

**PROBLEMS ASSOCIATED WITH THE TEACHING OF FINE AND  
APPLIED ARTS IN SECONDARY SCHOOLS IN OREDO LOCAL  
GOVERNMENT AREA OF EDO STATE**

**EKUNDAYO BOLUWATIFE EBENEZER  
EDU1702970**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**DECEMBER 2022**

**PROBLEMS ASSOCIATED WITH THE TEACHING OF FINE AND  
APPLIED ARTS IN SECONDARY SCHOOLS IN OREDO LOCAL  
GOVERNMENT AREA OF EDO STATE**

**EKUNDAYO BOLUWATIFE EBENEZER**

**EDU1702970**

**RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF  
THE DEGREE OF BACHELOR OF ARTS (EDUCATION) IN FINE  
AND APPLIED ARTS**

**DECEMBER 2022**

## **CERTIFICATION**

This is to certify that this research work was carried out by **EKUNDAYO BOLUWATIFE EBENEZER** with Matriculation Number **EDU1702970** in the Department of Educational Foundation, Faculty of Education, University of Benin, Benin City, in partial fulfillment for the award of Bachelor of Arts (Education) degree in Fine and Applied Arts.

---

**DR. O. E. OSAGIOBARE**  
Project Supervisor

---

**Date**

---

**DR. (MRS) P. Y. IORDYE.**  
Project Co-coordinator

---

**Date**

---

**PROF. K. O. OMOROGIUWA.**  
Dean, Faculty of Education

---

**Date**

## **DEDICATION**

This project is dedicated to God Almighty for the grace, wisdom and knowledge, among all other great things He has done. To Him be all the glory.

## **ACKNOWLEDGEMENTS**

To begin with, the researcher wishes to express his profound gratitude and thanks to God Almighty, who has been his guide, right from his admission into the university till date.

The researcher is using this medium to appreciate his project supervisor Dr. O.E Osagiobare for the support, encouragement and advice he gave to him during the course of his research work. Furthermore, without mincing words, the researcher specially applauds him for his extreme effort in ensuring the work came out the way it was. He acknowledges that without the inputs from his supervisor, the work will just be a similitude of a diamond in the rough and an unrefined gold. He confessed that suggestions and corrections from the supervisor brought direction and focus to his study.

Also he wants to express his gratitude to all his lecturers in the Faculty, who in one way or the other contributed to his success. He also expresses his special thanks to the servicing units. He also thanks and appreciate his loving parents Mr. and Mrs. Ekundayo for their support and assistance, financially, morally, academically, spiritually and materially. The

researcher also wishes to use this opportunity to thank his siblings: Mr. Moyo, Miss Pelumi and Miss Ife and his wonderful friends Mr. Daniel and Kelechi for their continuous prayers and encouragements.

## TABLE OF CONTENTS

	<b>Page</b>
<b>TITLE</b>	<b>i</b>
<b>CERTIFICATION</b>	<b>ii</b>
<b>DEDICATION</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS</b>	<b>iv</b>
<b>ABSTRACT</b>	<b>ix</b>
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of the Problem	3
Research Questions	4
Purpose of the Study	4
Significance of the Study	5
Scope and Delimitation of the Study	5
Operational Definition of Terms	6
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
Fine Art	7
The Teaching of Fine Arts in Nigeria	8
The Challenges of Teaching Fine Art in Nigeria Secondary Schools	11
Suggested Solutions to the Challenges of Teaching Fine Arts in Secondary Schools.	15
<b>CHAPTER THREE: METHODOLOGY</b>	
Design of Study	19

Population of Study	20
Sample and Sampling Techniques	20
Research Instrument	21
Validity of Instrument	21
Reliability of Instrument	21
Method of Data Collection	22
Method of Data Analysis	22
<b>CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS</b>	
Presentation of Results	23
Discussion of Findings	36
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	
Summary	40
Conclusion	41
Recommendations	42
<b>REFERENCES</b>	44

## **ABSTRACT**

This research seeks to explore the problems associated with the teaching of Fine and Applied arts in junior secondary school in Oredo local Government Benin city. Considering the importance of fine arts to a person, and even the nation, it becomes important that fine arts be integrated into our curriculum. As Fine art is a useful subject to the wholeness of Man, little attention is given to the teaching and learning of the subjects in our Secondary Schools. The methodology employed is that of survey whereby the students and teacher representative were interviewed in different secondary schools. This research found out that there is a high negligence of provision of art materials for the students in studying and exploring art. These findings will be beneficial by encouraging the schools and even down to government in restoring and conserve its neglected art for posterity sake – as failure of necessary and fundamental materials, and also lack of interest of the students. The study recommends the adequate provision of art materials be made to include what is essential for its sustenance and exploration.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Fine art just like every other art is an important part of every human. Art is what makes us who we are. It is the creative side of man. Fine art has been seen as a way of making 'man man' in the sense that it makes man wholesome and relaxed. The importance of fine arts cannot be overemphasized as it helps to promote cultural exposure and the self-esteem of people. Fine arts provide learners with benefits even outside the classroom. It provides motivation and aesthetic awareness. "As the arts are enjoyable for many students, they are also shown to be an essential role in the fundamental development of a child"(Bodnar, 2018). According to Shirley Trusty Corey, arts must be considered an essential element of education because they are tools for living life reflectively, and joyfully and with the ability to shape the future (Bodnar, 2018)

Considering the importance of fine arts to a person and even the nation, it becomes important that fine arts be integrated into our curriculum

for students. Beyond that, it needs to be taught well to give expression to the wholeness of our students. Khan & Ali (2016) point out that education in the arts is an integral part of the development of each human being. They explained that those who have studied learning processes throughout the ages, beginning with Plato, have emphasized the importance of the arts in the education process. Study in art is integral to our society. They are part of the cultural heritage of every human being. Art is what makes us most human, most complete as people. Khan & Ali (2016) stated that arts cannot be learned through occasional or random exposure any more than math or science can. Education and engagement in the fine arts are an essential part of the school curriculum and an important component in the educational program of every student.

Truly, Fine arts is included as one of the subjects to be taught as Creative Arts (CCA) in junior secondary schools, however, we discover that the expected outcome that fine art is to provide to the wholeness of a person is missing. Many people find it difficult to express themselves artistically and we see how people struggle to pass fine art in Junior Secondary School examinations. Many students and school owners downplay the teaching and

learning of fine arts in junior secondary. Issues arise in several schools ranging from, no art teacher, to limited period allocation, reluctance in the provision of needed materials by school owners and other limiting factors.

Omisola (2020) explains that art is a tool that enhances the ability of students to communicate and solve problems and with enormous entrepreneurship opportunities. Despite this, art education is given little or no recognition in secondary institutions where the foundation for motivation to study the subject is expected to be laid. This implies that there is a problem with the teaching and learning of fine arts in our junior secondary schools. This is what this project intends to investigate.

### **Statement of the Problem**

Fine and creative art is a useful subject to the wholeness of man, the development of society and the grooming of the total well-being of students. Despite this, little attention is given to the teaching and learning of the subjects in our junior secondary schools. This study intends to investigate the factors affecting the teaching and learning of fine arts in junior secondary schools in Benin City.

## **Purpose of the Study**

The purpose of the study is to find out the factors that are affecting the teaching and the learning of Fine arts in secondary schools in Benin City.

Specifically, the study intends to:

- a. Identify the factors affecting the teaching of Fine Arts in Oredo local government area of Edo state.
- b. Identify the factors affecting the learning of Fine Arts in Oredo local government area of Edo state
- c. Itemize the solutions provided by teachers and students to the factors affecting the teaching and learning of Fine Arts in Oredo local government of Edo state?

## **Research Questions**

The research work intends to answer the following questions:

1. What are the factors affecting the teaching of fine arts by teachers in secondary schools in Oredo local government of Edo state?
2. What are the factors affecting the learning of fine arts by students in secondary schools in Oredo local government of Edo state?

3. What are the solutions proffered by students and teachers in Oredo local government of Edo state to deal with the identified factors?

### **Scope/Delimitation of the Study**

The study would be delimited to the factors affecting the teaching and learning of fine arts. The project would focus on selected secondary schools in Oredo local government area of Edo State. The findings and conclusions drawn from the study will be limited to Oredo local government of Edo state.

### **Significance of the Study**

This research hopes to point out the possible factors faced by teachers in the teaching of fine arts in Secondary schools in Oredo local government of Edo state. It also highlights the factors students face in learning fine arts in Secondary schools in Oredo local government of Edo State.

I hope that the outcome of the research helps the educational sector in making favourable policies that will help improve the teaching and learning of fine arts in Junior Secondary schools which will in turn help in the total development of the citizens

This study is expected to be useful to teachers, students, school owners (private and public), curriculum builders and the education system.

### **Operational Definition of Terms**

For clarity, the following terms are defined as used in this work:

School: an institution for the teaching of students who had completed primary education.

Teaching: the activity that involves imparting and negotiating knowledge in Fine Arts

Learning: the activity of gaining knowledge, skill, or proficiency in Fine Arts

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This section would review the literature on fine art, the teaching of fine arts in Nigeria, the challenges of teaching fine art in Nigeria secondary schools and suggested solutions to the challenges of teaching fine arts in secondary schools.

#### **Fine Arts**

Fine art as a subject has been referred to by several names in different situations and countries. It is used synonymously with terms like fine and applied art, visual art, creative art, etc. Fine art is a subjective term that has evolved. Art is creating something unique that appeals to our visual or auditory senses. It used to be called fine art in the Nigerian secondary school but is now called creative art (Godwin, 2009).

In nations around the world, fine art is meant to include music, drawing, creative cooking, etc. In the Nigerian context, fine art includes drawing and painting. Eden Gallery (2021) defines fine art as art whose visual products serve decorative purposes. Fine art appeals to aesthetic and

emotional senses and it is the language of feeling. It includes drawing, painting, sculpture, and architecture. However, in some African communities, the sculpture is not just “art for art’s sake” as some people might want to believe.

### **The Teaching of Fine Art in Secondary Schools in Nigeria**

A close reference to the Federal Republic of Nigeria’s National Policy on Education shows that the federal government realizing the importance of art and culture in the development of science and technology has given Art and Cultural Education their legitimate right in the nation's educational system from the primary, post-primary and post-secondary institutions with their educational goals clearly stipulated (Godwin, 2009). The broad aims of secondary education within our overall national objectives are the preparation for a useful living within society and preparation for higher education. Creative art as a subject is not left out of this objective. Godwin (2009) explained that the Creative Arts curriculum is an integration of Visual Arts, Drama and Music which is primarily concerned with the role arts and culture can play in the education of the present and future

generations as they search for meanings. He explained that this integrated approach is emphasized in order to produce artists that would understand and appreciate the interdisciplinary nature of the arts. The Creative Arts curriculum contents in consonance with the National Policy on Education at the secondary school level as stated in the National Curriculum for Secondary School has the following objectives

1. To provide the opportunity for students to develop a language for expressing ideas, feelings, emotions and moods through a variety of art experiences (creative growth)
2. To provide the opportunity for students to learn the proper use of art tools, equipment and materials
3. To provide opportunities for students to understand and appreciate works of art
4. To provide opportunities for students to gain knowledge and develop intellectually, physically and culturally through art
5. To provide the opportunity for students to have adequate skill in and competence for higher education in art

6. To provide the opportunity for students to develop interests in future vocation in art
7. To provide the opportunity for students to see the usefulness of art in other subject areas and society.

At the Junior Secondary School level, the Creative Arts, which are integrated into nature, are made up of the following subjects - Arts, Music and Drama. With the Fine Arts discipline, the course content embraces Drawing, Painting, pattern and Design, 3-Dimensional Works, Crafts and Art Appreciation. The Music scheme of work has the following topics - Introduction to Music, Theory/Music Reading, Instruments, Rhythm, Listening and History, Creative Music and Singing while Drama has Play Making, Play Writing and play Production in its curriculum content. At the Junior Secondary School level, Fine Arts is taught as a core subject but at the Senior Secondary School level, the number of students enrolling in Fine Arts in the final examinations is quite negligible (Godwin, 2009), The focus of this research is on the fine art course content.

## **Factors Affecting the Teaching and Learning of Fine Arts in Secondary Schools in Nigeria**

Hands et al. (2019) compares policy to a map that gives direction to where one is going. Policies are meant to be guides to our actions but they do not always go as planned all the time. There are many factors that go towards the implementation of policies. (Hands et al. (2009) reported that there is a need for policy designers and policy implementers to work together toward the implementation of policies. Some of the factors that affect the effective implementation of the policies on the teaching and the learning of fine arts in Nigeria secondary schools include the school context, the teacher of the subject, the student's peculiar situation, the availability of and access to resources like textbooks, instructional materials, teaching aids; support from the school administration, parents and the governments.

The implementation of this laudable programme has been hampered by a lot of problems. The policy was not matched with the provision of adequate instructional materials, infrastructural facilities, manpower, and funds. Consequently, the majority of the graduates of the programme have not been able to live up to expectations in that it has failed to make

significant contributions to the development of the country's resources and add to its material wealth. Some of the challenges include:

### **Inadequate Space for Creative Art Classes**

In some schools, there are no rooms allocated for the teaching of Creative Arts, such as Art studios and Music rooms, with furniture designed for this purpose. Teaching is carried on in the makeshift classroom, whereby the teacher moves from one class to the other to deliver lessons. This can be very uninspiring and boring. Also, finished works which are supposed to be mounted to boost the morale of students are not displayed due to the shortage of accommodation and display facilities.

### **Unruly Behaviour and Apathy on the Part of Students to Lessons**

Some students display a negative attitude to Fine art lessons. Some of them run out of class the moment they have Art or on the timetable. Some students develop a nonchalant mindset toward instructions and tasks. This poor attitude makes teaching to be very difficult.

### **Lack of Administrative Interest**

Many school principals lack interest in the Creative Arts. As such, the teachers do not get cooperation from the principals in terms of getting some basic equipment and materials which will help in promoting art and cultural activities within the school.

### **Timetabling Situation**

This exists where insufficient time is allocated on the timetable for Fine Arts and Music. Inadequate time and ill-timing of Fine Arts and Music periods on the timetable of some of the schools result in the non-completion of the curriculum content by the teacher.

### **Lack of Parental/Community Interest and Support**

This situation becomes evident from students' inability to procure basic art materials, as a result of some parents' nonchalant attitude towards providing basic Art materials for their children/wards. The situation is even worse when parents prevent their children/wards from doing art in preference for science-oriented subjects.

## **Lack of Incentives to Work**

Due to a lack of incentives, some of the teachers are no longer enthusiastic about their job. This situation frustrates some teachers that there is the temptation of engaging themselves in private practice at the expense of their classroom activities.

## **Lack of Materials, Equipment and Shortage of Textbooks in the Creative Arts**

Most of the students are faced with the problem of providing themselves with the essential materials, and so those with zeal for the subject are denied the opportunity of exhibiting their talent. With the increasing cost of foreign exchange, the importation of some art materials is limited. With the number of textbooks being very negligible, students do not have enough reference materials to turn to widen their intellectual horizons. Most of the schools lack equipment, teaching aids and materials. Even, some schools do not have adequate furniture for students. It is rare to see donkeys, potter's wheels, kilns, and photographic materials in the Fine Arts Department. With

the non-availability of this basic equipment, the Creative Arts curriculum is adversely affected.

### **Shortage of Qualified Art and Music Teachers**

There is at present a dearth of qualified Art and Music teachers in secondary schools. Most of the schools lack professionally trained graduate Art teachers, who are much more exposed both academically and professionally to handle the programme well at the secondary school level. In schools where only one Art/Music teacher serves three hundred to six hundred students, efficiency is reduced.

### **Suggested Solutions to the Factors Affecting the Teaching and Learning of Fine Arts in Secondary Schools in Nigeria**

The following possible solutions to the problems enumerated above have been proffered as follows:

#### **Provision of Adequate Space and Resources for Creative Art Classes**

It is suggested that adequate theatre art studios should be provided in schools with the basic tools and equipment to enable students to work

effectively. In a more serious situation where basic materials are scarce, the improvisation of materials from available local resources should be evolved. Government should also endeavour to provide indigenous and imported instruments

### **Re-design of Curriculum Contents**

Curriculum review and proper orientation of Creative Arts education should be carried out to accommodate the evolving nature of art. This would make lessons more interesting and students eager to take the course. Students should be made to understand the impact of art as a discipline on their life and society. A secondary school without a Creative Arts curriculum can be said to be depriving the nation of a great instrument for human development. Guidance and Counselling units should also intensify their roles in schools.

### **Increased Interest in the Subject**

Godwin (2009) suggests that the teacher should appeal to the principal on the importance of the Creative Arts in the school system and he has to put more effort into promoting and stimulating the principal's interest in art by

adapting the Creative Arts programme to the needs of the community, the schools, such as labelling all the school building, major paths and offices, classrooms in the school, marking post and painting the tract fields during inter-house sports competitions, art exhibitions, and mini-art festivals. Moreover, inspectors of education, both at the State and Local Government levels and the implementation task force on the 6-3-3-4 system of education should pay regular visits to schools to ensure the proper implementation of the Creative Arts programme. It is suggested that every school allocate a minimum of three periods a week for creative art on the timetable thus taking care of the theoretical cum practical aspects of the subject.

Also, proper orientation should be given to parents of students about the importance of creative arts to society. They should be encouraged to render their possible contribution to the school. The teacher should pay occasional visits to parents at home in the case of students with acute problems, to enable them to develop an interest in the Creative Arts.

### **Improved Working Conditions**

The ministry of education should endeavour to pay the monthly salary of teachers regularly as when due. Special Creative Arts allowances could be paid to teachers as well as the provision of staff quarters. Also, art seminars and refresher courses should be organized from time to time so as to expose them to current trends in Art education. More teachers should be trained and an orientation programme should be held for teachers to acquaint them with and prepare them for the effective use of this curriculum, before being sent out to schools. Since the shortage of manpower hampers the implementation of this laudable programme, the Federal and State governments should encourage existing art institutions to increase their annual intake for Creative Arts teacher education. There should be a State policy of posting at least three Art teachers to every secondary school and be provided with adequate instructional materials

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the methods used in carryout the study. They are discussed under the following sub-heading

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The study adopted a survey research design. The survey consists of collecting data about a large number of students and contacting their representatives. This study investigated the factors affecting the teaching and

learning of the Fine Arts in secondary schools in Oredo local government in Edo state. The study was carried out using the University of Benin Consultancy Secondary School and Heir of Salvation Secondary School as case studies.

### **Population of Study**

The research was conducted in UNIBEN Consultancy secondary school and Heir of Salvation secondary school. The population consists of male and female students that take Fine Art in secondary school, as well as their teachers.

### **Sample and Sampling Techniques**

The convenience sampling technique will be adopted since the research work covered a large population which cannot all be reached. A sample of 12 participants was selected in the two schools. Five students were selected from each school. Also, their Fine Arts teachers were selected, that is one teacher each from the two schools. Therefore, we had a total of 10 students and two teachers.

## **Research Instrument**

For the purpose of collecting data for this research, a self-designed semi-structured interview guide was developed and administered to the sample participants using a convenience sampling technique for data collection.

## **Validity of Instrument**

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher.

## **Reliability of Instrument**

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 15 respondents which did not constitute part of the study. The results of their responses were correlated. The response arrived from the test was high enough to confirm that the research instrument was reliable.

## **Method of Data Collection**

Ten students and two teachers were interviewed and also assured that their identities and responses would be confidential as the study is purely for research purposes. The interview was carried out in English; following the assumption that they all should be able to communicate in English Language but where the need is, there was code-switching with the Pidgin English. Data were collected through a mobile phone sound recorder. This was complemented by jottings made by the interviewer.

## **Method of Data Analysis**

The qualitative data were transcribed and analyzed by subjecting them to interpretive content analysis. During the data analysis phase of the research, transcripts were coded according to participants' responses to each question and the most important themes emerging across the data collected.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This research intends to keep respondents' names confidential by coding their various names, using SP for student participants and TP for teacher participants. Also, numbers were used to differentiate the varying respondents. Students were identified from SP1- SP10 while teachers were identified from TP1- TP2. The data represents students in junior and senior secondary schools and their respective teachers. The students were selected based on convenience sampling as recommended by the teachers. This study also represents both private and public schools equally. Two Secondary Schools were chosen based on convenience sampling. One of these schools was a private secondary school while the other was a public secondary school. The teachers were selected based on a purposive sampling technique. They are the fine art teachers in the schools visited. Therefore, two teachers were sampled in this study.

## Demography

The table below shows the distribution of respondents by sex

The students interviewed are taking fine arts as one of their school subjects. 50% of the students were from a private school while the other 50% were from a public school. Also, 30 % of the students employed were male students while the other 70% are female students. The teachers were all teachers of the fine arts in the school. The teachers were all male teachers.

### Distribution of respondents by sex

Sex	Frequency.	Percentage
MALE.	3.	30%
FEMALE.	7.	70%
TOTAL.	10.	100%

### **Class distribution of respondents**

	<b>Frequency.</b>	<b>Percentage</b>
<b>Jss 1 -2</b>	<b>2.</b>	<b>20%</b>
<b>Jss 2- 3.</b>	<b>3.</b>	<b>30%</b>
<b>SS1 - 2.</b>	<b>4.</b>	<b>40%</b>
<b>SS2 - 3.</b>	<b>1.</b>	<b>10%</b>
<b>TOTAL</b>	<b>10.</b>	<b>100%</b>

### **Results**

**Research Question One:** What are the factors affecting the teaching of fine arts by teachers in secondary schools in Oredo local government area of Edo state?

The students and teachers alike during the interview gave different challenges affecting the teaching of fine arts in their various schools. The

transcribed responses of the participants were subjected to interpretive content analysis and were categorized into the following challenges:

Responses on the factors affecting the teaching of fine and applied art by teachers in secondary schools.

1. Inadequate instructional materials to teach fine arts: the teachers identified that one of the factors that affect the teaching of fine arts is the lack of adequate instructional materials and art equipment. TP2 stated that: *'we need more instructional materials that would help enhance the teaching of the subject.'* He attested that these materials are quite expensive and so parents might not be able to afford them. He said: *'the materials needed to teach fine arts are expensive. The parents cannot afford them because they are low-income people. This makes students lose interest in the subject and then pick another elective course'*
2. Poor attitude to fine art: Most students view fine arts as just something they do to while away time. They do not see how the subject can help them. They are blind to the several possibilities

that the subject has to offer. TP 1 stated: *'students lack the adequate willpower to stir interest in the subject. They do not see fine art as a literate career. They see it as too meagre and too small to put in every effort'* This disposition to the subject affects the teaching of fine art as the effort of the teachers is not appreciated.

**Research Question Two:** What are the factors affecting the learning of fine arts by students in secondary schools in Oredo local government area of Edo State?

To answer this research question, we will be carrying out an interpretive content analysis of students' and teachers' suggestions on the factors affecting the teaching and learning of Fine Arts in secondary schools in Oredo local government area. The transcribed responses will be categorized into various headings.

The responses on the factors affecting the learning of fine and applied art in secondary school by students

## **1. Insufficient facilities and art materials to aid the teaching of the subject**

Appropriate facilities and materials are necessary to effectively teach and learn Fine Arts. Fine Arts is not a subject that can be taught without the proper facilities and equipment like studio/theatre, art materials, painting products, brushes, cardboard, paint brushes and other arts and crafts materials. 70% of the students stated that lack of adequate teaching materials affects the teaching of fine arts. The lack of sufficient materials limits how much the teachers can do in the teaching of the subject material.

A student participant (SP2) said: *'insufficient materials affect how we learn the subject. For instance: tie and dye.'* Another participant (SP3) said: *'we do not have enough facilities and materials that are used in drawing'*. Student participant (SP 6) explained that *'lack of adequate equipment and facilities affects the learning of fine arts in their school.'* Student Participant 10 stated: *'we do not have much material for the teaching of this subject.'*

### **i. More Theory than Practical**

The fine art curriculum contains mainly theoretical concepts, and no room is given for adequate practicals. The students are loaded with information, and they are not allowed to see how concepts work in practice. Student participant 7 stated that: *‘the teaching of fine arts is mainly theoretical in our school. They teach us the definition of many things according to the syllabus.’*

Fine art is a very practical course and this approach to teaching would affect the reception and retention of the subject. SP 2 explained that *‘we need more practicals so that whatever is taught can stick to our brains and so that we can be able to remember.’*

In his contribution, SP 9 stated that *‘we need more practicals. Our teachers give us just an idea of the concepts. There is no relevant transfer of the concepts to practicals’*

### **i. Inexperienced Teachers/ Shortage of Teachers**

Teachers are the wheels that carry out the implementation of educational policies and the curriculum. While it is one thing to have an

interesting and well-rounded curriculum, it is another thing to have the necessary human resources for the implementation of the curriculum. Student participants stated that some of the teachers entrusted with the teaching of fine arts are inexperienced. Student participant 3 stated: *'our teachers are trying their bests, but we need more experienced teachers to teach fine art in our school.'* Student participant 7 was not confident to state that his teachers are teaching the subject very well. He said *'I really cannot say if the teacher that we have here teaches the subject very well.'* Student participant 10 stated blatantly; *'no, my teacher does not teach this subject well'*

Most of the teachers that teach fine arts are the only teachers that are available to teach the subject in all classes in the school. Student participant 5 stated: *'not many teachers are available for the teaching of the subject'*.

Also, most of the teachers that teach fine arts are not certified, teachers. They do not understand the intricacies of how teaching works. SP 9 stated that his teachers do not care about the level of their students

and just give assignment upon assignment without understanding how to reach them. The teachers just teach the subject anyhow ignoring certain educational principles like moving from simple to complex, engaging the several taxonomies of learning, etc. He stated: *'our teachers do not have the idea of how to do these things. They just give assignments and would not put one through. They keep scoring zero or two every time without considering the stance of their students or sitting back to evaluate what could be wrong.'*

**i. Lack of Exposure to the Outside World of Fine Arts**

Field trips and excursions are important aspects of the learning process. Field trips help to sync the outside world realities with the teaching and learning that goes on in the classroom. Student participants noted that they lack proper exposure to the world of art outside the school environment. A student participant (SP7) stated that: *'we do not have any exposure or experience of any exhibition. All we just do are theoretical teachings within the classroom.'* He did not find this interesting as this bores him out quickly.

Student participant 10 stated: *‘we just sit inside and do heaps of work without any experience outside of the class.’*

A teacher participant stated the need for students to be exposed to the world of fine art as this would help to expand their worldview and would in turn increase their interest in the subject. He said *‘we lack outings like visiting the museum and excursions. This would really enlighten the students on what fine art is.’*

### **Research Question Three**

What are the solutions proffered by students and teachers in Oredo local government area of Edo state to deal with the identified factors?

To answer this research question, we will be carrying out an interpretive content analysis of students’ and teachers’ suggestions for solutions to the factors affecting the teaching and learning of Fine Arts in secondary schools in Oredo local government area. The transcribed responses will be categorized into various headings.

Responses on the solutions proffered by students and teachers in Oredo Local Government Area of Edo to deal with the identified factors

## **1. Provision of Adequate Resources, Materials and Equipment**

Students and teachers alike stated that one of the things that will enhance the effectiveness in the teaching and learning of fine arts in secondary schools will be appropriate availability and access to instructional materials.

Student participant 8 stated that one of the solutions to the learning of fine arts is the provision of materials and facilities by the government. He said: *‘the government can assist us and provide all the facilities that are needed for the teaching of fine arts.’* Student participant 3 stated clearly *‘we need more facilities and materials if there would be any difference in the learning of fine arts.’*

Another participant (SP 2) summarized the need for art materials for enhanced learning. She said: *‘we need more materials for more practicals so*

*that what we learn can stick to our brains and we can be able to remember.'*

Student participant 1 explained the need for a theatre hall and studio: *'we need a theatre hall to be able to engage in more activities.'*

Teacher participant 2 suggested that *'the school can provide materials for all students. They could also provide subsidies for the purchase of these materials. Another alternative is to use locally sourced materials instead of commercially sourced ones. For instance, we can use feathers instead of brush and charcoals instead of charcoal pencil'*

#### **i. More Qualified and Experienced Teachers**

Another factor that will enhance the teaching of fine arts is when competent teachers are employed to teach the subject. Some of the teachers of fine arts have nothing to do with fine arts as regards their field of study in higher institutions of learning. They are just thrown to teach the subject because there are no teachers of the subject. This affects productivity and interest. Apart from providing competent teachers, more teachers should be employed because of the large class, especially in public schools.

Student Participant 5 stated that *'we need more than one teacher to be available for the teaching of the subjects.'* Student participant 3 explained that not just any teachers are needed to be added to teach the subjects but teachers who are well experienced. She said, *'in addition to more facilities and materials, we need experienced teachers.'*

#### **i. Planned Field Trips and Excursions**

Gulan and Afacan (2013) describe a field trip as a process in which students' abstract perceptions regarding the environment become concrete. They explained that it is also capable of enabling individuals to observe without needing a mediator, arousing curiosity on the subject and endowing groups with skills of listening, asking questions and communicating. Therefore, it is an effective instrument to be used while teaching the subject. Student participant 7 explained that to enhance the learning of fine arts, *'there is the need for more excursions to exhibitions'* Teacher participant 1 explained that *'there is the need for excursion as this would enlighten the students on what fine art really is.'*

Another participant (SP10) stated clearly; *‘go outside, go to the museum, go out to do research, mix with other people and bring in other people for interactions. Don’t just sit down here and give us assignment upon assignment back to back to do. That is not how you teach fine arts’*

### **i. Opportunity for more Practical’s than Theory**

Practicals are important to visualize concepts. Fine art is more of a visual art. It dwells and is enriched by practicality. Students should be able to practicalize concepts. They should be allowed to draw, be involved in art exhibitions, etc. Student participant 7 believes that *‘practicals would help us get the things that they are teaching us theoretically.’*

## **Discussion of Findings**

There are several factors affecting the teaching and learning of fine arts in secondary schools in Oredo local government area of Edo state. These factors vary from teacher to student, although there are similarities in these factors. As gathered from the analysis, one of the biggest factors that affect the teaching and learning of fine arts in secondary schools in Oredo local government is the lack of the necessary materials to aid the teaching and

learning of the subjects. Fine art is a subject that requires adequate materials like paints, brushes, an art studio, and other art materials. When these materials are lacking or insufficient, little or nothing can be done in the teaching and the learning of the subject. Learning in its entirety is supported by instructional aids and materials. Students learn better by doing rather than by saying. The lack of these materials limits the teaching and learning of fine arts.

Another factor that affects the teaching and learning of fine arts is the little or no practicals that are attached to the teaching of the subjects. The reason for this varies from the teacher being inadequate or inexperienced to carry out and supervise art projects and practicals. Another reason for little or no practicals could be the lack of sufficient materials to be able to carry out all the needed practicals that would aid the teaching, learning and retention of the subject.

In addition to this, the teaching and learning of fine arts are affected by inexperienced and incompetent teachers. Teachers who are not vast in the art would not be able to effectively teach the subject which would in turn

affects the learning of the subject. Also, a teacher who is only vast in fine art but not trained to teach the subject would provide imbalanced teaching of the subject because it is one thing to know something, and it is another thing to be able to teach it, especially to students between the ages of 10 and 18. It is important that qualified teachers should be employed to teach the subject. Also, the shortage of fine art teachers in the school affects the teaching of fine art. In a case where we have just one teacher of fine art in the school who has to come in just once a week, the teacher gets exhausted from teaching which affects how effective the teaching gets. It also affects the number of periods that the subject would be taken in a term. This leads to an unfinished curriculum, not enough time for practicals and a rush of the syllabus.

Another similar factor stated by the teachers and students alike is the lack of exposure to the world of art outside the classroom. Excursions and field trips are important aspects of teaching and learning. It is important that teachers include field trips and excursions in their syllabus planning. The lack of field trips affects the several possibilities that students can be aware of which would enhance the learning of the subject. The teachers stated that

the students' mindset toward fine art affects their learning and the teaching of the subject. Field trips to museums and exhibitions can help improve their mindset about fine art and their willingness to learn the subject.

From the analysis, the teachers and the students proffered solutions to the identified challenges and factors. They suggested more provision and access to materials, more opportunities for practical classes and excursions, employment of competent and enough teachers for the subject and proper exposure of the students

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The study is an analysis of the factors affecting the teaching and learning of Fine Arts in secondary schools in Oredo local government area of Edo state. This research took place in two selected secondary schools: the University of Benin Consultancy secondary school and Heir of Salvation secondary school. This research made use of qualitative research methods using a survey research design. A sample of twelve participants was employed. This consisted of ten students and two teachers. The student sample was selected using the convenience sampling technique while the teacher sample was selected using the purposive sampling technique. The research selected five students in each school and their fine art teachers. The two schools have just one fine art teacher and that was the teacher used for the purpose of this research.

The analysis of the data collected shows that the major factors affecting the teaching and learning of the Fine Arts include: poor attitude

and mentality of the students to the subject, unavailability and lack of access to art materials and facilities, incompetent teachers, lack of excursions and exposure opportunity, less practical than necessary and some other minor factors. The data also further reveal solutions proffered by the participants. These include the provision of art materials and facilities, involvement of students in field trips to art exhibitions and museums to correct their mentality towards the subject, employment of competent and adequate teachers, and providing opportunities for more practical

## **Conclusions**

From the findings of the study, the following conclusions have been reached:

- i. The factors affecting the teaching and learning of fine arts range from insufficient funds, incompetent teachers, and less practical than necessary to poor student mindset and attitude towards the subject.
- ii. Teaching only theory in Fine arts does little to enhance the teaching and learning of the subject. There is a need to include relevant and sufficient practicals to aid the learning and teaching of the subject.

- iii. Some students do not see the need to take fine art as a subject. Efforts should be made to make the subject appealing to the students. Also, students should be involved with adequate exposure to the world of fine arts. Exposure helps to arouse the interest of the students in the subject because they would be availed of the several opportunities that the subject can offer.
- iv. Who teaches the subject has a lot to do with how effective the teaching and the learning of the subject would be. Inexperienced teachers affect the effective teaching and learning of the subject
- v. Great effort is needed by educational stakeholders to enhance the teaching of fine arts.

## **Recommendations**

Based on the findings of this study, the researcher recommends the following:

- i. Educational institutions should provide adequate learning materials and equipment that would aid the teaching and learning of the subjects.

Schools should ensure that they have art studios and other materials needed for the teaching of the subject.

- ii. Practicals should take priority in the design of art curriculums and the planning of classroom activities. Curriculum designers should reduce the teaching of theory to the barest minimum while practicals should take more space in the curriculum. The teacher should also involve enough practicals in the lesson design.
- iii. Competent and experienced teachers should be employed by schools. Teachers should also be subjected to regular training and seminars to help them to be better at their jobs.
- iv. Field trips and excursions to museums and exhibitions should be a part of the learning process. It would afford the learners the opportunity to see the real-life application of their classroom experiences.
- v. The educational institution should provide proper and regular orientation to the students on the growing importance of fine arts. This task should not be left to the teacher alone.

## References

- Bodnar, G. (2018, October 25). *The importance of fine arts in education*. bctv.org. Retrieved 2021, from <https://www.bctv.org/2018/10/25/the-importance-of-fine-arts-in-education/>
- Eden Gallery (2021, July 11). Art, blog, fine arts. Retrieved from <https://www.eden-gallery.com/fine-art-definition>
- Godwin, O. I. (2009). The implementation of the creative arts curriculum in secondary schools in Nigeria. *African Research Review*, 3(3).
- Guler, M. P. D., & Afacan, O. (2013). The impact of field trips on attitudes and behaviours related to sustainable environmental education. *World Applied Sciences Journal*, 23(8), 1100-1105
- Hands, C. M., Julien, K., & Scott, K. (2019). Reading the map and charting the course: Educational leaders' roles in interpreting school-community policy and influencing practices. In S. B., Sheldon & T. A. Turner-Vorbeck (Eds.). *The Wiley handbook of family, school and community relationships in education* (pp. 467-488).
- Khan, M.M.H, & Ali, S.L. (2016). The importance of Fine Arts education an overview. *Quest Journal: Journal for Research in Humanities and Social Science* 4(10), 67-70.
- Omisola, R.A. (2020). Arts education in Nigerian secondary schools: A case study of Osun state. *International Journal for Cross-Disciplinary subjects in Education (IJCDSE)*, 11(2).