

An Evaluation of the Implementation of Government Policies on Art Education in Primary Teachers Colleges in Kenya

Zeddy Chepkorir Makatiani

Abstract

There has been problem of shortage of qualified teachers and poor quality performance in the teaching of art education in primary schools in Kenya, due to diverse introduction of curriculum. Ministerial adoption of new policies on teaching art education in PTCs sought to alleviate the teacher shortage and subsequently improve on teaching of art education in PTCs. The policies which were designed were on; student enrolments to PTCs, structural duration, admission criteria, coverage of syllabus, mode of assessment, qualification of staff and in-service training attendance. The researcher found it necessary to focus this study and find out whether and what gaps or discrepancies existed in working relationships between stated policies designed to guide PTCs in preparation of teachers of art education in primary schools in Kenya. The study sought to fulfil five main objectives namely:- to find out whether or not PTCs were implementing government policies of art education in PTCs, how to solve the problem of shortage of teachers trained to teach art education in primary schools, the implications of implementing the stated government policies on art education in PTCs for solution of the problem of shortage of teachers qualified to teach art education in primary schools, the solution of poor quality teaching of art education in primary schools and the strategies, based on this study, that could be used as recommendations for planned implementation of government policies on art education in PTE programmes in Kenya. Two categories of literature were reviewed regarding; specification of the context of art education in PTE programme- a quasi-historical analytical survey of post 1990 policies and logical predictions – Anticipated outcome from adopted government policies. Literature review indicated that art education subject was neglected and underfunded. More seriously, according to Phase Two Summative Evaluation report by the Kenya Institute of Education, the subject is neither taught nor examined in KCPE, also materials for practical work is provided by KIE, by implication, the government policies were not being implemented. The target population of the study was Inspectors of art education, Dean of art education, Coordinators of art education, Tutors of art education and 2nd year students of art education, while the location of the study was PTCs in Kenya, both private and government sponsored. The data was collected through the questionnaires, interviews, focus group discussions (FGDs) and observation guide. These instruments had been pre-tested with members of the target population and were approved as valid before being administered in the field. The collective case study was found to be suitable for the study since it was going to help the researcher to examine discreetly how designed government policies on art education were being implemented in sampled PTCs in Kenya. According to the findings of the study, government policies designed to guide the PTCs in improving the quality of teaching and shortage of teachers of art education in primary school in Kenya were not being implemented. Drawing from its findings, the study recommended that; the government, through the MoE ought to reinstate back the subject to be examined by KNEC at the primary school level, the training period in PTCs to be increased to 3 years or reduce the syllabus, basic facilities, materials and equipment in art studios ought to be available and be improved in PTCs in Kenya, Tutors teaching art education should meet the qualification

requirement as specified by government policy and finally, regular in-service training for tutors teaching art education was important since it updates their knowledge in the new technique and materials in subject area.

Keywords: Evaluation, Implementation, Government Policies, Art Education, Primary Teachers Colleges, Kenya

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