

ABSTRACT

Art and Design contributes immensely in all areas of the society such as social, cultural, economic, political, utilitarian, communication and personal expression. There is a wide range of career opportunities in this field of Art and Design (A&D) such as printing, painting, graphic designing, photographing, landscaping, basket making, sculpting, interior designing, architectural, studio set, art critiquing, curio artistry, toy making, stage managing, theatre designing, illustrating, cartoon making, animation artistry, forensic artistry, puppeteering, website designing, advertising, jewellery designing and art teaching. In spite of such career opportunities and the important role played by it, its implementation in secondary schools has not been impressive owing to some schools dropping this subject in Western Kenya. This implies that A&D subject has not been effectively implemented. The objectives of the study were to: establish the level of implementation of A&D subject in secondary schools; identify the challenges of implementation of Art and Design subject; identify opportunities available to the implementation of A&D and to develop strategies to improve the implementation of Art & Design subject. It was based on a theoretical framework of stake's model of curriculum evaluation. Descriptive survey was used in the study. The study population consisted of 106 Head Teachers from secondary schools, 88 teachers of A&D subject and 1332 students taking A&D. Instruments used were interview schedule, questionnaires, observation schedule and a document analysis guide. Validation of instruments was done by presenting them to 3 experts in the School of Education, Jaramogi Oginga Odinga University of Science and Technology. Reliability was gauged through piloting in four schools offering A&D that were not part of the sample. Data was analyzed by use of descriptive statistics. Data analysis revealed that the level of A&D implementation was low because more than 50 percent schools could not post students with quality grade (A) in Art and Design Kenya Certificate of Secondary Examinations, there were inadequate teachers trained to implement the curriculum. Many schools offered A&D in one stream and this hindered many students from having an opportunity to do A&D including schools with six streams. Students lacked adequate information on careers in A&D and this was demonstrated by some head teachers lacking this important information on careers. Most schools indicated that apart from having enough time for A&D allocation, they had not had adequate materials. The study concluded that the level of implementation of Art and Design was low. The study recommends that the Teachers Service Commission should absorb more than one teacher in schools offering Art and Design subject. The Ministry of Education should improve on Art and Design allocation fund in order for school to have adequate facilities and therefore improve the quality grades. Heads of schools should have vast knowledge on careers related to Art and Design background in order to guide their students wisely.