

Challenges Facing The Effective Implementation Of Artisan And Craft Courses In Catholic Sponsored Community Colleges In Nairobi, Kenya

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Abstract: *The study investigated the challenges to effective implementation of Artisan and Craft courses in Catholic sponsored community colleges in Nairobi region. Adopting mixed methods research design, 172 students, 18 teachers and four directors were sampled for the study. The study triangulated questionnaires and interview guides. Quantitative data were analyzed using descriptive statistics and qualitative data summarized in form of narratives and excerpts. The findings revealed that the inadequacy of resources, students' negative attitude, students' inability to pay school fees, students' low entry behavior and participation in co-curricular activities posed a challenge in implementation of Artisan and Craft curriculum. Moreover, teachers' inappropriate instructional skills, lack of government support and poor management hindered the effective implementation of Artisan and Craft curriculum. The study recommends that constant monitoring, provision of playgrounds for co-curricular activities, employment of more qualified teachers, enhancing strong stakeholder networks and collaborations and enhancing funding sources for community colleges. In addition, college management should foster good relationships between teachers and students; enrich guidance and counseling programs and motivational talks. Finally, further research should be conducted on perceptions of students on management of community colleges and replicate this study on a wider geographic scope to generate findings with a wider implication.*

Keywords - *Artisan and Craft, Challenges, Implementation, TVET*

I. Introduction

1.1 Background to the Problem

The Catholic sponsored community colleges in Kenya started in 2006. These are technical and vocational colleges that offer Artisan and Craft courses identified through a community needs assessment so that the acquired skills can easily be tapped by the industries and businesses within that community [1, 2]. Such courses include motor mechanics, electrical, carpentry, plumbing, metal fabrication and welding, maintenance, fitting and machining, baking, tailoring and hospitality. The Artisan courses target primary school leavers and last an average of two years. Such courses are offered in Youth Polytechnics (YPs), Institutes of Technology (IT), and Technical Training Institutes (TTI). However, Craft courses target secondary school leavers in addition to those who already hold the Artisan certificate. The courses last an average of three years and are offered, just like Artisan courses, in YPs, ITs and TTIs. As the norm, the curricula and examinations for both Artisan and Craft courses are developed and administered by Kenya Institute for Curriculum Development (KICD) and Kenya National Examinations Council (KNEC) respectively [3, 4, 5].

Empirical studies have indicated that, generally, enrolments in TVET institutions have been declining over the years [6]. Indeed, studies such as by authors [6, 7] attribute the high enrolment to great emphasis laid by these institutions on the notions of access, flexibility in curriculum and teaching methodology, cost effectiveness, good student-teacher relationships and equal opportunity. However, the cited studies fall short of currency of information and they therefore do not present a clear picture of what influences student enrolment and graduate demand in community colleges.

An evaluation study by author [1] that examined the operations of community colleges in Kenya, Uganda and Tanzania was perhaps the only documented study on community colleges in East Africa. The study established that some community colleges had adequate facilities, some of the community colleges had good relationships with industrial partners, and parents had positive attitudes towards community colleges as they no longer regarded technical education as a domain for academic failures. However, the generality of the findings in the cited study did not unearth the challenges that impinged curriculum implementation in community colleges in a particular country or region of the country. For instance, the evaluation merely identified the challenges faced by community colleges and barely analyzed the influence of the challenges on curriculum implementation in the colleges. Hence there was need to interrogate the aforesaid determinants in the sampled

community colleges in order to generate specific findings on the implementation of Artisan and Craft curriculum in Kajiado, Machakos and Nairobi counties.

1.2 Statement of the Problem

Community colleges, like other TVET institutions, are currently faced with a myriad of challenges in their endeavour to train high quality graduates [8]. However, the reviewed studies hardly interrogate the challenges impinging the implementation of Artisan and Craft courses in community colleges. Indeed, evidence of superficial interrogation of some of the challenges cuts across several studies. For instance, lack of specificity on adequacy facilities and resources [4, 9, 10, 11, 12] and failure to investigate students' and teachers attitudes [13, 14]. Thus, the paucity of literature on the implementation of Artisan and Craft courses prompted an investigation into the challenges facing the effective implementation of Artisan and Craft courses in Catholic sponsored community colleges in Nairobi region.

1.3 Research Questions

The study was guided by the following research questions:

1. What are the challenges facing effective implementation of Artisan and Craft curriculum in Catholic sponsored community colleges in Nairobi region?
2. In what ways can the challenges facing the implementation of Artisan and Craft curriculum in Catholic sponsored community colleges in Nairobi region be overcome?

1.4 Significance of the Study

The Ministry of Education, Science and technology, Kenya may use the findings to enact policies that enhance quality and relevant education and training in community colleges. Besides, by shedding light on the challenges to the implementation of Artisan and Craft curriculum in community colleges, the sponsors of community colleges may adapt strategies that would enhance effective implementation of Artisan and Craft courses. In addition, the findings will assist community colleges to put in place measures that will guarantee effective implementation of Artisan and Craft curriculum so as to produce relevant and well equipped graduates. By bringing to the fore the challenges that impede the implementation of Artisan and Craft, Artisan and Craft teachers may adopt strategies of overcoming the said challenges and put into practice suggestions on how to enhance the implementation of Artisan and Craft curriculum in community colleges. Finally, given the paucity of literature on education provision in community colleges in Kenya, the findings may provide literature for use by scholars and practitioners in the field of Artisan and Craft education.

II. Literature Review

2.1 Challenges Facing TVET Curriculum Implementation

Few studies have examined the availability and adequacy of facilities needed for effective implementation of the curriculum in TVET institutions in Kenya. These studies have shown that inadequacy and high cost of infrastructure and equipment affects curriculum implementation in TVET institutions [9, 10, 11, 15, 16]. Moreover, anecdotal evidence suggests that obsolete equipment existing in technical colleges in Kenya compromises effective training of youth for a modern economy [12]. Indeed, evidence shows that inadequate investment in instructional equipment could hinder learning outcomes among students as they would have fewer opportunities to practice with these tools and machines [17].

International discourses have cited teaching and learning resource inadequacy as an impediment to curriculum implementation [18, 19, 20, 21, 22]. The studies cite lack of standard workshops for practical work, large class sizes, lack of related modern instructional facilities and materials as constraints to effective Artisan and Craft curriculum implementation. Similar challenges are identified in TVET implementation in Kenya. Studies have reported inadequacy of teaching and learning resources, obsolescence of equipment, shortage of material resources less time allocation [10, 11, 15]. Tellingly, teaching and learning resource inadequacies are mentioned to be a major impediment to curriculum implementation in a number of studies conducted in Kenya [4, 15].

Collaborations between learning institutions and the surrounding community have been shown to improve teacher's teaching effectiveness and students' achievement consequently leading to effective curriculum implementation [23, 24]. In addition, studies show that industry involvement keeps down the costs of training [25, 26, 27, 28].

An analysis of the qualifications of the teaching staff in private TVET institutions in Zambia revealed a shortage of qualified lecturers. The survey showed that out of 159 teaching staff, only 36 % had a teaching certificate. In Kenya, a few studies show that TVET teachers have the requisite minimum qualifications to teach in TVET programs [6, 29]. However, several studies opine that TVET teachers are inadequately prepared to discharge the task of curriculum implementation [4, 10, 11, 12, 15, 30, 31].

Besides teacher qualifications, teaching experience influences curriculum implementation. Teaching experience for majority of teachers has remained inadequate in TVET institutions in Kenya. For instance, the study by author [29] established that majority of TVET teachers had inadequate work experience. The importance of industrial experience for Artisan and Craft teachers cannot be gainsaid. Adequate initial work experience and regular updating enables the teacher to reflect on and demonstrate the appropriate work context to his or her students.

A study in Ethiopia by author [32] found that TVET teachers' perceptions negatively influenced their motivation to teach and their attitude towards their profession. In the study, TVET teachers exhibited low motivation and morale for engaging in learning and professional development and cited such extrinsic factors as level of pay and benefits as contributing to their dissatisfaction in the work place. The study concluded that TVET teachers' low motivation to learn affected negatively their overall performance in the TVET institutions. In Kenya, lack of motivation among instructors as a barrier to implementation of TVET [33].

Researchers have established positive correlation between student's participation in co-curricular activities and school outcomes. For instance, authors [34] found that 80% of students having active participation in co-curricular activities demonstrated good academic performance in their annual examination. Author [35] established that students who become heavily involved in co-curricular activities tend to be model students and seldom get involved in delinquency and crime. Similarly, a study by author [36] concluded that students' involvement in co-curricular activities enhances their competencies in communication, cognitive, managing self and academic competency. Further studies have found positive associations between participation in co-curricular activities and academic performance of the students [37]. However, none of the cited studies examined the influence of co-curricular activities on educational outcomes among students in community colleges hence the current study endeavored to uncover this influence.

Gender prejudices have continued to shape attitudes towards Artisan and Craft curriculum in TVET institutions [38, 39]. Indeed, social stigma associated with students who join TVET negatively affects enrolment in TVET programs [13, 14]. In the same vein, author [30] reiterates that TVET is largely perceived as a 'second class' option and a temporary diversion from the main route to higher education and modern sector employment. Thus, it was important to determine the influence of students' and teachers' attitudes towards Artisan and Craft curriculum in community colleges.

2.2 Theoretical Framework for the Study

The study is underpinned in Fullan's theory of change. The author [40] identifies five components of leadership namely: moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence making. He contends that diversity of opinion in so far as change is concerned is inevitable hence the diversity should be embraced in fostering relationship building and enhancing of the moral purpose. Three main phases of change namely initiation, implementation, and institutionalization are accentuated by the theory [40, 41]. The implementation phase of the theory entails three levels of the major determinants of curriculum implementation: (i) characteristics of the innovation or change project, (ii) local characteristics and (iii) external characteristics. Fullan dichotomizes the characteristics of change into local and external: local characteristics include the school district, board of community (management), principal (directors) and the teachers; external characteristics comprise the government and other actors in education.

Author [40] argues that in each of these levels exists a constellation of stakeholders that influence the implementation process. For instance, stakeholders at the local level include the community, principals and teachers while the external level is made of the government and other agencies. He argues that the teachers' past negative experiences about the school, psychological state of the teacher, issues of collegiality, open communication, learning on the job, getting results and job satisfaction will shape the process of curriculum implementation. The school boards are charged with the hiring and firing task which may indirectly affect implementation. In addition, the role of communities and in particular parent-school relationships is critical to the successful curriculum implementation. The theory further holds that the school principal shapes the organizational conditions necessary for successful curriculum implementation by undertaking such activities as the development of shared goals, collaborative work structures and climates, and procedures for monitoring results. The variables and concepts underpinning Fullan's theory of change are related in a number of ways to the variables in the study. For instance, the theory of change emphasizes issues of school-community collaboration, interpersonal relationships, teacher's experience and job satisfaction (motivation) as factors that would influence implementation of school curriculum. These were precisely some of the independent variables in the study hence the adoption of the theory of change.

2.3 Conceptual Framework for the Study

Fig. 1 presents the conceptual framework for the study. The teacher inputs such as teacher motivation, teaching and learning strategies, attitudes towards Artisan and Craft courses, and adequacy of physical facilities, and teaching and learning resources will affect the implementation outputs namely student enrolment, course completion and achievement.

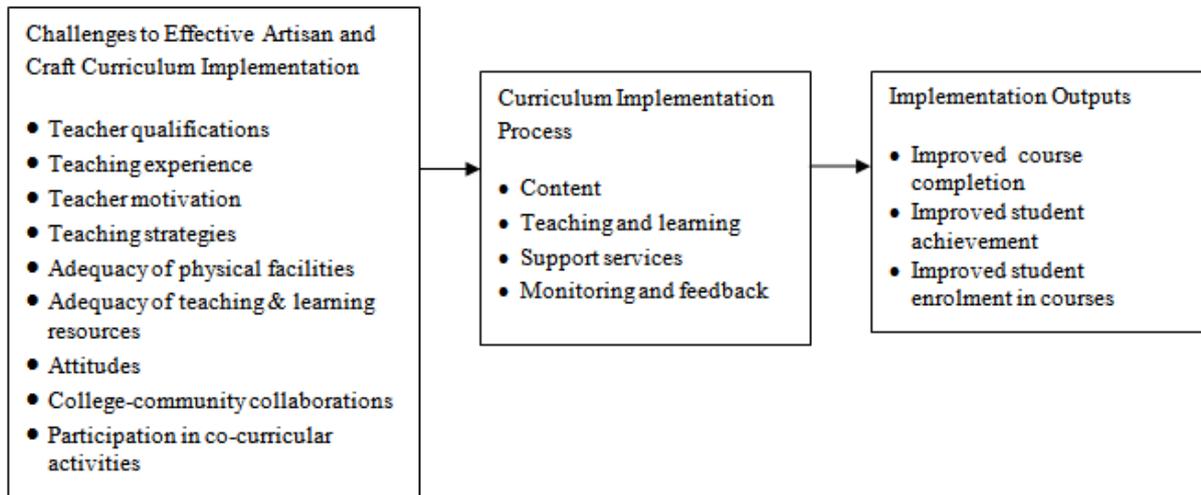


Figure 1: Challenges to artisan and craft curriculum implementation

Likewise, teacher qualifications and teaching experience will affect effective Artisan and Craft curriculum implementation. Finally, collaborations with the community, government and other stakeholders will also affect curriculum implementation in community colleges. The aforesaid challenges interact with the content, teaching and learning process, assessment and support services to yield the intended implementation outputs namely improved enrolment in Artisan and Craft courses, improved student completion rates (reduced dropout rates) and improved student achievement measured by their pass rates in terminal examinations. The conceptual framework views Artisan and Craft curriculum implementation as a continuous interactive process with regular monitoring and review.

III. Methodology

The study adopted mixed methods research. Quantitative data was gathered through cross-sectional survey research design while phenomenological design was employed in generating qualitative data for the study. Survey research design was used to describe, explain or explore the existing status of and relationships between variables at a given time [42]. Phenomenological research design was used to identify the lived experiences of the directors by engaging them in extensive interviews. Author [43] maintains that phenomenological designs involve studying a small number of subjects through extensive engagement to develop patterns and relationships of meaning. The qualitative data collected was then used to enrich and support the quantitative data obtained from the cross-sectional survey.

The target population comprised all students taking Artisan and Craft courses, Artisan and Craft teachers and directors of the community colleges in Nairobi region. In sum there were 331 students, 25 teachers and directors of the four community colleges targeted in the study. Both probability and non-probability sampling techniques were used. Proportional stratified random sampling was used to select students and teachers. Stratified random sampling ensures that the stratified heterogeneous sub-groups of the population are represented in the sample [44]. All the four directors of community colleges were purposively included in the sample since they were believed to have in-depth understanding of the operations of community colleges. Authors [45] recommend sample size of 196 for a population of 400 at margin of error of 0.05. Other researchers such as [46] recommend a sample size of 186 individuals for a population of 360 individuals. However, since oversampling is recommended to make up for the shortfall between the expected sample size and the actual sample size reached [47, 48], the current study sampled 194 participants: 172 students, 18 teachers and four directors.

The study triangulated questionnaires and interview guides for data collection. Authors [49, 50] contend that instrument triangulation strengthens a study by offering the possibility of the strengths of the combined instruments and compensating for the weaknesses of either instrument. Both the teachers' and students' questionnaires solicited background information, challenges to effective implementation of Artisan and Craft courses and mitigation avenues for the said challenges. Similar information was sought through the

interview guide for directors. The use of interview technique permitted an in-depth analysis and detailed information from each interviewee [51, 52, 53].

The questionnaires were piloted in three of the community colleges within Nairobi region to teachers and students who were thereafter deliberately excluded in the actual study. The pilot study sampled 28 students and five teachers. The instruments were then validated by subjecting them to thorough scrutiny from experts in curriculum studies and specialists in Artisan and Craft courses. The constructive feedback and responses received from these experts were then used to improve on the content of the instruments before they were finally administered to participants.

Quantitative data were analyzed using descriptive statistics such as frequencies, percentages, means and standard deviations. Qualitative data were carefully transcribed as soon as they were recorded from the field. After transcription of the interviews, the data were edited and ambiguities removed. The data were then paraphrased and organized in a meaningful way to facilitate analysis. The analyzed data were summarized and presented in form of narratives and direct quotations. The study adapted the acceptable research ethics as articulated in literature [53, 54, 55]. This included getting research permit from the National Council of Science and Technology, getting permission from the directors of the community colleges and consent of the participants in the study. The study ensured that the confidentiality of data, anonymity, privacy and safety of participants was observed and maintained.

IV. Results and Discussion

4.1 Demographic Information

There were more male students and teachers (53.4% and 55.6%) than female students and teachers (46.6% and 44.4%) in the community colleges. The finding is dissimilar to that of [56] which established that more female students than male students were enrolled in private tertiary institutions in Kenya. The reason for higher proportion of male teachers than female teachers in community colleges may be largely attributed to the nature of courses offered in the community colleges [17]. More students (47.3%) were aged 16-20 followed closely by 42.5% aged 21-25. Although the mean age for male students was equal to that of female students, more age variations existed among female students ($M = 21.4$; $SD = 4.1$) than male students ($M = 21.4$; $SD = 3.8$).

For the teachers, half of them were in the 26-35 age bracket and only two were aged above 45. The teachers were generally youthful but with fairly large age gaps ($M = 33.3$, $SD = 8.3$). In terms of course enrolment, 65.8 % of the students were enrolled in Artisan courses while a 34.2 % were enrolled in Craft courses. With respect to course level, 95.2% of the students were enrolled at certificate level with 50 % and 45.2 % enrolment for male and female students respectively. A dismal 4.8 % of the students were enrolled at diploma level. Prior to joining the community colleges, 66.7% of the students had completed secondary education while 33.3 % had completed primary education. The mean weekly teaching load of teachers was 14.25 hours although with high variations for individual teachers ($SD = 8.6$). This finding implies that Artisan and Craft teachers have reasonable teaching load that would enable them to adequately plan for and implement the Artisan and Craft curriculum in the community colleges.

4.2 Challenges to Effective Implementation of Artisan and Craft Curriculum

Both the students and teachers identified challenges they believed hindered the effective implementation of Artisan and Craft curriculum in their respective community colleges. The results are presented in Table 1. Table 1 shows that 65.1% of the students believed that inadequacy of teaching and learning resources influenced the learning of Artisan and Craft courses. Other challenges to the learning of Artisan and Craft courses included students' negative attitude towards Artisan and Craft courses (35.6%), inappropriate instructional skills (21.2%), low participation in co-curricular activities (18.5%), inadequate teaching staff (17.8%), inability to pay school fees (16.4%) and poor management of community colleges (14.4%). The students also mentioned other challenges, albeit with relatively dismal influence, such as difficulties in securing attachment places (12.3%), poor teacher-student interactions (11.6%), inadequate time for practical sessions (11.0%), teacher absenteeism (8.9%) and negative peer influence (3.4%).

Likewise, teachers highlighted a number of challenges they faced in implementing Artisan and Craft courses in community colleges. The major challenge was the inadequacy of resources/raw materials needed for carrying out practical sessions during teaching of skills. Similarly, low entry behavior of students manifested in their poor communication skills/language barrier posed a major challenge to effective implementation of Artisan and Craft curriculum. In addition, the inability to pay school fees and students' low interest in Artisan and Craft courses affected the effective implementation of Artisan and Craft curriculum. Other challenges included inadequacy of teachers, low student enrolment in Artisan and Craft courses, lack of government support and poor family upbringing of the students.

Table 1: Students’ and Teacher’s Responses on Challenges in Teaching and Learning of Artisan and Craft Courses

Challenge	f	%
Students’ Responses		
Inadequate teaching and learning resources	95	65.1
Students’ negative attitude towards Artisan and Craft courses	52	35.6
Inappropriate instructional skills	31	21.2
Low participation in co-curricular activities/visits to other institutions	27	18.5
Inadequate teaching staff	26	17.8
Inability to pay school fees/low parents’ socio-economic status	24	16.4
Poor management of college/ inappropriate handling of cases	21	14.4
Difficulties in securing field attachment	18	12.3
Poor teacher-student relationship	17	11.6
Inadequate time for practical sessions	16	11.0
Teacher absenteeism	13	8.9
Negative peer influence/pressure from classmates	5	3.4
Teachers’ Responses		
Inadequate raw materials/resources for carrying out practical sessions	8	44.4
Low student entry behavior/language barrier/communication skills	7	38.9
Students’ inability to pay school fees	7	38.9
Low students’ interest in the Artisan and Craft courses	6	33.3
Lack of government support	3	16.7
Lack of proper parenting/poor family upbringing of the students	3	16.7
Inadequacy of teachers	3	16.7
Low student enrolment in Artisan and Craft courses	2	11.1

Note. N = 146 for students and N = 18 for teachers

The teachers indicated that lack of resources limited the number of practical sessions to be conducted thereby denying the learners adequate experiential learning. They stated that poor parenting encouraged irresponsible behavior among students, lack of government support hampered the adequacy of teaching and learning resources and lack of school fees exacerbated dropout rates among students. In addition, the teachers stated that teacher inadequacy led to high workload for the available teachers thereby lowering the quality of their teaching.

When asked some of the challenges that hindered the implementation of Artisan and Craft curriculum in community colleges, the directors echoed the aforesaid challenges. For instance D1 reiterated that Artisan and Craft courses demand a lot in terms of the syllabus, equipment and supervision which could not be realized without adequate teachers and government support. Moreover, D2 explained that when parents or guardians are relocated the students end up dropping out of college for lack of accommodation. D3 cited inadequate finances especially for operational expenses for the college and poor student-teacher relationships as challenges that hindered effective implementation of Artisan and Craft courses.

An analysis of the challenges identified by the students, teachers and directors revealed that the major challenges in the implementation of Artisan and Craft courses were inadequate teaching and learning resources, students’ attitudes towards Artisan and Craft courses, inadequate finances (school fees), inadequate participation in co-curricular activities, inadequate teaching staff, lack of government support, poor teacher-student relationship and low student enrolment for Artisan and Craft courses. These challenges can be viewed in light of two of the concepts underlying Fullan’s theory of change [40]. That is, external factors (government support), local factors (teaching and learning resources, teacher-student relationships, inadequate teaching staff, students’ attitudes, co-curricular activities).

4.3 Overcoming the Challenges

Table 2 presents the students’ and teachers’ suggestions on how to overcome the aforementioned challenges. The provision of more teaching and learning resources and stepping up the motivational talks were the major suggestions from students.

Table 2: Students’ and Teachers’ Responses on how to Improve Teaching and Learning of Artisan and Craft Courses

Suggestion	f	%
Students’ Suggestions		
Provide more teaching and learning resources widen students’ access to them	69	47.3
Hold motivational talks to change students’ negative attitude towards the courses	53	36.3
Allocate more time for practical training	30	20.5
Employ more teachers	27	18.5
Improve on management-handling of cases/improve of food diet and sanitation	25	17.1
Provide facilities/playgrounds for co-curricular activities	23	15.8
Improve teacher-student relationships	21	14.4
Teachers should improve teaching methods	18	12.3

Expose students to field work and assist them secure attachment	15	10.3
Collaborate with the industry in the provision of resources	12	8.2
Enhance guidance and counseling for students to appreciate individual differences	7	4.8
Teachers' Suggestions		
Enrich guidance and counseling programs in community colleges	7	38.9
Raise entry grades to Artisan and Craft courses	7	38.9
Ensure strict adherence to the college timetable including punctuality for classes	7	38.9
Invite resource persons to regularly talk to students	7	38.9
Enhance good relationships among students, teachers and college administration	6	33.3
Employ more qualified teachers in community colleges	5	27.8
Government to be involved in provision of resources to community colleges	3	16.7
Seek donor funding in provision of resources	3	16.7
Collaborate with Artisan and Craft examining bodies	1	5.6

Note. N=146 for students and N = 18 for teachers.

Still, 20.5 % of the students proposed the allocation of more time for carrying out practical sessions to give students adequate practice of the Artisan and Craft skills. Other suggestions included employing more teachers, improving the management of the colleges especially with respect to handling of cases, quality of meals and sanitation in the colleges. In addition, the students suggested the provision of playgrounds for co-curricular activities, improvement of teacher-student interactions, improvement of teaching methods and assisting students to secure attachment places for industrial experience. Finally, students suggested the collaboration between community colleges and the industry especially in provision of resources and enhanced guidance and counseling sessions to enable students appreciate individual differences.

Similarly, the teachers proposed measures that should be taken to improve the implementation of Artisan and Craft curriculum in community colleges. One of the measures teachers proposed was enriching the guidance and counseling programs for students in community colleges. The teachers also suggested that the entry grades (minimum admission qualifications) for students into Artisan and Craft courses should be raised so as to improve the entry behavior of the students in community colleges. The suggestion of strict adherence to the college timetable including punctuality to classes would ensure adequate coverage of the Artisan and Craft course content including subjecting the students to adequate practical sessions.

Teachers also suggested the regular invitation of resource persons to talk to students on variety of topical issues that are relevant to their training in community colleges. The enhancement of good relationships among teachers, students and college administrations was also suggested as a measure that would help to improve the implementation of Artisan and Craft courses in the community colleges. Other measures proposed by the teachers included employing more qualified teachers, seeking government and donor support in providing resources to community colleges and collaborating with bodies that examine Artisan and Craft courses. The measures suggested by the teachers can be construed to be the leverage, social and intellectual capital needed for an effective and improving institution to achieve its desired outcomes. The measures also touched on all the concept of the theory of change namely the characteristics of the curriculum, the local characteristics and the external characteristics thereby implying that a holistic approach to resolving the issues underlying the teaching and learning of Artisan and Craft courses would ensure effective implementation of the Artisan and craft curriculum in community colleges.

Similar suggestions were raised by the directors of the community colleges. D1 strongly argued that the curriculum they used was rather old and needed to be revised to offer content that is relevant to the job market. The director expressed:

If the syllabus can be revised to fit the present situation I think it could be better. We have not received the latest syllabus and even the examinations are set based on the old syllabus of 1989 (D1).

Interestingly, D2 opined that the minimum entry requirements into Artisan and Craft courses should be waived by the Ministry of Education, Science and Technology so as to widen access to the courses to many youth. The director further emphatically suggested that theoretical knowledge should be downplayed in favour of practical knowledge to give a chance to those who may be disadvantaged theoretically to explore their talents and earn a living. Another suggestion vehemently raised by the director was that the government should commit more resources in building capacity in technical institutions that it does in universities. This was expressed in the following narration:

Why not the technical? You are offering Free Primary Education, Tuition-Free Secondary Education. What about technical schools? You mean there is no knowledge there? And I gave you an example; we need to train 20 people to touch mud and build. We need to train one supervisor at the university to supervise the 20 but is the other way round! You are taking 20 supervisors in the university and there is nobody trained on the ground...The government must invest more money to train the 20 technicians than the one supervisor (D2).

It emerged from the cited excerpt that community colleges feel that they are sidelined by the government in resource allocation to the point that they are unable to train the personnel with the appropriate technical skills needed in the economy. Indeed, previous studies [33, 58] singled out the facility-finance debate

as a major challenge facing TVET institutions in Kenya. The finding therefore confirms previous studies that showed that TVET institutions lacked adequate finances and facilities [17, 59]. Moreover, the current study established that this challenge hindered Artisan and Craft curriculum implementation.

D3 echoed the cementing of collaborations with industrial partners especially in the provision of industrial experience to the students in community colleges and the forging of close collaborations among the community colleges especially in visiting each other to learn and share experiences. Finally, D4 suggested the creation of more playgrounds for students to undertake co-curricular activities. The director further suggested that community colleges should initiate income-generating activities that may as well provide training opportunities for their students. Thus, the suggestions made by the participants revolved around resource mobilization, capacity building, infrastructural improvement and relationship building. These suggestions are anchored in the change theory where relationship building, knowledge creation sharing are viewed as instrumental to attainment of the moral purpose of the school. Indeed partnerships with the government and industry were elucidated as measures that could enhance the effective implementation of Artisan and Craft curriculum in Catholic sponsored community colleges in Nairobi region.

V. Conclusions and Recommendations

As regards the challenges facing the implementation of Artisan and Craft curriculum, the study concluded that the inadequacy of resources such as teaching and learning resources, teaching staff, and materials for practical skills training hindered the effective implementation of Artisan and Craft curriculum in community colleges. The study further concluded that students' negative attitude and low interest towards Artisan and Craft courses, students' inability to pay school fees, students' low entry behavior and low participation in co-curricular activities posed a challenge in the implementation of Artisan and Craft curriculum. Moreover, the study concluded that teachers' inappropriate instructional skills, low student enrolment, lack of government support and poor management of community colleges hindered the effective implementation of Artisan and Craft curriculum in community colleges. The study makes the following recommendations:

1. The Directorate of Technical Accreditation and Quality Assurance of the Ministry of Education, Science and Technology should constantly monitor the activities of community colleges to ensure that community colleges offer courses that meet the quality standards established by the ministry.
2. The sponsors of community colleges should endeavor to provide playgrounds for students to undertake co-curricular activities, employ more qualified teachers, initiate and develop strong networks and collaborations with relevant stakeholders and source for more funding from variety of organizations in order to provide facilities and teaching and learning resources in community colleges.
3. The college management should come up with activities and policies that would foster good relationships between teachers and students, enrich guidance and counseling programs and intensify the provision of motivational talks on cross-cutting issues affecting youth.
4. Finally, further research should be conducted to investigate the perceptions of students on management of community colleges and the current study be replicated on a wider geographic to generate findings with a wider implication.

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