



## INTEGRATION OF ARTISTIC POTENTIALS FOR COMPETENCY IN TEACHER EDUCATION

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### Abstract

The purpose of this study was to examine the perceptions about the integration of artistic potentials for competencies in teachers' educations. The study was guided by four objectives, research questions and hypotheses. The population of the study comprised secondary school teachers and university lecturers in education faculties and Colleges of Education in Akwa Ibom state. The multi-stage random sampling was used to select a random sample of 450 respondents comprising of secondary school teachers and education lecturers in tertiary institutions in Akwa Ibom state. The instrument entitled "Integration of Artistic Potentials for Competency in Teacher Education Questionnaire, (IAPCTEQ)" developed by the researcher was used in data collection. The instrument was validated by experts and the reliability of the instrument yielded Cronbach Alpha of 0.83. Data were using means, standard deviation, independent t test and ANOVA and were tested at the 0.05 level of significance. Results show that there is no significant difference in the mean rating of male and female respondents on the perception of the integration of artistic potentials for competency in teacher education. Results also show significant difference in perception of the integration of artistic potentials concerning the years of experience of the respondents in favour of teachers with highest years of experience ( $p < .05$ ). Therefore, integration artistic potentials for competencies in teachers' educations will enhance the quality of teachers' education by improving their outputs in terms of social, cognitive, emotional and physical development of the child while also facilitating their understanding of other subjective thereby making learning more effective.

**Keywords:** Integration, Artistic Potential, Competency, Cognitive, Emotional, Social

### Introduction

The development of the nation to a large extent depends on the quality of her educational system. Bagudo and Abduljalil (2019) stressed that the inadequacies in educational system in Nigeria have to do with the production of students who hardly could make any meaningful input to the development of the nation either creatively by inventions or creating new ideas or intelligently by providing solutions to problems in our society. One of the major aspects of Nigeria educational system that could have serve as a veritable source of societal development is the Visual Art.

Art can be described as meaningful creative expression. Art has also been described as a means of communication of beliefs, norms and ideas. The word "Art" originated from a Latin word "Arti" which means "to do well". The history of Art can be traced back to the early men who worked and drew on cave walls, rock surfaces and other materials around his environment which he used to

record events and happenings around his environment. This was done for religious as objects of worship (Onoja, 2014). The benefits of art to individual and the society at large have been highlighted. Artistic skills competency or skill is argued as crucial to the wholesome development of children, enabling them to fit into the wider society (Okpoko and Nwade, 2014). Jenson (2001) described Art education as the process of learning about different types of artistic expression, including different media and formats for artwork and different movements including styles throughout art history. Udi and Nwosu (2023) asserts that Fine Art is not just therapeutically essential to man, but also adds an aesthetic value to visual images in all spheres of human's life ranging from homes, offices, architecture, television programmes, traditional heritage, culture and tourism and so on. It focuses on basic types of artistic creation, such as painting, sculpture, drawing to man g as well as pottery, digital art, and mixed media are also integral part of the Art education.

May & Robinson (2016) examined how Arts teachers perceived the Art integration while participating in a Statewide Art integration initiative in Utah, United State of America. The sample size comprised of 50 respondents and the finding shows that the integration of Art competencies serves as a support the effective teaching and learning of both arts and non-art subjects. The study also highlighted the challenging confronting its integration which includes time, inability to teach art for the sake of art and lack of adequate support from both administrators and teachers.

The role of Artistic potential in teachers' education cannot be overemphasized. Teacher artistic potentials if properly impacted to the students as been observed to play a major role in the social development of children. Teachers' artistic potential could help students develop confidence, communication skills, an understanding of how they learn and most importantly the art of expressing themselves. Self-expression promotes freedom for all children as they are allowed to imagine and express their emotions (Tsimboukidou, 2010). As the students become more expressive, their language skills improve as they use different words to share their feelings and art creations.

Teachers' artistic potentials also enable learners to be productively engaged with people by communicating through images (Kear & Callaway, 2000). Exposure of students to visual arts can also help the students as posited by Bullard (2013) can help students get familiarized with the diverse cultures and artwork from different time periods, understand the uniqueness of diverse people and stimulate their minds to look at the world differently (Bullard, 2013). Children's creativity gets stimulated though an inviting and resourceful surrounding where they enjoy exploring their art skills by integrating them into different subjects like science (Dhanapal *et al.*, 2014).

Apart from the social development of the students, Art competencies can also help develop the cognitive domain of the students. One of the major different skills, educationist emphasize extensively on children's cognitive development that is affected by not only the curriculum used but also how the different subjects are taught in classrooms. The integration of visual arts skills into the teaching and learning of science enhances children's thinking skills, organisational levels and reasoning abilities (Riley, 2012).

These improvements could be sustained when teachers' continuous adopts teaching method that increases active student engagement during lessons in which artistic skills play a major role. Also, emotional development plays an important role in decision-making abilities and affects how children give ideas and carry out their actions. Artistic skill has the ability to connects children to their cultural background, cultivating a sense of creativity and initiative, a fertile imagination, emotional intelligence and a moral compass a capacity for critical reflection, a sense of autonomy, and freedom of thought and action (UNESCO, 2006).

Besides emotional development, artistic competencies by teachers enhance physical development as movement is part and parcel of art activities. Burrill (2010) described movement as the foundation for learning and development. In order to ensure a more participatory classroom, teachers can integrate visual arts during the teaching and learning process to facilitate learning and this is why artistic competencies are very important. These competencies could help teachers to organise various hands-on tasks in which students or learners are given opportunities to explore, discover and create themselves, promoting their cognitive skills (Burrill, 2010). Artistic competencies can help facilitate the teaching of difficult science facts and concepts with visual representations that aid in easier understanding and long-term memory. These could be done by creating mobiles, sculptures, 3D models, crafts, drawings and paintings to boost the understanding of the concepts learnt in science. According to UNESCO (2006) arts education contributes to an education which integrates physical, intellectual, and creative faculties and makes possible more dynamic and fruitful relations among education, culture, and the arts.

Several related studies have been carried out with regards to the role of artistic competencies in teaching and learning process. Onoja (2014) examined factors responsible for the neglect of visual arts in secondary schools with a case study of senior secondary schools in Barkin-Ladi Local government area of Plateau state. Onoja (2014) stressed that artistic competencies or skill has the ability to strengthen problem-solving and critical thinking skills in individuals for a better society. On the role of artistic skills in developing creativity, intelligence and academic performance, Bagudo and Abduljalil (2019) of secondary of secondary school students in Sokoto metropolis. Findings showed that there is significant relationship between creativity and academic performance of secondary school students in Sokoto metropolis. Findings also revealed that intelligence which could be enhanced through artistic skills is a better predictor of the academic performance of students. Artistic competencies no doubt will help enhance teachers' quality which could translate to better students' academic performance. Based on this, Akinsolu (2010) examined the relationship that exists between teachers' quality and students' academic performance in Osun state. Data obtained were analyzed using ANOVA and Spearman rank correlation coefficient and findings showed teachers' quality significantly related to students' academic performance.

Dhanapal *et al.* (2014) examined the role of visual art in teaching and learning experience. The study adopted both qualitative and quantitative research design and found that the integration of visual art not only enhance children's mental and physical development but also stimulated their learning process. This means that the importance of the integration of artistic competencies potential in teachers' education cannot be overemphasized. Therefore, this study examines the perception of teachers at both primary and tertiary levels on the integration of artistic potentials for competencies in teachers' education.

### **Objective of the Study**

The primary objective of this study is to examine the perception of teachers on the integration of artistic potentials for competency in teacher education. The specific objectives of this study include to:

1. Examine the perception of male and female teachers on the integration of artistic potentials for competency in teacher education
2. Examine the differences in teachers' perception towards integration of artistic potentials for competency in teacher education based on their years of experience.

3. Determine difference in in teachers' perception towards integration of artistic potentials for competency in teacher education based on their academic qualification.

### **Research Questions**

1. What difference exists in the perception of male and female teachers on the integration of artistic potentials for competency in teacher education?
2. What differences exists in teachers' perception towards integration of artistic potentials for competency in teacher education based on their years of experience?
3. What difference exists in in teachers' perception towards integration of artistic potentials for competency in teacher education based on their academic qualification

### **Hypotheses**

This study was guided by the following hypotheses stated in the null form.

1. There is no significant difference in the perception of male and female teachers on the integration of artistic potentials for competency in teacher education.
2. There is no significant difference in teachers' perception towards integration of artistic potentials for competency in teacher education based on their years of experience.
3. There is no significant difference in teachers' perception towards integration of artistic potentials for competency in teacher education based on their academic qualification

### **Methodology**

This study adopted a descriptive survey design. The area of this study was Akwa Ibom state. The population of this study comprised teachers in both secondary and tertiary levels of education in Akwa Ibom state. The study adopted the multistage random sampling approach in which a sample of 450 teachers comprising 150 secondary school teachers, 150 lecturers of Colleges of Education and 150 lecturers in education faculties in public universities in Akwa Ibom state. At the first stage of sampling, a random sample of five states was selected from the 9 states in the Niger Delta region by simple random sampling. The instrument entitled "Integration of Artistic Potentials for Competency in Teacher Education Questionnaire, (IAPCTEQ)" developed by the researcher was used in data collection. The instrument assessed their perception of the integration of artistic potentials using 15 items all rated on four point Likert scale of strongly agree, agree, disagree and strong disagree which were scored as 4,3,2,1 respectively. All negative items were scored in the reverse order of 1,2,3 and 4. The instrument was validated by experts and the reliability of the instrument yielded Cronbach Alpha of 0.83. Data obtained were analysed using mean, standard deviation, independent t-test and one- way Analysis of Variance (ANOVA). All hypotheses were tested at the 0.05 level of significance and the Statistical Package for Social Sciences (SPSS version 20.0) was used to facilitate data analysis. Out of the 450 copies of the questionnaire administered, 428 copies were retrieved giving 95% of the administered copies of the questionnaire. All statistical analysis was based on the 428 copies of the questionnaire retrieved.

## Results

### Research Question 1

**Table 1: Mean and standard deviation showing differences in perception of the integration of artistic potential for competencies in teachers' education by male and female teachers**

Gander	n	Mean	Weighted mean score	Standard deviation
Male	201	48.21	3.21	6.71
Female	227	48.90	3.26	6.66

The result presented in Table 1 reveals that the mean score of 48.21 was obtained by male teachers and 48.90 by female teachers. Result shows that the mean rating of the integration of artistic potentials for competency in teachers' education. The weighted mean scores of 3.21 was obtained by male and 3.26 by female teachers. These weighted mean scores were above the expected weighted mean of 2.50 for four points rating scale. This result indicates that both male and female teachers support the integration of artistic potential for competencies in teachers' education.

### Research Question 2

**Table 2: Mean and standard deviation showing differences in perception of the integration of artistic potential for competencies in teachers' education based on teachers' academic qualifications**

Academic qualifications	n	Mean	Weighted score	mean	Standard deviation
NCE	86	48.20	3.21		6.38
B.Sc./B.Ed	179	48.28	3.22		6.54
M.Sc. Ed/ MA	123	49.15	3.28		7.15
PhD	40	49.57	3.30		6.68

The result summarized in Table 2 shows that the mean rating of the integration of artistic potentials for competency in teachers' education increases with increase in education qualification as those with PhD rated the integration of artistic potentials for competency in teachers' education higher than other academic qualifications categories. The weighted mean scores of 3.21, 3.22, 3.28 and 3.330 were obtained by teachers with NCE, B.Sc/ B.Ed, M.Sc/M.Ed/ M.A and those with PhD respectively. These weighted mean scores were above the expected weighted mean of 2.50 for a four-point rating scale. This result implies regardless of the academic qualification of the teachers, all of them support the integration of artistic potential as a way of enhancing competencies in teachers' education.

### Research Question 3

**Table 3: Mean and standard deviation showing differences in perception of the integration of artistic potential for competencies in teachers' education based on teachers' years of experience**

Years of experience	n	Mean	Weighted score	mean	Standard deviation
1-5 years	57	49.70	3.31		5.27
6-10 years	239	47.53	3.17		6.94

11-15 years	68	49.72	3.31	5.72
More than 15 years	64	50.28	3.35	7.18

The result presented in Table 3 shows the mean rating of the integration of artistic potentials for competency in teachers' education based on their academic qualifications. The result reveals that the weighted mean scores obtained in those with more than 15 years of experience (3.35) was higher than those obtained for those with 15 years and below years of experience. The weighted mean scores as reported in Table 3 were all above the expected weighted mean of 2.50 meaning that they support the integration of artistic potential as a way of enhancing competencies in teachers' education.

### Hypothesis 1

**Table 4: Independent t- test result summary testing differences in the integration of artistic potentials for competency in teacher education**

Gender	n	Mean	Standard deviation	t-cal.	t-crit.
Male	201	48.21	6.71	1.07	1.96
Female	227	48.90	6.66		

$n = 428, df = 426, \text{Not significant at } 5\% (p > 0.05).$

The result in Table 4 reveals that the t-calculated of 1.07 is not greater than the t-critical of 1.96 at the 0.05 level of significance with 426 degrees of freedom. The null hypothesis is rejected and hence there is no significant difference between the perception of male and female teachers on the integration of artistic potentials for competencies in teachers' education. Judging from the mean scores, both male and female teachers show positive perception towards the integration of artistic potentials for competencies in teachers' education.

**Table 5: ANOVA result summary the difference in integration of artistic potentials for competency in teacher education based on academic qualifications.**

Sources of variation	Sum of Squares	df	Mean Square	F-calc.	P-value
Between group	74.046	3	24.682	0.575	.632
Within groups	18204.634	424	42.935		
Total	18278.680	427			

F-critical = 2.63.

The result in Table 5 shows F-calculated of 0.575 and F-critical value of 2.63 at the 0.05 level of significance. The F-calculated (0.575) is not greater than the null hypothesis is retained meaning that there is no significant difference in the perception of the integration of artistic potentials for competency in teacher education. This implies that no significant difference in the perception of the integration of artistic potentials for competency in teacher education based on their academic qualification.

**Table 6: ANOVA result summary the difference in integration of artistic potentials for competency in teacher education based on years of experience.**

Sources of variation	Sum of Squares	df	Mean Square	F-calc.	P-value
Between group	526.485	3	175.495	4.105	.007
Within groups	18128.120	424	42.755		
Total	18654.605	427			

F-critical = 2.63.

The result in Table 6 reveals F-calculated of 4.105 and F-critical value of 2.63 at the 0.05 level of significance. The F-calculated (4.105) is greater than the null hypothesis meaning that there is a significant difference in the perception of the integration of artistic potentials for competency in teacher education based on their years of experience. Further analysis was carried out using the Duncan's test and the result is as presented in Table 7.

**Table 7: Duncan's multiple test comparing the perception of integration of artistic potentials for competency in teacher education based on years of experience**

Years of experience	n	Subset for alpha = 0.05	
		1	2
6-10 years	239	47.53	
1-5 years	57		49.70
11-15 years	68		49.72
More than 15 years	64		50.2982
Sig.		.160	.255

The

result in Table 7 reveals that the perception of the integration of artistic potentials for competency in teacher education obtained by teachers with more than 15 years of experience was significantly higher than that of teachers with 6-10 years of experience. This result indicates that teacher with more than 15 years of experience reported a better positive perception towards the integration of artistic potentials for competency in teacher education than teachers with lower years of experience.

### Discussion of the Findings

This study examined teachers' perception of the integration of artistic potential for competency in teacher education. The study established that the teachers embraced the integration of artistic potentials irrespective of their gender or academic qualification though there is a significant difference in their perception of integration based on their years of experience. Results revealed that teachers with more than 15 years of experience reported better positive perceptions about the integration of these skills compared to those with lower years of experience. This finding could be so because of the fact some of these teachers were aware of the merits of integration of artistic competencies in the teaching and learning processes. Some of these have been highlighted by previous studies to include the opportunity to imagine and express their emotions (Tsimboukidou, 2010), enable learners to be productively engaged (Kear & Callway, 2000) and stimulate their minds to look at the world differently (Bullard, 2013). Other benefits of this integration of these competencies also bother on the social development (Riley, 2012) and physical development (Burrill, 2010) of the learner. These among other inherent benefits of the integration of artistic competencies

could be responsible for its perception by the respondents as a way of improving the quantity and quality of teachers' education. This is corroborated by that of the finding by Dhanpal *et al.* (2014) that visual art skills help in enhancing not only the mental and physical development of the learner but also help in stimulating their learning process. Artistic competencies also have a way of enhancing the creativity of the learner and this has also been linked with academic performance (Bagudo & Abduljalil, 2019).

### Conclusion

This study has examined the perception of the integration of artistic potential for competency in teacher education. Results revealed that there is a positive perception of the integration of artistic potential for competency in teachers' education. Therefore, the integration of these competencies will in no small way enhance their competencies in teachers' education and thereby help in improving the academic performance of students not only in Arts but also in other subjects.

### Recommendations

Based on the findings, the following were recommended:

1. The government and non-governmental organisations should create policies that help enforce the integration of artistic potentials in teachers' education.
2. There is also need for workshop and seminars to be organized for stakeholders on how these skills can be effectively integrated for better quality of education. This may require a review of the curriculum of teachers' education.
3. Art exhibitions and competitions should be encouraged at all levels of education.
4. The government and other proprietors of educational institutions should ensure that necessary infrastructure for effective integration of artistic competencies are provided in all schools starting from primary to tertiary levels.

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