

Full Length Research Paper

Factors that determine students' and teachers' attitudes towards art and design curriculum

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Art and Design is one of the vocational subjects in the secondary school curriculum. Its implementation has not been impressive owing to a steady decline in enrolment of students, students dropping the subject at different levels in secondary schools and general low priority given to the subject in schools. Many schools are not willing to offer the subject because most learners seem to be less interested in it. However, no study has been undertaken to establish the factors that determine students' and teachers' attitudes towards Art and Design Curriculum. The purpose of the study was to establish the factors that determine teachers' and students' attitudes towards Art and Design Curriculum. The study was carried out in public secondary schools in Nyanza Province of Kenya and the sample included 113 students and 15 teachers. Simple random sampling was used to select 131 students out of 439 who had dropped Art and Design curriculum. The study found that schools lacked materials, equipment and facilities; the subject was expensive to implement and the time allocated for Art and Design was too short to handle the practical. It is recommended that the ministry of education should reconsider the initial objectives of vocational education in secondary schools in Kenya, recruit more Art and Design teachers, equip schools with Art and Design facilities and increase time allocation for Art and Design lessons.

Key words: Art and design, curriculum, talent, vocational education, attitude.

INTRODUCTION AND CONTEXT OF THE STUDY

Education in Africa has evolved from traditional systems through Western oriented adaptations to modern multi-faceted adaptations. A distinguishing feature is that traditional African models were integrated with little demarcation between the liberal and vocational fields as evidenced in the heavily academically oriented Western models (Kerre and Kwende, 1995). Art and design has been offered in many countries as an optional subject. The idea that a curriculum is not compulsory just as it is in Kenya today certainly may not attract as many students as the compulsory ones and therefore creating attitude problem (Naoe and Toshio, 2003).

In the 1970s and 1980s educational systems in Africa came under strong criticism for being too the oretical and

academic, ignoring the practical aspects that would prepare youth for productive careers (UNESCO, 2008). In response, most governments revised and at times overhauled their educational systems by introducing or expanding technical and vocational education as an integral part of general school curriculum where art and design curriculum was one of the subjects offered. The rationale for vocationalization of the curriculum with Art and design include the personal development goal of educating "the whole person," the social-political goal of providing equality of opportunity and catering for a wide range of talents (Lauglo and Maclean, 2005).

Although reports coming after independence, expressed concern on neglect of practical and creative activities, the cost of teaching vocational subjects in Kenya, with exception of business studies, has proved to be higher on average than that of teaching all other subjects (Mwiria, 2005). That this financing is shared by the government and parents (with the government paying

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teachers salaries and parents paying for consumables) has also been highly problematic.

The Government of Kenya's commitment to the vocationalization of secondary school curriculum where art and design curriculum is one of the subjects to be examined for the Kenya certificate of secondary education (K.C.S.E) examination dates back to the recommendations of the National Committee on Educational Objectives and Policies (Republic of Kenya, 1976). Among other recommendations, this Committee called for a restructuring of the education system in order for it to meet basic needs and to promote income earning opportunities for school leavers, a change in the attitudes in students and skills that would stimulate self-confidence and creativity related to self-employment. Art and Design was one of the subjects to be taught and examined in the K.C.S.E examination.

In 1985, the government of Kenya sought to diversify the curriculum incorporating more vocational and technical subjects in the secondary school curriculum. Art and Design was one of the vocational and technical subjects emphasized in the new system of educational (Republic of Kenya, 1981). The new system of education was to have 8 years of primary education, 4 years of secondary school education and 4 years of minimum university education (8-4-4 system) as opposed to the previous system of 7 years of primary education, 4 years of secondary education, 2 years of high school and 3 years of minimum university education (7-4-2-3 system). The implementation of the 8-4-4 system of education was justified on the following grounds (Republic of Kenya, 1981; Mwiria, 2002):

Specific objectives of secondary Art and Design Curriculum are to;

- (1) Produce artworks for aesthetic and utilitarian function through creative exploration of the principles and elements of art and design;
- (2) Express their emotions, feelings, ideas and experiences to communicate through works of Art and Design; explore the physical environment as a source of inspiration, ideas and materials to produce works of art;
- (3) Acquire good craftsmanship as they develop a systematic approach in solving art and design problems and tasks;
- (4) Integrate acquired skills, concepts and attitudes to enrich their understanding of and performance in other fields and activities;
- (5) Exchange ideas and skills through group activities within the school, local communities and other institutions at national levels;
- (6) Apply contemporary technology in solving Art and Design problems; and
- (7) Appreciate their own and other people's artistic and cultural heritage.

As one of the objectives of Art and Design Curriculum, formation of favorable attitude is central to the education process. However, with the decline in enrolment and many schools not offering the subject, attitude towards the subject is unfavorable (Wagah, 2009). Students and teachers may hold attitude owing to underlying factors, which have to be understood and addressed. But one emerging phenomena is that schools are dropping the subject and enrolment is declining.

Recent studies on Art and Design Curriculum have focused on specific topics of Art. Wanjiku (2001) came up with various paintings on canvas in response to the apparent contradiction emanating from the promotion of street Art to be above the academic Art. Shoka (2001) studied graphic design, Adhiambo (2004) studied creative use of leather for the production of specific interior spaces in Kenya. Nguku (2000) carried a research on utilization of selected weaving techniques to design and create fine hand woven fabrics.

As much as these artists have studied specific topics of art and design curriculum, the environmental, curriculum and administrative factors determining students' and teachers' attitudes which have affected the number of students proceeding with the curriculum and schools doing away with Art is on the increase which is an emerging trend in education.

Oludhe (2003) carried out an exploration of creative performance of secondary school students and the implications for the teaching of art in Kenya. Although his study was designed to explore the relationship between the domains of creativity which is a key value to art and design curriculum, the study used in this article looked at environmental, curriculum and administrative factors which have contributed to attitudes towards art and design curriculum.

A case study was conducted in Finland by Tarja (2005) on girls, boys and gender play. The aim was to study art education from gender perspective, focusing on the meaning of gender in the everyday processes of art lessons in school. It brings to view, describes and interprets the dimensions and ways of constructing differences and how gender meanings are attached to interpretation, picture making and the students 'works, processes where mutually contesting meanings arise and are dealt with. Gender became significant in the classroom as differences in styles and doing, aesthetic values, subject matter and craft of the student art work were observed. The study did not tackle the curriculum related factors, administrative and environmental factors determining attitudes towards art and design curriculum.

Ministry of education, curriculum developers at the Kenya Institute of Education and other stakeholders like the community members are in dilemma as to whether art and design curriculum should be retained in the secondary school curriculum, pegged with Agriculture, Woodwork, Metalwork, Building Construction, Power Mechanics, Electricity, Drawing and Design, Aviation and

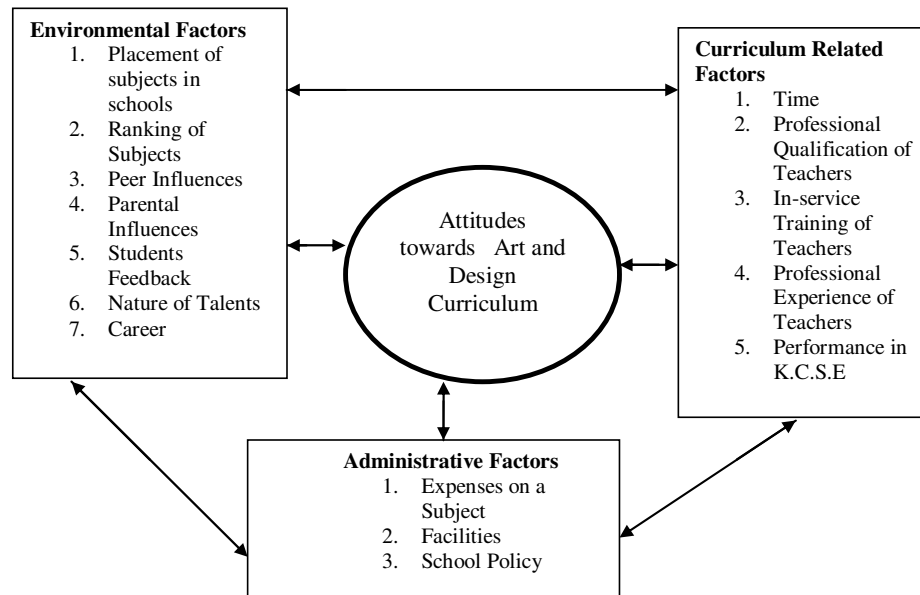


Figure 1. Factors determining attitudes towards art and design curriculum.

Technology and Home Science (Wanjira, 2009). The attitudes have extended to school administrators who have the authority to decide on which curriculum to include among the existing ones and which stream should offer Art as an optional subject. The clustering of subjects into various groups by the Ministry of Education specifies the optional subjects the students in the 8-4-4-system of education should choose or not to choose at all based on their interest (M.O.E, 2008). The required secondary subjects are categorized into groups as follows:

- Group 1: English, Mathematic, and Kiswahili;
- Group 2: Biology, Physics, Chemistry, Physical Sciences, and Biological Sciences;
- Group 3: History and Government, Geography, Christian Religious Education, Islamic Religious Education, Hindu Islamic Education;
- Group 4: Home Science, Art and Design, Agriculture, Woodwork, Metalwork, Building Construction, Power Mechanics, Electricity, Drawing and Design, and Aviation Technology; and
- Group 5: French, Germany, Arabic, Music, Business Studies and Computer.

Students are required to take all the subjects in group 1 and at least two subjects from group 2. They are also required to select subjects in the other three remaining areas. The selection of subjects depends upon what the individual schools offer. This in turn depends upon the resources and the teachers available in the individual schools. art and design curriculum is shunned by educators and stakeholders and considered of low status with the changing needs of societies (Mwiria, 2005).

Choice is a matter of preference and is largely determined by attitudes. Understanding the environmental, curriculum and administrative related factors are critical to understanding the choices made by the students and teachers in art and design curriculum in relation to other subjects.

Purpose and objectives of the study

The purpose of the study was to find out the factors determining students' and teachers' attitudes towards Art and design Curriculum. The specific objectives of the study were to establish;

- (1) Environmental factors influencing attitudes towards Art and Design Curriculum.
- (2) Curriculum related factors influencing attitudes towards Art and Design Curriculum.
- (3) Administrative related factors influencing attitudes towards Art and Design Curriculum.

Conceptual framework of the study

The study was guided by conceptual frame work based on theory of attitude formation and change as discussed in the works of various scholars such as Eagly and Chicken (1993), Radford and Govier (1991) and Robert (2001) as shown in Figure 1.

Attitudes impel people to react to objects, situations or propositions in ways that can be called favorable or unfavorable (Guilford, 2004). Sprinthall (1987) enumerates two general sources of attitudes: external influences

such as from parents, peer, teachers and students. The second general source is internal influences due to personal conflicts such as students making a choice of career to pursue. Career choice is a complex exercise involving unconscious decisions that are constrained by culture and social traditions.

Environmental, curriculum and administrative related factors influencing students' and teachers' attitudes towards art and design curriculum are moderated by what happens in their schools, homes, cultural norms and labour market orientations (Kithyo and Petrina, 2002). Factors influencing students' and teachers' attitudes towards art and design curriculum may be formed due to past experiences encountered identification and due to ones past behaviour and actions.

All these may be termed as environmental influences. Robert (2001) argues that attitude generally involves an emotional or affective component (for instance, liking or disliking) a cognitive component (beliefs) and a behavioural component (tendency to act towards these items in various ways). In other words, attitudes as described here indicate that they are strongly held beliefs, opinions and feelings, which are reflected in people's behaviours.

Similarly, administrative related factors such as the school policy may demand that art and design should only be offered in one stream out of five or six streams (Wagah, 2009). This hinders talent nurturing for the students who may not be in the stream that offers art and design curriculum.

Every body can be an artist except that the talent is never given room to grow (Kiama et al., 2007). Art and design curriculum are demanding especially the practical part which carries 70%. If the school is not supportive in terms of facility provision and favorable learning environment (Art Room), attitude development may occur towards the curriculum such as the number of schools offering the curriculum declining and students' enrolment being as low as one student.

Pettman (1986) has shown that both feelings and information are critical factors in the formation of attitudes and that attitudes are critical components of cross-cultural understanding. In other words, attitudes as described here indicate that they are strongly held beliefs, opinions and feelings, which are reflected in people's behaviours. Attitude also affects implementation of the objectives, content, methods of teaching and evaluation procedures of art and design curriculum by the students especially if the students' attitude is negative.

For example, when the time stipulated on the time table is not sufficient for the teacher and the student to handle a still life drawing and painting arranged before the students in a double lesson, the teacher has to dismantle the still life which will affect the accuracy in its arrangement in the next class. In the K.C.S.E examinations still life drawing and painting is allocated four hours where as in the recent secondary school curriculum the same

practical was allocated a double lesson of 80 min. This implies that the students may not be able to complete the same practical within the time stipulated on the time table which may result in attitude formation.

The triadic model of attitude sees attitudes as having three components, affective, behaviour and cognitive. The implication of the triadic model is that these three components form a system and are interdependent. Radford and Govier (1991), Feldman (1990) have noted that a change in one component of the system should produce changes in the other components in order to maintain consistency.

They further say that evidence exists that the cognitive and affective components of attitudes are closely related. The affective component encompasses our positive or negative emotions about something-how we feel about it. The behaviour component consists of a predisposition or intention to act in a particular manner that is relevant to our attitude.

Finally, the cognitive component refers to the belief and thoughts we hold about the object of our attitude. Students may view art and design curriculum as a subject involving talent and hence this factor leads to attitude formation.

For example students' attitude toward art and design curriculum may consist of positive emotions (the affective component). An intention to drop or proceed with art and design curriculum (the behaviour component) and the belief that Art and Design is a curriculum for talented students (the cognitive component).

Attitudes can also take different forms, especially in the process of change. For instance, they can be selective, biased, arouse effect when challenged or resist change in the face of new experience for example the teaching experience from teachers coupled with in-service training may lead to positive attitudes. Attitudes are hypothetical constructs, they can not be directly observed and their existence is inferred from a person's behaviour. This behaviour can of course take many forms for example students dropping the Art and Design Curriculum and schools developing a low priority towards Art and Design Curriculum.

METHODOLOGY

Venue and sample

The study was carried out in 15 public secondary schools offering art and design curriculum in Nyanza Province, Kenya. Respondents in the study were 15 teachers of Art and Design, 113 students taking art and design and 131 students who had dropped Art and design curriculum. Saturated sampling was used to arrive at the sample size of teachers and students of Art and design curriculum.

To arrive at the number of the students who had dropped art and design curriculum simple random sampling was used to select 30% of the students. Only four students were selected for the study because of their being in a position to understand best the dynamics of implementing the Art and Design Curriculum having been in the school longest.

Table 1. Placement of Subjects in School (n = 131).

Students responses	Art and design was offered in the Stream I joined in form one (%)	Art and design was compulsory in all form one and form two streams (%)
No	78(59.5)	116(88.5)
Yes	53(40.5)	15(11.5)
Total	131 (100)	131(100)

Research design and data collection instruments

This was basically qualitative research intended to get opinions and perceptions of teachers and students towards conditions of implementing Art and Design Curriculum. The questionnaire was designed to solicit information on respondents' perspectives on conditions for teaching Art and Design including environmental, curriculum related factors and administrative support. Observation schedule was used to counter-check the information generated by the questionnaire. A survey design based on use of questionnaire and observation was therefore used.

Pilot study

Prior to data collection, a pilot study was conducted in two schools out of the total of 17 schools. The pilot schools were not used in the final study. The purpose of the pilot was to ensure that the instruments were reliable. To ensure the validity of the instruments three judges on the topic of the study at Maseno University were asked to examine the content in relation to the objectives of the study. Their feedback was used to revise the instruments.

Data collection procedure

Official permission to conduct the research was sought from the ministry of education. The instruments were administered through personal visit on appointment with school principals. The questionnaires were filled and observations made in the schools on the day of the visit.

Data analysis procedure

The research design generated qualitative data. The data was analyzed by use of descriptive statistics on the thematic categories based on the research objectives. The data is reported in the form of frequencies, percentages, mean and verbatim quotations to afford despondence opportunity to speak for themselves.

RESULTS AND DISCUSSION

Environmental factors

The researcher established that environmental factors such as art and design curriculum offered in the stream the student joined influenced the choice of Art and design curriculum. Some schools made certain optional subjects compulsory in particular streams such that not all the streams in the schools offered art and design curriculum as shown in Table 1.

This implied that talented students in art and design

Curriculum therefore missed such an opportunity to discover their talents when they happened not to be admitted in streams offering the curriculum a case causing art and design students' enrollment as low as one student in form four in some schools. However, the findings of the study revealed further that only 40.5% of the students who joined a stream in form one which offered art and design curriculum.

This implied that, students who joined schools offering many optional subjects were forced to take only the optional subject offered in that particular stream. It was evident from the study that 78(59.5%) of the students who missed an opportunity to be in a stream that offers art and design curriculum were more than the ones who joined the art and design curriculum, a factor causing the number of students enrolling for art and design curriculum to be low. The researcher found out that the majority of the students 116(88.5%) did not have art and design curriculum compulsory in form one and form two as revealed in Table 1. The study used confirmed that 15(11.5%) of the students who had art and design curriculum compulsory in form one and form two were too few than those where the curriculum was not compulsory 116(88.5%).

Students who had dropped the art and design curriculum as well as those who were taking the subject were asked to rank the subjects offered in the secondary school curriculum from the most preferred to the least preferred. The purpose of this was to establish the position of art and design in the secondary school curriculum from the students' perspective. The most preferred was ranked 1 while the least preferred was ranked 17. The mean rate was computed from the ranking as shown in Table 2.

From Table 2 it was evident that 113 students who were taking Art and Design Curriculum in Form Four in Nyanza province ranked art and design in position three with a mean rate of 13.19. This showed that they liked the curriculum and that was why they proceeded with it up to Form Four.

In Nyanza province 131 students who had dropped Art and design ranked it in position 11 with a mean rate of 8.30. Students in Form Four sit for seven or eight subjects in the 8.4.4 system of education, Kenya. Art and design curriculum were not ranked in any of those eight positions. This further implied that the students who had dropped the curriculum had a negative attitude and that was why they did not proceed with the curriculum up to

Table 2. Ranking of subjects in schools from most preferred.

Students who dropped art and design (n = 131)			Students continuing with art and design (n = 113)		
Subjects	Mean rate	Rank	Subject	Mean rate	Rank
English	14.43	1	Math	14.03	1
Math	13.57	2	English	14.02	2
Kiswahili	13.56	3	Art and design	13.19	3
Biology	13.29	4	Kiswahili	13.17	4
Chemistry	12.21	5	Biology	12.11	5
History	10.77	6	History	11.15	6
Geography	10.37	7	Chemistry	11.13	7
C.R.E	9.85	8	Geography	9.87	8
Physics	9.29	9	Physics	9.63	9
Business education	8.31	10	C.R.E	9.59	10
Art and design	8.30	11	Agriculture	6.54	11
Agriculture	7.22	12	Business education	6.07	12
French	6.01	13	Computer	5.88	13
Computer	5.51	14	Physical education	5.35	14
Physical education	5.43	15	French	5.48	15
Home Science	3.49	16	Home science	4.26	16
German	2.79	17	German	3.15	17

Form Four. When teachers were asked whether peer influence made students to drop Art and Design Curriculum, the study revealed that 2(1.28%) positively agreed which placed the peer influence in the 3rd position out of the 11 reasons that were listed in Table 3.

This implies that since students select subjects in Form Two, they can easily be influenced on what to choose which creates the attitudes. Only 12(4.09%) responses from the students who had dropped the curriculum in Table 3, placed peer influence in the 9th position which implied that it was not a major reason for dropping the curriculum. Other reasons which were not major included advice from the career teacher 10(3.41%) and advice from the Art and Design teacher 9(3.07%).as indicated in Table 3.

Students who had dropped the Art and Design Curriculum believed that other careers were better than Art and Design Curriculum related careers. This was established when out of the 13 factors given to students who had dropped the curriculum, 44(15.01%) responses ranked other careers being better in the second position in Table 3.

Teachers of Art and Design curriculum also confirmed that students feel other careers are more paying than Art and Design Curriculum related careers a factor that made students to drop the curriculum as the reason was ranked 3rd. The study used established that 2(1.28%) and 25(8.87%) of the students who dropped the curriculum in Table 3 and teachers, placed lack of talents in 3rd and 4th position.

This implied that lack of talent made students to drop the curriculum. Areas such as sculpturing, painting, and

drawing involve talent. Without the talent one can not draw easily a realism portrait and "still life composition.

Curriculum related factors

The study found out that 79(26.96%) of the students who had dropped the Curriculum, placed the issue of Art and Design consuming a lot of time in the 1st position out of the 13 alternatives while the teachers ranked it 7th in Table 3. This further confirms that the changes in the Kenyan curriculum implemented in 2003 by the Ministry of Education, where by the lessons on the timetable for all the subjects in group four have been reduced to 5 lessons in Form 3 and 4, and Form 1 and 2 the lessons have been reduced to 3 per week, are some of the factors making enrollment low. It was therefore necessary to establish the professional background of the teachers as this was going to provide information for gauging their attitudes and competence in delivering the Art and Design Curriculum content in secondary schools.

It was evident that 86.7% of the teachers in Nyanza Province had Bachelor of Education degrees, and only 13.3% had Diploma in Education. From the questionnaires the researcher administered, the teachers were asked if they had undergone any in-service training due to the introduction of new topics in the syllabus such as computer graphics in form three as a result of 8-4-4 Curriculum review in 2003. But 100% Art and Design Curriculum teachers confirmed having had no such training. These leaves much doubt if the teachers had the required skills and positive attitudes necessary for

Table 3. Students' and teachers' reasons for dropping art and design curriculum.

Factors	Students responses		Teachers responses (n = 15)	
	Percentage (n = 131) (%)	Rank	Percentage (%)	Rank
Art and design was time consuming	79(26.96)	1	1(0.64)	7
Other careers are better	44(15.01)	2	2(1.28)	3
Art and design was expensive	35(11.94)	3	72 (46.15)	2
Lack of talent	25(8.87)	4	2 (1.28)	3
Lazy students	26(8.53)	5	(0.64)	7
Extra levies charged on art and design	17(5.80)	6	73 (46.79)	1
Parents advised students to drop the curriculum 16 (5.46%)		7	2 (1.28)	3
Art and design was not performing well	14 (4.10)	8		
Peer influence	12 (4.09)	9	2(1.28)	3
Career teacher advised students to drop	10(3.41)	10	(0)	11
Art and design curriculum				
Art and design teacher did not like students	9 (3.07)	11	1(0.64)	7
Class teacher advised students to drop art and design 4(1.37%)		12		
Curriculum				
Art and design has no future in Kenya	2 (0.68)	13	(0)	11

discharging Art and Design Curriculum practical with only the skills and knowledge they had acquired since they started working despite the introduction of new topics in the syllabus. As in the other subjects in the Curriculum, Art and Design Curriculum require expertise and the right attitudes, which can only be acquired through special training to upgrade their knowledge and skills. Much of the negative attitudes observed in the teachers during this study can therefore be attributed to the problem of teacher education programs. Well educated teacher and provided with in-service courses are vital for a successful content implementation. The fact that the teachers have never undergone any in-service courses for a subject that carries 70% practical makes it necessary to conclude that there has been a lot of incompetence and avoiding of teaching some topics in Art and Design Curriculum, owing to likely lack of expertise and the right attitudes. The Curriculum keep changing and education is dynamic whereby there is need for in- service training for teachers due to introduction of technology in Art and Design Curriculum since the changes were done in 2003.

Administrative related factors

When 15 teachers were given 11 reasons that make students to drop Art and Design Curriculum, extra levies charged for Art and Design Curriculum took the 1st position and Art and Design being an expensive subject was placed 2nd as indicated in Table 3. The students who dropped Art and Design 35 (11.94%) responses also confirmed that the curriculum was expensive when they placed the factor in the 3rd position and the extra levies

charged on Art and Design in the 6th position in Table 3. This implied that students who could not afford to pay fees could drop the curriculum. 100% schools in Nyanza province had only one room as an Art room.

It can be observed that the ceramic work made out of clay in Plate 1 has been placed on the floor of the Art room. The poor storage of the works exposes them to the danger of being damaged. The lack of appropriate storage facilities is likely to create negative attitudes in Art and Design implementation in secondary schools as observed in Figure 2.

Conclusion

Based on the findings, the following are the conclusions of the study:

- (1) Environmental factors such as other careers having better prospects were ranked 2nd and 3rd in table 3 in determining attitudes towards Art and Design Curriculum.
- (2) Time was a leading curriculum related factor and therefore contributing to attitudes towards Art and Design Curriculum.
- (3) The study revealed that Art and Design Curriculum was an expensive curriculum on the administration.

Recommendations

Based on the conclusions above, it is recommended that:

- (1) The Career guidance department in schools should



Figure 2. Art room with rudimentary facilities (A).

encourage and advice students talented in Art and Design to pursue the subject to the highest level due to the many career opportunity associated with it such as product designing, jewelers designers, curio artistry, toy making, cartoon making, basket making, puppeteer, interior designing, Art teaching , graphic designing, website designing, advertising and marketing artistry, art critiquing, printing, painting, sculpting, landscaping, illustrating, Film/T.V video graphic designing, photographing, animation artistry, theater designing, forensic artistry, stage managing among others.

(2) If Art and Design Curriculum are to achieve its intended learning objectives especially the subtle ones, it has to be allocated adequate periods, placed at the proper time in the day and in the week. Art and Design Curriculum lessons should be placed in the morning hours of any day in the week, preferably Mondays and Wednesday.

(3) The Ministry of Education should reconsider the initial objectives of implementing Vocational subjects in secondary schools, and therefore support the curriculum through provision of facilities, equipments and recruit teachers to teach the subject in secondary schools

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