

## STRATEGIES FOR IMPROVING THE TEACHING OF FINE ARTS IN FEDERAL GOVERNMENT COLLEGES IN ADAMAWA STATE

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### Introduction

Generally, education was conceived by the National Policy on Education as an instrument of change and development, both for individuals and the nation as a whole (National Policy on Education, 2013). Changes and development can be brought about through carefully planned and well implemented curriculum for different school subjects. Thus, a National Secondary School Curriculum for Arts (Creative Arts) was developed in 1977 and reviewed in 2004.

Art is the representation of human thoughts or feeling that satisfy one's craving for the good (Talabi, 1976). He states further that, art expresses the characteristics or attitudes of the people of certain age. Mbahi (2000) says, "Art is any work of man in which skill, knowledge as well as practice are needed". However, Uzoagba (1982) in Yahaya (2012) posits that, art is not a subject with definite limits, but rather it is an aspect of mental development, which is all embracing, imaginative, creative and aesthetic. He further listed the branches of art as: Fine and Applied Arts and Dramatic Arts often referred to as Performing Arts. According to him, "it is to be noted that in the school curriculum, the concept of art is usually restricted to the Visual Arts, and those subjects which came under Dramatic arts are given separate treatment in the college curriculum".

The teaching of Fine Arts in most Federal Government Colleges has suffered considerably due to the lack of well-defined strategies for the teaching of the subject (Yahaya, 2012). Thus, the experience of the researcher as an art teacher encouraged the interest to carry out a survey to determine strategies for improving the teaching of Fine Arts in Federal Government Colleges in Adamawa State.

Many classroom teachers still use teaching methods, which do not stimulate the interest of the students. Such teaching methods include the lecture methods (chalk- talk method), which is not activity oriented and is mainly teacher centered. This method does not motivate the students and does not contribute to the child acquiring the required skills in Fine Arts (Yahaya, 2012).

Strategies are unique to subject matter and vary from teacher to teacher. Akuezuilo (1989) in Yahaya (2012) says that teaching strategies include not only the manner of presentation that the teacher employs but everything he does in the way of arranging conditions, grouping students, guiding activities, marking assignments and providing information to aid learning. Similarly, Nwachukwu (2001) describes teaching strategies as about organizing students, materials and ideas to provide learning. That is, ways of approaching the students to get them interested and understand the subject. Thus, teachers need to vary their strategies in different classroom situation; this is also acknowledged by Etuk (2000), the use of single approach cause boredom and discipline problems in the classroom. Therefore, the use of a variety of strategies to teach a particular subject matter can help to attract and maintain the interest of the students to take active part in the subject.

In this sense, it could be a change of attitude, knowledge, idea, skill or appreciation (Paul, 1997). Thus, the desire to find effective and qualified teachers has persisted and in this persistence, this study has brought about the need for effective and qualified teachers that the quality of teachers is proportional to the quality of their pupils and students (Aina, 1990).

Teachers are the foundation of any educational programme. If teachers are poorly prepared, the educational programme no matter how well structured would collapse. Thus, according to Fafunwa

(1976) in Yahaya (2012), the most compelling and persistent educational problem in Africa is the training of a competent teacher. He observes further that, "in all social, political and economic spheres of activities, there is always the complaints of inadequate or need for trained manpower". Thus, inadequate training cannot take place without competent teachers to handle the programme as observed by the author.

Fine Arts as a subject which involves practical activities should always be taught more practically (Yahaya, 2012). Olorunkooba (1991), Ogumor (1998), Mbahi (2000) among others, express serious consideration to the issue of practical materials and equipment for the effective teaching of the subject in secondary schools all over the country. However, the inadequate qualified arts teachers' results to poor performance of art students in Fine Arts generally. This poor academic achievement in arts (visual arts) programme in Nigeria is unsatisfactory. Thus, many factors including the ineffective and poor teaching strategies adopted by art teachers is not worth their efforts. This can only be remedied if teachers adopt suitable methods and better approaches of teaching art. Therefore, the major concern of this paper is to establish strategies for improving the teaching of Fine Arts in the Federal Government Colleges in Adamawa State.

### **Conceptual and Theoretical Framework of Teaching**

According to Mbahi (2000), teaching is the passing on of ideas, knowledge, skills, attitudes, beliefs and feelings to someone with the aim of bringing about particular changes in that person. The change should lead to different behaviors and subsequently be part of the person's life. In the present-day Nigeria, many still perceive teaching in this light. The expectation is that the teacher who is more knowledgeable and experienced should pass on the knowledge already acquired to the less knowledgeable and inexperienced learners. Thus, the objectives of instruction are believed to be achieved when the learners can satisfactorily reproduce the facts as presented to them by the teacher.

However, Yahaya (2012) observes that, this conception of learning is no longer tenable among many modern educational practitioners. The modern view of teaching reflects the current perception of the learners as an active participant in the teaching-learning process. Drawing from this perspective, Encyclopedia for Educational Research (1998) in Mbahi (2000) describe teaching as an interactive session where both the teacher and learner play active role in the process of teaching and learning. The latter sees teaching as the interaction between a teacher and pupil, a triadic relationship in which the teacher, pupils and subject matter interact under the guidance of the teacher. This perspective is further strengthened by Farrant (1980) and Majasan (1995) in Yahaya (2012), the teacher interacts with the learners in such a way that not only the learners learn but the teachers also continue to learn as well. Learning is an everyday experience, thus teachers as vanguards of our educational aspirations can never be tired of learning.

According to Fafunwa (1979) in Yahaya (2012), the most compelling and persistent educational problem in Africa is the training of a competent teacher. He observed that in all social, political and economic spheres of activities there is always the complaint of inadequate or need for trained manpower. He also insists that adequate training cannot take place without competent teachers to handle the programmes. Consequently, the Federal Government has realized this fact, hence it has declared that all teachers in all educational institutions from pre- primary to the university should be professionally trained and certified (Yahaya, 2012).

Writing on the preparation of art teachers, Mbahi (2000) described the art teacher as anybody who has the knowledge of art and the methodology of teaching it. He indicated further that the basic qualifications required to become a professional teacher is through the National Certificate of Education (NCE). Other qualifications acceptable are B. Ed. and B. Sc./BA with other educational qualifications. He however elaborately analysed the processes in the preparation as thus:

On successful completion of any of these courses, a provisional registration as a teacher is made. A period of one- year probation in teaching is allowed at the end of teaching experience. Thus, together with a report from the supervisor, enables a decision to be taken on the full registration of the teacher. If satisfactory, he/ she becomes a fully registered professional teacher with effect from the day following when he/ she completes the one- year probation. If unsatisfactory, he/ she is given three months to amend and then obtain full registration thereafter.

Generally, this is a good presentation of process involved in certifying a professional trained teacher. Thus, as observed by Yahaya (2012), with all aspects strictly adhered too many of the issues arising from certification of art teachers would certainly be reduced. Similarly, he opined further that, in essence what is mostly required from the art teacher apart from his/ her skills in art is the pedagogical training and ability to possess a general knowledge of art appreciation/ history and other related disciplines.

### Methodology

This paper is a survey method and data were sourced through questionnaires and interviews as major instruments employed. The latter comprised of two sections A and B. The Likert scale embracing thirty-five items starting from strongly agree, agree, disagree and strongly disagree was used. The population consisted of all the principals and vice principals who are referred to as administrative staff, the Fine Arts teachers and art students in the three Federal Government Colleges in Adamawa State. Three administrative staff and Fine Arts teachers from each college were selected to give a total of eighteen; this is due to the low numbers of Fine Arts teachers in these colleges. While, the population of Fine Arts' students was ninety. The purposive sampling technique was adopted for both teachers and administrative staff due to the data required from them. The population of Fine Arts' students was thirty from each college, which formed a sub total of ninety for all colleges involved, the random sampling technique was utilized to arrive at the sample size. To answer the research questions, mean and standard deviation were used whereas; t- test was employed to test the hypotheses. The formulae for t- test is given below:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{sd_1^2}{n_1} + \frac{sd_2^2}{n_2}}}$$

Whereas,

t= t- test

$\bar{x}_1$  = mean for teachers

$\bar{x}_2$  = mean for students

SD= standard deviation

$n_1$ - number of sample (teachers)

$n_2$ - number of sample (students)

### Result and Discussions

#### Research Question One

What are the teaching strategies that could improve the teaching of Fine Arts?

**Table 1:** Mean responses of Teachers and Students on Teaching Strategies for Improving teaching of Fine Arts in Federal Government Colleges in Adamawa State.

S/N	Teaching Strategies	Teachers $n_1 = 18$			Students $n_2 = 90$		
		$\bar{x}_1$	Sd <sub>1</sub>	Remark	$\bar{x}_2$	Sd <sub>2</sub>	Remark

1	Using appropriate instructional materials in teaching	3.67	0.49	A	3.86	0.35	A
2	Demonstrating with real or improvised equipment	3.44	0.51	A	3.63	0.59	A
3	Varying teaching methods	3.33	0.49	A	3.44	0.58	A
4	Giving assignments regularly	3.28	0.67	A	3.27	0.78	A
5	Grading and returning assignments regularly (reinforcement)	3.22	0.81	A	3.49	0.64	A
6	Making meaningful corrections on assignments	3.50	0.51	A	3.51	0.77	A
7	Taking students on fieldtrips or excursions to museum and art galleries	3.67	0.59	A	3.59	0.67	A
8	Use of resource persons (craftsmen)	3.33	0.49	A	3.50	0.50	A
9	Ensuring students participation in the teaching/ learning situation	3.44	0.70	A	3.45	0.58	A
10	Relating teaching to real life situations	3.67	0.49	A	3.50	0.72	A
11	Supervising students at work effectively	3.83	0.38	A	3.73	0.44	A
12	Showing concern for students' ability to learn	3.89	0.32	A	3.72	0.45	A
13	Individualizing instruction by paying special attention to each student learning	3.33	0.77	A	3.31	0.71	A
14	Demonstration method is mostly suited for teaching practical lessons in Fine Arts	3.67	0.49	A	3.44	0.62	A
15	Participation in art exhibition/ competition outside the schools/ colleges with students	3.28	0.67	A	3.56	0.70	A

X= Mean

SD= standard deviation

A= Agree

The data presented on table 1 revealed that teachers rated 'high' for the use of appropriate instructional materials in learning, that is, taking students on fieldtrip/ excursions to museums and art galleries, relating teaching to real life situations and demonstration method for teaching practical lessons in Fine Arts ( $x = 3.67$ ;  $SD = 0.49$ ) ( $x = 3.67$ ;  $SD = 0.59$ ) ( $x = 3.67$ ;  $SD = 0.49$ ) and ( $x = 3.67$ ;  $SD = 0.49$ ). On the other hand, their lowest mean score was on grading and returning assignments regularly ( $x = 3.22$ ;  $SD = 0.81$ ). For students, their highest mean score was on the use appropriate instructional materials in teaching ( $x = 3.86$ ;  $SD = 0.35$ ), while their lowest mean score was giving assignments regularly ( $x = 3.27$ ;  $SD = 0.78$ ).

## Research Question 2

What are the factors influencing the choice of these strategies?

Teachers and students were required to respond to this question. The responses obtained are presented on table 2.

**Table 2:** Mean responses of teachers and students on factors influencing the choice of these strategies.

S/N	Factors influencing the choice of these strategies	Teachers $n_1 = 18$			Students $n_2 = 90$		
		$x_1$	$Sd_1$	Remark	$x_2$	$Sd_2$	Remark

16	Type of subject matter (topic) to be taught	3.98	0.15	A	3.96	0.21	A
17	Objectives of the lesson	3.94	0.23	A	3.87	0.34	A
18	The learner's abilities and attitudes	3.91	0.29	A	3.74	0.44	A
19	Availability of materials	3.94	0.23	A	3.60	0.50	A
20	Principles of learning	3.88	0.42	A	3.61	0.63	A

X = Mean

SD= Standard Deviation

A= Agree

The data presented on table 2 revealed that the teachers rated highest for the type of subject matter (topic) to be taught ( $X = 3.98$ ,  $SD = 0.21$ ). On the other hand, their lowest mean score was principles of learning ( $X = 3.88$ ,  $SD = 0.42$ ). For students, their highest mean score was the same with that of the teachers ( $X = 3.96$ ,  $SD = 0.21$ ), while they scored principles of learning lowest ( $X = 3.61$ ,  $SD = 0.63$ ).

### Null Hypothesis One- $H_{01}$

There is no significant difference in the mean rating of teachers and students on the strategies for improving the teaching of Fine Arts in Federal Government Colleges in Adamawa State. After testing the null hypothesis with the t- test, the results obtained are presented in table 3.

S/N	Teaching strategies	Teachers $N_1 = 18$		Students $N_2 = 90$		t- cal	t- crit	t- Remark
		$X_1$	$SD_1$	$X_2$	$SD_2$			
1	Using appropriate instructional materials in teaching	3.67	0.49	3.86	0.33	1.57	1.98	N.S.
2	Demonstrating with real or improvised equipment	3.44	0.51	3.63	0.39	1.40		N.S.
3	Varying teaching methods	3.33	0.49	3.44	0.58	0.84		N.S.
4	Giving assignments regularly	3.28	0.67	3.27	0.78	0.06		N.S.
5	Grading and returning assignments regularly (reinforcement)	3.22	0.81	3.49	0.64	1.33		N.S.
6	Making meaningful corrections on assignments	3.50	0.51	3.51	0.77	0.07		N.S.
7	Taking students on fieldtrips or excursions to museum and art galleries	3.67	0.59	3.59	0.67	0.51		N.S.
8	Use of resource persons (craftsmen)	3.33	0.49	3.50	0.50	1.34		N.S.
9	Ensuring students participation in the teaching/ learning situation	3.44	0.70	3.45	0.58	0.06		N.S.
10	Relating teaching to real life situations	3.67	0.49	3.50	0.72	1.48		N.S.
11	Supervising students at work effectively	3.33	0.38	3.73	0.44	1.00		N.S.
12	Showing concerns for students' ability to learn	3.89	0.32	3.72	0.45	1.91		N.S.
13	Individualizing instruction by paying special attention to each student learning	3.67	0.77	3.31	0.62	0.71		N.S.

14	Demonstration method is mostly suited for teaching practical lessons in Fine arts	3.67	0.49	3.44	0.62	1.73		N.S.
15	Participation in art exhibition/ competition outside the schools/ colleges with students	3.28	0.67	3.56	0.70	1.61		N.S.

t- tab= Table to value of 1.98 at P 0.05

t- cal= t- test calculated

N.S.= Not significant

The data analyzed in table 3 revealed that the teachers and students did not differ significantly in their mean responses on the teaching strategies for improving the teaching of Fine Arts. They differed in their rank of the strategies. The t- test calculated value at .06 level of significance are less than their table t- value of 1.98 for all the strategies. The Null hypothesis is therefore upheld.

### Null Hypothesis Two- Ho<sub>2</sub>

There is no significant difference in the mean ratings of teachers and students on the factors that influence the choice of teaching strategies used. After testing the null hypothesis with the t- test, the results obtained are presented in table 4.

S/N	Factors influencing the choice of these strategies used	Teachers n <sub>1</sub> = 18		Students n <sub>2</sub> = 90		t- cal	t- crit	t- Remark
		x <sub>1</sub>	SD <sub>1</sub>	x <sub>2</sub>	SD <sub>2</sub>			
16	Type of subject matter (topic) to be taught	3.98	0.15	3.96	0.21	0.48		N.S.
17	Objectives of the lesson	3.94	0.23	3.87	0.34	1.08		N.S.
18	The learner's abilities and attitudes	3.91	0.29	3.88	0.32	0.39	1.98	N.S.
19	Availability of materials	3.94	0.23	3.88	0.33	0.93		N.S.
20.	Principles of learning	3.88	0.42	3.86	0.35	0.19		N.S.

t- tab= Table to value of 1.98 at P 0.05

t- Cal= t- test calculated

N.S.= Not significant

The data analyzed in table 4 revealed that teachers and students did not differ significantly in their mean responses on the factors that influence the choice of teaching strategies used for improving the teaching of Fine Arts. They differed in their rank of the strategies. The t- test calculated value at .05 level of significance are less than their table t- value of 1.98 for all the factors. Null hypothesis is therefore upheld.

### Findings

The following are the findings arising from the analysis of data presented in 1- 4 sequentially based on the research questions and hypotheses.

#### Types of Teaching Strategies for Improving Teaching of Fine Arts

Based on the mean responses of the items presented in table 1, it was found that the following teaching strategies were identified necessary for the improvement of the teaching of Fine Arts in Federal Government Colleges in Adamawa State.

1. Use of appropriate instructional materials in teaching.
2. Demonstrating with real life or improvised equipment.
3. Varying teaching method.
4. Giving assignment regularly.

5. Grading and returning assignments (reinforcement).
6. Making meaningful corrections on assignment.
7. Taking students on fieldtrips or excursions to museums and art galleries.
8. Use of resource person (Craftsmen).
9. Ensuring students' performance in the teaching- learning situation.
10. Relating teaching to real life situations.
11. Supervising students at work (practical works in studio) effectively.
12. Showing concerns for students' ability to learn.
13. Individualizing instruction by paying special attention to each student learning.
14. Demonstration method is mostly suited for teaching practical lessons in art.
15. Participation in art exhibition/ competition outside the school/ college with students.

### **Factors influencing the Choice of these Strategies**

Data presented in table 2, both teachers and students indicated that five (5) items considered as factors that influence the choice of these strategies are:

1. Type of subject matter (topic) to be taught.
2. Objectives of the lesson.
3. The learner's abilities and attitudes.
4. Availabilities of materials.
5. Principles of learning.

### **Discussion**

#### **Null Hypotheses**

**Ho<sub>1</sub>:** The t- test analysis reveals that there is no significant difference in the mean responses of teachers and students on the teaching strategies for improving the teaching of Fine Arts in Federal Government Colleges in Adamawa State. Therefore, the null hypothesis is upheld (Table 1).

The findings of the study reveal that the 15 teaching strategies are important for improving the teaching of Fine Arts in Federal Government Colleges, Adamawa State. It was found that using appropriate instructional materials in teaching is of the best teaching strategy that could improve the teaching of Fine Arts in schools. This finding is in line with that of Ogumor (1998) and Uzoagba (1982). The former states that the teaching of Fine Arts according to its provision and requirement places emphasis on the provision of instructional materials for smooth and successful instruction given. While, the latter says that a sound art teaching method and the selection of appropriate art materials will help the art programme meet the level of maturity of students and enrich their experience.

The study found that varying teaching methods is among the important teaching strategies for improving the teaching of Fine Arts in schools. This finding is consistent with that of Eku (2000) who states that the use of a single approach causes boredom and discipline problems in the classroom. Furthermore, Offorma (1994) maintains that teachers have to use different resources and teaching strategies to teach students of different abilities and interests. Making use of a variety of strategies to teach a particular subject matter can help to attract and maintain the interest of the students to take active part in the subject. This will make mastery of the subject easy and successful in examinations. The majority of the teachers and students agreed that the use of resource persons (craftsmen) is also an important teaching strategy for improving the teaching of Fine Art. This finding is in consonance with that of Okoro (1999), who says that the guest speaker strategy (craftsman) of teaching is useful in colleges/ secondary schools because, it provides variety to the teaching situation and stimulates the students to study hard. He maintains that students have the opportunity to interact with people who are actually engaged in various occupations.

The study also found that relating teaching to real life situations is another teaching strategy for improving the teaching of Fine Arts. This finding confirms with that of Okoro (1999) who explains that for teaching to be effective, the school/ class environment should be a replica of the work environment.

It was found that field trip/ excursion is another important teaching strategy for improving teaching of Fine Arts. Okpara and Onyemerekeya (1994) support this finding by saying that field trips afford students opportunity of seeing practical application of arts and equipment they heard about in their class. Mbahi (2000) observed that field trips to various art agencies and institutions should be organized to give students opportunity to observe and analyze practical application and utilization of art. In the same vein, Uzoagba (1992) says that field trips, like guest lectures are useful because they provide variety and relate what students learnt in school with what actually obtains in the real world. Another teaching strategy that needs maintaining is individualizing instruction in Fine Arts practical lessons. Individualized instruction is an attempt by teachers to adopt instruction to the individual needs instead of group needs. This strategy was led by good rating by the teachers and students.

However, the students rated the ensuring of student participation in the classroom as another good strategy for improving teaching in Fine Arts. This finding supports the suggestion of Hersey and Blanchard (1977) in Mbahi (2000) that in an art class, this is characterized by collaborative efforts between students and teachers in establishing objectives, deciding how objectives should be reached and determining how successful it is to be measured.

### **Factors Influencing the Choice of these Strategies**

The findings of the study revealed the factors that influenced the choice of teaching strategies used in Federal Government Colleges. It was found that the type of subject matter (topic) to be taught is an important factor that influences any teaching strategy to be used in teaching Fine Arts. This finding corroborates that of Curzon (1976) in Apagu and John (2001), who states that when selecting the method (strategy) to use, a teacher does not select a method for a complete lesson, rather he/she selects a method which will be most effective for the various parts of the lesson. He explains further that often times, the subject matter itself may dictate the mode of teaching.

The majority of teachers agreed that the objectives of the lesson also are other factors influencing the choice of these strategies used. This finding is in consonance with that of Apagu and John (2001), who observe that in relation to the structure used by Bloom in his taxonomy lesson objectives could be taken into account when the selection of an instructional material is used.

It was further found that the learner's abilities and their attitudes are valid factors influencing the choice of these strategies. This finding is also in line with that of Kanno (1997), Apagu and John (2001), while the former agrees that teaching method (strategies) selected should be those that matched the learning abilities or level of the students. According to her, more learning takes place when students derive interest, satisfaction and joy during the process and presentation of any lesson. The latter, agree that the learner's abilities and attitudes is an important factor that determines strategies that would suit their level of maturity, age, socio- economic background, intellectual maturity, homogeneity and heterogeneity of the class.

Furthermore, availability of materials was agreed to be a factor that influence the choice of strategies used in colleges. This finding conforms with that of Kanno (1997) who states that the type of instructional resources available in the school will be to a large extent, determine the type of teaching strategy to be employed. It is a known fact that some resources require specific methods (strategies) for their utilization. The study found that principles of learning are another important factor that influence the choice of strategies used in colleges. This finding was supported by Apagu and John (2001) who observe that, there is a general consensus among psychologists that one learns by receiving stimuli through the various senses. The more senses employed the earlier and faster the



learning is. Thus, based on this principle the teacher must select and use methods (strategies), which will utilize and apply these principles to make his/her instructions more vivid and effective.

### **Null Hypotheses**

The findings pertaining to the hypotheses revealed that there was no significant difference in the mean responses of teachers and students on the teaching strategies for improving teaching of Fine Arts in Federal Government Colleges in Adamawa State. The null hypothesis therefore was accepted for the following teaching strategies for improving teaching of Fine Arts in Federal Government Colleges: using appropriate instructional materials, demonstrating with real or improved equipment, varying teaching methods, giving assignments regularly, grading and returning assignments regularly, making meaningful corrections on assignment, taking students on field trips or excursions to museum and galleries, use of resource persons (craftsmen), ensuring students participation in the teaching/ learning situation, relating teaching to real life situations, supervising students at work (practical work in studio) effectively, showing concerns for students ability to learn, individualizing instruction by paying special attention to each students learning, demonstration method is mostly suited for teaching practical lessons on art and participation in art exhibition/ competition outside the school/ college with students. A majority of the teachers and students agreed on these strategies for improving the teaching of Fine Arts.

### **Conclusion**

The following conclusions were drawn based on the findings of this study: the use of appropriate instructional materials in teaching Fine Arts improves teaching and ensures students' participation in the teaching and demonstration with real or improvised equipment. It would also help to retain the students' interest in Fine Arts which will result to good performance in Fine Arts examination. This is because demonstration is the most effective strategy in teaching and learning of Fine Arts. Therefore, observation and demonstration have been identified as some of the activities that enhance effective teaching of Fine Arts.

Strategies that could be adopted to improve teaching of Fine Arts are established in this study. If the teachers could make use of them and if the government and schools would provide equipment and materials for use in teaching and learning Fine Arts in Federal Government Colleges in Adamawa State, the teaching and learning would be improved.

### **Recommendations**

Based on the findings of this study, it was recommended that:

1. A workshop on teaching strategies should be organized for Fine Arts teachers annually in order to enable them to update their knowledge and skills.
2. Qualified and competent Fine Arts teachers should be employed to teach in Federal Government Colleges in Adamawa State.
3. Fine Arts teachers should place more emphasis on teaching students how to learn.
4. The Government, School and Ministries should provide facilities and equipment to aid teachers in their work.
5. Teachers should be motivated through enhanced salaries and allowances to compensate for the heavy load they carry in the colleges.
6. The strategies established in this study should be adopted in an effort to improve on the teaching of Fine Arts in Federal Government Colleges in Adamawa State.
7. There should be increased and efficient supervision of teaching in Federal Government Colleges by experts in the various subjects.

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