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**JOURNAL OF NEW TRENDS IN TEACHER EDUCATION  
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## **EDITORIAL STATEMENT**

In September of 2017, the Delta State College of Education, Mosogar, organized its Second National Conference on Teacher Education. The Theme of this conference was, The College of Education System in Nigeria: Past, Present and Future. During the Conference three renowned Professors of Education delivered one Keynote address and two lead papers respectively. In addition to these presentations, several other conferees presented paper on different aspects of College of Education System in Nigeria.

This Conference was motivated by the desire of the College to play its part in the quest by concern educators to continuously search for ways and means of improving the quality of teachers education as this is a fundamental requirement towards ensuring that Nigerian education is endowed with the quality teachers it needs to achieve its goals.

This edition of this journal is a product of the forgoing conference. It was deemed necessary to select and peer-review some of the presentations for the purpose of sharing with scholars, practitioners and the general public the several issues and perspectives on The College of Education System in Nigeria: Past, Present and Future. It is our hope that the contributions by the conferees as published in this journal would have provided useful insight and perspectives on this very important subject matter.

**Prof. Emmanuel Ojeme**

Editor-in-Chief

## EDITORIAL POLICY/GUIDELINES FOR AUTHORS

Journal of New trends in Teachers Education (JONTTE) is Interdisciplinary and accepts both empirical and theoretical articles for publication.

Manuscripts for publication should meet the following guidelines:

- I. One paragraph abstract of not more than 200 words.
- ii. The American Psychology Association (APA) 6<sup>th</sup> edition format should be used throughout the manuscript.
- iii. The first page of each manuscript should contain the title of the article, author's name and affiliation, (including phone number, and email address).
- iv. The manuscripts should be typed double space with a 15 inch margin and 12pt font size.
- v. Manuscript should not exceed 12 pages in length, including tables, figures and references. The body of the manuscripts should not contain any information identifying the author(s).
- vi. The journal is published annually and from papers presented at the annual conference on Education organised by the Delta State College of Physical Education, Mosogar. The evaluation of manuscripts is by a blind review process. Authors are notified as to the position of their manuscripts as soon as all reviews are completed. All submission should be by e-mail or soft copy in Microsoft word. Send articles to the two e-mails address [ogudeesther@yahoo.com](mailto:ogudeesther@yahoo.com) and [copemconference@gmail.com](mailto:copemconference@gmail.com)

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# CHALLENGES IN THE ACQUISITION OF FINE AND APPLIED ARTS SKILLS IN TEACHER EDUCATION PROGRAMME IN THE 21<sup>ST</sup> CENTURY IN NIGERIA

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## ***Abstract***

*Education is the driving force for knowledge, skill acquisition and development. Investment in education raises the quality and standard of living of a nation. This paper attempts to explain concept and relevance of 21<sup>st</sup> century skills in the acquisition of skills in fine and applied arts in Nigeria colleges of education, teacher education program and the challenges. The paper recommended ways forward out of these challenges such as adequate provisions of infrastructure, proper funding, provision of ICT centers/modern instructional materials and vibrant staff development to ensure efficient and effective teacher education programme in Nigeria.*

*Key Words: Education, 21<sup>st</sup> century skills, acquisition of skills, fine and applied arts education, challenges.*

## **Introduction**

Education is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding values of all activities of life, it also refers to what a man can use to solve his problems to improve his life as well as make it comfortable, however, it demands efforts and discipline (Abubakar, 2014). While, the teacher is the key and driving force behind education, placed with much responsibility in the teacher education programme. Teacher education is a field of study, process and institution which deals with wide range of issues, involve in the training in pre-service and in-service of teachers thereby, fulfilling roles in the global community as to bring about changes that will share the knowledge and skills of future generation (Urevbu, 2017). Therefore, art education is about skill development

employing effective use of ideas and practical abilities to create objects for the benefit of the individual and the society. Fine and applied arts are the use of creative and imaginative skills to produce beautiful utilitarian and industrial objects for mans everyday use. However, the acquisition of skills in fine and applied arts education is facing a lot of challenges in the face of the 21<sup>st</sup> century skills demand. The challenges are peculiar to Nigeria colleges of education system such as lack of infrastructure, inadequate funding, poor provision of ICT facilities among others.

## **Concept of 21<sup>st</sup> century skills acquisition**

21<sup>st</sup> century skills is about creativity, breaking new barriers, inventions, quality services and out put and high level skills to fit into the new global competitiveness. The partnership for 21<sup>st</sup> century skills (2008),

identify the following:

Critical thinking, problem solving skills, creativity, flexibility effective communication, self directed as a base for core academic knowledge.

A mix of content knowledge, specific skill expertise and literacy and,

Skills needed to make the best use of rapid changes in visual development which is vital to working and living in an increasing complex, rapid change in global society (Suluka & Lasisi 2015). The Partnership therefore proposes 21<sup>st</sup> century skills acquisition curriculum framework to help facilitate change covering such area as:

- i. Learning and innovation skills,
- ii. Information media and technology skills,
- iii. Life and career skills and a blend of core subjects with 21st century educational themes fuse into the new teacher education system. In this respect, teachers need to inculcate and develop these skills in the course of teaching fine and applied arts education in the classroom.

### **Acquisition of Skills in Fine and Applied Arts Teacher Education Programme**

Acquisition of skill in any aspect of education involves students and teacher interaction. Teacher as a driver in the imparting of knowledge must also be part of the new innovations of the 21<sup>st</sup> century skills demand. Creative art education programme equip individuals with practical skills to make him creative in a number of artistic production, such skills include painting, textile designing, ceramics, carving, poster designing, moulding etc (Ogboji &

Ezeugwu, 2014). Below are some of the 21<sup>st</sup> century skills demand in fine and applied arts education.

1. **Painting:** Painting involve the manipulation of soft and hard colouring media, couple with other painting tools to create beautiful pictures, some paintings can be done with the aid of computer software application printed out as paper and used as instructional materials in a classroom situation. The content areas are portrait making, landscape, mosaic, interior decoration painting, mural designs etc.
2. **Graphic or Advertising Design:** Skills in graphic design includes sign writing (signage), packaging design, poster making, printing etc. A skilled graphic designer use Corel draw and photo adobe computers application software, to produce art works for general printing.
3. **Textile Design:** Design contents in textile include weaving, tie and dye and batik, embroidery/knitting, fashion designing, etc. Primary design processes involve diagrammatic drawing and application of colour. A 21<sup>st</sup> century textile designer/technologist can use computer incorporating design principles to produce aproto-type design for mass production.
4. **Sculptural Skills:** Sculpture is produce either in 2 or 3 dimensional, the process involves, carving, modeling and casting of image and objects. Other aspects are interior decoration, landscaping, water fountain design, and welding/construction. Clay woods,

cement, pop and metal are required materials. Measurement is important, with the aid of computer the length, breadth and height of an image can be determined easily.

5. **Ceramic Design:** Ceramic skills is acquired through the process of modeling, casting and throwing of clay. A ceramist produce utilitarian and industrial objects, such as plates, pots, cups, table stand, vases, decorative items and kitchen/lavatory materials, insulators etc.
6. **Metal Decoration:** Metal design is done in form of beaten, construction and casting. The materials needed are iron, alloys of copper (pure copper) through tin bronzes to zinc and lead-brass), (Fagg, 1976).Products from metal decorations are jewelry, decorative fittings, decorative doors, gate and rails etc.
7. **Leather Design:** Acquisition of skill in leather design was mostly through the traditional community craftman, but in service special teacher training have help to facilitate learning, using modern equipment's to produce, shoes, bags etc.

Other skills in fine and applied arts are photography, technical drawing, architectural design and stage/scenic decoration, costume designing for film industries. These skills blended with educational core subjects are taught in many colleges of education teacher education programme in Nigeria. And students are expected to know complete the Art course and master the various content areas. But the acquisition of the above skills in this century is facing a lot of challenges.

### **Challenges in the Acquisition of Skills in Fine and Applied Arts Education**

There are several challenges which inhibit the acquisition of skills in fine and applied arts education these includes: inadequate provision of infrastructure, poor funding, lack of ICT facilities, poor staff development.

1. **Inadequate Provision of Infrastructures:**These includes building, transport, water and power supply. The provision of basic infrastructures for effective learning such as studio/artsgallery, office space, materials are important. Power supply, to run the equipment, running water to wash materials after usage and transportation of equipment's are lacking.

The absence of spacious rooms, galleries for exhibitions, workshop, tools and equipment hinders proper studio practices and skill acquisition (Okpogho 2017).

2. **Poor Funding:** The issue of funding is a problem. The government agencies, office workers, school administrators think of the percentage to make from such money for themselves. Bias allocation of funds by school heads always rear its ugly head, funds are at times diverted to projects of interest. The government do not care whether the fund provided are even enough. Accessing such money is also a problem after allocation. The target budgetary allocation of fund to education recommended by the UNESCO is 26%. The Nigerian Education as a proportion of Federal Funding is 7.6 percent average from 2008 to 2010 (50 percent of total

Federal Capital Budget and 11 percent of total Recurrent Budget) and there is a decreasing trend over the years thereby revealing relatively high funding gap from around 50 percent to 90 percent across 2010 to year 2020 (Chang, 2007). This implies that Nigerian tertiary institutions will have to search for alternative and improved means to fill the gaps created by under-funding while the developed and other developing nations of the world are investing seriously on education.

Former Minister of Health Julius Adelesi-Adeluyi explains that, Nigeria's current budget allocation to education per capitals N2.50k, India RS 66.04 (approx N322) and USA \$647.1 (approx N203,674). (Vanguard, 2017). Understandably, these countries placed much importance in educational development.

The chart below explains Federal government investment to tertiary education (college of education) through TETFUND.

### Federal Government Investment to Tertiary Education TETFund from 2009- 2013

College of Education						
Interventions/fund	Project Development	Academic staff Training and Dev.	Library Dev.	High Impact Project	Micro-Laboratory Project	Total
Allocation	88,844,889,770.73	10,496,00.000	2,530,000.00	11,300,000,000	11,213,281,304.74	124,384,171,075.47
Accessed	83,477,559,770.73	6,722,587,792.89	1,459,097,000	7,623,594,434.96	6,952,234,408.94	106,253,073,407.52
Committed but not Accessed	5,367,330,000.00	3,773,412,207.11	1,070,903,000	3,676,405,565.04	4,261,046,895.80	18,149,097,667.95

Sources: Fed Min Edu. (2014)

#### Summary

Allocation	522,206,727,294.11
Accessed	456,559,693,398.18
Committed but not Accessed	65,647,033,895.93

Between 2009-2013, the Federal government invested the total sum of N124,384,171,075.49 in project, staff, library development and other high impact projects in colleges of education through TETFUND, out of this amount N106,252,073,507,.52 was accessed while N18,149,097,667.95 was committed by not accessed, (Famade, 2015). The effect of such poor allocation of funds has impacted seriously in the lack of provision of much needed infrastructure to the detriment in the teaching of fine and applied arts.

1. **Lack Of 21<sup>st</sup> Century digital ICT Facilities/Modern Instructional Materials:** The provision of ICT and modern instructional facilities is a must, but these are lacking in many schools. Information and communication technology(ICT) facilities includes, computer laptop micro-processing, electronic white boards, visual media projected computer, film strips, slides, overhead projector, opaque, cine-camera), television tape/sound slide projector, video tapes, talking or digital speech computer devise etc, (Saibu, 2013). All these facilities enhance learning especially in the visual art studio. According to Resnick (1988), these new digital technology makes possible a learning revolution in education. It could be used to prepare lesson plan, collect

data and analyze student's achievement and curriculum content could be enriched through search from the internet by teachers (Asiyai, 2013). Despite the importance of ICT and electronic media in enhancing effective teaching and learning most colleges of education have not embrace fully these new digital technologies for instructions. According to Asiyai (2013), in most institutions of higher learning in Nigeria, there is acute shortage of computers, multi-media projects, electronic white boards, and automation of lecture halls and lecturers offices. Supporting this idea of lack of ICT/multimedia facilities in most schools Saibu (2013), explain that, the use of these multi media for instruction in art schools to inculcate knowledge and practical skills in have not been embraced by most of the school leaving the lecturers, instructors and technologist in total darkness. The use of ICT and multimedia instructional materials leads to efficiency and makes learning exciting.

The inclusion of these ICT materials in teaching art students will improve learning and prepare everyone for new skills demands of the 21<sup>st</sup> century.

2. **Poor Staff Development:** Lack of staff development leads to poor output generally. It affects students' capabilities during pre-service, and during in service as a staff. Release of fund for research, travelling grants, conferences and workshop is poorly addressed. At times lecturers are made to source for fund for their in-service training. These attitudes of

government and school authorities affect morale and it leads to poor quality service. As rightly noted by Asiyai and Oghuvbu (2009), lack of staff development programme accounts for the decline in quality of tertiary education in Nigeria. Proper funding and quick release of money for staff development is crucial since, it raise morale, enhance teaching and make learning more interesting. The skills knowledge and expertise students and teachers needed to achieve proficiency in 21<sup>st</sup> century art skills so as to be able to succeed in college, work and life, need educational and government support system that strengthen their instructional, leadership and management capacity (Partnership for 21<sup>st</sup> century skills 2008). The quality of staff in a school determines quality of delivery.

### **Recommendations**

There is urgent need to address these challenges confronting the acquisition of skills in fine and applied arts in the colleges of education in Nigeria. The following are some recommendations:

1. Adequate infrastructure and materials should be provided by the government and the school authorities. Studios should be equipped with modern materials- kiln, throwing wheel, donkeys (furniture), easels, printing and sewing machines, table, brushes, clay dump, computers etc. The school should be properly linked to the national power grid and provision of alternative power plants, to run the equipments. In my former college art department, the studio was provided with extra electric transformer to

ensure steady supply of power. The ceramic studio was well equipped with functional electric kiln, storage room for glazed ceramic products, throwing wheels and so on during the late 1980's.

2. Government as a matter of fact should meet up with the budget allocation to education from 7.6% to the 26% recommended by UNESCO. School heads, offices workers should put the interest of the school and staff first when it comes to release of funds. Monitoring of allocated fund should be done by the government agencies. The current allocation of N2.05k per capital to education is not acceptable; Nigeria should borrow a leaf from a developing country like India. Funds allocated through TETFUND should be fully accessible; all stumbling blocks should be removed by the government. Famade and others (2015), state that, the underlying rationale for public funding of education is to equip people with the requisite knowledge, skills and capacity to enhance the quality of life, productivity and enable them to participate actively in the developmental process.
3. Well equipped information and communications technology centers should be built, coupled with provision of instructional based materials. Cooperate bodies and multinationals should be involved in the provision of these amenities. The national and state government can do more than what is expected, the provision of enabling environment for learning is a must. This will go a long way in improving

teachers/students knowledge and skills to adapt to the new challenges of the digital 21<sup>st</sup> century educational skills demand.

- l. Vibrant Staff development fast track quality teaching and learning. Late funding of research, travelling grants to conferences, workshops and programmes should be addressed seriously by the government and school authorities. Self development by the staff is important for “time wait for no one”. Gray (2015), suggested 20 digital skills every 21<sup>st</sup> century teacher should update himself with it includes, technical skills for creating blogs, note taking, detecting plagiarism, editing sound/video, curating etc. and using digital content (infor-graphics, video and more) in the classroom as well as using online net works for professional learning and as well as having a digital portfolio. In addition Churches (2008), proposes 8 characteristics expected of a successful 21<sup>st</sup> century educator in classroom as: Adapting (ii) Being visionary (iii) Collaborating (vi) Taking risks (v) Learning (vi) Communicating (vii) Modeling behavior (viii) Leading

All these put together will ensure vibrant staff development and quality which will in turn make him highly effective teacher in today's classroom especially, in fine and applied art classroom situation.

### **Conclusion**

Education embraces all efforts of human being seeking knowledge and development Igbe, Atare and Ekwevugbe (2017), defined

education as all the endeavor by the society to ensure that their members are physically, mentally and socially equipped in such a way that they become useful themselves and the society they belong. Therefore, Esrom (2017), states that, teacher education in the 21<sup>st</sup> century should provide opportunities for teachers and students to have appropriate knowledge and skills to meet the new needs of school and society, most particularly increasing globalization and the use of information and communications technologies. For education is the cornerstone for development. Acquisition of quality 21<sup>st</sup> century fine and applied art education skills in Nigeria college of education, teachers education programme is important for individual and for national development, but the challenges are there. With government, state and the school authorities' intervention and support, coupled with staff development, the challenges can be overcome and the tertiary education system will move forward.

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