

Investigation into the Problems facing the Teaching of Art in Secondary Schools Jos South Local Government Area of Plateau State.

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Abstract

The research investigated the problems associated with the teaching of Art at the secondary school level of Education. The case study was conducted on some selected secondary schools in Jos-South Local Government Area of Plateau State. 80 questionnaires were administered using the random sampling technique and simple percentage was used in analysing the data generated. It was found that: Inadequate provision of instructional materials, specific syllabus, insufficient lesson periods and nonchalant attitudes of students and parents negatively affected the teaching and learning of the subject. Furthermore, the personal social behaviours of teachers negatively affected the performance of students in the subject. The solution to the problems of teaching Art are: Employment of qualify Art teachers, provision of instructional materials, provision of adequate learning environment, positive attitude of parents, government, students and the society as a whole toward Art. The teaching of Art should be made compulsory in Secondary Schools because it will enhance students' creativity in other subjects. Also, the use of educational technology resources will greatly help in teaching and learning of Art in secondary schools. Some of the objectives and questions that guided this research: Find out the problems of teaching art in secondary schools of Jos-South Local Government Area. Correct negative or erroneous thoughts people, teachers, and students might have concerning art in secondary schools. And: What are some of the problems confronting the teaching of art in secondary schools of Jos-South Local Government Area of Plateau State?

Keywords: Art, Teaching, Education, Teachers, Students, Secondary Schools.

Introduction

The importance of teaching art in secondary schools cannot be over emphasised. As it affords the teacher the opportunity to impact and tap the basic creative skills imbedded in the students. The teaching of art as a subject in Schools is concerned with the training of students in the knowledge of art at an early stage of their education. This will in turn help them do well in other subjects and enhance their creative skills as artists and even in their chosen future careers other than art. But the teaching of the subject has suffered serious neglect in many respects. This is because most people including the well-educated feel that an artist is someone who only draws and paints. Drawing and painting thus appear to them as products of the lawless activity of self- expression, (Uzoagba, 2000). This assertion created the basic problem of teaching and learning of art in secondary schools and even across all levels of education. Though this topic is not a new one, if there is persistence, there will definitely be changes towards art in the near future. As artist, we have to keep encouraging and make art a priority in our schools.

Art is a very wide human activity involving some skills. It is imaginative, creative, innovative and aesthetic in nature. One unique thing about art is that it affects almost every aspect of human's life thereby making it viable to other aspects of human endeavours and developments like science and technology. Art is a general name to all skilful activities, (Saliu, 2016).

Art has been mistakenly understood to mean the ability to draw, paint and sculpt only; this is because society has not understood the meaning and value of art in human development. Uzoagba, 2000 asserts

that art is not a subject with definite limits but rather an aspect of mental development which is all embracing. Any attempt to define art may not adequately embrace all that art stands for. To the ancient Greeks and Romans, what art stood for included not only aesthetic skills but also purely utilitarian ones such as agriculture, mining, medicine and war (Uzoagba, 2000). Defining art may therefore seem abstract to those who expect it to be limited to familiar categories such as drawing, painting and sculpture. During the last quarter of the 20th century, critics and art historians considered many more types of object as art today. These authorities often speak of “visual culture” which may include motion pictures, television, advertising and comic books instead of the pre-conceived restriction to sculpture, drawing and painting, (Ajayi, 2005). The word art is derived from the Latin word ‘ars’ which mean ‘skill’. To be deduced from this, is the fact or understanding that the artist is a skilled individual with the creative ability to communicate in diverse ways. (Microsoft Encarta Encyclopaedia, 2007).

Art can also be defined as a human concept made manifest through the skilful use of a medium. Art signifies doing, making, fashioning or putting together, and it usually implies that the thing is accomplished through the skills used. In a nut shell art is simple defined as self-expression. But for this expression to be really artistic, it must create pleasing forms which satisfy our sense of beauty, though they may have other functions as utilitarian, religious, and or political. (Furst, 2002).

Statement of the problem

The research aimed at examining of the problems of teaching art in secondary schools in Jos-South Local Government Area of Plateau State. The research is therefore aimed at finding solutions to the problems, because the poor results recorded over the years bothers both internal and external examinations such as terminal and promotion examinations, as well as Basic Education School Examination (BESE) and Senior School Certificate Examinations (SSCE) in art. Most of the secondary schools in the study area hardly score 60% marks in the subject. The research investigated problems associated with the poor performance in art subject and proffer possible solutions.

Objectives of the study

The research has the following purposes/objective:

1. Find out the problems of teaching art in secondary schools of Jos-South Local Government Area.
2. Correct the negative or erroneous thoughts teachers, and students might have concerning art in secondary schools.
3. Make recommendations on how art can be properly taught in secondary schools of Jos-South Local Government Area and beyond.

Research questions

This study was guided by the following research questions:

1. What are some of the problems confronting the teaching of art in secondary schools of Jos-South Local Government Area of Plateau State?
2. What are the negative or erroneous thoughts teachers and students have might have towards art in secondary schools in Jos-South Local Government Area?
3. What are the possible solutions to the problems of teaching art in secondary schools?

The possible solutions to the problems of teaching art in secondary schools are employment of qualify teachers, provision of instructional materials, provision of adequate teaching/learning environment, positive attitude of parents, towards the subject, provision of adequate lesson periods.

Effective Teaching-what is it?

Teaching is a unique and dynamic profession. It is a component in the education of all and sundry (Gbenga, 2001). This is because education is a veritable instrument for the building and sustenance of any nation. What a nation becomes is dependent on the type and quality of education provided for her citizenry. No nation can rise above her educational system, therefore, the school is the mirror of

the society and an agent of societal change, hence teaching becomes a wheel in the vehicle of nation building, and the teacher, a driver of the process.

Ajala, (2000), opines that the classroom teacher is a key factor and accountable for the destiny of a nation because there is a strong tie between his instructional activities, the eventual outcome of his instruction and the development or otherwise of the nation. This is because the positive or negative influence of teacher's action has multiplying effects on the destiny of persons, groups and nations. Teaching therefore becomes an overwhelming responsibility and a "task" word. The teachers' responsibility is made more cumbersome by the fact that his effectiveness is measured in terms of how much the learners will benefit from his professional expertise or be led astray by those actions of his that undermine professionalism. It is in the light of this that this discussion sets out to highlight those qualities that enhance teaching effectiveness and efficiency.

Over the years, educationists, especially teachers' trainers, have been concerned with making teaching and learning more result orientated. Consequently, research on teaching has made considerable strides in identifying those teaching behaviours that are associated with high students' achievement (Brophy & Good, 2016). However, a good percentage of this research has emphasised teacher's knowledge and mastery of the content, planning and delivery of the lesson.

Research has shown that mere possession of adequate knowledge does not guarantee effective teaching, (Eze, 2003). He added that as important as the mastery of the content is, effective teaching is not an issue of content alone, but also of process. In other words, effectiveness of the teacher is not solely measured in terms of his versatility with the content, but also in terms of his proficiency in classroom management. His dexterity in varying instructional methods, his ability to identify and respect the individuality of the learners, and in his firm resolve to maintain order and discipline in the class and, his commitment to judicious use of class, time, and variables of effective teaching. In other words, an effective teacher should not only know what to teach but how to teach it well. In support of this, Albrecht, (2008) observes that one important ingredient of effective teaching is the realisation that "Some ends of instruction are best served by scrupulous attention to content while other ends of instruction are best served by attention to process". In the same vein Slavin, (2002) maintains that effective instruction is more than good teaching and that teachers must be concerned with many elements of instruction in addition to the lesson itself. Teachers must pay attention to ways of adapting instruction to students' level of knowledge, motivating students to learn, managing students' behaviours, and testing and evaluating students. These elements of classroom organisation are as important for students' achievement as the quality of teachers' lessons, (Slavin, 2002).

Understanding the Learners

These and many more of the desirable behaviours of the effective teacher would still not produce the expected outcome unless the teacher has a deep understanding of the learners, (Albrecht, 2012). Teachers who function best in this world dare those who respect the differences inherent in the individual learners. Therefore, becoming an effective teacher is not just a factor of being knowledgeable about the content and how best to teach it, but also a function of adjusting both content and strategies to the obvious individual differences that exist among learners.

No two learners are exactly the same. Learners vary in their experiences, learning ability, achievement personality, interests, creativity and self-discipline, (Adewuya, 2009). Adewuya, (2009) also postulates that on the part of the effective teacher, would mean taking extra care and time to adapt instructional methods to learner's needs and prior experiences and the ability to observe, identify and to explain differences in students' rate of understanding by establishing why Musa is not learning, why Obi learns without studying and why Jide does not seem to learn at all. And more importantly, the ability to accommodate the differing learning rates in one classroom and still sustains the interest of the learners. The most difficult problem of classroom organisation as it relates to appropriate level of instruction is adapting instruction to the needs of students with different levels of prior knowledge and different learning rates (Slavin, 2002).

Students' involvement in the Learning Process

In order to manage a class effectively, the students must be involved in meaningful activities that may direct their energies towards effective learning. The teacher must have faith in the desire and ability of students to do those things, which are proper.

Numerous variables are found to have positive effects on the task students are involved in the classroom. These are:

1. Selection of instructional materials to match objectives. This will enable more students to be engaged.
2. Clearly stated objectives and issuance of clear procedural instructions enable students to be engaged more significantly. They become more interested since they know what they are expected to do. This increases the attention and so there are less management problems during classroom activities.
3. Ample opportunity for the teacher to work with small as well as large groups would enhance students' involvement.
4. Provision for a variety of activities in class would remove monotony and will get more pupils engaged. Station activities are useful specifically where the instructional materials are in short supply for individual activities. A group of students may be engaged in an activity at one station, after which they can exchange with students from another station. This reduces scramble for materials.
5. Attendance to routine tasks enhances students' involvement as most students would attend such tasks.
6. Provision of relevant textbooks to students for purpose of reference may enhance students' involvement.
7. Appropriate use of equipment enhances student's involvement. If the equipment is complex, the teacher must demonstrate how such equipment can be used.
8. Provision of feedback to the learners encourages them to be more significantly involved in learning tasks. Such a feedback gives the students the opportunity to identify their shortcomings. Those who succeeded get encouraged.

Research Design

The study is designed solely as a descriptive survey. The survey method was used so as to present information concerning "An investigation into the problems confronting the teaching of Art in Secondary schools in Jos South Local Government Area of Plateau State with the sole aim of generating baseline data that may facilitate intervention on the problems.

Population of the Study

The population for the study comprises all secondary schools in Jos South L.G.A of Plateau State. There are 176 secondary schools in Jos-south LGA of Plateau State, and only 18 are offering art as a subject, with 22 art teachers. This means most of the schools have only one art teacher. There are 123 students offering art in SS2 and SS3 of the 18 Secondary Schools that are offering art in the study are. 10 schools were selected for the study. This is because 10 is more than half (about 60 percent) of 18, and also the researcher will effectively handle the number due to scarcity of funds and time and other logistics. The population targeted includes the students, and teachers were considered suitable, as they are involved in the teaching and learning of the subject.

Sample of the Study

Ten (10) secondary schools were randomly selected for the study. The schools were: G.S.S. Kufang, G.S.S. Bukuru, G.S.S. Hwolshe, College of Mary Immaculate Zawan and Noble College Bukuru. Others are Manjei Y. Secondary School Bukuru, G.S.S. Kuru, G.S.S. Nyango-Gyel, NVRI Staff Secondary School, Vom and Rochas Foundation College Jos. Each of the schools was given eight (8) questionnaires, one for the Art teacher and seven for the Art students bringing the total to 80. Questionnaires were administered to three (3) students in SS2 and four (4) students in SS 3 of each school.

Sampling Techniques

Random sampling technique was employed in selecting the seven (7) students and one (1) teacher from the sampled schools that has more than one Art teacher. This gives us a sample size of seventy (70) Art students and ten (10) Art teachers as indicated below

Method of Data Collection

Direct Delivery Technique (DDT) was used in administering the questionnaires for this study. This means that the researcher was visibly present in the selected schools where he administered the questionnaires. The objectives of this are:

1. To make sure that the rightful participants from the ten (10) secondary schools are the actual people responding.
2. To ensure a high percentage of return. It is expected that 100% of the eighty (80) questionnaires to be distributed should be returned. In other words, none of the questionnaires to be distributed would be lost on the way. All of them should be filled and return.
3. The questionnaire was divided into two, questionnaire "1" was for the art students, comprises of 2 items for their bio-data and 16 items for the questions which sought to find out the problems the students encountered in learning art. Questionnaire "2" was for the art teachers, comprises of 4 items for their bio-data and 12 items for the questions which sought to find out the problems the teachers face in teaching Art in secondary schools.

Procedure for Data Analysis

The raw data from the questionnaire were presented and analysed using the simple percentage table method, the responses of the respondents on investigation into the problems of teaching Art in secondary schools in Jos-South Local Government Area of Plateau State.

The simple percentage statistical formula used is

$\frac{NR}{NP} \times \frac{100}{1}$ Where NR refers to the number of responses to items on the questionnaire and NP stands for the numbers of population sample.

Data Analysis

The result of data collected and analyses were presented in the order of stated research questions. Simple percentage statistical calculations were used. The questionnaires contained questions of Likert Scale, (Agree, Disagree and Uncertain). The respondents are art teachers and art students of the selected secondary schools in Jos-South LGA.

Discussion

Just because certain people have not learned to appreciate Art they tend to approach contemporary Art with closed minds, submitting it to intellectual analysis when what is required is intuitive knowledge. They did not get the right Art education and therefore cannot share the artist's vision. If a proper understanding of art education has been made and better instructions of art followed in our schools much would have been done to redeem the subject from the neglect it has always suffered in the society (Uzoagba, 2000).

It is very important to note that according to research question 1, the types of educational technology resources used by Art teachers in secondary schools of Jos- South L.G.A are computer 15 (27.4%), radio, television, film 10 (18%), chalkboard 20 (26.6) and book materials 10 (18%). Using the stated types of educational technology resources will greatly help in effective teaching and learning of Art.

The finding further reveals in research question 2 that some of the problems confronting the teaching of Art are lack of adequate provision of instructional materials, specific syllabus, lesson period, insufficient textbooks, and lack of students' interest, parents' nonchalant attitude and societal factors. As 100% respondents, responded that these are the various problems facing the teaching and learning of Art in Secondary Schools in Jos-South LGA. In research question 3,

majority of the respondents 17 (85%) said that teachers personal social behaviours influenced students' performance in Art while only 3 (15%) of the respondents said that teachers' personal social behaviours do not influence students' performance in Art. This assertion shows that teachers of Art should improve on their personal social behaviours.

Research question 4; the solution to the problems of teaching Art are:

1. Employment of qualify Art teachers,
2. Provision of instructional materials,
3. Provision of adequate learning environment,
4. Positive attitude of parents, government, society and students toward teaching the learning Art.

100% respondents stated the points above. Therefore, it becomes very imperative to note that if the above stated are put into consideration, there will be maximum performance in teaching and learning of Art in secondary schools of Jos South L.G.A and beyond.

Summary

The findings of this research work revealed that the teaching of Art in secondary schools in Nigeria is of very high value to the overall creativity of all students irrespective of their area of specialisations. But the problems confronting the teaching of the subject in the secondary schools of Jos-South LGA of Plateau State are:

1. Inadequate provision of instructional materials
2. Lack of good learning environment.
3. Lack of enough qualified teachers
4. Insufficient lesson periods.
5. Nonchalant attitudes of students
6. Parents negative attitude towards the subject.
7. Lack of encouragement from the school authorities and
8. Lack of encouragement from the government.

Conclusion

The educational system in Nigeria is collapsing because the root of the educational tree is harmed. Nevertheless, teachers of Art should always exhaust dialogue before any other means of pressing for their welfare, while government should endeavour to stabilise educational policy and also ensure attractive conditions of service for teachers.

This should also challenge the private organisations and non-governmental organisations (NGOs) to do more in assisting the nation's educational sector. It should not be a government affair alone or strictly for profit making.

Recommendations

Having enumerated some of the problems of teaching Art in secondary school of Jos-South L.G.A it has become necessary for the researcher to forward some recommendations as part of the solutions to the problem of teaching Art in secondary schools in Jos South Local Government Area and the country as a whole.

Every learner is unique. Therefore, teachers should realise that a student is limited by his experience and interest in this respect the teacher should endeavour to discover these needs as all human beings possess unique qualities and to a considerable extent they are molded by the environment they live in.

Everybody should be allowed to develop his potentials through guided instructions which are excursion through awareness, understanding and appreciation. This means that the student is guided and assisted by the knowledge and the essence about the values of his culture, to a stage where he is allowed to depend on his own inner resources for the development of his intellect. Through free expression and performance, the student receives necessary motivation and re-enforcement for the acquisition of skill and competence.

The importance of all branches of art expression to the commercial and industrial development of this age and the change in the system of education emphasises the need for recognising art teaching in our schools. The structure of art syllabus and scheme of work must be planned to take into consideration the broad outline of such social, commercial and technological background. In other words, the educational objectives of art teaching and art contents should be determined by Nigeria's social, cultural and technological climate that is her felt needs and aspirations.

One of the present needs of the African content is a broad-base, well-balanced educational system that allows for thorough development of individual's skills. Manual dexterity is an essential ingredient for technological accomplishment, and practical art can help to overcome many problems in the technical field.

Art is self-stimulating. It can motivate the child to exert his mental and physical energy in any direction of human endeavour. Appreciation of beauty and nature's phenomena begins to grow if the child is exposed to a world of art, and the art teacher must be eager to do discern the creative know-how of the child and be his constant guide until the child achieves self-realisation.

Effective art teaching is possible with a fair knowledge of the subject, zeal and good teaching devices. Good teaching requires knowledge of the psychological needs of children and the ability to maneuver methods of approach to suit their needs. With the less sensitive, child the art teacher has to create avenues for generating interest. Some love to draw, paint and sculpt, some love to sing and act plays, some like to compose music and dance to its tunes, while some also like to play games or be engaged in other creative activities. Art education in Africa should be poised to train children's artistic inclinations thus enabling them through experience to acquire increasing control over local tools and materials. It should stimulate creative interest and powers of imagination and should also provide a forum for displaying the local resource materials, knowledge of skills, thus creating an opportunity for exploiting the indigenous art and culture.

Other recommendations are the authorities (government and private) should endeavour to:

1. Provide adequate instructional materials.
2. Provide adequate learning environments.
3. Employ enough qualify Art teachers.
4. Encourage positive attitude of Students towards the subject
5. Encourage parents towards the subject.
6. Introduced the teaching of Art an early stage of the students' growth to boost their interest of the subject.
7. Encourage the teaching of Art subject in Secondary schools; by organizing refresher courses for Art teachers in order to enable them improve and produce (improvise) instructional materials by themselves.
8. Make the teaching of Art compulsory in Secondary Schools because it will help students to be creative in other subjects.

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