

AN EVALUATION OF FACTORS AFFECTING THE GROWTH AND TEACHING OF ART IN NIGERIA EDUCATION: A CASE STUDY OF PUBLIC SECONDARY SCHOOLS OF ENUGU STATE

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Abstract

Considering the large population of students in Nigeria schools, the number of students offering Art is not encouraging. This could be as a result of inactive of teachers in their service delivery or as a result of other factors affecting the state of Art in Nigeria. This explains why there is need for continuous evaluation of state of Art in Nigeria. The need for effective evaluation of state of Art in Nigeria education is not only beneficial for an individual or social transformation, but also promotes the teaching and growth of Art as well as good standard on skill acquisition for a sustainable economic growth in Nigeria. This paper is set out to evaluate the state of Art in Nigeria with main focus on factors affecting the growth and teaching of Art in Nigeria schools using Enugu State as a case study. "Inventory Questionnaires of Problems Affecting the Growth and Teaching of Art in Nigerian Schools (IQPAGTANS)" was used. The questionnaires were distributed to the respondents to seek for their opinions on this issue. To enhance computation, options were weighted on the 5-Point linked option of Strongly Agree (AS), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (UND). While the data collected were examined using mean and standard deviation. The random sample of 308 respondents from Junior Secondary Schools (JSS) from five (5) Urban Public Secondary Schools in Enugu State were selected and used. The result revealed that quite reasonable number of factors affect the growth and teaching of Art in Nigeria schools. Hence, among other suggestions, it is recommended that since Art deals with the skill acquisition that provides job opportunity, management should see that effective evaluators were appointed for a regular check of teacher's activities in schools for identification of hidden factors that obstruct growth and learning of Art in order to promote good standard for attainment of desired goals in Art for promotion of economic growth and national development in Nigeria.

Keywords: Art, Evaluation, Growth of Art, Improvement measures in Learning of Art, Teacher's service delivery.

Nigeria as a developing country is interested in developmental goals and philosophies that are associated with the importance of the system to the needs of the individuals and society. Prior to that, National Policy of Education (NPE, 2004) Section 1:7 stated that, "Educational activity will be centered on the learner for maximum self development and fulfillment and efforts will be made to relate education to overall community needs." Art is not far-fetched from actualizing these community needs. This is because Art covers majority needs of man such that without works of Art, life would have been miserable for man. Through Art, creative prowess of a child is developed and put into function. Thus, Art is defined as a method of expression and a form of language through which an individual becomes more sensitive in production through personal ideas and feelings that is communicated to others. According to Eubanks (2011) "Art is a visual language with receptive and expressive components in which ideas are communicated without having to make a speech".

The goals and philosophies of National Policy of Education are meant to develop young people into effective citizenship but seemly proven difficult to achieve, especially in Art. This could be as a result of non-acceptance of Art in the side of government and the society. It could also be as a result of misconception on the meaning of Art or as a result of lack of interest on the side of students and inactive of teachers in their classroom service delivery. Whichever is the case, the simple truth is that the growth of Art is discovered excessively going down in every school session. This situation of Art in Nigeria education will not encourage successful skill development one needs to achieve through Art. Therefore, the teaching and learning of Art in the three levels of education in Nigeria should be carefully and seriously handled for encouraging and promotion of Art in the country.

There three levels of education in Nigerian content includes; primary, secondary and tertiary levels. The primary sees for official introduction of education to a child. The secondary shapes the child for future careers, while, the tertiary level molds a child for career actualization and practices. In order to achieve the aim of this study, secondary level of Nigeria education is used as the main focus. This is because at this level, education is termed basic.

Close observation shows that student's apathy towards Art started detonating from the secondary level of education in Nigeria. It is discovered that only few out of thousands of students study Art in secondary schools and urge to further Art in higher level of education. This becomes a big problem that need not to be ignored in order to avoid scrapping of Art in Nigerian system of education. This calls for the need to evaluate the state of Art discipline in secondary education in Nigeria in order to identify and address the problem, develop student's interest on the value of Art, promote good standard in Art field and equip the graduates of Art with skill knowledge for self-reliance, development, fulfillment and life sustenance in the environment. This study therefore aimed at evaluation of the factors affecting the growth of Art in Nigeria education, with main focus on secondary schools level (public secondary schools of Enugu state). The study focuses on this level of education in Nigeria because it aimed at directing, shaping and grinding of students for life actualization, therefore, termed basic and most important in Nigerian education because it emphasized mostly on the building of career for destiny actualization. The qualitative survey researches were carried out from selected five (5) public Secondary schools in Enugu capital city of Enugu State.

The Concept

There is no definite definition of Art. Many researchers have done excessive work on getting a common workable definition of art, but, end in coming up with many definitions based on ones perspective. Considering the numerous definitions of Art, it is good to note that whichever perspective Art is defined, Art deals with creative representation of workable ideas that serve a great purpose. It is a creative representation of the forms in drawing and illustration as well as existence of something creatively done. This is because art is meant to be appreciated and criticized.

Art in education translates the ideas of educational system into reality. Art is an important aspect of culture that reveals the true nature of person and the environment. Students learn to develop the necessary imaginative, intellectual, theoretical and practical skills to equip them for continuing personal development and professionalism (Ajibade, Enamhe and Oloidi, 2011). Ajibade and Eleme (2012) are of opinion that students performed better using visuals and illustrations to learn than those who learnt without them (p.161). This means that Art serves as reliable means for transfer of knowledge as well as visible tool for tackling more practical learning programmes in an environment. The state of Art has for many years been a source of concern due to neglect. This neglect runs across all level of education in Nigeria. Uzoagba (2002) explains the situation that “if a proper understanding of Art has been made, and better instruction of Art in schools and colleges have been done to redeem the subject from the neglect it has always suffered in our society, the situation of Art in Nigeria would have been better (p, 40)”. This calls for evaluation of Art in this manner in order to sand fold the cause of massive neglect and growth of Art in educational system.

Objectives of Art at the Secondary School

The stated objectives of art at the secondary school are to help the student:

1. Develop a language for expressing ideas, feelings, emotions, and moods through a variety of art experiences;
2. Gain understanding of the media of expression;
3. Learn the proper use of tools, equipment and materials;
4. Understand and appreciate works of Art
5. Develop interest for a future vocation in Art;
6. Have adequate skills and competence for higher education in Art and
7. See the usefulness of Art in other subject areas (NPF, 2004).

However, in order to achieve the above stated objectives of Art at secondary level, Art should be taught as a single major subject. It is good to note that in as much as Art is embodiment of knowledge in skills, technology and entrepreneurship, yet, it is emerged and taught as Cultural and Creative Arts (double major with Art and Dramatic Arts) in secondary level of education. Cultural and creative arts involve two lucrative and voluminous courses in one therefore need to be taught as separate discipline in secondary level. It is a discipline through which students express their culture and creative potentials in a platform. Creative and Cultural Arts is an integration of Art, Music, Drama and Dance which exposes an individual to cultural heritage that is expected to grow with. In Creative and Cultural Arts, students are expected to acquire the elements of culture, appreciate and perform naturally as a product of the cultural heritage. Akpen-Ade (2012) views it as “a course in which the values, attitudes and feelings that relate to our culture is express” (p.1). It gives students all round education

about the environment. It is a course in which culture and creative nature in man were projected, unfolded and it contributes immensely for the development of a country. It equipped the students with all the necessities of life like skill acquisition, self-employment, poverty eradication, youth empowerment as well as a course that can help in reduction of high rate of unemployment of the youth in the country, just to mention but few.

Nevertheless, the secondary school level of education in Nigeria is seen as basic and groomed students in realizing their potentials. It is a level of education Government of a country should handle with kin interest in order to catch them young. For the knowledge of Art to be watered deep down to students at this level, it should be singly placed in secondary curriculum and taught. Although, due to the common similarities of the two disciplines, it may be termed wise to be grouped together and taught as a subject. This will not give the deep understanding of the knowledge expected of students in actualizing the objective of Art at this level. It is good to note that, one thing is to introduce a subject in school, and another is to see that it is successfully implemented for the achievement of stated objectives. Therefore, an evaluation of growth of Art becomes necessary in this level of education in order to have clear indication of problems facing the growth of Art and promote effectiveness in achieving standard in Art field in all levels education.

The Need for Art Evaluation in Education

In Nigeria system of education, observation shows that Art has being facing some challenges that affect the growth in Nigeria schools. Some of these challenges include; excessive neglect of Art by the government and the society, lack of interest to study Art by the students. Teacher's approach to classroom service delivery is not encouraging. Two voluminous courses (Fine Arts or Dramatic Arts) merged together and taught as Creative and Cultural Arts by a specialist from either of the field is not encouraging too.

More so, majority of Nigeria schools in all the levels (primary, secondary and tertiary) of education are not offering Art. In primary and secondary schools, not all offer Art. In secondary school level, some only offer Art in junior secondary school (JSS) level, while, some neglect it in senior secondary school (SSS) level. Most schools lack teachers, while some schools employed a teacher that handles Art in both junior and senior classes. Only few numbers of students offer it in advance examination like Senior Secondary School Examination (SSSE), West African Examination Council (WAEC), Joint African Matriculation Board (JAMB), and so on. These and many others are some of compounded issues affecting the growth and teaching of Art in Nigeria education which may not be easily discovered if not through evaluation approach like this in Art. Therefore, this evaluation programme becomes paramount in order to dig out more lapses, put things to order in order to maintain standard in Art education. This is also very essential as this will give room for developing qualified skill in the system for self-reliance, job opportunity and national development. As Nations of the world are developing more consciousness of what goes into their educational processes by introducing educational reform initiatives, there is need to evaluate in Art discipline in order to achieve great and maintain standard. Hetland (2015) made a qualitative, ethnographic meta-analysis of the kinds of cognitive skills actually taught in the Arts

classroom, choosing the Visual Arts as their point of departure. This is undoubtedly done in order to promote standard and it did not fail him.

Statement of the Problem

Cultural and Creative Arts Education is a subject implemented in secondary school curriculum to develop the students on the creative nature as well as the culture of the environment. The knowledge in secondary school level helps to develop student's creative skill. The aim of introducing it in this level of education in Nigeria seemed not actualizing, because only few out of thousands of students in this level of education studied Art and have urge to further Art in higher level of education. Undoubtedly, there must be cause to that. Hence, the aim of this study is to evaluate the factors that could cause lack of growth of Art in Nigeria education, with main focus at junior (JSS1-3) secondary school level of public secondary schools of Enugu state. The choice of junior class of the secondary is necessitated by the fact that they have been exposed to study Art as a compulsory at junior level.

Purpose of the Study

The general purpose of this study lies on the evaluating the problems affecting the growth of Art in Nigeria school system of public secondary schools of Enugu State. Specifically, this study tends to find out:

- (i) The factors that responsible for lack of the growth of Art in Nigerian schools.
- (ii) The factors that affect the study of Art in Nigeria secondary schools (Enugu State)

Research Question

This following research questions were raised to guide this study:

- (1) What are the factors responsible for lack of the growth of Art in Nigerian schools?
- (2) What are the factors that affect the study of Art in Nigeria secondary schools (of Enugu State)

Materials and Methods

Area of Study

The area of this study focuses on selected five (5) secondary schools and among the students of Junior Secondary Schools (from JSS1-3) of Enugu, Enugu State. The study focused on JSS1-3 because Art is compulsory to all the students at that level. From Wikipedia, the free encyclopedia, Enugu is a capital city of Enugu State in Nigeria. It is located in southeastern Nigeria. Enugu State is one of the states in the eastern part of Nigeria located at the foot of the Udi Plateau. The state shares borders with Abia State and Imo State to the south, Ebonyi State to the east, Benue State to the northeast, Kogi State to the northwest and Anambra State to the west. The city had a population of 722, 664 according to the 2006 Nigerian census. Enugu State indigenes like every other Igbos are dominantly farmers and traders, but, due to development that attracts foreigners from all countries of the world, trading dominantly occupied the urban parts of Enugu State followed by civil service.

Culturally, in as much as Enugu State is over populated with foreigners, yet, the indigenes still hold on their cultural heritage. The two well known traditional hereditary are Masquerading "igba mmanwu" and New Yam Festival "iri ji", blended with their

well known unique style of traditional dancing known as “Achikolo”. They have flair for education, as well as diverse in creative endeavors to actualize their natural potentials. For the success of this study, one-tenth percentage population of each secondary school selected was used. This is to say that one-tenth percentage were used in determine the data of student’s population used from each selected school. Thus, the total population used consist of three hundred and eight (308) students from all the five (5) selected secondary schools of Enugu State during 2019/2020 School session, formed the sample.

Ethical Consideration

Permission to conduct the study from selected secondary schools was sought from the responsible authorities. All the consented respondents were voluntarily participated in the study. All respondents were also assured the right to privacy and protection from any form of harm or embracement. Meanwhile, the names of the selected secondary schools and respondents remained anonymous throughout the study.

The Subjects

This study comprises of population of Junior Class students of JSS year one to three, of five (5) selected secondary schools of Enugu State. This involves sum total of three hundred and eight (308) populations, males were hundred (100) and females, two hundred and eight (208). One-tenth population of students was selected from each secondary school. Hence, sample size or power analysis of this study includes;

Table Showcasing the Application of the Population

School	Student’s Population	One-tenth of the students Population
Secondary 1	750	75
Secondary 2	500	50
Secondary 3	600	60
Secondary 4	650	65
Secondary 5	580	58
Sum Total	3080	308

Study Design

This study employed the empirical/descriptive type of research. The questionnaires were distributed to consented students with the help of their teachers. The researcher was fully present in each school visited during distribution and collection of questionnaire. This enables the researcher to attend to questions from the respondents (if need), in order to avoid incomplete or missing of any questionnaire. This also helps to reduce the cost by avoiding repeated visit. Thus, three hundred and eight (308) copies of the questionnaires distributed for this study were used for data analysis; they were all successfully distributed and collected by the researcher.

However, data analysis of this study is based on data collected from questionnaire during the field work. Data collected were used for the analysis of response to research question. The instrument used to generate data for the study was a researcher developed questionnaire titled “Inventory Questionnaires of Problems Affecting the Growth and Teaching of Art in Nigerian Schools (IQPAGTANS)”. This

comprised of two questionnaires. Number one of the questionnaire comprises of six items suggesting likely reasons for the factors responsible for lack of growth of Art in Nigerian schools. While number two questionnaire comprises of eight items suggested likely reasons for the factors that could affect the teaching of Art in Nigeria secondary schools of Enugu State. The questionnaires were distributed to the students to seek for their opinions on this issue. The options of the items were weighted on the 5-Point linked option of Strongly Agree (AS), Agree (A), Disagree (D), Strongly Disagree (SD) and Undecided (UND). The students were to tick according to their choices on a 5-point scale (4 = strongly agree, 3 = agree, 2 = disagree, 1= strongly agree, 0 = undecided). To establish the reliability for the instrument, it was administered the random sample of 308 students from Junior Secondary Schools (JSS) from five (5) Urban Public Secondary Schools in Enugu State. The ensure reliability of the instruments, it was computed using the Cronbach Alpha reliability estimate. The reliability of the instrument was 0.831. This means that over eighty percent of the items truly measured the variables for which they were designed. This index is acceptable according to George and Mallery (2003). However, the research questions were answered using mean and standard deviation.

Results

Research Question 1: What are the factors responsible for lack of growth of Art in Nigerian schools?

The Table 1: Questionnaire Items that Determine the Factors Responsible for Lack of Growth of Art in Nigerian Schools (n = 308)

NO	Items that constitute the factors	S/A (4)	A (3)	D (2)	SD (1)	UN D (0)	Me an (M)	Standard Deviation (SD)	Decision
1.	Misconception of Art by the public	140	65	30	60	13	2.84	1.75	Accepted
2.	Neglect of Art by the Nigeria government	102	18 0	20	0	6	3.20	54.36	Accepted
3.	Lack of interest by the parents	128	95	15	50	20	2.91	1.68	Accepted
4.	Non-recognition of Artist and artworks in the society	99	84	60	65	0	2.70	1.27	Accepted
5.	Lack of encouragement of Art teachers by the government	95	83	50	50	30	2.52	1.65	Accepted
6.	Non-offering of Art by majority of Nigeria schools	170	68	20	40	10	3.12	1.41	Accepted

Decision rate: Accept item if mean ≥ 2.00 otherwise it is not accepted.

Table 1 above shows the mean responses of the students with regard to factors responsible for lack of growth of Art in Nigerian schools. From the table, decision of the students show that the listed items from one to six are accepted to be responsible of the lack of growth of Art, otherwise will perceive as problem.

Research Question 2: What are the factors that affect the teaching of Art in Nigeria secondary schools (of Enugu State)?

The Table 2: Questionnaire Items that Determine the Factors that Affect the Teaching of Art in Nigeria Secondary Schools of Enugu State (n = 308)

NO	Items that determines the factors affecting the study of Art in Nigeria Secondary Schools of Enugu State	S/A (4)	A (3)	D (2)	SD (1)	UN D (0)	Mean (M)	Standard Deviation (SD)	Decision
1.	The attitude of teachers in the classroom service delivery	180	83	15	30	0	3.34	0.907	Accepted
2.	Lack of art materials and equipments	98	89	45	52	24	2.60	1.681	Accepted
3.	Improper placement of Art in the school curriculum (emerging Art and Dramatic art together as a subject)	178	62	15	48	5	3.17	1.37	Accepted
4.	Lack of student's interest	95	97	47	50	19	2.65	0.005	Accepted
5.	Lack of qualified man power	75	105	80	43	5	2.66	1.09	Accepted
6.	One man show in teaching of the subject (specialist from either in Art or Dramatic arts)	108	102	40	58	0	2.83	1.21	Accepted
7.	Lack of infrastructures	106	80	60	62	0	2.75	1.28	Accepted
8.	Teaching of theory only without practical	200	108	0	0	0	3.60	0.23	Accepted

Decision rate: Accept item if mean ≥ 2.00 otherwise it is not accepted.

Table 2 above shows the mean responses of the students with regard to factors that affect the teaching of Art in Nigeria secondary schools of Enugu State. From the table, decision of the students show that the listed items from one to eight are accepted to be responsible factors that affect the teaching of Art in Nigeria secondary schools of Enugu State.

Conclusion and Recommendations

However, considering the research questions, the responses were based on the data collected on the above tables. Close observation shows that the grade points of the data collected which entail the decision of the students were highly agreeable facts that the above outlined factors in “tables 1 and 2” were highly responsible for the growth of Art in Nigerian schools as well as teaching of Art in Nigeria secondary school of learning. Undoubtedly, this could be the cause of problem of excessive unemployment among the youths of the country. It could be also the cause of societal threats in the country. Where there is massive employment among the youths of the country, no amount of bribe will cause someone engage in any abnormal act. In order to promote the growth and teaching of Art in Nigeria, promote the skill works that can fix the youths of the country with long time job opportunity and promote economic sustainability and national development, practical oriented course like Visual Arts should be given priority in education sector. This should be seriously work on in all the three levels (primary,

secondary and tertiary) of education in Nigeria especially in secondary level that is termed basic because of its great numerous values in shaping the future careers of students.

In this regard, everybody should join hands together to promote Art in Nigeria. Thus,

1. In order to have deep knowledge of Art, education minister should see that Art is better placed separately in the curriculum and taught by qualified specialist of Art discipline.

2. Parents should try and accept Art as they accepted other professional courses and encourage their children to study Art in school as they encouraged them to study science courses in school. They should stop discouraging their children from going in for Art if the desire is there.

3. Government should seriously look into Art and accept it as the fastest means of solving the problem of unemployment in the country. Government should also accept Art as the only ladder to claim higher in promoting economic sustainable and national uplifting of the country by investing in Art as they have been doing in Science and Agriculture. To achieve this, Art as practical skill oriented course should be filled with qualified man power. Government should also see for the mobilization of teachers by sponsoring them for further study, workshops and conferences. They should be enticed the teachers with interesting salary. Government should see that environment should be made conducive and necessary materials are provided in the system for good service delivery and so on. Government should also see that Art is made compulsory to all levels of education in Nigeria. It is good to note that if Government accepted Art, considered it as valuable discipline and invested on it, the citizens especially the youths will be interested to study Art.

4. Society: For achieving growth and high standard in studying of Art in Nigeria, the citizens of the country should value Artists and works of art like European world. The works of art should be patronized by citizens of the country and avoid foreign made. The patronage of works art will encourage the youth to study the course. They should also accept Artist as they did to other professions. Medical doctors, Engineers, Lawyers, and so on were highly respected in Nigeria, probably, because Artist is termed poor in Nigeria. The era has gone for such conception because presently Artist is waxing strong and investing like any other rich man in the country.

5. Association of Nigeria Artist should endeavor to have a platform in social media where the true concept of Art will be explaining to the general public as this will help to do away with the spirit of misconception that is cropping down the growth of Art in Nigeria. Art is made of up five major branches and the skilled acquired from each branch can change life of a person for good. In the society, life of man is termed meaningless without works of art, yet, majority claimed not to understand the meaning and values of Art. Nigeria citizens need to be given detailed orientation on this.

6. Management of any school should endeavor to see that there is proper teaching of Art in the school. They should try and see for close monitoring on how good service delivery will be achieved by setting up a committee in this regard. They should also see that effective evaluators were appointed for a regular check of teacher's activities in schools for identification of hidden factors that obstruct growth and learning of Art in order to promote good standard for attainment of desired goals of Art for promotion of economic growth and national development in Nigeria.

7. Teacher: From ongoing, the attitudes of teachers play a major role in achieving the success or failure of any school curriculum. The role of a teacher is not only conveying of the knowledge but also contribute immensely in building up the learning desires and skills for the students. To achieve this, Hoy (2003) is of view that “some teacher’s attitudes have been seen to have an impact on the climate of any successful learning”. To go by Hoy’s view, teachers should endeavor to be proactive and portray friendly attitude in classroom service delivery.

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