



## EVALUATION OF THE GOALS OF ART EDUCATION PROGRAMME IN THE NORTH-EAST, NIGERIA

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### ABSTRACT

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One fundamental way of ensuring success in workplaces is to set the goal to be actualized. Education industry is not an exception. This study evaluated the goals of art education programme in the unity schools of the North eastern zone of Nigeria. Three out of the six states in that zone were selected. The research design is survey. The target population is the entire teachers and students of the art education programme in Federal Unity Schools. Four hundred and ten constituted the elements in the population; in which case, there were twenty art teachers and three hundred and ninety were students. A sample size of two hundred and seventy-six was taken from both the art teachers and the Senior Secondary students using the purposive sampling technique. Two objectives and two research questions were set to guide the study. Statistical tool in the like of percentage and Table of frequency distribution were used for data analysis and presentation. Findings show that though Art Education goals are achieved, poor performance, inadequacy of infrastructural facilities and instructional materials were also observed.

**Contribution/Originality:** The study reveals the current state of art education programme in North-eastern Nigeria and gave insight to the significance of its goals to the mental development of learners in that zone. The study has also served as an impetus for creating students' and parents' interest in art education.

### 1. INTRODUCTION

Life remains a teleological process which must be nurtured by a continual process of goal-directed action Locke and Latham (2017). Goal-directed action or goal setting is crucial and could be amazing in aggressive success-minded workplaces. It presents an increasing trend as a proven tool for generating motivation for individuals and organisations. The purpose of setting it, and how to go about it as well as how realistic it is going to be remains an increasing challenge for planners. Locke and Latham (2013); Ward (2017) and Amin *et al.* (2017) agree that goal setting is a process of deciding what is to be accomplished and simultaneously devising a plan to achieve the result desired. But when individuals or organisations set more difficult goals, the chances are that they perform better than when they set easy ones (Locke and Latham, 2006). Hence, setting a challenging performance goal and appropriate corporate performance metric is important (Shaiza and Giri, 2016). Therefore, to set goal is a proven mechanism to assist in pursuing action plans and an important consideration for achieving success. Little wonder, workplaces and organisations are paying increasing attention to it as a means of ensuring success. Goal setting

theory itself encompasses all aspects of building people and organisations with efficiency (Spaulding and Simon, 1994; Locke and Latham, 2006; Koppes, 2014). Success of it is sustained through continual evaluation of the performance of the entire organization. Therefore, organizational planning, goal setting and assessment, although time-consuming and expensive in application (Mobley, 1999; Julnes, 2007) contribute immensely to the achievement of top performance of individuals. In the same way, evaluating the achievements of art education programme in the unity schools with regard to its goals is a sure way of assessing its performance in relation to the general education goals of the nation. Since goals are linked to performance standard, it is imperative that evaluation and assessment of this programme in relation to its goals is constantly carried out for changes and improvement – given the fact that Chetty (2011) averred that education is an ocean having a never-ended and life long process with no boarders. It was in the light of reflecting this fundamental need of art education that the Federal Ministry of Education set up National Policy on Education (NPE) which drew up a curriculum with set out goals of art teaching and learning (to be referred to as art education in this study). The following objectives were mapped out to provide opportunity for the students to:

1. develop a language for expressing ideas, feelings, emotions and mood through a variety of art experiences.(creative growth);
2. learn the proper use of art tools, equipment and materials;
3. understand and appreciate works of arts;
4. gain knowledge and develop intellectually, physically, and culturally through art;
5. have adequate skill in and competence for higher education in art;
6. develop interest in future vocation in art; and
7. see the usefulness of art in other subject areas and the society.

Evaluating the achievement of these goals should be more of regular activity as a means of developing outcome – focused goals. Thus, evaluation becomes the key to general success. Nigeria is a country with diversified cultural, religious and educational background in which the role played by art education in improving the country's cultural and socio-economic standard cannot be underestimated. School, as a place where cultural and social values, habits, skills and attitudes are transmitted and perpetuated, is an important institution for the promotion of art and art education. It helps in the discovery of creative abilities in students and provides an enabling environment for the nurturing of gift to the advantage of the student and society. It is also a place for dissemination of knowledge in art and other disciplines. Consequently, art education in schools (junior and senior) needs to be evaluated to monitor the projected and deliberate effectiveness desired for meeting the cultural needs of the country. Thus, evaluation is a master key to performance and the eventual success.

### 1.1. Statement of Problem

The rate of failure and refusal to write the examinations in Art Education especially in the West African School Certificate (WASC) and National Examination Council (NECO) examination in art and design in the federal Unity schools of some North-Eastern States of Nigeria is one of the major problems that motivated the researcher to undertake the present study. Statistics from these examination bodies show that only 5% of students who sat for art and design examinations passed in distinction while less than 35% passed in credit grade between the years 2005 – 2009 in these schools. These statistics signify that only about 40% of the total number of candidates who sat for WASC and NECO examinations in art and design passed the subject at the required level for admission into the higher institutions of learning. Consequently, this will result to a shortfall in the future for the art discipline as the low number of undergraduates will have negative effect on the turnout of professionals and number of art personnel produced for effective learning and doing of the subject. This will invariably impact negatively on our cultural heritage. It is an established fact that Federal established schools are highly equipped. Therefore, the low number

of students in the discipline coupled with high rate of failure aroused the researcher's curiosity on the expected underutilization of the equipment and facilities in the art department of these schools and the impact it would have on prospective students wishing to study the subject so as to meet up with the goals of Art Education in schools and in the society.

### 1.2. Objectives

1. Identify the extent of achievement of Art Education programme goals in the schools.
2. determine the availability and adequacy of human resources (qualified teachers)

### 1.3. Research Questions

1. To what extent are the goals of art learning programme achieved in the Federal Unity Schools of North-Eastern States?
2. How adequate, available and experienced are art education teachers in the Federal Unity Schools of North-Eastern States?

## 2. REVIEW OF RELATED LITERATURE

Art (creation of beautiful or thought provoking works) education in the north was more or less an apprenticeship system. A kind of tradition carried down from one generation to another. In this practice, there is a master who has the skill and willingness to transfer his knowledge to a trainee or apprentice who is willing to learn. In this way, the atmosphere of teaching – learning condition is created which lasts for a certain period of time at the end of which the master gives his blessing as a certificate of competency.

Art education is a system of impacting and acquiring knowledge in art through teaching and learning in schools or similar institutions. Knowing perfectly well that art is culture, art education not only impacts knowledge, it also transmits values, attitudes, skills, and habits, which in other words makes one to become a true and useful member of the society in which one lives. The introduction of art education in the educational system opens a leeway for a complete knowledge of social and cultural identity which goes with the words of Socrates, "Man know thyself". This view notwithstanding, art is still seen as enrichment or recreational activity, a mere craft or an extra-curricular activity (Fafunwa, 1974; Mbahi, 1999). Okoli (2005) observes that the Nigerian public is skeptical about the intellectual value of art. He asserts that some people discuss art as a subject not worthy of academic preoccupation. The result of this prevailing ignorance, he continued, appears to have made some parents discourage their children from choosing art as a career. Oloidi (1989) opines that these parents regard art as a subject or career meant only for people of hand. This view results in lack of interest by students or discouragement of students by parents to engage in the study. Okoli (2009) postulates many parents, who have attained certain level of education prohibit their wards from developing interest or partaking in the study. Therefore, to justify the review of the role of art education in the educational system, studies will be made by viewing critically the philosophies of art education in conjunction with the values of art in the general social attitudes of man especially as he undergoes the training of acquiring knowledge.

The introduction of art education into the educational curriculum from primary to higher institutions of learning in Nigeria marked an epoch in the history of education and the social life of the people. This is because art is seen as an agent of social change, a social need for all cultures and also a social history.

## 3. METHODOLOGY

The design of this research is descriptive survey. The target population is the entire teachers and students of the art education programme in Federal Unity Schools of the North-east zone of Nigeria. Four hundred and ten (410) constituted the elements in the population; in which case, there were twenty (20) art teachers and three

hundred and ninety (390) were students. A sample size of two hundred and seventy-six (276) was taken from both the art teachers and the Senior Secondary students using the purposive sampling technique. Two objectives and two research questions were set to guide the study. Statistical tool in the range of percentage, graphs and Table of frequency distribution were used for the data analysis and presentation.

#### 4. RESULTS AND DISCUSSION

##### Research Question 1

##### To What Extent are Art Education Programme Goals Being Achieved in the Unity Schools?

Table 1 and 2 present the mean responses of each of the scores of each item for students and teachers in the Federal Unity Schools of North-eastern States, (Adamawa, Bauchi and Borno) to the research question 1 which sought to know the extent to which art education programme goals are achieved in the unity schools of North-eastern geo-political.

**Table-1. Mean Ratings of Student's Response on the Extent the Art Education Programme Goals are Being Achieved**

S/N	Items	Mean Responses		
		Adamawa	Bauchi	Borno
1	Art learning has helped me to develop the skill of self-expression by visual means.	3.44	3.68	3.40
2	Art learning has helped me improve my power of imagination, and observation	3.60	3.48	3.43
3	Art learning has helped me improve my power of communication	3.43	3.31	3.20
4	Through art learning, I developed the act of critical judgment in expressing myself.	3.31	3.23	3.10
5	Learning art has helped me to gain knowledge and be effective in coping with my environment.	3.35	3.26	3.37
6	Art programme provides me with the opportunity to appreciate and understand works of art.	3.59	3.41	3.07
7	Art learning provides me with the opportunity to learn the proper use and maintenance of art tools, equipment, and materials.	3.00	3.32	2.84
8	I can be self-reliant through art learning programme	3.37	3.03	3.34
9	Through art learning, I have developed explorative urge for new skills as well as a professional interest in the discipline.	3.32	3.03	3.29

Source: Authors' field work, 2011

Table 1 presented the mean responses of each of the scores of each item for students in the Federal Unity Schools in Adamawa, Bauchi and Borno, to the research question one. Values of 3.44, 3.60, 3.43, 3.31, 3.35, 3.59, 3.00, 3.37 and 3.32 were recorded for students from Adamawa state to the statement items (1 to 9) which sought to know the extent to which the art learning programme goals are being achieved in the unity schools of North-east. A similar trend was observed for students from the Federal Unity Schools, Bauchi and Borno respectively. While the mean score values recorded for students from Bauchi were 3.68, 3.48, 3.31, 3.23, 3.26, 3.41, 3.32 and 3.03, the mean score values recorded for students from Borno were 3.40, 3.43, 3.20, 3.10, 3.37, 3.07, 2.84, 3.34 and 3.29 respectively. These values (greater than 2.50) suggested an agreement by the students that art learning has helped to develop their skill of self-expression by visual means, responses also suggested that art learning has helped to improve their power of imagination, communication and observation, and through art learning, they have been able to develop the act of critical judgment. Similarly, the respondents agree that art has helped them to gain knowledge and be effective in coping with the environment. Moreover, mean score value of respondents also suggested that art programme provided the students with the opportunity to appreciate and understand works of art. Responses were also suggestive that art learning provides them with the opportunity to learn the proper use and maintenance of art tools, equipment, and materials. Respondents agreed that art can enable them to be self-reliant. Finally, responses

suggested an agreement that art learning have also helped them to develop explorative urge for new skills as well as develop a professional interest in the discipline.

**Table-2.** Mean Ratings of Teachers' Response on the Extent the Art Education Programme Goals are Being Achieved

S/N	Items	Mean Responses		
		Adamawa	Bauchi	Bornu
1	Art provides opportunity to perceive and respond to visual qualities in works of art and the environment.	4.00	3.67	3.33
2	Art provides opportunity to acquire and develop artistic power and power of expression by visual means.	4.00	3.67	3.33
3	It does not enable students to respond to personal visual experiences.	3.60	4.00	3.67
4	It does not enable students to perceive and understand visual relationship in the environment.	3.60	3.67	3.67
5	Art enables the students to think, feel, and act creatively with visual art materials.	3.80	3.67	3.33
6	It makes students increase manipulative and organizational skills in art performance.	3.20	3.33	3.67
7	It helps students to understand the nature of art and the creative process.	3.40	3.67	3.00
8	It does not help students to make intelligent visual judgment.	3.60	4.00	3.67
9	Art enables students to use art knowledge and skill to improve their personal and community life.	3.20	3.33	3.00
10	It helps students to acquire knowledge of man's visual art heritage.	3.20	3.33	3.00

Source: Authors' field work, 2011

Table 2 presents the mean responses of each of the scores of each item for teachers in the Federal Unity Schools in Adamawa, Bauchi and Borno, to the research question one. Values of 4.00, 4.00, 3.60, 3.60, 3.80, 3.20, 3.40, 3.60, 3.20 and 3.20 were recorded for teachers from Adamawa state to the statement items (1 to 10) which sought to know the extent to which the art learning programme goals are being achieved in the unity schools of North-eastern States. A similar trend was observed for teachers from the federal unity schools, Bauchi and Borno respectively. While the mean score values recorded for teachers from Bauchi were 3.67, 3.76, 4.00, 3.67, 3.76, 3.33, 3.67, 4.00, 3.33 and 3.33, the mean score values recorded for teachers from Borno were 3.33, 3.33, 3.67, 3.67, 3.33, 3.67, 3.00, 3.67, 3.00 and 3.00 respectively. These values (greater than 2.50) suggested an agreement by the teachers that art provides opportunity to perceive and respond to visual qualities in works of art and the environment and that art provides opportunity to acquire and develop artistic power and power of expression by visual means. They, however, disagreed that art does not enable the students to respond to personal visual experiences and that it does not enable the students to perceive and understand visual relationship in the environment. Respondents were equally of the opinion that art enables the students to think, feel, and act creatively with visual art materials, which makes students increase manipulative and organizational skills in art performance. They were equally in agreement that it helped the students to understand the nature of art and the creative process. Respondents however disagreed that it does not help students to make intelligent visual judgment. Responses were suggestive that art enabled students to use art knowledge and skill to improve their personal and community life. And that it helped students to acquire knowledge of man's visual art heritage.

## Research Question 2

### How adequate, available and experienced are art education teachers in the Federal Unity Schools of North-Eastern States?

Tables 3 and 4 present how adequate, available and experienced the teachers of art education are in the Federal Unity Schools of North-Eastern States, being represented by the samples drawn from Adamawa, Bauchi and Borno States.

Table-3. Adequacy of Teachers

S/N	Schools	No. of Students	No. of Teachers	Teachers/Students Ratio(UNESCO Standard)	Schools Ratio	Decision
1.	F.G.G.C Yola	47	3	1 : 30	1 : 15	A
2.	F.G.C Ganye	36	2	1 : 30	1 : 18	A
3.	F.G.G.C Bauchi	10	3	1 : 30	1 : 3	A
4.	F.G.C Azare	86	1	1 : 30	1 : 86	INA
5.	F.G.G.C Mungunu	-	-	-	-	-
6.	F.G.C Maiduguri	58	3	1 : 30	1 : 19	A

Key: A - Adequate  
 INA – Inadequate  
 Source: Authors' field work

The standard teacher student ratio as presented by Federal Ministry of Education as approved by United Nations Educational, Scientific, and Cultural Organization (UNESCO) is stipulated to be 1: 30. The result from the above table is suggestive that all the Federal Unity Schools of North–eastern States present adequate teacher student ratio except for Azare that has 1 teacher against 86 students. Federal Government Girls College (F.G.G.C.) Yola and Bauchi show 1 : 15 with 3 teachers, and 1 : 3 with 2 teachers respectively while Federal Government College (F.G.C.) Ganye and Maiduguri show 1 : 18 with 2 teachers and 1 : 19 with 3 teachers respectively.

Table-4. Teachers' Academic Qualifications and Teaching Experience

S/N	Schools	Number of Arts Education teachers	Qualification	Number of Teaching Experience	Staff Development
1.	F.G.G.C. Yola	3	Nigerian Certificate in Education (NCE) (Textile, Sculpture and Arts Education) B.Ed (HONS) Arts Education. NCE (Painting and Arts Education)	6-10 Years 15 Years and above. 6-10 Years	Workshop (once) Study fellowship (once).  None.
2.	F.G.C. Ganye	2	NCE (General) B.Ed (Hons) Arts Education.	6-10 Years 15 Years and above.	None Workshop (once)
3.	F.G.C. Azare	1	B.Ed (Hons) Painting	15 Years and above	Conference
4.	F.G.G.C Bauchi	3	M.Ed (Hons) Painting NCE (Arts Education). -	15 years and above.  15 Years and above. -	Workshop (once)  (None). -
5.	F.G.G.C Mungunu	-	-	-	-
6.	F.G.C Maiduguri	3	NCE (Arts Education).  B.Ed (Hons) Graphic Design. B.Ed (Hons) Textile Design.	11-15 Years  15 Years and above. 15 Years and above	Workshop and Seminar (2-5 times)  Workshop (once). Workshop (several)

Source: Authors' Field work

Table 4 presents teachers' academic qualifications and teaching experiences. Out of the three art education teachers in F.G.G.C. Yola, has a degree in Art Education (B.Ed) with high teaching experience of 15 years and above, but has never participated in any conference, workshop or seminar. The 2 NCE (Nigeria Certificate in Education) holders are specialists in general art education with 6 years and above teaching experience and no participation in conference, workshop or seminar. 2 teachers of F.G.C. Ganye have NCE and degree in Art Education (B.Ed) with above 6 and 15 years of experience respectively. The NCE holder has not participated in any self-developing activity while the degree holder has experienced one workshop. The only teacher in F.G.C Azare has degree in painting with high experience in teaching single conference participation for self-development.

F.G.G.C. Bauchi has 3 teachers with NCE and Master in Education (M. Ed.) with high teaching experiences of above 15years, while the other was absent at the time of study. The M.Ed holder has participated in self-development programme as a study fellow and has attended workshop once while the NCE is yet to partake in such activities. F.G.C. Maiduguri has 3 teachers, 2 with degrees in Art (B.A), Graphic and Textile Design respectively and one, an NCE in art education. All are of 15years experience with once and several workshops respectively for the B.A holders, while the NCE holder has attended a workshop and a seminar for self-aggrandizing. Finally, the result presented by Tables 3 and 4 are suggestive that Art Education teachers in the Federal Unity Schools of North-eastern States, (with the exception of F.G.C. Azare that needs more teachers) are available, adequate and experienced as the minimum qualification of a secondary school teacher is NCE with 6-10years experience forming the lowest level of experience.

## 5. CONCLUSION

Setting goals is not new but it is inevitable because the outcome of it will be considered as the end that justifies the means. Avoiding or evading it has been proven to result in programme failure and eventual frustration for workplaces where serious business is minded. This study has evaluated and analyzed the achievement of the goals of Art Education programme in the Unity Schools in North-eastern zone of Nigeria. The concerned schools, teachers and students were surveyed and discoveries were unequivocally stated. Observations made point to the conclusion that, although the result from the responses of respondents were indicative of an agreement that the goals of art education programme were achieved in the Unity schools established in the North east geopolitical zone, poor performances in external examinations (WASC and NECO) were a reflection that art education goals were not completely achieved. The art teachers were experienced and sufficiently available, but they were not availed of induction training such as workshops, conferences and seminars.

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