explained how the teacher-centred approaches impact on them as students in the following narrative;

'These teacher-centred methods do not spark curiosity in the learner and they discourage love for learning as we are demotivated and we are not encouraged to explore and discover new things. For example, a tutor comes to class to teach making of stitches, she

demonstrates with a small fabric material and one needle surely us who sit at the back when shall we develop the love and zeal to learn?'

The students and tutors are examination oriented hence the interest to finish the syllabus before the external examinations from Kyambogo University as told by participant 11 who argued that;

'The problem is home-economics has a wide coverage and yet it is just a component under IPS now there are other three subjects embedded within yet the timetable allocates only 2 hours per week. So to me I feel there is nothing much we can do about the teaching method because we have to finish the syllabus.'

Student tutors further argued that their tutors find the teacher-centred approaches suitable due to how available they are at college as narrated by participant 7 who explains that;

'Subject tutors just send lesson notes to class for us to copy and I believe this is done because sometimes tutors are deliberately absent and also the subject is not taught in primary schools so it is not accorded much efforts as compared to the core subjects.'

The participant further articulated that home-economics develops a variety of practical skills. This enables individuals to make a living in a multi skilled manner; in production, marketing, management, change attitudes and build positive values towards work. However, the discipline being a non-core subject subdues its importance as explained by participant number 5;

'I feel there is no value in studying home-economics. In year one its compulsory but you find in year two its optional and the only time it is taught at primary level is during school practice, we do so many subjects and sometimes we wonder why we even have to study the subject yet we are not going to teach it in Primary?'

Through brain storming, intervention strategies to address the challenge of instructional material were developed by the stake holders. Making instructional materials more affordable as an intervention strategy would be achieved by use of materials within the local environment. The use of materials from the environment was one way of improvisation to make materials available for instruction. From the environment materials like recyclable waste (plastic bottles, wine bottles, old t-shirts, discarded paper, toilet paper rolls, polythene bags, boxes, bottle tops) plants and soil to make colour dyes, banana fibres to work with to create household furnishings

4.1.2 Inadequacy of instructional material.

Instructional materials are not effectively used since they are not adequately available. Such a situation hinders hands-on and life-long learning which aspects are vital in improving the pedagogy of Home-Economics. When the stake holders were asked to explain the inadequate availability of the instructional materials they attributed it to the high cost of Home-Economics instructional materials, the late and inadequate capitation grants given to the college as noted from participant 29 who stated that;

'Let's not solely pin administrators about the inadequate availability of instructional materials for Home-Economics. There is a mind-set that home-economics is expensive and tutors responsible have not made it any easy as they also present exorbitant budgets and they have nothing to show as per the utilisation!'

Participant 31 supplemented by saying that;

'The capitation grants received by the college are little. For example, last year we received one million shillings to cater for all practical learnings. So sometimes we have to prioritise much as all are important but we need to work with in the given funds. Its why some budgets are approved, others cut and others left pending'

Furthermore, the tutors revealed that instructional materials are non-existent at the college.

In this regard some participants commented that:

'Imagine you are teaching food preparation methods in a class of 180, the numbers are over whelming to be effectively handled by one person for a practical lesson.

Another example was provided by participant 20 who asked:

How do you expect a tutor to adequately teach yet there are no tools and equipment in the college? For example, if we had sewing machines the project tasks done in year one would be easy to execute'.

Another argument was pointed out by student teacher 4 who argued that:

Many times us students we are challenged with limited or no supervision during the production processes i.e. the practical lessons. We are usually grouped and most times of course you do not get chance to participate as the group members are many, from different streams and also dormitories. But also even during the production process the tutors are never around to guide us and sometimes there is no demonstration so you have to work from a fellow students' point of knowing'.

According to the above stated findings it is evident that availability of instructional materials renders its utilisation inadequate. This is because home-economics is a majorly hands-on subject. Therefore, improved pedagogy of home-economics depends on the availability and adequacy of tools, equipment and other materials. Without such equipment and tools, no matter how competent an educator is the training of home-economics skills will not be possible and consequently the quality of home-economics graduates will be compromised. Participants suggested a number of interventions to address the challenge of inadequate use of instructional materials which included: Making the instructional materials available through; provision of

instructional materials by Administration as required, tutors and students to improvise and use local materials, prioritising materials needed for home-economics in advance, provision of a termly budget by the home-economics tutor

Encouraging the learners to contribute towards the purchase of some instructional material improves the process of accessing instructional materials. This is made known through having subject meetings which would ascertain the course outline for the term and materials and equipment required for each study unit. The student teachers would then be prepared mentally with what to expect and therefore put effort in obtaining material, equipment and tools for instruction. On the other hand, the subject tutor appropriately prepares the requisition forms to acquire materials that cannot be improvised for teaching as it is the responsibility of the subject tutor to convince the administrators that they need the materials and amply follow-up on the requisition. The stakeholders proposed timely response by administration regarding acquisition of instructional materials this would make the obtaining of IM much easier. It was also suggested that the subject tutor presents accountability for purchase to administrators.

4.1.3 Instructional material use being exam oriented.

Home-Economics is a scope of three major learning areas that is: foods and Nutrition, home management and clothing and textile science. These areas are independent subjects on their own with vast content. However, at PTC level it all comes up as one entity and there is a further integration of productive skill subjects like Art and Technology, Technical Education and Entrepreneurship. This then makes the subject ambiguous contributing to instructional material being exam oriented. Participant 10 voluntarily shared through interaction to expound on the observations made as to why use of IM is exam oriented;

“honestly speaking the student numbers are overwhelming to be handled by a single tutor. On top of that the equipment and tools are not there this implies for a practical to be done one has to devote a day or two to this exercise”

Participant 17 pointed out a pertinent issue why instructional material use was exam oriented;

“Here we lack work rooms for sure it is very disturbing whenever we are studying and the rain interrupts us if it is not rain it is sunshine. Just the other term no sooner had we set our underground oven than it started raining. I think it's why tutors do not bother much to involve us for practicals and they choose to teach us only theory”

Another participant argued that;

“There is a lack of self-drive among us the students and once our tutors realise it they get demoralised and they choose to hold back waiting to put effort into those students who choose to take up the subject at year two”

Participant 13 supplemented by saying that;

“But also let's deliberate on the fact that we assume all instruction materials should be bought. And on this note even our tutors have not done well many times we are not encouraged to use what is available and being students we fell when we can only get it right under a teachers' guidance”

Instructional materials once affordable and accessible they are made available and therefore require to be utilised for effective teaching and learning to improve pedagogy of home-economics. Group learning, signing of learning contracts and display of articles made by the student teachers were the strategies established to improve the use of instructional materials. The intervention strategies of making instructional materials obtainable were implemented with an aim of improving the pedagogy of home-economics.

4.2 Implementation of strategies for improvisation of instructional materials to improve home economics pedagogy at Nakaseke CPTC

Under this theme the researcher presents and interprets data on the suggested intervention strategies which were considered relevant in relation to making instructional materials obtainable. The researcher employed photography, participatory observation and informal conversation interviews that sought to find out the stake holders experiences regarding the theme at hand.

4.2.1 Making instructional materials more affordable

Selection of instructional materials that meet the needs of student-teachers and fit the constraints of the teaching and learning environment are a key feature for effective teaching. However, getting valuable teaching materials is challenged by factors like; availability of money, inability to explore the environment, low levels of innovation and creativeness in the teaching learning process, content to be taught, a fixed mind-set that all instruction materials should be bought and method of teaching applied as identified by the stake holders during the future workshop.

It was because of these challenges that stake holders suggested the following interventions; use of locally available materials and cost sharing between students and administrators toward availing materials for instruction.

4.2.1.1 Use of materials within the environment.

Unavailability of instructional materials during the teaching-learning process causes ineffectiveness in the pedagogy of home-economics. Student-teachers are unable to acquire life-long skills in home-economics during the lesson since they do not have the materials to fully

interact with and manipulate during the learning process. Therefore, using materials within the environment encourages student-teacher participation in the pedagogy of home-economics. Student-teachers source the instruction resources by themselves and they later use them for problem solving, discovery and review. The action aids student-teachers to learn about a topic through the solving of problems and generally inspires working in groups to solve the problem. In addition, it empowers student-teachers to integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem.

The student teachers used waste materials from the environment as instructional materials for teaching learning processes of home-economics. From the environment materials like recyclable waste (plastic bottles, wine bottles, old t-shirts, discarded paper, toilet paper rolls, polythene bags, boxes, bottle tops) plants and soil to make colour dyes, banana fibres were manipulated to create household articles.



Figure 4: Use of Old pieces of clothes

Source: Field data (June, 2018)

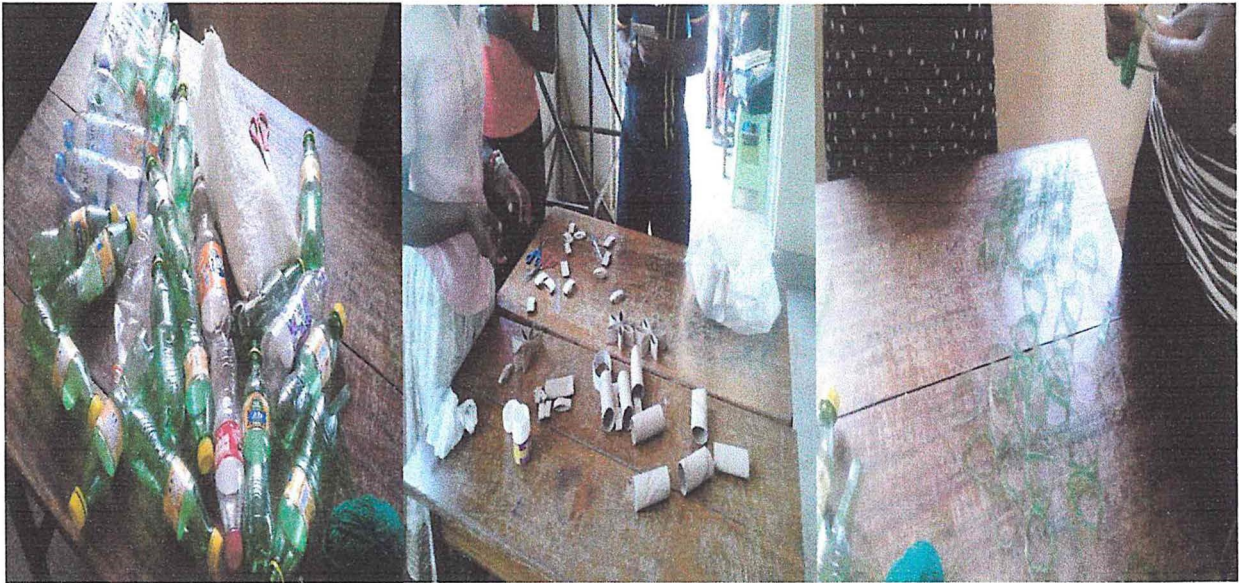


Figure 5: Improvising with waste material

Photo by Researcher, Nakaseke CPTC (June, 2018)

The first encounter with the student-teachers involved discussing the course outline and knowing at an in depth level what was expected. Through interaction, inquiry about students' fears and expectations in home-economics in regard to the course outline was made and student teachers voluntarily shared their thoughts. The subject tutor used the projector and offline tutorials on each topic to stimulate learning and give in-depth insights into the topic. Students on their end looked for materials from the environment. Old pieces of clothes from fellow students and tutors were solicited and items that were viewed as garbage like empty wine bottles, water bottles, soda bottles, toilet paper rolls, and polythene bags were collected and recycled according to attained skill by the student-teacher.

4.2.1.2 Cost sharing between students and administration toward availing materials for instruction.

The year one student-teachers contributed 2000/= per person which helped in acquiring the materials needed to aid the learning in the successive topic. The money contributed facilitated each student-teacher to acquire thread and a hand needle. However, fabric material would be shared amidst the home-economics learning groups that the students created. Each group got 2 metres which they would then use to work stitches and a baby's garment. The strategy of contributing money to obtain commercial instructional materials had its own challenges as most student teachers come financially poor background rounds. However, a small fee was included in their school requirements to be paid once at the beginning of the year for each individual student teacher.

Name	Contribution	Total
1. Akhona Akhona	2000	
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Total	10,000	

Figure 6: Student contribution list
Photo by researcher (June, 2018)

4.2.2 Improving the process of accessing instructional materials from the administration of Nakaseke CPTC.

4.2.2.1 Subject meeting.

Subject meeting enabled encounters between subject tutor and student-teachers to discuss the course outline and get to know at an in depth level what was expected of each team player. Subject meetings enlightened the student teachers at Nakaseke CPTC on the values of home-economics and careers that an individual can nature. In addition, the mind-set toward obtaining instructional materials was made positive as the student teachers' core life skills like: creativity, critical thinking, problem solving, co-operation, negotiation and decision making were mentored and made known not to be under looked.

4.2.2.2 Appropriate requisitioning of instructional for teaching.

Requisitioning of instructional material as an official act was made to claim the required materials in the teaching-learning processes. The subject tutor was responsible for identifying the required items and making the requisition order form. A ready requisition form was forwarded to the responsible office and a follow up was made by the tutor.

4.2.2.3 Timely response by administration regarding acquisition of instructional materials.

The administration contributes to the acquisition of the instructional material. The subject tutor made a requisition for instructional materials to use for each class year. Upon requisitions being forwarded to administration they were positively honoured and on time. For example, on the 6th July, 2018 the subject tutor made a requisition for instructional materials to be used by year one students in garment construction. The requisition form was forwarded on the 6th July, 2018 and the college principal on behalf of the Nakaseke CPTC administration approved it on

the same day. However, it should be noted that the requisition budget was cut as evidenced in plate 5. However, for all requisitions made, the amount required was cut down. The reduction in the budget meant a strain on how to execute and this affected how the teaching-learning would be carried out since the budget was already small and meant to cater for only basics so that it could be honoured.

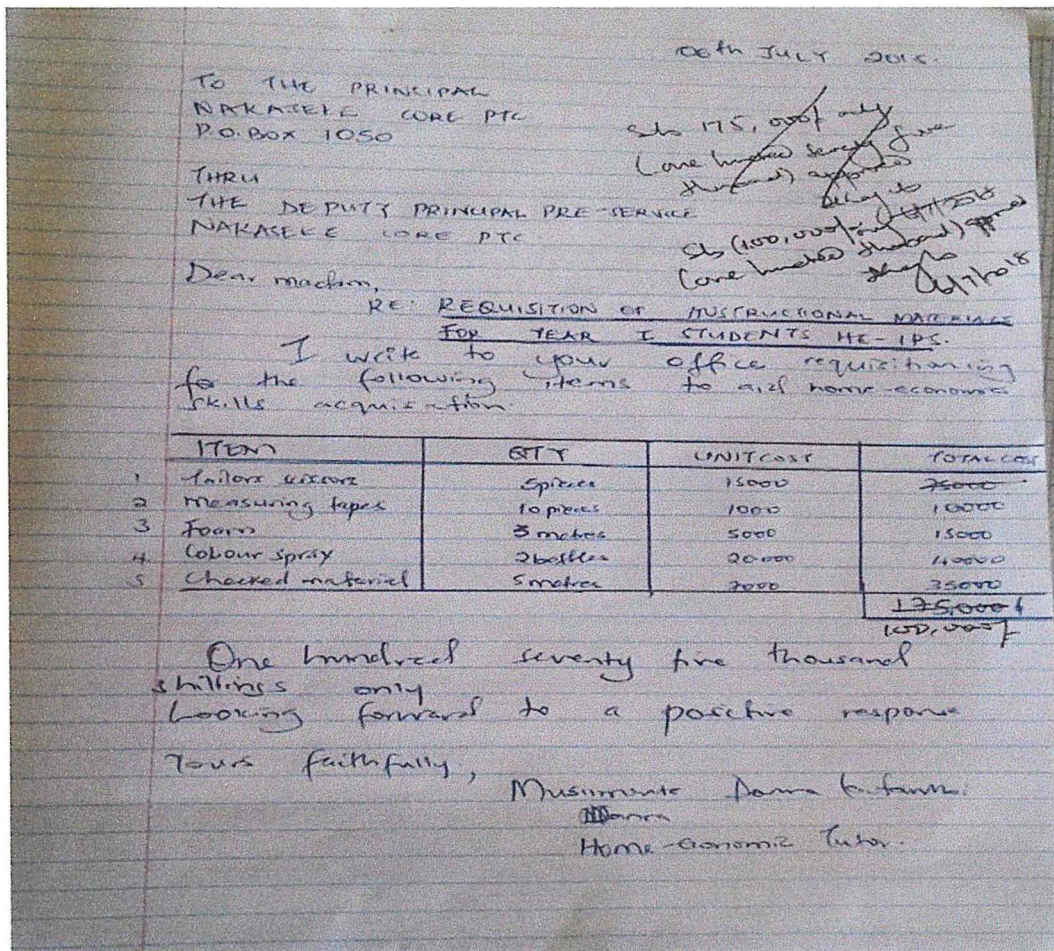


Figure 7: Requisition form

(Photo by researcher, Source: field notes Nakaseke CPTC)

4.2.2.4 Presenting accountability for purchase to administrators by subject tutor.

For every purchase made receipts were presented to the school bursar to account for what had been bought. Presenting receipts for accountability made the tutor responsible for decisions made, actions taken, and assignments completed in the purchasing process. Furthermore, it was the subject tutors' initiative to stock take the tools and materials that were bought for the purpose of recording what had been attained in the department.

4.2.3 Improving the use of instructional materials

4.2.3.1 Use of group learning.

Small groups of 5 to 6 students were formed in order to facilitate learning and instructional diversity in face to face classes. Student-teachers participated through collaborative learning during their educational activities outside the classroom and interacted more with each other. In these groups that were formed student-teachers had a greater well of resources to tap from and more knowledge was generated due to various backgrounds and experiences. This stimulated creativity and problem solving was enacted, the old adage can be applied that "two heads are better than one". Group learning further fostered learning and comprehension of home-economics content as seen in plate 6 where students worked as a team to experiment with waste material to recreate new articles. Appreciation and conservation of environment today at Nakaseke CPTC is attributed to the knowledge shared that waste can be recycled to recreate new articles for individual sustainability.



Figure 8: Group learning to execute a task on creating a door mat.

Source field data (July, 2018)

4.2.3.2 Signing of learning contracts.

The learning contracts were considered to assist in planning of a learning project based on the nature of learning, availability of instructional materials and learners' willingness to cooperate. The learning contract were documented to bind the agreement negotiated between the student-tutors and the tutor.

NAKASEKE CORE PRIMARY TEACHERS COLLEGE

Home Economics

Student Learning Contracts form

Student Name _____ Group No. _____

Unit _____

Date _____ / _____ / _____

1. What are you going to learn? List the skill (s)

2. How are you going to learn the skills?

3. What instructional materials will you use to help you learn?

4. How will you show your tutor that you know the skill?

Tutors' remarks

Check-up date _____ / _____ / _____

Date when student meets with tutor mid-way through the contract to see how student teacher is progressing

_____ / _____ / _____

Student teachers' signature _____

Tutors' signature _____

Figure 9: Learning contract for Home-economics

Source: Field notes Nakaseke CPTC (May, 2018)

4.2.3.3 Display of articles made by the student teachers.

Display of student teachers' articles was a delight that showed them, that their work and their learning are important. Display as an intervention strategy affirmed the student teacher growing sense of competency and gave them practice in individual and group decision-making. Student teachers' had the opportunity to share their experiences with other peers, this created confidence in the student teachers.



Figure 10: Dustbin made out of plastic bottles

Source Field data (July, 2018)

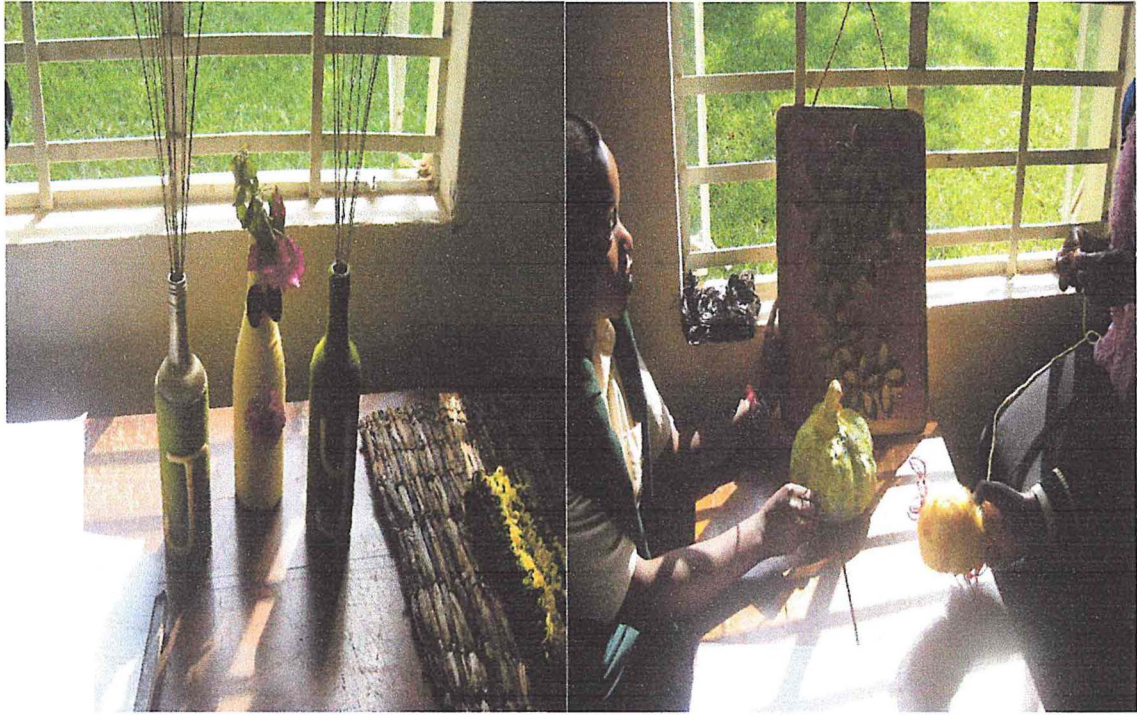


Figure 11: Decorative bottles and a walling hanging made out of toilet paper rolls

Source: Field data (July, 2018)

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter presents a conclusion basing on the findings of the study, it further presents a discussion and analysis of the results that accumulated from the story of actions as presented in chapter four of this report. The discussion and analysis of the results basically depended on the participants' interpretation, observation and reflection upon the situation as it unfolded in the process of the action research. In this discussion the researcher incorporated related views, theories and concepts from various scholars to back up the analysis of the results.

5.1 Discussion

The discussion analyses the results that accumulated from the story of actions as presented in chapter four of this report. The discussion and analysis of the results basically depended on the participants' interpretation, observation and reflection upon the situation as it unfolded in the process of the action research. In this discussion the researcher incorporated related views, theories and concepts from various scholars to back up the analysis of the results.

5.1.1 Improvisation of instructional materials to improve Home-economics pedagogy at Nakaseke CPTC

Experiences and interactions from tutors and student teachers pointed out that the approaches of instruction of home-economics were majorly teacher-centred. Well-designed approaches of instructional material use focus student teachers on the world around them. Therefore, sparking their curiosity and consequently guiding them through engaging experiences while achieving expected learning outcomes. Through use of hands-on instruction, educators

foster the 21st century skills that students need to be successful in: critical thinking, communication, collaboration, and creativity.

According to the research findings, teacher-centred instruction was dominant in the day to day pedagogic processes of home-economics as an effective instructional method. Home-economics develops a variety of practical skills that enable an individual to make a living in a multi skilled manner. This is supported by Alabi (2013) who points out that the goal of Home Economics as a vocational subject is to equip students with all the pertinent practical knowledge and social skills necessary for them to take a productive role in the economy. However, the participants revealed that the teacher-centred approaches in the use of instructional materials challenges improvement of home-economics pedagogy. This was because a tutor exclusively plans; learning experiences, resources, objectives, content, learning processes and evaluation. The research findings further revealed that due to limited resources, teacher-centred approaches came in handy though they do more harm than good. The teacher-centred methods do not spark curiosity in the learner. For example, a tutor comes to class to teach making of stitches, she demonstrates with a small fabric material and one needle. This discourages hands-on practice yet hands-on teaching is an extremely effective strategy for increasing performance and depth of knowledge in home-economics. Hands-on training supports the 21st century skills which target learning and innovation abilities through fostering participation (Scott, 2015)

Improvisation encourages use of alternative materials and resources to facilitate instruction whenever there is lack and shortage of some specific first hand instructional materials. In situations when imported or commercial ready-made instructional materials are not available or within reach of school, the teacher or students can improvise the instructional materials to work with.

5.1.2 Making instructional materials more affordable.

Instructional materials that meet the needs of student-teachers and fit the constraints of the teaching and learning environment are key features for effective teaching. However, getting valuable teaching materials is challenged by factors like; funds, inability to explore the environment, low levels of innovation and creativeness in the teaching learning process, content to be taught, a fixed mind-set that all instruction materials should be bought and method of teaching applied as identified by the stake holders during the future workshop.

Teachers and students prepare simple instructional materials costing very little to make learning effective, comprehensive and fascinating. Low cost teaching aids have an advantage of offering learning by doing approach to the teaching learning process (Rizk, 2011). According to the research findings, when teachers and students planned together, they created and produced their own educational materials, this invariably manifested pride and pleasure in utilizing the instructional materials to the maximum.

Effective home-economics teaching depends on three factors: teacher, equipment and materials. Therefore, exploration of the environment for instructional materials associated innovativeness and creativeness to locally produce low cost equipment, teaching aids or models which served the needs of the teacher, the student and the curriculum more effectively.

5.1.2.1 Use of materials within the environment.

Rendering the research findings, unavailability of instructional materials instigated ineffectiveness in the pedagogy of home-economics. Paul (2015), asserts that without routinely engaging in reflective practice, it is unlikely to understand the effects of teaching upon the ways of knowledge creation and evaluation. In addition, content is taught theoretically since there are no materials to fully interact with and manipulate during the learning process, student-teachers

are unable to acquire life-long skills in home-economics (Awolaju, 2016). However, the challenge at Nakaseke CPTC was combated by working with the materials readily available in the environment. A case in point is when students used the waste material in the environment to make household articles like doormats, rugs, wall hangings, dustbins, laundry baskets. Therefore, using materials within the environment encouraged student-teacher participation in the pedagogy of home-economics. Furthermore, the students acquired skills of appreciation, conservation, recycling, weaving, painting, moulding, sketching among others which skills would forever be a part of their lives as they could use them to enhance their well-being at an individual level.

Student-teachers sourced the instruction resources by themselves and they later used them for: problem solving, discovery and review. The strategy aided student-teachers to learn through problem solving since student-teachers faced difficulty and uncertainty in obtaining instruction materials. This generally inspired working in groups to solve a problem. Accordingly (Scott, 2015) notes that home-economics education works to equip learners with the skills they need to confront everyday challenges. Furthermore, giving students control over and responsibility for their learning contributed to effectiveness. It further empowered student-teachers to integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem.

5.1.2.2 Cost sharing between students and administration toward availing materials for instruction.

Student-teachers contributed a certain amount per person which helped in obtaining the commercial instructional materials needed to aid learning in the successive topics. The money contributed facilitated each student-teacher to acquire thread and a hand needle. However, fabric

material would be shared amidst the home-economics learning groups that the students created. Each group got 2 metres which they would then use to work stitches and a baby's garment.

5.2.2 Improving the process of accessing instructional materials from the administration of Nakaseke CPTC.

Instructional materials are primary vehicles for delivering knowledge to students; as such they determine what students do and do not learn (Jeannie & Saunders, 2002). Instructional materials are fundamental in teaching and learning of home-economics as they provide students with access to new knowledge, and students can only learn knowledge and skills that they have access to. This is supported by (Scott, 2015) who notes that students must commit themselves to continually access new knowledge to understand skills for lifelong learning. Subsequently to make instructional materials accessible in the teaching and learning processes of home-economics education: subject meetings, appropriate requisitioning of instructional material for teaching, timely response by administration, and presenting accountability for purchase were the implemented strategies.

5.2.2.1 Subject meeting.

The subject meetings involved discussions amongst the subject tutor and the student-teachers about the course content outline and knowing at an in depth level what tools, materials and equipment were required. Through interaction, inquiry about students' fears and expectations in obtaining tools, equipment and materials in regard to the course content to be covered were shared. Students on their end looked for materials from the environment. Old pieces of clothes from fellow students and tutors were solicited and items that were viewed as garbage like empty wine bottles, water bottles, soda bottles, toilet paper rolls, and polythene bags were collected and recycled according to attained skill by the student-teacher.

The subject tutor offered students the course outline which engaged students with the knowledge and skills they expected to learn. Moreover, to maximize the learning opportunities all students had to have access to instruction materials.

5.3 Conclusion

When the real instructional material and equipment are not available, improvisation is applied to obtain the necessary instruction materials. This is to improve the pedagogic processes as improvisation makes the expensive nature of scientific equipment, the difficulty experienced in procuring them as well as the excruciating and persistent problem of inadequate funds irrelevant in achieving the instructional objective. It is a fact that unavailability of instructional material and equipment worsen the teaching of home-economics at Nakaseke CPTC. Improvisation aids availability thus utilisation of the instruction materials which then improves home-economics pedagogy as content is made easy to comprehend and relate with.

Instructional materials were insufficiently used at Nakaseke CPTC due to the following hindrances: accessibility and affordability of the instructional material, wide subject content of home-economics and poor time management by both subject tutors and student teachers. Development and implementation of sustainable approaches to the improvisation of instructional materials for improvement of home-economics pedagogy was done collectively with the stakeholders. The implemented strategies included; making instructional materials more affordable, improving the process of accessing instructional materials from the administration and improving the use of instructional materials.

Evaluation of the implemented strategies indicated that; the affordability of instructional materials makes them more accessible and consequently contributes to their availability for use. With proper and adequate utilisation of the instructional materials the teaching and learning of

home-economics was greatly improved. Home-economics was made more aware through the skills that were gained and this created interested in the student-teachers.

5.4 Recommendations

Based on the findings from this study the following recommendations were made;

Challenging environment can serve as motivation for competency and skills improvement by students and teachers of Home Economics and so these should be utilised to improvise instructional materials.

Nakaseke CPTC like all other colleges in Uganda should carry out exit studies to check on the students of home-economics in the world of work to see if they are utilising the acquired skills.

There is the need to reorganize IPS but more especially the Home Economics curriculum to have a balance between knowledge, skills and values, so that the curriculum becomes competency based.

There is need to have realistic time allocated for acquiring the desired competencies in Home economics.

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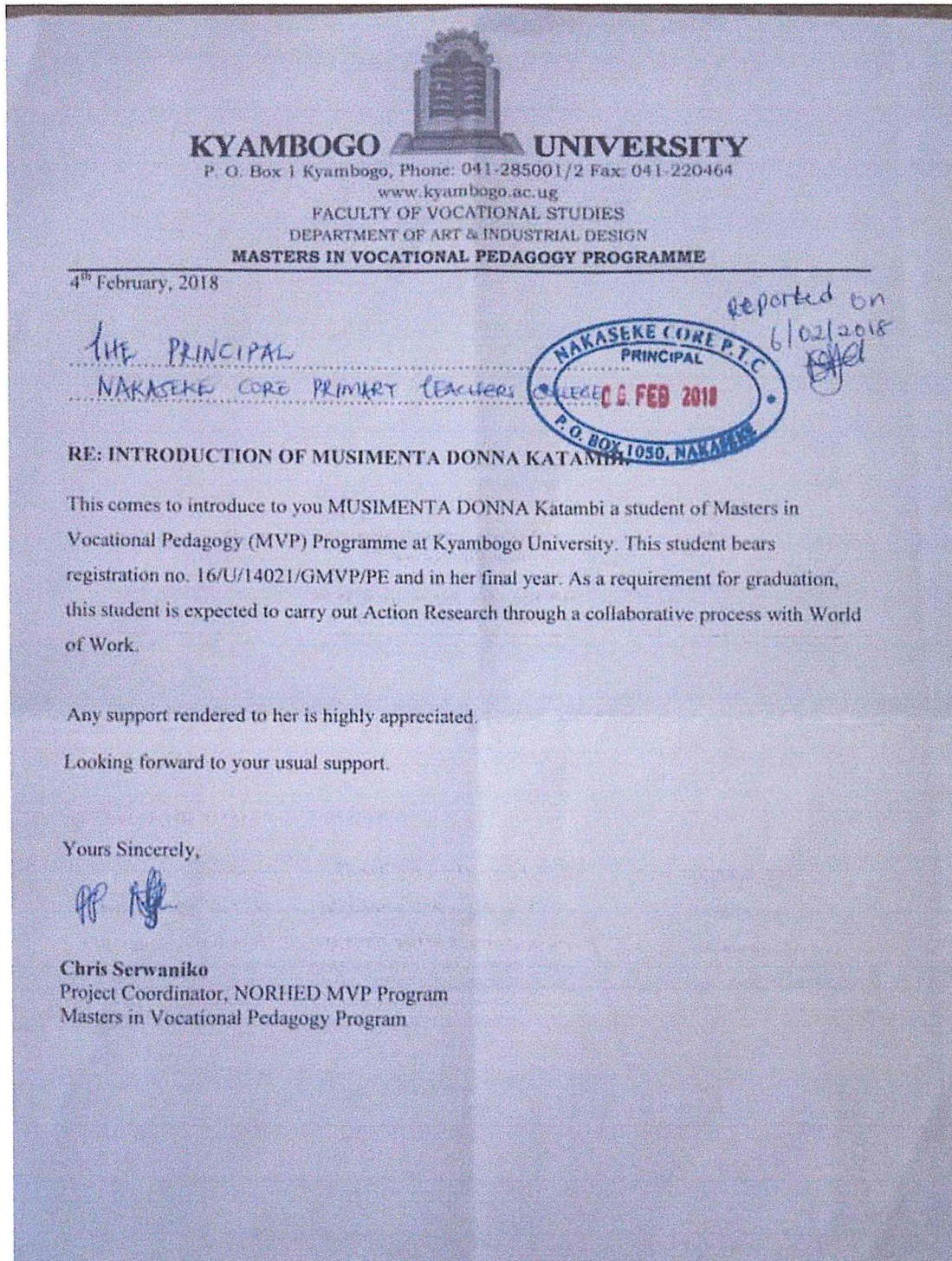
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APPENDICES

Appendix I. Introductory letter



Appendix II. Respondent's interview guide for students and tutors

Dear respondent,

I am Musiimenta Donna Katambi, a student at Kyambogo University, Department of Art and Industrial Design conducting research on the topic: **“improvisation of instructional materials for improved home-economics pedagogy at Nakaseke Core Primary Teacher's College”**.

You have been identified as a respondent: Please give your opinion on reservation about the topic under study. The information provided is for academic purposes and will remain confidential. So I kindly request you to support me by responding the interview guide.

Thank you.

Interview questions

1. What strategies can be improvised for provision of instructional materials to improve home economics pedagogy at Nakaseke CPTC?
2. How do we implement the improvised strategies for provision of instructional materials to improve home economics pedagogy at Nakaseke CPTC?
3. How has the implementation of improvised strategies for provision of instructional materials improved home economics pedagogy at Nakaseke CPTC?

Thank you for participating.