AVAILABILITY, ACQUISITION AND UTILIZATION OF ART AND CRAFT RESOURCES IN EMBU MUNICIPALITY SCHOOLS

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BY

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DECLARATION

This project report is my original work and has not been presented for a degree in any other university.

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This project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This work is dedicated to Kim and Mutuma, who have been my inspiration all through the course. They laughed and cried with me throughout this course.
ACKNOWLEDGEMENT

I owe great appreciation to my Senior Lecturer and Supervisor, Dr. Gitau Ndichu for his guidance, suggestions and desire for perfection. His dedication to duty and willingness to help has been a great source of inspiration during the period of this study.

A lot thanks go to all my lecturers who equipped me the knowledge I required to go through the course.

Special thanks go to the heads of the Primary Schools in Embu Municipality and those teachers I included in the research.

I cannot forget the Wanduara family who were all with me during my entire course. I owe them so much.

Finally, my sincere appreciation goes to my family members especially my beloved soul mate who worked tirelessly with me throughout this study and course as a whole.
ABSTRACT:

Teaching learning resources are instrumental in motivating both learners and the teachers. Art and craft teaching and learning resources have been a major problem in most primary schools in Kenya.

Since Art/craft is a practical subject it helps the children to express their feelings in socially acceptable ways hence creating a much happier school environment. Therefore a lot of emphasis should be given to this subject. However without the necessary teaching and learning resources, the teaching of this subject cannot be effective.

Instructional resources enhance understanding and retention of content. Therefore the researcher has sought to investigate their availability and use in primary schools in Embu Municipality.

A questionnaire with closed-ended and open-ended items was used to gather data. Also there was use of an interview schedule. The data is later analysed by use of frequency tables and percentages.
The results indicate that there is inadequacy of Art/craft teaching learning resources in Embu Municipality. The available teaching learning resources are not properly used and maintained due to lack of skilled manpower in the field of Art/craft.

Based on the study the researcher has recommend. Refresher courses and Art and Craft workshops for the Art/Craft teachers in the field. The learning resource centres and teacher advisory centres should be made more useful to the teachers.
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CHAPTER ONE

1.0 Introduction

This chapter sought to find out the background history of Art/craft subject in Kenyan education system. Through the literature review the researcher will be able to find out the emphasis laid on the use of Art/Craft teaching learning resources.

1.1 Background to the study:

Missionary activity in Africa beginning in the early 1800's attempted to destroy African traditional art. They claimed that it was un-Christian and sinful. These misconceptions eventually have been corrected. However, we still have a big problem as far as Art and Craft subject is concerned. This is the problem of neglect.

Many people in Kenya have ignored art and craft. They don't appreciate its aesthetics. As a result, a negative attitude has been passed on to schools. This was more so before the 8:4:4 System of education was offered in Kenya. Previously, art and
Craft was taught in schools as handicraft. Little attention was paid to the subject because it was not examined at the end of the seven years of Primary Education. Moreover, it was only done by the boys while the girls did domestic science.

Eventually, art and craft have been passed in the 8-4-4 system of education as an examinable subject. Due to the sudden change from the 7-4-2-3 system of education to the 8-4-4 system, the teachers and other educationists were not well equipped with knowledge on this subject. As a result the performance has not been very good. One of the major problems among others is lack of resources for teaching this subject.

According to the Kenyan Primary Education syllabus, one of the major objectives is to equip the learner with knowledge, skills, attitudes and experiences to use creatively, varied materials and tools. Specifically the learners should be able to select and use appropriate materials and tools for specific activities. They should also be able to use locally available materials as a resource for
suggested activities. Therefore, teaching resources are very necessary in the teaching of Art and Craft subject. Gilbert (1975) says that; *It is difficult to envisage effective learning being possible without access to any resource at all.*

Learners should be therefore allowed to work with various materials. This helps them to be physically and creatively involved in the process of learning. In every art and craft lesson, they should be allowed to make something. For example, model, paint, draw or design. It is easier for the learners to learn by doing. They retain more of what they do with their hands than what they just see or learn. Rajabali (1985) reckons that the:- "Art and Craft activities involve learning to handle materials and tools efficiently and without clumsiness". This means that use of teaching resources in Art and Craft is very central.
1.2 Statement of the Problem

The Ominde Report Commission of 1964 was appointed to give recommendations to provide the independent Kenyan Nation with a system of Education, which would be in line with an independent African Country. In this report, there was abolishment of agriculture subject and vocational education in Primary Schools. This "killed" such subjects as handicraft and home science.

However, the Bessy Report of (1972) revived the Beecher/Binns recommendations on agriculture, handicrafts and vocational education which were abolished by Ominde Report. The report also noted that the practical subjects were badly taught due to lack of necessary materials and tools. It stressed that urgent steps should be taken to make the necessary materials and tools available in schools.

The Kamunge Report (1988) introduced the idea of cost sharing to curb the problem of lack of resources for teaching in schools. In this Report, the parents and the stakeholders were required to provide
physical facilities such as classrooms, Art rooms, wood workshops, textbooks and other necessary teaching resources. On the other hand the central government meets the teachers' remuneration and the provision of school milk. This cost sharing policy has not worked very well. With the current economic status, many parents cannot afford to buy for their children these resources. As a result the children are left at the mercy of the teacher who may not know what to do. Many teachers do not have adequate training in this field of teaching. Moreover, the art and craft materials are quite expensive and therefore not many schools may afford them.

This research therefore, has tried to find out the various types of teaching resources used in Art and Craft subject, how they are acquired and how available they are in primary schools in Embu Municipality.
1.3 Research Questions

(i) How are the Art/Craft teaching, learning resources selected?
(ii) Which Art and Craft teaching, learning resources are available?
(iii) Where are teaching learning resources acquired from?
(iv) Do teachers and pupils improvise for the unavailable teaching resources?
(v) How are the teaching, learning resources maintained and stored?
(vi) What are the problems encountered in acquiring and using the resources.
(vii) To what extent do teachers make use of community learning Resources to teach Art/Craft.

1.4 Objectives of the Study

1. Determine criteria teachers use when selecting Art/Craft teaching learning resources.
2. Find out the Art/Craft teaching learning resources available.
3. Determine the sources of the teaching learning resources.
4. Determine whether the teachers make their own materials.
5. Determine the maintenance and storage of the Art/Craft teaching learning resources.
6. Determine problems encountered by the teachers in acquiring and using Art/Craft teaching learning resources.

7. Determine whether the teachers gather information on resources from resource persons and community resources and problems encountered in this endeavor.

8. Identify and describe teachers personal characteristics (ages, gender, Qualifications, teaching experience).

1.5 Significance of the Study

The results of this study will help Art and Craft teachers to find out ways of acquiring, using, storing and maintaining their teaching and learning resources. It will encourage the art and craft teachers to work hand in hand with Teacher Advisory Centers and learning centers to better the performance of Art and Craft subject. It will provide data to the curriculum planners helping them to design
relevant instructional resources for teaching art and craft in primary schools. Art and craft teachers will be able to select, use and store and maintain teaching and learning resources through the help of this study. The findings may be used by future researchers as a basis on the teaching resources in Art and Craft.

1.6 Limitation of the Study

The study has only covered Embu Municipality Schools; therefore the research findings cannot be used to generalise for all schools in Kenya.

1.7 Assumptions of the Study

The following assumptions have been made in this study.

(i) That all the Primary Schools in Embu Municipality use a uniform syllabus of Art and Craft.

(ii) That the respondents have participated freely without fear or other undesirable biases.
1.8 DEFINITION OF TERMS

Some of the terms used in this research have more than one meaning. Therefore, they have commonly been used as defined below.

ART: This is a visual language of communication whereby an artist expresses his or her ideas, feelings, emotions, and experiences. A work of art does not have to be functional, it may simply have an aesthetic value.

COMMUNITY RESOURCES: These are those materials that facilitate learning and are within the community. For example, people, National Parks, Museums art galleries and so on.

CRAFT: It is a skill of converting raw materials from their original state into functional items. For instance a piece of wood converted into a chair.
CREATIVITY: A term used to describe a human ability which enables one to come up with a design, developments or innovations.

IMPROVISATION: Inventing a representation of the real thing that may not be available using locally available materials.

LEARNING RESOURCE CENTRE: This can be seen as a place where the teachers and other community members are provided with sufficient information about resources. It also facilitates widespread use of resources.

LEARNING: A process of acquiring knowledge, skills and attitudes from a given source through study; experience or being taught.

MAINTENANCE: This means keeping the materials in good order using them appropriately for the right use. It involves not damaging, repairing or preventing from damage or replacing.
PAPIER MACHE’ – This is a paper pulp mixed with some stiffener such as give and is molded when moist. It becomes hard and strong when dry, and is used chiefly for decorative objects.

PSYCHOMOTOR LEARNING: Learning which is associated with skills of movement and co-ordination. For example drawing, painting or carving.

RESOURCES: These are the materials that are used by the Teachers and learners to enhance the teaching, learning process. For example teaching aids, tools such as brushes, knives equipment such as throwing wheel, looms and so on.

STORAGE: Room for, or means of keeping the resources after use to avoid damage.

TEACHING: The act of imparting knowledge or information to a learner through communication.
TEACHING AIDS: Some artifacts, which aid the teaching of a subject. For example, text books, overhead projects, charts and so on.

8-4-4: This is a system of education whereby the learners go through the primary school for 8 years, 4 years in secondary school and 4 years in university. This is the education system that is currently operating in Kenya.

7-4-2-3: This is a system of education whereby the learners go through primary school for 7 years, 4 years in secondary, 2 years in advanced secondary school level and 3 years in university.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the literature related to the research problems under such sections as; reading materials, non-reading materials, community resources, selections of resources, maintenance and storage of resources and teachers preparation of their need for teaching and learning resources.

2.1 Instructional Resources

Resources are those materials that facilitate the teaching learning process. They are used both by the teachers and the learners. Resources include the hardware as well as the software materials. Generally resources can be viewed as Vaisey (1975) sees them. He says that resources include everything, which is planned to contribute to the education enterprise. This may include teachers, equipment, community resources, museums, libraries and so on. He also points out that they can be spaces and institutions, which contribute to the education enterprise.
Owen (1973) adds more to this meaning of resources. On top of the above-mentioned materials, he says resources also include the time, organisations and purposefulness, which goes into the production of learning.

2.2 Types of Instructional Resources

Resources may be divided into two categories namely; the cite resource, which is used to extend the range of experiences, offered by the teacher. For example, the audio-visual charts and so on.

Then there is the cite resource, which extends the possibilities of the teaching learning processes and involves the participants greatly. (Vaisey, 1975) for example, text-books, brushes, paints, pencils and so on.

To make the term resources clearer, we have categorised it into the following:-

(i) Reading materials

(ii) Non-reading materials

(iii) Community resources
2.2.1 Reading Materials

These include textbooks, journals, magazines, encyclopedia, newspapers, programmed materials and dictionaries.

Reading materials are very important in the teaching and learning of art and craft. This is because one needs to get the facts before developing any skill. The textbooks for instance act as a guide to the teacher. They help the teacher to organise instructions to be followed sequentially. In this study, we have tried to find out what reading materials are used for teaching art and craft and how available they are.

2.2.2 Non-Reading Materials

These could be seen as those non-book materials that assist in the teaching-learning process. Some of these materials could include posters, paintings, charts, transparencies, potter's wheel, drawings, diagrams, actual objects and so on.
According to Harns (1983), the non-materials, which he calls non-print media, include audio recordings, video recordings, synchronised with visual display and films.

2.2.3 Community Resources

The communities we live in act as a good source of teaching and learning materials. We cannot fully exhaust resources in our environment and therefore should make maximum use of them. Some of these resources are:- people, art galleries, museums, learning resource centres and so on.

Portsmouth (1973) reckons... one can think of materials as belonging either to the natural world of paints, shells, and so on or to the world of manufactured goods such as paper, metal and glass.
The art teachers should make the pupils aware of the community resources by organising for outdoor activities such as, nature walk, field trips to such places as Art Exhibitions, art workshops and visits to the museums and art galleries. This will help them to appreciate how local materials design and colour are used to enhance the environment through the visual arts. Moreover, what we experience personally is easily remembered than what is told verbally.

2.3 Importance of using Instructional Resources.

As long as 1912, Thorndike wrote;

*A human being should not be wasted in doing what forty sheets of paper or two photographs can do... The best teacher uses books and appliances as well as his own insights, sympathy and magnetism*

A resource is used to extend the range of experiences offered by the teacher. It can also be used as part of the teaching and learning process to extend the possibilities of the situation and it involves the participants to a great degree.
Use of teaching resources helps the learner to be more creative. The teacher should encourage children to be flexible in their use of materials. Rajabali (1985) says: "The child who besides making a Conventional basket or a mat, finds other ways of using sisal by making sisal-string design or sisal paints or sisal dolls, shows creative ability". Rajabali further reckons that: "... The use of physical contact with materials and tools enables a child to respect his tools and to appreciate the skills of manual labour; It also helps him to understand the environment from which the materials have come".

Adults as well as children learn through direct experience, inquiry and reflection. Therefore, teaching resources are very necessary in the teaching process. Driver (1985) agrees with this.

Almost every educational curriculum nowadays seems to stress more than before on concepts and processes, use of a variety of educational techniques ranging from audio-visual, strategies to techniques of
therefore important to first explain the concept verbally by using the learners' experiences. Secondly, the teacher should show teaching aids, which in this case, may be pictures, realia or audio-visual materials. Thirdly, the learners can be given a chance to practice with these materials.

2.4 Selection of the Teaching Resources

Today, we have plenty of teaching/learning resources. However, not all are suitable for teaching an art and craft lesson. This calls for the teacher to select appropriately the materials to use in his/her lesson.

There are some factors that can be considered when selecting those teaching learning resources.

Various authors have researched on different factors that should be considered in selection of the teaching resources. Such authors are:- Rominzwonski (1973), Andrews (1986).

When selecting the resources for teaching, one has to bear in mind the objectives of the lesson. Moreover the topic that you are teaching will very well determine the type of resources you are likely to use.
Andrews says, that you need to choose the tools (resources) to suit the subject. This is because the subject has got to be worked out in terms of the materials and tools (resources) you have chosen. Since Art and Craft is a practical subject, it requires a lot of manipulative skills. Therefore, while choosing the resources, the teacher needs to think of materials that will provide a sensorial and manipulative experience.

It is important to think of the development stages of the learners. The change in Art product runs closely parallel, with the changes in the child's intellectual and emotional growth. Normally, children draw in a certain way, until they reach adolescence, when their development begins to take different turn depending on culture. This means that children between the ages of two to eleven or twelve have a predictable developmental pattern in art work. Therefore, the teacher should choose the right resource for the right development stage.

The teacher has to think of the availability of the required teaching Resources; this is more so, if the supplies are low. This teacher
may choose to improvise if the teaching resources are scarce. This also takes care of expensive resources. For instance, in Art and Craft, clay is one of the best materials to be used in every stage of artistic development, not only is it easy and satisfying to handle but also quite inexpensive.

As we saw earlier the products of Art/craft are either used as functional items, such as stools, tables, flower vases or for aesthetic purposes such as wall hangings, drawing and so on. This requires that the materials used to produce them should be durable. Pitchmouth supports this when he reckons that:- The materials used should be durable and not liable to change. The materials that the teacher chooses should be able to arouse interest in the learner, make them imaginative and creative. However, the teacher should limit him/her self while selecting the resources that can be used. Just as Andrews says that:- *It is well worth trying out as many materials as you can*. The researcher has tried to find out various sources of teaching learning resources.
2.5 Sources of Instructional Resources

The teaching learning resources can be acquired by primary schools, from various sources. For example; learning resource centre, teacher advisory centres, Ministry of Education, Kenya Institute of Education, the local community (creative improvisation), cost sharing approach income generation, soliciting of donations and so on.

2.5.1 Creative Improvisation

This is the process of generating alternative uses of simple objects and materials easily available to the teacher and the learners. Manufactured Art and Craft resources are expensive. The majority of primary schools, especially those in the rural areas cannot afford them. Therefore, the teacher must be imaginative and resourceful in improvising Art and Craft materials from the local environment and scrap materials. Various art and craft materials can be improvised without many problems. For instance, Kamau (1985) suggests that paper can be improvised with a tree bark. He adds:
that:- when the barks are dry, they can be painted on the smooth side using local dyes or other colours.

Njoroge (1979) suggests that other materials that can be improvised are drawing and lettering. Pens can be improvised with bamboo sticks, feathers, paints and dyes improvised with flowers, fruits, leaves, roots, soil and barks of trees or charcoal. Pallets can be improvised with eggshells, seashell, lids and tins. Glue can be obtained from certain tree saps; for example Euphorbia, from bones and hooves of animals or from floor paste. Modeling materials can be acquired from clay or papier-mâché. The list of those things that can be improvised is quite long.

2.5.2 Borrowing Resources

This is also another source of teaching learning resources. The resources can be borrowed from other departments. For instance, there are some topics in Art that require the use of a stove, thread and needles. These may be borrowed from the Home Science department.
Items may also be borrowed from other schools. Neighbouring schools can help each other with materials and equipment for Art and Craft. However, this has to be done carefully so that the borrowed materials are well recorded and well taken care of. They should also be returned as agreed.

Borrowing can be done from learning resource centres that are within reach. All public primary teacher-training colleges have learning resource centres. The primary schools that are near such colleges should make proper use of them. The researcher has found out that such resource centres are quite useful to the primary schools around them. The teachers should make use of them because one of their objectives is to offer materials to those primary schools that don’t have.

Watton (1975) supports this when he says that:-

*The centre will provide a library of up to date books and other learning materials, information about resources available*
elsewhere, assistance for teachers wishing to produce their own materials supplied by the centre, based on teachers' opinions and training for teachers in making and using resources.

Teaching/learning resources can also be borrowed from teacher advisory centres. If there is a T.A.C near the Primary School, then the teacher should make use of it. One of the functions of a T.A.C. as Ayot (1980-81) puts it is that; It is a resource centre that is:

*Expected to help teachers solve their day to day teaching problems. Tutors may help teachers by giving appropriate support materials and advice in new ideas, teachers may make use of reprographic facilities such as duplicators, photocopiers and typewriters for their immediate use in the classroom.*
2.5.3 Cost Sharing Approach

Cost-sharing approach can be used to acquire scarce resource. In this approach, the school meets part of the cost of materials and requests parents to contribute the difference. By so doing it becomes possible to buy expensive materials which would have otherwise been difficult to get.

2.5.4 Income Generation

Through income generating in the school, it is possible to get teaching/learning resources. This involves any activity that can earn the school money. For example, renting space, practicing horticulture, poultry keeping, selling specialized services, selling Art & Craft products and many more.

2.5.5 Soliciting of Donations

Writing a good proposal to various organizations can do this. For example, NGO’s, Ministry of Education, British Council Library. They may be able to either donate reading materials or other teaching materials or even money.
2.5.6 The Local Community

The local community is a good source of teaching/learning resources. This includes all stakeholders, that is, parents, teachers, donors, resource persons, children should help in collecting useful materials from the environment, for example, waste paper and so on. The learners may also be asked to borrow some resources from their parents such as scissors, knives so long as they will be returned in good order. We have seen that teaching/learning resources can be acquired from a variety of sources.

2.6 Storage and Maintenance of Instructional Resources

The researcher sought to find out how the teachers and pupils store their Art and Craft resources. One way of cutting down on the expense normally incurred in replacing materials and tools is to use and look after them carefully. Art and Craft tools should be used properly after which they should be returned to their respective places. That is, where they will not be easily accessible to the pupils.
Certain items like brushes must be washed thoroughly before storage. They can be tied together and put in a tin. Materials like fresh colours, glue, paper, banana fibres, fabric which have been left over after lessons should not be thrown away. The teacher should think of ways of converting the leftover materials into useful items.

All the Art and Craft materials should be clearly marked in separate containers. This will help one to get at them at any time without having to search through a lot of others. Finished artwork should be stored flat, perhaps on a shelf or on the top of the teachers cupboard.

Pitchmouth (1970) says that; One cannot always go to the right place and find exactly what is needed for a certain job, so it is worth making a habit of storing any odd scraps that might be useful later.

Therefore unusual and interesting items that you are unlikely to come across again should be kept in preference to others that are common and that you could obtain fairly easily.
2.7 Teachers’ Perception of their needs for teaching/learning Resources.

The syllabus, availability, and access of these materials and the knowledge of how to use these materials basically determine how the teachers utilize teaching/learning resources. The teachers tend to ignore those resources that they are not conversant with and over use those they are conversant with. For instance, when teaching the topic pottery and ceramics, if the teacher does not know how to use the throwing wheel, he/she may not use it at all. This is regardless of whether it is available in the school or not.

Ryoso [et. al.] Argue that; *Teachers who have teaching aids, but lack interest may be poor instructors. Therefore, a teacher should have interest and make initiative to learn how to effectively use all available resources.*
CHAPTER THREE

METHODOLOGY

3.0 Introduction

The foundation of this chapter is in the previous two chapters. It deals with the description of the target population, sampling procedures, and the research instruments, data collection procedures and data analysis procedures.

3.1 Description of the target population

The researcher has chosen Embu District as the target specifically targeting the primary schools within the Embu Municipality. The schools in the rural areas in Embu District have been omitted since they do not share the same advantages as those in the urban area. Embu Municipality has a total of 17 schools. The study has therefore been carried out from a sample of these schools. The respondents of this study comprises Art/Craft teachers in these primary schools.
3.2 Description of the sample

The population of the study has been randomly selected. A total of twelve (12) schools have been used in the study. The random selection has ensured that all the schools in the municipality have an equal chance of selection. The researcher prepared a list of all the schools in Embu Municipality. The name of each school on the list was written on a piece of paper. The papers were then put in a basket. Twelve (12) papers were randomly picked from the basket. The names on these papers constituted the sample of the study.

3.3 Research Instruments

The researcher used a questionnaire to collect data from the field. The questionnaire was divided into two main parts. Part I, had personal details about the teacher and Part II contained twenty two (22) questions regarding availability and use of Art/Craft materials in primary schools.
The researcher also used an interview schedule as another research instrument. This was taken to each school personally by the researcher who set a date with the interviewees to collect them. The interview schedule contained Part I which had 6 questions and Part II which contained 10 questions.

Finally the researcher used the observation method whereby she went to the schools and observed whether there were the necessary Art/Craft teaching resources.

3.4 Data Collection procedures

The questionnaires and the interview schedules were administered in May-June year 2000. The researcher gave time to the respondents to complete the questionnaires. A total of twelve teachers completed the questionnaires and gave any other necessary information regarding art and craft teaching/learning resources.

The researcher analysed the data by use of frequency tables and percentages. All the questionnaires and interview schedules were assembled. They were coded by using research objectives as guidelines.
The questionnaire and interview schedule provided data to answer some of the following objectives.

1. Determine criteria teachers use when selecting Art/Craft teaching learning resources.
2. Find out the Art/Craft teaching learning resources available.
3. Determine the sources of the teaching learning resources.
4. Determine whether the teachers make their own materials.
5. Determine the maintenance and storage of the Art/Craft teaching learning resources.
6. Determine problems encountered by the teachers in acquiring and using Art/Craft teaching learning resources.
7. Determine whether the teachers gather information on resources from resource persons and community resources and problems encountered in this endeavour.
8. Identify and describe teachers personal characteristics (ages, gender, Qualifications, teaching experience).
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter describes the findings of the study and uses tables to present the data, followed by explanations or discussions.

4.1 Discussion of results

One of the objectives of the researcher was to find out the criteria that Art/Craft teachers used when selecting the teaching resources.

The table below illustrates the findings.

Table 4.01

<table>
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<th>Type of Criteria</th>
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<th>Percentage No. of teachers</th>
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<tr>
<td>Size of the class</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Age of pupils</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Expense</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>126</td>
</tr>
</tbody>
</table>
Seventy-five (75%) of the total number of teachers considered lesson objectives when selecting teaching resources. About Forty-two (42%) considered the nature of topic and size of the class when selecting the teaching resources. Thirty-three (33%) considered the expense of the resources while only eight (8%) considered the age of the learners. The totals do not add up to a hundred (100%) because some respondents gave more than one answer.

NB: The totals do not add up to a 100% because some respondents gave more than one answer.

4.02

Teaching, learning resources available apart from textbooks.

<table>
<thead>
<tr>
<th>Materials</th>
<th>No. of teachers Out of 12</th>
<th>Percentage No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalk Board</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Modeling Materials</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Magazines</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Journals</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drawing Materials</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Painting Materials</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Metal Work Tools</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Woodwork Tool</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>51</strong></td>
<td><strong>424.8</strong></td>
</tr>
</tbody>
</table>
Table 4.04

Teachers' response on the awareness of the existence of learning Resource centre near their school.

<table>
<thead>
<tr>
<th>Teachers' response</th>
<th>No. of teachers out of 12</th>
<th>percentage No. of teachers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

About sixty seven percent (67%) of the teachers admitted that they were unaware of a learning resource centre near their schools. Only thirty three percent (33%) of them were aware of the learning resource centres near their schools.
The results show that all schools made the chalkboard available for the teaching/learning process of Art/craft. Seventy-five (75%) of the teachers reported that woodwork tools were available. Fifty-eight (58%) showed that modeling materials, drawing materials and painting materials were made available. Fifty (50%) of the teachers were provided with metalwork tools. About seventeen (17%) were provided with magazines. None of the teachers said that they had journals available. Eight (8%) said that they other materials apart from the mentioned ones. These results show that the art materials are limited in most schools.

NB: The results do not add to a hundred (100%) because some respondents gave more than one answer.

Table 4.03:

Teachers' opinion on the adequacy of the available Art/Craft Teaching resources.

<table>
<thead>
<tr>
<th>Teachers' Opinion</th>
<th>No. of teachers out of 12</th>
<th>Percentage No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excess</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enough</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not enough</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

100% of the teachers felt that the teaching, learning resources are not enough
Table 4.05

The frequency of using the Learning Resource centre.

<table>
<thead>
<tr>
<th>Frequency of using the Learning Resource centre</th>
<th>No. of teachers out of 12</th>
<th>percentage No. of teachers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once per day</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Once per week</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Twice per week</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Once a month</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Once per term</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Not applicable</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

About 67(sixty seven)% of the teachers said the question was not applicable as they were not aware of any Learning Resource Centre near their schools. About seventeen (17%) of them visited the L.R.C. once a month and seventeen percent (17%) visited once per term. These results show that most of the teachers are not aware of the existence of any Learning Resource Centre near their school.
Table 4.06

Some of the possible sources that the teachers acquire their teaching and learning materials from.

<table>
<thead>
<tr>
<th>Sources</th>
<th>No. of teachers out of 12</th>
<th>Percentage No. of teachers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing from other schools</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Improving from locally available</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Materials</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>The school buys</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Donated as gifts</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Any other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>177</strong></td>
</tr>
</tbody>
</table>

A hundred percent (100%) of the teachers gave their main source of teaching resources as being improvised from the local environment. Fifty eight percent (58%) said they got assistance from the parents. About seventeen percent (17%) also said that the school buys. One percent (1%) got the resources as gifts from well wishers.

**NB:** The total does not add up to a hundred percent (100%) because teachers gave more than one answer.
Table 4.07

How often teachers meet and share ideas on production and use of Art/craft teaching/learning resources.

<table>
<thead>
<tr>
<th>Frequency of meetings</th>
<th>No. of teachers out of twelve</th>
<th>Percentage No. of teachers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Once per week</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 Once per month</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 Once per term</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>4 Occasionally</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>5 Never</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

About sixty seven percent (67%) of the teachers meet occasionally to discuss the production and use of Art/craft teaching/learning materials. Twenty five percent (25%) meet once per term and eight percent (8%) never meet.

Table 4.08:

Where the teachers meet to discuss issues on production and use of Art/Craft teaching/leaning resources.

<table>
<thead>
<tr>
<th>Place of meeting</th>
<th>No. of teachers out of 12</th>
<th>Percentage No. of teachers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher advisory centre</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Learning resource centre</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>In the school</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>In social places</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>
Eighty three percent (83%) of the teachers meet in the nearest teacher advisory centers to discuss on production and use of Art/Craft teaching learning resources. Eight percent (8%) meet in the school. None meet in social places.

Table 4.09

Issues that are discussed in the meetings held by Art/Craft teachers

<table>
<thead>
<tr>
<th>Issues discussed</th>
<th>No. of teachers out of 12</th>
<th>Percentage No. of teachers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of materials used</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>How to acquire materials</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>How to use Art/Craft materials</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>All the above</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>None of the above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

Fifty eight percent (58%) of the teachers discussed on issues regarding types of materials used, how to acquire them and how to use them. About forty two percent (42%) discussed on how to acquire the materials and the same percentage on how to use these materials.

NB: The totals do not add up to a hundred percent (100%) as teachers gave more than one answer.
Table 4.10

Whether the teachers prepare their own teaching learning materials

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

100% of the teachers prepare their own teaching materials.

Table 4.11

Frequency of preparing teaching learning materials.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In every week</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Once a week</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Once a term</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Fifty eight percent (58%) of the teachers prepared the teaching, learning materials in every lesson. Thirty three percent (33%) prepared them once a week. Eight percent (8%) prepared them once a term.
Table 4.12

Why some teachers don't prepare their own teaching materials

<table>
<thead>
<tr>
<th>Reason</th>
<th>No of respondents out of 12</th>
<th>Percentage no. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of enough time</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Inadequate manpower</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of skill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Since most of the teachers prepare their own materials, ninety one point seven percent (91.7%) of the teachers did not have response to this question. Eight percent (8%) of them said they did not prepare the materials due to lack of enough time.
Table 4.13
Where the Art/craft materials are stored after use.

<table>
<thead>
<tr>
<th>Place where stored</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art/craft room</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>School store</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Library store</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staff room</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Classroom cupboard</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Twenty five percent (25%) of the teachers stored the art/craft materials and equipment in the Artroom. Twenty five percent (25%) stored them in the school store and twenty five percent (25%) stored them in the staffroom. Sixteen percent (16%) stored them in other places for instance at home. Eight percent (8%) stored them in the classroom cupboard.
Whether the teachers label the Art /craft materials before storing them.

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Fifty eight percent (58%) of the teachers labeled their materials before storage; twenty five percent (25%) did not label them. Sixteen percent (16%) of them gave no response to this question.

Table 4.15
System used by the teachers to keep check on the materials.

<table>
<thead>
<tr>
<th>System</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. Of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filling</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Books</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Inventory</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No. response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the teachers recorded their materials on books; that is seventy five (75%) of them. Twenty five percent (25%) used the filing system.
Table 4.16  
Frequency of repairing the damaged Art/craft materials and equipment

<table>
<thead>
<tr>
<th>Frequency</th>
<th>No of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soon as damage is reported</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Within 1-3 weeks of reporting</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Within 1-3 months of reporting</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Within 1-3 years of reporting</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Never reported</td>
<td>5</td>
<td>41.6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

About forty two percent (42%) of the teachers reported that the damaged Art/craft materials and equipment are never repaired. Thirty three percent (33%) reported that the damaged materials /equipment are repaired soon as the damage is reported. About seventeen percent (17%) said that they are repaired between 1-3 weeks after reporting the damage. Eight percent (8%) said that they are repaired within 1-3 months of reporting.
Table 4.17
Persons charged with the responsibility of checking the state of materials for teaching Art/craft.

<table>
<thead>
<tr>
<th>Person charged</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technician</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Class prefect</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Class teacher</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Subject teacher</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Head teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No specific person</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the report tabulated above, seventy five percent (75%) of the teachers said that the Art and craft teacher is the one charged with the responsibility of checking the condition of the materials. About seventeen percent (17%) said that the class teachers are charged with this responsibility and eight percent (8%) said there are no specific persons charged with this responsibility.
Table 4.18
Problems teachers encounter in acquiring and using Art/craft teaching learning materials.

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. of respondents(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequacy of materials</td>
<td>5</td>
<td>41.6</td>
</tr>
<tr>
<td>Lack of enough time</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Lack of skill</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

About forty-two per-cent (42%) of the teachers gave the problem of inadequacy of the art/craft materials, Fifty per-cent (50%) gave the problem of lack of enough time to use these materials, eight per-cent (8%) said they lacked the Art/craft skills hence using these materials is a problem.

Table 4.19
Whether teachers invite resource persons to talk to them about Art/craft.

<table>
<thead>
<tr>
<th>Response</th>
<th>No of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>No.</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Eighty three percent (83%) said they invite resource persons to talk to them while about seventeen percent (17%) said they don’t.
Table 4.20
Problems encountered when organizing visits by the resource persons

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. of respondents out of 12</th>
<th>Percentage No. of respondents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of enough time</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Lack of skilled persons</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of money</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Any other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the information gathered the main problem of organising trips for the resource persons is lack of enough time. This is reflected by a show of about sixty seven percent (67%). About thirty three percent of the teachers have a problem of money for organising these activities. Eight percent (8%) said there is lack of skilled personnel to act as resource persons.
Table 4.21
Frequency of field trips for Art/craft pupils.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>No. of respondents out of 12</th>
<th>percentage No. of respondents %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Once a month</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Once a year</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Fifty percent (50%) of the teachers said that they go for field trips only once a year. Thirty three percent (33%) never go at all and sixteen percent go once a month.

The following are some of the problems that the teachers suggested they experience while undertaking Art/Craft field trips.

1. Lack of enough time.
2. Lack of enough money for transport and lunch.
3. Transportation difficulties.
4. Long distances to be covered to get to the display exhibition centres
5. Language barriers; That is some ‘jua kali’ artisans cannot communicate effectively either in English or Kiswahili though they have the craft skills which they need to impart to the pupils
6. The numbers of pupils are sometimes too large to be managed by one teacher.
Summary of solutions given by teachers.
The following is a summary of some of the possible solutions given by the teachers to the problems experienced while undertaking Art/Craft field trips.

1. Use two or more teachers in the field trips.
2. Start a display center within each zone, division and district to avoid time wastage as they travel to look for some.
3. Schools to build their own Art rooms and workshops.
4. The school administration should cost share with the parents to finance the field trips.
5. The curriculum time table should give allowance for these field trips.
6. The language barrier by the “jua kali” artisans can be solved by the help of an interpreter.
### 4.3 Teachers' Personal Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>No. of respondents</th>
<th>Percentage No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Male</td>
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<tr>
<td>Female</td>
<td>7</td>
<td>58.3%</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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<tr>
<td><strong>Age in years</strong></td>
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<td>20 and below</td>
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<td>0</td>
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<td>21 – 30</td>
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<tr>
<td>31 – 40</td>
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<td>66.7%</td>
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<tr>
<td>Over 40</td>
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<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Years of teaching experience</strong></td>
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<td></td>
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<tr>
<td>Less than one year</td>
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<td>0</td>
</tr>
<tr>
<td>1 – 2 years</td>
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<td>0</td>
</tr>
<tr>
<td>3 – 4 years</td>
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<td>8.3%</td>
</tr>
<tr>
<td>Over 5 years</td>
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<td>91.7%</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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<td><strong>Academic Qualifications</strong></td>
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<td>K.C.S.E</td>
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<td>83.3%</td>
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<tr>
<td>K.A.C.E</td>
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<td>16.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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<tr>
<td><strong>Professional Qualification</strong></td>
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<tr>
<td>P 2 Certificate</td>
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<tr>
<td>P 1 Certificate</td>
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<td>83.3%</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>16.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The female teachers happen to be more than the male teachers teaching Art/Craft. The female teachers have a percentage of fifty eight percent (58%) while the male have about forty two percent (42%). This discrepancy does not however affect the availability and use of Art/Craft materials in these schools.

4.3.1 Age
The teachers’ age ranged from 21-52 years. About sixty seven percent (67%) of the teachers fell in the bracket of 31-40 years. About twenty five percent were over forty (40) years and about eight percent (8%) were thirty years (30) and below.

4.3.2 Teaching Experience
Most of the teachers, that is, about ninety two percent (92%) had experience of more than five years. Only about eight percent (8%) had taught for less than five years. This shows that most of these Art teachers had taught long enough as to know the problems in acquiring Art and Craft materials.

4.3.3 Academic Qualification
About eighty three percent (83%) of the teachers are form four graduates with K.C.S.E. academic qualification. About seventeen percent (17%) are form Six Graduates with K.A.C.E. academic qualification. There were no university graduates teaching Art/Craft in Embu Municipality Primary Schools.
4.3.4 Professional Qualification

Eighty three percent (83%) of the teachers have the P1 certificates. About 17% of them have diploma certificates. None of them has a degree certificate. Neither were there any untrained Art/Craft teachers.

I found out that gender did not affect the availability and use of the Art and Craft materials.

However age and teaching experience affected the use of the Art and Craft Materials. Those who had stayed longer in the teaching profession had been able to interact with others teaching the same subject. This helped them to Learn how to improvise the unavailable materials from their local environment.

The academic qualification also influenced the use of the Art/Craft materials. Those who had diploma certificates or had gone for Art/Craft refresher courses have a greater skill of using what is available in their Schools.
4.4 Summary of the teachers' suggestions.

The following is a summary of the teachers' suggestions of how unavailability and inadequacy of materials affect the teaching and learning of Art and Craft in primary schools.

1. The learning objectives are not fully achieved.
2. Art and Craft is taught theoretically instead of practically hence the pupils do not get the practical skills.
3. Teaching is not interesting and motivating.
4. Some Art and Craft terminologies are difficult to explain theoretically.
5. The pupils have to work in-groups due to inadequacy of materials. This makes it difficult to assess the ability of individual pupils.
6. The pupils forget what is taught because they don't perform the skills practically.
7. The K.C.P.E results of art/craft are poor as compared to other subjects.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

This chapter summarizes the study, presents conclusions and outlines the researcher’s recommendations.

5.1 Summary

The Art/Craft teachers in Embu Municipality have a gender imbalance. The female teachers are more than the male teachers. 58% are female and 42% are male.

Most of the Art/Craft teachers in Embu Municipality fall between the ages of 31-40 years that is 67%. Twenty percent (20%) of them fall between the ages of 40-52 years.

Ninety two percent (92%) of the Art/Craft teachers have more than 5 years experience. Only eight percent (8%) of the teachers have taught for less than 5 years. Eighty three percent (83%) of the teachers are form four graduates. Only Seventeen percent (17%) are A level graduates. Eighty three percent (83%) of them have P1 certificate. Seventeen percent (17%) have diploma certificate.
The teachers felt that the inadequacy and unavailability of teaching materials affect the learning of Art/Craft in the following ways.

1. The learning objectives are not fully achieved.
2. Art/Craft is taught theoretically instead of practically hence the pupils do not get the practical skills.
3. Some terminologies are difficult to explain theoretically.
4. The teachers are motivated and the pupils lack interest in the subject.
5. Pupils have to work in large groups due to inadequacy of materials. This makes it difficult to assess the ability of individual pupils.
6. The pupils forget what is taught because they do not perform the skills practically.
7. The K.C.P.E. results of Art/Craft are poor as compared to other subjects.

The researcher has observed that most of the teachers, that is 75% consider lesson objectives when selecting teaching resources. Forty two percent (42%) consider the nature of topic and size of the class.
From the findings, the researcher observed that the most of the schools in Embu Municipality, that is seventy five percent (75%) are provided with wood work tools. Fifty eight percent (58%) were provided with modeling materials. Most of the other materials were unavailable. Hundred percent (100%) of the teachers reported that the teaching, learning materials of Art/Craft are not enough.

Most of the teachers, that is sixty seven percent (67%) were not aware of any Learning Resource Centre near their school. This is unfortunate because there are two Learning Resource Centres within a radius of eight kilometres.

Hundred percent (100%) of the teachers acquired their teaching materials from the local environment by improvising. Fifty eight percent (58%) of them asked the parents to buy. While a few, that is eight percent (8%) waited for donations or borrowed from other schools.

Most of the Art and Craft teachers, that is sixty seven percent (67%) in Embu Municipality meet occasionally to discuss the production and use of art and craft teaching/Learning materials. Eight percent (8%) of them never meet at all.

Some of the issues discussed in these meetings are:

(i) Types of materials used
(ii) How to acquire teaching, learning resources
(iii) How to use available Art/Craft teaching, learning resources
Hundred percent (100%) of the teachers prepared their own teaching materials. Fifty eight percent (58%) of them prepared them for every lesson. While thirty three percent (33%) of them prepare them once a week. Eight percent (8%) of them prepare them once a term. There isn’t a general place where the Art/Craft materials are stored in Embu Municipality primary schools. Twenty five percent (25%) of the teachers reported storing them in the Art rooms. Twenty five percent (25%) reported storing them in the school store and Twenty five percent (25%) in the staff room. Others stored them in the classroom cupboard or at home.

The teachers do label the materials before storing so as to identify them easily. Fifty eight percent (58%) of them did so. However Twenty five percent (25%) of the teachers do not label the materials before storing.

Seventy five percent (75%) of the teachers keep check of the materials by noting them in the book. Sixteen percent (16%) of them have a file. None had an inventory.

As for the damaged materials and equipment, about Forty two percent (42%) of them are never repaired. Thirty three percent are repaired as soon as damage is reported. Others take some time before repair. The findings show that seventy five percent (75%) report that it is the subject teacher who is charged with the responsibility of checking the storage of the materials. About seventeen percent (17%) of the class teachers are in charge of the materials. None of the schools have a technician.
Some problems the Art/Craft teachers in Embu Municipality encounter in acquiring and using the Art/Craft teaching, learning materials are:

(i) The materials are inadequate. This was reported by fifty percent (50%) of the teachers.

(ii) There is lack of enough time to use these materials. This was reported by fifty (50%) percent of the teachers.

(iii) Lack of Art/Craft skills hence using the available materials is difficult. This was reported by twenty five percent (25%) of the teachers.

Most of the teachers invite resource persons to give them guidance on matters of Art/Craft. As they do so, they are faced with the problem of finances and lack of adequate time as the curriculum timetable does not give provision of this.

The teachers also organise field trips for the Art/Craft pupils. Fifty percent (50%) of the teachers do so once a month. Thirty three percent (33%) never organise any trips at all.

As the teachers organise these field trips, they are faced with the following difficulties:

1. Lack of enough time and long distances to be covered to the centres of interest.
2. Lack of enough money.

61.
3. Transportation difficulties.

4. Language barrier. Some "Jua Kali" artisans cannot communicate efficiently either in English or Kiswahili. But they have the necessary information by the pupils and teachers.

5. The number of pupils to be taken for the trip are too large and unmanageable by one teacher.

Some of the possible solutions to these problems are:

1. Allocate more time for Art/Craft on the timetable to facilitate these field trips.
2. The schools' administration and parents should come together to organise ways of raising funds for these trips.
3. Art exhibition centres should be started in every zone, division and district to minimise traveling.
4. An interpreter can be employed where there is a language barrier.

5.2 Conclusions

On the basis of this study, the researcher made several conclusions:

1. Most of the teachers teaching Art/Craft in Embu municipality primary schools are form four graduates and are PI certificate holders. This explains why most of the teachers complained of lack of adequate skills of Art/Craft, as the PI course does not allow enough time to learn the subject.
2. Most of the Art/Craft teachers in Embu Municipality have over 5 years of teaching experience.

3. The Art/Craft teaching learning materials are not adequate.

4. Most of the teachers are unaware of the Learning Resource Centres near their schools. Therefore they do not know where to go for help.

5. Quite a number of teachers are able to acquire some of the unavailable materials from their immediate environment. That is by improvising.

6. The Art/Craft teachers in Embu Municipality prepare their own teaching materials.

7. There is a problem of storing Art/Craft materials as most of the schools in Embu Municipality does not have art rooms and workshops. This explains why the available materials and equipments get damaged easily.

8. The damaged materials and equipment in most cases are repaired. Those that are repaired take a year or more for this to be effected.

9. The materials that are available are inadequate and the teachers feel they do not have adequate time on the timetable to use these materials.

10. Some of the teachers also lack the skills of using these few available materials and equipment.
11. Teachers organise field trips once in a while, though they face difficulties of finances and time in doing so.

5.3 Recommendations

In view of the findings of this study and the conclusions reached, the researcher has made the following recommendations.

1. The Art/Craft teachers in the field should be taken for refresher courses and art workshops to give them more skills in this field.

2. The Art/Craft teachers in Embu Municipality should be sensitised about the Learning Resource Centres near their schools. For instance, there is one in Kangaru High School and another in Kigari Teachers Training College.

3. The art of improvisation should be spread to all art and craft teachers to cut on costs of materials.

4. All primary schools should be encouraged to build small stores or art rooms where they can store the Art/Craft materials. This will reduce unnecessary damage to these materials.

5. To have easy maintenance of the materials, an inventory should be kept for all the available materials and equipment.
6. Art/Craft subject should be given more time on the curriculum timetable to allow meaningful practical learning of the subject.

5.4 Further research

Further research would help address issues not covered by this study. Therefore the researcher recommends:

1. That the study of availability and use of Art/Craft materials be done in other district to compare with those obtained from Embu.

2. That an intensive study be carried out to determine how useful the learning resources Centres and teacher advisory centres are, in helping acquire Art/Craft teaching and learning materials.
BIBLIOGRAPHY


ART AND CRAFT TEACHERS' QUESTIONNAIRE

PART I

Please fill in the appropriate answer.

1. Your age

(a) Under 20 years  [  ]
(b) 21 – 30  [  ]
(c) 31 – 40  [  ]
(d) Over 40  [  ]

2. Your Sex

(a) Male  [  ]
(b) Female  [  ]

3. Experience as an Art/Craft teacher

(a) Less than 1 year  [  ]
(b) 1 – 2 Years  [  ]
(c) 3 – 4 Years  [  ]
(d) Over 5 Years  [  ]

4. Indicate your highest academic qualification

(a) K.C.P.E  [  ]
(b) K.C.S.E  [  ]
(c) K.A.C.E  [  ]
5. Show the highest professional certificate that you have attained.

(a) P3 Certificate  
(b) P2 Certificate  
(c) P1 Certificate  
(d) Diploma  

6. Name of your school -----------------------------------------------

7. Indicate the class(s) that you teach -------------------------------------

8. Number of pupils in your class --------------------------------------
PART II

1. The following are some criteria that teachers use when selecting art and craft teaching learning materials. Tick ( ) the one you use.

   (a) Lesson objectives [  ]
   (b) Nature of topic [  ]
   (c) Size of the class [  ]
   (d) Age of pupils [  ]
   (e) Expense [  ]
   (f) Others (specify) [  ]

2. Apart from textbooks, what other teaching learning materials are available in your school for teaching Art and Craft.

   (a) Chalk board [  ]
   (b) Modelling materials [  ]
   (c) Magazines [  ]
   (d) Journals [  ]
   (e) Drawing materials [  ]
   (f) Painting materials [  ]
   (g) Metal work tools [  ]
   (h) Woodwork tools [  ]
   (i) Others (specify) -----------------------------------
3. What is your opinion on the adequacy of the available Art and Craft teaching, learning materials in your school?

(a) Excess [ ]
(b) Enough [ ]
(c) Not enough [ ]
(d) Others specify: -------------------------------------

4. Is there any learning resource center near your school?

YES [ ]
NO [ ]

5. If the answer in (a) above is ‘YES’, how often do you make use of this facility?

(a) Once per day [ ]
(b) Once per week [ ]
(c) Twice per week [ ]
(d) Once per month [ ]
(e) Once per month [ ]

6. The following are some possible sources from which teaching learning materials can be acquired. From which of them do you obtain your teaching learning materials?

(a) Parents [ ]
(b) Borrowing from other schools [ ]
(c) Improvising from locally available materials [ ]
(d) The school buys [ ]
(e) Donated as free gifts [ ]
(f) Any other (specify) -------------------------------------
7. How often do you get opportunities to meet and share ideas on production and use of Art and Craft resources with other Art and Craft teachers from other schools.

(a) Once per week [ ]
(b) Once per month [ ]
(c) Once per term [ ]
(d) Occasionally [ ]
(e) Never [ ]

8. Where do you hold these meetings

(a) Teacher advisory center [ ]
(b) Learning resource center [ ]
(c) In the school [ ]
(d) In social places [ ]
(e) Others (specify) -------------------------------------

9. In your meetings, what issues do you normally discuss regarding the teaching of Art and Craft.

(a) Types of materials used to teach and learn Art and Craft [ ]
(b) How to acquire materials to teach Art and Craft [ ]
(c) How to use Art and Craft teaching learning materials [ ]
(d) All the above [ ]
(e) None of the above [ ]

10. Do you prepare your own teaching learning materials for teaching art and craft?

YES [ ]
NO [ ]
11. If yes, how often do you use these prepared materials to teach Art/Craft?

(a) In every lesson [ ]
(b) Once a week [ ]
(c) Once a term [ ]
(d) Never [ ]

12. If No, why?

(a) due to lack of enough time
(b) Inadequate manpower
(c) Lack of skill
(d) Other (s) specify

13. Where do you store the materials after use?

(a) Art and craft room [ ]
(b) School store [ ]
(c) Staff room [ ]
(d) Library room [ ]
(e) Classroom cupboard [ ]
(f) Other (s) specify --------------------------------------

14. Are the materials labelled before storage?

YES [ ]
NO [ ]

15. What system is used to keep a check on the materials

(a) Files [ ]
(b) Books [ ]
(c) Inventory [ ]
(e) Other (s) (specify) --------------------------------------
16. How frequently are materials/equipment repaired if spoilt?

(a) Soon as damage is reported [ ]
(b) Within 1 – 3 weeks [ ]
(c) Within 1 – 3 months [ ]
(d) Within 1 year [ ]
(e) Never repaired [ ]

17. Who is charged with the responsibility of checking the state of all materials for teaching Art/Craft?

(a) Technician [ ]
(b) Class Prefect [ ]
(c) Class teacher [ ]
(d) Subject teacher [ ]
(e) Head teacher [ ]
(f) No specific person [ ]

18. Which are some of the problems you encounter in acquiring and using Art/Craft teaching learning materials.

(a) Inadequacy [ ]
(b) Lack of time [ ]
(c) Lack of skill [ ]
(d) Others (specify) 

19. Do you invite resource people to come and talk to your Art and Craft class?

YES [ ]
NO [ ]
20. If your answer is 'YES' what problems do you encounter when organizing these visits?
   (a) Lack of time [ ]
   (b) Lack of money [ ]
   (c) Lack of skilled personnel [ ]
   (d) Any other (s) (specify) -------------------------------

21. How often do you take Art and Craft pupils out for field trips.
   (a) Once a week [ ]
   (b) Once a month [ ]
   (c) Once a year [ ]
   (d) Never [ ]
   (e) Any other (specify) ------------------------------------

22. In what way do you think the unavailability or inadequacy of materials affect the teaching and
    learning of Art and Craft.
APPENDIX B

ART AND CRAFT TEACHERS’ INTERVIEW SCHEDULE

PART I

1. What is your age?

2. For how long have you taught?

3. What is the name of your school?

4. Which class do you teach?

5. How many pupils are in your class?

6. What other subjects do you teach?

PART II

1. Why do you use teaching resources in teaching Art/Craft?

2. What at times prevents you from using teaching resources?

3. Are there some teaching resources you prefer to use than others?

4. How do you organize the students when using the teaching resources during Art/Craft lesson?
5. How do students use the learning resource(s)?

6. Do you go out on field trips to learn Art/Craft?

7. If you do, how often do you go?

8. Who finances these field trips for learning Art/Craft?

9. What are some of the problems that you experience when undertaking these field trips?

10. Suggest some of the possible solutions to these problems.
APPENDIX C

PRIMARY SCHOOLS IN EMBU MUNICIPALITY

1. EMBU COUNTY
2. EMBU URBAN
3. ST. MICHAEL
4. MORNING GLORY
5. DIPLOMAT
6. LIONS
7. KAMIU
8. D.E.B. IVECHE
9. D.E.B. KANGARU
10. BY GRACE
11. NJUKIRI
12. GATOORI
13. KIANGIMA
14. GATUNDURI
15. KARURINA
16. ST. PETER AND PAUL
17. LIGHTHOUSE.