

A SURVEY OF THE ADEQUACY OF INSTRUCTIONAL FACILITIES FOR TEACHING PAINTING IN UNIVERSITIES IN SOUTH – SOUTH NIGERIA

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Abstract. *The study was carried out to investigate the adequacy of instructional facilities available for teaching painting in visual arts departments of south-south universities in Nigeria. The instructional facilities investigated include: infrastructure, instructional materials and equipment. The study sought to answer the following question: are the available instructional facilities for teaching painting in the painting units of universities in visual arts departments of the universities in South-South Nigeria generally adequate? Are the instructional facilities adequate in terms of quantity and quality? Five institutions out of the seven public universities offering Fine and Applied Arts in the South-South Geo-Political Zone of Nigeria were randomly selected. The design of the study is Survey. The major instrument used was Checklist. The National Universities Commission's (NUC) benchmark of minimum academic standards (NUC, BMAS) was also employed to guide the study. Obviously the students provided most of the available instructional facilities investigated. Universities should be repositioned so as to see the need to take up the challenge of providing the required instructional facilities to guarantee effectiveness and efficiency in teaching and learning. The universities in South-South Nigeria should explore workable avenues to improve on the quality and quantity of their instructional facilities on a more regular basis instead of waiting for the NUC Accreditation Exercise.*

Key words: *adequacy, painting, instructional facilities, survey, South-South Universities*

1. INTRODUCTION

The study investigated the adequacy of painting instructional facilities in visual arts departments of universities in South- South Nigeria. Five institutions out of the seven public universities offering Fine and Applied Arts in the South- South Geo-Political Zone of Nigeria were randomly selected. The universities are situated in Edo, Delta, Bayelsa,

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Rivers, Akwa-Ibom and Cross-Rivers States. To be more specific, we investigated infrastructure, instructional materials and equipment.

Considering the importance of instructional facilities, it is necessary to give special attention to the adequacy of the instructional facilities required for teaching and learning painting in our institutions. The study therefore assessed the instructional facilities for teaching painting in South-South universities of Nigeria.

Hence the review was carried out under the following coordinates:

- Instructional facilities
- Painting
- Elements and principles of art in teaching painting

2. INSTRUCTIONAL FACILITIES

The learning environment is a product of instructional facilities – the physical structures, instructional materials, as well as teaching and learning equipment. This is considered to be necessary as available and adequate materials and equipment for teaching and learning that can provide the much needed conducive learning environment capable of facilitating effective learning. The need for physical facilities and good learning environment has often been stressed.

Decaying environmental conditions, crumbling structures wearing peeling paints and failed plasters, non functional toilets, poor light, and inadequate ventilation have adverse effects not only on teaching and learning but on the health and morale of staff and students (Oese, 2013). Urevbu (1997) noted that the conditions in many schools were chaotic which had negative effects on the quality of learning. Awanbor (1996) observed the unstimulating physical environment in schools. Baike (1985) equally made a case for accommodation the Visual Arts when he stressed that its unique nature of course offering requires specialized space and furniture arrangement. Availability of materials for teaching and learning, would therefore boost the morale of both the art teacher and the students. Ajayi (1985, 43) argues that „Fine Arts cannot be well taught without materials” – certainly this implies that lack of adequate teaching materials can demoralize the teacher as he would not be satisfied when his work is not properly done. Therefore it is clear that the absence of facilities and equipment, teaching materials and good learning environment have far reaching effect on the quality of work done by the teacher.

The use of instructional materials serves as a strong motivating factor both for the teacher and the learner. As Siberston in Imonikebe (2010, 8) rightly put it, „Instructional materials generally provide increased interest in the teaching and learning process.” At the same time, Basset in Imonikebe (2010, 10) asserted that „the ability of imagination and creativity can only be effectively developed through the proper use of instructional materials.”

3. PAINTING

Painting is a specialization area in Fine and Applied Arts that a number of undergraduates find most interesting, yet challenging and expensive to cope with. It is ever so specific by virtue of its high level demand for originality and creativity as an expression of the Fine Arts. Wangboje (1985) defined painting as the creative application of pigments on a surface or

ground. According to him, there are different types of surfaces that the painter can use for painting. It could be paper, hardboard, canvas or wall. The painter's application of pigments (paint) on a surface is not just a mechanical process, further than that it expresses his mood, feelings and ideas about his subject matter and environment. His colors are either opaque or transparent, and they can be either water-based or oil-based. Water color, poster paint (Gouache) and acrylic paints are examples of water-based pigments, while oil colors are oil-based (Wangboje, 1985). A host of other materials such as: linseed oil, turpentine, pastels, charcoal, varnish, brushes, palette, etc (Lewis, 1983) are needed for painting. Equipment such as easels, donkeys, etc are essential to the painter. Broad areas of painting include: Composition (pictorial), Mixed Media, Life Painting, Materials/Methods and Visual Aesthetics. Broadly speaking, painting is one of the Fine Arts, while Fine and Applied Arts are the Visual Arts. In the same vein Visual Arts is a branch of art (Emokpae, 2001).

4. ELEMENTS AND PRINCIPLES OF ART IN THE EXECUTION OF PAINTING

Elements of art are generally referred to as elements of design while the principles of art are synonymous to the principles of organization (Wangboje, 1985). The elements of design are: line, texture, color, value (light and dark) form, space, while the principles of art include: balance (Symmetrical/ Asymmetrical), variety, rhythm, proportion, repetition and dominance (<http://arthistory.about.com>). The creative use of these elements and principles of art results in the production of paintings. The artist can skillfully apply these elements and principles in composing pictures. This is a consensus of most scholars (Wangboje, 1985; Carrington, 1979). According to Gude (2004), the elements and principles of art are presented as the essence of art making who went on to observe that the elements and principles are universal and foundational.

5. STATEMENT OF PROBLEM

Considering the fact that painting like other areas of Fine and Applied Arts require specialized facilities in the teaching and learning process, adequacy of instructional facilities require regular assessment. The culture of such an audit is supposed to have gained acceptance over time. It is this kind of awareness that has prompted this study. Therefore this is about such issues as availability and adequacy of instructional facilities for teaching painting in the visual arts departments of universities in South-South Nigeria in terms of quantity and quality?

1.1. Research questions

1. Are there instructional facilities for teaching painting in the arts departments of universities in South-South Nigeria adequate?
2. Are the instructional facilities adequate in terms of quantity and quality?
3. What is the position of the National Universities Commission's (NUC) Benchmark of minimum academic standards on instructional facilities in the undergraduate visual arts programme?

1.2. Research design

The design of this study is Survey (Ex post facto).

1.3. Sample and sampling technique

One lecturer in painting arts randomly chosen from the selected universities responded to the questions.

1.4. Instruments

The main instrument used was a Checklist. It was structured to elicit the following information from Fine and Applied Arts Departments in the selected Universities: infrastructure for teaching painting, equipment and materials.

The National Universities Commission's (NUC) Benchmark of minimum academic standards was used to ascertain the NUC's position on the minimum requirement in the area of instructional facilities.

1.5. Statistical technique for data analysis

The minimum standards applied in the NUC accreditation exercise of the Fine and Applied Arts Department, University of Benin, Benin City Nigeria was used to develop the following items:

- Consumable materials for teaching and learning – water and oil-base colors, pastels, brushes, papers, canvasses, vehicles, palettes, palette, knives, aprons etc.
- Equipment – easels, tables, stools, cupboards, thrones, etc
- Studios – standard painting studios with adequate lighting, ventilation, window blinds, fans, air conditioning units, changing room for models, toilet facilities and models, etc.

The statistical technique for Data Analysis was based on frequency counts and the use of percentages. Creative scoring was employed and a cut-off point of 50% of the expected total score was accepted as available, while the score of (1) was assigned to each available item and zero (0) when not available. And where the response was up to 50%, it was accepted as available.

6. PRESENTATION OF RESULTS

Table 1 Adequacy of instructional facilities for teaching painting

S/N	UNIVERSITIES	Avaiable Items 20	Adequate Items 20	% Adequate 100%	% of Non- Adequacy Items 100%	Remarks
1.	UNIBEN	19	13	65%	35%	Adequate
2.	NDU	14	03	15%	85%	Not Adequate
3.	AAU	18	07	30%	70%	Not Adequate
4.	DELSU	16	07	30%	70%	Not Adequate
5.	UNIPORT	17	05	25%	75%	Not Adequate

7. DISCUSSION

Table 1 revealed that only one of the five universities met the cut-off mark of 50%. The result therefore showed that painting instructional facilities were not adequate in painting units of universities in South Nigeria. The data shows that UNIBEN had 19 out of 20 items, representing 95%; NDU 14 out of 20 items, representing (70%); AAU 18 out of 20 items, representing (90%); DELSU 16 out of 20 items, representing (80%) and UNIPORT 17 out of 20 items, representing (85%).

However, it was revealed that most of the available items were personal properties of the students. That is to say that to a large extent students supply their own materials such as colors, brushes, palettes and palette knives. It was also revealed that students provide themselves with easels, cupboards, stools, tables while some of the studios were ordinary classrooms devoted to studio use.

It was also clear that AAU and NDU had standard easels provided by the institution though very few. DELSU receives consumable materials for teaching and has in place, cupboards and some easels provided by the institution. UNIBEN which was the only institution that scored above the cut-mark had two standard studios, just renovated, well lit and equipped with standard tables, cupboards, fans, and has two changing rooms for models, toilets, thrones and stools. The unit also receives consumable materials for demonstration on a yearly basis.

The finding in this study is consonant with the position of ASUU (1995) where the Union rang an alarm over poor funding in Nigerian universities resulting in the absence of instructional facilities. It was pointed out that most institutions had acquired needed facilities prior to NUC accreditation exercise. This was also the case with the University of Benin, Benin City (UNIBEN). It will be recalled that the Vice-Chancellor of the University of Benin, Professor O. G. Oshodin (JP) was honored by the Department of Fine and Applied Arts in June 2012, for his unparalleled effort in developing infrastructural and transformational strides in the department and the university.

Aigbomian and Iyamu, (2001) have also observed that the facilities have been identified as essential for the instructional system, and went further to state that funding reflects on the kind of facilities and equipment provided to carry on educational programs.

8. CONCLUSION

The study was carried out to assess the adequacy of instructional facilities in painting units in universities in South-South Nigeria. The institutions sampled were: The University of Benin, Benin City Nigeria, Ambrose Alli University Ekpoma, Delta State University Abraka, Niger Delta University Wilberforce Island, Bayelsa State and University of Port Harcourt, Rivers State. The findings revealed that painting instructional facilities were generally inadequate in universities in South-South Nigeria. It was also clear that instructional facilities were observed to be adequate at the University of Benin, Benin City with a record of 13 out of 20 items, representing 65%. Results of other universities are as follows: NDU 3 out of 20 items, representing (15%), AAU 7 out 20 items, representing (30%), DELSU 7 out of 20 items, representing (30%) and UNIPORT 5 out of 20 items, representing (25%).

9. RECOMMENDATIONS

- It was clear that students provided most of the available instructional facilities investigated. Universities should be made to see the need to take up the challenge of providing the needed instructional facilities to guarantee effectiveness and efficiency in teaching and learning.
- The universities in South-South Nigeria should explore workable avenues to improve on the quality and quantity of their instructional facilities on a more regular basis instead of waiting for the NUC Accreditation.

10. SUGGESTION FOR FURTHER RESEARCH

This study has established the adequacy of instructional facilities for teaching painting in universities in South-South Nigeria. However, one area that should be investigated is the adequacy of the instructional facilities in the South-East and South-West Geo-Political Zones of Nigeria.

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ISPITIVANJE ADEKVATNOSTI PROSTORA ZA ODRŽAVANJE NASTAVE SLIKARSTVA NA UNIVERZITETIMA U JUŽNOJ NIGERIJU

Ovo istraživanje je sprovedeno kako bi se ispitala adekvatnost prostora za održavanje nastave slikarstva na univerzitetima u Južnoj Nigeriji. Istraživanje navedenih objekata je uključilo sledeće sadržaje: infrastrukturu, nastavni materijal i opremu. Istraživanjem su traženi odgovori na sledeća pitanja: Da li su postojeći objekti za održavanje nastave slikarstva na odeljenjima univerziteta u Južnoj Nigeriji uopšteno adekvatni? Da li su nastavne prostorije adekvatne u pogledu kvantiteta i kvaliteta opreme? Po sistemu slučajnog uzorka, odabrano je pet institucija od ukupno sedam državnih univerziteta koji nude nastavu likovnih i primenjenih umetnosti u južnoj geo-političkoj zoni Nigerije. Forma studije je anketa, dok je glavni instrument koji je korišćen kontrolna lista. U okviru studije korišćene su odrednice minimalnih akademskih standarda (Benchmark Minimum Academic Standards – BMAS) Nacionalne komisije univerziteta (NUC). Studenti su davali informacije o većini ispitivanih nastavnih objekata. Univerzitate bi trebalo podstaći da uvide potrebu prihvatanja izazova u obezbeđivanju nastavnih prostora koji bi omogućili efikasnost i efektivnost u nastavi i učenju. Univerziteti u Južnoj Nigeriji bi trebalo da istraže funkcionalne načine da se kontinuirano poboljšava kvalitet i kvantitet nastavnih prostora umesto čekanja na akreditaciju od strane Nacionalne komisije univerziteta.

Ključne reči: adekvatnost, slikarstvo, nastavni prostori, anketa, Južna Nigerija