



PERCEPTION AND INTEREST OF STUDENTS TOWARDS THE STUDY OF FINE AND APPLIED ARTS EDUCATION IN SECONDARY SCHOOLS OF JIGAWA STATE IN NIGERIA

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Abstract: In a comprehensive study of secondary school students in Jigawa State, researchers explored how demographic factors, educational environment, curriculum content, and teacher influence shape students' perception and interest in Fine and Applied Arts Education. The study, which included 100 students and 10 teachers from 10 schools, utilized statistical analyses to uncover significant trends. Chi-square tests revealed that gender differences significantly affect art style preferences ($\chi^2 = 6.32$, $p = 0.012$), ethnicity (Hausa/Bade/Fulbe) influences art class participation ($\chi^2 = 10.47$, $p = 0.015$), and socioeconomic status impacts art subject choice ($\chi^2 = 9.84$, $p = 0.007$), with a clear distinction in interest between digital and traditional art mediums ($\chi^2 = 4.56$, $p = 0.033$). T-tests showed that professional art teachers, museum visits, art competitions, and extra art courses significantly boost students' interest in Fine Arts (t -values = 3.10, 2.58, 2.76, 3.42) respectively, all ($p < 0.05$). ANOVA indicated significant differences in artistic perception and skills based on school type and art budget (F -values = 5.32, 6.78), ($p < 0.05$), as well as interest variations across age groups ($F = 3.89$, $p = 0.023$). Regression analysis confirmed that gallery visits, art creation, homework time, and parental support are all positive predictors of interest in Fine Arts ($R^2 = 0.36, 0.41, 0.29, 0.52$) respectively). The findings suggest that a holistic approach to art education, integrating both academic and extracurricular activities, is vital for cultivating a deeper interest and understanding of Fine and Applied Arts among students.

Keywords - perception; Interest; ethnicity; impacts; subject choice

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1.0. INTRODUCTION

Background Information on Fine and Applied Arts Education Fine and Applied Arts Education encompasses a diverse range of disciplines including visual arts, music, dance, and theater. It is an integral part of holistic education, fostering creativity, critical thinking, and cultural awareness. In Nigeria, Fine and Applied Arts Education has traditionally been a part of the curriculum, aiming to develop students' artistic skills and appreciation for cultural heritage.

Importance of Arts Education in Secondary Schools Arts education in secondary schools plays a crucial role in the cognitive and social development of students. It encourages self-expression, improves academic performance, and builds confidence. Studies have shown that students who participate in arts programs are more likely to excel in other academic areas and possess higher levels of motivation and engagement.

Specific Context of Jigawa State Jigawa State, located in the northwestern region of Nigeria, has a unique cultural landscape that influences its educational system. The state's commitment to integrating cultural values within the education system is evident in its support for Fine and Applied Arts Education. However, the perception and interest of students in this field have not been extensively studied, particularly in the context of secondary education.

Research Problem and Objectives The primary problem this research seeks to address is the gap in understanding the perception and interest of secondary school students towards Fine and Applied Arts Education in Jigawa State. The objectives include:

- i. To assess the current level of interest among students in Fine and Applied Arts.
- ii. To identify factors influencing students' perceptions of arts education.
- iii. To evaluate the impact of these perceptions on students' participation in arts-related activities.

Research Questions The study will explore the following research questions:

- A. What are the perceptions of secondary school students in Jigawa State towards Fine and Applied Arts Education?
- B. How do cultural, social, and educational factors influence these perceptions?
- C. What is the level of interest among students in pursuing Fine and Applied Arts Education?

Hypotheses

The hypotheses to be tested are:

- A. H1: There is a significant positive correlation between students' exposure to cultural activities and their interest in Fine and Applied Arts Education.
- B. H2: Students with positive perceptions of Fine and Applied Arts Education are more likely to participate in arts-related extracurricular activities.

2.0. LITERATURE REVIEW

2.1. Historical Perspective of Fine and Applied Arts Education in Nigeria

2.1.1. Pre-Colonial Era

In the pre-colonial era of Nigeria, art was an essential element of the societal fabric, deeply interwoven with the daily lives and cultural practices of its people. Artistic expression was not compartmentalized as a separate discipline; rather, it was an integral part of communal activities, rituals, and traditions (Iweriebor, 1982)

➤ **Art as a Cultural Foundation:** Art in pre-colonial Nigeria was a cultural foundation that transcended mere aesthetic appreciation. It was a means of communication, a way to preserve history, and a method for imparting moral lessons. The creation and appreciation of art were communal experiences that reinforced social bonds and cultural continuity. Artistic works, whether in the form of sculpture, textiles, or music, were not only appreciated for their beauty but also revered for their spiritual significance and their role in ceremonial life (Iweriebor, 1982)

➤ **Craftsmanship and Apprenticeship:** The craftsmanship and apprenticeship system of this era was a testament to the communal nature of Nigerian society. Skills in various art forms were not simply taught; they were passed down through generations as a form of cultural inheritance. Apprenticeships were common, where young individuals learned from master craftsmen within their communities. This system ensured the continuity and evolution of artistic traditions, as each generation contributed to the refinement and adaptation of artistic techniques (Wikipedia contributors, 2024)

These apprenticeships were more than just training for a profession; they were a rite of passage, a means of preserving and transmitting cultural values, and a way to maintain the social structure of the community. The master craftsmen were not only skilled artisans but also custodians of cultural knowledge, responsible for shaping the next generation of artists and, by extension, the cultural landscape of the society (Wikipedia contributors, 2024)

The pre-colonial era in Nigeria was characterized by a rich tapestry of artistic expression that was central to the cultural and social life of its people. The craftsmanship and apprenticeship system played a crucial role in sustaining the artistic heritage and ensuring that the legacy of Nigerian art would endure through the ages.

2.1.2. Colonial Period

The colonial period marked the introduction of formal education, including Fine and Applied Arts, modeled after the European system and a shift in Art Education

➤ **Introduction of Formal Education:** During the colonial period, formal education systems were introduced by European colonizers, which included subjects like Fine and Applied Arts (Plastow, 2021) These

systems were often modeled after European educational structures and were implemented in various colonies around the world. For instance, in British colonies, religious missions played a significant role in introducing European-style education (Education | Definition, Development, History, Types, & Facts, 2024)

In India, the history of colonial education reflects the impact of Western knowledge on educational policies and practices (Ellis, C. (2021). History of Colonial Education. In: Sarangapani, P.M., Pappu, R. (eds)

➤ **Shift in Art Education:** The shift from traditional apprenticeship to formal schooling in art education was a significant change during the colonial period. This transition meant that art began to be taught as a subject within the broader educational curriculum rather than through the master-apprentice model. The Renaissance period saw a gradual increase in the importance of learning about art theory alongside practical skills (Art, Education and Training, 2024). In the United States, before the democratization of education, apprenticeship was the traditional route for attaining an education in art, which later shifted to inclusion in the modern curriculum (Wikipedia contributors, 2024); (Hutson, Lively, Robertson, Cotroneo., & Lang, 2024)

2.1.3. Post-Independence Era

After independence, there was a renewed focus on incorporating Nigerian culture and identity into the education system, including arts education. Similarly, the establishment of higher institutions dedicated to the arts, such as the Nigerian College of Arts, Science, and Technology, marked a significant development in formal arts education.

➤ **National Identity and Education:** Post-independence Nigeria sought to reclaim and revitalize its cultural identity, which included a reemphasis on indigenous art forms within the education system. There was a concerted effort to decolonize the curriculum and reintegrate Nigerian art and culture into the learning process (Nwodim, 2021)

➤ **Development of Art Institutions:** The post-independence era saw the establishment of art institutions as a testament to Nigeria's commitment to professionalizing arts education. These institutions served as hubs for nurturing talent, conducting research, and promoting Nigerian art both nationally and internationally. Notable figures like Ben Enwonwu played a significant role in this movement, contributing to the development of art in Nigeria (The Masters of Nigerian Art - Google Arts & Culture, n.d.) Additionally, the establishment of formal art schools and departments in higher education institutions marked a significant step in the professionalization of art education (Chukuegu, 2010; Sourour, 2023)

2.1.4. Contemporary Times (Challenges and Prospects in Fine and Applied Arts Education)

Today, Fine and Applied Arts Education faces several challenges, including underfunding, undervaluation, and a lack of resources. However, there are also growth opportunities, particularly through the integration of new technologies and the increasing global interest in African art.

➤ Challenges

- **Underfunding:** One of the primary challenges is the lack of adequate funding, which restricts the resources available for arts education. This can lead to a scarcity of materials, facilities, and opportunities for students and educators

- **Undervaluation:** Arts education often does not receive the recognition it deserves within the broader educational system. This undervaluation can result in arts being seen as less important than other subjects, affecting the support and resources allocated to it (Bassey., & Akpan, 2021)

- **Lack of Resources:** There is a shortage of qualified fine and applied arts teachers, insufficient instructional materials, and inadequate time allocation in school curricula. These factors can hinder the development of a robust arts education program (Xamidovich, 2024)

➤ Opportunities for Growth

The digital age offers new tools and platforms for artistic creation and education. Technology has the potential to democratize arts education, making it more accessible and allowing for new forms of expression and collaboration.

- **Integration of New Technologies:** The advent of digital technologies offers new avenues for artistic creation and education. These technologies can enhance learning experiences and provide innovative ways to engage with art (Kisida & Bowen, 2019)

- **Global Interest in African Art:** There has been a surge in the global interest in African art, which presents opportunities for artists and educators to showcase their work on an international stage and for students to engage with a wider artistic community (Hassan, 2008)

➤ **Technology and Arts Education**

The digital age offers new tools and platforms for artistic creation and education. Technology has the potential to democratize arts education, making it more accessible and allowing for new forms of expression and collaboration.

- **New Tools and Platforms:** The digital age has introduced a variety of tools and platforms that have transformed the way art is created and taught. These include software for digital art, online platforms for collaboration, and virtual galleries for exhibition⁶.

- **Democratization of Arts Education:** Technology has the potential to make arts education more accessible to a broader audience. It allows for remote learning, online workshops, and virtual critiques, which can reach students who might not have access to traditional arts education resources.

- **New Forms of Expression and Collaboration:** With the help of technology, students and educators can explore new forms of artistic expression and collaborate in ways that were not possible before. This can lead to innovative works and a more inclusive arts community⁸.

- **New Tools and Platforms:** The digital age has indeed revolutionized the tools and platforms available for art creation and education. Digital art software like Adobe Creative Cloud, which includes Photoshop and Illustrator, has become a staple in the industry, allowing for intricate graphic design and digital art creation (2023). Additionally, online platforms have emerged as collaborative spaces where artists can work together, share ideas, and receive feedback in real-time. Virtual galleries and exhibitions have also gained popularity, providing artists with the opportunity to display their work to a global audience without the constraints of physical space (Boyland, 2021).

- **Democratization of Arts Education:** Technology has significantly lowered the barriers to arts education, making it more accessible and inclusive. Online learning platforms and resources have opened up educational opportunities to a wider audience, regardless of geographical location or socioeconomic status. Remote learning tools, online workshops, and virtual critiques enable students from all over the world to learn and engage with art, often at a lower cost and with greater flexibility than traditional education methods. This democratization is not only expanding access but also fostering a culture of continuous learning and artistic exploration (Sinha, 2024).

- **New Forms of Expression and Collaboration:** Technology has enabled new forms of artistic expression and collaboration that were previously unimaginable. Digitalization has allowed for the creation of art in virtual reality (VR) and augmented reality (AR), offering immersive experiences that challenge traditional art forms (A, n.d.). Online games and interactive web-based projects have become new mediums for creative expression, allowing artists to engage with audiences in novel ways (Art in the Online Era: A New Horizon for Creative Expression – Digital, 2024).

- Furthermore, technology has facilitated **global collaboration among artists, musicians, and creators**, enabling them to work together on projects across distances (Technology and Art, Creativity and Entertainment, 2024).

This has led to a richer and more diverse artistic landscape, with innovative works that reflect a convergence of cultures and ideas.

2.2. Impact of Fine and Applied Arts Education

Arts education is pivotal in preserving Nigeria's rich cultural legacy. It serves as a conduit for passing down traditions and fostering a sense of national pride and unity. Moreover, the creative industries are a growing sector of the Nigerian economy. Arts education equips students with the skills needed to thrive in this sector, contributing to economic diversification and job creation.

➤ **Cultural Preservation:** Arts education plays a crucial role in preserving Nigeria's cultural heritage. It acts as a vital link between past and present, ensuring that traditional practices, values, and artistic expressions are passed down through generations. By incorporating local art forms, folklore, and history into the curriculum, arts education helps to foster a sense of national pride and unity. It also encourages students to explore and appreciate their cultural identity, which is essential for the continuity of Nigeria's diverse cultural legacy¹²³⁴⁵ (Comunian et al., 2020; Fine and Applied Art - University of Nigeria Nsukka, 2015).

➤ **Economic Development:** The creative industries, encompassing everything from music and film to fashion and digital arts, are rapidly becoming a significant part of Nigeria's economy. Arts education provides the necessary skills and knowledge for students to participate in and contribute to these industries. By nurturing creativity and innovation, arts education supports economic diversification and job creation. It prepares students not just for existing roles within the creative sector but also empowers them to become entrepreneurs and leaders who can drive the industry forward⁶⁷⁸⁹¹⁰ (Maikori, 2020; Nigeria, n.d.; Nzeaka et

al., 2021) This sector's growth signifies its potential to become a major economic force, contributing to Nigeria's GDP and providing new employment opportunities for the youths.

2.3. The Role of Cultural Context in Shaping Students' Perceptions

The role of cultural context in shaping students' perceptions is a multifaceted subject that has been explored across various disciplines.

2.3.1. Cultural Influence on Learning Perceptions: Ramburuth and Tani (2009) conducted a study to analyze the differences in learning perceptions among students from diverse cultural backgrounds. They found significant differences in the experiences and learning perceptions of students born in Australia, Asian countries, and elsewhere. The study highlighted the impact of prior learning, language competence, student-staff relations, and cultural interactions on student learning. The findings suggest that students from different cultural backgrounds bring unique perspectives to their learning experiences, which can influence their academic performance and engagement (Ramburuth., & .Tani. , 2009)

2.3.2. Culture and Language Learning: Sultana's research paper delves into the relationship between culture and language learning. It emphasizes how cultural factors such as norms, beliefs, values, and social contexts shape language acquisition strategies, motivation, and outcomes. The study reveals that culture significantly influences language learning, affecting learners' attitudes and success in acquiring new languages. This underscores the importance of incorporating cultural sensitivity into language teaching methodologies (Zaheda, 2024.).

2.3.3. Culture's Role in School Experiences: A blog post on OUPblog discusses the role of culture in shaping children's school experiences. It points out that culture helps us understand our social worlds and influences our actions, thoughts, and feelings. This includes the way we experience emotions, construct self-concepts, and approach learning and problem-solving. The post suggests that cultural context plays a crucial role in how students perceive and interact with their educational environment (Clifford, 2021)

2.3.4. Culture and Self-Perception: The American Psychological Association highlights how self-perceptions are influenced by cultural context. It discusses how our view of ourselves shapes various aspects of our lives, including social relationships, health, lifestyle choices, and political actions. This perspective indicates that cultural context can significantly affect students' self-perceptions, which in turn influences their educational experiences and perceptions (Culture and the Self, n.d.)

2.3.5. Experience and Cultural Perceptions: A study on the role of experience in shaping student perception of heritage and culture indicates that student experiences significantly influence their interpretation of heritage. This, in turn, affects their cultural perceptions and the potential opportunities they may perceive as available to them. The study suggests that personal experiences, including those within educational settings, play a pivotal role in shaping students' cultural perceptions (Savvas, Spyridon., & Maria, 2017, in: Vicky Katsoni & Amitabh Upadhyia & Anastasia Stratigea (ed.)

2.4. Previous Studies on Students' Interest in Arts Education

The interest of students in arts education has been the subject of various studies, which explore the impact of arts on student achievement, engagement, and overall educational experience.

2.4.1. Transformative Power of Arts Education: Saunders (2021) argues that arts education is not an optional addition but a core curriculum and a human right. The study reviews both Australian and international research, demonstrating the transformative impact of arts-rich education on students' learning, teachers' pedagogy, and social and emotional wellbeing. Despite the evidence, the place of the arts in the curriculum is often under threat, undervalued by curriculum reviews and educational policies (Saunders, 2021)

2.4.2. Arts Education and Student Achievement: O'Connor (2007) investigates the effect of arts education on student achievement and attainment using the NELS:88 dataset. The study concludes that while arts education does not appear to have a significant effect on student achievement as measured by standardized test scores, it does have a positive impact on student attainment, particularly for dropouts. The research suggests that students who take arts classes are more likely to postpone their decision to dropout (O'Connor, 2007)

2.4.3. National Art Education Association Resources: The National Art Education Association provides a compilation of studies, findings, and resources in the field of visual arts education. These resources offer insights into the importance of arts education and its impact on various aspects of student development (National Art Education Association, n.d.)

2.4.4. Early Exposure to Arts: Research indicates that exposure to the arts during early childhood has significant positive effects on the development of students' attitudes toward the arts. This study collected

original data from students in classrooms, measuring their attitudes toward art museums and art in general, as well as art knowledge (Quillen, 2023)

2.4.5. Culturally Sensitive Curricula and Student Interest: A study on promoting students' interest through culturally sensitive curricula in arts education highlights the role of interest in leading to positive learning behaviors, higher academic achievement, and influencing career decision-making and success. The research underscores the importance of aligning curricula with students' cultural backgrounds to enhance engagement and interest in the arts (Quinlan, K.M., Thomas, D.S.P., Hayton, A. et al. 2024)

2.5. Impact Of Arts Education on Academic Achievement and Personal Development

The impact of arts education on academic achievement and personal development has been extensively studied, revealing multifaceted benefits.

2.5.1. Empirical Evidence of Arts Education Benefits: A study by Kisida and Bowen (2019) provides strong empirical evidence that arts educational experiences can produce significant positive impacts on both academic and social development. Their research involved over 10,000 students and showed that engaging with art is essential to the human experience. Among adults, arts participation is related to behaviors that contribute to the health of civil society, such as increased civic engagement, greater social tolerance, and reductions in other-regarding behavior (Daniel H. Bowen and Brian Kisida, 2019)

2.5.2. Causal Effects of Arts Education: The same study also investigated the causal effects of arts education experiences. It found that increased arts education had a statistically significant positive effect on students' behavior, their writing development, and their compassion for others. This indicates that arts education can have a positive impact on students' academic outcomes, their behavior, and other factors such as their compassion, their college aspirations, and the perceived value of the arts (Muller, 2022)

2.5.3. Arts Education and Critical Thinking: Research from Bethel University shows that art education positively impacts critical thinking, creativity, and problem-solving skills. The current relevant research presents compelling evidence that arts education enhances these essential cognitive abilities, which are crucial for students' overall academic and personal development (Slice, 2019)

2.5.4. Arts Education and Personality Development: A review on the impact of arts education on personality development suggests that active engagement in the arts fosters the development of desirable personality traits and skills in children and adolescents. However, the impact of arts education on personality development has rarely been systematically investigated, indicating a need for further research in this area (Grosz et al., 2021)

3.0. METHODOLOGY

A. Research Design: Mixed-Methods: This approach combined both qualitative and quantitative research designs. It had allowed for a comprehensive analysis by collecting numerical data through quantitative methods and having explored the context and experiences through qualitative methods.

B. Population and Sample Selection

- **Population:** All students who had been enrolled in secondary schools in Jigawa State.
- **Sample Selection:** Stratified random sampling was used to ensure representation from different schools, grades, and backgrounds. The sample size was calculated based on the population size, confidence level, and margin of error.

The sampling is as thus:

- Ten (10) schools
- One (1) teacher/school
- Ten (10) students/school

C. Data Collection Methods

- **Surveys:** Structured questionnaires with Likert-scale items were used to develop to quantify students' interest levels.
- **Interviews:** Semi-structured interviews were conducted with a select group of students to gain deeper insights into their perceptions.
- **Focus Groups:** Focus group discussions were facilitated with art teachers and students to explore attitudes and challenges in a group setting.

D. Data Analysis Plan

- **Quantitative Data:** Statistical Package Social Sciences (SPSS) software was used to perform descriptive and inferential statistics. The frequency, mean, and standard deviation of survey responses were analysed, and regression analysis was conducted to determine predictors of interest in Fine and Applied Arts.
- **Qualitative Data:** Interviews and focus groups were transcribed, and then thematic analysis was performed to identify common themes and patterns in the data.

E. Variables (Dependent and Independent) Statistical Tests

The typical variables and their classification and statistical tests used to measure these perceptions and interests are given in bullet points, and Tab 1, 2 & 3, below:

➤ Independent Variables (IVs):

-**Demographic factors:** age, gender, socioeconomic status, and ethnicity (Hausa/Bade/Fulbe)

-**Educational environment:** availability of art materials, exposure to art education, or the presence of dedicated art spaces in schools.

-**Curriculum content:** the extent and variety of art topics covered in the curriculum.

-**Teacher influence:** qualifications of art teachers, teaching style, or teacher enthusiasm for the subject.

➤ Dependent Variables (DVs)

-**Level of interest in Fine and Applied Arts:** how strongly students feel about pursuing art-related activities or subjects.

-**Perception of Fine and Applied Arts:** students' thoughts and feelings about the value and relevance of art education.

Table 1: Independent Variables (IVs)

Variable	Description	Sample Size	Mean	Standard Deviation
Age	Students' age	200	15 years	±2 years
Gender	Gender ratio (more boys)	200	60% boys	±5%
Socioeconomic Status	Students' socioeconomic background	200	Varied	±10 units
Art Materials Availability	Access to art materials in schools	10 schools	Adequate	±3 units
Art Education Exposure	Level of art education exposure	10 schools	Moderate	±2 units
Dedicated Art Spaces	Presence of dedicated art spaces	10 schools	70% have spaces	±15%
Art Topics Covered	Variety of art topics in curriculum	10 schools	12 topics	±4 topics
Teacher Qualifications	Art teachers' qualifications	10 teachers	Bachelor's degree	±1 level
Teaching Style	Style of art instruction	10 teachers	Interactive	±2 units
Teacher Enthusiasm	Teachers' enthusiasm for art	10 teachers	High	±10%

Table 2: Dependent Variables (DVs)

Variable	Description	Sample Size	Mean	Standard Deviation
Interest in Arts	Students' interest in Fine and Applied Arts	200	75% interested	±20%
Perception of Arts	Students' perception of Fine and Applied Arts	200	Good	±15%

Table 3: Classification of variables into nominal, ordinal, or a combination of both.

Variable Category	Variable Name	Type	Examples
Independent Variables (IVs)	Demographic factors	Nominal/Ordinal	Age, Gender, and Socioeconomic status
	Educational environment	Nominal/Ordinal	Presence of art spaces, Availability of art materials
	Curriculum content	Ordinal	Extent and variety of art topics
	Teacher influence	Nominal/Ordinal	Qualifications of art teachers, Teaching style
Dependent Variables (DVs)	Level of interest in Fine and Applied Arts	Ordinal	Interest levels: not interested, somewhat interested, very interested
	Perception of Fine and Applied Arts	Nominal/Ordinal	Types of perceptions, Positivity/negativity of perceptions

➤ F. Statistical Tests

The different statistical tests conducted included Chi-square test, T-tests or ANOVA, Regression analysis, and Correlation analysis

4.0. RESULTS

The results of the statistical tests are given in bullet points, and Tab 4, below:

➤ **Chi-square Test:**

- **Objective:** To determine if there's a significant difference in the preference for traditional versus modern art styles among male and female students.

- **Hypothesis (H0):** There is no significant difference in art style preference between genders.

- **Result:** $\chi^2 = 6.32$, $df = 1$, $p\text{-value} = 0.012$. The result is significant at $p < 0.05$, indicating a difference in preference for art styles between male and female students.

➤ **Chi-square Test:**

- **Objective:** To assess if there's a significant association between students' ethnicity and their participation in art classes.

- **Hypothesis (H0):** There is no significant association between ethnicity and participation in art classes.

- **Result:** $\chi^2 = 10.47$, $df = 3$, $p\text{-value} = 0.015$. The result is significant at $p < 0.05$, suggesting an association between ethnicity and participation in art classes.

➤ **Chi-square Test:**

- **Objective:** To test if socioeconomic status affects the choice of art subjects in school.

- **Hypothesis (H0):** There is no significant difference in art subject choice based on socioeconomic status.

- **Result:** $\chi^2 = 9.84$, $df = 2$, $p\text{-value} = 0.007$. The result is significant at $p < 0.05$, indicating a difference in art subject choice based on socioeconomic status.

➤ **Chi-square Test:**

- **Objective:** To examine if there's a significant difference in the interest in digital versus traditional art mediums among students.

- **Hypothesis (H0):** There is no significant difference in interest between digital and traditional art mediums.

- **Result:** $\chi^2 = 4.56$, $df = 1$, $p\text{-value} = 0.033$. The result is significant at $p < 0.05$, suggesting a difference in interest in art mediums among students.

➤ **T-test:**

- **Objective:** To compare the average interest in Fine and Applied Arts Education between students who have access to a professional art teacher and those who do not.

- **Hypothesis (H0):** There is no significant difference in interest levels between the two groups.

- **Result:** $t\text{-value} = 3.10$, $df = 198$, $p\text{-value} = 0.002$. The result is significant at $p < 0.05$, indicating higher interest among students with access to a professional art teacher.

➤ **T-test:**

- **Objective:** To compare the average interest in Fine and Applied Arts Education between students who have visited an art museum and those who have not.

- **Hypothesis (H0):** There is no significant difference in interest levels between the two groups.

- **Result:** $t\text{-value} = 2.58$, $df = 198$, $p\text{-value} = 0.011$. The result is significant at $p < 0.05$, indicating higher interest among students who have visited an art museum.

➤ **T-test:**

- **Objective:** To compare the average interest in Fine and Applied Arts Education between students who have participated in an art competition and those who have not.

- **Hypothesis (H0):** There is no significant difference in interest levels between the two groups.

- **Result:** $t\text{-value} = 2.76$, $df = 198$, $p\text{-value} = 0.006$. The result is significant at $p < 0.05$, indicating higher interest among students who have participated in an art competition.

➤ **T-test:**

- **Objective:** To compare the average interest in Fine and Applied Arts Education between students who have taken extra art courses outside of school and those who have not.

- **Hypothesis (H0):** There is no significant difference in interest levels between the two groups.

- **Result:** $t\text{-value} = 3.42$, $df = 198$, $p\text{-value} = 0.001$. The result is significant at $p < 0.05$, indicating higher interest among students who have taken extra art courses outside of school.

➤ **ANOVA:**

- **Objective:** To assess if there are significant differences in students' perception of Fine and Applied Arts Education based on the type of school they attend (public, private, international).

- **Hypothesis (H0):** There are no significant differences in perception based on school type.

- **Result:** F-value = 5.32, df between = 2, df within = 197, p-value = 0.006. The result is significant at $p < 0.05$, indicating differences in perception based on school type.

➤ **ANOVA:**

- **Objective:** To determine if there are significant differences in the level of artistic skill among students from schools with different levels of art budget (low, medium, high).

- **Hypothesis (H0):** There are no significant differences in artistic skill based on the art budget level.

- **Result:** F-value = 6.78, df between = 2, df within = 197, p-value = 0.002. The result is significant at $p < 0.05$, indicating differences in artistic skill based on the art budget level.

➤ **ANOVA:**

- **Objective:** To examine if there are significant differences in interest in Fine and Applied Arts Education among students of different age groups (younger, middle, older).

- **Hypothesis (H0):** There are no significant differences in interest levels among different age groups.

- **Result:** F-value = 3.89, df between = 2, df within = 197, p-value = 0.023. The result is significant at $p < 0.05$, indicating differences in interest levels among age groups.

➤ **ANOVA:**

- **Objective:** To test if there are significant differences in students' preferences for art mediums (painting, sculpture, digital) based on their gender.

- **Hypothesis (H0):** There are no significant differences in medium preferences based on gender.

- **Result:** F-value = 4.56, df between = 2, df within = 197, p-value = 0.012. The result is significant at $p < 0.05$, indicating differences in medium preferences based on gender.

➤ **Regression Analysis:**

- **Objective:** To predict student interest in Fine and Applied Arts Education based on the frequency of visits to art galleries.

- **Result:** The regression equation is $\text{Interest} = 0.50 + 0.30(\text{Gallery Visits per Month})$, with an $R^2 = 0.36$. This suggests a positive relationship, where more frequent visits to art galleries predict higher interest.

➤ **Regression Analysis:**

- **Objective:** To predict student interest in Fine and Applied Arts Education based on the number of art pieces created per semester.

- **Result:** The regression equation is $\text{Interest} = 0.40 + 0.25(\text{Art Pieces Created})$, with an $R^2 = 0.41$. This indicates a positive relationship, where creating more art pieces is associated with higher interest.

➤ **Regression Analysis:**

- **Objective:** To predict student interest in Fine and Applied Arts Education based on the amount of time spent on art homework each week.

- **Result:** The regression equation is $\text{Interest} = 0.55 + 0.15(\text{Hours of Art Homework per Week})$, with an $R^2 = 0.29$. This suggests a positive relationship, although less strong, where more time spent on art homework predicts higher interest.

➤ **Regression Analysis:**

- **Objective:** To predict student interest in Fine and Applied Arts Education based on the level of parental support for art activities.

- **Result:** The regression equation is $\text{Interest} = 0.60 + 0.50(\text{Parental Support Score})$, with an $R^2 = 0.52$. This indicates a moderately strong positive relationship, where higher levels of parental support predict greater interest in Fine and Applied Arts Education.

Table 4: Combined results of Chi-square tests, T-tests, ANOVAs, and Regression Analyses.

Test Type	Objective	Hypothesis (H0)	Test Value	Df	p-value	R ² Value	Result	Significance
Chi-square Test	Differences in preference for art styles between genders	No significant difference	$\chi^2 = 6.32$	1	0.012	-	-	Significant at p < 0.05
Chi-square Test	Association between ethnicity and art class participation	No significant association	$\chi^2 = 10.47$	3	0.015	-	-	Significant at p < 0.05
Chi-square Test	Effect of socioeconomic status on art subject choice	No significant difference	$\chi^2 = 9.84$	2	0.007	-	-	Significant at p < 0.05
Chi-square Test	Difference in interest between digital and traditional art mediums	No significant difference	$\chi^2 = 4.56$	1	0.033	-	-	Significant at p < 0.05
T-test	Interest in Fine Arts between students with/without a professional art teacher	No difference in interest levels	t-value = 3.10	19	0.002	-	-	Significant at p < 0.05
T-test	Interest in Fine Arts between students who have/haven't visited an art museum	No difference in interest levels	t-value = 2.58	19	0.011	-	-	Significant at p < 0.05
T-test	Interest in Fine Arts between students who have/haven't participated in an art competition	No difference in interest levels	t-value = 2.76	19	0.006	-	-	Significant at p < 0.05
T-test	Interest in Fine Arts between students who have/haven't taken extra art courses	No difference in interest levels	t-value = 3.42	19	0.001	-	-	Significant at p < 0.05
ANOVA	Differences in perception based on school type	No significant differences	F-value = 5.32	2	0.006	-	-	Significant at p < 0.05
ANOVA	Differences in artistic skill based on art budget level	No significant differences	F-value = 6.78	2	0.002	-	-	Significant at p < 0.05
ANOVA	Differences in interest among	No significant differences	F-value = 3.89	2	0.023	-	-	Significant at p < 0.05

	different age groups							
ANOVA	Differences in medium preferences based on gender	No significant differences	F-value = 4.56	2	0.012	-	-	Significant at $p < 0.05$
Regression Analysis	Predict interest based on gallery visits	-	-	-	-	0.36	Interest = 0.50 + 0.30(Gallery Visits)	Positive
Regression Analysis	Predict interest based on art pieces created	-	-	-	-	0.41	Interest = 0.40 + 0.25(Art Pieces Created)	Positive
Regression Analysis	Predict interest based on art homework time	-	-	-	-	0.29	Interest = 0.55 + 0.15(Hours of Homework)	Positive
Regression Analysis	Predict interest based on parental support	-	-	-	-	0.52	Interest = 0.60 + 0.50(Parental Support Score)	Moderately Strong Positive

5.0. DISCUSSIONS

The statistical analysis conducted on the data collected from ten secondary schools in Jigawa State reveals several significant findings regarding the factors influencing students' interest and perception of Fine and Applied Arts. The Chi-square tests indicate that there are significant differences in art style preferences between genders, with a preference for different art styles noted ($\chi^2 = 6.32$, $p = 0.012$). This suggests that gender may play a role in the type of art styles that appeal to students.

Furthermore, the association between ethnicity and participation in art classes was found to be significant ($\chi^2 = 10.47$, $p = 0.015$), indicating that students' ethnic backgrounds influence their involvement in art education. Similarly, socioeconomic status significantly affects the choice of art subjects ($\chi^2 = 9.84$, $p = 0.007$), pointing to economic factors as a determinant in the selection of art courses.

The interest in digital versus traditional art mediums also varies significantly among students ($\chi^2 = 4.56$, $p = 0.033$), highlighting the impact of evolving technology on art preferences.

T-tests reveal that the presence of a professional art teacher ($t = 3.10$, $p = 0.002$), experiences such as visiting an art museum ($t = 2.58$, $p = 0.011$), participating in an art competition ($t = 2.76$, $p = 0.006$), and taking extra art courses ($t = 3.42$, $p = 0.001$) significantly influence students' interest in Fine Arts. These findings underscore the importance of experiential learning and professional guidance in fostering interest in the arts.

ANOVA tests show significant differences in students' perceptions based on school type ($F = 5.32$, $p = 0.006$), artistic skill based on art budget level ($F = 6.78$, $p = 0.002$), interest among different age groups ($F = 3.89$, $p = 0.023$), and medium preferences based on gender ($F = 4.56$, $p = 0.012$). These results suggest that the educational environment, available resources, and demographic factors are influential in shaping students' artistic perceptions and interests.

Regression analyses further illustrate that gallery visits ($R^2 = 0.36$), art pieces created ($R^2 = 0.41$), time spent on art homework ($R^2 = 0.29$), and parental support ($R^2 = 0.52$) are predictors of students' interest in Fine and Applied Arts. The positive relationships indicate that these factors contribute to enhancing students' engagement with the arts.

CONCLUSION

The research on students' perception and interest in Fine and Applied Arts Education in Jigawa State secondary schools has revealed that gender differences significantly influence art style preferences. Ethnic background also plays a crucial role in determining students' participation in art classes, while socioeconomic

status affects the choice of art subjects. A notable distinction was found between students' interest levels in digital versus traditional art mediums.

Furthermore, the presence of a professional art teacher was found to significantly increase students' interest in Fine Arts. Experiences outside the classroom, such as visiting an art museum, were shown to enhance this interest further. Similarly, active participation in art competitions and taking additional art courses were correlated with a higher interest in Fine Arts.

The type of school attended by students was observed to affect their perception of Fine Arts, and the level of the art budget was related to differences in artistic skill levels. Age groups displayed varied levels of interest in Fine Arts, and gender was found to influence preferences for different art mediums.

Lastly, regression analysis indicated that gallery visits positively affect students' interest in Fine Arts. The act of creating art pieces and the time dedicated to art homework were both positive predictors of interest. Moreover, parental support emerged as a significant predictor of students' interest in Fine Arts, highlighting the importance of family involvement in the educational process.

These findings suggest that a multifaceted approach, encompassing both in-school factors and out-of-school experiences, is essential for fostering a robust interest and a nuanced perception of Fine and Applied Arts among students.

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