

**THE IMPACT OF VISUAL ART EDUCATION ON SKILL ACQUISITION IN EKITI STATE SENIOR SECONDARY SCHOOL FOR SUSTAINABLE NATIONAL DEVELOPMENT**

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**Abstract**

Visual art education plays a pivotal role in fostering skills acquisition among student in senior secondary schools particularly in Ekiti state, Nigeria. This study examines the qualitative significance of visual art education in enhancing skill development and its subsequent contribution to sustainable national development through a comprehensive review of literature and empirical evidence the research, demonstrates how visual art education positivity correlates with students' acquisition of critical skills such as creativity critical thinking problem solving abilities, communication skill and cultural awareness. These skills are vital for students' personal growth and their readiness for the work force. Additionally, the study employs statistical analysis to qualify the impact of visual art education on skill acquisition among students in Ekiti State senior secondary schools. The results reveal a significant correlation between participation in visual art education programs and the development of essential skills crucial for the national development. Moreover, the study explores the potential of visual art education to foster social cohesion and preserve cultural heritage within communities by investing in visual art education in senior education can lead to sustainable development and a cultural vibrant society in Ekiti State and beyond.

**Introduction**

Visual Art is an umbrella term that refers to a variety of art form that are primary experienced through the sense of sight. Dissanayake (2000) stress that "Art and its evolution are key to understanding the evolution of the human brain and mind" She argues that the evolution of art and its role in human development are crucial for understanding the evolution brain and mind. She

further highlighted the important of the development of culture, communication and symbolic thinking in carrying out the creative work.

However, Berger (2008) stress that every child is an artist once we grow up. He further said that every child is born with a natural capacity for creativity and artistic expression but the ability often faded as we grow up. He believed that one can retain their creativity spirit into adulthood. The art form includes drawing, photographs, sculpture and fashion design, to mention few.

The term visual art is often interchangeably used as performing art which are not forms that are primarily experienced through the sense of hearing such as music and theater art.

Garder (2006) stress that the art develops cognitive skills that are not only essential for all academic learning alone but beyond school, He further said that cognitive skills develop through art education are not only essential for academic success but also crucial for skills creativity, imagination and collaboration.

It is important to note that there is some overlap between visual and performing art and some art form such as films which can be considered as one of the visual art forms. Visual art can be created for a variety of purpose which is for aesthetic, pleasure and personal expression. However, in Ekiti State Visual Art Education has become an increasingly important part of the curriculum for secondary school student.

According to Elsner (2002), the art allow student to be time scientist, making observations, forming and testing hypothesis, finding evidence, reaching conclusion and communicating what they have learnt. He also argues that art provide student with the opportunity to learn and practice the scientific method, which is an essential skill for academic excellence and lifelong learning. He highlighted the values of the art in teaching critical thinking, communication and the scientific process.

There are number of challenges that have been identified in this area including a lack of resource and funding, shortage of qualified teachers,

Afred and Kayoma (2012) stress that challenges facing vocational education such as inadequate funding of vocational and entrepreneurial studies, poor power supply, shortage of qualified teachers, poor supervision of technical and vocational education while Nwogu and Nwanoruo (2011) stated that the challenges of technical and vocational education are numerous, which include inadequate human and material resources in term of quality and quantity, poor funding of TVET etc.

According to Okafor (2010) posited that the lack of funds on the other hand affects other essentials needed in the implementation of vocational education such as the provision of teaching facilities, furnishing of office and art laboratories.

According to Ohasis (2007) identified some implications of the challenges on visual education and Fine Art. Production of graduates who can neither get job in the industry as a result of haphazard education and increase in crime rate in the society.

Dike (2009) therefore, suggest that visual art education is the key to solve this problem while Ojima (2013) suggested that Nigeria should aimed at repositioning visual education for effective competition in the global market.

If it is clear that visual art education can play a valuable role in developing skills that are important for both individual and nation while some of the skill that can be developed through the visual arts education includes problem-solving creativity, communication and critical thinking. Wolf (2009) emanated that reading is more than following words on a page, it is a full body experience that requires not only vision but also movement, touch and proprioception. She argues that reading is not just visual activity but rather a multisensory experience that engage many different parts of the body and brain. She further said that, the important of integrating other senses, such as movement and touch into the reading experience.

Despite the fact that problem-solving are critical aspect of things that affect students' skills. Research has shown that visual art education can help to develop students' problem-solving skills in a number of ways, for example, the creative process of visual art which involves brain storming, evaluating options and choosing a course of action help to train students in the process of problem solving.

### **Methodology**

The study adopted the descriptive research design of survey type. The sample was made up of 110 respondents randomly selected from ten (10) senior secondary schools across the three (3) Senatorial Districts in Ekiti State. The schools comprised of both public and private secondary schools. The instrument for data collection was a self-structured questionnaire which was validated by two experts in Test and Measurement, and experts in instrument development in the Department of Science Education was consulted for their experienced suggestions. The corrected and validated version of the instruments was used for data collection.

The reliability index of the questionnaire was 0.81 indicating a high reliability, hence suitable for the study. The quantitative data collected for the study was analyzed using both descriptive and inferential statistics. The descriptive statistic of mean scores and Standard Deviation was used to answer the three (3) research questions raised to guide the study. The Chi square and t-test of independent sample were used to test hypothesis 1 and hypothesis 2 respectively formulated for the study at 0.05 level of significance using SPSS version 23.

### **Results and Discussion**

This section presents the results of the analysis carried out on the data collected in this study. The presentation was followed with the discussion of the findings from the results.

**Descriptive Analysis**

**Presentation of Respondents' Demographic Information**

**Table 1: Respondents' demographic characteristics.**

Demographic Variable	Categories	Frequency	Percentage
<b>Gender</b>	Male	52	47.3
	Female	58	52.7
	<b>Total</b>	110	100.0
<b>Senatorial District</b>	Ekiti Central	22	20.0
	Ekiti North	68	61.8
	Ekiti South	20	18.2
	<b>Total</b>	110	100.0
<b>Type of School</b>	Public	47	42.7
	Private	63	57.3
	<b>Total</b>	110	100.0

**Source:** *Researcher's field survey (2024)*

Table 1 shows the demographic characteristics of the respondents sampled in this study. In relation to gender, it was shown that 52 respondents representing (47.3%) were male respondents while majority of the respondents 58 (52.7%) were female respondents. Based on the result, majority of the respondents were female respondents. It was shown that with respect to the respondents' Senatorial Districts, 22 respondents representing (20.0%) were from Ekiti Central, 68 respondents representing (61.8%) were from Ekiti North, while 20 respondents representing (18.2%) were from Ekiti South. The result indicated that most of the respondents were from Ekiti North. Also, In relation to the type of school, it was shown that 47 (42.7%) of the respondents were from public schools, while 63 (57.3%) of the respondents were from private schools. Based on this result, most of the respondents were from private schools.

**Research Question 1:**

What is the current status of Visual Art Education in the Secondary Schools in Ekiti State?

**Table 2: Analysis of the current status of Visual Art Education in the Secondary Schools in Ekiti State**

S/N	Items	N	$\bar{X}$	SD	Remark
1.	I believed there are dedicated classroom for Visual Art Education teaching in my school	110	2.84	.643	Agreed
2.	In my school there is a well-equipped art studio	110	1.78	.696	Disagreed
3.	There is well equipped computer laboratory for graphic design in my school	110	1.76	.649	Disagreed
4.	There are enough space for art exhibition in my school	110	2.89	.708	Agreed

5.	There is adequate provision of art materials and equipment for effective acquisition of visual art skills in my school	110	1.82	.693	Disagreed
6.	My school offers visual art purposely to instill acquisition	110	3.80	.675	Agreed
7.	There are qualified and dedicated art teachers in my school	110	2.94	.745	Agreed
8.	Appreciable numbers of students offer visual art as a subject in my school	110	1.93	.738	Disagreed
9.	I believe that the level of students engagement in visual art activities in my school is moderate	110	3.02	.766	Agreed
10.	My school authority gives appreciable recognition to visual art as a school	110	3.05	.669	Agreed
11.	In my opinion we do not have much challenges in providing quality Visual Art Education in my school	110	1.89	.734	Disagreed
12.	I believed that over all status of visual art in my school is excellent	110	2.06	.733	Disagreed

Table 2 shows the current status of Visual Art Education in the Secondary Schools in Ekiti State. It was shown that students were of the opinion that there are dedicated classroom for Visual Art Education teaching in their school had the mean response rate ( $\bar{X} = 2.84$ ,  $SD = .643$ ). Most of the respondents however disagreed that in their school there is a well-equipped art studio with the mean response rate ( $\bar{X} = 1.78$ ,  $SD = .696$ ). They also disagreed that there is well equipped computer laboratory for graphic design in their school with the mean response rate ( $\bar{X} = 1.76$ ,  $SD = .649$ ). Most of the respondents agreed that there were enough space for art exhibition in their school with the mean response rate ( $\bar{X} = 2.89$ ,  $SD = .708$ ).

It was further revealed that most of the respondents disagreed that there was adequate provision of art materials and equipment for effective acquisition of visual art skills in their schools with the mean response rate of ( $\bar{X} = 1.82$ ,  $SD = .693$ ), however, it was shown that schools offers visual art purposely to instill acquisition with the mean response rate of ( $\bar{X} = 3.80$ ,  $SD = .675$ ), and that there are qualified and dedicated art teachers in most secondary schools with the mean rate of ( $\bar{X} = 2.94$ ,  $SD = .745$ ). Most of the respondents disagreed to the assertion that appreciable numbers of students offer visual art as a subject in their schools with the mean response rate of ( $\bar{X} = 1.93$ ,  $SD = .738$ ) while it was generally believed by most of the respondents that the level of students engagement in visual art activities in their schools is moderate with the mean response rate of ( $\bar{X} = 3.02$ ,  $SD = .766$ ).

Moreover, most of the respondents held that school authority gives appreciable recognition to visual art as a school with the mean response rate of ( $\bar{X} = 3.05$ ,  $SD = .669$ ), however, it was disagreed by most of the respondents to the notion that there were not much challenges in providing

quality Visual Art Education in secondary schools with the response rate of ( $\bar{X} = 1.89$ ,  $SD = .734$ ) while most of the respondents also disagreed to the assertion that overall status of visual art in their school is excellent with the mean response rate of ( $\bar{X} = 2.06$ ,  $SD = .733$ ).

**Research Question 2:**

To what extent does Visual Art Education impact acquisition of skills among senior secondary school students in Ekiti State?

**Table 3: Analysis of the extent the Visual Art Education impact acquisition of skills among senior secondary school students in Ekiti State**

S/N	Items	N	$\bar{X}$	SD	Remark
1.	I am just creating interest in Visual Art Education as my future career	110	2.93	.738	Agreed
2.	I regularly practice visual art as to be skillful in it	110	2.99	.697	Agreed
3.	I believed my regular practice of visual art will make me skillful in the field	110	3.99	.796	Agreed
4.	I believed my level of skill acquisition through visual art will make me skillful in my field	110	3.03	.735	Agreed
5.	I perceived my level of skill acquisition through Visual Art Education is high	110	2.92	.801	Agreed
6.	My participation in Visual Art Education classes has developed my skill critical thinking	110	2.85	.747	Agreed
7.	My usual practice of visual art has improved my creativity skills	110	2.94	.758	Agreed
8.	Through constant practice of Visual Art Education I have been able to develop special skill in problem solving	110	2.75	.740	Agreed
9.	My dedication to the practice of visual art has improved my communication skill	110	2.88	.787	Agreed
10.	My fine motor skill has been improved through my constant practice of visual art	110	2.94	.816	Agreed
11.	I can boldly say that my overall academic performance has improved through my participation in Visual Art Education activities	110	2.77	.786	Agreed

Table 3 shows the extent the Visual Art Education impact acquisition of skills among senior secondary school students in Ekiti State. It was shown that most students indicated that they were creating interest in Visual Art Education as their future career with the mean response rate ( $\bar{X} = 2.93$ ,  $SD = .738$ ). Most of the respondents equally agreed that they regularly practice visual art as to be skillful in it with the mean response rate ( $\bar{X} = 2.99$ ,  $SD = .697$ ). They also agreed that their regular practice of visual art will make them skillful in the field with the mean response rate ( $\bar{X} = 3.99$ ,  $SD = .796$ ). Most of the respondents believed that their level of skill acquisition through visual art will make them skillful in their field with the mean response rate ( $\bar{X} = 3.03$ ,  $SD = .735$ ).

It was further revealed that most of the respondents perceived their level of skill acquisition through Visual Art Education is high with the mean response rate of ( $\bar{X} = 2.92$ ,  $SD = .801$ ). Also it was shown that students' participation in Visual Art Education classes had developed their skill critical thinking with the mean response rate of ( $\bar{X} = 2.85$ ,  $SD = .747$ ), and that their usual practice of visual art has improved their creativity skills with the mean rate of ( $\bar{X} = 2.94$ ,  $SD = .758$ ). Most of the respondents held that through constant practice of Visual Art Education, they have been able to develop special skill in problem solving with the mean response rate of ( $\bar{X} = 2.75$ ,  $SD = .740$ ) while it was generally believed by most of the respondents that their dedication to the practice of visual art has improved their communication skill with the mean response rate of ( $\bar{X} = 2.88$ ,  $SD = .787$ ).

Moreover, most of the respondents held that their fine motor skill has been improved through their constant practice of visual art with the mean response rate of ( $\bar{X} = 2.94$ ,  $SD = .816$ ), while most of the respondents indicated that they can boldly say that their overall academic performance has improved through their participation in Visual Art Education activities with the mean response rate of ( $\bar{X} = 2.77$ ,  $SD = .786$ ).

**Research Question 3:**

How does students perceive the influence of Visual Art Education on their skills development?

**Table 4: Analysis of the students' perception of the influence of Visual Art Education on their skills development**

S/N	Items	N	$\bar{X}$	SD	Remark
1.	I am the opinion that my regular involvement in visual art classes has improved my skill acquisition	110	2.90	.786	Agreed
2.	My visual art experience has positively influence my overall Educational experience	110	2.77	.784	Agreed
3.	I believe my Visual Art Education has significantly influenced my skills acquisition	110	2.95	.715	Agreed
4.	I think my involvement in visual art has improved my creativity skills	110	3.96	.834	Agreed

5.	I think problem solving skill acquired through Visual Art Education has improved my performance in my other area of studies	110	3.09	.819	Agreed
6.	I am of the opinion that my constant involvement in Visual Art Education is strongly preparing me for my future endeavor	110	2.90	.766	Agreed
7.	I am of the view that Visual Art Education should be given more recognition in the secondary schools due to its influence on acquiring skill acquisition	110	2.98	.801	Agreed
8.	Visual Art Education informed me more about improvisation of art materials	110	2.95	.776	Agreed
9.	Visual Art Education has improved my awareness about the impact of aesthetics on art works production	110	2.91	.773	Agreed
10.	My logical reasons is enhanced through my involvement in Visual Art Education	110	2.85	.780	Agreed

Table 4 shows the students' perception of the influence of Visual Art Education on their skills development. It was shown that most students indicated that their regular involvement in visual art classes has improved their skill acquisition with the mean response rate ( $\bar{X} = 2.90$ ,  $SD = .786$ ). Most of the respondents equally agreed that their visual art experience has positively influence their overall Educational experience with the mean response rate ( $\bar{X} = 2.77$ ,  $SD = .784$ ). They also believed that their Visual Art Education has significantly influenced their skills acquisition with the mean response rate ( $\bar{X} = 2.95$ ,  $SD = .715$ ). Most of the respondents think that their involvement in visual art has improved their creativity skills with the mean response rate ( $\bar{X} = 3.96$ ,  $SD = .834$ ).

It was further revealed that most of the respondents indicated that problem solving skill acquired through Visual Art Education has improved their performance in their other area of studies with the mean response rate of ( $\bar{X} = 3.09$ ,  $SD = .819$ ). Also it was shown that most of the respondents were of the opinion that their constant involvement in Visual Art Education is strongly preparing them for their future endeavor with the mean response rate of ( $\bar{X} = 2.90$ ,  $SD = .766$ ), and that Visual Art Education should be given more recognition in the secondary schools due to its influence on acquiring skill acquisition with the mean rate of ( $\bar{X} = 2.98$ ,  $SD = .801$ ).

Most of the respondents held that Visual Art Education informed them more about improvisation of art materials with the mean response rate of ( $\bar{X} = 2.95$ ,  $SD = .776$ ) Also, most of the respondents held that Visual Art Education has improved their awareness about the impact of aesthetics on art works production with the mean response rate of ( $\bar{X} = 2.91$ ,  $SD = .773$ ), while most of the respondents indicated that their logical reasons is enhanced through their involvement in Visual Art Education with the mean response rate of ( $\bar{X} = 2.85$ ,  $SD = .780$ ).

## Hypotheses Testing

### Hypothesis 1

There is no significant impact of Visual Art Education on the acquisition of skills among senior secondary school students in Ekiti State.

**Table 5: Chi square analysis of the impact of Visual Art Education on the acquisition of skills among senior secondary school students in Ekiti State**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.979 <sup>a</sup>	4	.027	.000	
Likelihood Ratio	10.928	4	.027	.000	
Linear-by-Linear Association	7.318	1	.007	.000	.093
N of Valid Cases	110				

The result of the analyses in table 5 showed the impact of Visual Art Education on the acquisition of skills among senior secondary school students in Ekiti State. The chi-square test revealed that calculated  $\chi^2$  (.027) was lesser than the significant level at the 0.05. This implies that there is significant impact of Visual Art Education on the acquisition of skills among senior secondary school students in Ekiti State. Hence the null hypothesis was not upheld.

### Hypothesis 2

There is no significant difference in the perceptions of students regarding the influence of Visual Art Education on the skills development.

**Table 6: t-test analysis of difference in the perceptions of students regarding the influence of Visual Art Education on the skills development.**

Gender	N	Mean	SD	df	t <sub>(cal)</sub>	t <sub>(tab)</sub>	Decision
Male	52	2.64	0.849	108	0.176	1.98	NS
Female	58	2.97	0.746				

*P < 0.05 level of significance*

*NS = Not Significant*

From table 6 above, the mean score of the male students (2.64) is lesser than the mean score of the female students (2.97) with a mean difference of (0.33) which is marginal. The measure of variability (standard deviation) has a difference of (0.103). The t-test analysis shows that the

calculated value (0.176) is less than the table value (1.98) at 0.05 level of significance. This implies that there is no significant difference in the perceptions of students regarding the influence of Visual Art Education on the skills development. Hence, the null hypothesis is upheld.

### **Discussion of Findings**

The findings from the descriptive analysis of the study showed that there are dedicated classroom for Visual Art Education in most of the secondary schools in Ekiti state with ample space for art exhibition with qualified and dedicated art teachers purposely to instill skills acquisition with the believe that the level of students engagement in visual art activities is moderate, as the school authority gives appreciable recognition to visual art. However, it was revealed that there are no well-equipped art studio and computer laboratory for graphic design, as well as adequate provision of art materials and equipment for effective acquisition of visual art skills in secondary schools in Ekiti State. It was found that appreciable numbers of students do not offer visual art as a subject in secondary school, though there are much challenges in providing quality Visual Art Education in secondary schools, there is a believed that not over all status of visual art in secondary schools are excellent.

The finding of the study further revealed that most secondary school students created interest in Visual Art Education as their future career as they frequently practice visual art to be skillful in their field to a very high extent. Also it was shown that their participation in Visual Art Education classes had really helped in the improvement of their development of creativity and skills critical thinking. It was further revealed that student's dedication to the practice of visual art has improved their communication skill, as their fine motor skill has been improved through their constant practice of visual art, which made the students to be of opinion that their overall academic performance has improved through their participation in Visual Art Education activities.

The findings of the study further revealed that regular involvement in visual art classes had improved secondary school students' skill acquisition, as visual art experience has positively and significantly influence their overall Educational experience and skills acquisition. It was also found that most students' problem solving skill acquired through Visual Art Education has improved their performance in their other area of studies, as they are of the opinion that their constant involvement in Visual Art Education is strongly preparing them for their future endeavor, but they are of a view that Visual Art Education should be given more recognition in the secondary schools due to its influence on acquiring skill acquisition. Visual Art Education was found to inform students more about improvisation of art materials, as Visual Art Education was found to improve their awareness about the impact of aesthetics on art works production, and that their logical reasons is enhanced through their involvement in Visual Art Education.

The inferential analysis of the study revealed that there was a significant impact of Visual Art Education on the acquisition of skills among senior secondary school students in Ekiti State.

Lastly, the inferential analysis of the study revealed that there was no significant difference in the perceptions of students regarding the influence of Visual Art Education on the skills development.

### **Conclusion**

The main focus of this study was to examine the impact of Visual Art Education on skill acquisition in Ekiti State senior secondary school for sustainable National development. The findings of the study indicated significant impact of Visual Art Education on the acquisition of skills among senior secondary school students in Ekiti State, and that there was a significant difference in the perceptions of students regarding the influence of Visual Art Education on the skills development.

### **Recommendation**

Based on the findings of the study, it is recommended that more awareness and sensitization should be created among the secondary school students on the benefits of Visual Art Education in sharpening the students' skills and innovation dexterity. Government and other stakeholders should endeavour to fully equip the art studio and computer laboratory for graphic design in all the secondary schools in Ekiti State.

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