



Use of Instructional Methods and Materials in Teaching Fine and Applied Arts in Colleges of Education in South-West, Nigeria

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Abstract

This study determines the use of instructional methods and materials in teaching Fine and Applied Arts in colleges of education in South-West, Nigeria. The research design adopted for the study was descriptive research using survey methods. Therefore, all 141 Fine and Applied Arts lecturers in government owned were purposively selected for the study. The instrument for data collection was research designed questionnaire titled use of instructional methods and materials in teaching Fine and Applied Arts in colleges of education in South-West, Nigeria. The questionnaire was validated by three curriculum experts and three Fine and Applied Arts lecturers for face and content validity. Test re-test method was used for reliability study while the instrument was subjected to analysis using Cronbach alpha statistic. The value yielded 0.82, 0.77, 0.81, 0.71 and 0.67 respectively. Research questions 1, 3 and 5 were answered using mean rating while research questions 2 and 4 were answered using frequency count and percentage. The results indicated that project method, lecture method and discovery method were mostly used by the lecturers. Lecturer integrated Fine and Applied Arts students into the practical activities and used the equipment and materials regularly. The lecturers usually covered minimum standards. The major problem encountered by Fine and Applied Arts lecturers was inadequate time for practical work. Based on the finding of this study, it was recommended among others that the Fine and Applied Arts lecturers should be encouraged to attend seminars, workshops and conferences to update themselves in their teaching skills.

Keywords: Instructional method, Materials, Fine and Applied Arts,

Introduction

Any system that is resistant to change is heading to extinction. Change in this context also includes periodic evaluation of the state of performance and growth of the system. The system is dynamic. A dynamic system is a living system. A living system is such, that is, constantly updated and is consistent with (state-of-the-art) that is, the merging technology and innovations in principles and practice of all affairs, including educational affairs. Contextually, state-of-the-art refers to the integration of emerging technology in the teaching and learning of fine and applied art in schools. This corroborates Bisong (2012) who asserts that: We live in a dynamic society where social, political and technological conditions are changing continuously, so education providers should be aware of the trend in order to key into the current instructional approaches and curricular methods that will make teaching and learning processes to be improved and attractive so as to prepare the learner for the real-life challenges in our global community. Fine Art is an important subject area in the school system which the teaching and learning of other subject areas depend on for their successful instructional processes (Bassey & Nya, 2019).

The existence and growth of fine art in the primary and secondary school levels, which are the foundations of artistic development depends on the quality of Art teachers produced by the Colleges of Education. This implies that the quality of Art teachers produced by the Colleges of Education in Nigeria is sine-quo-non to the quality and growth of fine Art in the schools in Nigeria. Udosen (2007) opined that the quality of products is also a function of the method of teaching adopted in the teaching-learning process at the various levels of education. The author opined that assessment of instructional utilization strategies provides the standard for the types of education during the teaching-learning process.

At the College of Education level, the subject is studied as Fine and Applied Arts. There is no hard rule about the definition of Fine and Applied Arts. It has dual operational contents. Fine Arts is viewed as those artworks, created primarily



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for aesthetic reasons, sometimes considered as arts-for-art-sake, rather than for commercial or functional use (Visual Art Encyclopedia, 2019). The document added that Fine Arts typically denotes such expressions as drawing, painting, printmaking and sculpture. It deals with aesthetics and the intellectual stimulation of the viewer while Applied Arts creates utilitarian works, these include architecture, digital art, photography, industrial design, fashion design, interior design as well as decorative arts. Fine or Applied Arts are both visual in nature. Fine and Applied Arts is important for the growth of the individual and the nation at large. Fine and Applied Arts enhance the process of learning, nourishes the system, which includes our integral sensory, attentional, cognitive, emotional capacities, which are in fact, the driving force behind all other learning (Jensen, 2011).

Koketso (2013) who reported that team teaching is an instructional technique in which two or more teachers get together to plan, implement and evaluate a teaching activity. Most teachers used team teaching as the main teaching strategy. Capon and Kuhn (2004) asserted that lecture method allowed more material to be covered in particular the multiple and varied exemplars that have been associated with superior acquisition and transfer. It is the most economical method of transmitting knowledge, but it does not necessarily hold the student's attention or permit active participation. Finding also revealed that the major problems encountered by Fine and Applied Art lecturers' positive attitude toward teaching. Chukwuemeka (2014) opined that teaching methods (also referred to as instructional methods) are primarily descriptions of learning objective-oriented activities, and flow of information between the teacher and the learners. Teaching methods is one of the ingredients necessary for effective teaching and learning activities. Teacher use various methods to implement the Art curriculum in the classroom teaching environment such as discussion, lecture, project, inquiry and discovery method.

Curriculum is an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated. This indicates that the curriculum is a road map for learning and as such focuses on knowledge and skills that deemed fit for learning. Mkpa and Izuagba (2009) defined curriculum as the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience under the auspices of the school for the learner's continuous and willful growth and personal social competence.

Curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). In curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities (Mkpa and Izuagba, 2009). They went further to define curriculum implementation as the actual engagement of the learner with the planned learning opportunities. This means that curriculum implementation is that stage of the curriculum process where the learner through the guide of a teacher interacts with learning activities so as to maximize learning as will be noticed in the learner's new behaviour/new approach to issues.

Another name for the teacher is curriculum implementer. The teacher is one who translates the curriculum document into operating curriculum through a joint effort of hers/his, the learners and other interest groups (Omoniyi, 2009). This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is; rather he breaks the content into teachable units. Precisely what comes to the teacher is not the curriculum plan rather the syllabus which he breaks down to get the scheme of work, down to the unit of plan and finally to the lesson plan which is being used daily in his/her teaching.

In a study, the National Center for Education Statistics (NCES) (2017) conducted on curriculum fidelity and professional development, teachers self-reported fidelity rates when implementing an English language learner (ELL) program. The authors, who used a log to rate the level and amount of time spent on using the curriculum as prescribed, found that 16% of participants recorded decreased levels of fidelity, 51% recorded average levels of fidelity, and 30% recorded consistent fidelity of implementation, as prescribed by the curriculum developers. Previous researchers have shown a need to identify the factors that contribute to teacher concerns and which barriers prevent full curriculum implementation (Lochner, Conrad & Graham, 2015). Understanding the barriers to complete implementation of a new curriculum could provide education administrators with tools to address teacher concerns and could provide vital training for successful implementation (American Institute for Research (AIR), 2016).

Fine and Applied (or Industrial) Arts is an academic subject that is divided into two major fields of study just as the name suggests "Fine" and "Applied", with different sub-divisions as areas of specialization. The philosophy of this programme is to provide academic and professional training for NCE teachers in Fine and Applied Arts. It aims at developing student's aesthetic perception, artistic talents and expression as well as stimulates interest and enquiries in the practical and theoretical



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areas, particular as they affect the teaching of art at the primary and junior secondary school levels (Federal Republic of Nigeria (FRN), 2020). The Fine and Applied Arts objectives are as follows:

1. Training professional art teachers to fill the manpower needs of the primary and junior secondary schools;
2. Equipping and providing the teachers with knowledge, understanding and skills in Fine and Applied Arts;
3. Equipping students with the necessary knowledge and skills for the promotion of Nigerian and world's artistic and cultural heritage;
4. Developing in the would-be teachers the ability to communicate effectively through the arts; and
5. Preparing teachers to qualify for and benefit from teacher education at the university level
6. Equipping NCE graduates with manipulative skills which will enhance their entrepreneurial skills to make them self-reliant and job creators (Federal Republic of Nigeria (FRN), 2020).

Adeyemo (2012) summarizes Fine and Applied Arts as visual arts. He posits that visual arts are art forms that create works which are primarily visual in nature, such as ceramics, drawing, painting, sculpture, printmaking, design, crafts and often modern visual arts (photography, video, and filmmaking) and architecture. The state-of-the-art in the teaching is expressed through the integration of electronic technologies as an instructional mode in the school system. The conventional method of teaching of Fine and Applied Arts had been such that depended solely on the teacher and the analogue method which was boring because the teacher only depended on what they knew, as such references and interactivity which are important in teaching and learning of fine and Applied Arts, especially at the budding stage of artistic development, was limited and sometimes non-existent. It is unbecoming and embarrassing to say that, Fine and Applied Arts graduates from the Colleges of Education in Nigeria may not fit into the modern workplaces and art practices because they were not taught using the state-of-the-art instructional facilities (e-technology) to move with the time, some of the graduate artists have to go through another computer-based training after graduation to meet up with the expectations of today's clientele (Bassey & Nya, 2019).

For instance, a graphic artist who depends on the manual production process of graphic work such as banners and other adverts cannot match up with the speed and precision of the computerized machines for the production of flex banners and other digital items. This assertion is in line with, Lehman (2001) who asserts that "evidence of the effectiveness of arts for instance, in embracing student's creativity and producing more prepared citizens (artists) for the workplace for tomorrow, can be found documented in studies held in many varied settings from school campuses to the corporate world. If the school system lag behind in its instructional approaches the future of the nation's educational system will also lag, thus, retarding progress and development. The integration of electronic technology into the instruction of Fine and Applied Arts is apt and timely in the face of the prevailing circumstances confronting the growth of art in the school system and the circular world. Integrating electronic technology into the instructions of Fine and Applied Arts may enhance the quality of teaching and learning in the school system, and ultimately improve the performance and skills of learners in various learning experiences including specializations in Fine and Applied Arts.

Minimum standards curriculum implementation deals with effectiveness and successful execution of planning of curriculum to bring out desired result. The usefulness of any minimum standards is carried out in the lecture room and studio while the lecturer can be referred to as major implementers or executor of planned minimum standards. Sule and Igunu (2019) worked on assessment of planning and implementation process of the ministry of education in North-central geopolitical zone, Nigeria. The findings revealed that the ministry of education ensure that the purpose and mission of education at different levels are achieved through effective planning and implementation process in North-central geopolitical zone, Nigeria. Ogunbiyi (2019) also examined the evaluation of teachers' implementation of social studies curriculum in upper basic schools in Irepodun L.G.A of Kwara state. The result shows that the methods used in teaching Social Studies was lecture method to explain Social Studies concept to students.

However, both researchers focused on basic education and secondary schools' curriculum but none focused on implementation of minimum standard of colleges of education. The problems are essential for effective and successful implementation of new minimum standard curriculum in colleges of education for teaching Fine and Applied Arts. These include lecturers' incompetence, lack of availability and utilization of learning resource, lack of conducive learning environment, readiness and interest of the learners, methodology and lack of time for Fine and Applied Arts courses, for those reasons, the researcher intends to work on the use of instructional methods and materials for teaching Fine and Applied Arts in colleges of education in South-west, Nigeria.



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Objectives of the Study

The main purpose of the study was to determine the use of instructional methods and materials in teaching fine and applied arts in colleges of education in South-West, Nigeria. Specifically, this study was designed to:

1. Determine teaching methods utilized in colleges of education.
2. Examine the extent of integrating fine and applied arts students' activities in colleges of education.
3. Assess the extent of the use of equipment and materials in colleges of education.
4. Determine the extent of content coverage in fine and applied arts in colleges of education.
5. Find out the problem lecturers encounter in the teaching fine and applied arts in colleges of education.

Research Questions

The following research questions guided the study.

1. What are the methods used in teaching Fine and Applied Arts in colleges of education?
2. How often do lecturers integrate Fine and Applied Arts students into practical activities?
3. How often do the lecturers use the Arts equipment and materials for teaching Fine and Applied Arts in colleges of education?
4. How effective are lecturers in the covering of Fine and Applied Arts curriculum in the minimum standards in colleges of education?
5. What are the problems lecturers encountered in teaching of Fine and Applied Arts in colleges of education?

Methodology

The research design adopted for the study was descriptive research using survey method. The population for the study was all Fine and Applied Arts lecturers in government and private owned colleges of education in South-west, Nigeria. Purposive sampling technique was used to select all 141 Fine and Applied Arts lecturer in government owned colleges of education in South-West, Nigeria. The instrument for data collection was research designed questionnaire titled: Use of instructional methods and materials in teaching Fine and Applied Arts in colleges of education in South-West, Nigeria. The questionnaire was divided into six sections: A, B, C, D, E and F. Section A consist of general information on the name of the college and the state. Section B of the questionnaire composed eight items on the methods used in teaching Fine and Applied Arts in colleges of education. Section C was on the lecturers' integration of Fine and Applied Arts students into practical activities. Section D of the questionnaire contained 12 items on the lecturers' use of equipment and materials for teaching Fine and Applied Arts in colleges of education. Section E was on the content coverage of minimum standard in colleges of education. While section F comprised of eight items on the problem lecturers' encounter in teaching Fine and Applied Arts. 4-point Likert – scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for section B, D and F. 3-point Likert - scale of regularly, fairly and not at all was used for section C and E. The instrument was validated by three curriculum expert and three Fine and Applied Arts lecturers for face and content validity. The reliability of the instrument was tested and the retrieved copy of questionnaire was subjected to analysis using Cronbach alpha statistic. The values obtained for the variables include method use, practical activities, uses of equipment and materials, content coverage and problem encounter in teaching Fine and Applied Art are 0.82, 0.77, 0.81, 0.71 and 0.67 respectively. Research questions 1, 3 and 5 were answered using mean rating with criterion mean of 2.50 while research questions 2 and 4 were answered using frequency count and percentage.

Results

Research Question 1

What are the methods used in teaching Fine and Applied Arts in colleges of education?



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Table 1: The method used in teaching Fine and Applied Arts in colleges of education

S/N	Statement	Mean	Rank
1	I use lecture method to explain Fine and Applied Arts concept to students.	3.27	2 nd
2	Discussion method helps Fine and Applied Arts students to understand the concept.	2.52	5 th
3	Problem solving method is used for practical work in Fine and Applied Arts.	1.76	6 th
4	Discovery method is necessary in Fine and Applied Arts for students' creativity.	3.05	3 rd
5	It is necessary to dictate notes for Fine and Applied arts students	2.58	4 th
6	I adapt to the use of inquiry method to Fine and Applied Arts students	1.65	8 th
7	Team teaching is allowed in teaching Fine and Applied Arts students.	1.55	8 th
8	Project method guide and develop Fine and Applied Arts students.	3.49	1 st

Criterion mean = 2.50

Table 1 shows the methods used in teaching Fine and Applied Arts students in colleges of education. Out of a maximum of 4.6 point, the following mean score are obtained. Project method had a mean score of 3.49 (1st), lecture methods had a mean score of 3.27 (2nd), discovery method had a mean score of 3.05 (3rd), dictate notes to students had a mean score of 2.58 (4th) discussion method had a mean score of 2.52 (5th), problem solving method had a mean score of 1.76 (6th), inquiry method had a mean score of 1.65 (7th) while team teaching had a mean score of 1.55 (8th) respectively. This indicate that project method, lecture method and discovery method (creativity) were mostly used by the lecturers in teaching Fine and Applied Arts in colleges of education.

Research Question 2

How often do the lecturers integrate Fine and Applied Arts students into practical activities?

Table 2: The integration of Fine and Applied Arts into practical activities

Lecturers integrate students to practical activities	Frequency	Percentage (%)
Regularly	117	82.98
Fairly	24	17.02
Not	NIL	NIL
Total	141	100

Table 2 reveals that out of 141 Fine and Applied Arts lecturers in government own colleges of education in south-West, Nigeria. There were 117 representing (82.98%) regularly integrate the Fine and Applied Arts students into practical activities while 24 representing (17.02%) fairly integrate the Fine and Applied Arts students into practical activities. This shows that lecturers integrate Fine and Applied Arts the students into the practical activities.

Research Question 3

How often do the lecturers use the arts equipment and materials for teaching Fine and Applied Arts in colleges of education?

Table 3: The lecturers use of equipment and materials for teaching Fine and Applied Arts in colleges of education

S/N	Statement	Mean	Rank
1	I use poster colour (different colour) for teaching	3.32	2 nd
2	I use modeling tools (wooden and metal spatulas) for teaching	2.33	8 th
3	I use of canvas for teaching	2.94	4 th
4	I use screens squeegees printing frames for teaching	1.60	12 th
5	I use chisels (assorted sizes) for teaching	2.45	7 th
6	I use oil paints for teaching	2.87	5 th
7	I use drawing boards	3.41	1 st
8	I use screen printing inks (different colours) for teaching	1.72	11 th
9	I use plaster of paris for teaching	1.82	10 th
10	I use easel for teaching	2.67	6 th
11	I use welding machine for teaching	2.00	9 th
12	I use sabc brushes points for teaching	3.09	3 rd

Criterion mean = 2.50



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Table 3 indicates that 141 respondents participated in this study. The equipment and materials used for teaching Fine and Applied Arts in colleges of education. Out of the maximum of 4.0 point, the following mean score are obtained. The use of drawing boards had a mean score of 3.41 (1st), poster colour had a mean score of 3.32 (2nd), the use of sable brushes had a mean score of 3.09 (3rd), the use of canvas had a mean score of 2.94 (4th), the use of oil points had a mean score of 2.87 (5th), the use of easel had a mean score of 2.67 (6th), the use of chisels had a mean score of 2.45 (7th), the use of modeling tools had a mean score of 2.33 (8th), the use of welding machine had the mean score of 2.00 (9th), the use of plaster of Paris had the mean score of 1.82 (10th), the use of screen printing inks had the means score of 1.72 (11th), while the use of screens squeegees and printing frames had the mean score of 1.60 (12th). This indicates that the Fine and Applied Arts lecturers used the equipment and materials regularly.

Research Question 4

How effective are lecturers in the covering of Fine and Applied Arts curriculum in the minimum standards in colleges of education?

Table 4: Content coverage of Minimum Standards in college of education

Content coverage of minimum standard	Frequency	Percentage (%)
Regularly	89	63.12
Fairly	38	26.95
Not	14	9.93
Total	141	100

Table 4 reveals that out of the 141 Fine and Applied Arts lecturers that participated in the study 89 representing (63.12%) Fine and Applied Arts lecturers regularly covered Fine and Applied Arts minimum standards, 38 representing (26.93%) Fine and Applied Art lecturers fairly covered minimum standards while 14 representing (9.93%) Fine and Applied Arts lecturers do not cover Fine and Applied Arts minimum standards. This shows that majority of Fine and Applied Arts lecturers cover Fine and Applied Arts in minimum standards in colleges of Education in South-West, Nigeria.

Research Question 5

What are the problems lecturers encounter in teaching Fine and Applied Arts in colleges of education?

Table 5: The problems lecturers encounter in teaching Fine and Applied Arts in colleges of education.

S/N	Statement	Mean	Rank
1.	You have financial constraints	2.90	3 rd
2.	School timetable will enhance the use of equipment and materials	2.47	5 th
3.	You lack support from college administration	2.31	6 th
4.	There is inadequate pre-service training	3.35	1 st
5.	Lecturers' low morale affect motivative approach to teaching	1.63	8 th
6.	You lack experience of handling some courses in minimum standards	2.67	4 th
7.	Needed resources, equipment and materials are not found in the school	3.07	2 nd
8.	You have too little or inadequate time for practical work	1.74	7 th

Criterion mean = 2.50

Table 5 indicates the major problem encountered by lecturers in teaching Fine and Applied Arts in colleges of education. Out of the maximum of 4.0 point, the following mean scores are obtained. There is inadequate pre-service training had a mean score of 3.35 (1st), needed resources, equipment and materials are not found in the school had a mean score of 3.07 (2nd), financial constraints had a mean score of 2.90 (3rd), lack of experience in handling some courses in minimum standards 2.67 (4th), school timetable will enhance the use of equipment and materials had the mean score of 2.47 (5th), lack of support from college administration 2.31 (6th), too little or inadequate time for practical work 1.74 (7th) while Lecturers' low morale



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affects motivative approach to teaching has a mean score of 1.63(8th). This shows that the major problem lecturer encountered in teaching Fine and Applied Arts in college of education was inadequate time for practical work and lecturers' attitude toward teaching.

Discussion of Findings

The findings of the study based on five research questions revealed that project method, lecturer method and discovery method were mostly used by the lecturers for teaching Fine and Applied Arts in colleges of Education. This finding supports the finding of Chukwuemeka (2014) who reported that teachers use various methods to implement the Arts curriculum in the classroom teaching environment such as discussion, lecture, project, inquiry and discovery method, which when appropriately utilized inculcate the described reflective, critical thinking and problem-solving skill to the learners. Furthermore, this present study negates that of Koketso (2013) who reported that most teachers used team teaching as the main teaching strategy.

Findings further revealed that lecturers integrated Fine and Applied Art students into the practical activities. This finding is in agreement with Adeyemo (2012) who summarized Fine and Applied Arts as Visual arts which are primarily visual in nature, such as ceramics, drawing, painting, sculpture, printmaking, design, crafts and other practical work for both lecturers and Fine and Applied Arts students. Also, findings revealed that Fine and Applied Arts instructors used the equipment and materials regularly. This finding agreed with the FRN (2020) who suggested one art technical officer, who must possess OND/NCE in Art to supervise Arts studio and galleries with equipment and materials as follows poster colours, sable brushes paints, digital camera, digital photo printer, oil paints among other.

It was also discovered in this study that majority of the Fine and Applied Arts lecturers in this study regularly covered Fine and Applied Arts in minimum standards in colleges of education. Capon and Kuhn (2004) asserted that lecture method allowed more material to be covered in particular the multiple and varied exemplars that have been associated with superior acquisition and transfer. It is the most economical method of transmitting knowledge, but it does not necessarily hold the student's attention or permit active participation. Finding also revealed that the major problems encountered by Fine and Applied Art lecturers' positive attitude toward teaching. The finding agreed with the finding of Ogunbiyi (2019) found that teachers who are crucial agents in interpreting and implementing the curriculum were not involved in the curriculum development process in Nigeria.

Conclusion

Findings revealed that project method, lecture method and discovery method were mostly used by Fine and Applied Arts lecturers in teaching Arts in colleges of Education in South-West, Nigeria. It was also discovered that lecturers integrated Fine and Applied Arts students into the practical work. The equipment and materials used in teaching Fine and Applied Arts were poster colour, modeling tools, canvas, screen squares, printing, frame, chisels, oil paints, drawing boards, screen printing inks, plaster of Paris, easel, welding machine, sable brushes among other. Furthermore, the majority of Fine and Applied Art lecturers cover Fine and Applied Art minimum standard in colleges of education and the major problem lecturers encountered in teaching Fine and Applied Arts was inadequate time for practical work and lecturers' attitude toward teaching.

Recommendation

The following recommendations are made based on the findings of the study.

1. Fine and Applied Arts lecturers should be encouraged to attend seminars, workshops, and conferences to update themselves in order to improve the quality of their teaching skills.
2. There is need for college administrators to give the Fine and Applied Arts lecturers incentive which will serve as motivation. This will encourage them in carrying out their teaching effectively.
3. The college administrators should allocate adequate time to the practical work of Fine and Applied Arts on the school time table.
4. Fine and Applied Arts lecturers should improve their teaching techniques by using art equipment, materials and good method of teaching.
5. Lecturers should encourage Fine and Applied Arts students to participate in Arts activities both theories and practical work



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