

Repositioning Cultural and Creative Arts Pedagogy for Edupreneurial Skills Development in Pankshin Educational District: Primary Teachers' Perspective

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Abstract

This study was carried out using three research questions and two hypotheses. A descriptive survey research design was adopted for the study. The population of the study comprises all the public primary school teachers in Pankshin educational district with a total number of three hundred and five (305) teachers. The sample size consisted of 20% of all the teachers with a total number of 61 teachers, which was selected using stratified random sampling technique. The instrument for data collection was 30-item questionnaire titled "Questionnaire on Repositioning Cultural and Creative Arts Edupreneurial Skills" (RCCAES). The instrument was subjected to face validation by three experts. A reliability coefficient of 0.81 and 0.87 which were considered high were obtained using Pearson products moments correlation coefficient method. The instrument was structured on a 4-point likert scale weighted 2.50 criterion mean. The data was analyzed using means scores. The findings of this study revealed that teachers perceived cultural and creative arts develop pupils' edupreneurial skills and that it has been incorporated in the curriculum of cultural and creative arts. Teachers also do encounter some challenges in the incorporation of edupreneurial skills in teaching cultural and creative arts due to globalization of technology. Conclusively, the paper recommended among others that for Nigerian educational system to meet global best practices, the government should provide the enabling environment for edupreneurial skills to thrive. This can be done by ensuring that the curriculum is not just a knowledge driven one but rather a tool to actualization of economic growth and competing with other countries in the world through adequate provision of funds for practical implementation of skills.

Keywords: Repositioning, Culture and Creative Arts, Pedagogy, Edupreneurial, Skills and Development, Teachers' Perspective

Introduction

Education is the process of cultural transmission and renewal. It is the process whereby the adult members of a society carefully guide the development of infants and young children, initiating them into the culture of the society. In Nigeria, education is an instrument per excellence for effecting global best practices. The country's educational goals have been clearly spelled out pertinent to the needs of an individual person and the society in agreement with the trend of the environment and all the world today.

Education is a light to life. The Federal Republic of Nigeria (FRN) in her National Policy on Education (NPE:2013) lays emphasis on basic education and stipulated its goals to enable sustainability of her citizens as follow:

- i. Provide a child with diverse basic knowledge skills for entrepreneurship, wealth generation and educational advancement,
- ii. Develop patriotic young people equipped to contribute to social development and in the performance of the civic responsibilities;
- iii. Inculcate values and raise moral and upright individuals capable of independent thinking, and who appreciate the dignity of labor;
- iv. Inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio economic background; and
- v. Provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity.

The document stated that in pursuance of the goal of basic education, the curriculum shall include cultural and creative arts and the teaching shall be participatory, exploratory, experimental and child-centered. Cultural and creative arts is an integration of music, arts, drama and dance in which a child is expected to grow into the cultural heritage of his people Nnamani, (2014).

Culture is set of shared attitudes, values, goals, and practices that define a group of people such as the people of a particular region. Culture includes the elements that can characterize a particular peoples' way of life. The arts are vast subdivision of culture, composed of many creative endeavors and disciplines. Elliot (2018) defined cultural and creative arts as an outlet of practical imaginative and creative expressions that is usually influenced by culture and in turn helps to change the culture. It is an interdisciplinary subject that encompasses the performing fine and applied arts, decorative arts, animation, festivals and cinematography.

For sustainability in education the importance and uses of cultural and creative arts cannot be relegated, hence Carson (2020) listed the following as importance of cultural and creative arts to children: creative arts is used to encourage children through multi-sensory learning, musical activities stimulates development in the brain, creative is used for decoration, music is used for social gathering, creative arts and music help children to love learning and school, applied arts are used to develop communication/advertising, creative arts and music are used for cultural activities and festivals, production and covering our homes and the office furniture and it's a major form of

job creation/self-employment. To achieve the above listed benefits depends on the optimization of manpower and material resources that would equip children with the skills and abilities to confidently engage in career activities throughout their lives.

Sad to say, in this 21st century, the approach to cultural and creative arts pedagogy in most of our primary schools both government and private are not participatory, exploratory, experimental and child centered as stipulated in the goals of basic education by FRN, instead the pedagogy are done theoretically. Furthermore, based on practical observations, teachers of these children would asked them to bring handwork or creative artwork from home to submit which in most cases their parents do buy from markets, instead of asking the children to bring the raw materials to schools in order to explore, practicalize and produce the finished products by themselves. Thus, the children will learn all the processes and become edupreneurials for sustainable development in life. This attitude of the teachers towards cultural and creative arts teaching appears to mar the children's performances who would one day become the youths of the society. No wonder, the increased rate of unemployment and underemployment which is evidence among school leavers of Panskhin Central are alarming.

Edupreneurial skill acquisition through participation in the arts is increasingly important in our primary schools in this 21st century for a successful career and self-independence in life. Thus, edupreneurial skills needed in the workplace or needed to meet the global best practices such as creativity, confidence, problem solving, perseverance and collaboration in the implementation of the curriculum by the teachers which create opportunity for inculcating in the child the Spirit of inquiry and creativity as planned to be taught within the basic level of education will be achieved. Akpojotor, Okonkwo and Ndur, (2019) observed that despite this interest, the concept of edupreneurial skills is not yet clear in teaching and learning of cultural and creative arts particularly in the Panskhin Central primary schools. According to Nwanorim (2020:60) "entrepreneurial skills encompasses a broad range of various skill sets like technical skills, leadership skills, artistic skills, analytical skills, and critical thinking which can be applied to different job roles." Nurjaya et al (2020), stated that edupreneurial is the ability to create something new by developing time and effort, assuming the accompanying financial, psychic, social risks and receiving the resultant monetary and personal satisfaction. Based on the above affirmation, a 21st century Nigerian child needs, to be educated as edupreneur.

Despite the recognition that the edupreneurial skills are essential in the self-development of the child and that of a nation's economy, research has shown that some of the problems militating against edupreneurial acquisition include: teacher's lack of teaching method, lack of monitoring and supervision from the government to our primary schools, lack of essential facilities such as good structures, materials, conducive environment, and other amenities, lack of motivation and poor perception of edupreneurship by parents, teachers and school management. Research has shown that education provided by Nigerian educational system only prepares the recipient for white collar jobs or paid employment, thus, edupreneurial acquisition is marred. This type of education is certificate conscious and places much emphasis on knowledge of content and passing of examination while skill acquisition and self-development are destroyed. Nnama and Esuola (2022), have carried out a survey of the contributions of Cultural and Creative Arts (CCA) to music education in basic schools. Their findings reveal that if CCA is taught well it will enhance creativity in music industry. However, there are not enough current work on the repositioning cultural and creative arts for edupreneurial skills development among pupils for sustainable self-development among Nigerian children. This gap therefore necessitated the question whether cultural and creative arts can develop edupreneurial skills among pupils and this gave birth to this study on repositioning cultural and creative arts for edupreneurial skills development among pupils as perceived by teachers in Pankshin educational district.

Statement of Problem

The theoretical oriented teaching and learning going on in our basic educational level (primary school) are not adequate in preparing the recipient to be competent and self-reliant to face the 21st century global economic challenges. Therefore, primary school leavers cannot contribute to nation building if curriculum planners in charge of basic education in Nigeria such as Universal Basic Education Commission (UBEC) and State Universal Basic Education Board (SUBEB) among others are not on their toes on supervision of teaching approach adopted by the teachers. The Nigerian society is not to be plagued by a breed of unemployable youths who cannot raise the economic productivity of the country through creativity.

Thus, Olajide (2015) has lamented that this challenge has reflected the poor perception of Nigerian youths towards education for lifelong learning as enshrined in the national policy of education. The Nigerian government has nonetheless increased effort to implement skills

acquisition programs in the basic educational level so as to help the school leavers become edupreneurs. However, if supervisory body is not constituted using Childhood Education Professionals (CEP) from higher institutions across the nation to supervise the teachers on hands-on creative activities, the end products will continue to be problematic. Thus, this study is designed to fill this gap as it tends to explore teacher's perception on repositioning cultural and creative arts for edupreneurial skills development among pupils for sustainable self-development and that of national economic development.

Purpose of the Study

The purpose of this study is to determine the perception of teachers on repositioning cultural and creative arts pedagogy for edupreneurial skills development thereby making them to be creative, innovative and safe-reliant for sustainable self-development and national economic development in Nigeria. Specifically, the objectives are to:

1. Determine teachers' perception of teaching and learning cultural and creative arts as a subject in developing entrepreneurial skills among primary school pupils.
2. Determine the ways of repositioning cultural and creative arts pedagogy for entrepreneurial skills acquisition among pupils as perceived by teacher.
3. Identify the challenges encountered by teachers in teaching and pupil's learning cultural and creative arts in developing entrepreneurial skills among pupils.

Research Questions

This study will answer the following research questions

1. What is the perception of primary school teachers on cultural and creative arts pedagogy of their pupils towards entrepreneurial skills?
2. What are the ways of repositioning cultural and creative arts pedagogy for entrepreneurial skills acquisition among pupils as perceived by teachers?
3. What are the challenges encountered by teachers on cultural and creative arts pedagogy in developing entrepreneurial skill among pupils?

Methodology

The study involved the use of descriptive survey design. It provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subjects. In a survey

research design, data are collected in different places at the same time from a sample of the population being studied and findings from this are generalized on the entire population where the sample was taken. Therefore, this study met the requirements for the use of descriptive survey research design because the researcher could not reach the entire population of primary school teachers in the Pankshin central district of Plateau State. So only a part of them was sampled and the findings were generalized on the entire population in the study area. The population of the study comprises all the 148 public primary schools with total number of 1354 teachers in Pankshin central educational district (Local Government Education Area, Pankshin Central Zone 2024). The sample size consisted of 61 teachers which was selected out of 100 CCA teachers using stratified random sampling techniques from all the CCA teachers.

The instruments for data collection was 22 item questionnaire titled "questionnaire on Repositioning Cultural and Creative Arts Edupreneurial Skills" (RCCAES), which was structured and designed by the researcher. Also, the instrument was subjected to face validation by three experts from Departments of Music and Fine and Applied Arts Education, Federal College of Education Pankshin, Plateau State. Reliability coefficient of 0.81 and 0.87 which was considered high were obtained using Pearson Products Moments Correlation Coefficient Method. The instrument was on a 4- point Likert scale weighted 2.50 criterion mean. The data was analyzed using mean score, after it was administered to the respondents at the various sampled schools by the researcher of which 100% return rate was made. The decision rule was that any mean equal to or greater than 2.50 was taken as agreement and anyone less than 2.50 was taken as disagreement.

Results

The analysis of the data collected are presented in the tables below according to the research questions.

Research Question 1: What is the perception of primary school teachers on cultural and creative arts pedagogy of their pupils towards entrepreneurial skills?

Table 1: Teachers’ mean response on their perception of teaching and learning cultural and creative arts as a subject in developing entrepreneurial skills among primary school pupils

SN	Item statement	SA	A	D	SD	TOT	MEAN	RMK
1	Cultural and creative arts edupreneurship Bring out critical thinking among pupils	50	10	1	_	232	3.80	Agreed

2	Enhance creativity among the pupils	43	18	—	—	226	3.70	Agreed
3	Advance business opportunity recognition among the pupils	22	30	8	1	195	3.2	Agreed
4	Develop pupil’s talents	50	10	1	—	232	3.80	Agreed
5	Foster skills acquisition among the pupils	61	—	—	—	244	4	Agreed
6	Create job opportunities for school learners in future	10	30	20	1	171	2.80	Agreed
7	Lead to economic development of Nigeria	2	29	30	—	155	2.54	Agreed
8	Promote business venture creation in Nigeria in the future	50	11	—	—	233	3.81	Agreed
9	Reduce poverty in Nigeria	5	5	40	1	116	1.90	Disagreed
10	Encourage the career development of the school leavers	22	32	6	—	196	3.21	Agreed
GRAND MEAN							3.276	Agreed

Table 1 above reveals that the mean scores of respondents ranges from 1.90 to 3.276. This indicates that the mean score is above the cut-off point of 2.50 except one item that disagreed. Thus, the respondents perceived cultural and creative arts edupreneurship for pupils as a paved way to entrepreneurial skills acquisition for skills development

Research Question 2: What are the ways of repositioning cultural and creative arts pedagogy for entrepreneurial skills acquisition among pupils as perceived by teachers?

Table 2: mean score of teacher’s perception on the ways of repositioning cultural and creative arts pedagogy for entrepreneurial skills acquisition among pupils

SN	Item statement	SD	A	D	SD	Tot	Mean	Rmk
Cultural and creative arts edupreneurship should gear towards:								
1	Computer operating	61	-	-	-	244	4	Agreed
2	Computer repair and maintenance	50	11	-	-	233	3.81	Agreed
3	Electrical installation	52	9	-	-	235	3.9	Agreed
4	Carpentry	61	-	-	-	244	4	Agreed
5	Leather bag/shoe making	51	10	-	-	234	3.8	Agreed
6	Tailoring	45	16	-	-	252	4.1	Agreed
7	Automobile mechanic	46	10	-	-	214	3.50	Agreed
GRAND MEAN							3.9	Agreed

The results on table 2 shows the mean of teacher’s responses on ways of repositioning CCA pedagogy for effective edupreneurial skills among school leavers for skill acquisition and development. The Grand mean of 3.9 which is above the grand mean of 2.50 attest to the fact that

teachers perceived that if cultural and creative art pedagogy gears towards practical, there would be self-reliance for national economic development.

Research Question 3: What are the challenges encountered by teachers on cultural and creative art pedagogy in developing entrepreneurial skills among pupils?

Table 3: mean score of teachers on the challenges encountered by teachers on cultural and creative arts pedagogy in developing entrepreneurial skills among pupils.

SN	Item Statement	SA	A	D	SD	Total	Mean	Remark
	Challenges of implementing CCA for entrepreneurial skills.							
1	There are not enough infrastructure in our basic educational level system	60	1	-	-	343	4	Agreed
2	There are no enough instructional materials for practical pedagogy for CCA	-	61	-	-	183	3	Agreed
3	Schools does not have the capacity to invite resource persons (edupreneurs) for practical pedagogy of CCA	-	50	10	1	171	2.8	Agreed
4	I studied Arts but did not intend teaching	24	10	20	10	164	2.7	Agreed
5	Teachers does not have the required skills for teaching cultural and creative arts.	-	40	11	10	152	2.5	Agreed
	GRAND MEAN						3	Agreed

Result on table 3 shows that there are serious challenges encountered by teachers which hinders practical pedagogy on CCA for edupreneurial skills among pupils which include lack of enough infrastructure in our basic educational level system, not having enough instructional materials for practical pedagogy for CCA, also Schools does not have the capacity to invite resource persons (edupreneurs) for practical pedagogy of CCA for the pupils and majority of teachers does not have the required skills for teaching cultural and creative arts at primary school level. These elements among others from the data collected in table 3 gained a grand mean of 3 which is above the benchmark of 2.50.

Discussion of Findings

The findings of the study revealed that the teachers perceived cultural and creative arts pedagogy to have the capacity of developing edupreneurial skills among pupils if repositioned towards practical acquisitions such as computer operating, carpentry, tailoring, leather bag/shoe

making, automobile mechanic learning period among other hands on activities. Carson (2020) agreed to this finding as he stated that art and creativity teach problem solving which is a critical skill for success in life. The author stated that when pupils engage in artistic activities they develop confidence in their abilities and the length of time to innovate.

The result also revealed that cultural and creative arts is a subject that can develop the pupil's imagination and instill critical thinking in them, thus, developing high self-esteem that spurs self-development and promotes national economy. However, the findings of this study are not in agreement with Heinonem and Akola (2018) who observed that the pedagogy of cultural and creative arts is still not clear as it is being done theoretically instead of practically. Edokpolor & Muritala (2018) further stated that the education provided by Nigerian educational system which prepares the school leavers for white collar jobs inhibit edupreneurial skills.

Finally, the study revealed that our basic schools lack infrastructures such as conducive environments, learning materials, funds to invite resource persons (entrepreneurs) for practical CCA pedagogy for pupils, etc. In addition to these, it is observed that pupils are not mobilized to visit entrepreneurial centers on excursion. Teachers perceived that if these challenges are not tackled in our basic educational level, the headway to self-reliance and self-development of the school leavers through cultural and creative arts are therefore farfetched.

Conclusion

One of the challenges facing Nigeria today is how to give her citizens a functional cultural and creative arts education. As she realized that CCA has the capacity to shape and modify her national self-identity, provisions should be made to match with global economic challenges in this 21st century. In a nutshell, Cultural and Creative Art as a subject at the primary school level appears to have the capacity of creating skills acquisition in the lives of school leavers if only appropriate measures as recommended are put in place by the Government.

Recommendations

This study recommends that:

1. If repositioned towards practical acquisitions such as computer operating, carpentry, tailoring, leather bag/shoe making, automobile mechanic learning, among other hands on activities, cultural and creative arts pedagogy would have the capacity of developing

edupreneurial skills among pupils. Therefore, government and stakeholders should do something about this.

2. Teachers who are employed to teach CCA in our basic schools must be professionals in the field of study
3. Nigerian government should provide a very conducive learning environment in our basic educational system in order to achieve edupreneurship for sustainable development of the nation
4. The government bodies in charge of basic educational level such as Universal Basic Education Council (UBEC) and State Universal Basic Education Board (SUBEB) should constitute a supervisory team using lecturers of childhood education in our higher institutions around the country.

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