TEACHERS' PERCEPTION OF VOCATIONAL EDUCATION IN THE PRIMARY SCHOOL CURRICULUM IN KENYA: A CASE OF SOTIK DISTRICT, BOMET COUNTY.

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF PHILOSOPHY IN EARLY CHILDHOOD AND PRIMARY EDUCATION IN THE DEPARTMENT OF CURRICULUM, INSTRUCTION AND EDUCATIONAL MEDIA

SCHOOL OF EDUCATION

MOI UNIVERSITY

DECLARATION

Declaration by the Candidate

I declare that this thesis is my original work and has not been presented for examination in any academic institution. No part of this work may be reproduced without the prior permission of the author and/or Moi University.

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DEDICATION

This work is dedicated to my wife, Jane Mitei and my children Beatrice Cherotich, Betty Cherono, Vincent Cheruiyot, Mercy Chepkoech and Magdaline Chepkemoi, who sacrificed their basic needs to make sure that I pursue Master of Education degree.

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ABSTRACT

The main purpose of this study was to investigate teachers' perception towards Vocational Education in the primary school curriculum in Kenya. The specific objectives were: to assess teachers' perception of the present status of a de-vocationalised primary school curriculum in Kenya; to determine what primary school teachers perceive as the value of vocational education in the primary school curriculum in Kenya; to explore what teachers' perceive as the relevant vocational subjects to be introduced into primary school curriculum in Kenya. The study was conducted in selected public Primary Schools in Sotik District, Bomet County, Kenya. The theoretical framework of this study was guided by two theories; namely Stufflebeam's curriculum theoretical model based on context, input, process and product (CIPP), 2003 and the Prahalad,s Bottom of the Pyramid theory (BOP), 2005. The researcher also grafted the conceptual framework which captures fully the theme of this study. This study adopted survey research design and targeted teachers, head teachers and education officers in the area of study. The target population was 1178. A sample of 348 respondents was selected for the study. Purposive, simple and stratified random sampling techniques were used to select the respondents of the study. Questionnaires and interview schedules were used to collect data. Data was analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) was also employed to analyse data. The findings indicated that vocational subjects are extremely useful at the primary school level in Kenya. Vocational education at the primary school level enables learners to appreciate vocational skills in world of work and the dignity of manual work as well as equipping them for further education in Youth Polytechnics. The findings of the study revealed that vocational subjects, such as Business Education, Agriculture, ICT/Computer Education and Home science, should be introduced as separate subjects in the primary school curriculum. The study recommends that a subject to be named "Technical and Vocational Studies (TVS)", which embraces all these vocational subjects, should be introduced in the primary school curriculum. The findings of this study will be useful to curriculum developers, policy makers and other stake holders in Kenya.

LIST OF ABBREVIATIONS

3R's -Reading, Writing and Arithmetic

AEO - Area Education Officer/Assistant Education Officer

AIDS - Acquired Immune Deficiency Syndrome

BED – Bachelor of Education Degree

CC TV- Close Circuit Television camera

CEVE - Centres of Excellence for Vocational Education

CL - Child Labour

DE – Diploma in Education

SCEO - Sub-County Education Officer

SCQASO- Sub-County Quality Assurance and Standards Officer

EFA - Education for All

ECE – Early childhood & primary Education

EMIS - Education Management Information Systems

FPE - Free Primary Education

HIV - Human Immune-Deficiency Virus

JKF - The Jomo Kenyatta Foundation

ICT - Information Communication Technology

KCPE - Kenya Certificate of Primary Education

KICD -Kenya Institute of Curriculum Development Centre

KIE - Kenya Institute of Education

KNEC - Kenya National Examinations Council

MED – Master of Education

LDCs - Less Developed Countries

MDGs - Millennium Development Goals

MOE - Ministry Of Education

NFE - Non-formal Education

NCEOP- National Commission on Education Objectives and Policy

P 1 - Primary One Certificate

QASO - Quality Assurance and Standards Officer

SNE – Special Needs Education

SMCS - School Management Committees

TVS - Technical and Vocational Studies

TVET - Technical Vocational Education and Training

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNICEF- United Nation International Children Education Fund

USA - United States of America

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction to the Chapter

This chapter presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, justification of the study, significance of the study, scope, limitations and delimitation of the study, assumptions of the study, conceptual framework, and definition of operational terms.

1.2 Background to the Study

In Kenya, the primary school cycle is the first phase of the national educational system which specifically serves pupils between the ages of six and fourteen years. Kenya's primary education cycle prepares and inducts the youth into the social, economic and political life of the nation.

Before the establishment of the colonial rule in Kenya, African societies had their own indigenous education system and curricula which equipped the trainees with the necessary skills, knowledge and values which were perceived as valuable to every ethnic society. Indigenous African education curriculum played the role of socializing the youths to fit and participate productively in the development of the community (Malusu *et al.*, 2008). When Kenya and Uganda became British Protectorates in 1884, Western education curriculum was introduced purposely to civilize and evangelize the African people. This disrupted the indigenous African education. The first colonial education Report in Kenya (Fraser Report, 1909) recommended industrial, technical

and vocational education for the African children in a racially segregated educational system and curricula.

Missionaries, by then, had embarked on teaching of Christianity as a way of civilizing indigenous Africans. A colonial educationist named J. R. Orr, who was appointed the first Director of Education in colonial Kenya in 1910 (Sifuna, 2008), laid a firm foundation for industrial training of the African child in such vocational skills as Masonry, Tailoring, Carpentry, Art and Craft, Home Science and Agriculture (Phelps-Stokes Report, 1924; Anderson, 1970; Tum, 1996). From 1925 onwards, the Education Department started laying more emphasis on industrial education for the African learners and more specifically the vocational aspects of education in the primary school curricula. From the beginning of colonial rule in Kenya, the indigenous Africans detested the industrial, technical and vocational education emphasized in the colonial policy and yearned for academic education similar to what was being provided to European and Asian children. The resistance finally led to the establishment of African Independent School Movements in Central Kenya (Anderson, 1970; Sifuna, 1992; Tum, 1996).

The Mau Mau rebellion of the 1950s and the increased political activities disrupted independent schools movement in Central Kenya. In the late 1950s, the British Colonial office institutionalized the decolonization process to give way for Kenya's independence. Immediately after independence in 1963, the independent government appointed the first Education Commission (Republic of Kenya, 1964) which recommended and finally ushered into the country a 7-4-2-3 education system: under

the 7-4-2-3 education curriculum, there was less emphasis on technical, vocational and industrial education in favour of an academic education at the primary and secondary school levels.

In the early 1980s, the recommendations of the presidential working party on the establishment of the Second University in Kenya (Republic of Kenya, 1981) emphasized the provision of vocational, practical and technical education at all levels of schooling and training in order to prepare learners for self-employment. The 8-4-4 education system and curricula were introduced at the upper primary and secondary school levels in 1984 and 1986 respectively. Both academic and vocational subjects were introduced at the upper primary school curriculum. These comprised Agriculture, Home Science, Business Education, Art, Craft and Music. The 8-4-4 education curricula were criticized in 1980s and 1990s by the Kenya elites in public forums as overloaded and too expensive for the Kenyan parents (Sifuna, 1990).

In 1999, the Kenya government carried out the National Needs Assessment Survey, which came up with a major recommendation that the primary and secondary school curricula be trimmed to a manageable load. Vocational subjects were removed in primary school curriculum. The rationalized curriculum was introduced in primary and secondary schools in year 2000. Some subjects, such as Business Education and Home Science, were removed from the upper primary school curriculum. Currently, while some topics in Home Science and Agriculture are integrated into Science, the rest of the topics were moved to higher levels. Creative Arts (ACM) were also removed as examinable vocational subjects hence given less emphasis in teaching.

Today, the Primary School Curriculum is less vocationalised than it was in 1980s and 1990s. The recent task force on educational reforms has again proposed the reintroduction of vocational subjects into the upper primary school curriculum (Republic of Kenya, 2012). The Report cited the current 8-4-4 education system of education as examinations oriented. Before the removal of vocational subjects in the primary school curriculum no research was carried out to establish the value of vocational subjects at the upper primary school level. Currently, there is a major problem of unemployment among the increasing number of primary school leavers whose education is terminal. They comprise the majority of the unskilled youth in Kenya (Sensional paper No. 14 of 2012).

According to EMIS (2009), the introduction of Free Primary Education (FPE) in Kenya in 2003 led to an increase in primary school enrolment. The enrolment soared steadily since the year 2002. There are more young people lacking vocational skills completing their primary education cycle without transiting to secondary school education or post-primary training institutions (Youth Polytechnics). The table below shows Primary School Completion Rates. Oloruntegbe *et al.*, (2010) report the continent of Africa is faced with slow economic growth, poverty, diseases and ignorance. These countries of Africa are searching for means to engage the rising number of youth in appropriately grounded vocational education.

Table 1.1: Primary School Completion Rate (%) per Province in Kenya

Province	2002	2003	2004	2005	2006	2007	2008
Coast	45.3	49.9	58.3	61.9	66.7	73.4	73.2
Central	79.4	83.5	91.8	90.4	84.1	86.2	86.3
Eastern	65.5	72.3	81.3	82.0	79.6	84.2	84.2
Nairobi	38.8	40.9	45.0	48.6	50.5	55.5	54.8
Rift Valley	66.6	72.5	80.4	83.9	83.1	88.4	88.5
Western	62.8	69.6	80.0	80.4	80.4	87.3	87.2
Nyanza	66.5	78.0	78.9	79.5	77.4	81.0	80.8
North Eastern	19.9	23.5	53.8	27.3	29.2	35.8	36.3
Grand Total	**62.8**	**68.2**	**76.2**	**77.6**	**76.3**	**81.0**	**79.5**

Source: *EMIS, Ministry of Education, 2009*

With this background information, this researcher sought to carry out a study to establish the perception of the Primary School teachers towards vocationalising primary school Curriculum in Kenya.

1.2 Statement of the Problem

Republic of Kenya, (2012) in the Policy Framework for Education recommended restructuring of the primary school curriculum to meet the needs of the Kenyan nation. The current Kenya primary school curriculum has a mismatch between the academic based examinations and practical skills learnt through vocational education. In the year 2000, the reorganization and trimming of vocational education, which is supposed to impart the primary school leavers with the needed vocational and technical skills for everyday life, has a major drawback to the country's socio-economic development. Currently, there is an increasing rate of unemployment among the youth, and especially, among the primary school leavers who may not

transit to secondary schools or Youth Polytechnics. Therefore, there may be a need to equip these youth with vocational and technical skills at an early age so as to prepare them adequately for the job market or for further training in the Youth Polytechnics.

Table 1.2: Transition Rate from Primary Cycle to Secondary Cycle from 2002 to 2008

Year in class 8	Year in Form 1	Enrolment in class 8 (000)	Total enrolment in Form 1 (000)	% Transiting to Form 1	% Drop out
2002	2003	541.3	251.1	46.4%	53.6%
2003	2004	588.0	251.2	42.7%	57.3%
2004	2005	657.7	368.3	56.0%	44.0%
2005	2006	643.5	368.7	57.3%	42.7%
2006	2007	666.4	397.0	59.6%	40.4%
2007	2008	704.7	421.9	59.9%	40.1%
2008	2009	695.7	445.9	64.1%	35.9%

Source: *Adapted from EMIS, Ministry of Education data (2009)*

From Table 1.2, roughly three-quarters of the primary school leavers transited to secondary school cycle in 2008. Slightly more than a third of the primary school leavers are not accessing to the available secondary school opportunities. They comprised the school leavers whose education is terminal at the primary school level. Formal (Youth Polytechnics) and non-formal institutions apparently absorb a small percentage of these dropouts. The majority of these primary school leavers, who do not transit to secondary school or youth polytechnics, are unemployed and ill-prepared, both in terms of vocational and technical skills, to enter the job market. They, therefore, join the list of the unemployed persons in Kenya. This latest trend of the increasing number of primary school leavers worsens the country's unemployment problem.

Increasing rates of youth unemployment contributes to anti-social activities and increased poverty levels and thus, posing a challenge to the Kenyan society. Lama (2012) contends that, as globalization is experienced everywhere, there is competition for work related vocational skills, knowledge and expertise in the market. Vocational education yields vocationally skilled and trained workers for the global world of work. The unemployment problem, which has been attributed to the gap between the academic examinations based curriculum and practical skills provided through vocational education, prompted the researcher to explore teacher's perception of vocational education in the primary school curriculum in Sotik Sub-County, Bomet County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate teachers' perception of vocational education in the primary school curriculum in Sotik Sub-County, Bomet County, Kenya.

1.3.1 Objectives of the Study

The study was guided by the following objectives:

1. To assess teachers' perception on the present status of vocational education in the primary school curriculum in Kenya
2. To determine what primary school teachers perceive as the value of vocational education in the primary school curriculum
3. To explore what teachers perceive as the relevant vocational subjects to be incorporated into a primary school curriculum in Kenya

4. To establish appropriate modes of assessing vocational subjects at the primary school level.

1.4 Research Questions

The main research questions which guided this study are:

1. What are teachers' perceptions towards the present status vocational education in primary school curriculum in Kenya?
2. What do teachers perceive as the value of vocational education in the Kenyan primary school curriculum?
3. What do teachers perceive as the relevant vocational subjects to be introduced into a primary school curriculum in Kenya?
4. What are the appropriate modes of assessing vocational subject at primary school level in Kenya?

1.5 Justification of the Study

The rationale for this study was based on the mismatch between the current 8-4-4 academic-based examinations oriented curriculum and the need for vocational education. The primary and secondary education is emphasized by the Kenya government because it is mainly aimed at preparing Kenyan youth for the next level of schooling and/or training. The curriculum at primary school level in Kenya today does not adequately prepare learners in vocational skills relevant for future career in the world of business. Vocational education subjects were removed from the primary school curriculum in the year 2002. This study sought to find out the primary school teachers' perception of vocational education in a primary school curriculum in Kenya.

1.6 Significance of the Study

This study contributes valuable knowledge for the education officers based at the Kenya Institute of Curriculum Development Centre (KICD). Its findings on the teachers' perception towards vocational education at the primary school level in Kenya are beneficial especially to curriculum developers. In addition, the findings of the study are useful to researchers, teachers and policy makers, especially in designing relevant policies, review of vocational education curriculum as well as implementation and evaluation of the vocational education curriculum at the primary school level. This study creates awareness on what the primary school teachers perceive as the benefits of vocationalised primary school curriculum in Kenya.

1.7 Scope and Limitations of the Study

This study was limited to vocational education in the public primary schools in Sotik Sub-County, Bomet County. The findings may not be generalised to other regions of Kenya due to the sample size at micro level. The researcher would have covered the entire Bomet County schools but however due to limitation of finances and time limitation, it was not possible. Findings from the entire county schools would have yielded better results for generalisation. All the teachers in Bomet County should have been included in the study, but due to financial and other logistic constraints, it was not possible to make them participate in this study. The study was limited to teachers' perception towards vocational education in the primary school curriculum in Kenya. Nevertheless, the findings are valid since the process of sampling and the research tools were tested for validity and reliability. As such, the study findings are

informative to various education stakeholders in tackling issues of vocational education in primary schools in Kenya.

1.8 Assumption of the Study

This study was based on the following assumptions:

i. It was assumed that all respondents would be co-operative and provide information that was reliable.
ii. It was also assumed that the respondents would give truthful answers in the research instruments.
iii. It was also assumed that the language employed would enable teachers to respond to questionnaire items accurately.

1.9 Theoretical Framework

Curriculum theoretical model advocated by Stufflebeam (2003) and the Bottom of the Pyramid theory espoused by Prahalad (2005) were two main theories which underpinned this study. Curriculum theoretical model of Stufflebeam emphasises on Context, Input, Product and Process (CIPP), which is a decision-based approach to curriculum evaluation. In the Context of Stufflebeam theoretical model, the evaluation of a specific subject curriculum is a continuous process which involves assessing the needs and problems of society (Situational Analysis). This, in turn, helps the decision makers to redefine the goals and objectives of the nation from time to time. In addition, it helps the decision makers to assess other resources required in the achievement of the projected goals and objectives of the nation. Process evaluation monitors the process of ensuring that resources are actually being applied to make the

essential changes. Product evaluation relates to definite conclusions with intended overall objectives.

Prahalad's Bottom of the Pyramid (BOP) theory indirectly support Stufflebeam's curriculum theoretical model. Prahalad's theory attests that curriculum developers, as well as their governments, should stop thinking of school leavers as victims of unemployment but as resilient, creative, entrepreneurs and producers of useful articles (goods and services). Prahalad's theory suggest that education, at the end of the primary school cycle, should empower school leavers in any general education to be aware of the career-related world of work that makes them future job creators rather than job seekers. This further suggests that educational curriculum should provide equal opportunities to enhance, in all school leavers, their ability to harness self-employment opportunities.

1.10 Conceptual Framework

However, the researcher felt that although these two theories outlined in the theoretical framework of this study are relevant, they may not capture the theme of this study on teacher's perception toward vocational education in the primary school curriculum. The researcher therefore grafted a conceptual framework, which is informed from the Stuffflebeam's and Prahalad's theories, to clearly conceptualize the variables of this study. In support of the variables in this conceptual framework, Sifuna (1986) asserts that children should, from the moment of their birth, be allowed complete freedom of movement that they should be educated through direct

experiences and not through mere information derived from books. Sifuna (1986) also emphasises that children should be taught to use their hands to produce useful articles. This suggests that vocational education at the end of the primary cycle should sensitize standard eight school leavers to be aware about their future careers and job creation rather than being job seekers. In addition, Bruner (1996) contends that all human beings are born with different abilities and talents. Therefore, to promote children's talents and abilities, vocational education in the primary school curriculum is wanting. This implies that, if standard eight school leavers are equipped with relevant vocational skills in a vocationalised education curricula right from the early school cycle, they can easily be entrepreneurs in their own right rather than being job seekers. This formed the theme of the conceptualization of this research study. This is presented in figure 1.1

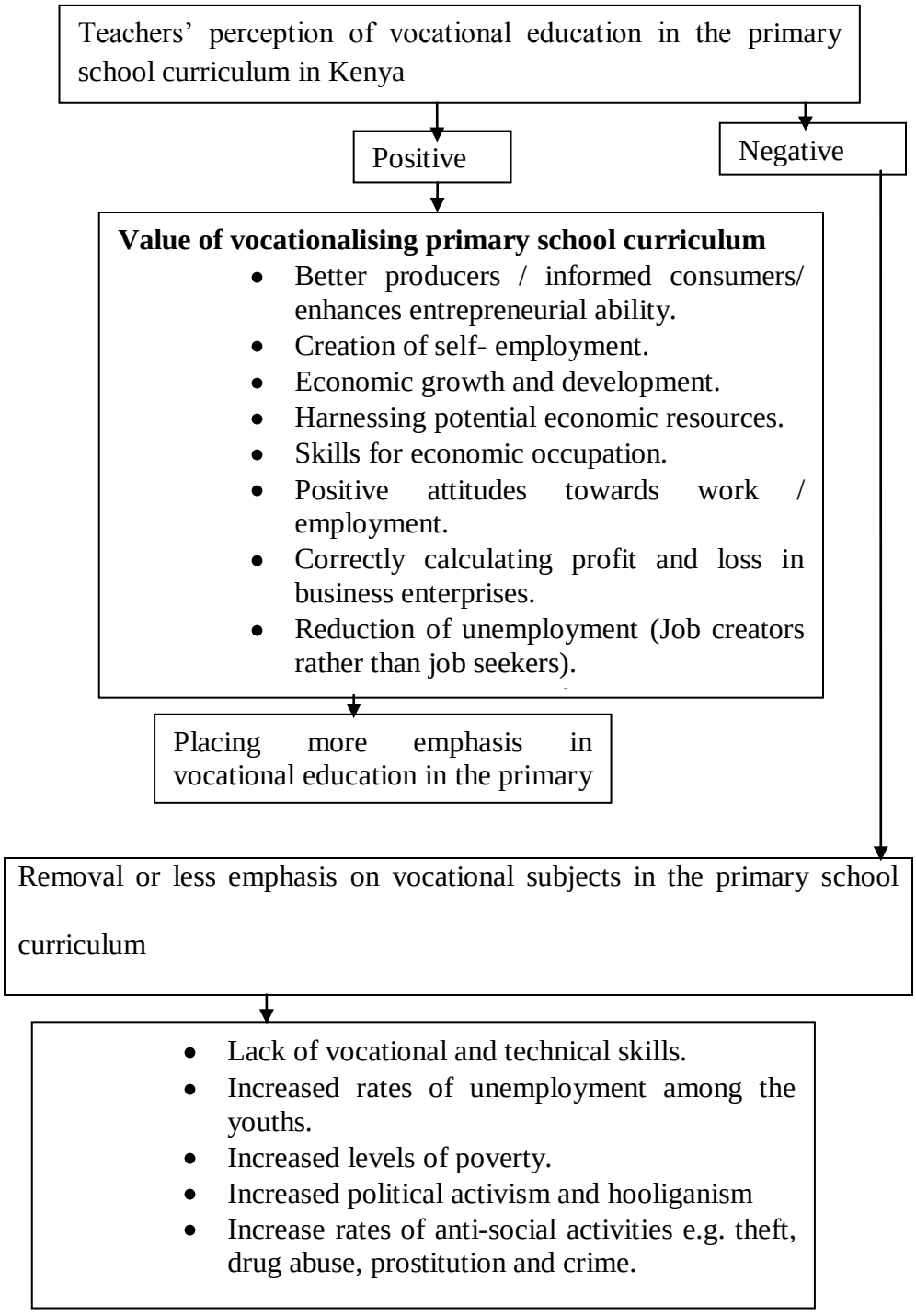

Figure 1.1: Conceptual Framework

Source: *Researcher's conceptualisation of the problem.*

1.11 Operational Definition of Terms

Agriculture: refers to a vocational subject which is offered in the primary school curriculum. It is an integrated science subject dealing with crop and animal husbandry principles and practices. It is a practical subject which deals with the knowledge of production, processing, marketing, and utilization of plants and animal products. It involves the knowledge, skills and attitudes of rearing livestock and growing of crops. This subject was introduced into the Kenyan primary school curriculum in 1984. It was nationally examined as an integrated subject together with Science as Science and Agriculture. Currently some topics in Agriculture are infused into Science.

Business Education: is a discipline of study which deals with how people in society employ knowledge, desirable skills and positive attitudes of production, distribution and exchange goods or services to satisfy human wants with an intention of making profit. It is an integrated subject which comprises elements of Commerce, Economics, Accounting and Office Practice. It is considered one of the vocational subjects which orientate the learners towards the world of Business. This subject was introduced into Kenya primary school curriculum in 1987 and was removed from this curriculum in the year 2000.

Creative Art: refers to a subject that is concerned with the production of functional items that incorporate pupils with knowledge, skills and attitudes of the elements of Dance, Visual Arts, Drama and Music. It is a vocational subject which is currently non-examinable in the Kenyan primary school curriculum.

Employment: refers to work or occupation with a steady earning of a salary or a wage.

Home Science: is a vocational subject that deals with all things that are of concern to families, their health and use of their economic resources to provide basic and secondary needs. It aims at making the family members obtain maximum satisfaction through the efficient and scientific use of economic resources.

Industrial Education: is a form of general education which provides the learners with knowledge, skills and attitudes concerning industry, crafts, raw materials, products, machines, human resource, and the corresponding challenges. For the purpose of this study, it means a course of study which orientates pupils to the world of work in the production of products or functional items.

ICT: It is an acronym that stands for Information and Communication Technology. It covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For the purpose of this study, it means the teaching of introductory basics in the use of computers, e-learning, ATM operations, mobile phone operations and other forms of digital communication in primary schools.

Perception: is how human-beings see, view or comprehend an idea about something. In this study, it refers to the way the teachers see, view and comprehend the value of vocational education in primary school curriculum in Kenya.

Status of vocational education: refers to the condition of vocational subjects present in the current primary school curriculum. This includes subjects based on practical skill and competency development among the primary school pupils at an early stage.

Technical Education: is a course of study which imparts knowledge, skills and positive attitudes to the individual preparing to take a professional career in the world

of work. For the purpose of this study, it is the study of Creative Arts, Agriculture, ICT and Engineering Technology in a primary school curriculum.

Teachers' opinions: are teachers' ideas and beliefs about vocational education at the primary school level. In this study it refers to the opinions and belief about vocational education at primary school level in Kenya. These opinions and beliefs may either be positive or negative statements.

Teachers' perception: refers to the way primary school teachers regard vocational education in the primary school curriculum in Kenya and their belief on vocational education at the primary school level.

Self-employment: is an employment condition in which a person works for himself or herself instead of working for an employer who pays a salary or a wage. A self-employed person earns profit as income through running and operating a business directly as individuals. For the purpose of this study, it means standard eight school leavers engaging in gainful self-employment, such as operating a kiosk, carpentry work, tree nursery, gardening, poultry farming, bee keeping, tailoring and dress making, and hairdressing.

Vocation: is a term for an occupation to which a person is specially drawn or for which he or she is suited, trained, or qualified. For the purpose of this study, it refers to career awareness and development at a primary school level.

Vocational education: is a course of study that teaches the knowledge, skills and positive attitudes of a particular job or occupation which has practical orientation to the world of work. Vocational training may also be used in place of vocational education. For the purpose of this study, it comprises the teaching of Agriculture, Home Science, Business Education, Arts, Craft, Music, Tailoring and Masonry to

create future awareness among primary school leavers. The learning process of these subjects involves manipulative and practical application of knowledge, skills and positive attitudes required in the world of work. The teaching involves theoretical as well as practical assessment which empowers the learners to develop resilience as part of overall wellbeing.

Vocationalising: involves tailoring the curriculum to provide school learners with vocational training (knowledge, skills, and positive attitudes which will enable learners to engage in gainful and productive employment after school). The term "vocationalisation" may also be used in place of vocationalising. It prepares learners for the world of work in industry, business, agriculture, commercial, art, craft and Music. For the purpose of this study, it means tailoring of the curriculum to teaching of vocational subjects, such as Home Science, Agriculture, Creative Art, Business Studies, Information and Communication Technology, in the primary schools.

1.11 Summary of Chapter

This chapter has examined the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, justification of the study, significance of the study, scope and limitations delimitation of the study, assumptions of the study, conceptual framework, and operational definition of terms. The next chapter undertakes a review of literature related to the study and highlights the knowledge gaps to be filled and the contributions to be made to the field of vocational education by this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction to the Chapter

This chapter discusses the general and specific literature related to this study. The reviewed literature comprises the definition of education and vocational education; Historical roots of vocational education in Britain and perception of the British scholars from medieval times to the present; Historical roots of vocational education and perception of the United States of American scholars; The perception of different communities towards vocational education in colonial Kenya (1895-1963); The perception education stakeholders towards vocational education in primary school curriculum in Kenya in the first two decades of independence (1960s to 1970s); The perception of education stakeholders towards vocational education in Kenyan primary school curriculum under the 8-4-4 education system; Aspects of vocational education in the indigenous African education; The value of vocational education in social and economic development; A case for vocational education at the primary school level and finally the summary of the reviewed literature.

2.2 Meaning of education and vocational education

2.2.1 Meaning of education

Any definition of education is incomplete without referring to the definitions provided by the earliest Greek philosophers. The most outstanding of the earliest Greek philosophers and educational thinkers were Socrates, Plato and Aristotle. Whereas Socrates postulates that education is to bring out worthwhile ideas of universal validity unknown in the mind of every individual person, Plato posits that education is

the process of developing in the body and in the soul all the beauty and all the perfection that the learner is capable of (http://www.answer.com/topic/education progressivismtml).

According to Aristotle, education is the creation of a sound mind in a sound body and the development of one's faculty, especially the mind, so that one may be able to enjoy the study of ultimate truth, goodness and beauty of which perfect happiness essential consists. During the renaissance period in European history, classical philosophers and thinkers who emerged redefined education and gave a clear meaning to what goes on in the process of education. Jean Jacques Rousseau, a leading educational philosopher of the time, believed that education is what is experienced by man from the time of birth to adulthood (http://www.answer.com/topic/education-progressivismtml).

Herbert Spencer believed that education is a complete living. Heinrich Pestalozzi takes education as a natural, harmonious and progressive development of man's innate powers. Friedrich William Froebel defines education as an enfoldment of what is already enfolded in the mind of a learner. It is the process through which the child relates mental pictures to reality (http://www.answers.com/topic/educational-progressivismtml).

Education, according to Gregson, (2008) is the input of the individual in the social consciousness of the reality. Intrinsically, education should take into account that the student is a social being. The process begins at birth and the child unconsciously

acquires knowledge, skills and positive attitudes and gradually developing the shared knowledge, skills and attitudes so as to participate actively in the society. The educational process has two sides, the psychological and the sociological, with the psychological forming the basis. A child's own instincts will help develop what is presented to them. These instincts also form the basis of their knowledge, skills and attitudes with everything building upon it. This forms the basis of Gregson's postulation that one cannot learn without motivation.

Thompson (1981) gives the general meaning of education as the transfer of knowledge, skills and positive attitudes from one generation to another. Thompson (1981) says the general meaning of education is in agreement with the definition given by the Greek philosopher, Plato. According to The School of Education, Moi University (2006), education is defined as the sum of all what has been learnt and expressed in terms of abilities, attitudes and other forms of behaviour of positive value to the learner and the society. It is clear from this definition that education is a process of preparing and initiating learners into the understanding of the role they play in the society. It involves drawing out and developing qualities considered to be potential in an individual for the good of the individual and the society. From the foregoing definitions of education, it is clear that education may be generally defined as the process of acquiring and transferring knowledge, skills and attitude from one generation to another. It involves directing, guiding and leading the learners from where they are to where they ought to be. It involves showing, telling and nurturing learners towards the desirable goals of the society and the entire nation.

2.2.2: Meaning of vocational education

Education, in general, has been embraced by all human societies in the world today. However, modern educational thinkers have questioned the worth of education provided to the youth in order for them to fit into the world of work. The fact that education should be tied to the world of work and be meaningful, has given rise to the need for vocational education. In other words, academic education and vocational education should be tied together (interwoven). A number of scholars have given meaning to vocational education from different viewpoints.

Psacharopoulos and Loxley (1985) assert that vocational education is the curriculum which is broad-based in nature and which includes theory as well as aspects of practical generic skills as part of academic course. It is a diversified curriculum which is geared towards personal goals as well as national goals of the nation. Vocational education is defined by Lauglo (2004) as a just and reasonable part of the broad-based education which initiate learners to the world of work and is introduced at right stage in a pupil's transition process. Coffey (1992:2-3) attest to this when he asserts:

> Vocational education in its broadest sense may be defined as that function of school curriculum policies and practices, both formal and informal, which prepares pupils either explicitly, implicitly or fortuitously for the world of work and for career, as that part of education provision which prepares for specific occupation, invariably of a technical, commercial and practical nature.

UNESCO(2001) asserts that vocationalising primary education is a worthy educational practice. According to the World Bank(2001), a primary school curriculum which is vocationalised is a blue print where pupils spend some of their time on vocational and practical subjects. These vocational subjects at the primary

school level comprise Agriculture, Home science, Business Education, Creative Arts and ICT. At primary school level, these vocational subjects prepare primary school learners whose educational is terminal for careers in post primary youth polytechnics. Okoro (1999) defines vocational education as all those experiences a learner acquires in order to fit into a successful career. These experiences may be planned and institutionalized in a curriculum. Okoro (1999) further defines vocational education as a series of controlled and organized experiences arranged to prepare a learner for a worthwhile self-employment in the community of student residence.

Thompson (2002) asserts that vocational education is aimed at the development of human abilities in terms of knowledge, skills and positive attitudes so as to carry out, efficiently and effectively, a vocational pursuit of his or her choice. Winer (2000) views vocational education as an important part of the whole education programme which contributes towards the development of good citizens. It develops physical, social, civic, cultural and economic competencies among the learners (Winer, 2000). Ezekiel and Usoroh (2009) are of the opinion that for one to be self reliant and productive, vocational education should be provided. As a result, therefore, the approach to education should be practical. Activity based learning is meaningful and life-long to the learner. Ezekiel and Usoroh (2009) contend that education will be more meaningful if knowledge, values and skills are directed towards the learner's world of work after school.

Gregson (2008) postulates that, education, in which vocational education is embedded, is a worthwhile preparation for future living. Vocational education trains

the pupils to the use of all physical as well as mental capacities that comprise the eyes, ears, hands, legs and mind in order to handle effectively tools of trade and also act economically, efficiently and productively in business environment of the human society.

UNESCO (2000: IV) report defines technical and vocational education and training as:

> …a comprehensive term which refers to those aspects of the educational process involving, in addition to general education, the study of technologies and related science and the acquisition of knowledge, practical skills and attitudes relating to the occupations in various sectors of the economic and social life.

From the aforementioned definitions of vocational education, it can be concluded that vocational education is a broad-based general education which comprises vocational subjects so as to develop knowledge, skills, abilities, appreciative attitudes and work habits considered necessary for workers in order to enter and make progress productively in the contemporary business world.

2.3 Historical roots of vocational education in Britain and perception of the British scholars from medieval times to the present

It is evident from available literature (Coffey, 1992; Sifuna, 1990) that vocational education was rooted in the education of the ancient Greek Empire. Coffey (1992) writes that there was a debate in ancient Greece on vocational education. During the time of Aristotle, the argument arose as to whether general (liberal) or vocational (utilitarian) education was to be introduced to the Greek youth. The arguments raised by then were of great concern to Aristotle, the leading philosopher of the time. Sinclair (1972:300) reported that, Aristotle presented the following complaint:

> …there are opposing views about the practice of education. There is no general agreement about what the young should learn either in relation to virtue or in relation to the best life; nor, is it clear whether their education ought to be directed more towards the intellect than towards the character of the soul. The problem has been complicated by what we see happening before our eyes, and it is not certain whether training should be directed at things useful in life or at those conducive to virtue, or at non-essentials.

However, during the Renaissance period in European history, the need for vocational education became more evident. The early medieval English education was not only attached to and provided in cathedrals and monasteries but also this education was vocational in its orientation and intention (Coffey, 1992). This therefore implies that Christian leadership of the time favoured vocational education in their teachings. It is also known that the medieval English education was offered in apprenticeship form. The vocational education was mainly organized by professional guilds in their various trades (Lawson & Silver, 1972). Coffey (1992:12) makes it clearer in the following words:

> At a lower level, the growth of city life laid the foundation of an apprenticeship system associated with trade guilds. From the thirteenth century onwards, the medieval guild provided the vocational training needed for the maintenance of its own commercial life. The system of apprenticeship required the master not only to teach the youth a trade but also to receive him *in loco parentis.*

Later on, in the 16th century England, vocational schools, which were managed by town corporations, emerged. These vocational schools were referred to as craft or trade schools (Coffey, 1992). Armytage (1964:12) asserts that "these craft or trade schools are considered as the real ancestors of our present technical schools". During the late Renaissance period, and specifically at the peak of the industrial revolution period, the apprenticeship form of vocational education was given less emphasis by the English state, despite the fact it was practiced in the informal sector of the English economy. In overall, the British Grammar schools were mainly preparing the youth of

the time for the elitist university education which, by then and according to Coffey (1992), presented a potential problem of graduate unemployment.

During this period, vocational relevance in the provision of British education was raised by scholars and especially with the emergence of unprecedented discoveries, inventions and innovations. The outstanding scientist of that time, Sir Isaac Newton, on realizing that the Dutch Nation was not only a leading commercial nation in Europe but also had a flourishing ocean trade, advocated for commercial and technical education for the English youth who were perceived as deficient in manual trades (Armytage, 1964). Curtis and Boultwood (1962:3) wrote that the then leading English educationist, John Locke, had wanted the English youth to "learn and practice a variety of craft trades which comprised, gardening, carpentry, engraving and accountancy". The debate on general education verses vocational education in Britain continued up to the 20th century. Coffey (1992:29) presents this in the following words:

> Whereas in an examination of the earlier times, it is relatively easy to isolate those features of educational provision that were specifically vocational, by a later date, this function became less evident. Though the importance of preparing young people to choose and enter work successfully continued to be asserted, school practices tended to blur the vocational function.

2.4 Historical roots of vocational education and perception of the United States of American Scholars

In the American continent, vocational education took roots in USA with the increase of English settlers in 1619 (Hall, 1973). It was basically aimed at improving the productivity of a large number of the Afro-American slaves. Vocational education

was reserved for the Afro-American slave's then working in plantation estates and industries. Hall (1973) writes that Afro-American slaves were sold depending on their vocational training skills. This led to the establishment of Manual Labour Schools purposely to provide craft trade skills to the Afro-American slaves. These trade skills comprised spinning, weaving, shoe-making, carpentry, masonry, blacksmith, tanner, miller, mechanic, bricklaying, construction and building, agricultural and animal husbandry (Hall, 1973).

After the American civil war, funds were provided by the wealthy settlers and Missionary Associations mainly for the training of Afro-Americans with the intention of providing cheap and qualitative labour for the increasing number of English settlers. The major financial organizations which supported Industrial Training schools were Freedmen's Bureau, George Peabody Fund, Buckingham Fund, The Avery fund, John F. Slater Fund, General Education Board, Anna T. Jeans Fund, The Phelps-Stokes Fund, Carnegie Fund, Rosen Wald Fund (Hall, 1973). The history of vocational education was therefore shaped mainly by the perception of the American Christian and political aristocrats as well as the major events in USA history, such as colonial structures, post-Civil War labour needs, the Industrial Revolution, the emergence of new trades and the various legislations of the labour needs up to the 20th century.

Afro-Americans, such as Booker T. Washington, shaped vocational education in USA. The Hampton Normal and Agricultural Institute, created by the American

Missionary Association and Freedman's Bureau, prepared Afro-Americans living in the South of USA to fill jobs which required skilled trades.

(Http://www.ehow.com/about_6524178_history-vocationaleducation. html#ixzz1sruq Ciau). Booker T. Washington, who attended the Hampton Normal and Agricultural Institute, believed that the best way for freed slaves to gain equality was by earning money, growing wealth and earning respect by working hard in specialised technical trades. He went on to lead the Tuskegee Institute which was designed to prepare Afro-Americans with a vocational education.

(http://www.ehow.com/about_6524178_history-vocationaleducation.htmlixzz1srtJNQSM).
It can be concluded from the reviewed literature in this sub-section that vocational education has been perceived as valuable form of education for the youth in Britain and for the Afro-Americans in the USA. It was perceived as the engine of industrial and economic growth. Indeed, vocational education accelerated the rise of industrial revolutions in Europe and the USA. The aim of this study was to establish teachers' perception toward vocational education in the primary school curriculum in Sotik Sub-County, Bomet County, Kenya.

2.5 The perception of different communities towards vocational education in colonial Kenya (1895-1963)

Kenya became a British protectorate immediately after the Berlin Conference in 1884. The construction of Uganda Railway, which began in1896 in Mombasa, was completed in 1901 when it reached Kisumu. In 1902, Sir Charles Eliot, the first

Commissioner of the East African Protectorate, encouraged white settler agriculture in the fertile White Highlands so as to pay for the cost of the construction of the railway line and open up the interior of the protectorate. In the early years of the twentieth century, there was an influx of white settlers into the cool temperate and fertile Kenya highlands. Large tracts of land were alienated from the indigenous African population to create room for white settlers. These settlers required cheap African labour to work on their large farms. The immediate challenge these European settlers encountered in the early years of their settlement was shortage of skilled and reliable labour. They immediately adopted the USA vocational and industrial system to train indigenous Africans so as to produce skilled artisans (Bogonko, 1992). On the other hand, missionaries were busy, in the protectorate, spreading the word of Christianity. They pioneered the introduction of western education into Kenya. This was meant purposely to convert Africans to Christianity.

Fraser, who was the appointed British Education advisor, emphasized technical and industrial education for the Africans as guiding principle in the provision of education which was in line with the views of colonial government, missionaries and European settlers. The Fraser Report of 1909 emphasized industrial education for the African child. At the primary school level, the vocational education curriculum consisted of basic skills such as smithery, carpentry, typing, brick making, tailoring, agriculture and road building. In 1912, there was a solid establishment of industrial training in the African schools (Bogonko, 1992). The academic curriculum involved the teaching of English language, Kiswahili, Geography, Mathematics, History, Civics and Nature Studies (Otunga, 2006). The training of skilled artisans created two major

developments with regards to the future growth and direction of vocational education in colonial Kenya.

However, with the entrenchment of the British colonial rule in 1920s, a racially segregated educational system and curricula were introduced. There were separate schools and curricula for all the three main races in colonial Kenya. With the support of the colonial government, Africans were mainly educated and trained on Industrial Education so as to provide cheap and qualitative labour for Europeans settlers (Bogonko, 1992). The missionaries had established mission stations and the colonial government provided donations to missionary affiliated schools.

The following Missions and Government Sponsored Industrial Training Schools were set up: School at Rabai in 1846; Kikuyu CMS School in 1898; Friends School Kaimosi in 1902; Nyeri School in 1903; Lumbwa Industrial School in 1905; Kisii School in 1905; Maseno Central in 1906; Kakamega Central in 1906; Tumutumu School in 1909; Kamagambo School in 1911; Machakos School in 1915; Narok School in 1919; Coast Technical School Waa in 1921; Kahuhia in 1922; Taita Technical School in 1922; Government School Kericho in 1923; Native Industrial School Depot Kabete in 1924; Jeans School Kabete in 1925; Government School Kapsabet 1925; Kisii Central School in 1925; Kabaa School in 1925, and Government School, Kajiado in 1926 (Sifuna, 1976; Bogonko, 1992; Otunga, 2010).

The provision of vocational education in agricultural and technical training institutes did help to solve the problem of shortage of skilled labour for the growing European

settler economy. This accelerated the establishment of Industrial Training Schools because the White Settlers and the colonial government required skilled Artisans and Craftsmen in form of Masons, Carpenters and Clerks (Bogonko, 1992). These encourage the foundation of vocational education.

The Phelps-Stokes Report of 1924, borrowing heavily from the USA vocational education for the Afro-Americans, further emphasized vocational and industrial education for the African child. This led to establishment of the Native Industrial Training Depot in Kabete in 1924 and Jeane's Training School in 1925 (Sifuna, 1976). The Phelps-Stokes Report of 1924, the Beecher Report of 1949 and Binns Report of 1952 all emphasized a vocationalised primary school curriculum for the natives so as to improve the rural conditions. The Binns Committee Report emphasized that Agriculture be made a core subject in the native curriculum so as to prepare future leaders to be aware of the importance of agriculture in Kenya's economy. As a result, some Rural Science, Nature Study and Agricultural instructions were incorporated into the primary school curriculum. In the elementary school, there was one specialist teacher for Agriculture and Animal Husbandry and one specialist teacher for Handicraft (Tum, 1996). Most elementary schools therefore started the teaching of Agriculture after the Second World War and some schools were given oxen for ploughing and planting of different crops such as bananas, coffee and tea (Tum, 1996). A number of schools also received handicrafts and carpentry tools after the Second World War (Sifuna, 1976). On the other hand, the education curricula for European and Asian children were mainly academic and elitist. These were to prepare

European and Asian children for administrative and commercial roles in the colonial economy.

However, Africans had developed negative attitudes towards industrial and vocational education from the start of colonial rule because they viewed this type of education as having been designed to make them a servitude race to the white settler community and more so to make them socially and politically backward (Sifuna, 1980; Bogonko, 1986; Kerre, 1991). A handful of Africans who were mostly Christian converts attended government sponsored and missionary affiliated industrial training schools. The majority of Africans, mostly the unconverted Christians, shied away from these Industrial Training Centres.

It is clear from the reviewed literature in this sub-section that the provision of vocational education in the colonial Kenya was not favoured by the indigenous Africans communities. The indigenous African people perceived this type of education as serving the white settler community and thus making them as servitude community to the white race. Africans started agitating for an alternative type of education which best serve their own interests. The Kikuyu Independent School Movement established independent schools to offer alternative academic education in line with their perceived needs for the development of the individual as well as the African community needs. The African resistance to industrial and vocational education continued up to the independence period (Tum, 1996). When Kenya achieved independence in 1963, the colonial education system and curricula were

dismantled following the recommendations of the first education Commission Report, commonly referred to as Ominde Report of 1964.

2.6 The perception education stakeholders towards vocational education in primary school curriculum in Kenya in the first two decades of independence (1960s to 1970s)

When Kenya attained her political independence in 1963, the colonial education system and curricula were restructured to meet the demands of a newly independent nation. The first Education Commission, chaired by Professor Ominde, was appointed to recommend a suitable education system and curricula for the new republic. Republic of Kenya, (1964) recommended a 7-4-2-3 system of education. The new system comprised seven years of primary education, four years of secondary education, two years of advanced level education and three years of university education. The primary school syllabus was completed in 1966 ready for use in 1967 (Ministry of Education, 1967). The primary school curriculum of the 7-4-2-3 education systems emphasized local History, Geography, Civics, Mathematics, English & Kiswahili languages, and cultural activities which included choral singing and dancing. Republic of Kenya, (1964) overlooked technical, vocational and industrial education in the primary school curriculum and favoured more of an academic education. The education at that time was fashioned to serve the immediate demand of the country's manpower, and especially to prepare public administrators and managers, so as to replace colonial masters by 1970s. The Report of the Agricultural Education Commission (1967:90) was in agreement with Republic of Kenya, (1964) when it asserts:

> We agree with the general approach adopted by the Kenya (Ominde) Education Commission that the primary school is not the place to provide children with vocational training, but should rather teach the basic skills of reading, writing, numeracy and the rudiments of citizenships. We therefore do not favour a special course in agriculture at primary school level.

Therefore, there was a gap of the non-inclusion of the teaching of vocational subjects at the primary school curriculum. Malusu *et al*., (2008) points out that the primary school leavers, who failed to transit to secondary schools in 1970s, became unemployed and ill prepared for the world of work.

Republic of Kenya, (1976) criticized the primary school curriculum under the 7-4-2-3 system of education for catering for only a small number of primary school leavers who qualified to join secondary schools. The Report further asserts that the 7-4-2-3 system paid little attention to the fate of the increasing number of primary school leavers whose education was terminal at the end of primary school cycle. Republic of Kenya (1976) further recommended modification, diversification, optimization and supplementation of the primary school curriculum to meet the needs for the large number ever increasing of primary school leavers. The Report of the Republic of Kenya (1976) and Bogonko (1992) also recommended a reorganization of the primary school curriculum to prepare children for agriculture, budgeting, family welfare and community development through offering languages, Mathematics, Sciences, Cultural studies and the introduction of pre-vocational studies from standard four to standard eight. The recommendation of the Republic of Kenya (1976) Report was not adopted as it was overtaken by the introduction of 8-4-4 System of education and curricula in

1980s. The theme of the present study was to investigate teachers' perception towards a vocational education in the primary school curriculum in Kenya.

2.7 The perception of education stakeholders towards vocational education in Kenyan primary school curriculum under the 8-4-4 Education System (1980s and 1990s)

The Republic of Kenya (1981) laid emphasis on the practical, technical, industrial, and vocational education in the primary and secondary school curricula. The main intention of this emphasis was purposely to meet the changing needs and aspirations of the Kenyan nation. The recommendations of Republic of Kenya (1981) report were similar to those of Republic of Kenya (1976) report. The primary school curriculum was to be restructured to strengthen the teaching of Mathematics, Science and vocational subjects so as to equip learners with vocational skills relevant to the world of work. Basic Information and Communication Technologies (ICT) and environmental education were recommended for integration into primary school curriculum to make education more diversified, functional, qualitative and vocational (Republic of Kenya, 1976; Republic of Kenya, 1981).

The implementation of the recommended primary school curriculum under the 8-4-4 education system began in 1984. Vocational subjects, comprising Art & Craft, Music, Home Science and Agriculture, were immediately introduced into primary schools. Later on, curriculum developers realized that Business Education serves better the needs of the Kenyan society as a vocational subject. It was seen as a subject directly applicable in the world of business. As a result of the directive from the Kenyan

Ministry of Education, KIE urgently started preparing and developing primary school Business Education Curriculum. In 1987, Business Education was introduced for the first time into upper primary school level (Standards Six, Seven and Eight). It was examined together with Home Science for the first time as Home Science and Business Education (HSBE) in 1989.

Other vocational subjects, which were nationally examined under KCPE, were Science and Agriculture, and Art, Craft and Music. Science and Agriculture were grouped and examined as one subject. Likewise, Art, Craft and Music were grouped and examined as another subject. There were practical assessments of these vocational subjects. For example, in Home Science, a candidate was required to make functional items like Baby shawls, table cloths, sleeping pyjamas, different patterns of seams, practically making sweets, biscuits and cakes and how to cook different types of meals and kitchen hygiene practices.

In Agriculture, the Ministry of Education, National Practical Assessment comprised making of a beehive to certain specifications (like Kenya Top Bar Hive), livestock feed troughs for different types of animals, the process of planting and harvesting garden crops (from seedbed preparation to planting and harvesting), building poultry houses and rabbit cages, making laying boxes for chicken layers and practical activities on identification of weeds and pests which affect crops and animals respectively and within the environment where the learner resides.

In Art, Craft and Music, the Ministry of Education National Practical Assessment was differentiated. In Art and Craft, practical assessment comprised drawing of buildings, trees, animals, fruits (animate and inanimate things), welding and fabrication of functional items from scrap metals (locally available resources meant to conserve the environment), carpentry included the making tables, stools, chairs, wooden combs, walking (sticks to be used by the aged and physically challenged persons) and making cooking sticks. On the other hand masonry involved brick making and laying. Simple building and construction techniques, mixing of colours and painting skills were also assessed practically.

In Music, practical assessment involved clapping of hands to different types of beats and Music accompaniments, weaving a song with flute sound, singing, identifying types of Music scales and Musical instruments, composing a song and making of basic Musical instruments. It was realized that it was not possible to assess Business Education practically. The content of Business Education comprised theory as well as principles and practices applied in the business world.

It was envisaged that the teaching and learning of these vocational subjects was to prepare the school leavers for self-employment in a gainful business activity. Vocational subjects were also meant to orientate learners to the business world and the world of work in general. These subjects were also intended to prepare learners, whose primary school education was terminal, for future training in post-primary institutions and especially the Youth Polytechnics (Bogonko, 1992; Kerre, 2009). After graduating from Youth Polytechnics, the graduates may proceed for certificate

courses in their areas of specialization in Technical Training Institutes (TTIs) and Technology Institutions (TI).

The Republic of Kenya (1988) observes that there were a number of drawbacks in the implementation of the 8-4-4 curriculum. The primary school science kits were lacking in most schools. The primary school curriculum was overloaded (Bogonko, 1992). The Republic of Kenya (1988) recommends the reorganization of 8-4-4 primary school curriculum with a view of providing options in vocational subjects and allocating more time to cover fully the syllabus. It also advocated for the provision of adequate science and workshop facilities, equipment and supplies for effective teaching of these vocational subjects. There was also shortage of trained manpower who could effectively teach these vocational subjects. These drawbacks hindered the implementation of the 8-4-4 vocational education in 1980s and 1990s (Bogonko, 1992; Tum, 1996; Republic of Kenya, 1999).

The National Needs Assessment Survey, which was carried out by the Ministry of Education in 1999, recommended the trimming of the primary and secondary school curricula. The Republic of Kenya (1999) report on Total Integrated Quality Education and Training came up with a number of recommendations which culminated into the de-vocationalised primary school curriculum as a result of the removal of vocational subjects from the primary school in an attempt to trim the curriculum. This led to the reorganization of the primary school curriculum which relegated and altogether shelved the teaching of some vocational education subjects. Some topics in Business Education were integrated in Mathematics and Social Studies subjects. A large

proportion of the content of Business Education was removed for secondary level of education. Similarly, some topics in Home Science were integrated into Science and greater proportions were removed for secondary training (Republic of Kenya, 2002). Art, Craft and Music were integrated to form a non-examinable subject, renamed Creative Arts. In Parts of topics Agriculture, as a subject, and were removed from the primary school curriculum for secondary level some topics in agriculture were integrated into a science subject.

The resultant reviewed and reorganized curriculum, which was trimmed, was perceived to be manageable in its implementation. This new curriculum, which was introduced into primary schools in the year 2000, has watered down vocational education. From the year 2000 to the present, the Kenyan primary school curriculum is mainly a general academic curriculum. No research work was carried out to establish the value of vocational subjects in the present primary school curriculum before they were removed. The main purpose of this study was to investigate teachers' perception towards vocational education in the primary school curriculum in Kenya.

2.8 Some aspects of vocational education in the indigenous African education

It is clear that what comprised vocational education in European societies in the Renaissance period is similar to what was provided in the African indigenous education before the establishment of western colonization. Vocational education in the indigenous Africa communities had utilitarian value. The livelihoods of different African societies were dependent on knowledge, skills and attitudes which were

developed from vocational education. Vocational education was part of peoples' way of life and was passed on from one generation to another. The kind of vocational education at that time was fully entrenched. According to Rodney (2005), the people of western Sudan (probably the present West and North African communities) had well established and entrenched vocational education. Whereas the Mandingo people were educated town dwellers, the Bozo were fishermen and the nomadic Fulani tribe of West Africa were professional herdsmen of repute. Rodney (2005) further clarifies that the Hausa, Mandingo, Buganda, Kingdom of the old Ghana, Yoruba and Nupe African communities had various types of production and vocational trades. They produced cloth from bark, palm and cotton fibre. The tailoring guilds for bronze industry in Timbuktu and Benin were common. Glass and beads industries were wide spread in the Northern Nigeria.

Before the establishment of the colonial rule in Africa, indigenous education was meant to pass and preserve acquired values, skills and attitudes from one generation to another. It was a direct form of education in that youths were trained to fit into the socio-economic and traditional ways life of the society. Indigenous education, in which vocational education was part, was aimed at preparing individuals for social, political and economic life of their communities. Like vocational education, indigenous education was a practical training which was progressive and gradual as the child grows. Children were taught about climate of their physical, social and economic environment since climate contributed significantly to the type of economic and social activities which were practiced. The aspects which were taught under vocational education comprised the knowledge, skills, positive attitude and values of

the community on the social, economic and political environment. Members of the different communities learnt different things depending on their economic practices. Vocational education varied from one community to another (Sifuna, 1976). Boys were taught names of plants and their contribution to wellbeing of the people. They learnt the uses of each plant as they herd or farmed. Girls, on the other hand, were taught daily house chores such as food preparation, cleaning and hygiene and how to nurse a baby (Kimokoti & Kibera, 2007).

Kimokoti and Kibera (2007) further assert that vocational education in the pre-colonial Africa societies in Kenya were mainly preparatory, participatory and had utilitarian purpose. The young learned through play, work, ceremonies, rituals, imitation and narration of stories (Sifuna, 1990). Vocational education consisted of the knowledge, skills and attitudes of the production of essential goods and services. This was purely African economics in its rudimentary form. The children were taught not only to be useful to community but also to participate in productive work in their communities. The children were also taught and trained as they took part in farming activities such herding, planting, weeding and harvesting. They were also apprenticed in industrial and vocational education which comprised basketry, pot making, herbal medicine, iron working, beekeeping and other craft skills. Training through vocational education was needed in the production of instruments such as flutes, drums, harps and trumpets from animal products, trees, reeds and raw materials. The theme of this study touches on teachers' perception toward vocational education at primary school level in Kenya.

2.9 The value of vocational education in social and economic development in Kenya

After independence in the 1950s and 1960s, African governments have continuously emphasized the role of education in socio-economic development. There has been tremendous increase in access in provision of education at all levels. The process of providing education and training at all levels is seen as a process of human capital development which is a critical ingredient in the socio-economic development of any nation. The Returns to education in Africa is higher than in any other continent of the world (World Bank, 2000). There is link between human capital development and productivity. Education provides knowledge, skills and attitudes which allow individuals to execute their roles productively. A more literate, educated, and trained manpower is likely to yield more returns on investment.

Educated and trained labour impacts positively on raising and sustaining the rates of economic growth and development. Specifically, it raises the standards of living. Education for All (EFA) under United Nations Education Scientific and Cultural Education Organization (UNESCO) has also encouraged considerable increase in enrolments, transition and completion rates at every level of education in many Least Developed Countries (LDCs). As many young people complete their primary education, the government of Kenya is faced with the challenge of providing school leavers with opportunities for further schooling and training. This has necessitated increase in the number Youth Polytechnic to prepare young people for vocational opportunities.

Vocational and education is increasingly perceived as a critical component of schooling and training in Kenya. Empowering the youth, to become self-employed and be engaged in productive business, not only helps them escape the traps of poverty, but also enables them to become active contributors in the economic and social activities in their communities (Smith, 2006). A good vocational education should be an all-round education which prepares the pupils with academic as well as technical skills. Vocational education is a prerequisite for increasing the pupils' opportunities to have gainful employment, self-employment and further education especially in vocational training. Vocational education improves moral, aesthetic, physical and practical capabilities as opposed to a purely academic based education. Vocational education engages pupils on practical or 'hands on' teaching and learning experiences which relate to the commercial life of a nation. Vocational education therefore, enhances pupils' practical skills and acquaints them, to their economic environment. It is not necessarily preparing a learner for a specific career or occupation but it also equips them with the basic skills and practices as applied in the technical and vocational practices.

Wamalwa *et al.,* (2006:1) assertl the importance of vocational education in the following words:

> Vocational education can bring a lot of benefits to individuals and the nation as a whole…up-to-date knowledge and skills contribute to higher productivity..Skills acquired by one individual can have positive spill-over effects on the productivity of other individuals…skilled labour attracts direct investment and enhances competitiveness and innovative capacity of an economy..Complement entrepreneurship development programmes that aim at promoting self-employment.

Nearly all progressive nations of the world today have enhanced vocational and technical education in their education and training courses. In Japan, there is a

network link between industries and schools. Japanese schools identify appropriately the vocational and technical skills of potential graduates needed by the manufacturers of various goods and services (the potential employers) and hence educators and employers work in harmonious relationships (Halwey, 2005; Onsomu *et al*., 2009). Today, Japan is a leading industrial powerhouse in the Far East. This is mainly due to the relevance of this school-industry and good networking relationships. The Danish government established a quality strategy plan in 1995 which measures the performance of vocational training providers (Onsomu *et al.*, 2009). In Germany, the TIVET curriculum has a strong correlation with labour market demands (Brand, 1998) In the words of Onsomu *et al.*, (2009:39):

> …vocational schools concurrently provide broad-based basic vocational training and the qualification training and the qualification and competencies required to practice an occupation as a skilled worker in a changing world of work.

In Malaysia, a newly industrialized country in the South Asian, the TIVET curriculum, was made more labour-market responsive. In this nation of Malaysia all academic oriented schools were converted into technical schools in 1990s. Technical education curriculum focuses more on appropriate industrial technologies. Technical subjects are offered in the general secondary education cycle so as to sharpen the technical skills for the labour market (Mustapha &Abdullah, 2000). As result, Malaysian economy grew rapidly, in the last two decades of the 20th century, into a newly industrialized state of the twenty first century.

To achieve greater strides in socio-economic development, vocational and technical education should not only be emphasized at the Secondary School level in Kenya but also introduced into upper primary school curriculum. This will enable primary school children whose education is terminal to acquire prerequisite technical and vocational knowledge, skills and attitudes. The vocational and technical curriculum at the primary school level should be based on the development of the talents and individual learner abilities in technical and vocational fields. Wattles (2007:129) further clarify the value of technical and vocational education at the primary school level when he wrote that "pupils should be taught the philosophy of developing individual success in starting small vocational enterprises". Wattles (2007:129), while supporting the incorporation of vocational education into general education, writes further that, "Vocational education is a basic necessity for any country's development in terms of economic and industrial growth". Lauglo (2004:3) also writes the following words to highlight trends in vocational and technical education in the primary level:

> Since early 1990's, the special priority has been given to primary education…Some developing countries continue to pursue vocationalisation policies…. Botswana, Ghana and Kenya are the main examples.

Coombe (1988: 13) clearly gives an elaborate definition of vocational education in the following words:

> Education should develop moral, aesthetic, physical and practical capabilities, not just cognitive knowledge …. Practical subject allow students to learn more from active doing than what is typical in academic subject …. The teaching of practical skills and familiarization with the world of work is legitimate parts of general education to which should be introduced at a specific age appropriate in a person's procreations through education system. One example is the teaching of handicrafts skills in upper primary schools.

Vocational education may be seen as a means for greater diversification and the quality of opportunities after school for the learners. It caters for a wide range of talents and prepares school leavers for a broad range of future occupations which only an academic education may not realize. Kenya's economic blue print, Vision 2030 Development Agenda, will easily be attained if vocational education subjects are introduced into the primary and secondary school curricula. This study therefore sought to investigate primary school teachers' perception towards the vocational education in upper primary school curriculum.

2.10 The case for vocational education at the primary school level in Kenya

From the reviewed literature, it can be concluded that vocational education has been part and parcel of human life anywhere on this planet since the time of immemorial. Apprenticed training systems in vocational education have been the characteristic feature of every human society (whether in Africa, America, Australia, Asia and Europe). Vocational education was introduced into the European African tailored primary school curriculum in colonial Kenya. But under the first Education System (7-4-2-3), vocational education in the primary school curriculum was overlooked only to be reintroduced again under the 8-4-4 curriculum in the 1980s and 1990s. It was again removed from the current primary school curriculum which was introduced in 2002.

The latest Republic of Kenya, (2009), Education Report has recommended the re-introduction of vocational subjects into the primary school curriculum. These trends in emphasizing and de-emphasizing vocational education in the primary school

curriculum in the history of education in Kenya are a cause for concern to educationists and stakeholders. Empowering young people to engage in productive livelihood through vocational education is consistent with the Millennium Development Goals. The aim of primary education is to enable the pupils develop their talents as individuals and as members of the society. Vocational education is inherently suited to accomplishing this goal because it exposes learners to the chain of activities in the economic and commercial world. With regard to a vocationalised primary school education, Kaloki (2011:9) asserts:

> Skills needed for sustainable agricultural production, food security and rural development can be addressed directly through primary education. The role of the primary education should be aimed at equipping children and young people with skills, knowledge and understanding so as to help them deal with real life challenges and help them become active members of the society.

Further, Tum (1996:38-39) observes:

> The 8-4-4 system increased the number of years for primary education by one year, so that those who could not proceed with their education could leave primary school in their middle rather than early adolescence. It was hoped that through exposure to vocationally oriented education, they would be self-employed, join a vocational training course or be employed directly after school.

The Formative Evaluation Report of 1990, the Summative Evaluation Report of 1995 and National Needs Assessment Survey of 1999 identified a number of constrains which made it difficult to achieve the intended aims and goals of the 8-4-4 education system. However, these reports listed a number of constrains in the implementation of 8-4-4 curriculum as some objectives were unlikely to be achieved within the given duration of the educational cycle. As Kerre (2010:29) argues:

> In Kenya, there is a general lack of capacity for education and training in both public and private institutions. The provision of free primary school education has led to an upsurge in enrolments. Last year (2009) a total of 7 million children were enrolled in primary schools. Seven hundred and twenty thousand (727,054) sat the Kenya Certificate of Primary Education (KCPE), and only 360,000 could be accommodated in form one at secondary level. Previously, about 250,000 pupils missed opportunities to proceed to secondary level annually. This year [2010] 241,121 missed that opportunity.

This implies that there is an increase in the number of primary school leavers who join the unemployed persons in Kenya. The introduction of vocational subjects in the primary school curriculum is likely to solve the problem of unemployment, anti-social activities, poverty and dependency in Kenya.

The flowchart below shows career path of vocational education in Kenya.

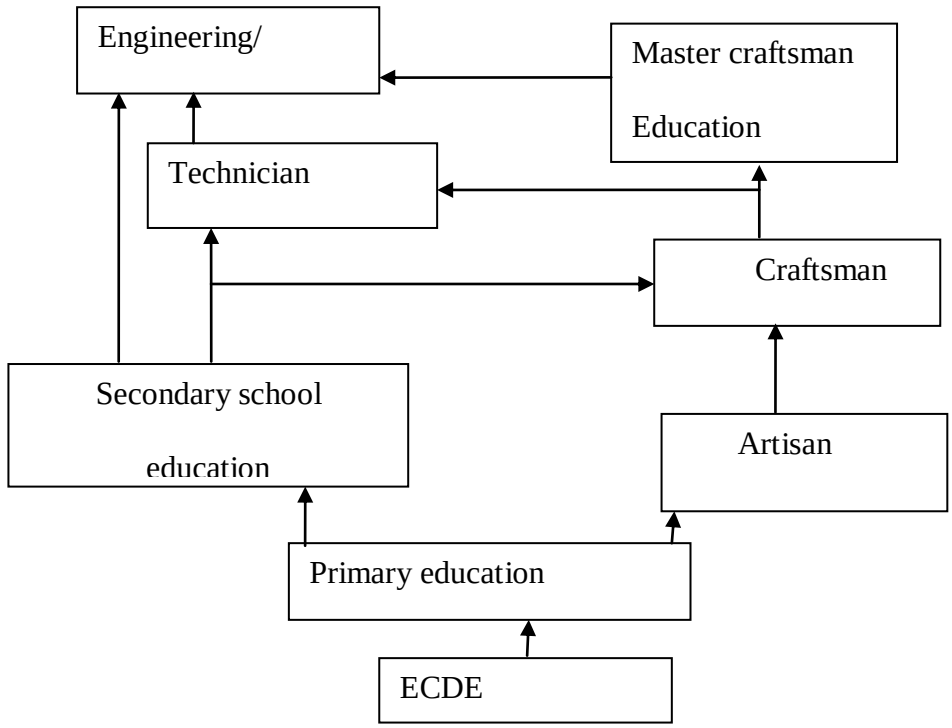

Figure 2.1: Career paths for TIVET Graduates

Source: *Kerre, 2000; Mulimba, 2010*

The flowchart shows career path for primary school graduates at the end of the primary cycle. It illustrates the progress of education from early childhood to higher levels in the vocational education. These lead students to acquire vocational skills productive to the society. The standard eight school leavers may join secondary schools while others join Youth Polytechnics. Those who join secondary education may pursue craftsmanship, technician and engineering or technology courses depending on their careers. Those who join Youth Polytechnics may become artisans, craftsmen, master craftsmen and engineers or technologists depending on level they graduate.

The evidence shows that vocational subjects enhance and sharpens learner's ability to use and harness economic resources within environment. It is from this premise that this research study sought to establish teacher's perception towards vocational education in the primary school curriculum in Kenya.

2.11 Summary of the Chapter

This chapter has dealt with the review the related literature .This has attempted to conceptualise the meaning of education and the meaning of vocational education; Historical roots of vocational education in Britain and perception of the British scholars; Historical roots of vocational education and perception of the United States of American scholars; The perception of different communities towards vocational education in colonial Kenya (1895-1963); The perception of education stakeholders towards vocational education in the primary school curriculum in Kenya in the first two decades of independence (1960s to 1970s); The perception of education

stakeholders towards vocational education in Kenyan primary school curriculum under the 8-4-4 education system (1980s to 1990s); The value of vocational education in social and economic development in Kenya. The chapter has also examined some aspects of vocational education in the indigenous African education and also the case for vocational education at the primary school level. It is hoped that a vocationalized primary education curriculum will be helpful to school leavers whose education is terminal. The next chapter presents the Research Design and Methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction to the Chapter

This chapter describes the research design adopted and methodology used in the study. The chapter specifically outlines the research design, area of the study, target population, the sample size and sampling procedures, instruments of data collection, and procedures of study data analysis.

3.2 Research Design

The researcher employed a survey design and involved simple random sampling from representative target population of primary school teachers in Sotik Sub-County, Bomet County. The research design of this study is a descriptive survey. This design was adopted because it captures the current perception of the population under study with regard to the variables of the study. Descriptive survey research design is intended to collect information about all the aspects of education that are of interest to policy makers, curriculum experts and educators (Borg & Gall, 1989; Orodho, 2005; Kothari, 2009).

The design explores and describes the opinions, feelings, views, and preferences of the selected sample of the population of the study. According to Mitzel (1982) and Kothari (2009), survey research design is the most widely used in research to obtain insights into variables under investigation and how ideas relate to the research problem. It was therefore suitable for this study because the study intended to

generate the required information regarding teachers' perception towards vocational education in the primary school curriculum in Kenya.

3.3 Area of Study

The researcher chose to carry out this study in Bomet County, Kenya because of time and financial constraints. It was anticipated that this would ease and facilitate the administration of the research instruments within the limited time and financial constraints of the study. There are five administrative sub-counties which make up Bomet County, namely Konoin, Chepalungu, Bomet Central, Bomet East and Sotik sub-counties. The researcher adopted a simple random sampling technique to arrive at one sub-county which formed the specific area of study. Five pieces of folded papers which were identical and each carrying the name of a particular sub-county was put into a tin container and its lid was closed. The container was shaken for a while, then the lid was opened and the researcher picked one folded paper at random. On unfolding the piece of paper, Sotik Sub-County was the specific chosen area for the study.

Sotik Sub-County is situated to the West of Bomet County. It borders Nyamira County to the West, Kericho County to the North and Narok County to the South West. It also borders Konoin Sub-County to the North East, Bomet East Sub-County to the East, Chepalungu Sub-County to the South, and Bomet Central Sub-County to the East (see map of Sotik from the Appendix VIII). Sotik Sub-County is headed by the Sub-County Commissioner (SCC) within the hierarchy of modern Kenya's County Administration. As per the structure of the Ministry of Education, a Sub-

County Education Officer (SCEO) is in charge of the education affairs of the Sub-County. There is also one Sub-County Quality Assurance and Standards Officer (SCQASO) in charge of monitoring, co-ordination, supervision and overseeing of the curriculum implementation in the sub-county. Sotik Sub-County consists of five (5) administrative divisions each headed by a Sub-County Officer within the hierarchy of the Provincial Administration. According to the Ministry of Education hierarchy, an Area Education Officer is in charge of the educational affairs of the administrative division within the sub-county. There are also Educational Zones which have been created out of administrative division. Depending on the number of schools, the Educational Zones created in Sotik Sub-County transverse administrative divisions. During the period of conducting this research there were eight Educational Zones in Sotik Sub-County (see map of Sotik Sub-County on Appendix (VIII).

3.4 Target Population

Target population is the accessible population within an area of study which the researcher intends to investigate a research problem. It consists of the total number of subjects or total environment targeted in conducting a study (Mugenda & Mugenda, 1999; Onen & Oso, 2009). For the purpose of this study, the target population comprised 1178 head teachers and teachers in all one hundred and sixty-five (165) public primary schools in Sotik Sub-Ccounty. Specifically, this study targeted forty nine head teachers (49) out of one hundred and sixty five (165) as well as two hundred and ninety one (291) teachers out of one thousand one hundred and twenty nine (1129) of all of the public primary schools. These teachers were those employed through the Teachers' Service Commission (TSC). The subjects of the study also

included all the eight (8) education officers serving in Sotik Sub-County during the period under investigation in the research problem.

3.5 Sample Size and Sampling Procedures

For the purpose of the research, a sample was drawn from the target population. According to Mugenda and Mugenda (1999), a sample is a subject of a particular population which is part of the target population. Sampling procedures or the sampling techniques are the description of the strategies which the researcher employs to select the respondents from the target population (Oso & Onen, 2009). The researcher considered all one hundred sixty-five (165) public primary schools in Sotik Sub-County. Stratified random sampling technique was used to select a sample of primary schools for investigation of the research problem of this study.

The sample size of the selected schools was obtained by computing 30% of the total number of schools in each Educational Zone. For example, in Abosi Educational Zone, there were twenty-two (22) public primary schools. Thirty per cent (30%) of twenty-two (22) yielded 6.6. This was rounded off to 7. The researcher therefore selected seven schools in Abosi Educational Zone. For Ndanai Educational Zone, there were thirty-four (34) public primary schools. Thirty per cent (30%) of thirty-four (34) yielded 10.2. This was rounded off to 10 schools in Ndanai Educational Zone. This process was repeated for all other Educational Zones to select the schools for this study. Table 3.1 below shows the total number of selected schools in each Educational Zone. There were eight Educational Zones in the Sotik Sub-County as shown in table 3.1.

Table 3.1: Selected Primary Schools in each Education Zone

Educational Zones	Target Population	Sample Size (30%)	Percentage (%)
Abosi	22	7	32
Ndanai	34	10	29
Tarakwa	23	7	30
Kapletundo	14	4	29
Sotik	21	6	29
Rongena	18	5	28
Kapmungei	14	4	29
Kipsonoi	19	6	32
Total	**165**	**49**	**30**

In selecting the specific schools to carry out this study in each of the Educational Zone, simple random sampling technique was used. For example, in Abosi Educational Zone, there were twenty-two (22) public primary schools. The researcher was interested in seven (7) schools out of these. The researcher thus prepared 22 pieces of paper of equal sizes and dimensions. The name of the school was written on each of the piece of paper and folded into a round shape. In each piece of paper was written the name of only one school. They were put into the tin container and tightly closed with its lid, then shaken for a while and the researcher picked seven folded papers. On unfolding the seven pieces of papers, they showed the names of the seven schools in Abosi Educational Zone which the researcher identified for use in the study. This process was repeated in all the eight Educational Zones.

There were forty-nine (49) selected schools in all the eight Educational Zones. The names of the selected schools in each of the Educational Zone were as presented in Appendix VI (a). SCEO, SCQASO and the six AEOs are the designated by the

Ministry of Education as education officers. They are usually in charge of curriculum implementation and supervision in the sub-county and educational zones. All these education officers in Sotik Sub-County were purposively included in the sample of the study. All the head teachers of the selected schools were also purposively included in this study.

In the sub-county, there was one (1) Sub-County Education Officer (SCEO), one (1) Sub-County Quality Assurance and Standards Officer (SCQASO) and six (6) Assistant Education Officers (AEOs) in charge of eight (8) Educational zones. There were two educational zones without an Area Educational Officer during the period of study.

The sample size of the teachers from the selected schools was obtained by computing 70% of all teachers in each school. According to Mugenda and Mugenda (1999), Kothari (2009), the researcher should select at least 30% of the target population. The researcher considered more than 30% as appropriate for this study. The sample size computed comprised of two hundred and ninety-one (291) teachers out of one thousand and thirteen (1129) teachers in Sotik Sub-County as shown in Appendix VI (b). This study used 291 teachers, all the 49 Head teachers and 8 education officers. The sample size of 291 teachers concurs with the table for determining a sample size in a population as espoused by Morgan *et al*., (1970).

In determining who participates in the study in each primary school selected, the researcher travelled with a tin which had a tight lid. In Gorgor Primary School, for

instance, there were nine primary school teachers employed by the TSC and researcher was interested in selecting six (6) teachers. The researcher prepared pieces of paper which were similar in sizes, shapes and dimensions. The researcher wrote the word “yes” on six pieces of paper and the word “No” on three pieces of paper. All these pieces of paper were folded into identical round shapes. All these folded pieces of paper were inserted into the empty tin and the lid was pressed tightly. The tin with the folded pieces of paper was shaken and the lid was opened. The folded pieces of paper were emptied onto the staffroom table and all the nine teachers were invited to pick one each. They were therefore requested to unfold the pieces of paper they had. All the teachers who had picked “yes” folded papers were administered with a teachers’ questionnaire. The simple random sampling was repeated in the selection of teachers who participated in this study in all 49 the selected primary schools. The selection process yielded two hundred and ninety one (291) teachers out of four hundred and sixty five (465) teachers of the selected schools and forty nine (49) head teachers who were deemed by the researcher as unbiased sample size.

3.6 Research Instruments

The researcher used three research instruments in obtaining necessary information for this study. These were teachers’ questionnaire, head teachers’ questionnaires and interview schedule for education officers.

3.6.1 Teachers’ Questionnaire

A questionnaire is a number of questions printed or typed in a definite order on a form or forms that the respondents are asked to give information about what people perceive or do especially in a descriptive research survey (Kothari, 2009).

Questionnaires were used in this study to collect a large amount of necessary information over a short period of time about teachers' perception on vocational education in the primary school curriculum. Each item in the questionnaire was developed to address specific objectives and the research questions of the study. Therefore, a questionnaire, as a tool of collecting data, was justified because it captures the perception and views of teachers better than other instruments. The questionnaire allows for anonymity.

Confidentiality of the information was also upheld. The questionnaire was thus the main instrument used in this study. It contained both closed-ended and open-ended questions to elicit views, perceptions and opinions from teachers of primary schools. It was easier to code responses on teachers' perception using descriptive statistics. Open-ended questions, on the other hand, were used to gather wider and free opinions from the participants of the study. In constructing a questionnaire, great care was taken in relation to the educational level of the anticipated respondents. This is because the respondents were able to read, understand and interpret the questions individually in accordance with the issue being investigated.

3.6.2 Interview Schedule for Head Teachers'

An interview schedule which contained a set of questions based on the specific objectives and research questions of this study was drafted. Prior to conducting interviews, the researcher visited the selected schools to book the appointment dates with the head teachers. The researcher interviewed forty-nine head teachers in Sotik Sub-County. The nature of the study involved investigating views or perceptions of the teachers on vocational education at the primary school level. The

scope and the objectives of the study were concisely explained to the head teacher respondents before interviewing them. The interview schedule was used to record the head teachers' views. It was also used to standardize the interview context so that the researcher asked the same question in the same way to all the respondents of the study (Orodho, 2005). The interview schedule contained both semi-structured and structured questions that were used to collect the required data.

3.6.3 Interview Schedule for Education Officers

An interview schedule is a proforma containing a set of questions that the interviewer asks and fills when interviewing specific respondents. The scope and the nature of this study were explained clearly to the education officers by the researcher. The interview schedule was used to countercheck the information collected through the use of the questionnaire. The responses were recorded in the space provided in the interview schedule form by the researcher. This study involved the investigation of views or perception of the teachers on inclusion of vocational education at the primary school level. The interviews were conducted to capture the views of the eight education officers in Sotik Sub-County. The data collection procedure was an intensive as well as extensive inquiry which yielded reliable results. The interview schedule was used to collect data from SCEO, SCQUASO and AEOs on teachers' their perception towards inclusion of vocational education in the primary school curriculum in Kenya.

3.7 Validity of the Research Instruments

Validity is the accuracy and meaningfulness of inferences which will be based on the research results (Mugenda & Mugenda, 1999). Validity is the accuracy of a measuring instrument to measure what an individual purports to measure. Valid research gives

description of all relevant factors in the whole context of a research study (Scriven, 2004). To test the validity of the research instruments which was used in this study, the researcher sought guidance from research experts in the School of Education, Department of Curriculum Instruction and Educational Media of Moi University.

3.8 Reliability of the Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results (Mugenda & Mugenda, 1999). For a research instrument to yield consistent results, the study must be carried out on a similar group of respondents in a similar context (Cohen & Manion, 2005). The researcher ascertained that the instruments (especially the questionnaire) were valid and reliable by the test and retest procedure using a selected sample prior to the real administration of the instruments. An r value of 0.7 was obtained indicating that the instrument was reliable. According to (Koul,2004) a coefficient of 0.5 and above is considered adequate to declare an instrument reliable.

The researcher, by employing piloting method, tested and pre-tested the research instruments to ensure that they were valid and reliable. A pilot study was conducted in a separate district with similar characteristics. In this case, Belgut Sub-county , in Kericho County was chosen for the piloting of the research instruments. Nevertheless, Belgut Sub -County does not border Bomet County. Four public primary schools were purposively picked in four different locations of Belgut Sub-County. In each location, one school was purposively picked. Therefore, each of the four schools was in different locations of Belgut Sub-County The questionnaire was pre-tested to a selected sample which was identical to the actual sample that was used in the study. Therefore, meaningful observations were made. All the teachers in the pilot schools participated in the study.

3.9 Data Collection Procedures and Ethical Consideration

The researcher got authority to conduct the study from the Ministry of Higher Education, Science and Technology (National Council for Science and Technology) and the School of Education Moi University. The researcher sought written permission from the SCC, SCEO, AEO and head teachers of all the primary schools to enable him carry out the study in the selected sub-county and schools respectively. Appointments were made and then visits on specific days were made to the offices and the selected schools. The researcher sought the services of two research assistants. The research assistants were inducted into the nature and the purpose of this study. The researcher also familiarized the two research assistants to the research questionnaire items. The researcher clarified to the research assistants the difficulties the respondents were likely to pose during the administration of the questionnaire, especially in understanding the questionnaire, items on a particular question or related concepts. Thereafter, the research assistants were given direction to proceed to the selected primary schools. They administered the questionnaires to the teachers in the selected schools. The research assistants, therefore, collected dully filled questionnaires and thereafter submitted to the researcher for analysis.

The researcher, on the other hand, administered questionnaires to head teachers in all the 49 schools selected. Interview was also conducted with the education officers by the researcher. After the administration and collection of the research data, the researcher organized the data and edited it for accuracy, completeness and uniformity. Classification of the data into usable categories, coding and tabulation was done.

Ethical measures are principles which the researcher should bind himself or herself to in conducting his/her research (Schulze, 2002). In this study, the researcher adhered to the following research ethics: **Permission to conduct the research:** In this study, the researcher sought, through the School of Education of Moi University for a research permit from Ministry of Education, Science and Technology. This was granted and the introductory letters were presented to the relevant offices so as to carry out the research. Research Permit enabled the researcher to visit schools to carry out the study. **Informed consent**: Participants were given enough information pertaining to the study before the administration of the research instruments. The possible benefits and value of the study were explained to the participants**. Confidentiality and Anonymity**: A researcher has to be responsible at all times and be vigilant, mindful and sensitive to human dignity. In this study, participants' confidentialities were not compromised, as their names would not be used or appear in the collection of data. They were assured that no private or secret information would be divulged since the right of confidentiality of the participants will be respected.

3.10 Data Analysis Procedures

After the field work, the collected data was analyzed and interpreted. The data collected was analyzed using descriptive statistics and where necessary the researcher employed Statistical Packages for Social Sciences (SPSS) to analyse specific data. Orodho (2005) says that it is advisable to use the computer for any analysis in order to save time and to increase the accuracy of the results. Descriptive statistics used in this study were intended to answer questions and objectives of the study in relation to the research topic. The data for the study used frequency and percentages which

summarize data about variables. Frequencies were converted to percentages so that they would be easier to interpret. The researcher analyzed the data and presented the findings of the research in chapter four of this study.

3.11 Summary of the Chapter

This chapter has described the research design adopted and methodology used in the study. The chapter has specifically outlined the research design, area of the study, target population, sample size and sampling procedures, Data Collection Procedures and Ethical Consideration, and data analysis procedures.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction to the Chapter

This chapter deals with data analysis, presentation and interpretation of the data collected from the field. In the first section, the findings which relate to the background information of the respondents are presented. The second section presents the analysis of the responses to the specific objectives of the study. The data analyzed were obtained from teachers' questionnaire, head teachers' and education officers' interview schedule. The purpose of this study was to investigate teachers' perception towards vocational education in the primary school curriculum in Kenya. The study sought to achieve the following objectives:

1. To assess teachers' perception on the present status of vocational education in the primary school curriculum in Kenya
2. To determine what primary school teachers perceive as the value of vocational education in the primary school curriculum in Kenya
3. To explore what teachers perceive as the relevant vocational subjects to be incorporated into the primary school curriculum in Kenya
4. To establish appropriate modes of assessing vocational subjects at the primary school level in Kenya

4.2 Background information

Background information concerning the respondents was analyzed to understand their professional foundation. The information sought was on their age, teaching experience, professional qualifications, and the vocational subjects they taught before

the year 2000 and the vocational subjects they were teaching at the time of the research. Each of the mentioned aspects is presented in the following sub-sections.

4.2.1 The age distribution of the serving primary school teachers'

The researcher sought to find out the age of the respondents. The findings were as presented in Figure 4.1 below.

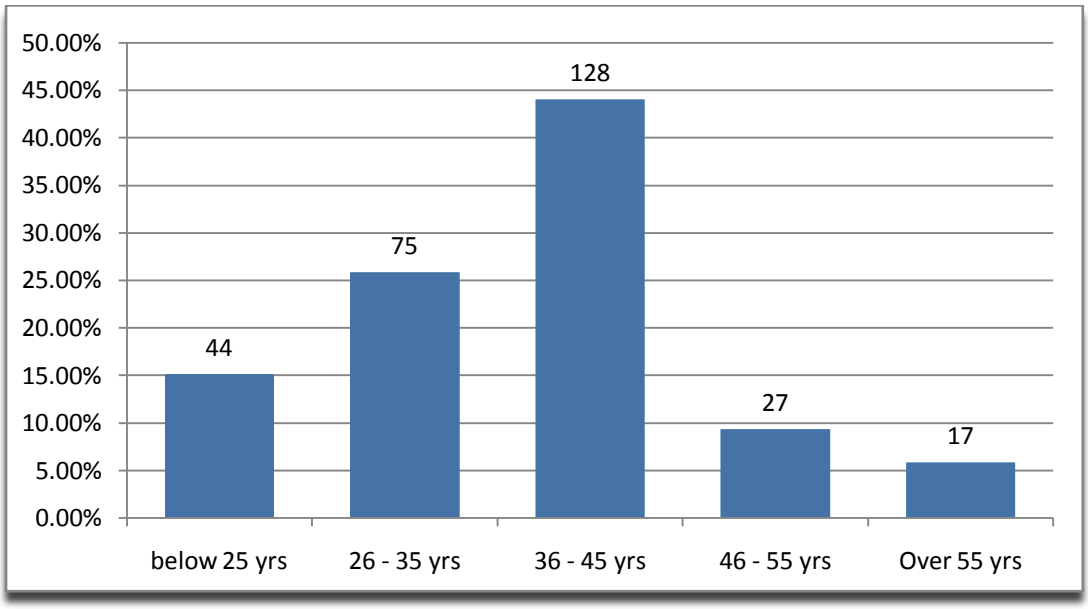

Figure 4.1: The age of the serving primary school teachers'

It is shown in Figure 4.1 that the ages for majority of the primary school teachers is 128(44.00%), who participated in the study ranged from 36 to 45 years. Seventy-five of them (25.80%) ranged from 26 to 35 years; forty four of them (15.10%) were below 25 years and twenty seven of them (9.30%) were aged 46 to 55 years. It is also shown that seventeen (5.80%) of the primary school teachers were over 55 years old. This therefore implies that majority of the teachers who participated in this study were aged from 36 to 45 years. In Kenya, the age bracket of the youthful population ranges

from 18 to 35. Therefore, the majority of the teacher participants of this study were young adults. This is the highly productive workforce of Kenya's population.

It also emerged that 40.82% of the head teachers who were interviewed in this study were over fifty years old; 32.65% of the head teachers who participated in this study ranged from 41 to 50 years; 26.53% the primary school head teachers who participated in this study were below forty years of age. Therefore, most of the head teachers who participated in the study were over fifty years old. In addition, the education officers – the Sub-County Education Officer (SCEO), The Sub-County Quality Assurance and Standards Officer (SCQASO) and the six Area Education Officers (AEOs) – who were interviewed, were over 40 years age. The findings indicate that 62.5% were within the age brackets of 40 to 49 years; 37.5% were aged between 50 and 59 years.

4.2.2 The teaching experience of the serving teachers' in years

The respondents were asked to state their teaching experience in years. Their responses were as indicated in Figure 4.2.

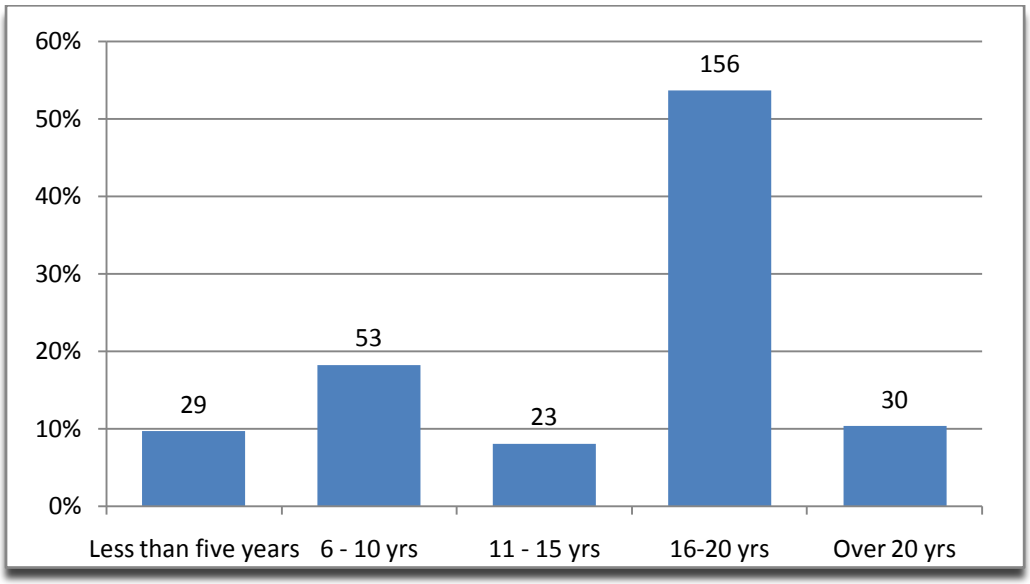

Figure 4.2: Teaching experience of the serving teachers' in years

Figure 4.2 shows that over half (53.61%) of the teachers, who participated in this study, had experience ranging from sixteen to twenty (16-20) years. A further 18.21% had teaching experience ranging from six to ten (6-10) years. Seven point nine (7.90) of the respondents were aged (11-15%). It emerged that 9.67% had taught for less than five years in their respective schools while 10.31% had over 20 years' teaching experience.

The findings indicate that 36.61% of head teachers who were interviewed had teaching experience of over twenty years. In addition, 26.53% of the head teacher respondents had teaching experience ranging from 16 to 20 years; 24.41% of the head teachers who participated in the study had teaching experience ranging from 11 to 15 years. The head teachers who had taught for less than five years were 6.12%. Therefore, the majority of head teachers who were interviewed had a long service teaching experience. The Sub-County Education Officer (SCEO), the Sub-County Quality Assurance and Standards Officer (SCQASO) and the six Area Education

Officers (AEOs), who were interviewed, had a working experience of over 16 years serving either teachers or education officers.

4.2.3 The professional qualifications of the respondents

The professional qualifications of the respondents were investigated in this study and the responses on this aspect were as captured in Figure 4.3 below.

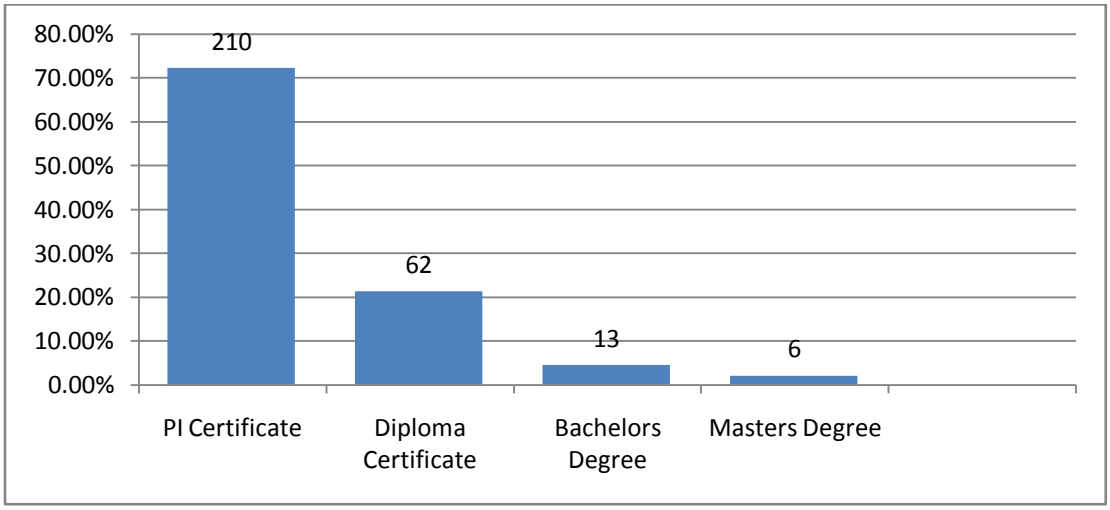

Figure 4.3: Professional qualifications of the serving primary school teachers'

As shown in Figure 4.3, 210(72.16%) of the respondents were P1 Certificate holders. Sixty-two (21.31%) were Diploma in Education Certificate (DE) holders. The findings also indicate that 13(4.47%) were Bachelors of Education Degree Certificate (BED) holders and only 6(2.10%) were Masters of Education Degree Certificate (MED) holders in education. This shows that the majority of the primary school teachers who participated in this study were P1 certificate holders. This was expected since in Kenya, P1 certificate graduates from Primary Teacher Training Colleges are mainly posted to teach in the Kenyan public primary schools. Most of the Bachelors Degree Certificate holders in education are currently teaching in Kenyan secondary schools as graduate teachers. Those with Bachelors and Masters Degree certificates in

education are either specialized in Early Childhood and Primary Education (EPE) or Special Needs Education (SNE). The research findings revealed that the degree graduates in these areas of specialization were also teaching in the primary schools.

This study showed that 42.86% of the head teacher respondents, who participated in interview, were P1 Certificate holders. The Diploma in Education Certificate holders comprised 40.82% of the head teachers who were interviewed. Another 12.25% of the head teachers were Bachelors of Education Degree Certificate holders. Masters of Degree Certificate in education holders comprised 4.08%.

The study also sought to find out the professional qualifications of education officers who were interviewed. From the interview schedule, the findings revealed that 25% of these education officers had Masters Degree certificates in education. Moreover, 37.5% had Diploma certificates in education and a further 37.5% were holders of Bachelors of Education Degree certificates. None of education officers had a P1 certificate in education.

4.3 The status of vocational subjects in the primary school education in Kenya

Before the year 2000, vocational subjects in the primary school curriculum were distinct, taught separately and examined as separate or combined subjects. The teachers were required to state the subjects they taught in their schools before the year 2000. The findings were as presented in Figure 4.4.

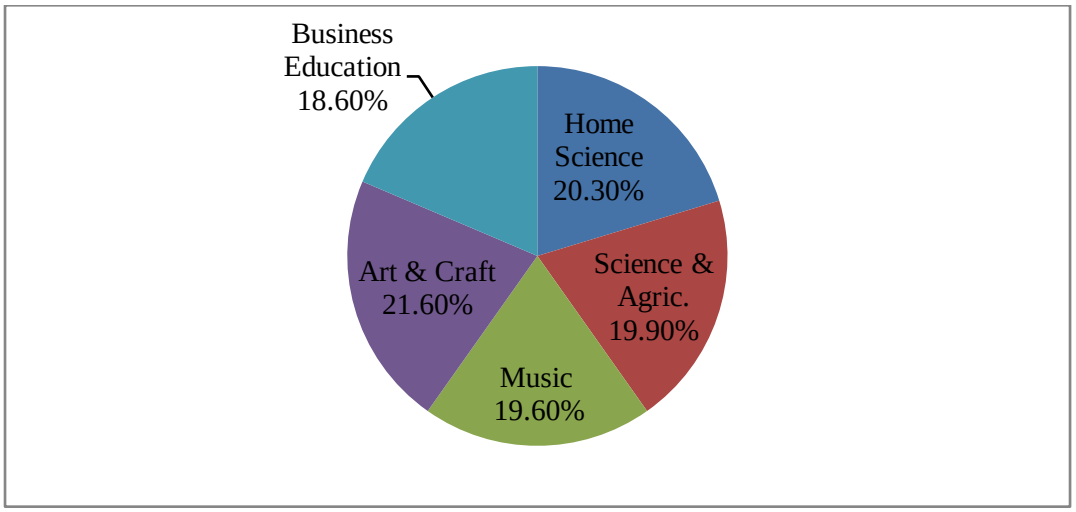

Figure 4.4: Vocational subjects taught by teacher respondents before the year 2000

It is shown from the findings in Figure 4.4 that 18.60% taught Business Education, 21.60% taught Art & Craft, 19.60% taught Music, 19.90% taught Science and Agriculture and 20.30% taught Home Science. The findings reveal therefore that before the year 2000, most of the primary school teachers were teaching vocational subjects.

4.3.1 The teaching of vocational subjects in the primary school curriculum after the year 2000

The primary school teachers were required to state the subjects they were teaching in the new primary school curriculum. The findings were as presented in Figure 4.6.

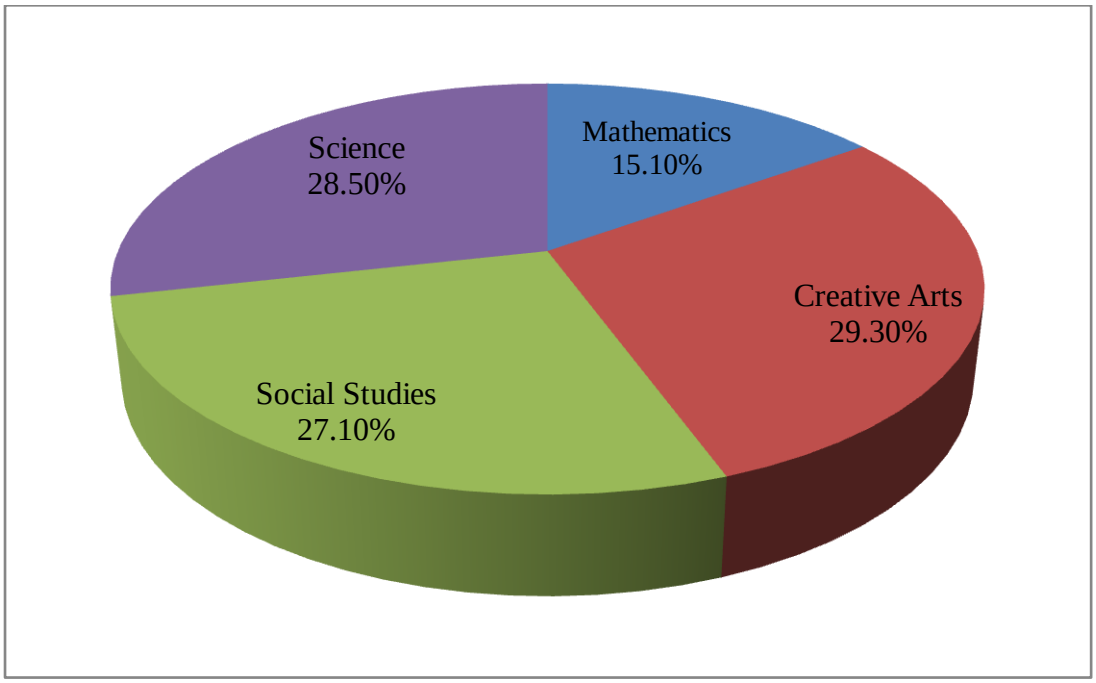

Figure 4.5: Subjects taught by the serving primary school teachers in the new primary school curriculum

It is revealed in Figure 4.5 that 29.30% were teaching Creative Arts, 28.50% were teaching Science and 27.10% were teaching Social Studies. Only 15.10% of the respondents were teaching Mathematics. This implies that the only vocational subject that was taught by teachers in the new primary school curriculum was Creative Arts.

4.3.2 Teachers perception of the present status of vocational education in the primary school curriculum in Kenya

It is notable that the present primary school curriculum has given less emphasis to vocational education subjects. Before the year 2000, more emphasis was given to vocational education at the primary school level. Vocational subjects were taught separately and were examined either single or combined. The combined examinable

subjects were Home Science and Business Education, Creative Arts (Art, Craft and Music) and Science and Agriculture.

After the year 2000, some vocational subjects, such as Home Science and Business Education subjects were removed from the primary school curriculum in Kenya. Only one non-examinable subject, Creative Arts, which comprises Art, Craft and Music is currently offered in the in the primary school curriculum. The study analyzed the teachers' views on the implication of the newly trimmed and reorganized primary school curriculum on vocational education. Again, teachers' views, which were similar, were coalesced into one statement by the researcher which carried similar views. These gave rise to six major statements as presented in Table 4.2.

Table 4.1: Teachers' perception of the present status of vocational education in the present primary school curriculum in Kenya

Statements	Frequency	%
Worsens unemployment problem among the youths in Kenya.	277	95.19
Lack of basic vocational skills preparation for artisan courses especially for those joining Youth polytechnics in Kenya.	271	93.13
Impact negatively on environmental conservation as learners are not equipped at an early age on environmental conservation practices such as tree nursery preparation, waste management and soil conservation.	265	91.07
No promotion of income generating activities through self employment after school because the present curriculum is less vocationalized than before.	253	86.94
Pupils are not equipped with basic agricultural practices e.g. gardening, tree planting, bee keeping and poultry farming.	239	82.13
Hindering the nurturing of talents of primary school pupils especially in technical and vocational fields such as Home Science, Art and Craft, Music and Business Education.	186	63.92

It is clear from Table 4.2 that the present primary school curriculum worsens unemployment problem among the youths. This attracted 95.19% of the respondents. Majority (93.13%) were of the view that there is lack of basic vocational skills preparation for artisan courses for those learners who wish to join Youth Polytechnics in Kenya. Those who supported the statement that it impacts negatively on environmental conservation since learners were not equipped at an early age on environmental conservation practices such as tree nursery preparation, waste management and soil conservation comprised 91.07% of the participants of the study.

The respondents who supported the statement that there is no promotion of income generating activities through self employment after school had a percentage of 86.94% of the respondents. The statement that pupils are not inculcated with basic agricultural practices such as gardening, tree planting, bee keeping and poultry farming early in their lives attracted 82.13% of the respondents. Finally, those respondents who felt that the present primary school curriculum is not nurturing talents of primary school pupils comprised 63.92% of the respondents.

The researcher also sought to find out the opinions from the head teachers and the education officers on the implications of removing vocational subjects from the primary school education in Kenya. The head teachers, the Sub-County Education Officer (SCEO), the Sub-County Quality Assurance and Standards Officer (SCQASO) and the six Area Education Officers (AEOs), who were interviewed, reported that the Ministry of Education decision to remove these vocational subjects was based on making the primary school curriculum effectively manageable at the primary school level. However, they pointed out that research work should have been carried out on the role vocational education. According to these education officers, ICT/Computer Education should have been introduced the in the primary school curriculum at the beginning of this century.

It may be summed up from the findings aforementioned that the newly trimmed and reorganized primary school curriculum in Kenya impacts negatively on primary school education. It is clear therefore from the views of these respondents that

vocational education should have been retained and strengthened in the primary school curriculum.

4.4 The value of vocational education in the primary school education in Kenya as perceived by primary school teachers

This study sought to find out teachers' perception of the value of vocation education in the primary school education in Kenya. The present primary school curriculum has less vocational subjects than it was before the year 2000. Home Science, Agriculture and Business Education were removed from the primary school curriculum in the year 2000. This study sought teachers' views on the value of vocational subjects in the primary curriculum in Kenya. The findings were as presented in Figure 4.6.

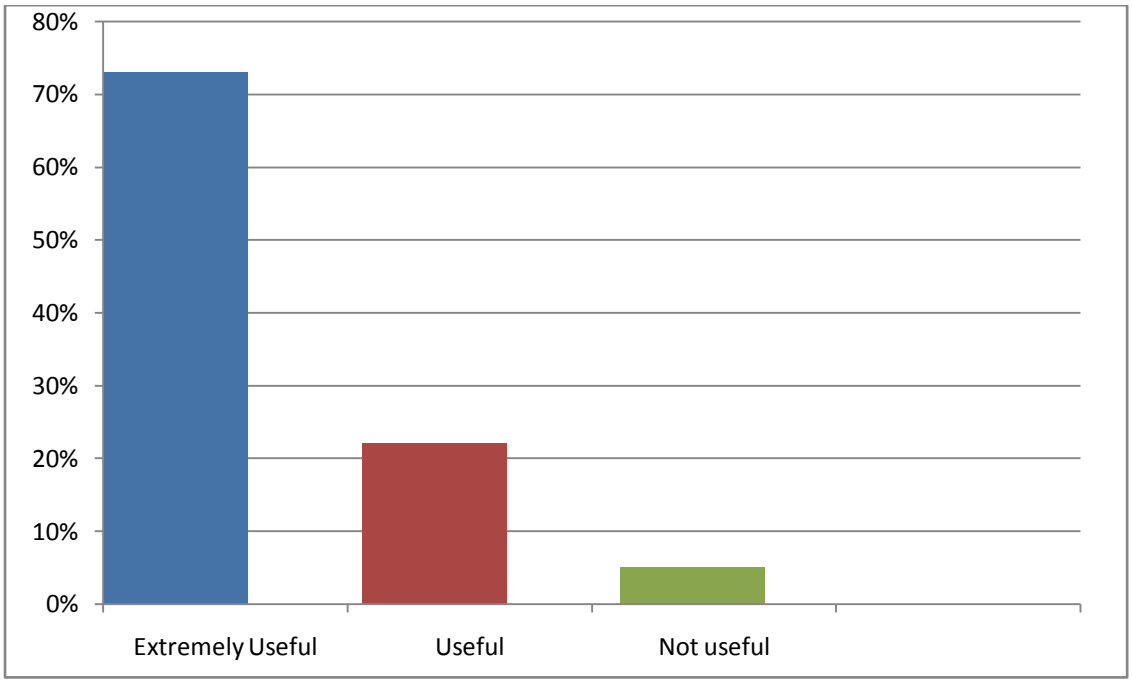

Figure 4.6: The extent to which teachers perceived the usefulness of vocational subjects in the primary school curriculum in Kenya

The figure above shows that the majority of teachers (over 70%) indicated that vocational subjects are “extremely useful” (73.76%) in the primary school curriculum. Less than 30% of the respondents indicated that vocational subjects are “useful”. A five percent (5%) percentage of the respondents viewed vocational subjects as being “not useful”. It can be concluded from the findings of this study that primary school teachers perceived vocational subjects as useful to learners at the primary school level.

4.4.1: The benefits of learning vocational subjects in the primary school curriculum as perceived by teachers

The researcher investigated teachers’ views on the benefits of learning vocational subjects in the primary school curriculum in Kenya. There was an open-ended questionnaire item intended to capture teachers’ views on the benefits of learning vocational subjects in the primary school curriculum in Kenya. Their views which were similar and identical were coalesced by the researcher. A total of five statements were realized from a large number of statements which were similar and carrying the same message. The summarized statements were as presented in Table 4.1.

A five percent (5%) of respondents presented in figure 4.6 reported that they were not useful because they perceived these vocational subjects as expensive and results in overloaded curriculum. One respondent reported that vocation education, especially woodwork, destroys the environment because it involves cutting a number of trees for timber for practical purposes.

Table 4.1: Statements presented by teachers on the benefits of learning vocational subjects in the primary school education curriculum

Statements	Frequency	%
Easily trainable in Youth Polytechnics in a variety of artisan courses.	273	93.81
After school, learners may engage in income-generating activities and hence may alleviate Kenya's unemployment problem.	268	92.10
Equip learners with basic vocational skills, such as domestic cooking, tree nursery preparation, pottery, weaving and tailoring.	259	89.00
Learners appreciate the dignity of manual work and especially agricultural practices such as gardening poultry keeping, tree nursery and keeping.	250	85.91
Suitable for those students with special talents.	233	80.07

According to the data presented in Table 4.1, the outstanding benefits of vocational education to learners are clearly shown. Majority (93.81%) of the respondents indicated that primary school graduates are easily trainable in youth polytechnics as artisans. Majority (92.10%) reported that after school, learners may engage in some income generating activities. Eighty-nine per cent (89.00%) opined that vocational education equips learners with basic skills of domestic cooking, tree nursery preparation, pottery, weaving and tailoring. The statement that learners appreciate the dignity of manual, work and especially agricultural practices, received the support majority (85.91%) of the participants. Most (80.07%) were of the view that vocational education is suitable for those students with special talents. It is clear from the

findings of the majority of the respondents that through vocational education, learners acquire and develop essential vocational skills required in the real world of work.

The head teachers who were interviewed had similar views with the teachers. Furthermore, the Sub-County Education Officer (SCEO), The Sub-County Quality Assurance and Standards Officer (SCQASO) and Six Area Education Officers (AEO) were interviewed by the researcher to find out their views on the benefits of vocational subjects to the primary school learners. The education officers reported that vocational subjects enhance vocational skills among the primary school leavers. They reported learning is based on practical activities and hence arousing interest and curiosity among the learners. A number of these education officers were in agreement that through vocational education the learners get opportunities to maximize the use of their talents at an early age. They also commented that vocational education propels the nation towards attainment of MDGs, fullest industrialization and realization of vision 2030. They also reported that creation of self- employment among the youths is facilitated through vocational education. Finally they reported that vocational subjects provide the best alternative option to academic education for those learners who may not access to secondary school education. According to them, those learners may continue learning vocational education in Youth Polytechnics. They were of the view that the learners are exposed to career occupation in vocational education which is a lifelong process.

4.4.2 Extent to which teachers agree to the opinion statements regarding the value of vocational education in the primary school curriculum in Kenya

The study sought opinions of the respondents on the extent to which they agree to the statements on the value of vocational education in the primary school curriculum in Kenya. The respondents were asked to indicate their opinions concerning the statements regarding the value of vocational education in the primary school curriculum. They were given statements to express their feelings, opinions or agreements to determine the extent to which they perceived the value of vocational education in the primary school curriculum in Kenya. Likert type statements were used to score their responses. They were given alternative responses depending on the extent of agreement or disagreement with regards to each statement. All the statements were positive statements. The positive score values are given as follows: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D) and 1 = Strongly Disagree (SD). The findings are presented in the following sub-sections based on the individual vocational subjects.

4.4.3 The value of Creative Arts as a vocational subject in the primary school curriculum in Kenya

The respondents were asked to show the extent to which they agreed or disagreed on the value of Creative Arts as a vocational subject in the primary school education in Kenya. Their responses were as presented in Table 4.3.

Table 4.3: The extent to which teachers agree to the statements concerning the value of Creative Arts as a vocational subject in the primary school curriculum in Kenya

Statements	SA		A		U		D		SD		TOTAL		MEAN
	f	%	f	%	f	%	f	%	f	%	f	%	
Promotes entrepreneurial skills.	117	40.21	114	39.18	22	7.56	22	7.56	16	5.49	291	100	4.01
Facilitates the development of creative talents.	147	50.52	116	39.86	11	3.78	9	3.09	8	2.75	291	100	4.32
Expose pupils at an early age for career awareness.	123	42.27	121	41.58	26	8.93	11	3.78	10	3.44	291	100	4.15
Exhibitions facilitate positive attitude towards creativity.	137	47.08	102	35.05	25	8.59	18	6.19	9	3.09	291	100	4.17
May solve youth unemployment problem in Kenya society.	114	39.18	137	47.08	23	7.90	10	3.44	7	2.41	291	100	4.17
Pupils who learn Creative Arts are self-reliant.	128	43.99	105	36.08	34	11.68	13	4.47	11	3.78	291	100	4.12
Facilitate the harnessing of talents among the youths.	124	42.61	111	38.14	27	9.28	19	6.53	10	3.44	291	100	4.09
It should be taught as a separate subject.	140	48.11	116	39.86	17	5.84	14	4.81	4	1.37	291	100	4.28
It should be nationally examined.	134	46.04	114	39.78	15	5.16	16	5.50	12	4.12	291	100	4.17

As revealed in Table 4.3, the statement that Creative Arts promotes entrepreneurial skills received 79.39% of the total number of subjects investigated who agreed. A few (13.05%) disagreed with the statement. Those who were undecided comprised 7.56% of the total participants. This statement had a mean score of 4.01. From the findings,

the majority of the respondents were in agreement with this statement that Creative Arts in the primary school curriculum in Kenya promotes entrepreneurial skills.

On the statement that Creative Arts facilitates the development of creative talents, 89.70% of the respondents were in agreement. Five point eight four percent (5.84%) of the respondents disagreed. A few (3.78%) were undecided. This statement had a mean score of 4.32. On the statement that it exposes pupils at an early age to career awareness in Creative Arts, Table 4.4 reveals that 83.85% of the respondents were in agreement and 7.22% of the respondents disagreed. Some (8.93%) of the respondents were undecided on this statement. This statement had a mean score of 4.15. Here the majority of the respondents agreed to the statement.

The statement that Creative Arts exhibitions facilitates positive attitude towards creativity attracted 82.13% of the respondents. Those who disagreed comprised 9.28%. Those who were undecided comprised 8.59% of the respondents. The statement had a mean score of 4.17. It is clear again that those who were in agreement with the statement comprised the majority of the respondents. The statement that Creative Arts may solve youth unemployment problem in Kenya society attracted 86.22% of the respondents who agreed. Those who disagreed were 8.5%. The undecided respondents comprised 7.90%.The mean score of this statement is 4.17. Again, this statement attracted the majority of the respondents who were in agreement. The statement that pupils who learn Creative Arts are self-reliant received 80.07% of the respondents who agreed against 8.25% who disagreed. The undecided respondents comprised 11.68% of the subjects investigated. This statement had a mean score of 4.12 and therefore the majority concurred with this statement. The

statement Creative Arts facilitate the harnessing of talents among the youths received 80.75% of the respondents who agreed. Some (9.97%) of the respondents disagreed while 9.28% of the participants were undecided. This statement had a mean score of 4.12. It is therefore clear from this finding that the majority of the respondents agreed that Creative Arts facilitates the harnessing of talents among the youths. The statement that Creative Arts should be taught as a separate subject received 87.97% for those respondents who agreed. Those who disagreed were 6.18%. Of the respondents (5.84%) were undecided. This statement had a mean score of 4.28. Therefore, it is clear that most of the teachers were in agreement that Creative Arts should be taught as a separate subject in the primary school curriculum in Kenya. The statement that Creative Arts should be nationally examined received 85.82% of the respondents who agreed and 9.62% disagreed. Those who were undecided comprised 5.16% of the respondents. The mean value of the statement was 4.17. Again the majority of the respondents investigated were in agreement with this statement. In summary, all the statements captured the largest number of respondents who agreed. This implies therefore that the majority of the teachers view Creative Arts as having a valuable role as a vocational discipline at the primary school level in Kenya.

4.4.4 The value of Home Science as a vocational subject in the primary school Curriculum in Kenya

Table 4.4: The extent to which respondents agreed or disagreed to the statements concerning the value of Home Science as a Vocational Subject in the Primary School Curriculum in Kenya

Statements	SA		A		U		D		SD		TOTAL		MEAN
	f	%	f	%	f	%	f	%	f	%	f	%	
Expose pupils to basic Home Science practices early in their lives.	141	48.45	122	41.92	5	1.72	14	4.81	9	3.09	291	100	4.28
Pupils develop basic skills needed to produce functional items.	127	43.64	134	46.04	10	3.44	9	3.09	11	3.78	291	100	4.23
Create awareness related to career development in Home Science.	131	45.02	133	45.71	7	2.41	13	4.47	7	2.41	291	100	4.26
Enhances creativity in pupils.	128	43.99	135	46.39	10	3.44	10	3.44	8	2.75	291	100	4.25
Pupils acquire knowledge and skills on food handling preparation and safety.	144	49.49	135	46.39	4	1.38	5	1.72	3	1.03	291	100	4.41
Pupils develop skills for harnessing potential economic resources.	150	51.55	126	43.30	7	2.41	6	2.06	2	0.69	291	100	4.42
It should be taught as a separate subject.	146	50.17	134	46.04	4	1.38	4	1.38	3	1.03	291	100	4.43
It should be nationally examined.	135	46.39	135	46.39	6	2.06	7	2.41	5	1.72	291	100	4.30

The respondents were asked to show the extent to which they agreed or disagreed on the role of Home Science in the primary school curriculum. Their responses are presented in Table 4.4. The findings from Table 4.4 indicate that the statement that Home Science exposes pupils to basic Home Science practices early in their lives reveals that 90.37% of the respondents were in agreement whereas 7.90% of the respondent disagreed. The undecided respondents were 1.72% of the total subjects investigated. The mean score of this statement is 4.28. It is clearly shown that the majority of the teachers to this statement.

The statement that pupils develop basic skills needed to produce functional items attracted 89.68% of the respondents who were in agreement whereas 6.87% of the respondents disagreed. A few (3.44%) of the respondents were undecided. This statement had a mean score of 4.23. This therefore implies that majority of the respondents were in agreement. On the statement that Home Science Create awareness related to careers development reveals that 90.73% of the respondents were in agreement. A few (6.87%) of the respondents disagreed while 2.41% of the respondents were undecided on this statement. The item had a mean score of 4.26. Here the majority of the respondents agreed to the statement.

The statement that Home Science enhances creativity attracted 90.38% of the respondents who agreed and those who disagreed comprised 6.19%. Those who were undecided comprised 3.44%. The statement had a mean score of 4.25. It is clear again that those who were in agreement with the statement comprised the majority of the respondents. The statement that pupils acquire knowledge and skills related to food

preparation and safety attracted 95.88% the majority of the respondents who were in agreement. Some (2.75%) of the respondents disagreed against this statement. Those who were undecided comprised 2.41% of the respondents. The item had a mean score of 4.41.

The statement that pupils develop skills for harnessing potential economic resources received 94.85% of the respondents who agreed. A few (2.75%) of the respondents disagreed while the undecided respondents comprised 2.41% of the subjects investigated. This statement had a mean score of 4.42. It is therefore clear from these findings that the majority of the respondents agreed.

The statement that Home Science should be taught as separate subject received 96.17% of the respondents who agreed. Those who disagreed to the teaching of Home Science as a separate subject were 2.41%. The undecided respondents comprised 1.38% of the subjects investigated. It is therefore clear from these findings that the majority of the respondents advocate for the teaching of Home Science as a separate subject.

The statement that Home Science should be nationally examined received 92.78% of the respondents who agreed and 4.13% disagreed. Those who were undecided comprised 2.06% of the respondents. The statement had a mean score of 4.30. Again the majority of the respondents investigated were in agreement to this statement.

4.4.5 The value of Business Education as vocational subject in the primary school curriculum in Kenya

The respondents were asked to show the extent to which they agreed or disagreed on the role of Business Education as a vocational subject in the primary school curriculum in Kenya. The responses are presented in Table 4.5.

Table 4.5: The extent to which the respondents agreed to the statements regarding the value of Business Education as a vocational subject in the primary school curriculum

Statements	SA		A		U		D		SD		TOTAL		MEAN
	f	%	f	%	f	%	f	%	f	%	f	%	
Pupils offered Business Education have an upper hand in starting a business.	124	42.61	149	51.20	6	2.06	8	2.75	4	1.38	291	100	4.31
Through Business Education society gets quality entrepreneurs in business world.	114	39.18	158	54.30	5	1.72	7	2.41	7	2.41	291	100	4.25
Business Education creates awareness for future careers in the business world.	125	43.00	144	49.49	5	1.72	9	3.09	8	2.75	291	100	4.27
Business Education develops skills of harnessing economic resources.	124	42.61	156	53.61	1	0.34	8	2.75	2	0.69	291	100	4.35
Business solves unemployment problem.	153	52.58	128	44.00	3	1.03	3	1.03	4	1.38	291	100	4.45
Business Education should be taught as a separate subject.	142	48.79	135	46.39	5	1.72	3	1.03	6	2.06	291	100	4.53
Business Education should be nationally examined.	131	45.02	143	49.14	6	2.06	7	2.41	4	1.38	291	100	4.34

The findings shown in Table 4.5 indicate that the statement that pupils offered Business Education have an upper hand in starting a business received 93.81% of the

total number of subjects investigated who agreed. Of the respondents, 4.13% disagreed with the statement; those who were undecided comprised 2.06% of the total respondents. The mean score of the statement was 4.31%. The majority of the respondents agreed to this statement.

On the statement that through Business Education, society gets quality entrepreneurs in business world, 93.48% of the respondents were in agreement; 4.82% of the respondents disagreed, and 1.72% was undecided. The statement had a mean score of 4.25. On the statement that Business Education creates awareness for future career development reveals that 92.49% of the respondents were in agreement and 5.84% of the respondents disagreed. A few (1.72%) of the respondents were undecided on this statement. The mean of this statement was 4.27. Here the majority of the respondents agreed to the statement.

The statement that Business Education develops skills for harnessing economic resources attracted 96.22% of the respondents who agreed and those who disagreed comprised 3.44%. Those who were undecided comprised 0.34%. The mean score for the statement was 4.35. It is clear again that those who were in agreement with the statement comprised the majority of the respondents. The statement that Business Education may solve youth unemployment problem in Kenya society attracted 96.58% of the respondents. Those who disagreed were 2.41% of the participants. The undecided respondents comprised 1.03% against this statement, with the mean score for the item being 4.53. It is clear from these findings that the majority of the respondents were in agreement.

The statement that Business Education should be taught as a separate subject received 95.18% for those who agreed against 3.09%. Some (1.72%) of the respondents was undecided. The mean score for the statement was 4.53. It is evident from these findings that Business Education should be taught as a separate subject. The statement that Business Education should be nationally examined received 94.16% of the respondents who agreed and 3.79% disagreed. Those who were undecided comprised 2.06% of the respondents. The mean score of this statement was 4.34. Again the majority of the respondents investigated were in agreement to this statement.

4.4.6 The value of ICT/Computer Education as a vocational subject in the primary school curriculum in Kenya

The respondents were asked to show their agreements or disagreements concerning the following statements on the value of ICT/Computer Education as a vocational subject in the primary school curriculum. The findings are presented in Table 4.6.

Table 4.6: The extent to which teachers agree to the statement concerning value of ICT/Computer Education as a vocational subject in the primary school curriculum in Kenya

Statements	SA		A		U		D		SD		TOTAL		MEAN
		%	f	%	f	%	f	%	f	%	f	%	
The Ministry of Education should have introduced ICT/Computer Education in the primary school in the year 2000.	167	57.39	106	36.43	5	1.72	7	2.41	6	2.06	291	100	4.45
ICT/ Computer Education expose pupils early to the Information Age Society.	174	59.79	106	36.43	5	1.72	3	1.03	3	1.03	291	100	4.53
ICT/ Computer Education enhance learning of other subjects.	150	51.54	124	42.61	7	2.41	6	2.06	4	1.37	291	100	4.41
ICT/ Computer Education enhances effective organization of a business enterprise	165	56.70	112	38.49	3	1.03	6	2.06	5	1.72	291	100	4.46
ICT/ Computer Education provide pupils with basic ICT skills required in the world of work.	141	48.45	136	46.74	4	1.37	3	1.03	7	2.41	291	100	4.38
ICT Education solve unemployment problem in Kenya.	141	48.45	132	45.36	5	1.72	7	2.41	6	2.06	291	100	4.36
ICT Education should be taught as a separate subject.	166	57.05	118	40.55	1	0.34	4	1.38	2	0.69	291	100	4.52
ICT Education should be nationally examined.	159	54.64	120	41.24	5	1.72	4	1.38	3	1.03	291	100	4.47

The findings from Table 4.6 indicate that the statement that the Ministry of Education should have introduced ICT/Computer Education in the primary school in the year 2000 received 93.82% of the total number of subjects investigated who agreed. Four

point four seven percent (4.47%) disagreed with the statement. Those who were undecided comprised 1.72% of the total participants. The mean score of this statement was 4.45. From the findings, the majority of the respondents were in agreement to this statement that the Ministry of Education should have introduced ICT/Computer Education in the primary school in the year 2000.

On the statement that ICT/Computer Education exposes pupils early to the Information Age Society attracted 96.22% of the respondents who were in agreement and 2.06% of the respondents disagreed. A few (1.72%) of the respondents were undecided. The mean value of this statement was 4.53.This shows that the majority of the respondents supported it. On the statement that ICT/ Computer Education enhance learning of other subjects reveals that 94.15% of the respondents were in agreement. Three point four three (3.43%) of the respondents disagreed. Two point four one percent (2.41%) of the respondents were undecided on this statement. The mean score was 4.41.In this case, the majority of the respondents agreed to the statement.

The statement that ICT/ Computer Education enhance effective organization of a business attracted 95.19% of the respondents who agreed and those who disagreed comprised 3.78%. Those who were undecided comprised 1.03%. It is clear again that those who were in agreement with the statement comprised the majority of the respondents. The mean score was 4.46. The majority of the respondents were in agreement with this statement.

The statement that ICT/Computer Education provides pupils with basic ICT skills required in the world of work attracted 95.19% of the respondents and those who disagreed were 3.44%. The undecided respondents comprised 1.37%. The mean value of this statement was 4.38. Again, this statement attracted the majority of the respondents who were in agreement.

The statement that ICT/Computer Education solve youth unemployment problem in Kenya received (93.81%) of the respondents who agreed against 4.47% who disagreed. The undecided respondents comprised 1.72% of the subjects investigated. The mean score from this statement was 4.36. It is therefore clear from this finding the majority of the respondents were in agreement. ICT/Computer Education should be taught as a separate subject received 97.60% for those who agreed against 2.07%. Very few (0.34%) of the respondents were undecided. The mean score of this statement was 4.52. It is shown from the findings that the majority agreed to the statement.

The statement that ICT/Computer Education should be nationally examined received 95.88% of the respondents who agreed and 2.68% disagreed. The undecided comprised 1.72% of the respondents. The mean value was 4.47. Again the majority of the respondents investigated were in agreement to this statement.

4.4.7 The value of Agriculture as a vocational subject in the primary school education in Kenya

The respondents were asked to show agreement or disagreements concerning the value of Agriculture as a vocational subject in the primary school curriculum. The responses are presented in Table 4.7.

Table 4.7: The value of Agriculture as a vocational subject in the primary school curriculum in Kenya

Statements	SA		A		U		D		SD		TOTAL		MEAN
	f	%	f	%	f	%	f	%	f	%	f	%	
Through Agriculture, Pupils develop positive attitude towards agricultural world of work.	164	56.36	110	37.80	3	1.03	8	2.75	6	2.06	291	100	4.40
Agriculture creates awareness for future careers in agricultural sector.	160	54.98	120	41.24	2	0.69	5	1.72	4	1.37	291	100	4.47
Agriculture enhances knowledge and skills for agricultural activities.	153	52.58	128	43.99	3	1.03	4	1.37	3	1.03	291	100	4.46
Pupils develop entrepreneurship skills in agricultural sector.	136	46.74	141	48.45	5	1.72	5	1.72	4	1.37	291	100	4.37
Teaching Agriculture solve youth unemployment problem.	157	54.95	127	43.64	3	1.03	1	0.34	3	1.03	291	100	4.49
Agriculture should be taught as a separate subject in primary school level.	150	51.55	127	43.64	5	1.72	7	2.41	2	0.69	291	100	4.43
Agriculture should be nationally examined in primary school level.	163	56.01	116	39.86	3	1.03	5	1.72	4	1.37	291	100	4.47

The findings on Table 4.7 reveals that the statement that through Agriculture, pupils develop positive attitude towards agricultural world of work received 94.16% of the total number of subjects investigated who agreed. A few (4.81%) of the respondents

disagreed with the statement. The respondents, who were undecided, comprised 1.03% of the total participants. From the findings, the majority of the respondents were in agreement with this statement.

On the statement that Agriculture creates awareness for future careers in agricultural sector received 96.22% of the respondents were in agreement and 3.09% of the respondents disagreed while 0.69% were undecided. The mean score value was 4.47.
On the statement that Agriculture enhances knowledge and skills for agricultural activities reveals that 96.57% of the respondents were in agreement and 2.40% of the respondents disagreed. The respondents comprising 1.03% were undecided on this statement. The mean value of the statement was 4.46. Here the majority of the respondents agreed to the statement.

The statement that pupils develop entrepreneurship skills in agriculture attracted 95.19% of the respondents who agreed where as those who disagreed comprised 3.09%. Those who were undecided comprised 1.72%. The mean score of the statement was 4.37. It is clear again that those who were in agreement with the statement comprised the majority of the respondents.

T0he statement that teaching Agriculture solves youth unemployment problem attracted 98.59% of the respondents and those who disagreed were 1.37%. The undecided respondents comprised 1.03%. Again, this statement attracted the majority of the respondents who were in agreement. The mean score was 4.49. On the statement that Agriculture should be taught as a separate subject in primary school

level received 95.19% for those who agreed against 3.10% while 1.72% of the respondents were undecided. The mean score was 4.43. The statement that Agriculture should be nationally examined in primary schools level received 95.87% of the respondents who agreed and 3.09% disagreed. Those who were undecided comprised 1.03% of the respondents. The mean score value was 4.47. Again the majority of the respondents investigated were in agreement with this statement.

In summary, the findings from the head teachers and the education officers showed that vocational education subjects play a very important role in the development of vocational skills, acquisition of knowledge and positive attitude in children so as function properly the world of work.

4.5 Teachers' Perception on the relevant vocational subjects which should be introduced into the primary school curriculum in Kenya today.

This study sought out teachers' views on the relevant vocational subjects which should be introduced into the primary school curriculum in Kenya. The teachers were asked to indicate whether or not vocational subjects should be incorporated into the primary school curriculum in Kenya. An overwhelming majority of the responses were in the affirmative. This therefore means that the majority of primary school teachers want vocational subjects introduced into the primary school curriculum in Kenya.

4.5.1 Subjects that teachers suggested for introduction into primary school education in Kenya

The study sought from the teachers, the vocational subjects which should be given priority if vocational subjects were to be incorporated into the primary school education. The findings are represented in table 4.8.

Table 4.8: Teachers' suggestions on the relevant vocational subjects to be incorporated into primary school curriculum in Kenya

Statements	Frequency	%
Home Science	279	95.88%
ICT/ Computer Education	264	90.72%
Business Education	261	89.69%
Agriculture	241	82.82%

According to teachers' views, Home Science captured 95.88% of the respondents followed by ICT/Computer Education which received the support of 90.72% of the respondents. Business Education had a percentage of 89.69% of those who supported its introduction. Finally, Agriculture had 82.82% of the respondents. It is clear that over three-quarters of the respondents favoured the introduction of vocational education in the primary school curriculum.

4.5.2 Teachers' views on the class level of introducing vocational subjects in the primary school curriculum in Kenya

Having looked at the teachers' views of the vocational subjects to be re-introduced into primary school curriculum in Kenya, the study sought to explore what teachers

perceived as the class or grade level of introducing these vocational subjects. The results of teachers' views were as presented in Table 4.10.

Table 4.9: Class level of introducing vocational subjects in the primary school curriculum in Kenya as perceived by teachers

Class level	Subjects	Frequency	%
From standard one to eight (1-8).	Agriculture, Home Science ICT / Computer Education and Business Education.	76	26.12%
From Mid Primary (4-8).	Agriculture, Home Science ICT / Computer Education and Business Education.	127	43.64%
From Upper Primary (6-8).	Agriculture, Home Science ICT / Computer Education and Business Education.	88	30.24%

It is clear from Table 4.9 that majority of the respondents (43.64%) indicated that Agriculture, Home Science, ICT/Computer Education and Business Education should be introduced mid upper from class four to eight (4-8). A number (30.64%) of the respondents were of the opinion of introducing vocational subjects from upper that is class six to eight (6-8). A very small percentage (26.12%) of the respondents indicated that vocational subjects should be introduced as from lower primary level that is from standard one to standard eight (1-8). Additionally, the findings from the interview schedule indicated that 57.14% of the headteacher respondents were of the opinion of introducing vocational subjects as from class four. Some (24.39%) of the head teacher respondents preferred the introduction of vocational subjects from class six to eight (6-8). Few (18.53%) of the head teachers indicated that vocational subjects should be introduced from lower primary in Standard One.

Moreover, the education officers who were of the opinion of introducing vocational subjects from standard four comprised 43.35% of the total respondents. A number (37.20%) of the education officers suggested that vocational subjects should be introduced as from lower primary school level, that is from standard one to standard eight (1-8). Finally, some (19.45%) of the education officers pointed that vocational subjects should be introduced from upper primary standard six to eight (6-8). It is therefore evident that majority of the respondents preferred vocational subjects to be introduced at mid-upper primary classes (class 4-8).

4.6 Modes of assessing vocational subjects in the primary school curriculum in Kenya as perceived by teachers

4.6.1 Teachers' suggestions on approriate mode of assessing vocational subjects at the primary school level in Kenya

The study sought to find out from teachers the approriate modes of assessing vocational subjects if introduced at the primary school level inKenya. Their suggestions are captured in Table 4.10.

Table 4.10: Suggestion for the best modes of assessing vocational subjects

Mode of assessments	Frequency	%
Competency-based Assessment (Practical)	274	94.16%
National Examination (KCPE)	274	94.16%
Diagnostic Assessment	262	90.03%
Continuous Assessment Test	259	89.00%
Classroom Assessment Test	256	87.97%
End of year Assessment Test	250	85.91%

As revealed in Table 4.10, 94.16% of the respondents suggested that the best mode of assessment of vocational subjects is through competency based assessment, which is mostly practical in nature. National Examination (KCPE) Test also attracted 94.16% of the respondents because it serve the purpose of certification and placement of the canditates at the end of primary school cycle. Another 90.03% suggested it should be assessed through Diagnostic Assessment Test. Most (89.00%) of the respondents suggested that it should be assessed through Continuous Assessment Test. Those who suggested Classroom Assessment Test Comprised 87.97% of the respondents. A further 85.91% reported that vocational subjects should be assessed through End Year Assessment Test. The education officers suggested that Technical and vocational education should be introduced and examined nationally by (KNEC). They commented that both formative and summative assessment should used to evaluate the learners progress.

The head teacher and education officers who were interviewed responded that formative and summative assessment evaluation methods should be used in the teaching and learning process of vocational subjects. They reiterated that competence based assessment, diagnostic assessment, continuous assessment tests, classroom assessment tests, end-year assessment test and national examinations should be used as modes of assessing vocational subjects. They reported that they are extremely important in the acquisition of practical competencies.

It is clear from these findings that all the modes of assessment mentioned are important in teaching and learning of vocational subjects.

CHAPTER FIVE

5.0 DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction to the chapter

This chapter presents the discussions of the findings, conclusions and recommendations. Suggestions for further research studies are also included towards the end of this chapter. The discussion of the findings is based on the objectives of the study and the findings of the study. Conclusions and recommendations were drawn from the discussion of the findings. This chapter is divided into four sections: The first section presents a discussion of the research findings; the second part presents the conclusions of the study and the third deal with the recommendations of the study. Lastly, suggestions for further research work in the area of vocational education are presented.

5.2 Discussions of the Findings

5.2.1 General information

The general information investigated in this study comprised age, teaching experience and professional qualifications of the respondents. This information was crucial for this study. It provided the background information related to the respondents.

5.2.2 The age of the respondents

From the findings presented in Figure 4.1 (page 64), 44.00% of the respondents were aged between from 36 and 45 years inclusive. A quarter 25.80% of the subjects ranged 26 to 35 years. This implies that most of the data for this study was collected

from youthful and young adult population. This is the category of the workforce in the teaching profession which is highly energetic and the productive age of the population demography in Kenya. In addition, from the findings most of the head teachers serving in the primary schools during the period of conducting out this study were over forty years old. They therefore had long years of professional experience.

From the findings of this study, most of the education officers serving in the district during the time of carrying out this study were at the older age bracket of 40 to 49 years. The views from the head teachers and education officers were inferred from their long service and years of experience in the teaching profession.

5.2.3 The teaching experience of the respondents.

The findings in Figure 4.2 (page 66) indicate that roughly seventy percent (70%) of the respondents had taught for over 16 years. The teaching experience is one valuable aspect of professional development of a teacher. This implies therefore that most of the data captured from the respondents were from highly experienced teachers. Therefore, the data collected was adequate, reliable and worthy for this study.

The findings from the head teachers, who were interviewed, indicate that they had teaching experience spanning of over twenty years. Therefore, the majority of head teachers who were interviewed had a long service teaching experience. This implies that their suggestions were adequate and reliable for this study.

Furthermore, the research findings from the education officers in charge of Sotik Sub-County in curriculum implementation and supervision were also based on their wealth of experience spanning over two decades. Their views were therefore reliable and valuable for this study.

5.2.4 The professional qualifications of the respondents

The main aim of the first objective was to establish the professional foundation of primary school teachers in Kenya who participated in this study. The research findings on the subjects of the study on professional qualifications are presented in Figure 4.3 (page 67). The findings that majority 72.16% of the respondents were P1 Certificate holders, implies that the majority of primary school teachers in Kenya are Primary One (P1) certificate holders. This was expected because currently, P1 certificate holders are deployed by Teachers Service Commission (TSC) to teach in primary schools in Kenya. It also implies that the data collected for this study was mostly from P1 teachers teaching in public primary schools.

This scenario is likely to change in the near future because the Ministry of Education intends to abolish P1 Certificate training course in the Primary Teacher Training Colleges in favour of training Diploma of Education and Bachelor of Education (primary option) teachers. This means all P1 Teacher Training Colleges will soon be converted to Diploma Training Colleges. This will, in future, enhance the quality of the primary school teachers in Kenya.

The findings of this study showed that most of the primary school head teachers (42.86%) were P1Certificate holders and also, they were Approved Teacher (IV) scale. The head teachers, who had Diploma Certificate in education, were 40.82% of the total respondents. This imply that most of the head teachers serving the primary schools were of higher grades scale than the serving primary school teachers their qualifications and long service was valuable to this study.

The findings also revealed that most of the education officers in the Sub- County were holders of higher academic credentials. The findings revealed 25% of the education officers had Master of Education Degree certificates. This implies that the data collected through interviews were also based on more educated and professionally trained personnel who participated in the study. Their views helped to enrich this study.

5.3 Teachers perception on the present status of vocational education in the primary school curriculum in Kenya

The first objective of the study was to assess teacher's perception on the present status of vocational education in the primary school curriculum in Kenya.

5.3.1 The status of vocational education in the primary school curriculum before the year 2000

From Figure 4.4 (page 69), the findings show that before the year 2000, Vocational subjects in the primary school curriculum by then were distinct, taught separately and examined as separate or combined subjects. The findings in Figure 4.4 (page 69) reveal that teachers were teaching a number of vocational subjects ranging from Business Education, Home Science, Art and Craft, Music, Science and Agriculture. This implies that vocational subjects were emphasized in the Kenyan primary school curriculum which existed before the year 2000.

5.3.2 Teaching subjects of the respondents in the new primary school curriculum

Throughout the 1980s and 1980s, the primary and secondary school curriculums under the 8-4-4 Education system were strongly criticized in public forums. This led to the Ministry of Education to carry out National needs Assessment Survey in 1999.

The recommendations also led to reviewing and redrafting of the primary and secondary curricula in the same year of 1999. A new curriculum was introduced into the primary school curriculum in year 2000. The data for this study was collected from teachers who taught the old and the new curriculum. The findings of the study as presented in Figure 4.5 (page 70) reveal that the only vocational subject that was taught by teachers in the new primary school curriculum was Creative Arts which comprise Music, Art and Craft. Slightly more than half of the teachers were not teaching vocational subjects in the new primary school curriculum as they were before the year 2000.

In comparison with the findings shown in Figure 4.4 (page 69) of this study, it is evident that there were more teacher respondents teaching vocational subjects before the year 2000 as compared with those teaching vocational subjects in the new curriculum. The perceptions of the teachers were that the teaching of vocational subjects in the new primary school curriculum has been less emphasized. Perhaps this has made education at the primary school level to be purely academic rather than vocationally practical skills development as was the case before. The study reveals that teachers were in support of the re-introduction of the vocational subjects in the primary school curriculum.

5.4 Teachers perception of the value of vocational education in the primary school curriculum in Kenya

The second objective of this study was to determine what primary school teachers perceive as the value of vocational education in the primary school curriculum in

Kenya. It is evident that although vocational education at primary school level had made progress in the last two decades of the twentieth century, it has been given less emphasis at the beginning of the twenty first century. It is clear from the findings of this study, as presented in Figure 4.6 (page 74), that the majority of sampled teachers indicated that vocational subjects are useful in the primary school curriculum in Kenya. The primary school teachers perceived vocational subjects as valuable to learners at the primary school level.

Table 4.1 (page 72) presents statements on the benefit of learning vocational subjects in the primary school education curriculum. The first statements that that learners, who have learnt vocational subjects at the primary school level, are easily trainable in Youth Polytechnics in a variety of artisan courses, was stated by roughly 94% of the primary school teacher respondents. If vocational educational is offered at the primary school curriculum, primary school graduates would be equipped with basic vocational skills such as basic welding of farm equipments and household items, carpentry and repair of furniture, masonry, food preparation, clothing and tailoring.

In the earlier 8-4-4 primary vocational education curriculum which was in place before the year 2000, pupils were required to do hands-on practical activities in welding of such items as watering cans, scooping spoons and generally basic panel beating skills. Pupils also performed practical activities in the making of beehives, rabbit gauges, poultry houses and making of stools, long bench seats, feed troughs, cooking sticks and walking sticks. In masonry pupils did practical activities such as building brick wall mock-ups, brick making and simple repair works on concrete

buildings. In clothing and tailoring, pupils were exposed to practical activities in the production of baby shawls, pyjamas and nightdress. They were also required to learn tailoring and knitting skills such as putting buttons on cloths, mending clothes and making table clothes and curtains. In food preparation, they were required to acquire simple baking skills such as baking of cakes, biscuits and sweets.

In fact, Sifuna (1986) asserts that learners should be taught to use their hands in the production of useful articles and to be productive in their future careers. Vocational education offers a variety of opportunities in the current business world. If primary school pupils have acquired the aforementioned basic skills at the end of primary school cycle, they are able to lead productive work related lives. Those who may not transit to secondary schools may have motivational drive to join Youth Polytechnics to pursue artisan courses of their preferences. The Youth Polytechnics trainees, who are equipped with these vocational skills, are easily trainable. Furthermore they have positive attitude toward technical and vocational education fields. At the end of their training in Youth Polytechnics, these may impact positively in the world of work. This argument has been supported by Prahalad (2005) who posits that vocational education developed learners to be resilient, creative, enterprising and entrepreneurial in various occupations.

The second statement that learners may engage income generating activities after school and hence may alleviate Kenya's youth unemployment problem, was raised by roughly 92% of teacher respondents. According to Mutembei (2013, July 10), under the UK system in Kenya's new curriculum, children aged between 11 and 14 years

will be taught about the functions and uses of money, the importance of personal budgeting, money management and a range of financial products and services. Learners who may not transit to secondary school institutions may easily create self-employment enterprises on small scale basis. They may engage in poultry farming, bee keeping, horticulture, or start a kiosk business to sell fast moving items. Therefore, they become job creators rather than job seekers in the economic world. Wamalwa *et al.,* (2006) assert that Vocational skills acquired by individuals attracts direct investment, promotes competitiveness and innovative ability of an economy to create employment. This may result in the alleviations of Kenya's unemploment problem and subsequently reduction of poverty.

The third statement seems to tie up with the first statement (Table 4.1, page 72). As discussed earlier, these basic vocational skills which learners acquire is applied in the real world situation.

The fourth statement also tends to tie up with the first and third statements as shown on Table 4.1 (page 72). This fourth statement seems to suggest that pupils acquire positive attitude to technical and vocational skills. This implies that primary school graduates may appreciate the dignity of manual work. These findings are in agreement with Thompson (2002) who contends that vocation education is aimed at the development of knowledge, skills and positive attitudes to carry out a vocational pursuit. According to them also Kenya is a predorminantly agriculturally based economy and if the economy is driven by manpower with the right attitude and

relevant vocational skills, the economic growth rate is likely to get a boost. In this way, Vision 2030 Development Agenda is likely to be attained.

The fifth statement presented by teacher respondents that vocational education is suitable for those pupils with special talents is a fact. In the primary schools, there are pupils with special talents in Music, Art, Drawing, Tailoring and Clothes Making. If these pupils' talents are identified early in their lives and nurtured accordingly in a vocational setting they are likely to pursue the right career pathways in technical and vocational fields. Such pupils with nurtured special talents are likely to be more creative, innovative and inventive in their special careers. They are likely to discover new ways of doing things and open up new horizons in the frontiers of knowledge. Generally, the world economy is largely driven by new technological innovations and new ways of doing things. New technological innovations and new ways of doing things are brough tabout by creative and inventive people will special talents. Further, Wamalwa *et al.,* (2006) reveals that vocational education has benefits to individuals and the nation as a whole.

The findings as presented in Table 4.1 (page 72) are in agreement with an array of the findings from a number of researchers who are in support of vocational subjects in basic education (Psacharopoulos & Loxley, 1985; Coffey, 1992; Onsomu, 2009; Winner, 2000; World Bank, 2000; Louglo, 2004; Wamalwa, 2006; Kere, 2010). It was the perception of education officers that a research should have been carried out to find out teachers' perception towards vocational education at the primary school level before the introduction of the new curriculum in the year 2000.

Furthermore, the findings in Table 4.1 (page 72), revealed what teachers percieved as the benefits of learning vocational subjects at the primary school level in Kenya. From these findings, it is clear that vocational education, as percieved by teachers is valuable to primary school learners. In addition, the findings are supported by Winer (2002) who asserts that vocational education is an important part of the whole education programme which contributes towards development of good citizens.

The implications of the new primary school curriculum as presented in the findings in Table 4.2 (page 76) are also the discussed in this study. This is what teachers perceive as the implications of lack of vocational education in the primary school curriculum. It clear from the findings in Table 4.2 (page 76) that the primary school curriculum which is less vocationalised than before poses negative effects on the social and economic status of primary school graduates who may future their education.

From Table 4.2 (page 76), the first statement on what teachers perceived as the implications of the newly trimmed and re-organized primary school curriculum is that it worsens unemployment problem among the youths in Kenya. Evidence from the Ministry Education Facts and Figures (2002-2008) reveals that an increasing number pupils complete primary school without transiting to secondary or Youth Polytechnics. These primary school graduates without basic vocational skills do not engage in some productive employment. If they were equipped with basic vocational and technical skills such as welding, carpentry, masonry, tailoring and clothes making, agricultural practices, food preparation, food handling and food safety a number of these school leavers would be engaged in some income-generating

activities such as tree nursery preparation, tailoring and clothe making, poultry rearing, rabbit keeping, bee keeping, brick making and kiosk business. Without these basic skills, a number of primary school leavers would be jobless and unproductive in the real world of work. There is a likely hood of these jobless and unproductive youths engaging in anti-social activities such as prostitution, drug abuse and crimes such as stealing.

The second statement that there is lack of basic vocational skills preparation for artisan courses in Youth Polytechnics is also reported by roughly 93% of the teachers' respondents. As discussed earlier, vocational education at the primary school level is a basic preparation foundation for artisan courses in Youth Polytechnics. Lack of vocational skills preparation make primary school graduates less enthusiastic to join Youth Polytechnics and yet these artisan courses constitute a firm foundation of an economy of any country. Even if they are enrolled in Youth Polytechnics, training them may not be easy. First, there is need to equipped such students with basic skill which they should have acquired earlier. Secondly, they may not be enthusiastic to pursue these artisan courses given the fact that they may have negative attitude.

The third statement that the present curriculum may impact negatively on environmental conservation is another fact to be considered. Learners are not equipped at an early age on environmental conservation practices such as tree nursery preparation, tree planting, waste management and soil conservation measures. In the earlier curriculum pupils were taught practical skills in tree nursery preparation, soil

conservation activities, and waste management and disposal practices. In the new primary curriculum, these skills are not exposed to primary school pupils.

The rest of the statements on Table 4.2 (page 76) are intertwined with the first three statements. They are also on negative consequences of the new primary school curriculum. This new primary school curriculum may not benefit the learners as far as acquisitions of vocational skills are concerned and is therefore bound to suppress entrepreneurial creativity.

The head teachers and education officers who were interviewed concurred with the teachers when they agreed that vocational subjects enhance vocational skills among the primary school leavers. They pointed out that learning should be based on practical activities which arouse pupils' interest and curiosity. Vocational education depends more on practical activities. They also recommended that career choices are made aware to learners at all levels of the primary school education. Furthermore, they emphasized that through vocational education the learners get opportunities to maximize the use of their talents at an early age. Finally, they reported that vocational subjects provide an alternative option for those pupils who may not transit to secondary school.

These findings are in tandem with Alutu (2004) who asserts that career development among the learners should begin as early as in the nursery and primary school years and through secondary and to post-secondary levels.

5.5.1: Teachers perception of the value of Creative Arts as a vocational subject in the primary curriculum in Kenya

From the findings of this study, the teacher respondents perceived that Creative Arts plays a critical role in the primary school education. Currently, in the primary school curriculum, Creative Arts is taught as an integrated subject comprising Arts, Craft and Music. Although this subject is offered in the current primary school curriculum from standard one to eight, it is not an examinable subject. One the findings of this study revealed that it is given less emphasis than it was before the year 2000. This integrated subject was examinable before the year 2000. The non-examinable status of this subject implies that teachers give less emphasis in the teaching as well as assessment of practical skills of these subjects. The role of Creative Arts in the primary school education, as perceived by the primary school teachers has been presented in the findings of this study in Table 4.3 (page 79).

The statement that Creative Arts promotes entrepreneurial skills received 79.39% of the total number of teacher subjects investigated who agreed to this statement. Roughly 21% of the teacher respondents were either undecided in this statement or disagreed. Creative Arts, as a vocational subject, train learners on the skills of producing Music, desirable wood carvings and appealing drawings. Pupils, who are talented in Producing Music, may form music choirs and music bands. They may therefore record good music in Compaq Discs (CDs) and sell to the members of the public. In Kenya today, music bands entertain members of public in both the national and ethnic languages.

In the art of carvings, pupils may develop wood or soapstone carvings of different animals and human figures which they may sell to tourists. Carvings may also be used to decorate the doors, furniture, buildings, and entrance gates to specific places. Pupils may therefore earn a living from the sale of their services as well as their physical products in the form of carvings.

As far as drawings are concerned, pupils may draw objects or animals from the real life situations. Drawings may also be used to advertise products of company businesses and some drawings may be used to decorate buildings and especially business premises. It is perhaps on the basis of the above illustrations of the role of Creative Arts, that majority of teachers strongly agreed or agreed that Creative Arts at the primary school level promotes entrepreneurial skills.

Now that the Creative Arts as subject is no longer examinable, it implies that the vocational Creative Art skills are not nurtured and developed fully at the primary school level in Kenya. This is because teachers concentrate more on subjects which are nationally examined at the expense of Creative Arts and other non-examinable subjects. This therefore suppresses the promotion of entrepreneurial skills.

The second statement that Creative Arts facilitates the development of creative talents received 90.38% of the respondents who “strongly agreed” and “agreed” to this statement. It is clear therefore that the majority of the teacher respondents believed that Creative Arts facilitates the development of creative talents. If pupils are taught Music, Art and Drawings skills, Creative talents in the youths are likely to be

indentified early and developed to full potential. Some pupils may be good in either Music, Drama, Art and Drawing or a combination of any these four vocational skills in Creative Arts. The role of Creative Arts in facilitating development of creative talents has been emphasized here since it plays a critical role.

The third statement that Creative Arts exposes pupils at an early age to career awareness received 83.85% of the respondents who strongly agreed and simply agree. The skills of Music, Drama, Art, Craft and Drawings are widely practiced in all societies of the world. The fact that Music, Drama, Art, Craft and Drawings are practically and directly applicable in the real world implies that pupils are likely to be exposed at an early age for career awareness in Creative Arts. The fact that pupils are likely to see the relationship between what is learnt in class and what is applied in the real life situation may expose them at an early age to career awareness in creative Arts.

The fourth statement that Creative Arts exhibitions facilitate positive attitude towards creativity attracted 82.13% of the respondents who “strongly agreed” or “agreed”. Before the year 2000, Art and Craft project exhibition competitions were held from school level to national level. Pupils were expected to draw practically or make carvings from wood or soapstone from real life objects or animals as presented to them. At the completion of their practical task projects, they were presented to adjudicators for marks awards. The best three items were presented to that next level of competition. At the district competition levels, the best adjudicated items are again picked for provincial competition. After provincial competition, the top winners were

taken to final national competition level. The same was applicable to music festivals. The pupils were perfecting the best of their creative skills in competition. In this way, competitions at all levels facilitate positive attitude towards creativity. This is perhaps the reason why the majority of the teacher respondents “strongly agreed” or “agreed” to this statement.

The fifth statement that Creative Arts may solve youth unemployment problem in Kenya society attracted 86.22% of the respondents who “strongly agree” or “agree”. In this statement, it implies that pupils may start income generating activities from their music live bands, Art and drawings, carvings, moulding and making drama costumes. They may sell these items or their services in wood and soapstone carvings, moulding and making of drama costumes to the members of the public and especially tourists. The most talented pupils may be contracted in sales promotion activities of company businesses. In this way, pupils and especially at the end of their primary cycle, may be exposed to income-generating activities in the business world. Also, pupils who may not transit to secondary schools or youth polytechnics may start and run small business enterprises in Creative Art.

The sixth statement indicated that pupils who learn Creative Arts may be self-reliant received 80.07% of the respondents who “strongly agreed” or “agreed”. This statement is implicit in the fifth statement and also in the first statement. This implies that if the pupils at the end of their primary cycle may not transit to secondary schools or youth polytechnics, may engage in running small-scale business enterprises in the field of Creative Arts for gainful employment and hence become self reliant.

The seventh statement that Creative Arts facilitates the harnessing of talents among the youths received 80.75% of the respondents who “strongly agreed” or “agreed. Again the statement is implicit in statement one, statement two, statement three and statement six as outlined in Table 4.3(page 79). In other words, it has been covered adequately in the discussion of the four mentioned statements. It is clear that Creative Arts facilitate the harnessing of talents among the youths at the primary school level.

The eighth statement that creative Arts should be taught as a separate subject received 87.97% for those respondent who “strongly agree” or “agree”. As is the case in the primary school curriculum today, Creative Arts is taught as integrated subjects comprising Art, Craft and Music. The statement that it should be taught as a separate subject is agreeable since these sub-subjects which comprise Creative Arts are interrelated. They are usually referred to as performing Arts which imply that they are practically performed in real life situation by pupils.

The last statement that Creative Arts should be nationally examined received 85.82% of the respondents who “strongly agreed” or “agreed”. Although in the current , Creative Arts is not nationally examined, the teacher respondents are of the view that Creative Arts as a subject should be nationally examined. If it is nationally examined, emphasis in teaching would be strengthened. This implies that teachers would concentrate more on it since it is a nationally examinable subject. Keen interest would be given to the acquisition of knowledge in this subject as well as strengthening acquisition skills. The fact that the primary school graduates will be given certificates which will be used for placement purposes either in the secondary schools or Youth

Polytechnics would make the students work harder to attain a good grade. In support of creative Arts, Sifuna (1986) emphasises that children should be taught to use their hands to produce useful articles at an early stage of their life.

In summary of the findings of this section, it can be concluded that the majority of the teachers viewed Creative Arts as a valuable vocational subject at the primary school level in Kenya.

5.5.2 Teachers perception of the value of Home Science as a vocational subject in the primary school curriculum

Home Science is one of those vocational subjects which were offered in the primary school education before the year 2000. However, they were removed from the primary school curriculum following the recommendations of National Needs Assessment Survey of 1999. Some basic concepts of Home Science were fused into science curriculum. The respondents regard the role of Home Science as a vocational subject in the primary school curriculum as captured in the statement presented in Table 4.4 (page 82).

First, the statement that Home Science exposes pupils early in their lives to basic Home Science practices received 90.37% of the respondents who “strong agreed” or “agreed”. Home Science exposes pupils early in their lives to basic Home Science practices such as basic hygiene, food preparation and safety, childcare, care of the sick and the elderly and housekeeping practices. As the pupils grow up, and ascend their academic ladder on these basic Home Science practices are perfected and become inherent in their live. The acquisition of these Home Science practices raises

the standard of living of the society. It was as a result of the argument that the majority of the teachers were in agreement with this statement.

The second statement that pupils develop basic skills needed to produce functional items attracted 89.68% of the respondents who “strongly agreed” or “agreed.” Home Science practices teach pupils how to produce items such as baby shawls, table mats, table cloths, nightdress and sleeping pyjamas. As the pupils grew up and move from one class level to the next higher level, the skills in the production of functional items are perfected. This perhaps led to the majority of teacher respondents to be in agreement with these statements.

The third statement that Home Science creates awareness related to career development captured 90.73% of the teacher respondents who were in agreement with this statement. Pupils who are exposed to Home Science at primary school level are likely to be aware of the careers in Home Science offered at the higher levels and notably in youth polytechnics or secondary schools offering Home Science as a subject.

The fourth statement that Home Science enhances creativity attracted 90.38% of the respondents who were in agreement with the statement. As a practical subject, Home Science enhances creativity in the learners. Although knowledge is taught, Home Science is wholly a practical oriented subject which requires in the learner ability to be creative and innovative in the ways of doing things. Fashions, tastes and preferences in clothes and shoe wear changes from time to time as people in the

business world create new designs which are market-driven. Home Science practitioners should always be at the forefront in the creative and innovative designs of products and services. It is therefore not surprising that the majority of the teacher respondents were in agreement with this statement.

The fifth statement that pupils acquire knowledge and skills related to food preparation and safety received 95.88% of teacher respondents who "strongly agreed" or "disagreed". This statement appears implicit in first, second, third and fourth. This statement is only on part of the Home Science practices which deals with food preparation and safety. If pupils at the Primary School level acquire knowledge and skills on food preparation and safety early in their lives, it is likely to reduce drastically health problems of mankind which arise from poor food preparation, handling and safety. One of the health problems notable in Africa, and particularly in sub-Saharan Africa is food poisoning which is caused by poor food preparation, handling and safety. Poor basic hygiene practices may also lead to poor handling of food and food safety and may also lead to food poisoning.

The sixth statement that pupils develop skills for harnessing potential economic resources received 94.85% of the respondents who "strongly agree" or "agreed". Every community in Kenya has potential economic resources which may be utilized in Home Science practices. Tending a garden, for instance, to supply household kitchen with fresh produce is one way of harnessing economic resources within homesteads of Kenyan pupils. If primary school pupils are equipped with gardening skills such as seedbed preparation, garden preparation, irrigation practices and

planting of horticultural crops, then they are likely to acquire necessary skills for harnessing economic resources within the homesteads.

The seventh statement that Home Science should be taught as separate subject received 96.17% of the respondents who “strongly agreed” or “agreed”. This statement attracted the highest number of teacher respondents. This is attributed to the fact the Home Science as a subject at the primary school level is necessary owing to its role as a vocational subject.

The eight statements that Home Science should be nationally examined received 92.78% of the respondents who were in agreement with the statement. This implies that teachers are agreement that Home Science should be nationally examined.

From the findings of the study therefore, it is clear that Home Science plays a critical role in the primary school education. In addition, Bruner (1996) alluded that all human beings are born with different abilities and talents and therefore technological advancement in the world today calls for learners at primary school level to be fully equipped with vocational skills at an early age in order to cope with the changing trends. In the absence of these subjects in the primary school curriculum, pupils may not be firmly grounded easily in basic Home Science practices which are urgently required in the world today.

5.5.3 Teachers' perception of the value of Business Education in the primary school curriculum.

Evidence from the reviewed literature in chapter two of this study reveals that Business Education was not included initially among the vocational subjects of the primary school curriculum under the 8-4-4 system in Kenya. However, it was realized that Business Education plays a very important role as a vocational subject at the primary school level. Following the Ministry of Education Policy directive, KIE embarked on the development of the Business Education syllabus for upper primary school in early 1986. Business Education as a vocational subject was introduced in 1987 for the first time. The teaching of Business Education began in standard six. It was nationally examined for the first time as a combined paper of Home Science and Business Education in 1989.

Business Education was therefore offered in the upper primary classes (class six to Eight) taught as a separate subject and at the end of standard eight examined together in with Home Science. However, Home Science and Business Education were removed from the primary school education in the year 2000 curriculum following the recommendations of National Needs Assessment Survey of 1999. Teachers expressed the extent to which they disagreed or agreed to the statements on the role of Business Education in the primary school curriculum. The findings are presented in Table 4.5 (page 84). On the basis of the analysis of the findings, the researcher presents the followings discussion.

The first statement that pupils who are offered Business Education have an upper hand in starting a business received 93.82% of the total number of teacher respondents who “strongly agreed” or “agreed”. Since the primary school pupils are equipped with knowledge, skills and relevant attitude of Business, they are likely to start and operate small business enterprises after school. In comparison with those who have not been taught Business Education, they have an upper hand in establishing their own small scale business. Business skills which are usually inculcated into the minds of primary school learners include calculating profit and loss, stock taking and replenishment, business plan preparation, single and double entries in a cashbook, wise use of money in a business activity and licensing procedures of a business. It is on the basis of knowledge, skills and attitude acquired by pupils who learn Business Education that majority of the teacher respondents were in agreement with this statement.

The second statement, that through Business Education, society gets quality entrepreneurs in the business world attracted 93.48% of the teacher respondents who were in agreement. Business Education imparts knowledge, skills and positive attitude which, at the end of the primary school cycle, make learners creative, innovative, resilient, enterprising and entrepreneurial. These are the qualities of a good entrepreneur in the business world. It was as a result of what is imparted in Business Education that the statement attracted the majority of the teacher respondent who were in agreement. This implies that school leavers may apply these business skills in an innovative and creative business environment and thus becoming quality entrepreneurs.

The third statement that Business Education creates awareness for future career development captured that 92.49% of the respondents were who in agreement. Business Education is a living practical subject. This means that what is learnt in class is directly applicable in the real world of business. What was taught in Business Education at the primary school level include forms of business ownership, types of markets, retail and wholesale trade, attracting and retaining customers and simple booking techniques. Pupils may therefore be made aware of various types of business which exist in the business world. Business Education therefore creates awareness on future careers in the world of business such as retailers, wholesalers, accountants, auctioneers, storekeepers, school bursars and a wide range of careers in the provision of services. It is as a result of the exposure of the awareness in business careers in Business Education that majority agreed to this statement.

The fourth statement that Business Education develops business skills for harnessing economic resources attracted 96.22% of the respondents who were in agreement. Business Education makes pupils to be aware that resources are scarce and human wants are too many (unlimited). Pupils are also imparted with skills on how to start, run and manage a business enterprise with the aim of making profit. They are made aware of raw materials used in the production of a good or a service. Therefore, Business Education develops business skills for harnessing economic resources to produce various goods and services.

The fifth statement that Business Education may solve youth unemployment problem in Kenya society attracted 96.58% of the respondents who were in agreement.

Business Education imparts entrepreneurial skills to the pupils such as risk taking, creativity, enterprise, innovativeness and resilience in producing goods and services to make profit. Business Education equips learners with vocational skills relevant in starting and running a business. Self-employment is a good virtue of an entrepreneur. Pupils who go into self-employment after school are likely to solve youth unemployment in Kenya.

The sixth statement that Business Education should be taught as a separate subject received 95.18% for those who were "strongly agreed "or "agreed". From this statement, it is believed by the majority of teacher respondents that Business Education has a place in the primary school curriculum and should therefore be taught as a separate subject because of the important role it plays as a vocational subject.

The seventh statement that Business Education should be nationally examined received 94.16% of the respondents who were in agreement. From the statement, it is believed by the majority of the teacher respondents that Business Education should be nationally examined. If this is done, pupils at the end of primary school cycle will be given certificates which they will then use for placement purposes either in secondary schools or Youth Polytechnics. In agreement with the statement, Thompson (2002) asserts that vocational education is aimed at the development of human abilities in terms of knowledge, skills and positive attitudes so as to carry out, efficiently and effectively, a vocational pursuit of his or her choice in a business enterprise.

In summary, it is clear from these findings that Business Education is perceived by teachers as playing a critical role in the primary school education as a vocational

subject. It is, therefore, important that Business Education should be re-introduced into the primary school education as a vocational subject.

5.5.4 Teachers perception of the value of ICT/Computer Education as a vocational subject in the primary school curriculum in Kenya.

As a result of unprecedented revolution in information and communication technologies, societies worldwide have increasingly emphasized the inclusion of ICT/Computer Education in the primary and secondary school curriculums. In order to function efficiently and effectively in the information age, pupils in primary and secondary schools in Kenya should be equipped with basic knowledge and skills in ICT/Computer Education. ICT/Computer use is of necessity in the technological world of today. ICT/Computer use has exerted more pressure on human endeavours in the satisfaction of wants.

The researcher wanted to establish the extent to which respondents agreed or disagreed on the role of ICT/Computer Education as vocational subjects in the primary school education in Kenya. The findings were as presented in Table 4.6 (page 89).

The first statement that the Ministry of Education should have offered ICT/Computer Education in the present primary school curriculum received 93.82% of the total number of the respondents who were in agreement to this statement. The contemporary world is increasingly technology-oriented. To function meaningfully and to act positively in a technological world, every person should be well versed in new trends in emerging information and communication technologies (ICT). Every

pupil in the primary school level should be equipped with appropriate skills in ICT such as computer literacy and use. These appropriate skills help primary school pupils keep abreast of new technological changes such as emerging electronic data processing. Perhaps, it is as a result of this rapidly increasing world of technology that an overwhelming number of teacher respondents agreed to this statement.

The second statement that ICT/Computer Education exposes pupils early to the Information Age Society attracted 96.22% of the respondents who were in agreement. Early exposure provides a firm foundation for pupils to acquire skills in ICT and especially computer use. Pupils who are not exposed early to ICT/Computer Education may develop computer phobia or generally technophobia. Exposing pupils to the world of technology through ICT/Computer Education increases their competence, confidence and positive attitude towards emerging sophisticated technologies. This implies therefore that the majority of the teacher respondents were in agreement to this statement.

The third statement that ICT/Computer Education enhances learning of other subjects captured 94.15% of the respondents who were in agreement. A pupil who is well versed in ICT/Computer use is likely to learn independently other subjects. Pupils easily access information from the websites of any subject. In this way, students learn other subjects satisfactorily. For instance, in the writing of Composition in English or 'Insha' in Kiswahili, they can correct grammatical errors highlighted by the computer word processing software. In the teaching of social studies, they may locate information easily on specific websites such as map interpretation. Pupils find

learning real attractive and meaningful. Pupils may also access teaching and learning programs online from Kenya Institute of Curriculum Development Centre (KICD). It is as a result of the above argument that led overwhelming majority of teacher respondents to agree to this statement.

The fourth statement that ICT/Computer Education enhances effective organization of a business enterprise attracted 95.19% of the respondents who were in agreement to the statement. Pupils will be equipped with skills relevant to the business world. Various computer software programmes have been developed to assist in the running of the business. For instance, stock taking and control in a retail business enterprise, the use of CCTV cameras to guard against pilferage, e-commerce (e-payment, e-marketing, e-purchasing and e-sales). In this way, ICT/Computer skills are essential to the organization of a business enterprise.

The fifth statement that ICT/ Computer Education provide pupils with basic ICT skills required in the world of work attracted 95.19% of the respondents who were in agreement. Through ICT/Computer Education, primary school pupils would be equipped with basis ICT skills and especially computer skills which are currently applied in the real world of work. Computer skills coupled with a number of software programs were been used in a number of occupations. ICT/Computer skills are essential in many ways today. ICT/Computer Education makes a learner to be relevant in the new technological world.

The sixth statement that ICT/Computer Education solve unemployment problem in Kenya received 93.81% of the respondents who were in agreement. It is anticipated that after the primary school cycle, the pupils who may not transit to secondary school or Youth Polytechnics may join non-formal sectors of the economy as self-employed or employed persons in computer accessories business. Some school leavers may be apprenticed to learn computer skills such as repair, typing and cybercafé operations. In this way, primary school graduates may enter into gainful employment

The seventh statement that ICT/Computer Education should be taught as a separate subject received 97.60% for those who were in agreement. It is as a result of the important role ICT/Computer Education play as a vocational subject that it was the feelings of the teachers as captured in this statement, that ICT/Computer Education should be introduced as separate subject in the primary school curriculum. The current political establishment under Jubilee Coalition has outlined computer education at the primary school in their joint party manifestos. In the present world of technological advancement, the teaching of ICT/Computer Education is an eventuality.

The eight statements that ICT/Computer Education should be nationally examined received 95.88% of the respondents who were in agreement. If ICT/Computer Education is nationally, examined, it is likely to enhance the teaching and learning process which is geared towards the attainment of good grades. Certificates, as testimonials, are usually awarded to candidates and they may therefore use these certificates for placement in either secondary schools or Youth Polytechnics. In

support of ICT/ Computer Education, UNESCO (2000) reported that the study of technologies, literacy in use of computer, the acquisition of knowledge, practical skills and attitudes relating to the occupations in various sectors of the economic and social life is important for a standard eight school leaver.

The findings seem to be in agreement with Oloruntegbe *et al.*, (2010) assertion that countries of Africa are searching for means to engage the rising number of youths in suitable vocational education to help them face the challenges in world of work. Furthermore, Republic of Kenya (2012) reports that vocational education should be imparted on primary school pupils to acquire relevant vocational skills needed in everyday life in the world of work.

5.5.5 The value of Agriculture as vocational subject in primary school curriculum in Kenya

Prior to the year 2000, Agriculture was offered in the primary school curriculum as subject. It was examined together with Science as Science and Agriculture. However, Agriculture was removed from the primary school curriculum in the year 2000. Science remained as a subject in the primary school curriculum. A few topics in the primary school Agriculture subject were fused into Science. The researcher wanted to find out teachers' perception on the role of Agriculture as a vocational subject at the primary school level in Kenya. The findings are presented in Table 4.7 (page 92).

The first statement, that through teaching of Agriculture, pupils develop positive attitude towards agricultural world of work received 94.16% of the total number of respondents who were in agreement. The teaching of Agriculture at the primary school level equips pupils with knowledge, skills as well as positive attitude in

agriculture practices. The teaching of agriculture engages learners in practical activities based on projects assigned to them as agricultural tasks. Such agricultural practices as tree nursery preparation, seedbed preparation, poultry keeping, bee keeping, rabbit keeping, gardening and greenhouse farming may enhance the development of positive attitude towards agricultural practices. Primary schools may also have school projects such poultry keeping, rabbit keeping and growing of vegetables which are specifically for the training of primary school pupils. Pupils may also be assigned to be in charge of these school projects. In this way positive attitudes are likely to be enhanced. The role of Agriculture in the development of positive attitude toward agricultural world of work as is outline above may be the reason why this statement attracted the majority of teachers who were in agreement to the statement.

The second statement that Agriculture creates pupils' awareness for future careers in agricultural sector received 96.22% of the teacher respondents who were in agreement. Agriculture is a living subject. It is the backbone of the Kenya's economy. Agriculture is a practical subject which relates to everyday agricultural activities taking place in the farms. Pupils who are exposed to agricultural careers such as horticulture, floriculture, dairy farming, bee keeping, fish farming, poultry farming, veterinary services, agro-veterinary stores, farm management, dairy technologist and farm machinery operators. Pupils will be aware of a wide range of careers in agricultural sector. Therefore, through Agricultural Education primary school pupils may become aware of career opportunities in Agriculture that they may pursue in future.

The third statement, that Agriculture enhances knowledge and skills for agricultural activities attracted 96.57% of the respondents who were in agreement to this statement. Learning of agriculture in the primary school curriculum enables pupils to acquire knowledge and skills for agricultural activities. Pupils will be equipped with skills on various agricultural practices such as dairy farming, bee farming, fish farming, poultry farming, nursery and seedbed preparation, spacing and planting of different crops. Primary school leavers who are equipped with agricultural knowledge and skills may apply the acquired practices in agricultural sector.

The fourth statement that pupils develop entrepreneurial skills in agriculture sector attracted 95.19% of the respondents who were in agreement. Pupils will be aware about different types of resources available in the farm. Pupils may acquire knowledge and skills essential for starting a poultry project, bee keeping project, fish farming, rabbit keeping and gardening. They are also taught marketing structures so that they may become aware of where to market their agricultural produces. This statement attracted majority of teacher respondents owing to the fact that pupils may develop entrepreneurial skills in agricultural sector.

The fifth statement that the teaching of Agriculture solves youth unemployment problem attracted 98.59% of the respondents who were in agreement. Through the teaching of agriculture, pupils will acquire skills and knowledge which they will apply in various trades in agricultural sector. Primary school leavers may start income generating enterprises in agriculture. For example, they may starts projects such as keeping poultry for production of eggs, bee keeping for production of honey,

floriculture, fruit farming and horticulture. The pupils may therefore engage in some gainful employment if they may not access secondary education or Youth Polytechnic. Youth unemployment may therefore be solved.

The sixth statement that Agriculture should be taught as a separate subject at the primary school level received 95.19% for those teacher respondents who were in agreement. Majority of teacher respondents believed that agriculture is the backbone of Kenya's economy. It therefore plays a very important role in sustaining the lives of many Kenyans. Pupils should acquire knowledge and skills in agriculture for application in agricultural practices after school. Teaching agriculture separately will enhance the emphasis on agriculture. Pupils will gain hands on experience on agricultural practices. It is therefore undeniable that agriculture should be re-introduced in the primary school curriculum in Kenya.

The seventh statement that Agriculture should be nationally examined in primary school level received 95.87% of the respondents who were in agreement to this statement. If agriculture is nationally examined, the candidates will be awarded with certificates. Grades attained in their certificates will be used for placement purposes either in secondary school or Youth Polytechnic. If it is nationally examined, teachers will put more effort in the teaching and learning process in order to attain good grades.

In summary, the findings of this study as presented in Table 4.7(page 92) reveals that Agriculture in the primary school curriculum plays a very important role. The rallying

call for the present ruling government under Jubilee Coalition is value-addition in Kenya's agricultural production. Kenya is an agriculturally based economy. Therefore, agriculture has a lot of benefits to the pupils and the nation as a whole. The knowledge and agricultural vocational skills acquired by the learners contribute to productivity in the agricultural sector. Skilled labour in agriculture attracts direct investment in agricultural sector. In support of the statements, Ezekiel and Usoroh (2009) opined that for one to be self reliant and productive, vocational education should be imparted to the learner at an early age. As a result, therefore, the approach to education should be practical. Activity based learning is meaningful and life-long to the learner. Ezekiel and Usoroh (2009) further asserts that education will be more meaningful if knowledge, values and skills are directed towards the learner's world of work after school in agricultural sector. Therefore, agriculture should be introduced at the primary school level to sensitize the youths on the basic agricultural practices and hence initiate learners into business world of Agriculture.

5.6 Teachers' perception on the worthwhile vocational subjects which should be introduced into the primary school curriculum in Kenya

The third objective of the study was to explore what primary school teachers perceived as the relevant vocational subjects to be incorporated into the Primary School Curriculum in Kenya. It is evident from the findings that primary school teachers were of the view that basic vocational subjects should be introduced into primary school curriculum. The findings from Table 4.8 (page 95) imply that the majority of the primary school teachers wanted Creative Arts, Home Science, ICT/Computer Education, Business Education and Agriculture to be introduced into

primary school curriculum in Kenya. ICT/Computer Education in the primary school curriculum was the rallying call of the political thinking of the present ruling Jubilee Coalition government.

The introduction of these vocational subjects will enable the learners cope with unprecedented changes in the present Information Age society. The technology in the world today is evolving rapidly. In support of these views, Coombe (1988) asserts that Vocational Education develops moral, aesthetic, physical and practical capabilities at a specific and appropriate age in a learner's progression through education. It can be noted that exposure of pupils to a vocationally - oriented education early in their lives is beneficial to the youths of today. Vocational education lays the foundation for further studies in technical and vocational education, especially in Youth Polytechnics.

In addition, primary school leavers who may not get opportunities to further their education in Youth Polytechnics or secondary education may easily establish their own self-employed businesses or be employed after school by proprietors of small business enterprises. This is in agreement with World Bank (2002) report which contends that there should be a link in education and training between human capital development and productivity. It is clear that vocational education provides knowledge, skills and positive attitudes which allow individuals to execute their roles productively. The findings from the education officers who were interviewed by the researcher on vocational education were also in support of vocational education at the primary school level.

They pointed out that through vocation education the pupils will nurture their talents and skills at an early age. Furthermore, they asserted that vocational subjects prepare the learners for future career choices in their lives. It was their general view that vocational education in the primary education enhances innovation; creativity and entrepreneurship training which are virtues considered necessary in today's entrepreneurial world should be blended with academic education at the primary school level. The education officer's views are in agreement with Okon (2001) who asserts that vocational development of youths and, especially the preparation and the guidance they receive for the world of work, should be of utmost interest to educators of modern times.

5.6.1 Teachers perception on class level of introducing vocational subjects in the primary school curriculum in Kenya

The third objective of this study was also to determine class level of introducing vocational subjects in the primary school curriculum in Kenya as perceived by teachers. It is clear from the findings in Table 4.9 (page 96) that majority of the teacher respondents were of the view that Agriculture, Home Science, ICT/Computer Education and Business Education should be introduced into primary school curriculum from class four to eight (4-8). It is therefore evident from these findings that the majority of teacher respondents preferred vocational subjects to be introduced at upper primary classes (class four to eight). These findings are therefore in line with the recommendations of Republic of Kenya (1981) and Republic of Kenya (1976) that primary school curriculum should be strengthened with the teaching of Mathematics, Science and vocational education subjects at upper primary school level so as to equip learners with vocational skills relevant to the world of work. In tandem with

these views, Curtis and Boultwood (1962) assert that John Locke had wanted the young learners to learn and practice a variety of vocational skills which comprised gardening, carpentry, engraving and accountancy.

In addition, Lauglo (2004) publication on secondary vocational education argues that at primary school level the education curriculum should be broad-based with inclusion of vocational education. It is clear from the findings of this study that most of the primary school teachers investigated preferred introduction of vocational subjects at the upper primary school level and preferably from standard four to eight. The recommendation by the ruling Jubilee Coalition Government of Kenya, that Computer Education should be introduced at class (standard) one. The findings of this study reveal that most of the teachers, head teachers and education officers preferred that Computer Education be introduced at upper primary school level (standard four to eight).

5.8 Teachers perception of the mode of assessing vocational subjects at primary school level in Kenya

The fourth objective of this study was to established the approriate modes of assessing vocational subjects at the primary school level in Kenya. If vocational subjects are introduced into the primary school curriculum, the best ways (modes) of assessing these subjects as percieved by teachers has been captured in Table 4.10 (page 97). As revealed, in this study one of the best modes of assessment of vocational subjects usually is through competency-based assessment. This is mostly practical in nature. Competency-based assessment, in the old curriculum was assessed by teachers

teaching the vocational subjects under the supervision of education officers within the district. There were Assessment Guidelines for the practical assessment of vocational subjects. Teacher assessors were not allowed to assess their own pupils – the pupils they taught. There was swapping of teachers to assess pupils' practical projects in vocational subjects. This mode of assessment will enhance the acquisition of vocational skills by the learners.

Learners' competencies are clearly assessed. High performing pupils are clearly distinguished from low performing pupils due to the quality of their competencies. Performance of pupils are graded accordingly – 'A' for excellent, 'B' for satisfactory, 'C' for average, 'D' for below average, 'E' for fail. Thus, these grades will appear in individual pupil's transcripts as grades for practical assesment. Hence, grade achievement in practical assesment may be more preferred in placing pupils in various courses in Youth Polytechnics.

Of the respondents, 92.16% suggested that vocational subjects should be nationally examined. The Kenya National Examinations Council provides certification for candidates at the end of primary school cycle. Vocational subjects – both theory and practical projects – should be assessed by KNEC examiners. Grades, depending on performance, are usually awarded. Certificates issued to successful candidates should bear grades in vocational education subjects. Grades performance in vocational subjects may be used to place pupils in secondary schools and courses selected in the Youth Polytechnics.

Diagnostic Assessment Test attracted (90.03%) of the respondents. This is an internal mode of assessment used by the teachers in the teaching and learning process. It is purposely used to identify problems of individual pupils in the learning process. This is to help the teacher in organising remedial teaching or practical assignments for these pupils who are having learning difficulties in the attainment of theoretical concepts and practical skills.

Eigthy-nine per cent (89.00%) of the respondents suggested that vocational subjects should be assessed through Continuous Assesment Tests. This is usually used at the end of a specified period, for instance, at the end of each topic, fortnightly tests and midterm tests. The purpose of these tests is to keep track of syllabus coverage, to ascertain the attainment of topical objectives (content) and to identify content areas which need teachers' attention. It makes leaners to be consistent. It creates linkages in the content learning and provides evaluative feedback at each stage of learning content. Classroom Assessment Tests comprised of 87.97% of the teacher respondents who supported this statement. These assessment tests target a particular cohort of pupils, such as class one pupils or class six pupils.

End Year Assessment Test attracted 85.91% of respondents. It is an important test because it enables the learner to proceed to the next class level.It is also used to gauge whether the curriculum implementation is efficient and effective in the development of vocational skills. It is clear from the findings of this study that all these modes of assessment of vocational subjects are very important as percieved by teachers. These findings are in line with Onsomo *et l.,* (1999) who asserted that broad based

assessment of vocational subjects equip the pupils with competencies which are needed for an individual as a skilled worker in the changing world of work. At the primary school level, these competencies will assist school leavers who may not proceed for further education to act productively, responsively and confidently in the world of work.

The head teacher and education officers who were interviewed were in agreement with teacher respondents. These head teachers and officers were in support of formative and summative assessment evaluation in the learning process. They were of the view that competence based assessment, diagnostic assessment, continuous assessment tests, classroom assessment tests end-year assessment test and national examinations are extremely important in the acquisition of practical competencies vocational education subjects as well as basic theoretical knowledge required in the world of today.

5.9 Conclusions

From the findings of the study, it can be concluded that the respondents were of the opinion that vocational subjects were extremely useful at primary school level. This is because of the following reasons:

(i) They enable learners to appreciate vocational skills and the dignity of manual work.

(ii) The learner acquires knowledge, skills and positive attitudes needed for self-reliance and also for post-primary education and training. Vocational education enables learners to face the challenges of the world today.

(iii) It was found (in the findings of this study) that majority of the respondents were not satisfied with the current arrangement of the teaching of vocational subjects in the new primary school curriculum. The core vocation subjects, such as ICT/Computer Education, Home Science, Business Education and Agriculture are not offered in the new primary school curriculum.

(iv) It can be concluded that the newly trimmed and re-organized primary school curriculum is purely academic and examination-oriented rather a blend of practical skill development and academic education. This is likely to make pupils develop negative attitude towards vocational education.

(v) The respondents were of opinion that some vocational subjects like Business Education, Agriculture, ICT/Computer Education and Home Science should immediately be introduced as separate subjects into the primary school education curriculum in Kenya.

(vi) Most of vocational subjects are practical-oriented and enhance practical skill development required in the increasingly technological and vocational world

(vii) It is coming out clearly in this study that vocational subjects are important in solving youth unemployment problem in Kenya. This is perhaps due to the fact that the learners who may not access secondary education may not encouraged to join Youth Polytechnics to pursue artisan courses

(viii) The respondents were the view that competence based assessment, diagnostic assessment, continuous assessment tests, classroom assessment tests end-year assessment test and national examinations are important in examining the learners competencies.

5.10 Recommendations of the Study

Based on the findings of this study, the following recommendations are made:

i. Teachers and school administration should come up with programmes that will help the learners to have a positive attitude towards vocational education in the primary school curriculum in Kenya.

ii. The vocational subjects namely; Home Science, Business Education, Agriculture and ICT/Computer Education, should be re-introduced into the primary school education curriculum in Kenya.

iii. That one subject, to embrace all vocational subjects outlined in this study, perhaps to be named: "Technical and Vocational Studies (TVS)" should be introduced into the primary school education curriculum. This subject should follow the same approach as that used in the teaching of Social Studies in the primary school education curriculum in Kenya.

iv. That syllabus for the new subject, TVS, should be developed with a critical evaluation and assessment of the technical and vocation environment in the world today. The new subject should address fully the emerging technological and vocational changes.

v. That the Ministry of Education should fund facilities for vocational education in the primary school curriculum.

vi. The parents and other educational stakeholders should pool resources in order to provide essential facilities to the pupils in order to enhance teaching and learning of vocational subjects.

vii. The Vocational Education should build a firm foundation for lifelong learning for children in Youth Polytechnics in Kenya.

viii. Develop mechanisms to enhance learning path ways for vocational education.

5.11 Suggestions for Further Study

The following are areas suggested for further study:

i. A similar study, such as this one, should be carried out in other sub -county in the Republic of Kenya.

ii. A study to establish the parents' perception towards vocational education the in the primary school education should be conducted in Kenya.

iii. A study to investigate the status of vocational education in the Youth Polytechnics should be carried out in Kenya.

iv. A study, to investigate trainees' attitudes towards vocational education in the Youth Polytechnics should be conducted in Kenya.

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APPENDICES

APPENDIX I: A LETTER OF INTRODUCTION TO THE RESPONDENTS

Mitei Jackson Kipkemoi
Moi University,
P.O BOX 3900,
ELDORET, KENYA.
19-09-2012.
Department of Curriculum Instruction and Educational Media

Dear Respondent,

RE: TEACHERS' PERCEPTION TOWARDS VOCATIONAL EDUCATION IN THE PRIMARY SCHOOL CURRICULUM IN KENYA

I am a post graduate student of the School of Education, Moi University. I am undertaking a research on teachers' perception towards vocational education in the Primary school Curriculum in Kenya. Your school was selected to participate in this study whose findings will be of great value to education stakeholders.

Be assured that the information you provide will be treated with confidentiality and will be used for the purpose of this study and no other purposes.

I intend to visit your school on _ _ / _ _ /2 0_ _ to collect some data.

This is therefore to notify you of the intended visit and to kindly request you to make the necessary arrangement.

Thanking you in advance

Yours Faithfully,

Mitei Jackson Kipkemoi**,**
Cell phone: 0723119326
Email Address: jacksonmitei@yahoo.com

APPENDIX II: QUESTIONNAIRE TEACHERS

Introduction

Dear respondent,

You have been selected as one of the main participants of this study. The purpose of this study is to establish teacher's perception towards vocational education in the primary school curriculum in Kenya. You are therefore requested to respond to all the items in accordance to your feelings or opinions and as honestly as possible. The information will be kept as confidential and will only be used for the purpose of the study.

Thank you for your cooperation.

Instructions to Respondents

Do not write your name and the name of your school anywhere in this questionnaire.

Respond to all items accordingly

Tick appropriately in the parenthesis provided for your choice.

SECTION A: GENERAL INFORMATION

1. What is your age bracket?

   Below 25 years [ ] 36 – 45 years [ ] Over 55 years [ ]

   26-35 years [ ] 46-55 years [ ]

2. For how long have you been in the teaching profession?

   Less than 5 years [ ] 16 - 20 years [ ]

   6 - 10 years [ ] over 20 years [ ]

   11 - 15 years [ ]

3. What is your highest professional qualification?

P1 Certificate [ ] Diploma in Education Certificate [ ]

Bachelor of Education [ ] Master's Degree [ ]

Others, Specify ……

……..

SECTION B: TEACHING OF VOCATIONAL SUBJECTS

4. Which vocational subjects were you teaching in the primary school curriculum before the year 2000?

(i) ……

(ii)……...

(iii)…….

(iv)…….

(v)…….

(iv)……..

5. As currently structured or reorganized which subjects are now taught separately as vocational subjects?

Creative Arts [ ]

Science [ ]

Social Studies [ ]

Mathematics [ ]

6.If not taught separately which subject or subjects integrates Vocational Education subjects?.....

.....

SECTION C: THE VALUE OF VOCATIONAL EDUCATION

Express your feelings, opinions or agreements regarding the following statements or questions on the value of vocational education.

7. To what extend do you think vocational subjects are useful (beneficial) at a primary school level?

Extremely useful [ ] useful [ ]

Not useful at all [ ]

8. If you have indicated in (7) above as extremely useful, give reasons below for your answer

(i) ……

(ii) ……

(iii)……

(iv)……

(v) ……

(vi)……

9. If you have indicated in question (8) as not useful at all, give reasons why you think so

(i) ……

(ii) ……

(iii)……

(iv)……

(v) ……

(vi)……

SECTION D: TEACHERS PERCEPTION OF THE STATUS OF VOCATIONAL EDUCATION IN THE PRIMARY SCHOOL CURICULUM IN KENYA

Express your feelings, opinions or agreements regarding the following statement or question on the trimming and reorganisation of vocational subjects at the primary school level:

10. What are the implications of the newly trimmed and reorganised vocational education subjects at the primary school level in Kenya?

(i) ……

(ii) ……

(iii)……

(iv)……

SECTION E: THE VALUE OF VOCATIONAL EDUCATION IN THE PRIMARY SCHOOL CURRICULUM IN KENYA.

11. The following Statements express your feelings, opinion or agreement to determine the extent to which teachers perceive vocational education in Primary School level solve unemployment problem in Kenya. You are given alternative responses depending on the extent of agreement with each statement. The alternatives are: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D) and 1 =Strongly Disagree (SD)

(Please encircle the numbers which appropriately best describe your feeling)

THE VALUE OF CREATIVE ARTS AS A VOCATIONAL SUBJECT IN THE PRIMARY SCHOOL CURRICULUM IN KENYA.

i)	Creative Arts promotes entrepreneurial skills.	5	4	3	2	1
ii)	Creative Arts facilitates the development of creative talents.	5	4	3	2	1
iii)	Expose pupils at an early age for career awareness in Creative Arts.	5	4	3	2	1
iv)	Creative Arts exhibitions facilitate positive attitude towards creativity.	5	4	3	2	1
v)	Creative Arts may solve youth unemployment problem in Kenya society.	5	4	3	2	1
vi)	Pupils who learn Creative Arts are self-reliant.	5	4	3	2	1
vii)	Creative Arts facilitate the harnessing of talents among the youths.					
viii)	Creative Arts should be taught as a separate subject in the Primary school curriculum in Kenya.	5	4	3	2	1
x)	Creative Arts should be nationally examined in the Primary School curriculum.	5	4	3	2	1

THE VALUE OF HOME SCIENCE AS A VOCATIONAL SUBJECT IN THE PRIMARY SCHOOL CURRICULUM IN KENYA.

NO	Statements	SA	A	U	D	SD
i)	Expose pupils to basic Home Science practices early in their early in lives.	5	4	3	2	1
ii)	Pupils develop basic skills needed to produce functional items in Home Science.	5	4	3	2	1
iii)	Create awareness related to career development in Home Science.	5	4	3	2	1
vi)	Home Science enhances creativity in pupils	5	4	3	2	1
v)	Pupils acquire knowledge and skills on food preparation, handling and safety practices.	5	4	3	2	1
vii)	Pupils develop skills for harnessing potential economic resources.	5	4	3	2	1
viii)	Home Science should be taught as a separate subject.	5	4	3	2	1
ix)	Home Science should be nationally examined in the primary school curriculum.	5	4	3	2	1

THE VALUE OF BUSINESS EDUCATION AS A VOCATIONAL SUBJECT IN THE PRIMARY SCHOOL CURRICULUM IN KENYA.

NO	Statements	SA	A	U	D	SD
i)	Pupils offered Business Education have an upper hand in starting and running a business successfully	5	4	3	2	1
ii)	Through Business Education Society gets quality entrepreneurs in business world.	5	4	3	2	1
iii)	Business Education creates awareness for future careers in the business world.	5	4	3	2	1
vi)	Business Education develops right attitudes and skills for harnessing economic resources.	5	4	3	2	1
v)	Business education solves unemployment problem in Kenya.	5	4	3	2	1
vi)	Business education should be taught as a separate subject in the Primary school curriculum.	5	4	3	2	1
vii)	Business education should be nationally examined in the primary school curriculum.	5	4	3	2	1

THE VALUE OF INFORMATION COMMUNICATION TECHNOLOGY AS A VOCATIONAL SUBJECT IN THE PRIMARY SCHOOL CURRICULUM IN KENYA.

NO	Statements	SA	A	U	D	SD
i)	The Ministry of education in Kenya should have introduced ICT in the primary school in the year 2000.	5	4	3	2	1
ii)	ICT/Computer exposes pupils early to the information age society.	5	4	3	2	1
iii)	ICT/Computer Education enhances learning of other subjects.	5	4	3	2	1
vi)	ICT/Computer Education enhances effective organization of a business enterprise.	5	4	3	2	1
v)	ICT/Computer Education provides pupils with basic ICT skills required in the world of work.	5	4	3	2	1
vi)	ICT Education solve unemployment problem in Kenya.	5	4	3	2	1
vii)	ICT Education should be taught as a separate subject in the Primary school curriculum.	5	4	3	2	1
viii)	ICT /Computer Education should be nationally examined in the Primary School Curriculum.	5	4	3	2	1

THE VALUE OF AGRICULTURE AS A VOCATIONAL SUBJECT IN THE PRIMARY SCHOOL CURRICULUM IN KENYA.

NO	Statements	SA	A	U	D	SD
i)	Through Agriculture, pupils develop positive attitude towards agricultural world of work.	5	4	3	2	1
ii)	Agriculture creates awareness for future careers in the agricultural sector.	5	4	3	2	1
iii)	Agriculture enhances knowledge and skills for agricultural activities.	5	4	3	2	1
vi)	Pupils develop entrepreneurship skills in agricultural sector.	5	4	3	2	1
v)	Teaching Agriculture as a subject, solve youth unemployment problem.	5	4	3	2	1
vi)	Agriculture should be taught as a separate subject in the primary school curriculum in Kenya.	5	4	3	2	1
vii)	Agriculture should be nationally examined in the primary school curriculum.	5	4	3	2	1

SECTION F: RELEVANT VOCATIONAL SUBJECTS WHICH SHOULD BE OFFERED IN THE PRIMARY SCHOOL CURRICULUM IN KENYA

12., Which vocational subjects do you think should be offered or re-introduced as separate subjects? Tick the subjects in the order of priority:

Business Education	[ ]
Agriculture	[ ]
Music	[ ]
ICT/ Computer Education	[ ]
Creative Arts	[ ]
Home Science	[ ]

13. What level should vocational subjects be introduced in the primary school curriculum in Kenya?

From lower primary: (1-3)	[ ]
From mid- upper primary: (4-5)	[ ]
From upper primary: (6-8)	[ ]

SECTION H: MODES OF ASSESSMENT OF VOCATIONAL SUBJECTS IN THE PRIMARY SCHOOL CURRICULUM IN KENYA.

Express your feelings, opinions or agreements regarding the following statements or questions on the mode of assessing vocational subjects in the primary school curriculum in Kenya:

14. What are the current modes of assessing modes of assessing vocational education?

Competency- based Assessment {practical} [ ]

Continuous Assessment test [ ]

Classroom Assessment Test [ ]

Diagnostic Assessment [ ]

End of year Assessment Test [ ]

National Examination {KCPE} [ ]

Others, specify…….....

.....

.....

.....

……

Thank you for availing yourself to fill this questionnaire. .

APPENDIX III: INTERVIEW SCHEDULE FOR PRIMARY SCHOOL HEAD TEACHERS

1. What is your age?

20-30 years [ ]

31-40 years [ ]

41-50 years [ ]

Over 50 years [ ]

2. How long have you served as the head teacher?

Less than 5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 yeas [ ]

Over 20 years [ ]

3. .What is your current professional qualification?

P1 Certificate [ ]

Diploma Certificate in Education [ ]

Bachelor of Education Degree Certificate [ ]

Master of Education Degree Certificate [ ]

Others……..

4. Did you teach the vocational subjects in the old primary school curriculum which was in place before the year 2000?

……

……

……

……

……

…….

5. What is your opinion on the Ministry of Education decision to remove vocational subjects which were examinable in the primary school curriculum the year 2002?

……..

……

……

……

……

6. What do you think are the benefits of offering vocational education in the primary school curriculum in Kenya?

…….

…….

…….

…….

…….

7. What are your views on Computer Education which the Ministry of Education intends to introduce in standard one in 2014 in all the primary school in Kenya.

…….

…….

……

……

8. At what level do you think vocational subjects should be introduced in the primary school curriculum in Kenya?

(i). ICT/Computer Education

Standard: (1-8) [ ]

Standard: (4-8) [ ]

Standard: (6-8) [ ]

(ii) Business Education

Standard: (1-8) [ ]

Standard: (4-8) [ ]

Standard: (6-8) [ ]

(iii) Home Science

Standard: (1-8) [ ]

Standard: (4-8) [ ]

Standard: (6-8) [ ]

(iv) Agriculture

Standard: (1-8) [ ]

Standard: (4-8) [ ]

Standard: (6-8) [ ]

(v) Creative Arts

Standard: (1-8) [ ]

Standard: (4-8) [ ]

Standard: (6-8) [ ]

9. Please indicate your views on the role of vocational education in the primary school curriculum in Kenya?

(i)……

(ii)……..

(iii)……..

(iv)……

(v)……..

10. What do you think should be done by the Ministry of Education Science and Technology regarding the provision of vocational education in the primary school curriculum in Kenya?

……

……

……

……

……

……

11. What are the best modes of assessing vocational education subjects primary school education in Kenya.

……

……

……

……

Thank you for availing yourself to participate in this study

APPENDIX IV: INTERVIEW SCHEDULE FOR AEO, SCQUASO AND SCEO

1. Respondent Designation

SCEO [ ]

SCQASO [ ]

AEO [ ]

2. Age in years:

Between 20-29 [ ]

Between 30-39 [ ]

Between 40-49 [ ]

Between 50-59 [ ]

Over 60 [ ]

3. What is your highest level of professional qualification?

P1 certificate [ ]

Diploma certificate Education [ ]

Bachelor of Education Degree [ ]

Master of Education Degree [ ]

Others, specify……

……

4. How many years have you been in the current station?

Less than 5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 years [ ]

21-25 years [ ]

Over 26 years [ ]

5. How many years have you served in your current position?

Less than 5 years [ ] 16-20 years [ ]

6-10 years [ ] 21-25 years [ ]

11-15 years [ ] Over 26 years [ ]

6. What is your opinion on the ministry of education decision to remove vocational subjects which were hitherto examinable in the primary school curriculum before the year2000?

(i) ……

(ii) ……

(iii)……

(iv)……

(v) ……

(vi)……

7. What do you think are the benefits of vocational subjects to the primary school learners in Kenya?

(i) ……

(ii) ……

(iii)……

(iv)……

(v) ……

(vi)……

8. At What level do you think vocational subjects should be introduced in primary school curriculum in Kenya?

From lower primary: 1-3 [ ]

From mid- upper primary: 4-5 [ ]

From upper primary: 6-8 [ ]

9. What vocational subjects do you think should be introduced or emphasized at the Primary School level?

(i) ……

(ii) ……

(iii)……

(iv)……

(v) ……

10. What do you think should be done by the Ministry of education in Kenya regarding the provision of vocational educational in the primary schools?

(i) ……

(ii) ……

(iii)……

(iv)……

(v) ……

11. What do you think are the appropriate ways of implementing vocational subjects at a Primary School level in Kenya?

(i) ……

(ii) ……

(iii)……

(iv)……

(v) ……

12. What are the modes of assessing vocational subjects in the primary school curriculum in Kenya?

(i) …….

(ii) ……

(iii)……

(iv)……

(v) ……

Thank you for availing yourself to participate in this study

APPENDIX V (a): TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Continuation (APPENDIX V)

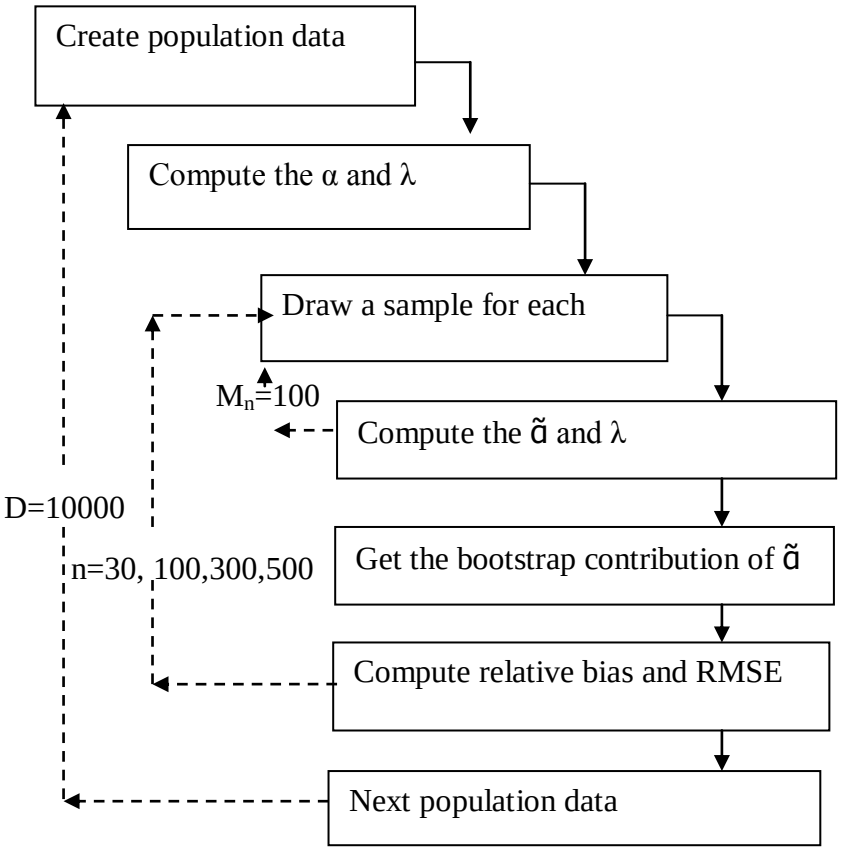
TABLE FOR DETERMINING SAMPLE SIZE

Population size	Sample size					
	Continuous data (margin of error=.03)			Categorical data (margin of error=.05)		
	alpha=.10 t=1.65	alpha=.05 t=1.65	alpha=.01 t=2.58	p=.50 t=1.65	p=.50 t=1.96	p=.50 t=2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
5600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1000	77	106	173	213	278	399
1500	79	110	183	230	306	461
2000	83	112	189	239	323	499
4000	83	119	198	254	351	570
6000	83	119	209	259	362	598
8000	83	119	209	262	367	613
10000	83	119	209	264	370	623

Note: The margins of error used in the table were .03 for continuous data and .05 for categorical data. Researchers may use this table if the margin of error shown is appropriate for their study; however, the appropriate sample size must be calculated if these error rates are not appropriate. Table developed by Bartlett, Kotrlik, & Higgins (2001).

Continuation (APPENDIX V)

CREATING A SAMPLE SIZE



***Source**: The simulation algorithm of SIMREL*

APPENDIX VI : TABLE DETERMINING THE SAMPLE SIZE OF THE SCHOOLS

Table 3.2: The selected Primary Schools in each of the Educational Zones

Educational Zones	S/No	Selected Primary School
Abosi	1	Gorgor Primary School
	2	Chesambai Primary School
	3	Kelonget Valley Primary School
	4	Gelegele Primary School
	5	Kenegut 'B' Primary School
	6	Kaplomboi Primary School
	7	Koiyet Primary School
Ndanai	8	Ndanai Primary School
	9	Mosonik Primary School
	10	Kipsingei Primary School
	11	Somoei Primary School
	12	Kapkelei Primary School
	13	Sosur Primary School
	14	Rotik Primary School
	15	Kamugeno Primary School
	16	Chepkalwal Primary School
	17	Oldebesi Primary School
Tarakwa	18	Lulusik Primary School
	19	Tarakwo Primary School
	20	Chebulu Primary School
	21	Kanusin Primary School
	22	Sachangwan Primary School
	23	Oldabach Primary School
	24	Leldaet Primary School
Sotik	25	Sotik Primary School
	26	Kimase Primary School
	27	Kapchepkoro Primary School
	28	Kaplong boys 'Primary School
	29	Kaplong girls' Primary School
	30	Siryat Primary School
Rongena	31	Rongena Primary School
	32	Burgei Primary School
	33	Tembwo Primary School
	34	Kisabei Primary School
	35	Kiptorbei Primary School
Kapletundo	36	Kimolwet Primary School
	37	Kapletundo Primary School
	38	Chesilyot Girls' Primary
	39	Cheptangulgei Primary School
Kapmungei	40	Sironet Primary School
	41	Kapmungei Primary School
	42	Lelechwet Primary School
	43	Siroin Primary School
Kipsonoi	44	Kamureito primary School
	45	Chebole primary School
	46	Kapkures primary School
	47	Kipketi primary School
	48	Kaptulwo primary School
	49	Ngendalel primary School

APPENDIX VI I: TABLE FOR DETERMINING SAMPLE SIZE FOR TEACHERS

Table 3.3: The Selected Sample Size of Teachers (Respondents) from the Selected Schools

Educational Zone	S/No	Primary School	Number of Teachers	Selected Sample Size (70%)	%
Abosi	1	Gorgor Primary School	9	6	67
	2	Chesambai Primary School	9	6	67
	3	Kelonget Valley Primary School	6	4	67
	4	Gelegele Primary School	7	5	71
	5	Kenegut 'B' Primary School	6	4	67
	6	Kaplomboi Primary School	7	5	67
	7	Koiyet Primary School	4	3	75
Ndanai	8	Ndanai Primary School	10	7	70
	9	Mosonik Primary School	8	6	75
	10	Kipsingei Primary School	7	5	71
	11	Somoei Primary School	7	5	71
	12	Kapkelei Primary School	8	6	75
	13	Sosur Primary School	5	3	60
	14	Rotik Primary School	6	4	67
	15	Kamugeno Primary School	6	4	67
	16	Chepkalwal Primary School	8	6	75
	17	Oldebesi Primary School	7	5	71
Tarakwa	18	Lulusik Primary School	7	5	71
	19	Tarakwo Primary School	9	6	67
	20	Chebulu Primary School	7	5	71
	21	Kanusin Primary School	8	6	75
	22	Sachangwan Primary School	8	6	75
	23	Oldabach Primary School	10	7	70
	24	Leldaet Primary School	6	4	67
Sotik	25	Sotik Primary School	17	12	71
	26	Kimase Primary School	9	6	67
	27	Kapchepkoro Primary School	16	11	69
	28	Kaplong boys 'Primary School	7	5	71
	29	Kaplong girls' Primary School	8	6	75
	30	Siryat Primary School	9	6	67
Rongena	31	Rongena Primary School	15	10	67
	32	Burgei Primary School	7	5	71
	33	Tembwo Primary School	7	5	71
	34	Kisabei Primary School	6	4	67
	35	Kiptorbei Primary School	6	4	67
Kapletundo	36	Kimolwet Primary School	9	6	67
	37	Kapletundo Primary School	11	8	73
	38	Chesilyot Girls' Primary	6	4	67
	39	Cheptangulgei Primary School	10	7	70
Kapmungei	40	Sironet Primary School	11	8	73
	41	Kapmungei Primary School	8	6	75
	42	Lelechwet Primary School	8	6	75
	43	Siroin Primary School	14	10	71
Kipsonoi	44	Kamureito primary School	10	7	70
	45	Chebole primary School	10	7	70
	46	Kapkures primary School	9	6	67
	47	Kipketi primary School	11	8	73
	48	Kaptulwo primary School	7	5	71
	49	Ngendalel primary School	8	6	75
Total			**465**	**291**	**63**

APPENDIX VII(a) : GOVERNMENT RESEARCH PERMIT

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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Jackson Kipkemoi Mitei
of (Address) Moi University
P.O.Box 3900-30100, Eldoret.
has been permitted to conduct research in

Location	District	Province
Rift Valley		

on the topic: Teachers' perception towards vocational education in the primary school curriculum in Kenya: A case of Sotik District Bomet County.

for a period ending: 30th October, 2013.

PAGE 3

Research Permit No. *NCST/RCD/14/012/1325*
Date of issue *27th September, 2012*
Fee received *KSH. 1,000*

Applicant's Signature

Secretary
National Council for Science & Technology

CONDITIONS

1. **You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed with-out prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055t3mt10/2011

(CONDITIONS–see back page)

APPENDIX VII(b): RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471,2241349
254-020-310571,2213123, 2219420
Fax: 254-020-318245,318249
when replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/1325

Date: 27th September, 2012

Jackson Kipkemoi Mitei
Moi University
P.O BOX 3900
ELDORET

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Teachers' perception towards vocational education in the primary school curriculum in Kenya: A case of Sotik District,Bomet County"*** I am pleased to inform you that you have been authorized to undertake research in **Rift Valley Province for** a period ending ***30th October, 2013.***

You are advised to report to **the District Commissioner and the District Education Officer, Sotik District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR.M.K.RUGUTT, PhD,HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Sotik District

APPENDIX VII(c): UNIVERSITY RESEARCH PERMIT

MOI UNIVERSITY

Tel. Eldoret (053) 43555
Fax No. (053) 43555
Telex No. 35047 MOI VARSITY

P. O. Box 3900
Eldoret, Kenya

SCHOOL OF EDUCATION

REF: MU/SE/PGS/54

DATE: 7th September, 2012

The Executive Secretary,
National Council for Science and Technology,
P.O. Box 30623-00100
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF MITEI JACKSON KIPKEMOI (EDU/PG/EDH/1012/10)

The above named is a 2nd year Master of Philosophy (M.Phil) student at Moi University, School of Education, Department of Curriculum, Instruction and Educational Media.

It is a requirement of his M.Phil studies that he conducts research and produces a thesis. His research is entitled:

"Teachers' Perception Towards Vocational Education in the Primary School Curriculum in Kenya: A Case of Sotik District, Bomet County"

Any assistance given to him to facilitate the successful conduct of his research will be highly appreciated.

Yours faithfully,

PROF. P. L. BARASA
DEAN, SCHOOL OF EDUCATION

APPENDIX VIII: MAP OF SOTIK