

TEACHER BASED STRATEGIES FOR IMPROVING ENROLMENT FOR STUDENTS IN FINE AND APPLIED ART IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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Abstract: *The study investigated the teacher-based strategies for improving enrollment of students to study Fine and Applied Arts in Colleges of Education in Anambra State. Three research questions guided the study. Survey research design method was adopted. A total of 144 respondents made up of 27 lecturers and 117 students in Federal College of Education (Technical), Umunze and Nwafor Orizu College of Education, Nsugbe within 2013/2014 academic session were used and for this reason there was no sampling. Mean statistics was used to analyse the data collected. Questionnaire was the only instrument used for data collection. The study revealed among others that cost of material, inadequate classrooms and studios, teachers' and students' attitudes are responsible for the low enrollment. Based on the findings, teachers should use effective methods and art facilities to make learning interesting. Government should provide enough funds for infrastructural development and provide free art materials for effective learning. Career orientation should be introduced to generate awareness on the importance and entrepreneurial value of Art Education to the general public.*

Keywords: Teacher Based Strategies, Improving Enrolment, Students in Fine and Applied, Colleges of Education

Introduction

Art could be seen as visual objects or experience consciously created through an expression of skills or imagination. Art serves aesthetic purposes at one end and purely utilitarian purpose on the other hand. The implication there is that utilitarian purpose involves the creation of objects where the practical considerations of use are quite essential. Art can be Music, drama, dance, writing and something that is created with imagination and skill that appeals to the sense or emotions Achjian (2005) Fine art refers to a skill used to express the artistic creativity, or to engage the audience's aesthetic sensibilities, or to draw the audience towards consideration of the fine things while applied art serves utilitarian function. Fine and applied arts therefore traverse artistic terrains such as drawing, painting, sculpture, photography, graphics, textiles, craft and ceramics (Odike, 2013).

A cursory look at some of the objectives of fine and applied Arts as contained in National Commission for Colleges of

Education minimum standard for Nigeria Certificate in Education are as follow:

- 1 Training Professional art teachers to fill the manpower needs of the primary and junior secondary schools.
- 2 Equipping the students with necessary knowledge and skills for promotion of Nigerian and world's artistic and cultural heritage.
- 3 Developing in the would-be teachers the ability to communicate effectively through art.
- 4 Equipping Nigeria Certificate in Education graduates with manipulative skills which will make them self-reliant, job generators among others (National Commission for Colleges of Education 2012).

The above objectives actually are put together in place to develop the learners' aesthetic perception, artistic talents and expression and to stimulate interest and enquires in practical areas that will make them self-reliant in today's global tumultuous and unsteady economy when properly harnessed. One could therefore deduce that the importance

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of fine and applied art lies in its ability to equip the learners with entrepreneurial skills that will make them economically independent by providing steady flow of cash also make them job providers instead of jobseekers. Stressing on the importance of fine and applied art education, Oloidi (2011) asserted that art works can serve social, political, religious, therapeutic, historical, educative and generally humanistic needs. The author went further to state that the relevance of art to national development particularly in industrialization is more assertively echoed by applied arts. This has shown how fine and applied art is indispensably relevant to the circulatory system of modern development.

Despite the entrepreneurial importance of Fine and Applied Arts in job creation, there has been low enrollment of students into the departments of Fine and Applied Arts with particular reference to the existing Colleges of Education in Anambra State. The enrollment of students fluctuates and is not very encouraging due to a number of reasons. The most noticed cause is cost of art materials which most students find hard to meet up with. Others include negative attitude of parents towards art education and social ignorance of value of art education. Stressing further on the above reasons Onwuzo (2009) stated that some of the artistically uninformed learners have poor perception of Fine and Applied Art which resulted in students poor enrollment in Fine and Applied Art education. Okpala (2014), supporting the statement stated that many would be art students were discouraged by persons who do not really understand what visual art is all about. Uzoagba (2002) also stated that a new approach to study of art must be made in order to develop a sound art philosophy so that the students will appreciate the relationship of art to the whole structure of the growth of our society.

Statement of the Problem

Students' enrollment to study fine and applied Arts in tertiary institutions is significantly declining over a period of time. There is an urgent need for the teachers of Fine

and Applied Art to encounter the challenges posed by this situation to avert future damages on entrepreneurial benefits derived from this important course of study to individuals and society at large. The question now is what are the strategies on the part of teachers to be adopted to improve students enrollment in the study of fine and applied arts?

Purpose of study

The aim of the study is to find out the strategies for improving enrollment of students in Fine and Applied Art with particular reference of Federal College of Education (Technical), Umuze and Nwafor Orizu College of Education Specifically the study intends to:

1. Find out the present state of students enrollment in Fine and Applied Art.
2. Find out the factors responsible for poor students enrollment in Fine and Applied Art.
3. Determine teacher based strategies for improving students' enrollment in Fine and Applied Art.

Significance of the Study

The result of the study will be of enormous helps to lectures, students and society in general. The study will uncover the past enrollment record of students in Fine and Applied Art department so that new measures will be put in place to increase the number. The number of students that will acquire entrepreneurial skills for self-reliance and empowerment in Fine and Applied Art will increase. Lecturers will have job fulfillment in teaching and learning process in Fine and Applied Arts and government will be attracted to provide learning facilities lacking in Fine and Applied Art. The society in general will gain because if students acquire entrepreneurial skills in art education, they become valuable individuals in the society.

Research Questions

The following questions were posed to guide the study:

1. What are the student's enrollment record in Fine Applied Art?

2. What are the factors responsible for poor enrollment of students in Fine and Applied Art education?

3. What are the teacher based strategies for improving students enrollment?

Methodology

Design of the Study: The study is a survey research design. A survey design is a descriptive study which seeks or uses the sample data of an investigation to document, describe, and explain what is in existence or non-existent, on the present status of a phenomenon being investigated (Ali, 2006).

Area of the Study: The study was conducted on Colleges of Education in Anambra State that offer Fine and Applied Arts. There are a total of 2 colleges of education offering Fine and Applied Arts in Anambra State namely Federal College of Education (Technical), Umunze, Nwafor Orizu College of Education Nsugbe.

Population: The population of the study was 144 comprised of all the Fine and Applied Arts students and lecturers in colleges of education in Anambra that offer fine and applied arts. There are a total of 117 Fine and Applied Arts students during 2013/2014 academic session and 27 lecturers in the colleges of education in Anambra State.

(Source: Statistics unit of the College of Education in Anambra 2013). All the Fine and Applied Art lecturers and 117 Fine and Applied Art fine and applied art students in the two colleges of education were used. Hence there was no sampling.

Instrument for Data Collection: The instrument for data collection was questionnaire which sought the view of respondents on strategies for improving enrollment of students in Fine and Applied Art. A four-point likert scale of Strongly Agree, Agreed, Disagreed and strongly Disagreed was used to elicit information from respondents.

Validation of the Instrument: The instrument was validated by two lecturers in the departments of Fine and Applied Arts, Federal College of Education (Technical),

Umunze. The validators examined the questionnaire items in terms of their appropriateness in addressing the research questions and some comments which formed the basis for modifying the items were made.

Administration of the Instrument: 144 copies of the questionnaire were distributed to the respondents personally by the researcher with the help of two research assistants and all the 144 copies of the questionnaire were returned representing 100 percent return rate.

Methods of Data Analysis: Mean rating was used to analyse the data. The means were calculated by assigning nominal values to response categories as follows:

Strongly Agree - (SA)	=	4
Agree - (A)	=	3
Disagreed - (D)	=	2
Strongly Disagreed - (SD)	=	1

$$\text{The mean then is } \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

Any item that receive a mean of 2.05 and above is regarded as Agree while any item that receive a mean of less than 2.50 is regarded as Disagreed.

Results

The results of the study are presented as follows

Table 1: Enrollment in fine and applied art. (2010/2011, 2011/2012, 2012/2013, 2013/2014).

COLLEGE	2010/2011	2011/2012	2012/2013	2013/2014
Federal College of Education (Technical), Umunze.	29	26	42	50
Nwafor Orizu College of Education Nsugbe	36	54	69	67
Total	65	80	111	117

Source: Statistics unit, Federal College of Education (T), Umunze and College of Education Nsugbe.

The results showed that there is low enrollment of students in fine and applied art in the 2 colleges of education in Anambra State.

Table 2: Mean Responses of Respondents on the Factors Responsible for Students poor enrollment in Fine and Applied Art.

S/N	Items	SA	A	D	SD	N	\bar{x}	Remark
1.	Lack of students' interest subject	100	44	-	-	144	3.69	Agreed
2.	Lack of teaching equipment	60	40	40	4	144	3.08	Agreed
3.	High cost of materials	110	30	4	-	144	3.74	Agreed
4.	Societal attitude towards fine and applied art	60	50	20	14	144	3.08	Agreed
5.	Nature of the subject	110	30	4	-	144	3.74	Agreed
6.	Inadequate infrastructure	120	20	4	-	-	3.11	Agreed
7.	Poor teaching methods	60	50	24	10	√	3.49	Agreed
8.	Attitude of teachers towards the study of fine and applied art	100	27	10	10	√	3.49	Agreed

Result in table 2 showed that all the items had mean values above the cut-off point of 2.50 and were accepted by the respondents as factors responsible for student's poor enrollment in Fine and Applied Art.

Table 3: Mean Responses of Respondents on the teacher-based strategies for improving student's enrollment in fine and applied art.

S/N	Items	SA	A	D	SD	N	\bar{x}	Remark
1.	Teachers should promote the image of fine and applied art	27	-	-	-	27	4.00	Agreed
2.	Teachers should be actively involved in teaching	14	13	-	-	27	3.52	Agreed
3.	Lecturers should be involved in creative teaching	20	7	-	-	27	3.74	Agreed
4.	Lecturers should use theory and practical while teaching	23	4	-	-	27	3.86	Agreed
5.	Lecturers to use instructional materials where appropriate	20	6	1	-	27	3.70	Agreed
6.	Various teaching methods should be adopted	27	-	-	-	27	4.00	Agreed
7.	Organization of career day for fine and applied art students	10	17	-	-	27	3.89	Agreed
8.	Lecturers to motivate students by giving them incentives	24	3	-	-	27	3.89	Agreed

Items in table 3 showed the responses of the respondents on teacher-based strategies for improving students' enrollment in Fine and Applied Art. All the items had mean values above cut-off points of 2.50 and were agreed upon by the respondents

Discussion of Findings

Research question I was designed to find out the population of students

enrollment in Federal College of Education (Technical) Umunze and Nwafor Orizu college of Education Nsugbe between 2010/2011 and 2013/2014 academic session.

The total population of fine and applied art students for 2010/2011 is 65, 2011/2012 is 80, 2012/2013 is 111 while

2013/2014 session used for the study is 117 plus 27 lecturers making it a total of 144 respondents from the two colleges of education under study. The finding is in agreement with what Okpala (2014) stated that one of the major problems that may continue to confront visual art in our schools is the poor enrolment of art students in art department. Also Onwuzo (2009) stated that some of the artistically uniformed learned have poor perception of fine

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and applied art which resulted in students poor enrollment in fine and applied art education. Results from research question 1 showed that there is low enrollment of students in fine and applied art in Federal College of Education (Technical), Umunze and Nwafor Orizu College of Education Nsugbe.

Research question 2 Sought to find out the factors responsible for students' poor enrollment in fine and applied art. Results in Table 2 showed that factors such as lack of students' interest in the subject, lack of teaching equipment high cost of materials, societal attitude, nature of the subject, inadequate infrastructure, poor teaching method and attitude of teachers are responsible for students' poor enrollment in fine and applied art. That is why Uzoagba (2002) opined that the manner in which art is taught in our schools and colleges has been found to be unscientific, poor and not properly organized, and because of lack of interest shown in art by schools and college authorities more students drop the subject as they advance in their studies.

Research question 3 was designed to find out the teacher-based strategies for improving student's enrollment in fine and applied art. Result revealed that teacher based strategies such as teacher's promotion of image of fine and applied, being actively involved in teaching, being involved in creative teaching use adequate theory and practical teaching methods, organization of career day, use of instructional material and giving incentives to students among others among others will help to improve students enrollment in fine and applied art. Oloidi (2011) therefore stated that there is need for a change in the pattern of delivery of instruction in this form of programme. And Uzoagba (2002) supported the statement by stating that a new approach to study of art must be made in other to develop a sound art philosophy so that the students will appreciate the relationship of art to the whole structure of the growth of our society.

Conclusion

It is obvious that the society is very ignorant of entrepreneurial benefits and values of Fine and Applied Arts education to the Nigeria populace in general hence, the unmerited negative attitudes exhibited by parents and students which debarred actually show that there is poor enrollment of students in fine and applied art education caused by societal attitudes, students lack of interest, inadequate infrastructure, lack of art equipments, and teachers attitude pose major constraint to students enrollment in fine and applied art education programme. If the teacher-oriented strategies mapped out in the study are properly implemented, there will be upsurge in students scampering for Fine and Applied Arts programmes and it is these students who will make up the national workforce for better society.

Recommendations

Based on the findings the following are recommended:

1. Adequate provision of teaching equipment to fine and applied arts departments in all the colleges of education by Government.
2. Fine and applied art lecturers to make teaching interesting by being innovative in their teaching methods.
3. Organization of career day for fine and applied art students to create awareness about the values of fine and applied art to student and the general public.
4. Government to give financial support for infrastructural development and provision of free art materials to the students.
5. Seminars, workshops and exhibitions should be organized for all fine and applied art lecturers on a regular basis to improve teaching skills.

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