

## CAREER OPPORTUNITIES WITH IMPLEMENTATION OF ART AND DESIGN IN SECONDARY SCHOOLS

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### ABSTRACT

This research was conducted to examine the level of awareness on careers available for students learning Art and Design in secondary schools in Kenya because some schools are dropping this curriculum in Western Kenya. This implies that Art and Design career opportunities have not been effectively marketed. The purpose of the study was, therefore, to find out the level of awareness on careers available with Art and Design implementation in schools. The study used descriptive survey. The research was carried out in Western Kenya. Data was collected from Head teachers, teachers and Students using Questionnaire and Interview schedule. Many head teachers and Students could not name at least ten careers available for a Student with Art and Design background. It is recommended that the Ministry of Education should organize workshops for secondary school Head Teachers to equip them with skills and make them vast with knowledge of careers available for 32 subjects offered in secondary schools in Kenya because they occupy leadership position. The Head Teachers should ensure that all careers for all subjects offered in their schools are fully channeled to the learners through the career department teachers.

**Keywords:** Careers, opportunities, Art and Design, Implementation, Education.

### INTRODUCTION

Education is one of most effective instrument a nation has at its disposal for promoting sustainable social and economic development (Republic of Kenya, 1999). It leads to increased productivity of the educated as a means of human resource development for communal benefit (Republic of Kenya 2002). The inclusion of practical subjects especially with Art and design Curriculum in secondary schools is part of a programme of general education considered as an essential element in the vocationalization of education (Stern et al 2007). Vocationalization prepares learners for job careers that are based in manual or practical activities, traditionally non-academic and totally relate to specific trade, occupation or vocation (King and Chriss, 2002). Louglo (2004) points out how it is referred to a practical area as the learner directly develops expertise in a particular group of techniques or technology and for this case Art and Design subject equips the learner with skills in painting, drawing, sculpting, printing, fabric decoration, graphic design, pottery, ornamentation and weaving. Virtually all topics in Art and Design constitute a career.

Siverberg *et al* (2004) take note that there has been a growing percentage of high school students taking a combined academic and career technical curriculum since 1980s. It is not clear as to why some schools in Western Kenya are doing away with this subject in their schools. In Africa, countries use different approaches to vocationalization of the general education with Art and Design subject at secondary level. One approach is to have a core curriculum and another is to have diversified clusters of elective subjects. Ghana, Botswana and Kenya use this approach as shown in Table 1.

**Table 1: Subjects Offered in 8-4-4-Secondary Schools Curriculum in Kenya**

<b>Core subjects include</b>	English, Kiswahili, Mathematics, Life Skills Education, Physical /Education
<b>Languages</b>	Arabic, German, French, Kenya Sign Language
<b>Mathematics and Sciences</b>	Chemistry, Physics, Biology, Mathematics alternative, Science alternative
<b>Applied Sciences</b>	Home science, Agriculture, Computer Studies
<b>Humanities</b>	History, Geography, Christian Religious Education, Islamic Religious Education, Hindu Religious Education, Business Studies
<b>Creative Arts</b>	Music, Art and Design,
<b>Technical Subjects</b>	Drawing and Design, Building and Construction, Power and Mechanics, Metal work, Aviation, Woodwork, Electricity,

Table 1: shows the range of subjects taught in secondary schools in Kenya. In Kenya, Students in Form one and two are expected to take twelve (12) subjects which are offered as follows: Ten (10) core subjects including: Mathematics, English, Kiswahili, Biology, Chemistry, Physics, Geography, History and Government, one subject on Religious education selected from Christian Religious Education, Hindu Religious, and Islamic Religious Education. A Student is also to take Physical Education, two (2) optional subjects selected from Business Studies, Agriculture, Home Science, Arabic, French, German, Music, Art and Design and Computer Studies. Students in Form three and four are to take a minimum of seven (7) subjects and a maximum of nine (9) subjects that is, three (3) core subjects which are English, Mathematics and Kiswahili and at least two (2) science subjects from Biology, Physics and Chemistry. All these subjects lead to various careers which the head teachers, teachers and Students are to be well inducted in. In today's domestic and global organizations, marketing is a key function that involves the creation, communication, and distribution of products and services that will satisfy consumer (students) wants and needs, and the development of lifelong relationships with consumers (Briggs *et al* 2006). The objective of marketing is to create value for the consumer and profitability for the career. Although marketing is frequently associated with for-profit organizations, marketing is equally important for not-for-profit organizations. The Mackay Report emphasized practical education that would involve work experience through subjects such as Art and Design. The Church Missionary Societies established schools such as Maseno School in 1939, Lwak girls, Rangala girls, Nyabisawa girls where Art and Design was one of the subjects as late as 21<sup>st</sup> century (KNEC 2013). It is not clear why Art and Design is no longer offered in such schools considering the many careers opportunities available for a Student who has done Art and Design at secondary level in Kenya. 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 when it came to career aspirations. Could this be part of the spillover effects affecting career aspiration with Art and Design subject? The purpose of the

study was, therefore, to find out the level of awareness of careers available with Art and Design implementation in secondary schools from the head teachers, teachers and students perspective.

## LITERATURE REVIEW

The literature reviewed in this section dealt with career opportunities available for secondary school students. Li (2007) confirms that all secondary schools are required to enable students to understand their own career/academic aspirations and develop positive attitudes towards work and learning because learning abilities of students are more diverse when all students are learning in secondary schools. 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 career needs and abilities (Stern et al 2007).

Watts (2010) points out the main objective of vocational education as response to better labour market needs. Watts further observes the role of career guidance to be related closely to the objective, as mediated through the career decisions of individuals, helping to ensure that these decisions are well informed and well thought through in relation both to their own aspirations and potential and in relation to the needs of labour market.

Sin (2010) supports the view that career guidance has an important and indispensable role to play in the secondary schools curriculum such as the 8-4-4 system in Kenya where students sit for at least seven subjects in KCSE to enable them join various careers according to their abilities. There was criticism of the 7-4-2-3 System of Education in Kenya due to the manpower production that were being produced from secondary schools. 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 Simiyu (2001), the 7-4-2-3 policy was criticized for being academic and therefore not suitable for direct employment careers. The policy encouraged elitist and individualistic attitudes among school leavers, something that was considered incompatible with the African socialist milieu. The Gathathi Report (Republic of Kenya, 1976) raised the issue of unemployment in relation to 7-4-2-3 policy. Gathathi 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 where Art and Design is one of the subject to meet career needs of varied abilities among students. To what extent Art and Design career awareness has been marketed in schools is a question to be addressed because not many schools are offering Art and Design in Western Kenya.

## 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 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 84 Head Teachers, 88 Teachers of Art and Design Curriculum and 1332 Students taking Art and Design Curriculum in Form Four. Head Teachers formed part of the population because they supervise the implementation of curriculum in schools. The Teachers of Art and Design Curriculum are the implementers of the Art and Design Curriculum therefore they were in a better position to know career opportunities for Students who learn Art and Design in secondary schools. The Form Four Students were selected because they had covered more than 50% of the curriculum and therefore were to provide more reliable information on Career opportunities that a Student with Art and Design Curriculum background may join. 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 25 Head Teachers, 26 Art and Design Teachers and 360 Students of Art and Design Curriculum. A sample size of 25 and 26 was desired from the population of 84 and 88 respectively according to Anderson *et al* (1987). A systematic sample for this case was  $84/25 = 3$  and likewise  $88/26 = 3$ . 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, Cohen and Manion, 2011). This enabled the researcher achieve desired representation from the various groups in the population (Mugenda & Mugenda, 2003). Form Four Students taking Art and Design Curriculum were 1332. Systematic sampling was used to select 400 Form Four Students taking A&D. Out of the 400 Students a pilot study was done using 40 Students. Three (3) Head Teachers, 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 an interview schedule. Data was analyzed using descriptive statistics. The results were presented in a table.

### **RESULTS AND DISCUSSION**

The main objective of this study was to find out awareness of career opportunities with implementation of Art and Design. The results obtained are as shown in table 2. One of the objectives of secondary school is to enable Students select subjects at form two levels according to the careers they are interested in after Form Four and their abilities. An open ended questionnaire was given to both Students and Teachers who were to name at least ten careers that Students may wish to join having done Kenya Certificate of Secondary Examination (KCSE) with Art and Design as one of a subject. The study was to establish the extent of awareness on careers related to Art and Design from the teachers and Students perspective because some schools were doing away with this subject. The responses of both the Teachers and Students are in Table 2.

**Table 2: Careers in Art and Design Curriculum**

	Students		Teachers	
	Frequency N=360	100%	Frequency N=26	100%
<b>0-5 careers</b>	160	44.4%	2	7.7%
<b>6-9 careers</b>	140	38.9%	6	23.1%
<b>Above ten careers</b>	60	16.7%	18	69.2%

Table 2 shows that 160 Students could only name 0-5 careers that a Student with Art and Design may join and the teachers who could name the same were 2. The Students who could name 6-9 careers were 140 and the teachers who could name the same were 6. The Students who were able to name above ten careers were 60 and the teachers who could name the same were 18.

Table 2 show that many Art and Design Students were not aware of many careers that are related to this subject. On the other hand, many teachers were aware of many careers a Student with Art and Design may join after Form Four. The findings were similar to a study done by Ondima *et al* (2013) whose findings confirmed all the respondents who participated in his study, to have perceived school guidance and counseling programme as effective in enhancing students' academic, career and personal competencies. Although this were Ondima's findings the study had not singled out Art and Design which is an optional subject to give us a clear picture as by the current study. This contradicts the Head Teachers response when interviewed on careers Students with Art and Design may join on completion of secondary school in Kenya. The head teacher from one of the schools that had dropped Art and Design from the curricula when interviewed remarked as follows:

*'The girls like Art because Art and Design has careers such as teaching, designing, curio art and the other careers related to art. I think you may need to give me more time to find out from the Art and Design Teacher'.*

When the Head Teachers were interviewed on the number of careers a Student of Art and Design may join they could only mention Fashion Design, Textile industry, Painting, Interior Design, Teaching and Graphic Designer. Most of the Head Teachers interviewed were not able to mention ten careers as they said they needed to find out because they were not sure. This was an indicator of marketing Art and Design not having been effectively done. Watts (2001) confirms that through career guidance, Students are prepared to make informed career choices in their secondary schooling and connect/integrate their career/academic aspirations with/into whole person development and lifelong learning. Head teachers, teachers and Students are supposed to be well vast with careers that are associated with Art and Design. Career guidance and counseling programs aim to help Students make more informed and better educational and career choices. Among other things, career guidance offer information on high school offerings and options and the type of academic and occupational training needed to succeed in the workplace and postsecondary opportunities that are associated with their field of interest. Career guidance also often provides teachers, administrators (Head Teachers) and parents with information they can use to support Students career exploration and postsecondary educational opportunities. School Head Teachers as confirmed by Gaparay *et al* (2008) they face big challenges not only to know different tools of secondary schools management but also to maintain the required professionalism to efficiently handle

the available means. The Head teachers as an overall manager of the schools need to be vast in knowledge such as careers associated with Art and Design subject.

## CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were reached based on the stated objective: To establish the level of awareness on career opportunities with Art and Design Curriculum background. Both Head and Students of Art and Design Curriculum had inadequate information on careers for Students with Art and Design background. Based on these findings the following recommendations were made: The Ministry of Education should organize workshops to equip Head Teachers with vast knowledge of careers in the 32 subjects of the secondary school Curriculum in Kenya.

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