



Evaluation of Primary School Cultural and Creative Arts Curriculum Implementation in Universal Basic Education in Rivers State

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Abstract: This study examined the evaluation of primary school cultural and creative arts curriculum implementation in Universal Basic Education in Rivers State, Nigeria. Descriptive survey design was adopted for the study. Questionnaire based on modified likert format was used to answer four research questions and four hypotheses which directed the study. A total sample of seven hundred and seventy four (774) respondents out of which three hundred and seventy nine (379) teachers and three hundred and ninety five (395) pupils were used for the instrument. The data that was collected were collated and analyzed using frequency tables, mean and standard deviation for research questions and chi-square statistics for hypotheses testing. The result revealed that the curriculum content are adequate and suitable but the implementation in the schools are poor, not practically implemented. The objectives of the Cultural and Creative Arts curriculum have not been attained. It was also revealed that most of the cultural and creative arts teachers do not have qualifications for Fine and Applied Arts. Lastly, the pupils did not show good quality of instruction received from their teachers. It was recommended among others that Teachers of Cultural and Creative Arts should be motivated adequately to enable them put in their best in their performances. Shallow topics that may not promote creativity should be removed while designing the curriculum. Also recommended was that teachers that are not proficient in teaching the subject should be given special training by experts and resource persons, periodically.

Key words: Evaluation, Cultural & Creative Arts, Curriculum, Implementation, Basic Education

Introduction

Evaluation is a term subjected to many interpretation which depends on what is evaluated or who is evaluating what. In general understanding, evaluation is underscored with decision making and passing judgment. This involves a collection of evidence to analyse if there are changes taking place in the learner as well as the amount or degree of change in an individual student Asuru (2006). It is a process which takes place on daily bases amongst humans in their various fields of endeavour. Evaluation plays a major role in education. It is essential to teachers, parents, school administrators, counsellors, students and other stakeholders in the following ways, it;

- a) clarify instructional objectives and determines whether it will be achieved or not.
- b) appraise the effectiveness of different teaching techniques, instructional materials and other curricula activities.
- c) provide feedback to both the pupils and their parents on pupils' performance

- d) determine the overall success of the educational system for proper educational policy.
- e) aid curricula planning and revision.

Curriculum plays a major role to ensure that every child is provided with learning opportunities to bring up their uniqueness and develop their full potentials. The focus is on the child as learner and the use of variety of teaching methodologies (Wikipedia, 2018).

However, Cultural and Creative Arts curriculum was designed with the following curriculum objectives:

- i. Ascertain pupil's self-discovery in cultural and creative arts.
- ii. Development of practical skills.
- iii. Encouragement of pupils in practical activities.

Inclusion of Cultural and Creative Arts in the primary school curriculum provides valuable means of communication in visual form. It encourages pupils to explore, experiment and discover a wide range of tools and materials to create art works. The ability to development pupil's artistic experience to a large extent depended on acquisition and control of local materials and tools (Nnamani, 2018). Curriculum is regarded as the "heart" of learning institutions which insinuates that schools cannot perform without a curriculum (Alvier, 2014).

Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. It is the translation of a written curriculum into classroom practices. Regardless of the definition or approach, curriculum can be organized into four major components: objectives, content or subject matter, methods (techniques) and evaluation. Teachers most times are not involved during policy formulation even though they are expected to implement the curriculum.

If the Curriculum is to be properly implemented, the Cultural and Creative Arts teachers should abreast themselves with the subject, pupils should be taught how to construct and exploit their world with art materials. This offers opportunity for art appreciation in the study of art. The cultural and creative art curriculum must be planned against the broad outlined of the social, commercial and technological background of the society.

In Nigeria, Rivers State in particular, if primary education especially Cultural and Creative Art Curriculum is properly planned, implemented and encourage, it could be used to develop innate genius in the pupils and enhance their capacity to discover themselves, develop skills for practical activities in art.

This study therefore, shall unravel the problems associated with the implementation and evaluation of Cultural and Creative Arts Curriculum in Universal Basic Education in Rivers State.

The Universal Basic Education programme is a school quality programme aimed at positioning education especially at the basic level so that it will play its role as a positive instrument of change and development.

At Universal Basic Education levels in Rivers State, art teaching contributes to the general development of the pupils, and artistic traits in children actually starts with drawings and illustrations of familiar events, all this activities leave lasting impression on the pupils (Nweke, 2007).

However, from the available records since the introduction of the curriculum and course

specification for primary school Cultural and Creative Arts in Rivers State, there is no evidence that it has been evaluated. Its review and evaluation are important exercises which ought to be routinely carried out in order to determine its relevance.

Therefore, determining the extent to which the curriculum has satisfied the needs and aspiration of the learners is imperative. It is expedient that every curriculum be subjected to evaluation as often as possible in order to ascertain whether or not it is meeting up with the changing needs of both the learner and the society he or she lives.

Statement of the problem

It is expedient to subject a curriculum to periodic evaluation. Cultural and Creative Arts curriculum of the Universal Basic Education in Rivers State is one of such curriculum that its implementation and evaluation is yet to be determined, since it was introduced in 1999.

Considering the length of time since introduction of the curriculum till date, a good number of changes in the society have taken place which calls for a review and revision of the programme of study. The number of changes may be important social needs or aspirations that warrant attention in the review of curriculum. With regards to the above statements, there is lapse to be filled with empirical information that is useful and relevant to indicate that primary school Cultural and Creative Arts curriculum was not meeting its objectives. This lapse of information was a major contending issue which the study is poised to investigate.

Objective of the study

The general objective of this study was to evaluate the primary school Cultural and Creative Art curriculum implementation of Universal Basic Education in Rivers State with a view of finding the extent to which attainment of the goals and objectives of the programme would be met.

The specific objectives of the study are as follows:

1. Identify the relevance of the course content of the Cultural and Creative Arts Curriculum of Universal Basic Education of primary school in Rivers State.
2. Determine the extent to which the objective of the curriculum is been attained.
3. Ascertain the extent to which the teachers are qualified to teach the pupils or trainees.
4. Determine the quality of instructions the pupils receive

Research question

The study investigates the following questions:

1. Are the contents of the curriculum adequate and suitable for the realization of the objectives?
2. To what extent have the objectives of the Cultural and Creative Arts Curriculum been attained?
3. To what extent are the primary school cultural and Creative Arts teachers qualified to teach the pupils or trainees?
4. What is the quality of instructions the pupils receive?

Hypotheses

Ho₁ There is no significant impact on contents of the curriculum adequate and suitable for the realization of the objectives.

Ho₂ There is no significant impact on the objectives of the Cultural and Creative Arts

Curriculum attainment.

Ho₃ There is no significant impact on the qualification of the primary school cultural and Creative Arts teachers in the art programme.

Ho₄ There is no significant impact on the quality of instructions the pupils receive.

Significance of the study

The outcome of the research would reveal the state of the primary school Cultural and Creative Arts programme in Rivers State. The result will be of help to government, the Universal Basic Education Authority, School Administrators, Teachers, Students and other stakeholders in the programme to make important decisions that would improve primary school Cultural and Creative Art in Rivers State. For instance, copies of the study would be made available to both the government and the Universal Basic Education board and based on the recommendations of the research report; they would be advised on what modification are necessary and where particularly in the curriculum the changes are needed.

If the necessary changes are effected in the curriculum as a result of recommendation of this evaluation exercise, the teachers of programme would benefit from it because their teaching assignment would be made easier. This is particularly so if the government, interest groups and relevant organs in the country provide appropriate and adequate instructional materials and infrastructural facilities, based on the recommendations made in the evaluation report. The students/pupils of the programme would also benefits from the outcome of the exercise as the curriculum content and learning experiences they receive would be enhanced to meet their present needs. In the end, the objectives of the primary school Cultural and Creative Arts programmes would be better realised. The graduate of the programme would be properly and adequately empowered with the requisite knowledge and skills to fit into future vocation.

Besides, the study would assist those researchers who might be interested in similar studies. It would provide a base from which other studies might start off. For instance, another researcher can build on it by evaluating the junior secondary school Creative Arts of the Universal Basic Education in Rivers State.

Theoretical Framework

In this study therefore, Hegel's Aesthetic Theory" art as beauty was adopted to situate the investigation on Evaluation of primary school Culture and Creative Arts Curriculum Implementation of Universal Basic Education in River State.

Hegel, George Wilhelm Friedrich philosophy of aesthetics perceives art to be the ultimate form but not the ultimate form of mind, Sporre (1990: p. 380). According to him, philosophy is the final form while art was a previous step toward truth. He postulated the truth as idea. Hegels believes that the objective of art is beauty which is a means for expressing truth. He defined beauty as the sensuous appearance of idea, or the show of the absolute concept", that the concept for itself is art. He therefore, believed that classical art was the format whereby the ideal content "reaches the highest level of that sensuous, imagination materials can correctly express." Hegel's argument of aesthetics followed his predecessors' viewpoint to the same subject, Plato and Aristotle.

Plato's theory of beauty and art focused on the concept of imitation of the ideal which exists even beyond the universe, because the universe itself is only an imitation of ideas or unchanging forms. Whereas, Aristotle's purpose of art does not lie in edifying or teaching moral

lesson. His real purpose of art is to give pleasure and in the measure by which it gives pleasure. It is to be judged as good art. The source of this is seen in the way works of art excite our emotions and passions, heal our souls, make us think. It also amuse and relax us. These philosophers saw theory of aesthetics as the philosophy of arts.

As early childhood educators, our task is to expose rather than impose. Expose children to a wealth of sensory experiences and variety in each of the arts; art, music and culture. Expose children to a wide variety of arts forms and styles without imposing your own preferences, and also help the children see that art can be good in terms of design or composition even though one may not like it. Another relevant but associated theory, this study combines with the above theory is Salvia's theory, which was propounded by Salvia in 1991. Salvia theory stated that it is rather important to help students learn a particular information, skills and concept that will make them become useful in adult life, is a silent aspect that relates to this study where there are prompting by both literary and visual information of work done in the class and outside classroom and studios. All the information revealed by the above theories are what the implementation of the primary school Cultural and Creative Arts curriculum of Universal Basic Education in Rivers State sets out to realize.

Conceptual framework

Evaluation is a term subjected to various interpretations by different authors. The basic understanding is that evaluation is underscore with decision making and passing judgment. It is a systematic collection of evidences to determine the changes taking place in the learner as well as the amount or degree of changes in an individual. (Ali, 1986; Asuru, 2006; Obodo, 2011: p. 36). Evaluation plays vital role in education which uses curriculum to provide the learning opportunities that recognize and celebrate learners' uniqueness and develop their full potential (Alvier, 2014; Wikipedia, 2018). Cultural and Creative Arts curriculum of primary school provides valuable means of communication in visual forms (Olorukooba 2006; Nnamani, 2018; Ajibola, 2008: pp. 51-58).

As a subject, it empowers the pupils with creative skills that widens their base of participation in the cultural environment. Many educationists have identified lack of curriculum implementation as a major setback for attaining goals of education in Africa, (Obanya, 2007). The Universal Basic Education (UBE) which was launched in 1999 aims at progressively ensuring a quality education for pupils over a nine years education circle (Asuru 1997; FRN, 2004; Nweke, 2007). However, since the introduction of cultural and creative arts in Rivers State, there is no evidence that it has been evaluated. It is expedient that every curriculum be subjected to evaluation as often as possible in order to ascertain whether or not it is meeting up with the changing need of both the learner and the society he or she lives. Cultural and Creative Arts emanated from those subjects and their contents which were joined together to form one subject under the current Universal Basic Education Programme. It comprises of fine Arts, painting, weaving, drawing, local crafts, drama, music, carving etc. It was aimed at providing the pupils with the necessary entrepreneurial and employable skills that are needed for economic reconstruction. It also aimed at exploring the hidden potentials and talents of pupils.

The process of teaching is referred to as curriculum implementation by many authors. The teachers are the resource persons that are involved in curriculum implementation in various primary schools, especially, the teachers of cultural and creative arts (Agina-Obu, 2006; Owo, 2008; Green, 2010; Nweke et al, 2012: pp. 117-125). The history of art teaching in Nigeria is

clearly exemplified by Aina Onabolu (1882-1963), cited as a pioneering art teacher (Onachukwu, 1998; Oloidi, 1986: pp. 108-126). Also cited by many other scholars is the scarcity of qualified art teachers, instructional materials and absence of art studio or art room, tools and equipment as well as lack of fund, Nwombu (2009: p. 688).

Models of evaluation

Models of evaluation are an integral part of the models development process. It helps to find the best model that represents our data and how well the chosen model would work in future ([https://www saedsad.com.mode](https://www.saedsad.com.mode)).

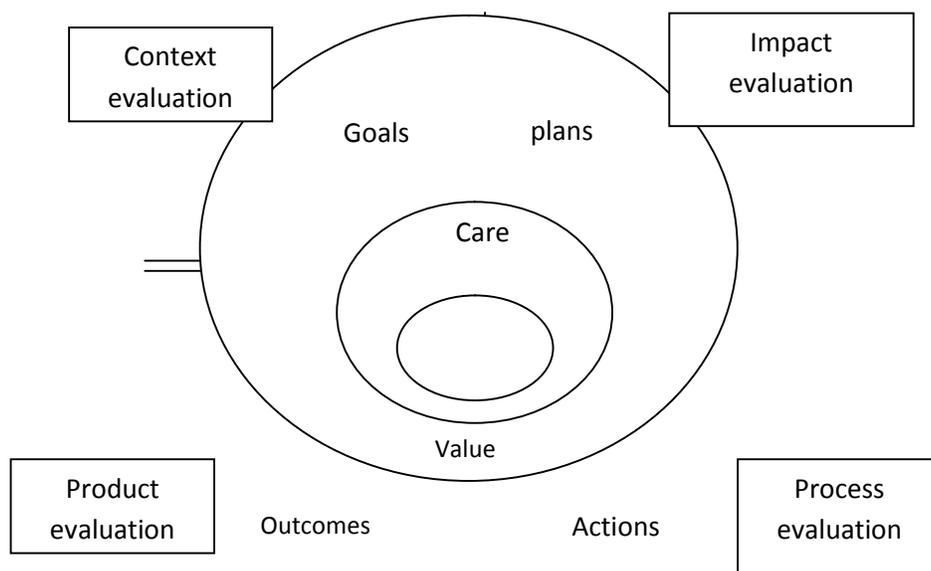
An evaluation could be used as quantitative and qualitative data and often includes both. Both methods provide important information for evaluation, and they generally provide the best overview of the project (<https://www.atsdr.cdc.gov.pce>).

In respond to the evaluation of primary school Cultural and Creative Arts urriculum in Universal Basic Education in Rivers State, Nigeria. Some models of evaluation would be viewed.

The Context, Input, Process and Product (CIPP) is a program evaluation model which was developed by Daniel Stufflebeam and colleagues in the 1960's. CIPP is the acronym for Context, Input, Process and Product (CIPP) and is an evaluation model that requires the evaluation of context, input, process and product in judging a programme's value. (<https://watrshdlrs.com/biog>).

This model has four basic steps that leads to the Implementation of the Cultural and Creative Arts curriculum such as; what are the learners expected to learn? (Context), what are the educational experiences to be provided in order to achieve the purpose? (Input), how can the educational experience be arranged? (Process), how can it be determined for the purpose to be achieved? (Product).

The CIPP evaluation model (see figure 1) is a framework for guiding evaluation of programming projects, products, institutions and evaluation systems (Stufflebeam, 2003).



Antecedents, transactions and outcomes model

The Antecedents, Transactions and Outcomes model or countenance mode was developed by Robert Stake (1967). ATO is an acronym for Antecedents, Transactions and Outcomes. The bases of the ATO model is the fact that judgmental and descriptions are very important to the evaluation of rational programme. Antecedents in ATO models that explain the relevant conditions prior to the introduction of the programme. Transactions are the various kinds of interaction and activities that make up the process. The stage involves all the processes loved by all that are concerned in improving services in the programme, that is the succession of engagement that make up the process. While the Outcomes explain the effect of implementing the programme.

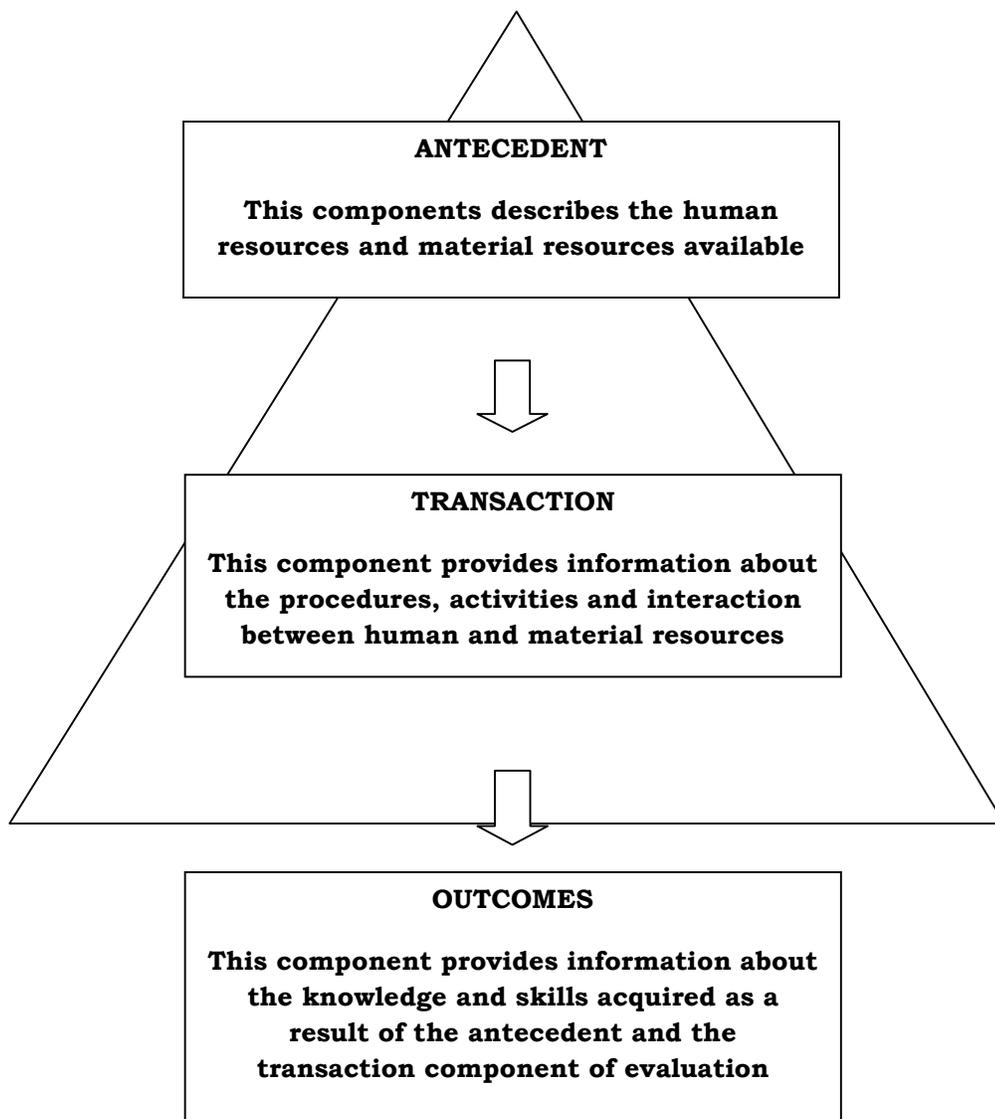


Figure 2: ATO Model

The Kirkpatrick model is probably the best known model for analysing and evaluating the result of training and educational programmes. It takes into account any style of training both informal or formal, to determine aptitude based on four levels criteria, by analysing each level, you can gain an insight of how effective an understanding was, and how to improve it in the future. However, the model is not practical in all situations. Kirkpatrick model in four levels of learning evaluation was developed by Donald Kirkpatrick in 1959.

The four levels are Reaction, Learning, Behaviour and Result.

Reaction - did they enjoy the training?

Learning - did they pass the assessment?

Behaviour - Do they work better?

Results - did business metrics improve?

The important thing is to measure at all four levels so that you can see exactly how each stage of your learning design was effective. However, the model is not practical in all situations and measuring training effectiveness with it can be time consuming and resource intensive, so it should be used with caution. These models will suit all behavioural, cognitive and humanistic evaluation programmes. Through the effective use of the models, the cognitive, affective and psychomotor domain of learners will be developed, thus the learners will be able to transfer their learning to the immediate Environment and solve day to day problems in this dynamic world.

Design of the Study

The design adopted in carrying out this study is descriptive, Ali (2006: p. 257) has described descriptive study as that which seeks to find out and describe “what is”? The approach was chosen because the study set out to evaluate primary school Cultural and Creative Arts Curriculum Implementation of Universal Basic Education in Rivers State. In other words an evaluative survey design was used for this study. A representative primary school pupils’ sample was evaluated from which inferences were made about the larger population of both pupils and teachers. In addition to the questionnaire instrument which was administered on the subjects, secondary data was also collect from relevant sources and analysed.

Sample and Sampling Technique

A sample size of seven hundred and seventy four (774) were used for the study, out of which three hundred and seventy nine (379) were teachers and three hundred and ninety five (395) were students. Stratified random sampling technique was adopted to ensure that both male and female respondents either teachers or pupils were presented. The stratification was also based on the status and year of experience of the cultural and creative arts teachers as well as the divergent nature of the pupil’s background. Ten selected schools were sampled.

Data Presentation and Analyses

Research Question 1

Are the contents of the curriculum adequate and suitable for the realization of the objectives?

Table 1: Teachers and Pupils Response of the Contents of the Curriculum Adequacy and Suitability

S/N	Items	Teachers = 379			Pupils = 387		
		Mean	SD	RMK	Mean	SD	RMK
1	Drawing, painting, molding are taught by the art teacher in the class.	3.34	.531	A	3.39	.488	A
2	Weaving, carving, mosaic, collage are taught by the art teacher in the class.	3.11	.735	A	3.39	.488	A
3	Art teacher in your school carries out the practice of sub-topics in questions 1 and 2 with the students.	2.14	.719	R	1.59	.492	R
4	Art teacher gives the students notes to write at the end of the class activity.	3.34	.531	A	3.41	.493	A
5	Can you create a work of art on your own whether supervised or not?	1.45	.499	R	1.59	.492	R
Criterion Mean = 2.5							

Source: Researchers' Computation

Table 1. Contained the list of five items assessing the adequacy and suitability of realizing the objectives of the content of the curriculum. The values of most of the mean was above the criterion mean and the positive standard deviation respectively from both the teachers and the pupils. This indicated some positive responses on assessing the adequacy and suitability of realizing the objectives of the content of the curriculum, such as drawing, painting, moulding are taught by the art teacher in the class; weaving, carving, mosaic, collage are taught by the art teacher in the class and art teacher gives the students notes to write at the end of the class activity. While some negative responses on assessing the adequacy and suitability of realizing the objectives of the content of the curriculum from both the teachers and pupils are; art teacher in your school carries out the practice of sub-topics in questions 1 and 2 with the students and can you create a work of art on your own whether supervised or not?.

Research question 2

To what extent have the objectives of the Cultural and Creative Arts Curriculum been attained?

Table 2: Teachers and Pupils Response on the attainment of the Objectives of the Cultural and Creative Arts

s/n	Items	Teachers = 379			Pupils = 387		
		Mean	SD	RMK	Mean	SD	RMK
1	Can you draw, paint or create designs in tye-dye since you have been exposed to the practical of these arts in your	1.63	.660	R	1.41	.492	R

	school?						
2	Can you also mould, create designs in collage and mosaic, since you have been exposed to the practical of these arts in your school?	1.79	.407	R	1.58	.494	R
3	Are the above sub topics in 1 and 2 actually been treated with passion by the class teacher?	1.57	.496	R	1.80	.402	R
4	Can you confidently prove that you can practice or create any of the art in questions 1 and 2 above?	1.99	.554	R	1.98	.545	R
5	Can you also discuss art with other people from what you learnt in the art class?	1.96	.831	R	1.55	.498	R
Criterion Mean = 2.5							

Source: Researchers' Computation

The values of the mean from both participants are all below the criterion mean and the positive standard deviation respectively in table 2.above indicated the respondents' negative responses from both the teachers and the pupils on the objectives of the Cultural and Creative Arts Curriculum been attained.

Research question 3

How qualified are the primary school cultural and Creative Arts teachers in the art programme?

Table 3: Teachers and Pupils Response of Qualification of Cultural and Creative Arts Teachers

S/N	Items	Teachers = 379			Pupils = 387		
		Mean	SD	RMK	Mean	SD	RMK
1	Is your art teacher skilled in the drawing of objects for you to be motivated to study better?	2.04	.873	R	1.49	.550	R
2	Does your art teacher teach both theory and practical for you to learn better?	1.63	.660	R	1.64	.481	R
3	The teacher teaches his/her lesson with instructional materials.	1.99	.554	R	1.74	.441	R
Criterion Mean = 2.5							

Source: Researchers' Computation

Also the values of the mean from both participants are all below the criterion mean and the positive standard deviation respectively in table 3 above indicated the respondents' negative responses from both the teachers and the pupils on the qualification of cultural and creative arts teachers.

Research question 4

What is the quality of instructions the pupils receive?

Table 4: Teachers and Pupils Response of Quality of Instructions the Pupils Receive

S/N	Items	Teachers = 379			Pupils = 387		
		Mean	SD	RMK	Mean	SD	RMK
1	Art studios, art room, equipment and tools that facilitate instruction and learning are provided to the pupils.	1.99	.554	R	1.91	.531	R
2	Practical skills can be aided by other facilitate	1.72	.449	R	1.69	.463	R
3	Teaching methods such as demonstration, discussion etc are often used by the teacher in the class activity.	1.45	.499	R	1.49	.501	R
4	Assignments are often given to pupils to produce their craft. Art work.	1.99	.554	R	1.91	.531	R
5	Has your teacher demonstrated painting, mosaic, print making etc in class activities for you to practice at home.	1.72	.449	R	1.69	.463	R
Criterion Mean = 2.5							

Source: Researchers' Computation

Again the values of the mean from both participants are all below the criterion mean and the positive standard deviation respectively in table above indicated the respondents' negative responses from both the teachers and the pupils on the quality of instructions the pupils receive.

1. Test to hypotheses

There is no significant impact on contents of the curriculum adequate and suitable for the realization of the objectives.

Table 1: Chi-Square Analysis for impact on contents of the curriculum adequacy and suitability

Fo	Fe	fo-fe	(fo-fe)²	$\left(\frac{(fo-fe)^2}{fe}\right)$
604	421.97	182.03	33134.92	78.52435
233	407.09	-174.09	30307.33	74.44872
128	421.97	-293.97	86418.36	204.7974
746	417.01	328.99	108234.4	259.5487
379	421.97	-42.97	1846.421	4.375716
162	344.03	-182.03	33134.92	96.31404
506	331.91	174.09	30307.33	91.31189
638	344.03	293.97	86418.36	251.1943
11	339.99	-328.99	108234.4	318.3459
387	344.03	42.97	1846.421	5.367035
3794	3794	0		1384.228

Source: Researchers' Computation

From table 1 above, the Chi-Square (X^2) calculated value (1384.228) is greater than the Chi-Square (X^2) critical table value of 9.488 at 0.05 level of significance on a 4 degrees of freedom (see appendix E). Therefore, the null hypothesis is rejected. This implies that, there is a significant impact on contents of the curriculum adequate and suitable for the realization of the objectives.

2. There is no significant impact on the objectives of the Cultural and Creative Arts curriculum attainment.

Table 2: Chi-Square Analysis for impact on contents of the curriculum adequate and suitable

Fo	fe	fo-fe	(fo-fe)²	$\left(\frac{(fo-fe)^2}{fe}\right)$
36	49.4	-13.4	179.56	3.634818
0	49.4	-49.4	2440.36	49.4
0	49.4	-49.4	2440.36	49.4

57	49.4	7.6	57.76	1.169231
154	49.4	104.6	10941.16	221.481
730	716.6	13.4	179.56	0.250572
766	716.6	49.4	2440.36	3.40547
766	716.6	49.4	2440.36	3.40547
709	716.6	-7.6	57.76	0.080603
612	716.6	-104.6	10941.16	15.26816
3830	3830	0		347.4953

Source: Researchers' Computation

From table 2 above, the Chi-Square (X^2) calculated value of 347.50 is greater than the Chi-Square (X^2) critical table value of 9.488 (see Appendix E) at 0.05 level of significance with 4 degrees of freedom. Therefore, the null hypothesis is rejected. This means that, there is a significant impact on the objective of the Cultural and Creative Arts Curriculum attainment.

3. There is no significant impact on the qualification of the primary school cultural and Creative Arts teachers in the art programme.

Table 3: Chi-Square Analysis for impact on qualification of the primary school cultural and Creative Arts teachers in the art programme

Fo	Fe	fo-fe	(fo-fe) ²	$\left(\frac{(fo-fe)^2}{fe}\right)$
127	73.33	53.67	2880.469	39.28091
36	73.33	-37.33	1393.529	19.00353
57	73.33	-16.33	266.6689	3.636559
639	692.67	-53.67	2880.469	4.158501
730	692.67	37.33	1393.529	2.011822
709	692.67	16.33	266.6689	0.384987
2298	2298	0		68.47631

Source: Researchers' Computation

From table 3 above, the Chi-Square (X^2) calculated value of 68.48 is greater than the Chi-Square (X^2) critical table value of 5.991 (see Appendix E) at 0.05 level of significance with 2 degrees of freedom. Therefore, the null hypothesis is rejected. This means that, there is a significant impact on the qualification of the primary school cultural and Creative Arts teachers in the art programme.

4. There is no significant impact on the quality of instructions the pupils receive.

Table 4: Chi-Square Analysis for impact on quality of instructions the pupils receive

Fo	Fe	fo-fe	(fo-fe)²	$\left(\frac{(fo-fe)^2}{fe}\right)$
57	126.6	-69.6	4844.16	38.26351
0	126.6	-126.6	16027.56	126.6
207	126.6	80.4	6464.16	51.05972
96	126.6	-30.6	936.36	7.396209
273	126.6	146.4	21432.96	169.2967
709	639.4	69.6	4844.16	7.576103
766	639.4	126.6	16027.56	25.06656
559	639.4	-80.4	6464.16	10.10973
670	639.4	30.6	936.36	1.464435
493	639.4	-146.4	21432.96	33.52043
3830	3830	0		470.3534

Source: Researchers' Computation

From table 4 above, the Chi-Square (X^2) calculated value of 470.35 is greater than the Chi-Square (X^2) critical table value of 9.488 at 0.05 level of significant with 4 degrees of freedom. Therefore, the null hypothesis is rejected. This means that, there is a significant impact on the quality of instructions the pupils receive.

Results

The result revealed that the curriculum content are adequate and suitable but the implementation in the schools are poor, not practically implemented. The objectives of the cultural and creative arts curriculum have not been attained. It was also revealed that most of the cultural and creative arts teachers do not have qualifications in Fine and Applied Arts. Lastly, the pupils do not demonstrate good quality of instruction received from their teachers.

Conclusion

Curriculum implementation of Cultural and Creative Arts can only be carried out by a trained, qualified and experienced teacher of the subject. Such a professional is proficient in adopting the appropriate teaching methods and skills so as to ensure that the learner understand the subject matter better. Also, the specific behavioural objectives which are stated in measurable, observable and quantifiable terms are met when an enterprising arts teacher handles the subject. As a matter of facts, the teacher of cultural and creative arts will perform credibly when he or she is given the most needed assistance. There must be a well-equipped Arts studio and the various instructional materials or facilities for the teacher to use while providing guidance and instruction to his or her pupils. Finally, the availability of the instructional materials and the resource person being the arts teacher would guarantee an effective learning to take place, in a conducive atmosphere. Therefore, the implementation phase of the curriculum should not be handled with levity by those in authority. Other stakeholders should partner with the government to ensure that pupils who are the leaders of tomorrow are given quality education.

5.3 Recommendations

The researchers have made the following recommendations in line with this study;

- i) Teacher of Cultural and Creative Arts should be assisted by the school authority so that they would be able to carry out their duties and responsibilities. They should be motivated adequately to enable them put in their best in their performances.
- ii) The school authorities should provide the instructional materials, equipment and facilities that are required. The Arts studios should be fully equipped with all the necessary materials, consumables and tools.
- iii) The time table should be arranged to give more time to all the practical subjects like cultural and creative arts. In fact, double periods may be slated for the subject to allow the teacher to effectively teach the subject,
- iv) Enough funds should be provided for the procurement of consumables and tools for practical sessions. All the defective equipment are to be refurbished or repaired. Obsolete materials should also be given a face lift or replaced.
- v) Computer aided drawing should be intensified upon so as to ensure that modern trends are being imbibed in our schools. The use of other modern facilities like projects, slide, or motion pictures should be encouraged in our primary schools.
- vi) Re-training of the teachers should be carried out to enhance their performance, particularly in an important subject like cultural and creative arts. The teachers that are not proficient should be given a special training by experts and resource persons, periodically.
- vii) Arts teachers who show outstanding qualities should be rewarded, accordingly. This will spur them to greater heights. National honours, prizes, incentives and grants should be given to outstanding teachers of cultural and creative arts.

- viii) The curriculum of cultural and creative arts should be revised from time to time to ensure that only relevant items are taught in schools. Shallow topics that may not promote creativity should be removed while designing the curriculum.

Workshop, talk-shows, seminars and exhibition should be organized for arts teachers and other arts enthusiasts to make them to share their experiences ideas and innovations. This will chart a better course for the study of cultural and creative arts in our schools.

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