

COMPARATIVE OVERVIEW OF STUDENTS' PERFORMANCE IN CULTURAL AND CREATIVE ARTS IN PUBLIC AND PRIVATE SECONDARY SCHOOLS OF ATIBA LOCAL GOVERNMENT AREA, OYO STATE

Oluwasegun Michael Ojo

Introduction

Learning is the process or act of acquiring new knowledge. From time immemorial, various types of cultural heritage were passed from one generation to another through informal education. In the pre-independence years in Nigeria, CCA education remained largely informal which was transmitted through traditional means such as festivals, work songs, moonlight plays, lullabies etc. with the advent of western education which came through Christian missionaries in collaboration with the British colonial government in the early part of twentieth century, the curriculum of the missionaries was geared towards literary education as the focus on arts (music, drama poetry and visual arts) to evangelize the natives (Jayeola et al 2020). Cultural and Creative Arts education is a well-established academic discipline and a serious field of study. It is not mere singing, dancing, drawing, nor entertainment but an important intellectual subject which contribute to the general growth and development of the child. CCA education curriculum involves the cognitive, affective, the psychomotor and aesthetic domains. It focuses on the learners' needs and interest. CCA education is concerned with music, Fine Arts and Theatre learning, understanding literacy, perception, performance activities, skills, appreciation, aesthetics and values about music to young learners. Ajewole (2013) noted that it is important that young learners understand and appreciate the music of their immediate environment before they began to learn from other cultures. Cultural and Creative Arts education helps young minds to develop creativities and expression of emotion. It is stated, unequivocally, in the National Policy on

O. M. Ojo: *Comparative Overview of Students' Performance in Cultural and Creative... Education* (1981) that, "the quality of Education at all level has to be oriented towards inculcating moral and spiritual value, interpersonal and human relations". This statement reveals the inevitability and significance of Creative education in the school curriculum. It is a subject that deals with the whole man and his activities. It permeates all areas of man's life and reveal some kinds of cultural inclination (Adedigba 2001).

The relevance and impact of Creative Studies cannot be over-emphasized. Wangboje (1982) asserted that apart from helping the students form right concepts of good and appreciate his purpose for mankind; the other objectives of the subject include: developing creative tolerance, inculcating moral virtues, creating a God-fearing people, developing problem-solving abilities and developing man's creative aspect. Despite the fact that creative education is important, students' performance is very poor at the final examination of schools. This can be seen in the enrolment of students especially at the junior secondary level where the subject is granted compulsory status. This constitutes low interest in the subject on the part of the learners. The parameter used in ascertaining this is the number of students that attempt the subject and their performance in the both NECO and BECE examination in Junior Secondary Schools in Nigeria.

However, it has been discovered that there appears to be differences in the performance of students in private and public secondary schools especially in Cultural and Creative Arts. This difference can be traced to so many factors like: teachers' attitude, parents' influence, students' orientation and beliefs etc. Some teachers do not present CCA education in an interesting way to arouse students' interest through their teaching processes. Also, students do not believe that the subject has any relevance to be supported by parents who encourage their children to offer subjects that could make them to become doctors, engineers, accountants among others. It is based on the above that this study is undertaken with a view comparing the performance of students in public and private schools to identify the causes of the differences and possible ways of bridging the gap to ensure uniformity in their performances.

Objectives of the Study

The main objective of this study is to do a comparative study of the performances of students in private and public secondary schools in Cultural and Creative Arts. Other objectives include:

To analyze the students' performances and determine whether there is difference between private and public school students' performance.

To identify factors responsible for the differences in their performances.

To expose both teachers and learners to the value of CCA, and how the performance of the students can be improved.

Methodology

This study employed survey and descriptive methods of investigation. The choice of these approaches was as a result of the two major instruments used in this work. The five year results of the Junior School Certificate Examination (JSCE) – 2014 to 2018 were collected. Also, a questionnaire was developed to source for data used in this study.

The targeted population was the teachers and students of CCA in all secondary schools of Atiba Local Government Area of Oyo State. In this local government area of study, there are twenty-five (25) secondary schools, both public and private schools with 90 students and 10 teachers across board. However, a total number of ten (10) teachers and ninety (90) students were randomly selected from within the scope of the study. The names of the schools selected are:

Private Schools Selected

- Aatan Baptist Comprehensive High School, Oyo.
- EACOED Model High School, Oyo
- Shalom Baptist Academy, Oyo.

Public Schools Selected

- Alaafin High School, Oyo.
- Community Secondary School, OkeOloola
- Isale Oyo Community Commercial Oyo.
- Otefon Grammar School, Oyo
- AnswaruDeen Grammar School Oyo

Research Questions

For this study, these research questions shall be examined:

- Are there differences in the performances of students in CCA in Public and Private Secondary Schools?
- What are the factors responsible for the differences?
- What are the factors affecting students' performance in CCA in Secondary Schools generally?
- How can the identified factors be modified to improve the performance of students?

Analysis of JSCE Result of the Selected Schools

The analysis of the results and the discussion on the JSCE result were done in order to determine whether there are differences in the performance of students in public and private secondary schools in the sampled local government area.

NECO Scoring Method

| | |
|------|--------------|
| CODE | |
| A1 | 70 and above |
| B2 | 68-69 |
| B3 | 65-68 |
| C4 | 61-64 |
| C5 | 56-60 |
| C6 | 50-55 |
| D7 | 46-49 |
| E8 | 40-45 |
| F9 | 39 below |
| * | Pending |
| H | Withheld |
| & | Cancelled |

Source: www.necoonline.org.

School A: Aatan Baptist Comprehensive High School, Oyo. (Private)

Table: Year of performance of students in CCA

| Code | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | Nil | Nil | 2 | Nil | 1 |
| B2 | Nil | Nil | - | Nil | - |
| B3 | Nil | 3 | 2 | Nil | 3 |
| Total | | 3 | 4 | - | 4 |
| At Credit Level | | | | | |
| C4 | | Nil | Nil | Nil | 2 |
| C5 | | 1 | Nil | 2 | 3 |
| C6 | | 2 | Nil | 2 | 4 |
| Total | | 3 | - | 4 | 9 |
| Below Credit Level | | | | | |
| D7 | 3 | 1 | Nil | 3 | 1 |
| E8 | 2 | 2 | Nil | 2 | 1 |
| F9 | 3 | Nil | Nil | 1 | - |
| * | Nil | Nil | Nil | - | 1 |
| H | Nil | Nil | Nil | - | - |
| \$ | Nil | Nil | Nil | - | - |
| Total | 8 | 3 | - | 6 | 3 |
| Overall total | 8 | 9 | 4 | 10 | 16 |

Source: Data collected from the school
(Fieldwork, 2019)

School B: EACOED Model High School, Oyo (Private)

Table: Years and Performance of Students in CCA

| Code | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | | | - | - | 1 |
| B2 | | | 2 | 6 | 2 |
| B3 | | | 3 | 1 | 5 |
| Total | | | 5 | 7 | 8 |
| At Credit Level | | | | | |
| C4 | | 1 | 3 | 5 | 1 |
| C5 | | - | 2 | 12 | 3 |
| C6 | 4 | 2 | 2 | 4 | 1 |
| Total | 4 | 3 | 7 | 21 | 5 |
| Below Credit Level | | | | | |
| D7 | 3 | 2 | 3 | - | - |
| E8 | 2 | 3 | 1 | - | - |
| F9 | 1 | - | 1 | - | - |
| * | - | - | - | - | - |
| H | - | - | - | - | - |
| \$ | - | - | - | - | - |
| Total | 6 | 5 | 5 | - | - |
| Overall total | 10 | 8 | 17 | 28 | 13 |

Source: Data collected from the school
(Field Work, 2019).

School C: Shalom Baptist Academy, Oyo (Private)

Table: Year and Performance of Students in CCA

| Code | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | - | 1 | 2 | 2 | 3 |
| B2 | 2 | 1 | - | 2 | - |
| B3 | 1 | - | - | - | 2 |
| Total | 3 | 2 | 2 | 4 | 5 |
| At Credit Level | | | | | |
| C4 | - | 2 | 4 | - | - |
| C5 | 1 | - | - | - | - |
| C6 | - | 4 | 2 | 1 | 4 |
| Total | 1 | 6 | 6 | 1 | 4 |
| Below Credit Level | | | | | |
| D7 | 3 | 2 | 1 | - | 1 |
| E8 | - | - | - | 2 | 1 |
| F9 | - | - | - | - | 1 |
| * | - | - | - | 2 | - |
| H | - | - | - | - | - |
| \$ | - | - | - | - | - |
| Total | 3 | 2 | 1 | 4 | 3 |
| Overall total | 7 | 10 | 1 | 8 | 12 |

Source: Data collected from the school
(Field Work, 2019).

School D: Alaafin High School, Oyo (Public)

Table: Year and Performance of Students in CCA

| Code | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | - | - | - | - | - |
| B2 | - | 2 | 1 | - | 1 |
| B3 | - | - | - | - | 2 |
| Total | - | 2 | 1 | - | 3 |
| At Credit Level | | | | | |
| C4 | - | - | - | - | - |
| C5 | - | - | 5 | - | 4 |
| C6 | 3 | 1 | 7 | - | - |
| Total | 3 | 1 | 11 | - | 4 |
| Below Credit Level | | | | | |
| D7 | 02 | 02 | 04 | 03 | 22 |
| E8 | 06 | 06 | 03 | 12 | - |
| F9 | 24 | 15 | 21 | 33 | 20 |
| * | 01 | - | 01 | - | - |
| H | - | 02 | 01 | - | - |
| \$ | 01 | 02 | - | - | - |
| Total | 34 | 27 | 30 | 48 | 42 |
| Overall total | 34 | 27 | 30 | 48 | 42 |

Source: Data Collected from the school
(Field Work, 2019).

School E: Ansaru Deen Grammar School Opapa, Oyo (Public)

Table: Year and Performance of Students in CCA

| Code | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | - | | 2 | - | 2 |
| B2 | 2 | 3 | 2 | 3 | 2 |
| B3 | - | 2 | - | 1 | 4 |
| Total | 2 | 5 | 4 | 4 | 8 |
| At Credit Level | | | | | |
| C4 | 1 | 4 | 1 | 2 | - |
| C5 | - | 2 | 5 | 5 | 7 |
| C6 | 2 | 1 | 4 | - | 4 |
| Total | 3 | 7 | 10 | 7 | 11 |
| Below Credit Level | | | | | |
| D7 | 8 | 2 | - | 6 | - |
| E8 | 4 | 10 | 5 | 4 | - |
| F9 | 10 | 8 | 7 | - | 12 |
| * | - | - | 1 | 2 | 1 |
| H | 2 | - | 1 | - | 1 |
| \$ | - | - | - | - | 1 |
| Total | 24 | 20 | 13 | 12 | 15 |
| Overall total | 24 | 20 | 13 | 12 | 15 |

Source: Data Collected from the school
(Field Work, 2019).

School F: Otefon Grammar School, Oyo (Public)

Table: Year and Performance of Students in CCA

| C | 2014 | 2015 | 2016 | 2017 | 2018 |
|---------------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | - | - | - | - | - |
| B2 | - | 1 | - | 1 | 1 |
| B3 | 2 | - | 2 | - | - |
| Total | 2 | 1 | 2 | 1 | 1 |
| At Credit Level | | | | | |
| C4 | - | - | 2 | - | 1 |
| C5 | 4 | 2 | - | - | - |
| C6 | - | - | - | 4 | 6 |
| Total | 8 | 4 | 6 | 6 | 9 |
| Below Credit Level | | | | | |
| D7 | 1 | 10 | 10 | - | 8 |
| E8 | 10 | - | - | 12 | 2 |
| F9 | 12 | 11 | 2 | - | 21 |
| * | - | - | - | 10 | - |
| H | - | 1 | - | - | 1 |
| \$ | 2 | - | 1 | - | 1 |
| Total | 25 | 22 | 13 | 22 | 35 |
| Overall total | 25 | 22 | 13 | 22 | 35 |

Source: Data Collected from the school
(Field Work, 2019).

School G: Community Secondary School, Oke Olola (Public)

Table: Year and Performance of Students in CCA

| C | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | 1 | - | 1 | - | - |
| B2 | - | 1 | 1 | 1 | 1 |
| B3 | 1 | 2 | 2 | - | - |
| Total | 2 | 3 | 4 | 1 | 1 |
| At Credit Level | | | | | |
| C4 | 1 | - | 2 | - | 1 |
| C5 | 5 | 2 | - | - | - |
| C6 | - | - | - | 4 | 5 |
| Total | 6 | 2 | 2 | 4 | 6 |
| Below Credit Level | | | | | |
| D7 | 1 | 10 | 10 | - | 8 |
| E8 | 11 | 08 | - | 11 | 2 |
| F9 | 12 | 11 | 2 | - | 21 |
| * | - | - | - | 10 | - |
| H | - | 1 | - | - | 1 |
| \$ | 2 | - | 1 | - | 1 |
| Total | 26 | 30 | 13 | 21 | 33 |
| Overall total | 26 | 30 | 13 | 21 | 33 |

School H: Isale Oyo Community Commercial, Oyo (Public)

Table: Year and Performance of Students in CCA

| C | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|------|------|------|------|------|
| Above Credit Level | | | | | |
| A1 | 1 | - | 1 | - | - |
| B2 | 2 | 1 | 1 | 1 | 1 |
| B3 | 2 | - | 2 | - | - |
| Total | 5 | 1 | 4 | 1 | 1 |
| At Credit Level | | | | | |
| C4 | 1 | 2 | 2 | - | 1 |
| C5 | 4 | 2 | - | - | - |
| C6 | - | - | - | 4 | 6 |
| Total | 5 | 4 | 2 | 4 | 7 |
| Below Credit Level | | | | | |
| D7 | 1 | 10 | 10 | - | 8 |
| E8 | 10 | - | - | 12 | 2 |
| F9 | 12 | 11 | 2 | - | 21 |
| * | 4 | - | 2 | 10 | 6 |
| H | - | 1 | - | - | 1 |
| \$ | 2 | - | 1 | - | 1 |
| Total | 29 | 22 | 15 | 44 | 39 |
| Overall total | 29 | 22 | 15 | 44 | 39 |

Discussion on the SSCE Result

From the analysis of the JSCE results of the eight (8) sampled schools, it is crystal clear that students in the private schools perform better than students in public secondary schools.

In year 2015, School 'A' (private school) presented nine (9) candidates for JSCE in CCA, it is shown that, three (3) of the candidates scored above the credit level. While 3 were at credit level making up 66.67% and 3 were below credit level making up 33.33%. School 'D' (Public School) has 30 candidates for the subject of study. 2 candidates scored above credit level, 1 at credit level making up 10%, while 27 candidates scored below credit level making up of 90%.

Also, in year 2018, school 'B' (Private School) had 13 candidates for the subject of the study, 8 of them scored above credit level, while 5 were at credit level making up 100%. School 'E' (Public School) presented 34 candidates, 8 of them scored above credit level, 11 were at credit level making up 55.88% and 15 of them scored below credit level making up 44.12%.

These two samples established the fact that private schools perform better than public schools in CCA within the years under review.

Discussion of Findings

The questionnaire used contained ten (10) items and one hundred (100) copies were distributed to both the teachers and students of CCA.

On item 1, 98% of the respondents accepted the fact that students in private schools perform better than their counterparts in public schools. The remaining 2% were undecided. Also, 87% of the respondents agreed that conducive environment in private schools help their students to perform better than those in public schools.

From the responses' much emphasis is placed on the importance of Creative education in private schools than public schools; 74% agreed while 26% did not. 77% responded that lack of textbooks in public schools has negative effect on the students' performances.

O. M. Ojo: *Comparative Overview of Students' Performance in Cultural and Creative...*

Therefore, from the analysis, it is discovered that students in private schools perform better than those in public schools in CCA due to a number of factors.

- Conducive learning environment in most of the private schools. Much emphasis is placed on the importance of religious education in private schools.
- Lack of adequate instructional materials and recommended textbooks is also affecting the performance of students in public schools.

Finally, from all the findings of this study, it is clear that there are significant differences in the performance of students in public secondary schools of the local government of study.

Recommendations

Based on the findings of this study, the following recommendations are made with a view to improving the performance of students in Cultural and Creative Arts.

- The learning environment should be made conducive for students in public schools to enhance good performance. Government and school authorities should disabuse parents' minds on their erroneous notion towards CCA.
- The Association of Cultural and Creative Performers of Nigeria (TACCPN), and other related bodies should awake to their responsibilities not to allow this indispensable tree to die.
- Professional and Academic Performers /Associations should not keep silent on this crucial issue. Awareness programmes and campaign on the relevance and importance of the subject to nation building should be consistently organized all over the country.
- Qualified and adequate teachers of CCA should be employed by government to the public schools. It is discovered that most of the public schools do not have, at least one, qualified CCA teacher.

References

- Adedigba, T. (2001). The family and successful Implementation of the Universal Basic Education in Nigeria, *Journal of Committee of Provost of Colleges of Education in Nigeria*, Vol. (1) Pp.94.
- Adeogun, A. D. (2000). 'Curriculum Development and Music Education. *Journal of Nigerian Music Education*.

- O. M. Ojo: *Comparative Overview of Students' Performance in Cultural and Creative...*
- Ajewole, J. O. (2013). Music Education; Its implication for the Universal Basic Education (UBE) Programme in Nigeria; *Journal of Nigerian Music Education*.
- Federal Republic of Nigeria (1981). *Revised, National Policy on Education*, NERC Press.
- Jayeola, et al (2020). Advocating Highlife music as a tool for effective classroom music education: The case of Labalaba by Late Dr Victor Olaiya. A festschrift in hohour of Professor Claudius Oluyemi Olaniyan.
- Wangboje, I. (1982). *Art for Junior Secondary schools*. Ibadan: Evans Brothers (Nigeria Publishers).