

PDF - EFFECT OF LOCAL RESOURCES ON STUDENTS' ACHIEVEMENT AND INTEREST IN CULTURAL AND CREATIVE ARTS, IN NSUKKA, ENUGU STATE, NIGERIA. - researchcub.info

ABSTRACT

This study sought to determine the effect of the local resources on students' achievement and interest in Cultural and Creative Arts (CCA). It also investigated the influence of gender and location on achievement and interest in CCA when local resources are used. The two types of instructional materials used are local resources for the experimental group while commercial materials for the control group. The study employed a quasi experimental 2 x 2 x 2 factorial research design, involving four intact groups. Specifically the pretest, posttest non-equivalent control group design was adopted. Ninety-Eight(98) Junior Secondary School two (JSS 11) students randomly drawn from four schools in Nsukka Local Government Area of Enugu State, Nigeria, served as the subjects for the study. The subjects in each of the four groups were tested before and after treatment on their achievement and interest in the units of Cultural and Creative Arts taught during the study. Ten research questions and ten null hypotheses were formulated to guide the study. The researcher hypothesized that type of resources, gender and location as main effects and the interaction between the three independent factors would not have significant (

CHAPTER ONE

INTRODUCTION

Background of the Study

Cultural and Creative Arts (CCA) programme is an amalgamation of fine and applied arts, music, and drama. The infusion of knowledge, skills, attitude and values in the several components of CCA enhance entrepreneurial skill acquisition which begets good theatrical performance and good art works (masterpiece). These types of art products make the learner achieve self fulfillment and actualization (Buoro, 2000). Each component of CCA, including studio activities, develops skills with the artistic process that enhances the learners' understanding of the subject. Such skills which the learners acquire from CCA activities enable them to produce works which are also end products in the process of artist's productions (Ogumor, 2002).

Cultural and Creative Arts curriculum was first proposed in Nigeria in the Lagos Curriculum Conference of 1969 to be one of the six core curricula used in the primary school (Olaosebikan, 1982). It was stated in the conference that one of the aims of CCA is to use it to impart to learners cultural and practical values of society to which they belong. According to Olaosebikan, CCA is like a catalyst that speeds up and controls the process of cultural diffusion in a most meaningful way that will give the Nigerian child a sense of direction and sound judgment to re-enact the Nigerian cultural heritage. The subject is also aimed at expressing the emotions, experiences, ideas and feelings, beyond the reach of language. Hence the subject was very much recognized and rated by Wangboje (1982) as the

foundation programme that would serve the needs of students in developing their creative imagination, self-realization, self actualization as well as sharpening intelligence and creativity. A truly creative and well-educated person learns how to work with his/her hands, head and every kind of work can be noble when a person gives it his/her best effort (Buoro, 2002). This suggests that CCA programme can offer manipulative skills for human development. The programme will be able to produce creative, patriotic, and productive Nigerians who will contribute optimally to national development (Orlean, 2009).

Consequently, in 1971, the Nigerian Education Research and Development Council (NERDC) organized a workshop where specialists in drama, education, music, fine and applied arts met to spell out what the programme should cover for the secondary school education level. As a result of the conference, CCA programme was adopted for secondary education but due to logistic problems such as lack of instructional resources and qualified teachers, the programme could not start until the introduction of the 9-Year Universal Basic Education (UBE) in 2008 (NERDC, 2007). The curriculum stated that CCA should be made core and compulsory subject at the UBE levels which consist of Lower Basic Education (primary 1 – 3); Middle Basic (primary four to six); and Upper Basic Junior Secondary School (JSS 1- JSS 3). The learning activities in the curriculum for CCA are exciting, interesting and gainful with useful knowledge and skill acquisition. This type of curriculum, Omole (2007) contends, is strategically packaged to build confidence in the recipients.

The practical values which CCA inculcates in the learners include expressing the emotions, experiences, ideas and feelings, beyond the reach of language. If the programme is well implemented, it will also develop one's personality in terms of cognitive, affective, and psychomotor behaviours. For the cognitive, CCA trains individuals on the expression of conceptualized ideas and feelings through art work. On the affective domain, it deals with the development of aesthetic values in individuals. On the psychomotor domain, the programme trains individuals to use their hands in the construction of useful objects. This is in line with the cognitive, affective and psychomotor behaviours aimed at in education. The educational objectives can be achieved with the Universal Basic Education curriculum, which has well articulated activities for teachers and students.

The philosophy of the Basic Education curriculum according to NERDC (2008:2) is that every learner who has gone through 9 years of Basic Education should have acquired appropriate levels of numeracy, manipulative, communicative and life-long skills as well as the ethical, moral, and civic values needed for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking. Also that the new curriculum, among others, will provide the basis for: "Acquisition of scientific and technological skills, inculcation of value re-orientation; civic and moral responsibility as well as good family living, acquisition of skills for poverty eradication, laying the foundation for knowledge and application of ICT".

Cultural and Creative Arts curriculum for junior secondary school (JSS1-3) aims at contributing its quota in the realization of the purpose of Universal Basic Education and in turn, meet up with the challenges of global reforms such as Millennium Development Goals (MDGS) and National Economic Empowerment Development Strategies (NEEDS), which have their focus on poverty reduction, wealth creation and empowerment of people through education. Cultural and Creative Arts will help to equip learners with knowledge and skills for self employment which is relevant to dynamic human society and culture if properly taught in schools with relevant and adequate instructional resources. It can also train people in a number of professions such as sculpture, graphic communication, textile design, ceramics, dance, drama to mention but a few.

Such capacity training can be offered by CCA because it is structured as a broad field curriculum design, which is the outcome of a few courses that combined with specific areas of related subjects into large fields to eliminate the single subject compartmentalization and atomization of learning. It also cuts across subject area boundaries which provide a comprehensive knowledge for the learner. It facilitates more functional organization of learning because the learner can draw experiences from the wider subject area to solve contemporary problems (Offorma, 2002). CCA should be taught in a holistic manner in order to bridge the gaps that exist between the separated subjects (NERDC, 2008). Meanwhile some teachers and students do not take the subject seriously as a career, especially, at the JSS level. It is noticeable in schools that teachers in JSS level teach more of theory lessons than practical in CCA which is as a result of scarcity of commercial resources such as plastercine, poster colour, and acrylic colour. The students are equally denied the use of commercial resources due to their scarcity. Both the teachers and the students tend to lack the awareness of exploring local resources in the teaching and learning of CCA as a vocational subject as stipulated in the UBE curriculum. In the new curriculum, NERDC (2008) points out that the review and restructuring of the basic education is imperative. It was established that the implementation of the new curriculum had no chance of succeeding if the issue of paucity of instructional resources was not addressed frontally. At the same time, it was obvious that even if all resources for education were channeled towards procurement of instructional materials, the demand for materials would still not be met.

Cultural and Creative Arts as part of UBE curriculum require as much as the material resources for its implementation. Local resources which can also be used for the teaching and learning of CCA are yet to be verified for their efficacy. In view of that, there is the need to find out the effect of local resources on students' achievement and interest in CCA.

As a vocational subject, CCA involves a lot of practical work which require the use of instructional materials. Local resources can be used to create music (sound or audio tapes), dance, drama, drawing, paintings, sculpture of hero and heroine; tie and dye, pottery-making,

wood-carving, dance and drama either by individual learners or group of learners or by teachers' demonstration (NERDC, 2009).

Activities in CCA are practically oriented and can expose the students to acquire manipulative skills, knowledge, and practical values. That is why the teaching and learning of CCA require a lot of resources. There are two categories of materials which can be used to implement CCA programme. One is local materials while the other is commercialized materials. Both forms of materials seem to be capable of engaging the learners feeling, intellect, sensibility and impulse when they come in contact with them. Local materials are available and cheap while the commercial materials are scarce and costly and when commercial materials are not available, it dampens the zeal of teachers and students and makes teaching and learning less interactive.

Commercial art materials are standard or conventional art materials, tools and equipment which are used for the teaching and learning of CCA. These commercial materials are manufactured on a large-scale and on commercial basis meant to cover a wide range of geographical areas. However, teachers and students may not be able to easily afford such art materials because of the exorbitant prices at which they are sold. Such commercialized materials include poster colours, plastercine, plaster of paris (POP), french curve, cartridge paper, canvas, indian ink, pelican oil tubes, piano, guitar to mention but a few. These types of materials are mainly foreign and imported; hence they are scarce, expensive and very difficult to find even in big shops in Nigerian cities. This situation is worse in public schools where majority of the students come from low income parents and guardians who cannot afford the high prices of commercial materials. Adequate materials are required by students who are interested in role-play, make-belief, exploration and construction work expressed in artistic style, still, commercial materials which should enhance these activities are lacking in schools. With the scarcity of resources, there seem to be lack of appeal and drudgery associated with teaching and learning of Cultural and Creative Arts.

The scarcity of commercial materials makes learners passive in class instructions because teachers no longer use instructional materials for teaching. It is when such commercial materials are no longer sufficient and readily available that one thinks of exploring the environment where local materials are richly deposited. According to Kogi (2000), local materials are natural materials that are found in a particular place or area and are useful for art work in. The dearth of commercial art materials has necessitated the use of local resources. In view of this, the Nigerian Educational Research and Development Council (NERDC) developed a handbook for teachers on the development of instructional materials from local resources. The local resources for the teaching and learning of CCA are numerous. They include clay, wood, raffia, seeds, pebbles, shells, beads, ropes, animal hair (fur), leather, dyes, wax, starch, calabash, coconut shells, husks and local colours. Kogi (2006) explained that it is a type of material used in a picture, story or film/movie, to

make objects look real and interesting. If these local resources are employed by teachers and students, they can improve the scarce situations that bedevil the teaching and learning of CCA.

In implementing the CCA curriculum, enough instructional materials are required for effective teaching and learning. This is because the instructional materials provide opportunity for the students to be busy and active thereby increasing their participation in CCA lessons. If any method of teaching is not facilitated with relevant and appropriate instructional materials, the students are motivated to have interest in CCA. If learners are not properly motivated, the tendency is that their interests and achievements in CCA may be low.

One of the notable local art materials is clay. It is located in the villages, towns and countryside as deposit in the ground, processed and used for moulding of pots, portraits and slabs for tiles. The utility of clay ranges from designing storage object, to decorative plaques. The incentive for the use of local resources is that they enhance creativity and curiosity which can lead to wide exploration of natural resources by the teachers and students. Meanwhile teachers and students are ignorant of how and where to explore local resources. It is believed that why teachers teach with concrete instructional resource materials is for the students to have quick understanding of concepts and development of skills which will enable students to practice a number of CCA activities. The commercial resources which arouse the interest of the learners in the teaching/learning process have been lacking in school (Kogi, 2000). The availability of such commercialized materials might have been affected by the federal government policy on import restriction which consequently led to the scarcity of imported resources in schools (Ngaem & Udeagha, 2000). They wrote also that few ones found in Nigerian markets are very expensive hence no longer affordable. The students who come from low income parents and guardians cannot afford the high prices of commercial resources.

Instructional resources can only be properly handled by trained teachers in order to implement educational programmes well. According to FGN (2004) no education can arise above the quality of its teachers. This means that teachers are important in implementing educational programmes. The teacher is an organizer, facilitator, director, manager, in the classroom. Ukeje (1980:21) contends that "we cannot expect quality education without quality teachers". Specialist teachers are required to implement the curriculum.

On the other hand, teachers have the inability to identify local resources. They have continued to use the materials they were exposed to during their pre-service training many years ago and this habit is often difficult for them to change (NERDC, 2009). They fail to understand that if local materials are properly harnessed, they may serve as substitutes to commercial resources in teaching and learning of CCA. The incentive for the use of local resources is that they enhance creativity and curiosity which can lead to widening the exploration of natural resources by the teachers and students (Otugo, 1998).

In interpreting and implementing the CCA curriculum, the teachers should consider the psychology of the learners in terms of their stages of artistic development. This enables the teacher to present teaching material by sequencing from simple to complex so that the teaching materials will be beneficial to the learners. Teaching, according to Akimpelu in Offorma (1994:134), "is a deliberate effort by a mature and experienced person to impart information, knowledge, skills and so on to an immature or less experienced person through a process that is morally and pedagogically accepted". In the same vein, Ngwoke (1995) states, that teaching is a systematic activity deliberately engaged by someone to facilitate the learning of intended worthwhile knowledge, skills, values, and getting the necessary feedback. Local resources which are easily sourced from the villages, towns and local environments can enhance effective teaching and learning. If teachers motivate the learners adequately with local resources relevant to learning experience in Cultural and Creative Arts, the effect of such resources may engage the child's intellect, intuition, feeling, imagination, sensation and impulse.

Training of CCA teachers is very important so as to be able to facilitate instruction by using resources effectively. The trained teachers can enhance students' interest and achievement with directed activity method and free activity method, which use instructional resources extensively (Wamgboje in Ogboji, 2008). These methods also require a lot of materials for students to be motivated into action and to progress in their activities. In directed activity, the teacher assigns tasks to students to solve. Continually, the teacher directs the students to apply the strategies for the use of materials in tackling the art task until they produce art work to the taste of the teacher. The use of directed activity method does not give children freedom to act from their experiences.

In free activity method, the teacher only supervises their activities while the learners continue to practice until they achieve art work from their creativity. Free activity methods that encourage students' active participation in CCA include project method, assignment method, and discussion method. Some teachers tend to neglect some of these methods that can really make impact on the students. These methods provide the opportunity for students' creative use of various art materials in CCA. The students at the Basic Education level are at the age of curiosity and may be familiar with some local resources proposed for them. So there is need for teachers to encourage students to use them.

Other techniques that can use local resources are concomitant to free activity method and they include drama, songs, games, story-telling, role-play, debate, case study, simulation, demonstration, group discussion, brainstorming, play and questions. In using the methods and resources, teachers are instructional decision makers who organize and manage their classrooms and resource materials for the benefit of the students (Offorma, 2002). An effective CCA teacher utilizes the resources as motivation for the students to encounter the content of a lesson. Resources that are cheap and sourced locally can be used for all the

components of CCA. They can intensify students' awareness, sense of creativity and enjoyment of nature and life in the society. The learning experiences in music, dance and drama offer opportunity for self-identification for social purposes. This is because the themes in CCA activities emanate from philosophy, social, moral and historical spheres of life.

The impact of the values a person gets from CCA is the basis of his social outlook, interest and value, good character and conduct in human life. It means that the use of local resources in the school can be transferred to other subject areas and put into practice outside school. For example, if a person learns how to use local resource in making a variety of complex forms and subtle qualities of lines, shapes, colours, voice, body movement and actions from CCA themes at the UBE level, he/she has acquired powers or experiences which are carried over into daily life. Apart from being a professional artist, everyone who engages in CCA activities has the opportunity for some kind of artistic expression such as tie and dye, and bead making. Artworks such as painting, sculpture, graphics, textiles, drama, dance and music performance can be executed using local resources.

The quest for sustainable instructional resources led to exploration of local resources for the teaching and learning of Cultural and Creative Arts. The use of local resources is crucial because it can inculcate entrepreneurial skills for economic development. Children's ability to learn depends on their age and they learn better with concrete materials, which involve all their senses of sight, touch, taste, smell, and hearing (Offorma, 2002). These senses when excited or aroused in the learners through instructional resources bring about active participation in class instruction.

The utilization of instructional resource materials makes both the teachers and students effective in the class. According to (Nwoji, 2003), resource utilization is the process of managing and organizing resources within the environment for teaching and learning. She categorized resources as people, materials, equipment, and tools which are available in the community, town, state or country and remain latent and untapped if not harnessed for utilization. While human resources are tutorial and non tutorial staff, students and other persons that work in the school, the resource materials include visuals, maps, charts, pictures, specimens and real objects as well as local resources.

It is necessary to advocate for the use of local resources as an alternative to commercial resources in implementing CCA programme because they abound in the local environment and local resources are equally affordable. They are sourced within the locality where they are used by skilled hands as simple tools (NTI, 2000). Teachers and students can avail themselves of the opportunity of laying their hands on such art materials in their localities. Also, if the local resources are utilized, the understanding of concepts in CCA will be easy to learn by students. For instance, there are some students who would only need to see the subject matter to be learnt presented in pictures, drawings, or modeling and catch the message. These students need opportunities to get up from their seats and make use of their

hands and body, to enjoy learning (Anaduaka, 2008). If the available local resources are numerous and available and used in teaching and learning CCA, they can serve as substitute to commercial materials which are scarce and lacking in schools.

From the researcher's observation and visits to schools, students lack commercial materials and there seems to be lack of appeal and high incidence of drudgery associated with the teaching of Cultural and Creative Arts when resources are scarce. The ugly situation renders both the teachers and students helpless in the teaching and learning of most CCA contents. According to Otugo (1998), music learning cannot achieve the predetermined purposeful change in the behaviour of the learner without adequate provision and proper utilization of instructional resources. In music, such western instruments like electric piano, guitar and trumpet are scarce in schools. Badamasi, Modupe, Uche and Hope (1995) contend that art materials such as poster colours and plastercine are very expensive and difficult to be provided by teachers and students. They opine that since Nigeria is blessed with natural resources from which local art materials can be derived; there is urgent need to explore their use in CCA.

On the use of instructional materials, Chira and Obi (1999), maintained that lessons in CCA are supposed to be practical but due to lack of necessary materials and facilities for learning, they are turned into theory lessons. They maintain that there is problem of lack of resource materials and Cultural and Creative Arts cannot be well taught without such materials. Furthermore, Ngaem and Udeagha (2000) also observed that instructional art materials are lacking in schools and it is a major problem militating against the effective learning of Cultural and Creative Arts. In view of the above, it is obvious that CCA requires some art materials that will be readily available and which will serve as a substitute to commercial art materials. Onoja and Ugwu (2005) emphasized that the continued mass failure in drama was as a result of non-availability of instructional resources and facilities which make students to naturally lose interest.

It has been suggested that the use of local art resources which are cheap and available may serve as substitute to commercial ones which are scarce. Teachers and students feel daunted to do variety of art works due to their inability to develop appropriate materials from local resources which abound in the local environment. This poses problems in the teaching and learning of CCA. If local materials are effectively utilized in learning CCA, they may likely arouse student's interest and in turn raise their academic achievement in the subject.

Interest is a very important factor affecting learners' participation in school activities. Children are prone to playing with objects and artifacts which tend to arouse their interest in activities. Teachers also use instructional resources to arouse interest in the students. Instructional resources tend to motivate learners into action, hence when they are lacking, learners cannot lay their hands on them. This variably results in lack of interest on the part of the learners. According to Princeton (2010) interest is a sense of concern with and

curiosity about someone or something. Instructional resource materials in CCA have the power of attracting or holding one's power of creativity and originality which enhances the creative ingenuity in a person. Creativity is a matter of the mind which is disposed to create ideas and make individuals to rearrange existing patterns to get something novel and spectacular (Nnach, 2009). When learning activities like the one in CCA, arouse interest in the learner, learning becomes more significant, meaningful and enjoyable (Offorma, 2002). If relevant and appropriate instructional resources are utilized in teaching and learning of CCA, they may enhance achievement of students in the subject.

Achievement of students can be low or high and has been recognized as natural phenomena in the school. Some students fail to do well because of not being interested in, either the content presented or the instructional resources are not available. The weakness students exhibit in some school subjects confirms that something is wrong in the way such subjects are taught. According to Habor–Peters in Anaduaka (2008), some of the factors responsible for poor performance of students emanate from sources which are psychological and environmental. According to Okonmah (2010), music text books, tools, equipment and workshop which make teaching and learning effective are not easy to come by. She opined that musical instruments make music what they are and whereby they are not available, the teaching and learning of it become uninteresting. Drama is also affected in the way it is taught with inadequate instructional resources due to their scarcity (Buoro, 2000). He wrote that lack of instructional resources in the area of music and drama tends to affect learners' achievement in music and drama components of CCA. Nevertheless he said that indigenous resource materials may be a way out in the learning of drama in schools.

From the foregoing, the utilization of resource materials which abound in local environment may equally enhance the teaching and learning of CCA and make students learn very well. Therefore, there is the need to investigate their level of achievement in CCA when local and commercial resources are used differently.

Besides, gender differences in performance in a learning environment are recognized as an important focus in research (Udeze, 2008). Boys and girls have psychological feelings of different degrees of intelligence and creativity. Culturally, boys and girls have peculiar ways of behaving and thinking. This orientation stems from the homes where they perform different roles or functions (Kleinfield, 2000). Kleinfield reported that this attitude is also carried over to school. While boys may be drawn to subjects such as science and physical education in schools, girls may be drawn to subjects such as social studies and arts. He noted that girls consistently score higher grades at school in virtually most art subjects while Gunn (2003) asserted that females often perform better than males in languages and liberal arts. Therefore, there is need to determine the influence of gender on students' performance in CCA using local resources.

Another, important factor that may enhance or mar teaching and learning of CCA is school

location. Facilities and infrastructure are such factors that may differ with urban and rural schools. Many researchers have shown interest in determining whether school location has effect on achievement and interest of school children. According to Uzoegwu (2004, P.12) "the location of school determines so many things that are important in learning such as learning facilities, infrastructure and the class size among others. Adequate provision for or lack of these facilities may facilitate or hinder learning". School location may also affect the outcome of local resources' utilization in the teaching and learning of CCA, hence there is need to carry out further research in this area.

In selecting resources for teaching and learning, Berky (2007) expressed that availability and effective use of instructional materials have major influence on the selection of teaching methods. It is surprising that local resources are available in the local environment but students are not familiar with them. This may be as a result of lack of awareness of the efficacy in using them. Commercial resources which are lacking in schools have adverse effect on CCA teaching/learning in terms of achievement and interest. Students are not aroused or motivated when instructional materials are not available in school; hence achievement and interest of students are adversely affected. In the light of this study therefore, it is necessary to verify the effect of utilization of local resources on students' achievement and interest in CCA.

Statement of the Problem

Cultural and Creative Arts is one of the subjects introduced in the 9-Year Basic Education by the Federal Government of Nigeria as part of educational reform in the education sector. Nigeria is undergoing social change which necessitated that indigenous technology should be vigorously pursued yet, many classrooms where indigenous technology should be emphasized, and lack local resources that can arouse the interest of students. The neglect of local resources was due to the Western education that brought foreign influences in schools, including imported educational resources which are now lacking in schools.

Consequently, the researcher observed during his visit to some schools that the CCA is taught without enough instructional resources, thereby hampering participation and performance of students in CCA. This may be as a result of lack of foreign and commercial CCA materials which were extensively used in the past but are no longer accessible to both students and their teachers which is the concern of this study. The scarcity was also due to the inflation and global economic melt-down which affected Nigerian foreign exchange and importation of some goods into the country, of which CCA instructional resources were part. As a result many commercial art materials for art works were contraband and no longer found in the open market.

The teachers and students who were using foreign materials find it difficult to change to local resources which can easily be sourced from the environment. This situation makes teachers resort to verbalization of contents which otherwise would require concrete instructional

resources. The students are not left out in the neglect of local resources. They avoid working on options involving such resource materials in mosaic, mural painting, calabash, pottery, clay, raffia and xylophone. Their scarcity also makes teachers present instructional resources haphazardly and deny learners the opportunity of laying their hands on the relevant instructional resources. The efficacy of local resources in CCA instruction is not known. The problem of this study, therefore, is absence of information on effects of local resources on achievement and interest of male and female students in Cultural and Creative Arts.

Purpose of the study

The general purpose of this study is to find out the effect of the type of resources on junior secondary school students' achievement and interest in Cultural and Creative Arts. Specifically, the study aimed at finding out:

1. effect of type of resources on students' achievement in Cultural and Creative Arts.
2. effect of type of resources on students' interest in Cultural and Creative Arts.
3. influence of gender on achievement of students in Cultural and Creative Arts when taught with local resources.
4. influence of gender on the interest of students in Cultural and Creative Arts when taught with local resources.
5. influence of location on achievement of students in Cultural and Creative Arts when taught with local resources.
6. influence of location on the interest of students in Cultural and Creative Arts when taught with local resources.
7. Interaction effect of type of instructional resources and gender on students' achievement in Cultural and Creative Arts.
8. Interaction effect of type of instructional resources and gender on students' interest in Cultural and Creative Arts.
9. Interaction effect of type of instructional resources and school location on students' achievement in Cultural and Creative Arts.
10. Interaction effect of type of instructional resources and school location on students' interest in Cultural and Creative Arts.

Significance of the study

This study will be practically significant to teachers, students, curriculum planners, textbooks writers and art practitioners in the society. This study also has theoretical significance which deals with theories and their influence on the teaching and learning of CCA using local resources. The cognitive art theories relate to how a child's art is affected by the neurophysiologic state of the organism, its personality and its environment as guiding principles for the teaching and learning of CCA. The theories focus on artistic development of children in terms of their expression with material resources. The outcome of this study will help to clarify how adequate the use of local resources is in the process of teaching and

learning of CCA and their effect on learners – interest, achievement, gender, and location. The finding of this study will also be significant to teachers because through the dissemination of the information, they will be aware of the use of local resources as substitute to commercial resources for the teaching and learning of CCA.

To students, the findings of this study will help them to use local resources that are readily available from their environment at affordable prices. Local materials are efficacious to achieve proficiency in CCA works.

The findings will provide curriculum planners with information about local resources which they will incorporate in the curriculum of CCA for the Universal Basic Education. This will make the CCA programme more functional in schools.

Furthermore, textbook writers will have an opportunity to produce new textual materials on local resources. This will also provide them with the correct information about local resources which will be a substitute to commercial materials.

Besides, this study will provide information to art professional bodies on the local resources as alternative to commercial CCA materials. This information will be publicized in the professional journals which are sources of information dissemination. The information will help to make local resources popular. Such professional bodies include: Nigerian Society of Education through Art (NSEA), Nigerian Society of Artists (NSA), Post Primary Art Teachers' Association (PPATA), etc.

Finally, this study will contribute to knowledge regarding local resources and their effect on gender in the teaching and learning of CCA. It will generate interest of researchers who will also replicate this type of studies to confirm whether or not the utilization of local resources will affect the achievement and interest of students in CCA.

Scope of the study

The study was conducted in Nsukka Local Government Area of Enugu State, Nigeria. The study examined the effect of utilization of local resources on achievement and interest of male and female students in visual arts, music and drama (CCA) in Junior Secondary School Two (JSS 11) based on school location.

Four units drawn from JSS 11 Cultural and Creative Arts (CCA) curriculum were used for the study. They are:

1. Acquisition of CCA skills in:
 - a) Drawing and painting.
 - b) Colour tonality (application of light and shade on object).
2. Kinds of music, staff, clef, listening, dance, keyboard and ensemble.
3. Clay preparation and modelling.
4. Play, cast and dramatization

These topics were chosen because of their importance as the foundation for other topics in Cultural and Creative Arts. Both local and commercial resources were used by teachers and

students for this study. Five variables were considered in this study. There were achievement and interest as dependent variables while local resources, gender and location as independent variables.

Research Questions

The following questions guided the study:

1. What are the mean achievement scores of students taught CCA using local resources and those taught with commercial resources?
2. What are the mean interest rating scores of students taught CCA with local resources and those taught with commercial resources?
3. What are the mean achievement scores of male and female students in CCA when taught with local resources?
4. What are the mean interest rating scores of male and female students in CCA when taught with local resources?
1. What are the mean achievement scores of urban and rural students in CCA when taught with local resources?
2. What are the mean interest rating scores of urban and rural students in CCA when taught with local resources?
3. What is the interaction effect of type of instructional resources and gender on students' mean achievement scores in CCA?
4. What is the interaction effect of type of instructional resources and gender on students' mean interest rating scores in CCA?
5. What is the interaction effect of type of instructional resources and school location on students' mean achievement scores in CCA?
6. What is the interaction effect of type of instructional resources and school location on student's mean interest rating scores in CCA?

Hypotheses

The following null hypotheses were tested at the probability level of .05.

Ho₁: There is no significant difference in the mean achievement scores of students taught CCA using local resources and those taught using commercial resources.

Ho₂: There is no significant difference in the mean interest rating scores of students taught CCA using local resources and those taught using commercial resources.

Ho₃: There is no significant difference in the mean achievement scores of male and female students in CCA when taught with local resources.

Ho₄: There is no significant difference in the mean interest rating scores of male and female students in CCA when taught with local resources.

Ho₅: There is no significant difference in the mean achievement scores of urban and rural students in CCA when taught with local resources.

Ho₆: There is no significant difference in the mean interest rating scores of urban and rural

students in CCA when taught with local resources.

Ho₇: There is no significant interaction effect of type of instructional resources and gender on students' achievement in CCA.

Ho₈: There is no significant interaction effect of type of instructional resources and gender on students' interest scores in CCA.

Ho₉: There is no significant interaction effect of type of instructional resources and school location on students' achievement scores in CCA.

Ho₁₀: There is no significant interaction effect of type of instructional resources and school location on students' mean interesting scores in CCA.

EFFECT OF LOCAL RESOURCES ON STUDENTS' ACHIEVEMENT AND INTEREST IN CULTURAL AND CREATIVE ARTS, IN NSUKKA, ENUGU STATE, NIGERIA.

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