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CHALLENGES ON IMPLEMENTATION OF ART AND DESIGN CURRICULUM IN SECONDARY SCHOOLS IN KENYA

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ABSTRACT

Art and Design Curriculum contributes immensely in all areas of the society such as Social/cultural, Economic, Political, Utilitarian, Communication and Personal expression. This subject interlocks strongly within the political, economic and social cultural fabric of the Nation. In spite of the important role played by Art and Design Curriculum its implementation in secondary schools has not been impressive owing to some schools dropping this curriculum in Western Kenya. This implies that the Art and Design Curriculum has not been effectively implemented. The purpose of the study was, therefore, to examine implementation of secondary school Art and Design Curriculum. The study used descriptive survey. The research was carried out in Western Kenya. The main objective of the study was to identify the challenges to implementation of Art and Design Curriculum. Data was collected from Head teachers, teachers and students using Questionnaire and Observation guide. Many schools had only one Art and Design Curriculum teacher. The study also revealed that many teachers of Art and Design Curriculum had a bachelor of education degree but some teachers were untrained. Art room observation revealed inadequacy of facilities for Art and Design implementation. It is recommended that the Ministry of education should step up both the facility fund allocated for this subject and the number of teachers employed to teach Art and Design Curriculum.

Keywords: Challenges, Curriculum, Art and Design

INTRODUCTION

Orientation towards world of work. Like Missionary schools in Kenya, government schools put emphasis on practical education as opposed to academic education. The Phelps-stoke Commission Report of 1924 also emphasized practical oriented education. Oketch and Asiach (1992) reported that other education reports such as the Beecher have been cited for having been limited in their estimates especially in regard to secondary education hence did not make meaningful positive impact on implementation of the curriculum with Art and Design. One would wonder whether the government today plays a major role in inculcating practical education such as Art and Design Curriculum in secondary schools in Kenya.

The Binns Report of 1952 emphasized vocational education (Eshiwani, 1993). The report made recommendations on issues such as practical education but the planning of implementation of practical subjects such as Art and Design Curriculum continued to be characterized by lack of foresight and inventiveness. Tum (1996) made observations that the issues of the structure of the curriculum did not end with the Ominde commission (Republic of Kenya, 1964). This was followed by the Bessey commission (Republic of Kenya, 1972). The findings of the Bessey revealed that the curriculum in Kenya neglected practical subjects and creative activities such as Art and Design Curriculum. Given the disparities that may exist between formal education, whether secondary or tertiary, and the employment and

career opportunities available, UNESCO (2001) recommends that the highest priority should be given to technical and vocational education. Consequently the structure and content of traditional education, whether general or vocational, should be adapted accordingly through the diversification of secondary education in the later stages so that it may be pursued in conjunction with employment or training, or may lead to employment or to higher education, thereby offering educational options to the youth corresponding to their needs and abilities.

There was criticism of the 7-4-2-3 System of Education in Kenya.The 7-4-2-3 system of education lacked the capacity and flexibility to respond to the changing aspirations of individual Kenyans and the labour market needs, in terms of new skills, new technologies and the attitude to work (Amutabi, 2003). According to Simuyu (2001), the 7-4-2-3 policy was criticized for being academic and therefore not suitable for direct employment. The policy encouraged elitist and individualistic attitudes among school leavers, something that was considered incompatible with the African socialist milieu. The Gachathi Report (Republic of Kenya, 1976) raised the issue of unemployment in relation to 7-4-2-3 policy. Gathachi report noted with great concern the rising rate of unemployment among school leavers and recommended the restructuring of the education system curriculum in order to have more streams of technical and vocational subjects. The Mackay Report emphasized practical education that would involve work experience through subjects such as Art and Design Curriculum. The Church Missionary Societies established schools such as Maseno School in 1939, Lwak girls, Rangala girls, Nyabisawa girls where Art and Design Curriculum was one of the curricula as late as 21st century (Sifuna and Otiende 2006). It is not clear why Art and Design is no longer offered in such schools. Ayot, Jacbs, and Razavich (1996), Kamau, Grary, and McLeanand (1999), Tum (1996), Ondiek (1986) and Koech Report (Republic of Kenya, 1999) established that many Africans developed the attitude that this type of education which was vocational was second class and had limited long-term rewards. Could this be part of the spillover effects affecting the implementation of Art and Design Curriculum? The purpose of this study was, therefore, to establish challenges to implementation of Art and Design Curriculum in secondary schools.

RESEARCH METHODOLOGY

The study employed descriptive survey design. According to Kothare (2003), descriptive survey focuses on determining the status of a defined population with respect to certain variables. Its primary advantage is that one can gather a great amount of data within a short period of time (Ary, *et al*, 1996). It was appropriate for this study because the study dealt with large amount of data from a large region of secondary schools in Western Kenya regarding implementation of Art and Design Curriculum in public secondary schools. Western Kenya was chosen because compared to other regions it has the largest number of schools offering Art and Design Curriculum. The study population consisted of 88 Teachers of Art and Design Curriculum, and 1332 students taking Art and Design Curriculum in Form Four. All public secondary schools in Western Kenya that offer Art and Design Curriculum were involved in the study.

Sampling Procedure and Sample Size

Systematic sampling technique was used to select 26 teachers and 360students of Art and Design Curriculum. A sample size of 26 was desired from the population of 88 respectively according to Anderson *et al* (1987). A systematic sample for this case was 88/26=3. A systematic sample for this case would involve selecting randomly 1 out of 3. This procedure gave each member of the population an equal chance of selection into the sample (Onyango & Plews, 1995; Mutai, 2000; Kothare, 2009 & Nkpa, 1997). This enabled the researcher

achieve desired representation from the various groups in the population (Mugenda & Mugenda, 1999). Form Four students taking Art and Design Curriculum were 1332. Systematic sampling was used to select 400 Form Four students taking A&DC. Out of the 400 students a pilot study with 40 students was done. Three (3) Teachers who teach Art and Design and 40 students taking Art and Design in Form Four in Western Kenya were sampled and used for piloting. Subjects used for piloting were excluded from the final study. Data collection instruments were questionnaires and observation schedule. Data was analyzed using descriptive statistics. The results were presented in tables and pie charts.

RESULTS AND DISCUSSION

The main objective of this study was to establish challenges to implementation of Art and Design Curriculum. The results obtained are as shown in table 1. The data generated in Table 1 clearly indicates that there were teachers in secondary schools system who taught Art and Design Curriculum yet they were not trained to teach in secondary schools. They were teaching as untrained teachers. Due to the fact that they have not trained it implies that they lacked appropriate skills for implementation of a lesson of Art and Design Curriculum.

Table 1. Level of Academic Qualification of Art and Design Teachers

Responses	*Frequency (F) N=26*	*Percentage 100%*
Diploma in Education	4	15.4%
Post Graduate Diploma in Education	1	3.8%
Bachelor of Education	15	57.7%
Master in Education	2	7.7%
Untrained Teachers	4	15.4%

Shiundu and Omulando (1992) argue that teacher education as a programme is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirement of the profession and face the challenges therein. Teacher education got through training as a teacher encompasses teaching skills, sound pedagogical theory and professional skills. Teaching skills include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological consideration that would enable teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is a stage specific and is based on the needs and requirements that are characteristics of that stage. Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development. Therefore the four teachers who were teaching as untrained teachers in Table 1 were lacking the requirements of a secondary school teacher which is a challenge to Art and Design Curriculum implementation.

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Figure 2 shows the number of teachers per school in Western Kenya that offers Art and Design Curriculum. Figure 2 shows that majority of the schools 77% had one teacher involved in implementation of Art and Design Curriculum. Schools with two teachers implementing the Art and Design Curriculum were only 23%. When many teachers are employed to teach a particular subject they use a variety of methods of teaching including team teaching and therefore the beneficiary is the student. Implementation of Art and Design Curriculum benefits a lot when taught using variety of methods.

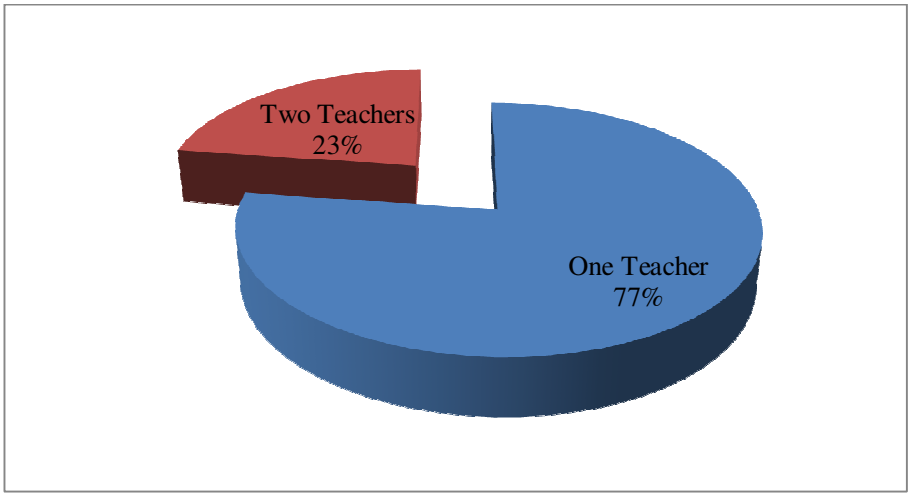

Figure 2. Number of Art and Design Teachers per School

Goetz and Jacobsen (2000) supports the view that when information is presented using team teaching in Art and Design Curriculum, each teacher taking turns for a few minutes at a time, the method keeps the students attention and interest level up as each teacher implements the curriculum in class. This implies that the teacher has an opportunity to consult the other teachers in the department on issues pertaining to content delivery that may need further clarification. This is supported by Moroney (1995) who says that team teaching involves monitoring situation such that when one teacher assumes the responsibility of instructing the entire class, the other teacher circulates the room and monitors students understanding and behavior especially in the practical lessons such as painting and Graphic design. It increases student's level of understanding and retention, in addition to enabling the student to obtain higher achievement. Therefore Figure 2 has shown that team teaching method was not used in most schools in Western Kenya due to thin staffing posing a challenge to use of the variety methods in curriculum implementation. The idea that most of the schools 77% had one teacher teaching Art and Design Curriculum was a threat to the effective implementation of the curriculum. In the event of a teacher being sick or on maternity leave or leaving teaching in secondary school, curriculum implementation should not be hampered. The revelation of thin staffing was an indication that implementation of Art and Design Curriculum was a challenge. Ng'oma and Smatwa (2012) point out that when lessons go untaught in the absence of a teacher in school it leads to poor performance in the affected subject area.

Table 2 shows that there were 24 schools with no sink in the Art room, 18 schools with no block or stencil tables, 16 schools with no jiko/stove/cooker to be used in fabric decoration, 15 schools with no cooking container and 15 schools with no rollers to be used in block printing. Scissors, teacher reference text book, squeegees and shelves were inadequate in more than half the number of schools as shown in table 2.

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Table 2. Facilities used in Art and Design Curriculum Implementation

Facilities	*Adequate F (%)*	*Inadequate F (%)*	*Not Available F (%)*
Sink	2(7.7%)	-	24(92.3%)
Shelves	1(3.8%)	18(69.2%)	7(26.9%)
Graphic Design Tables	6(23.1%)	-	20(76.9%)
Block and Stencil Tables	1(3.8)	7(26.9%)	18(69.2%)
Soft Boards on walls	5(19.2%)	11(42.3%)	10(38.5%)
Clay	20(76.9%)	-	6(23.1%)
Students Reference Books	10(38.5%)	16(61.5%)	-
Drawing Boards	5(19.2%)	2(7.7%)	9(73.1%)
Calligraphic Pens	7(26.9%)	15(57.7%)	4(15.4%)
Silk Screen	12(46.2%)	5(19.2%)	9 (34.6%)
Computer in the Art room	8(30.8%)	1(3.8%)	17(65.4%)
Weaving yarn	7(26.9)	4(15.4%)	15(57.7%)
Lino Block	10(46.2%)	8(30.8%)	8(30.8%)
Wax	12(46.2%)	9(34.6%)	5(19.2%)
Text fast Ink	12(46.2%)	4(15.4%)	10(38.5%)
Quink Ink	11(42.3%)	8(30.8%)	7(26.9%)
Stove/jiko/cooker	10(38.5%)	-	16(61.5%)
Water colours	13(50%)	10(38.5	3(11.5%)
Cooking Container	10(38.5%)	-	15(57.7%)
Rollers	9(34.6%)	2(7.7%)	15(57.7%)
Squeegees	10(38.5%)	14(53.8%)	2(7.7%)
Block Rollers	4(15.4%)	7(26.9%)	2(7.7%)
Open/Electric/ Charcoal	19(73.1%)	-	7(26.9%)
Teacher Reference Books	10(38.5%)	12(46.2%)	4(15.4%)
Looms	15(57.7%)	4(15.4%)	7(26.9%)
Painting Brushes	18(69.2%)	8(30.8%)	-
Scissors	11(42.3%)	12(46.2%)	3(11.5%)

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Mwiria (2002), Bennars *et al* (1994) and Harbison and Creig (1992) points out that students' performance is affected by the quality and quantity of teaching learning resources. Puyate (2004) takes note that no effective vocational training can take place without the adequate provision of learning facilities. Lauglo (2004) in his study on facilities for institutions confirms that in the absence of minimally adequate workshops, equipment, consumables, and trained Teachers' vocational subjects easily degenerate into being taught "theoretically" with inadequate attention to practical skills learning. UNESCO (2001) recommends that attention should be given to the material resources required for technical and vocational education. Priorities should be carefully established with due regard for immediate needs and the probable directions of future expansion in consultation with representatives from the world of work.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were reached based on the stated objective: To establish the challenges to the implementation of Art and Design Curriculum in secondary schools in Western Kenya. There were some untrained teachers involved in Art and Design Curriculum implementation in schools. Most secondary schools have one teacher involved in Art and Design implementation. Facilities for Art and Design Implementation were inadequate. Based on these findings the following recommendations were made: The Ministry of Education should step up the fund allocation for Art and Design and the number of trained teachers to teach Art and Design Curriculum in secondary schools

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