

**INFLUENCE OF FOSTERING THE CREATIVITY OF ART IN SENIOR SCHOOL
STUDENTS IN THE BENIN METROPOLIS**

Richard Adeola OLABODE

EDU1903444

**A RESEARCH SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND
TECHNICAL EDUCATION, FACULTY OF EDUCATION, IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
BACHELOR IN FINE AND APPLIED ARTS EDUCATION OF THE UNIVERSITY OF
BENIN, BENIN CITY, EDO STATE.**

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JUNE 2024

APPROVAL PAGE

I certify that this work was carried out by Richard Adeola OLABODE with Matriculation Number EDU1903444, Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin city, Edo State.

Dr. (Mrs) G. I. BARDI

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DATE

DEDICATION

This research work is dedicated to God, the ultimate source of wisdom, motivation, and inspiration, for guiding me through this journey. To my mother, Mrs. Mercy Olabode, your unwavering support and love have been my constant motivation.

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ABSTRACT

The study examined the influence of fostering the creativity of art in senior secondary school students in the Benin metropolis. Three research questions were raised to guide this study and one hypothesis was formulated and tested at 0.05 level of significance. The study employed the descriptive survey research design. The population of this study, consists of seven thousand five hundred and fifty four secondary school students (7,554), from three different secondary schools across three different local government areas, a population of hundred students.

The sample size of the study comprised of one hundred (100) senior school students. The instrument used for data collection of this study was a self-structured questionnaire titled, "Influence of fostering the creativity of art in senior school students in the Benin metropolis" (IACSSSQ). The questionnaire was segmented into two sections A and B. Section A measures the demographic variable of the respondent such as gender and class, while Section B, comprised twenty (20) item statements which were drawn from the research questions. The instrument for data collection was face validity by the researcher's supervisor. To establish the reliability of the instrument, copies of the instrument were administered randomly to twenty (20) senior school students. Who were not part of the study population. Thereafter Cronbach statistical tool was used to ascertain consistency. It yielded an alpha value of .771, hence the instrument was considered reliable. The data collected from the respondent, were analysed using mean (\bar{x}), Standard deviation (SD) and two sample independent t-test using statistical package for the social science (SPSS).

The findings of the study revealed that art or artistic activities can be used to foster and increase creativity level in senior school students. With statistical backing that drawing and sketching activities, painting and color theory training increases creativity, the study also

indicated that artistic skills can extend beyond art to create novel inventions that cut across different industries via virtual and augmented reality, graphic design, collaborating with professionals from other backgrounds such as engineers and business strategists on different projects. The study recommended the following among others Provision of art materials to students by school authorities to enhance their understanding of the subject and foster creativity, Design and maintain art classrooms and studios that are vibrant, and inspire creativity, including spaces for displaying student artwork. Organize art clubs, exhibitions, competitions, and field trips to galleries and museums to provide students with additional opportunities to engage with art outside the classroom and collaborating with local artists for workshops, guest lectures, and mentorship programs.

CHAPTER ONE

INTRODUCTION

Background to the Study

Creativity as a concept is the use of imagination and creative techniques to create something valuable and tangible to the society, art as a concept is the application of human talent and imagination, usually in visual medium like painting, sculpture and other visual forms of art, this study seeks to promote innovation, which is the introducing of new ideas, methods, or products that create value and lead to positive change, in the society and among secondary school students using art as a medium, given the basis and primary objective of art or art education is to build talent and develop inherent skills or special human traits. The students or artist in training is guided by the teacher in developing the student's peculiar interest, in the arts. For a clearer understanding of the above mentioned, the researcher defines the senior school students as a learner in his or her final years of secondary education.

Art is changing the educational landscape, promoting creativity and innovation, among senior school students, Art as a subject revolves around creativity and creative activities promotes creativity and critical thinking, the study of fine art significantly increases the creativity of the learner and the application of the creative skills to other ventures.

The aim of art education among others is to educate students to be able to apply artistic skills and knowledge to creatively adapt to different conditions, be flexible thinkers and highly effective in making decisions.

Agommuoh (2015), discussed extensively on some of the benefit and influence of creativity to the students some of the benefit include developing critical and creative thinking skills in students, all of which revolves around the arts, the effective teaching of fine and applied

arts, by the teacher does not only provide students with skills that apply to the arts alone, but provides students with skills that cut across industries. An instance is the application of artistic skills and visual understanding by the students in metal fabrication and fashion design, which are both works of life that do not correlate directly with the arts, the effective application of artistic principles by the students will promote and birth, innovative works and novel ideas.

Agommuoh, (2015) further defined creativity as a combination of abilities, skills motivation and other factors. Art education and art creation deals with the combination of different methods and techniques to create new ideas. The combination of different ideas, techniques and methods by senior school students builds in the learner the ability to make different complex ideas function as one idea, the combining of different techniques also promotes critical thinking skills in the student with the ability to determine what works from what doesn't, and the willingness to approach ideas from multiple perspectives. Art education not only benefits students with creative knowledge but also significantly contributes to the student's cognitive development.

The continuous practice of art by the student increases the students cognitive and intellectual activity. The act of remembering and recalling, various techniques and processes boosts the students verbal and communication skills. After the successful creation of any art piece the artist in training will be asked by his/ her instructors, to give a verbal backing on the production of the work of art, the act of defending works builds the students communication and oratory skills. Art education serves as a means of increasing students creativity providing students with the necessary skills set to express themselves creatively through their artistic skills. This not only enables the learner to define problems effectively, but also encourage the ability to participate in quick decision making, the study and practice of art increases the student's ability

to make choices and take decisions, as the creative process inherently involves making decisions at various stages during the creative process. For instance, when working on a painting the student has to decide what colours to use for different sections, considering the visual impact and harmony of the composition. Similarly, in sculptural work, students need to choose techniques and materials that best express their vision.

Art empowers students by honing their skills, equipping them with the ability to effectively and skillfully apply various materials and navigate the creative process involved in creating a work of art. This not only teaches students the technical and practical aspect of artistic expression but also instills a deeper understanding of the meticulous methods involved in bringing their imaginative ideas to life.

Art serves as a dynamic platform where students not only engage with materials but also cultivates a mastery of creative processes, fostering a hands-on approach in their creative endeavours, guided by the teacher to gain knowledge by experience, that is the learner actively participating in artistic activities and figuring things out by practicing art.

Art education fosters the development of artistic process skills, these art skills enables students to define and solve problems creatively, to solve problems the students need to have an understanding of artistic principles and concepts and apply them to solve problems creatively, the student should also be able to create artworks, handle art materials, and learn by experience through the practice of art to solve problems and promote creativity and critical thinking skills.

Art encourages students to come up with ideas when making art which fosters critical thinking and creativity, the practice of art increases the student's imaginative abilities, additionally studying art fosters a more sophisticated sense of perception and comprehension of what is perceived.

Engaging in art education enhances student's creativity by encouraging the students to explore a diverse range of mediums, such as metal for sculpting and mix media in painting, among others. The multifaceted approach fosters not only technical skills but also critical thinking and imaginative expression, the subject also encourages artistic creativity which is the creation of novel and useful products specific to the area of art. Against this background there is no doubt that art has contributed a lot in fostering creativity and innovation, this is evident in practitioners , artists and artisans who tend to be more creative and have a more creative approach to work and other life situations than others, therefore this study seeks to instill same creative skills in senior school students in the Benin metropolis.

Art, today in secondary schools is employed to increase self expression, as it allows students to communicate thoughts and emotions that might be difficult to convey through words alone, this expressive outlet is essential for emotional intelligence, art improves students communication skills by encouraging, the learners to address often avoided societal issues, such as child abuse and molestation, poverty, tribalism and other critical challenges, through the creation of artworks that confront these issues and propose solutions to the issues , through the creation of works for advocacy and overall societal and human development, students develop a deeper understanding of complex problems and how to effectively communicate their insight to others. This process does not only sharpen their artistic skills but also equips students with valuable tools for engaging in meaningful dialogue and advocacy in their communities.

The importance of the study of art cannot be over emphasized as it is one of the major and foremost advocates of creativity in the academic sector, it is based on this that it is imperative to improve students' attitudes towards the study of art.

Learning art concept and forms is crucial in today's world, where creativity is highly valued across various fields and industries. By delving into art, individuals can expand their creative horizons, develop a deeper appreciation for artistic expression, and gain insights that can be applied in diverse professional settings. Hence this study aims to investigate the impact and influence of art on the creativity of senior school students.

By shedding light on these intricate dynamics, this study aims to offer practical insights and suggestions for educators and school administrators looking to maximise the creative capabilities of senior secondary school students. Through an in-depth exploration of these complex interactions, the research seeks to uncover innovative strategies and approaches that can effectively nurture and harness the creative talents of students in this pivotal stage of their academic journey. By delving into the nuanced interplay of educational methodologies, and individual predispositions, the study aims to equip educators and administrators with a comprehensive understanding of the factors that contribute to creativity development in senior secondary education. Ultimately, the findings of this research endeavour to provide actionable guidance that can be tailored to diverse educational contexts empowering educators and policy makers to cultivate a more vibrant and dynamic learning environment that fosters creativity and innovation among senior secondary school students.

Statement of the Problem

There are some hindrances preventing, the fostering of creativity among secondary school students, which may include lack of trained teachers handling the subject, the methods used by teachers in teaching art, the lack of clearly defined artistic activities that fosters creativity, these problems mentioned tend to be disturbing and poses some challenges like

untrained teachers handling the subject among others, thus the researcher decided to investigate the influence of art on the creativity of senior school students.

Purpose of the Study

The main purpose of the study was to examine the influence of art on the creativity of senior secondary school students. Specifically, the study will determine:

1. The creativity level of senior school students through the study of art.
2. The artistic skills and creativity extend beyond art, and can be used in creating novel inventions and cutting across different industries.
3. The strategies that can be implemented to overcome potential barriers to fostering creativity in and among senior school students.

Research Questions

The following research questions were raised to guide the study.

1. What areas of art or artistic activities can be used to foster and increase creativity level in senior school students?
2. How do artistic skills extend beyond art to create novel inventions that cut across different industries?
3. What strategies can be implemented to overcome potential barriers to fostering creativity in secondary schools?

Hypothesis

The null hypothesis was formulated and tested at 0.05 level of significance.

1. There is no significant difference between the influence of art on male and female students' creativity in senior secondary school students in Benin City metropolis

Significance of the Study

This work would be of immense benefits when published in journals, articles, seminars, workshop and conferences for students, authorities, curriculum planners, artist, art teachers, lecturers, other researchers and the general public.

To ensure that students studying art in can get useful insights into the various artistic skills, teaching methods and interventions that promote creativity and are aimed at promoting creativity. And to better understand how to nurture creativity using artistic skills. This will enable them to grow creative skills, innovation, self-expression, self-confidence and solve problems which are the necessities for success and good performance in today's society.

The study will be of benefit to authorities as it will provide informed educational policies and practices, that will help the create a learning environment that nurtures creativity and innovation among students

The study will be beneficial to curriculum planners as it will provide curriculum planners with evidence-based strategies and approaches for fostering creativity. This will layout crucial areas in art education which has been neglected but crucial in the development of art education and fostering creativity through art.

The study will be beneficial to artist as they can draw inspiration from the study to nurture and enhance their creativity

The study will be beneficial to art teachers as it will provide art teachers and lecturer's with evidence-based strategies and the activities that nurture and enhance the creativity of art in students

The study would serve as a valuable resource for researchers seeking insights, offering the necessary information for their own investigations.

To ensure that the general public acquire a changed mindset and perception towards art education. With the appropriate mindset or attitude towards the subject, there would be available supports and encouragement for the students to offer the subject.

Scope and Delimitation of the Study

The study covered the influence of fostering the creativity of art in senior secondary school students in the Benin metropolis. The aim of the study was to identify the influence of art on student's creativity and innovation. The study explored the benefits of art to the students, such as creative and critical thinking problem solving and how these benefits can be harnessed through the study of art. It focused on the discipline of visual art such as painting, drawing, and sculpture and how they influence creativity. The study was limited to art and to students receiving artistic training in senior schools in the local government areas mentioned earlier. This research will be carried out in (3) schools in (3) different geographical locations namely Oredo local government, Egor local government and Ikpoba Okha local government area.

Definition of Terms

The following term were operationally defined.

Art: is the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture producing works to be appreciated primarily for their beauty or emotional power

Creativity: Creativity for the purpose of this study is a combination of different ideas to produce novel works of art

Medium: These are materials used in creating works of art, mediums include paint, clay, fibreglass amongst others

Critical Thinking: The objective analysis and evaluation of an issue in order to form judgement

Secondary School: A school for students above elementary level and below college level

Art Education: A collective term referring to a comprehensive and sequential education in separate and distinct artistic disciplines

Senior School Students: A student who is in his/her final years of secondary education, most students within this category are within the ages of 15 and 18

Benin Metropolis: The Benin metropolis also known as Benin city is the capital of Edo State, Nigeria

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature related to this study is organized under the following sub-headings;

- Theoretical Framework
- Concept of Art Creativity
- Artistic Activities that Influence and Promote Creativity
- Artistic Activities that Cut Across Different Industries
- Strategies to Overcome Potential Barriers in Fostering Creativity among Senior School Students
- Review of Related Empirical Studies
- Summary of Reviewed Literature

Theoretical Framework

Theory of Constructivism

Constructivism, a cornerstone theory in psychology and education, traces its roots to the groundbreaking work of Jean Piaget and has since evolved through the contributions of various

scholars. Jean Piaget, a Swiss psychologist, is widely regarded as the father of constructivism. His seminal work, particularly his theory of cognitive development, laid the groundwork for understanding how individuals actively construct their understanding of the world. Piaget proposed that cognitive development occurs through a series of stages, each characterized by distinct ways of thinking and understanding. Central to his theory is the concept of schema, mental frameworks that individuals use to organize and interpret information. Piaget's constructivist approach emphasized the active role of learners in making sense of their experiences. He argued that children actively engage with their environment, assimilating new information into existing schemas and accommodating their schemas to incorporate new knowledge. Piaget's research on children's cognitive development, conducted through observations and interviews, provided valuable insights into the mechanisms underlying learning and development.

Piaget contended that children are proactive learners who actively construct their comprehension of the world through exploration, experimentation, and refinement of their ideas. He proposed a developmental sequence comprising several stages. In the sensorimotor stage, infants learn through sensory experiences and physical actions. Subsequently, in the preoperational stage, children acquire language and engage in symbolic thinking, enabling them to conceptualize beyond immediate perception. As they progress to the concrete operational stage, children develop logical reasoning and grasp concepts like conservation, realizing that certain attributes remain unchanged despite alterations in appearance. Finally, in the formal operational stage, individuals demonstrate abstract thinking abilities and can entertain multiple hypotheses simultaneously. Through these stages, Piaget elucidated how children actively construct their understanding of the world.

Furthermore, Piaget advocated for concrete, hands-on activities in learning, particularly during the early stages of development. Termed "sensorimotor" activities, these experiences, in Piaget's view, facilitated children's comprehension of their surroundings and the formation of mental representations. He posited that such activities also nurtured problem-solving skills and fostered creativity. Piaget emphasized the important role of language in the learning process, contending that it aided in organizing and articulating thoughts and ideas, as well as fostering logical thinking. Within the area of art education, this suggests that language can serve as a tool for students to discuss and interpret their artwork, as well as to convey their emotions and concepts through artistic expression.

Another significant contributor to the constructivist theory is Lev Vygotsky (1896-1980). Vygotsky emphasized the social nature of learning, asserting that the teacher's role is to guide and scaffold students' learning experiences. He advocated for an approach to art education that prioritizes the creative process over the final product and is centered on the individual child's developmental stage and needs. Vygotsky advocated for the incorporation of emotional and expressive elements into art education, viewing art as a medium for self-expression and self-discovery. Additionally, Vygotsky introduced the concept of the "zone of proximal development" (ZPD), positing that children learn most effectively when presented with tasks slightly beyond their current capabilities. This necessitates the provision of scaffolding by the teacher, wherein support is offered to assist the child in completing the task, yet allowing for independent learning to occur. Vygotsky's contributions extend beyond art education, encompassing fundamental principles that underpin effective pedagogical practices across various domains.

Other notable contributors to constructivist theory include Paulo Freire (1921-1997), Ernst von Glasersfeld (1917-2010), Jerome Bruner (1915-2016), and Maria Montessori (1870-

1952), among others, who have further enriched our understanding of how individuals construct knowledge and learn through active engagement with their environment.

The theory of Constructivism is applied to this study in several ways, first it suggest that the engagement and involvement in artistic activities promotes creativity and innovation.

Second the theory encourages reflection and revision throughout the creative process, giving learner's opportunity to reflect on their work, identify strengths and areas for improvement through the guidance of the teacher.

Third the theory encourages collaboration among students that will increase creativity, this can be applied when the students are guided by the art teacher to work on an art project.

Implementing these strategies would serve as an effective method to increase and influence the creativity and innovation of senior school students in selected school's in the Benin metropolis

Concept of Art creativity

The Concept of art creativity talks about Art, Creativity, Art education, the history of art education in Nigeria, the importance of art education on secondary school students and the influence of art on student's creativity.

Art, Creativity and Art education

Isrow (2017), defines art as the ability one has to create a diverse range of human activities and products that express emotions or convey ideas, typically through various media such as painting, sculpture, music, literature, and dance. This definition emphasizes the varied forms and purposes of artistic expression. Davies (2018) defined art as a form of expression that encompasses visual, auditory, and performance-based creations, serving as a means for individuals to communicate their thoughts, emotions, and experiences to others. This perspective

highlights the communicative and connective aspects of art, acknowledging its ability to convey meaning and evoke emotional responses across cultures and time periods.

Creativity is the spark that ignites innovation and drives progress. It's the ability to connect seemingly unrelated ideas, and to imagine new possibilities. Whether it's in art, science, business, or everyday life, creativity is what fuels growth and transformation. Walia (2019) defines creativity as "the ability to generate novel, valuable ideas and artifacts. He highlights the generative aspect of creativity, focusing on the act of producing something original.

Art education is an interdisciplinary field that integrates various aspects of artistic learning, such as visual arts, music, drama, and dance. Art education is a field dedicated to teaching and learning about visual arts, including but not limited to drawing, painting, sculpture, and design. It encompasses a wide range of practices, from formal instruction in schools and universities to community-based programs and informal learning experiences. Art education aims to cultivate creativity, aesthetic appreciation, critical thinking, and cultural understanding in students. It often involves hands-on activities, exploration of art history and theory, and opportunities for self-expression and personal development. The sections of art education include: foundation of art, art history and theory and creative expression and studio practice, these sections are explained below for clearer understanding:

Foundations of Art: This section focuses on the fundamentals of visual arts, including principles of design, color theory, composition, and techniques such as drawing, painting, sculpture, and printmaking.

Art History and Theory: Art education often includes the study of art history, exploring different artistic movements, styles, and periods. This section also delves into critical theory, aesthetics, and the socio-cultural contexts in which artworks are created and interpreted.

Creative Expression and Studio Practice: Emphasizing hands-on learning, this section involves studio-based activities where learners engage in artistic experimentation, develop technical skills, and explore their creative potential through various media and processes.

The History of Art education in Nigeria

Art education in Nigeria has a rich history, deeply rooted in the country's diverse cultural heritage and artistic traditions. In Nigerian secondary schools, the teaching of art has evolved over the years, reflecting changes in educational policies and curriculum development. This section of the study explores the history of art in Nigerian secondary schools, highlighting key developments and the significance of art education to the student's creativity

Early History and Development

The history of art education in Nigeria can be traced back to the pre-colonial era when traditional art forms were an integral part of the indigenous cultures. Art was not only a means of creative expression but also played a significant role in rituals, ceremonies, and social practices. However, formal art education as we know it today began to take shape during the colonial period. With the arrival of the British colonialists in the late 19th century, Western education was introduced in Nigeria. The colonial government established schools that adopted the British educational system, which included the teaching of art subjects. Initially, art education was limited to basic drawing and craft skills, with a focus on practical training rather than theoretical knowledge.

Post-Independence Era

After gaining independence in 1960, The Nigerian government embarked on a process of nation-building and cultural revival. This period saw a renewed interest in promoting indigenous art forms and preserving Nigeria's cultural heritage. As a result, art education in Nigerian

secondary schools began to emphasize the study of traditional Nigerian art alongside Western art traditions.

The 1970s and 1980s marked a period of significant growth and development in art education in Nigeria. The government introduced new policies to promote arts and culture, leading to the establishment of art schools and colleges across the country. These institutions offered specialized training in various art disciplines, including painting, sculpture, textiles, and ceramics. Today, art education in Nigerian secondary schools continues to evolve, reflecting changes in the global art scene and advancements in technology. The curriculum now includes a broader range of art forms and techniques, with an emphasis on creativity, innovation, and critical thinking. Students are encouraged to explore their artistic talents and develop a deeper understanding of art history and theory.

However, despite these advancements, art education in Nigerian secondary schools faces several challenges. Limited funding, inadequate infrastructure, and a lack of qualified art teachers are some of the major obstacles hindering the growth of art education in the country. Additionally, there is a need for greater recognition and appreciation of the arts in Nigerian society to fully harness the potential of art education in promoting cultural development and national identity.

Importance of Art Education on Secondary school Students

This section explores the importance of art education for secondary school students, drawing on relevant research and sources. Art education will benefit students in the following ways: promoting creativity and innovation, art education provides students with the opportunity to explore their creativity and develop innovative thinking skills Sawyer, (2017). Through artistic

expression, students learn to take risks, experiment, and adapt to new challenges, which can be applied across various disciplines.

Increasing cognitive development in students research has shown that art education contributes to cognitive development, improving memory, attention, and problem-solving skills Schneider (2019). Engaging in art activities enhances neural connections, allowing for better information processing and overall brain function. Participation in artistic activities promotes social-emotional development by fostering empathy, collaboration, and self-expression Barton (2015). Art education offers a safe space for students to explore their emotions, understand others' perspectives, and build meaningful relationships.

Art education has been linked to improved academic performance, as it encourages students to make connections between subjects and develop a broader understanding of the world. By integrating arts into other disciplines, students become more engaged and motivated to learn. Artistic activities can also help reduce stress and anxiety, promoting overall mental health and well-being among secondary school students Saif, (2024). Art education provides an outlet for self-expression and helps students develop coping mechanisms for emotional challenges

The Influence of Art on Students' Creativity

Art education plays a pivotal role in nurturing creative thinking skills among students. Ulger (2020) were of the opinion that art the safest and creative way of problem solving, emphasising the impact of art on the student's creativity and problem-solving abilities. Through artistic activities such as drawing, painting, sculpting amongst others students are encouraged to think divergently and critically, exploring multiple perspectives and solutions to problems. By engaging in artistic activities students will experience an increase in creativity level, this is so because the creation of any art requires creativity and the continuous creation of art will have a

significant impact on the creativity of the student. Art also influences the cognitive abilities of students, because art requires handling activities and object this often requires a lot of brain work.

Art education serves as a catalyst for enhancing creative thinking skills by stimulating cognitive processes associated with imagination and innovation. Creative activities such as drawing, and painting make learning more enjoyable and engaging, which helps students stay focused and motivated Kaufman, (2013). When students are allowed to approach learning creatively, they become more invested in the process and demonstrate greater enthusiasm for the subject matter Culibrk, (2015). The constant practice of art can increase the attention span and engagement of the student in other learning activities, outside of art.

Art encourages students to think outside the box, and approach activities in new ways leading to innovative solutions to complex problems Lucas, (2014). The study of art increases the students problem solving abilities. Creative problem-solving not only helps students in academic contexts but also prepares them to face real-world challenges effectively. Art influences students creativity by fostering social skills like teamwork and communication Sawyer, (2017) the collaboration of students in the creation of art, increases the students creativity and social skills, an example is students carrying out simple artistic activities in the class such as painting, because all students participate in this activity, it increases their ability to solve problems and promotes social and communication skills as they are constantly sharing ideas and interacting

Artistic activities that influence and promote creativity

There is a wide range of artistic practices and activities that can stimulate creativity in students such as drawing, painting and textile design. Acomi (2023) suggests that engaging in visual arts such as drawing, painting, and sculpting can enhance students' creative thinking skills

by encouraging them to think outside the box and express themselves in new ways. Participation in art education programs can foster creativity by promoting and encouraging imagination, improvisation, and problem-solving. Drawing is a crucial aspect of the curricular, fostering socioemotional development and excitement in children Zakaria et al, (2021)

By engaging in these activities, students are able to explore different perspectives, experiment with ideas, and develop their own unique artistic voice. Bufasi (2024) emphasizes on the cognitive benefits of visual arts education on students such as enhanced problem-solving skills, spatial reasoning, and critical thinking. By experimenting with colors, shapes, and textures, students learn to approach challenges from multiple perspectives and develop flexible thinking patterns.

Mahgoub, (2022) examined the efficiency of artistic activities as tools to enhance creativity. To prove that artistic activities foster creativity they requested twenty students to participate in artistic activities like drawing, photography, metal design and painting and concluded the study with data proving that practicing art increases creativity.

Artistic Activities that Cut Across Different Industries

Artistic skills have been proven to be important to fostering creativity, and has been adopted in other industries to foster creativity and innovation, the creativity of art has been adopted in different ways in different industries such as, banks, schools, technology institutes e.t.c, to accomplish activities like, advertising, artistic skills are required to create visually appealing works, an understanding of the colour palette is essential to create captivating designs that captures people's attention. In architecture the elements of arts and design is applied to make buildings. Artistic creativity is often employed by companies for product designs, in most cases the designs are drawn or painted before they are transferred to the computer for the final design.

In Graphic design designers use artistic skills to create logos, brochures, websites, and other visual materials for businesses. In fashion design, designers often use artistic skills such as drawing during the creative process, to serve as a guide for their vision to create beautiful and functional clothing. Knapinski (2022) examined how art has impacted the technological space. Stating that one of the first virtual gatherings that was held when the world wide web was introduced was for a virtual gallery. He also discussed on other creative endeavours that influenced the world of technology such as the art installation created by Ken Goldberg, the installation has a feature where users could interact with robots online.

Strategies to Overcome Potential Barriers in Fostering Creativity Among Senior School Students

Enhancing creativity in the arts for secondary school students can present various challenges; however, these obstacles can be overcome through the implementation of targeted strategies aimed at fostering creativity and innovation. By addressing potential barriers and a supportive learning environment, educators can effectively foster creativity and help students reach their full artistic potential.

The barriers to fostering creativity can be solved by employing the following strategies First by developing a safe and inclusive learning environment where students feel comfortable sharing their artistic expressions and ideas without fear of judgment or failure Mathews, S.M, (2019). The application of this strategy will significantly increase the creativity of students, and increase the creation of more works of art. By applying this strategy, educators can achieve several outcomes that contribute to fostering creativity of art among students, such as encouraging artistic risk-taking: A non-judgmental environment enables students to take

creative risks, explore new techniques, and embrace the trial-and-error process that often leads to innovative ideas and artistic growth Berg, (2020).

Promoting collaboration and constructive feedback: In a safe environment, students are more likely to collaborate and provide constructive feedback to their peers, fostering a collaborative spirit that enhances creativity and artistic output Marcos (2020)

Enhancing self-confidence and motivation: When students feel secure in expressing their artistic ideas, they develop increased self-confidence and motivation, leading to greater engagement in the creative process and the production of more diverse and original artwork Doleman (2021).

Second, Integrate diverse teaching methods and materials, to effectively teach art and foster creativity it is essential to incorporate a variety of instructional approaches, such as project-based learning, inquiry-based learning, and collaborative learning Seechaliao (2017), as different areas of art all require different teaching methods, for example the methods used in teaching art history, might not apply when teaching students to paint, when teaching art history, the lecture method or discussion method is best suited when teaching art history while when teaching painting, the demonstration, evaluation and collaboration teaching method work best. Also, the use of different materials and mediums can stimulate creative thinking and innovation. By handling and exploring different materials and mediums, the student's creativity level increases, Brown (2024) emphasizes the importance of exposing students to a diverse array of materials, tools, and techniques to encourage experimentation and discovery. This approach enables students to find their preferred mediums and develop their unique artistic styles.

Summary of Related Literature

This section reviewed the general related literature which investigates the influence of fostering creativity in secondary school students. The reviewed literature explores how the study

of art influences the creativity of students engagement. Art education in secondary schools has been linked to improved academic performance, including higher standardized test scores and increased motivation and in learning, additionally engaging in artistic activities has been shown to promote positive psychological well-being, including reduced stress levels, critical thinking increased self esteem, and enhanced social skills.

The reviewed literature also investigates the benefit of art to students and the potential barrier's to fostering creativity incorporating art into secondary education has been associated with the development of critical 21st century skills, such as collaboration, communication, and adaptability, which are increasingly valued today in the workforce. However, challenges exist in implementing effective art education programs such as limited resources, standardized testing pressures and competing priorities in the curriculum. Overall, the reviewed literature emphasizes the influence of fostering creativity of art in secondary school students and highlights the numerous benefits it can provide in terms of academic, social and emotional development. However, more research is needed to better understand the most effective approaches to integrating art into secondary education and address the challenges associated with it's implementation.

Review of Empirical Studies

Samaniego (2024) explored "the creative thinking in art and design education" the study was carried out to explore relevant characteristics associated with the creative thinking, particularly in art, The population of the study was 292 and the sample size was 187 who were administered questionnaires which highlighted an emphasis on experimental learning and interdisciplinary approaches as prevalent educational methodologies for fostering creative thinking which is similar to that of of this study.

Samaniego's (2024) study is related with this project as it is seen to be measurable. The difference is that it was conducted in Spain while this study was conducted in Benin City, Edo Nigeria. Firstly, both studies used quantitative methods to collect and analyze data. In addition to the similarities, both studies focus on fostering creativity. Finally, the both studies focused on promoting artistic activities and the art importance of art to students.

Another study is Achibald (2018). Integrating the Arts and mixed methods: A review and away forward is related with this project as it is seen to be measurable. The difference is that it was conducted in America while this study was conducted in Benin, Edo State Nigeria.

Zaden(2020) in his study, "A review study about creativity in adolescence: where is the social context" the study examined and indentified factors associated with enhancing or inhibiting adolescent creativity in a in a sample of 65 published articles and a A questionnaire survey was administered to 6,333 adolescents across different countries, the number is large as the number adolescents who were administered questionnaires were from 65 published articles.

The findings of the study reveals that practicing art with peers promotes creativity

There are some ways in which the findings of the study are relevant to this project. Firstly, both studies used quantitative methods to collect and analyze data. In addition to the similarities, both studies focus on enhancing creativity and identify factors inhibiting creativity .

Another study related to this study Conner (2016), the study explored everyday creativity activity as a path to flourishing, the study examined crossday relationship between creative activity, affect and flourishing. A sample of 658 young adults took part in a 13 day daily diary study. Each day they reported how much much time they spent on creative activities. The results of the findings support emphasis on daily activities. Promoting expertise and creativity that activity and serve as a means to cultivating positive psychological functioning. The study is

similar to this study as they both encourage consistent engagement in creative activities to foster creativity.

Another study related to this study is that of Peng (2023) where examined the incorporation of arts and culture into fundamental academic disciplines within educational settings, while also examining the obstacles encountered by educators in this pursuit, the findings of the study indicated that educators demonstrate moderate level of achievement in incorporating arts and children into their instructional methodologies showing significant proficiency in fostering creativity and promoting critical thinking techniques.

Which is similar to this study as this study encourages new methodologies to properly foster creativity. The difference is that, it was conducted in the United States and focused on the incorporation of Arts and culture into fundamental academic disciplines while this study was conducted in Benin city, Edo State and the study focuses on the influence of fostering creativity

CHAPTER THREE

METHODOLOGY

This chapter described the methods and procedure that was used in this study. This was viewed under the following sub-headings:

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

Research Design

This study employed a descriptive survey research design. Descriptive survey focused on collection of data, organization of data, analyzing of data, and interpretation of data of a sample in a given population. This involved seeking people's opinion about the phenomenon under the study. This research design is best suitable for the study because it determined the influence of the independent variable (art) on the dependent variable (creativity) of senior secondary school students.

Population of the Study

The population of the study comprised seven thousand five hundred and fifty-four (7, 554) senior secondary school students in the Egor, Oredo and Ikpoba Okha Local Government Area, Benin City, Edo State.

Samples and Sampling Technique

The sample size of the study was made up of one hundred (100) senior secondary school students in Egor, Oredo and Ikpoba Okha Local Government Area of Edo State. Proportionate sampling technique was used to arrive at the sample size of the study.

Instrumentation

The instrument used for the data collection was a questionnaire titled “Influence of fostering the creativity of art in senior school students in the Benin metropolis Questionnaire (IACSSSQ)”. The questionnaire was segmented into two sections: A and B. Section A measured the demographic variables of the respondents such as gender, age and so on while section B comprised 20 item statements which were drawn up from the research questions and the responses of the respondents were rated on a four point rating scale ranging from Strongly Agree (SA, 4), Agree (A, 3), Disagree (D, 2), and Strongly Disagree (SD, 1).

Validity of the Instrument

The instrument was subjected to face validity by the researcher's supervisor and two other experts in the Department of Vocational and Technical Education (VTE), Faculty of Education, University of Benin, Benin City.

Reliability of the Instrument

The reliability coefficient of the instrument used was obtained by measuring the internal consistency of the items which was carried out using Cronbach alpha Statistics. This instrument was administered once to 20 secondary school Students who were randomly selected from Egor, Ikpoba-okha and Oredo Local Government Area of Edo State who were not part of the study sample and the coefficient of 0.77 was obtained which indicated that the instrument was reliable.

Method of Data Collection

The researcher carefully distributed the questionnaire to the respondents, providing clear guidance to ensure accurate completion. The researcher remained present throughout the process, allowing respondents ample time to fill out the questionnaire, and collected the completed forms for further analysis.

Method of Data Analysis

The data collected was analyzed using mean (\bar{x}), standard deviation (SD) and two sample independent t-test. Mean (\bar{x}) and Standard deviation were used to answer the research questions while the two-sample independent t-test was used to test the hypothesis at 0.05 level of significance. The decision rule for the research question was based on mean value such that any calculated mean equal or greater than 2.50 was be regarded as agreed while any calculated mean less than 2.50 was regarded as disagreed. The probability p-value was used on the basis of the hypothesis. Where p-value was less than or equal to 0.05, the null hypothesis was not retained, but where p-value is greater than 0.05, null hypothesis was retained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study.

Presentation of Results

Research Question One

What areas of art or artistic activities can be used to foster and increase creativity level in senior school students?

Table 1: Mean and standard deviation showing the areas of art or artistic activities can be used to foster and increase creativity level in senior school students

S/N	Item	N	Mean	SD	Remarks
1	Drawing and sketching activities foster and increase creativity levels in senior school students	100	3.73	.444	Agreed
2	Does painting and color theory training improve the creative and critical thinking in senior school students	100	3.55	.547	Agreed
3	Active participation of senior school students in sculptural activities or sculpting has positive impact on their creativity levels	100	3.67	.543	Agreed
4	The practice of textile and graphic design activities enhances the creativity of senior school students in their thinking skills	100	3.64	.554	Agreed
5	Encouraging senior school students to experiment with different art styles and techniques stimulate their creativity.	100	3.67	.543	Agreed
Cluster Mean			3.65	0.05	Agreed

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed that the respondents rated item one to five as agreed with a mean rating ranging from 3.55 to 3.73 while the standard deviation also ranges from .444 to .554. The cluster mean indicates a mean of 3.65. With these results, the above mean score shows that areas of art or artistic activities can be used to foster and increase creativity level in senior school students are drawing and sketching activities, painting and color

theory training, active participation of senior school students in sculptural activities, the practice of textile and graphic design activities and encouraging senior school students to experiment with different art styles and techniques.

Research Question Two

How do artistic skills extend beyond art to create novel inventions that cut across different industries?

Table 2: Mean and standard deviation showing how artistic skills extend beyond art to create novel inventions that cut across different industries

S/N	Item	N	Mean	SD	Remarks
6	Virtual and augmented reality: Artists' understanding of perspective, light, and space plays a critical role in designing immersive virtual and augmented reality experiences.	100	3.40	.618	Agreed
7	Graphic design principles influence the development of user interfaces of digital devices	100	3.20	.583	Agreed
8	Storytelling and narrative structure play in creating engaging marketing campaigns and advertising materials	100	3.22	.657	Agreed
9	Sketching, painting, and other artistic skills promote the creation of creative and imaginative advertising designs for brands	100	3.10	.595	Agreed
10	Character design and drawing, play a unique role in developing creative and engaging content for interactive experiences such as escape rooms and augmented reality games	100	3.06	.630	Agreed
11	Students understanding of color and design promotes product development, packaging, and branding strategies for various industries	100	2.90	.640	Agreed
12	Artistic skills and sensibility can influence the aesthetics of products or project's like architecture and digital interfaces	100	2.97	.624	Agreed
13	Artists collaborating with professionals from other backgrounds such as engineers and business strategiest on different projects	100	3.04	.599	Agreed
Cluster Mean			3.11	0.02	Agreed

Note: SD (Standard Deviation), N (Sample Size)

The result of research question two showed that the respondents rated item six to thirteen as agreed with a mean rating ranging from 2.97 to 3.40 while the standard deviation also ranges

from .583 to .657. The cluster mean indicates a mean of 3.11. With these results, the above mean score shows the artistic skills can extend beyond art to create novel inventions that cut across different industries via virtual and augmented reality, graphic design principles, storytelling and narrative structure, character design and drawing, students understanding of color and design, artistic skills and sensibility and artists collaborating with professionals from other backgrounds such as engineers and business strategist on different projects

Research Question Three

What strategies can be implemented to overcome potential barriers to fostering creativity in secondary schools?

Table 3: Mean and standard deviation showing the influence of note-taking study habits on the academic performance of business education students

S/N	Item	N	Mean	SD	Remarks
14	Training teachers to incorporate art and creative thinking into their lesson plans and curricula.	100	3.04	.647	Agreed
15	Offer a variety of art materials to support students' creative pursuits and encourage experimentation with different artistic mediums.	100	3.09	.709	Agreed
16	Encouraging students to collaborate on creative projects and share their ideas nurtures a supportive environment that values innovative thinking and teamwork.	100	3.05	.740	Agreed
17	Adapting assessment systems to accurately gauge students' creativity and innovation using diverse evaluation methods, moving beyond conventional test scores and homework completion	100	3.47	.641	Agreed
18	Schools can collaborate with local artists, art institutions, and industry experts to create an engaging learning environment and foster creativity	100	3.19	.561	Agreed
19	Promote parental involvement by endorsing children's creative pursuits and ensuring access to necessary materials and resources.	100	3.22	.576	Agreed
20	Ensuring equitable access to creative opportunities for students from diverse backgrounds.	100	3.18	.537	Agreed
Cluster Mean			3.17	0.08	Agreed

Note: SD (Standard Deviation), N (Sample Size)

In response to research question three, Table 3 showed that the respondents rated item

fourteen to twenty as agreed with a mean rating ranging from 3.04 to 3.47 while the standard deviation also ranges from .537 to .740. The cluster mean indicates a mean of 3.17. With these results, the above mean score shows that the strategies that can be implemented to overcome potential barriers in fostering creativity in secondary schools are training teachers to incorporate art and creative thinking into their lesson plans and curricula, offer a variety of art materials to support students' creative pursuits and encourage experimentation with different artistic mediums, encouraging students to collaborate on creative projects and share their ideas nurtures a supportive environment that values innovative thinking and teamwork., adapting assessment systems to accurately gauge students' creativity and innovation, schools collaboration with local artists, art institutions, and industry experts, promote parental involvement by endorsing children's creative pursuits and ensuring equitable access to creative opportunities for students from diverse backgrounds.

Hypothesis One

There is no significant difference between the influence of art on male and female students' creativity in senior secondary school students in Benin City metropolis

Table 4: t-test analysis showing mean difference between the influence of art on male and female students' creativity in senior secondary school students

Gender	N	Mean	SD	df	t-value	p-value	Decision
Male	56	3.21	0.31	98	1.981	.050	Significant
Female	45	3.09	0.35				

**P-Value Significant at 0.05 level (2-tailed) (Reject Hypothesis) SD: Standard deviation
DF: Degree of freedom**

The result in Table 4 reveals the mean responses of the significant difference between the influence of art on male and female students' creativity in senior secondary school students in Benin City metropolis. Male gender had a mean of 3.21 and female counterpart had a mean of

3.09 while their corresponding standard deviations were 0.31 and 0.35 respectively. The t-value of 1.981, at degree of freedom of 98, which shows that it was significant at p-value of .050. Testing at an alpha value of 0.05, the null hypothesis was rejected since the p-value equal to alpha value. Thus, there is a significant difference between the influence of art on male and female students' creativity in senior secondary school students in Benin City metropolis.

Discussion of Findings

The findings of research question one revealed that art or artistic activities can be used to foster and increase creativity level in senior school students are drawing and sketching activities, painting and color theory training, active participation of senior school students in sculptural activities, the practice of textile and graphic design activities and encouraging senior school students to experiment with different art styles and techniques. This finding corroborates with that of Barton (2015) who reported that Participation in artistic activities promotes social-emotional development by fostering empathy, collaboration, and self-expression and overall Creativity

Research question two findings indicated that artistic skills can extend beyond art to create novel inventions that cut across different industries via virtual and augmented reality, graphic design principles, storytelling and narrative structure, character design and drawing, students understanding of color and design, artistic skills and sensibility and artists collaborating with professionals from other backgrounds such as engineers and business strategist on different projects. This finding is in line with that of Knapinski (2022) who examined how art has impacted the technological space.

The data output of research question three showed that the strategies that can be implemented to overcome potential barriers in fostering creativity in secondary schools are training teachers to

incorporate art and creative thinking into their lesson plans and curricula, offer a variety of art materials to support students' creative pursuits and encourage experimentation with different artistic mediums, encouraging students to collaborate on creative projects and share their ideas nurtures a supportive environment that values innovative thinking and teamwork., adapting assessment systems to accurately gauge students' creativity and innovation, schools collaboration with local artists, art institutions, and industry experts, promote parental involvement by endorsing children's creative pursuits and ensuring equitable access to creative opportunities for students from diverse backgrounds. This finding support that of Seechaliao (2017)

The findings of hypothesis one indicated that there is a significant difference between the influence of art on male and female students' creativity in senior secondary school students in Benin City metropolis.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary

This study determined the influence of art on the creativity of senior secondary school students in Benin City Metropolis. Three research questions were raised to guide the study and one hypothesis was formulated and tested at 0.05 level significance.

The study employed a descriptive survey research design. The population of the study comprised seven thousand five hundred and fifty-four (7, 554) senior secondary school students in the Egor, Oredo and Ikpoba Okha Local Government Area, Benin City, Edo State. The sample size of the study was made up of one hundred (100) senior secondary school students in Egor, Oredo and Ikpoba Okha Local Government Area of Edo State. Proportionate sampling technique was used to arrive at the sample size of the study. The instrument used for the data collection was a questionnaire titled “The Influence of Art on the Creativity of Senior Secondary School Students Questionnaire (IACSSSQ)”. The questionnaire was segmented into two sections: A and B. Section A measured the demographic variables of the respondents such as gender, age and so on while section B comprised 20 item statements which were drawn up from the research questions. The instrument was subjected to face validity by the researcher's supervisor and two other experts in the Department of Vocational and Technical Education (VTE), Faculty of Education, University of Benin, Benin City. The reliability coefficient of the instrument used was obtained by measuring the internal consistency of the items which was carried out using Cronbach alpha Statistics. This instrument was administered once to 20 secondary school Students who were randomly selected from Egor, Ikpoba-okha and Oredo Local Government

Area of Edo State who were not part of the study sample and the coefficient of 0.77 was obtained which indicated that the instrument was reliable.

The data collected was analyzed using mean, standard deviation and two sample independent t-test using Statistical Packages for the Social Science (SPSS). The findings generally showed that art significantly influenced the creativity of senior secondary school students in Benin City Metropolis. The major findings of the study were as follows:

1. Art or artistic activities can be used to foster and increase creativity level in senior school students are drawing and sketching activities, painting and color theory training, active participation of senior school students in sculptural activities, the practice of textile and graphic design activities and encouraging senior school students to experiment with different art styles and techniques.
2. Artistic skills can extend beyond art to create novel inventions that cut across different industries via virtual and augmented reality, graphic design principles, storytelling and narrative structure, character design and drawing, students understanding of color and design, artistic skills and sensibility and artists collaborating with professionals from other backgrounds such as engineers and business strategist on different projects
3. The strategies that can be implemented to overcome potential barriers in fostering creativity in secondary schools are training teachers to incorporate art and creative thinking into their lesson plans and curricula, offer a variety of art materials to support students' creative pursuits and encourage experimentation with different artistic mediums, encouraging students to collaborate on creative projects and share their ideas nurtures a supportive environment that values innovative thinking and teamwork., adapting assessment systems to accurately gauge students' creativity and innovation, schools

collaboration with local artists, art institutions, and industry experts, promote parental involvement by endorsing children's creative pursuits and ensuring equitable access to creative opportunities for students from diverse backgrounds.

4. There is a significant difference between the influence of art on male and female students' creativity in senior secondary school students in Benin City metropolis.

Conclusion

Based on the findings of the study, it was concluded that art significantly influenced the creativity of senior secondary school students in Benin City Metropolis.

Recommendations

The following recommendations were made

1. Provision of art materials to students by school authorities to enhance their understanding of the subject and fosters creativity.
2. Design and maintain art classrooms and studios that are vibrant, and inspire creativity, including spaces for displaying student artwork.
3. Organize art clubs, exhibitions, competitions, and field trips to galleries and museums to provide students with additional opportunities to engage with art outside the classroom.
4. Collaborating with local artists for workshops, guest lectures, and mentorship programs, and engage with the community through art projects that address local issues and themes.
5. Schools and teachers should promote peer collaboration, as it fosters the development of teamwork, communication, critical thinking, and problem-solving skills. This approach enhances students' artistic abilities and creativity.

Suggestions for Further Studies

This study determined the influence of fostering the creativity of art in senior secondary school students in the Benin Metropolis. The following suggestions for further research were outlined:

1. The availability of school facilities and their effects on the quality of education in junior secondary schools in Edo state.

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APPENDIX A

Department of Vocation and Technical Education,
Faculty of Education,
University of Benin,
Benin City,
Edo State
17/04/2024.

Dear Respondent,

LETTER TO RESPONDENTS

My name is Richard Olabode from the institution mention above. I am currently carrying out a research on “The Influence of fostering creativity of art in senior school students in the Benin metropolis”. I therefore solicit for your objectives responses to the questions in this paper as this would add credibility and validity to this research work. This questionnaire is purely for academic research purpose. Please read the questions carefully and answer each one to the best of your ability. Your responses will be kept confidential.

Thanks for your anticipated co-operation.

**Yours Faithfully,
Richard Olabode
(Research Student)**

APPENDIX B

QUESTIONNAIRE ON INFLUENCE OF FOSTERING THE CREATIVITY OF ART IN SENIOR SCHOOL STUDENTS IN THE BENIN METROPOLIS (IACSSSQ)

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

SECTION A

Demographic data

Gender: Male (), Female (),

Class: ss 1(), ss 2 (), ss3 ()

SECTION B

Key: Strongly agree (SA), Agree (A), Strongly Disagree (DS), Disagree (D)

S/N	What areas of art or artistic activities can be used foster and increase creativity level in senior school students?	S	A	D	SD
1	Drawing and sketching activities foster and increase creativity levels in senior school students				
2	Does painting and color theory training improve the creative and critical thinking in senior school students				
3	Active ve participation of senior school students in sculptural activities or sculpting has positive impact on their creativity levels				
4	The practice of textile and graphic design activities enhances the creativity of senior school students in their thinking skills				
5	Encouraging senior school students to experiment with different art styles and techniques stimulate their creativity.				
Q2	How do artistic skills extend beyond art to create novel inventions that cut across different industries?	SA	A	D	SD
6	Virtual and augmented reality: Artists' understanding of perspective, light, and space plays a critical role in designing immersive virtual and augmented reality				

	experiences.				
7	Graphic design principles influence the development of user interfaces of digital devices				
8	Storytelling and narrative structure play in creating engaging marketing campaigns and advertising materials				
9	Sketching, painting, and other artistic skills promote the creation of creative and imaginative advertising designs for brands				
10	Character design and drawing, play a unique role in developing creative and engaging content for interactive experiences such as escape rooms and augmented reality games				
11	Students understanding of color and design promotes product development, packaging, and branding strategies for various industries				
12	Artistic skills and sensibility can influence the aesthetics of products or project's like architecture and digital interfaces				
13	Artists collaborating with professionals from other backgrounds such as engineers and business strategiest on different projects				
Q3	Strategies that can be implemented to overcome potential barriers to fostering creativity in secondary schools, consider these questions?	SA	A	D	SD
14	Training teachers to incorporate art and creative thinking into their lesson plans and curricula.				
15	Offer a variety of art materials to support students' creative pursuits and encourage experimentation with different artistic mediums.				
16	Encouraging students to collaborate on creative projects and share their ideas nurtures a supportive environment that values innovative thinking and teamwork.				
17	Adapting assessment systems to accurately gauge students' creativity and innovation using diverse evaluation methods, moving beyond conventional test scores and homework completion				
18	Schools can collaborate with local artists, art institutions, and industry experts to create an engaging learning				

	environment and foster creativity				
19	Promote parental involvement by endorsing children's creative pursuits and ensuring access to necessary materials and resources.				
20	Ensuring equitable access to creative opportunities for students from diverse backgrounds.				

APPENDIX C

OUTPUT OF RELIABILITY OF THE STUDY

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	20	100.0
Cases Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.771	20

APPENDIX D

OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	83	3	4	3.73	.444
Q2	83	2	4	3.55	.547
Q3	83	2	4	3.67	.543
Q4	83	2	4	3.64	.554
Q5	83	2	4	3.67	.543
Valid N (listwise)	83				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
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VAR00001	5	3.55	3.73	3.6520	.06573
VAR00002	5	.44	.55	.5262	.04617
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	101	2	4	3.40	.618
Q7	101	1	4	3.20	.583
Q8	101	1	4	3.22	.657
Q9	100	2	4	3.10	.595
Q10	101	1	4	3.06	.630
Q11	101	1	4	2.90	.640
Q12	101	1	4	2.97	.624
Q13	101	1	4	3.04	.599
Valid N (listwise)	100				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	8	2.90	3.40	3.1113	.15833
VAR00002	8	.58	.66	.6183	.02478
Valid N (listwise)	8				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q14	101	1	4	3.04	.647
Q15	101	1	4	3.09	.709
Q16	101	1	4	3.05	.740
Q17	101	1	4	3.47	.641
Q18	101	2	4	3.19	.561
Q19	101	2	4	3.22	.576
Q20	101	2	4	3.18	.537
Valid N (listwise)	101				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	7	3.04	3.47	3.1771	.14739

VAR00004	7	.54	.74	.6301	.07646
Valid N (listwise)	7				

APPENDIX E

OUTPUT OF HYPOTHESIS

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Art	Male	56	3.21	.305	.041
	Female	45	3.09	.348	.052

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Art	Equal variances assumed	.010	.919	1.981	98	.050
	Equal variances not assumed			1.953	88.167	.054