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FACTORS AFFECTING STUDENTS' BEHAVIOUR IN CULTURAL CREATIVE ARTS AND HISTORY SUBJECT IN JUNIOR SECONDARY SCHOOLS IN OWERRI NORTH L.G.A., IMO STATE

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Abstract

The focus of this study was to examine factors that affect students' behavior in Cultural and Creative Arts and History Subject in junior secondary schools in Owerri North L.G.A. of Imo State. Four research questions guided the study. Descriptive survey research design was used for the study. The population consisted of 2,300 JSS 2 students of government owned schools in Imo State. A total of 260 JSS 2 students were randomly selected to constitute the sample.The instrument for data collection was titled Questionnaire on Students' Behavior in Cultural and Creative Arts and History (**QSBCCAH)**. The instruments were validated by three experts from Departments of Fine Arts, Psychology/Guidance and Counseling and Measurement & Evaluation Unit in Alvan Ikoku Federal University of Education Owerri, Imo State. The instrument was trial-tested on a sample of 20 students of Methodist High School Owerri in Owerri Municipal LGA which is outside the study area. The responses were subjected to Cronbach Alpha Method which yielded reliability indices of 0.88. Mean and Standard Deviation were used to answer the research questions. The findings of the study showed that teachers have a significant impact on the students, and the use of instructional materials captures and shapes the students behavior in CCA and History Subjects. Findings of the study also revealed that an instructional method captures the interest of the students' while unavailability of resources for teaching and learning affects students' behavior in CCA and History Subject. The study recommended among others that teachers should develop a cordial relationship with students and source for more captivating instructional materials to teach CCA and History subject.

Keywords: Students' Behaviour, Cultural and Creative Arts and History Subject

Introduction

Teachers and educators can create a supportive learning environment that fosters engagement, motivation, and positive behavior among students. When teachers show genuine interest, students feel valued, leading to increased participation and engagement in classroom exercise (Monteiro, Carvalho & Santos, 2021). Students' behavioral engagement and school identification are considered a critical catalyst for their learning and performance (Korpershoek, Canrinus, Fokkens-Bruinsma, & de Boer, 2019). Students' behavior refers to the way students conduct themselves in a learning environment, including their actions, attitude, and interactions with teachers, peers, and school resources (Kirkpatrick, 2019). Hence, by showing genuine interest in students' behavior, teachers can create a supportive, inclusive, and engaging learning environment that benefits students' academic, social, and emotional development in the teachings of Cultural Creative Arts and History Subject.

Cultural and Creative Arts is a subject which combines fine and applied arts, music, drama and work ethics. The merging of these subjects was meant to equip students with specific skills and ethics relevant for human development (Nompula, 2012). Cultural and Creative Arts as opined by Alexander, Kelechi and Franklin (2014) enhances the entrepreneurial skill acquisition of students, encourages creativity and enables them appreciate arts, culture and theatrical performances. Cultural and Creative Arts is planned to meet the needs of the students who intend to study fine art, music and drama among others. Hence, Cultural and Creative Arts according to Alexander, Kelechi and Franklin, (2014) studies not only the existence of all the Nigerian arts, music, drama, but also how upcoming citizens could create their own arts, music and drama within Nigerian context, maintain and sustain creativity. The domains of learning are not left out, as Cultural and Creative Arts sharpens the students on the cognitive, affective and psychomotor domains.

These domains are of high importance to the students as it engage all the organs of human body. For instance, the mind enables one to think out what to create while the hands and legs carry out the creation. Thus, on the cognitive domain, Cultural and Creative Arts (CCA) trains individuals on the expression of conceptualized ideas and feelings through artwork. On the affective domain, it deals with the development of aesthetic values in individuals while on the psychomotor domain; the programme trains individuals to use their hands in the construction of useful objects (Ogboji, 2013). Cultural and Creative Arts as viewed by Onuora-Oguno and

Ezeugwu (2017) is structured as a broad field curriculum design. It is a compulsory subject taught in the junior secondary schools in Nigeria. Cultural and Creative Arts is borne out of the mandate given to Nigerian Educational Research and Development Council (NERDC) by the Federal Government of Nigeria to develop, review and restructure school curricula to be in line with the new National Policy on Education (Odewumi & Okonkwo, 2017). Thus, Odewumi (2020) opines that, the creative art curriculum in Nigeria Junior Secondary School consists of both presumption and reality but the learners perceived the curriculum as abstract.

History refers to occurrence of the past; it is the interpretation of the human past enabling us to study the continuity and changes that are taking place over time. Nyamwembe, Ondigi and Kiio (2013) define history as the memory of human experience. History is one of the core subjects in junior secondary schools which enables students keep records and know the happening in a nation before their existence. Olutayo (2015) posits that people see history as the record of the lives of the societies of man, all the changes which the societies have gone through, all the materials conditions which helped or hindered development and the conditions of the present as a guide for the future. History is a relevant subject which helps in understanding past event, the present, the society, culture and also helps to learn about mankind.History as a teaching subject has often been associated with the inculcation of citizenship values, especially in the forging of national identity (Yusuf, 2017). Furthermore, History as a subject has helped in instilling a sense of pride in the common past, it has also contributed to the creation and strengthening of nationalism and national identity (Alaribe, Onyebuchi, Alison & Ipem, 2023). Animba (2021) assert that history is an important subject which conveys invaluable lessons from the past whose worth transcends regional, national and cultural boundaries; therefore such a subject needs to be taught well in schools in order to make learners gain appreciation of its relevance.

There are factors perceived to affect students' behavior in CCA and History subject. One could be the lack of available resources or material to teach the students, thereby making them not equipped with relevant skills. The challenge of teaching Cultural and Creative Arts and History subject in general is the way most people look at arts and the importance of teaching history subjects in schools. From the teaching of these subjects, and outcome of students' performance and discussions of colleagues during arts and history exhibitions, conferences / seminars suggest that there are certain factorsaffecting the teaching of Cultural and Creative Arts and History subject

in Nigeria. While it is not clear what the cause is, there is the presence of some factors such as: parental influence, environmental, and teaching styles, materials, lack of funds and so on. The researchers are interested in identifying such factors in order to determine how they affect students' behaviour. Idowu and Odewumi, (2018) asserts that knowledge is not obtained only by teaching but by suitable learning material from constructivism under certain social cultural backgrounds and teachers should put new and effective modes, ways and designing thoughts into multimedia teaching practice. Odewumi, (2020) mentioned the use of outdated art tools and materials. This could be one of the major challenges in public schools as most of the art tools, materials and laboratories are outdated, and are not funded by the government. Other factors affecting students' behavior in CCA and History subject include the lack of qualified teachers to handle CCA and history subject, as CCA comprises of music, fine art, performance art and work ethics. Language and communication barrier between teachers and students is not left out among factors perceived to affect students' behavior which limits the learning ability of the students. From the background information so far, it is apparent that there have been some unidentified factors affecting students' behavior in Cultural and Creative Arts and History. It is against this backdrop that the researcher intends to find out the Factors Affecting Students' Behavior in Cultural and Creative Arts and History in Junior Secondary Schools in Owerri North L.G.A Of Imo State.

Statement of the Problem

The researcher observed during a visit to some schools that the subject, CCA and History is not given much attention in the area of practice, which could be as a result of some teachers not adequately equipped with the required knowledge to handle the subject, thereby hindering active participation of students in CCA and history. The unavailability of instructional materials to teach CCA and History is another factor that affects students' behavior. The unavailability of the instructional materials on the other hand makes teachers resort to chalk and talk method of teaching which only promotes rote learning on the side of the students. Lack of funding from the government needed to budget the resources and equipment for teaching of CCA and History is very minimal. CCA involves a lot of craft practical ranging from calabash making, sculpture, painting and so on. Therefore, funding is highly required to get the resources for these craft works and well equipped art laboratory to carry out these practical activities. There have been studies on the examination of factors affecting students' behavior in other Arts subjects, but there has not been any study on the assessment of factors affecting students' behavior in Cultural and Creative

Arts and History Subject in Imo State. Based on these facts, the researcher therefore, considered it crucial to study the factors affecting students' behavior in Cultural and Creative Arts and History Subject in Imo State.

Purpose of the Study

The main purpose of the study is to examine the factors that affect students' behavior in Cultural and Creative Arts and History Subject in Junior Secondary Schools in Owerri North LGA, Imo State. Specifically, the study seeks to find out the;

1. influences of teachers on students' behavior in Cultural and Creative Arts and History Subject.
2. effects of instructional materials on students behavior in Cultural and Creative Arts and History Subject.
3. effects of instructional methods on students' behavior in Cultural and Creative Arts and History Subject.
4. effects of unavailable resources/materials on students' behavior in Cultural and Creative Arts and History Subject.

Research Questions

The following research questions were posed to guide the study.

1. What are the influences of teachers on students' behavior in Cultural and Creative Arts and History Subject?
2. What are the effects of instructional materials on students' behavior in Cultural and Creative Arts and History Subject?
3. What are the effects of instructional methods on students' behavior in Cultural and Creative Arts and History Subject?
4. What are the effects of unavailable resources/materials on students' behavior in Cultural and Creative Arts and History Subject?

Methodology

The descriptive survey research design was adopted for the study. According to Nworgu (2015), descriptive survey is the design which aims at collecting data and describing in a systematic

manner the characteristics/features or facts about a given population. Nwankwo (2013) also defined descriptive survey design as the one that describes phenomena as they exist. This design is deemed appropriate, since the researcher collected data from the population to describe phenomena as they exist or in a systematic manner the facts on examination of factors affecting students' behaviour in cultural and creative art and History in junior secondary schools in Owerri North L.G.A. Imo State. This study was carried out in Owerri North Local Government of Imo State. The population of this study comprised of 2,300 junior secondary (JSS2) students of government-owned schools offering cultural and creative arts and History in Owerri North Local Government Area, Imo State. This data was obtained from Secondary Education Management Board, Owerri Zone 1 (Planning, Research and Statistics, October, 2022).

The sample for this study comprised 260 JSS 2 government owned schools. The sample was drawn using proportionate stratified sampling technique. Proportionate sampling is a method of sampling from population which can be partitioned into sub-populations. The stratification was based on three schools namely: Comprehensive Secondary School, Agbala-76 students, Obube Comprehensive Secondary School, Egbelu-64 and Uratta Secondary School,-120. This was considered necessary to ensure that students from the zone were represented in the sample as they exist in the population of the study. The researcher-developed instrument titled "Questionnaire on Students' Behavior in Cultural and Creative Arts and History (QSBCCAH)" which was used for data collection, the questionnaire contained 20 items. The respondents used instrument to indicate their behavior in Cultural and Creative Arts and History. The instrument will have four clusters respectively namely I, II, III and IV. These clusters were based on the four research questions namely: The instrument contained a total of 20 items structured on four points rating scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) respectively.

The instrument was first validated by three experts from the Department of Fine and Applied Art, Psychology, Measurement and Evaluation in AlvanIkoku Federal College of Education Owerri for face validity. Cronbach alpha was used to determine the internal consistency of the instrument, resulting in a coefficient of 0.88 which shows that the instrument is reliable. Copies of the questionnaire were administered directly to the respondents by the researcher together with two research assistants who were cultural and creative arts and history secondary school teachers which were trained on the purpose of the study and what is required of them. A total of 260 copies of the questionnaire were administered to the respondents in case of

misplacement of the questionnaire by any of the respondents. At the end of the exercise, 260 copies of the questionnaire were completely retrieved and used for data analysis. The data were analyzed using mean and standard deviation for answering the research questions. Mean scores that fall above 2.5 was regarded as agreed while responses that received mean score less than 2.5 was regarded as disagreed.

Result and Analysis

Research Question One: What are the influences of teachers on students' behavior in CCA and History Subject?

S/N	ITEMS	SA	A	D	SD	N	$\bar{x}$	SD	DECISION
1)	Students always go close to their History teachers even outside class period.	127 508	79 237	42 84	12 12	260 841	3.23	.885	Agreed
2)	Students are always excited during CCA classes.	146 584	67 201	21 42	26 26	260 853	3.28	.983	Agreed
3)	The CCA/History teachers are very strict and punish the students that fail to do the right thing.	167 668	55 165	22 44	16 16	260 893	3.43	.887	Agreed
4)	Most students dodge classes as a result of teacher's behavior	119 476	63 189	54 108	24 24	260 797	3.07	1.017	Agreed
5)	Students are more interested in CCA class than other subjects because of the way their teacher handles the subject.	126 504	48 144	44 88	42 42	260 778	2.99	1.142	Agreed

Result in Table 1: The result in table 1 shows that all the item responses scored above 2.5 of the agreed mean score, showing that participants responded positively in strong agreement with the statements. The result indicated that all the participants responded in agreement that teachers have an influence on students' behavior in CCA and History Subject. The teachers influence on students is a factor that possibly affects students' behavior in the above subject.

Research Question Two: What are the effects of instructional materials on students' behaviour in CCA and History Subject?

S/N	ITEMS	SA	A	D	SD	N	$\bar{x}$	SD	DECISION
1)	The use of whiteboard and marker makes the teaching of CCA/History better than when chalk and chalkboard is used.	71 284	60 180	65 130	64 64	260 658	2.53	1.137	Agreed
2)	The use of 100% cotton materials during tie and dye practical gives better result than other materials.	144 576	69 207	34 68	13 13	260 864	3.32	.885	Agreed
3)	The use of Nigerian map during history class makes the lesson interesting.	129 516	78 234	32 64	21 21	260 835	3.21	.949	Agreed
4)	Availability and use of costumes during dancing classes help in capturing students' interest in CCA.	122 488	77 231	40 80	21 21	260 820	3.15	.962	Agreed
5)	The non-availability of pictures during history lessons leads to students losing interest in the subject.	66 264	84 252	72 144	38 38	260 698	2.68	1.010	Agreed

Result in Table 2: The result in table 2 shows the respondents views on the effects of instructional materials on students' behavior in CCA and History. The result shows that all the aforementioned items scored above 2.5 of the agreed mean score, which indicates that the effective and efficient use of instructional materials trigger students behavior in CCA. The above result indicates that all the participants responded positively in agreement that instructional materials have an effect on students' behavior in CCA and History.

Research Question Three: What are the effects of instructional methods on students' behaviour in CCA and History Subject?

S/N	ITEMS	SA	A	D	SD	N	x̄	SD	DECISION
1)	Students enjoy the use of computers by teachers to teach CCA and History.	98 392	68 204	57 114	37 37	260 747	2.87	1.074	Agreed
2)	The teachers use demonstration, dramatization, and learning among peer group to make the student relaxed while teaching History.	144 576	61 183	31 62	24 24	260 845	3.25	.992	Agreed
3)	The students are eager to learn when the teacher demonstrates a dance step before teaching a dance topic.	136 544	70 210	27 54	27 27	260 835	3.21	1.001	Agreed
4)	Students enjoy the teacher's use of demonstration, and learning among same peer group to teach history topics.	124 496	75 225	47 94	14 14	260 829	3.19	.917	Agreed
5)	Students freely ask questions, participate and interact with their teachers during and after class lessons.	145 580	68 204	16 32	31 31	260 847	3.26	1.017	Agreed

Result in Table 3: This presents the participants views on the effects of instructional methods on students' behavior in CCA and History. The result shows that the respondents agree to all the items statement in the table which is above the decision level of 2.5. This shows that instructional methods have an effect on students' behavior in CCA and History. We can conclude that instructional materials have an effect on students' behavior in CCA/History Subject.

Research Question Four: What are the effects of unavailable resources on students' behaviour in CCA and History Subject?

S/N	ITEMS	SA	A	D	SD	N	x̄	SD	DECISION
1)	Students do not enjoy going to the CCA laboratory for tie-dye practical as a result of unavailability of essential equipment.	61 244	86 258	65 130	48 48	260 680	2.62	1.039	Agreed
2)	Students are usually not delighted to go for excursions due to unavailable fund.	95 380	74 222	48 96	43 43	260 741	2.85	1.093	Agreed
3)	The unavailability of a quiet and large environment makes CCA students uninterested in dancing rehearsals.	104 416	60 180	58 116	38 38	260 835	2.88	1.095	Agreed
4)	The unavailability of drums during dance rehearsal makes some students to skip dance classes.	114 456	56 168	58 116	32 32	260 772	2.97	1.076	Agreed
5)	The absence of historical artifacts makes students not to develop interest in history.	115 460	78 234	33 66	34 34	260 794	3.05	1.046	Agreed

Result in Table 4: This presents the participants views on the effects of unavailable resources/ materials on students' behaviour in CCA and history. The respondents agree to all the items statement in the table with the mean score above 2.5 which is above the decision level. This shows that unavailability of resources/materials affect students' behaviour in CCA and History Subject. This strongly indicates that the participants agree that unavailable resources/materials affect students' behavior in CCA and History Subject is a factor that affects students' behavior

Discussions of Findings

This study analyzed the factors affecting students' behavior in Cultural and Creative Arts and History Subject. There are several factors that affect the behavior of students in Owerri North L.G.A of Imo state. The findings in table 1 showed that teachers at one point or the other can

influence the behavior of students in CCA and History Subject. The teacher's relationship with students, the attitude of a teacher and the strictness of a teacher both affect the students' behavior. This finding agreed with Gandonu, Ajayi and Oridola (2020) which stated that art teachers' competence has noteworthy effects on students' art learning achievement. This was justified by the responses given by the respondents within the area under survey. That is to say, the standard deviation and the mean for each item which is above the decision point of 2.5 can be attributed to teachers having influences over students' behavior in Owerri North L.G.A of Imo State.

The findings concurred with Aigbovbioise (2019) who stated that improvised art materials improved teaching and learning of cultural and creative arts. Instructional materials are significant items which captivate the attention of students and capable of stimulating students' interest in the teaching of CCA and History Subject. This is because such materials draw the attention of children in practical activities such as (drama, music and visual arts). The findings in table 2 also agreed with Ogboji (2013) who stated that there is a consistent with the Burt's theory of artistic development which emphasized on the effective use of instructional materials in the teaching and learning of art. When instructional materials are not effectively and efficiently used or there is unavailability of instructional materials for study implies the impossibility of the implementation of the subject. Instructional materials such as 100% cotton, chemicals (caustic soda, hydrosulphite, and dye), musical equipments, costumes are necessary for the teaching and learning of important topics. Therefore, the respondents for research question 2, identifies that the availability and use of instructional materials aids teaching and learning of CCA and History Subject, which is a factor that affect students' behavior.

The findings in table 3, answered the question on effects of instructional methods on students' behavior in CCA and History Subject. Instructional methods are the ways or means used to teach the students. The teaching method adopted by the teacher promotes teaching and learning and determine how well the students will understand the topic. Instructional methods such as demonstration, dramatization, learning among same peer group, the use of computers and discussions incites students in learning topics in CCA and History Subject. Ofojebe, Ezugoh and Mbanu (2016) on instructional teaching method imply that it allows students to observe high-level intellectual debate among colleagues which improves students learning, gives students the opportunity to observe integration in action which helps them better understand instructors expectations, which improve the learning outcomes, aids effective planning of instruction and

improves classroom management strategies. Ibrahim (2015) finding among others showed that poor methodology, socio cultural and religious views, environmental influence are factors against effective teaching. Therefore, the use of appropriate instructional methods, tend to develop the students' interest in CCA and History Subject, thereby influencing students' behavior. Hence, the respondents identified that instructional methods have effects on students' behavior in CCA and History Subject.

The findings in table 4, answered the question on the effects of unavailable resources/materials on students' behavior in CCA and History Subject. Adequate use of available resources/materials for the teaching of CCA and History Subject makes an effective understanding of the subject, likewise when these resources are not available or adequately used, students tend to lose interest and focus on the subject. Onah, Eke, Okpala and Agbo (2020) findings revealed that inadequate funding, erratic power supply, inadequate ICT facilities among others are the major challenges. Having an equipped CCA laboratory, gallery of artifacts, conducive-learning environment, aids the teaching and learning of topics in CCA and History Subject. Therefore, when students have these resources it influences their behavior in the subjects, thereby arousing their interest and eagerness to learn. Hence, the respondents indicated that unavailable resources/materials contributed to the outcome in students' behavior in CCA and History Subject. This is also seen as a factor that affects students' behavior.

Conclusion

The study has demonstrated that majority of the respondents from the findings of the study have good knowledge of CCA and History Subject. These subject areas are very significant to a student because it grooms the student in acquiring basic skills. The influence of teachers on students, the effects of instructional materials on students, the effects of instructional methods on students and the effects of unavailability of resources/materials affect students' behavior in CCA and History Subject. These factors enhance the students' interest in the subjects when adequately available and well utilized. Furthermore, the findings showcased that students always go close to the teacher as a result of teachers' behavior. The study found out that the availability and use of whiteboard and marker make the teaching of CCA and History Subject better than when chalk and chalk board is used. Thus, teaching the students through demonstration, dramatization and peer group learning arouse their desire, eagerness to learn.

Recommendations

Based on the findings of this study the following recommendations are made:

1. Cultural and Creative Arts teachers, History teachers should endeavor to have a cordial relationship with the students since teaching should be teacher-learner centered.
2. Teachers in cooperation with the students should source for more captivating instructional materials to teach CCA and History Subject. These equip teaching and learning and give a better understanding of the subject matter.
3. School administrators with the help of relevant ministries such as Ministry of Education should establish studios (workshops) for CCA and History Subject work practice for junior secondary schools where students can display their skills.
4. Schools should solicit for government sponsorship for seminars; exhibition and workshops were teachers will be well educated on the various instructional methods and strategies to use in the classroom for teaching and learning. This will further expose the students to other areas in CCA and History Subject.

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