



AN INVESTIGATION OF INTEREST AS CORRELATE OF ACADEMIC ACHIEVEMENT OF FINE AND APPLIED ARTS STUDENTS IN TERTIARY INSTITUTIONS RIVERS STATE

IDIBIA, ADAOBI

Department of Fine And Applied Arts
School of Vocational Education,
Federal College of Education,
Omoku,
Rivers State. Nigeris

Abstract

The study adopted the correlation design to establish the relationship between interest and students academic achievement in Fine Arts. The population of the study consisted of 77 respondents drawn from three selected tertiary institutions in Rivers State. The entire population of 77 students selected was used for the study. The instrument used in gathering data for the survey is the questionnaire: the questionnaire was structured strongly agree, agree, disagree and strongly disagree, which expresses their interest towards Fine Arts. Person Product Moment Correlation Coefficient (PPMC) technique was used at 0.05 level of significance. Results obtained from the respondent would analyzed using descriptive statistic (percentages, averages) to answer the research questions, while the t-test statistical method were used to determine the acceptance/rejection of the null hypothesis at 0.05 level of significance. It was revealed in the study that students with poor or negative interest to learning do not perform well in Fine Arts. It was also shown in the study that students with positive and good attitude to learning, perform well in fine arts. It was therefore concluded that the relationship between students' attitude and academic performance. This could be as a result of differences in interest towards the subject Fine Arts.

Keywords: Interest, Academic Achievement and Fine and Applied Arts

Introduction

Education has played and still plays a key role in the development of the world as we know it today. The aims and objectives of our educational system is an evaluation result centered. Most of the tests or examinations administered by teachers are achievement tests and are used mostly to measure the students' achievement (Dambo., Enyekit & Enyekit, 2018). Nowadays, it has become one of the most priorities of individuals, teachers, and schools to check and measure the level of academic achievement of the students in all subjects, which Fine and Applied Arts is not an exception. There is no individual who does not seek a very high standard of performance for him as he wishes to achieve a personal goal for himself. That notwithstanding, a person probably develops his need to achieve certain goals in life because of the social approval of success or the punishment

of failure and beneficiaries of who use Fine and Applied Arts education at all levels of education cannot be left out.

As human beings we are bound to have different attitudes towards certain things, careers not being an exception. Interest is formed either through the influence of peer groups, family or the environment in which a learner find his or herself (Joe, 2020). These attitudes somehow, may affect the students' performance on high or low of male or females Fine and Applied Arts students. The issue of students' poor academic performance has posed a lot of concern to individuals, government, religions bodies, school administrators, teachers and parents. Students require certain level of academic performance before they can progress from one level of education to another. Academic performance is the yardstick for admission into higher



institutions as prescribed by the authority in charge of education in their country (Yusuf, 2015).

From time immemorial, the role of art and artistic in the society has continued to place premium on the sustenance of life. To surmount many of the debilitating elements that hinder survival, art had traditionally played an important role to maintain, preserve and protect human existence. For instance, Yusuf (2015) noted that sculpture has had a pervading influence on human existence for ages. Nevertheless, Gilbert and McCater in Beam (2005), opined that for the fact that human beings exist, fine art is persist and control over forces of nature; those forces of nature being the phenomenon which can both truncate or facilitate human existence.

Until late, the major functions of fine arts as objects of intervention to sustain life have largely been as items of daily utility as household items or for instance of religious progression (Willet, 2002). As time went on and knowledge progressed, the advent of modern meaning of the concept of fine arts has also been in different ways and perception.

In other words, it can be conceived as the degree or level of success attained at the end of academic endeavor. Students with high mental ability as demonstrated by 10 tests (quick learners) and these who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. Ubulom and Obuah in Nwanekezi., Okoli and Mezieobi (2011) pointed out that the criteria for measuring outcomes becomes meaningful if the outcomes are not conceived in terms of instructional goals only but also in terms of broader, more diversified goals. When this is done, the method or techniques used to measure teacher effective variables become much more effective and the results more reliable. Nevertheless, in the study of Enyekit, and Ubulom (2009), that investigated the relationship between students' attitudes towards and academic achievement shorthand, it was revealed that students who possessed favorable attitudes towards the course content achieved

better than students with less favorable attitudes.

Conceptual Framework

Concept of Interest

A student's performance on a subject would cause the problem if the student has no interest in the subjects. The initial interest in a subject may be original from the learner through self-motivation or the teachers stimulate the student in either case. You cannot learn effectively unless you can become interested in the subject matter at some level. Dambo., Enyekit, and Enyekit, (2018), opined that some people prefer job that involves frequent interaction with people and they derive job by humorous, friendly, help, understanding and sympathetic towards other persons. According to Obomanu in Alabi (2008), noted that interest is manifested through alert in taken, watching, asking questions concentrating very intently to a particular stimulus, the teacher must ensure that all of these highlighted actions are put into operations either from the teacher or the student himself or from both of them. It is a thing that is done under intense interest that is continuous, interest is possible assured in an exposure that is packed full with tendencies such as initiation acquisition, group work socialization, construction and self efforts.

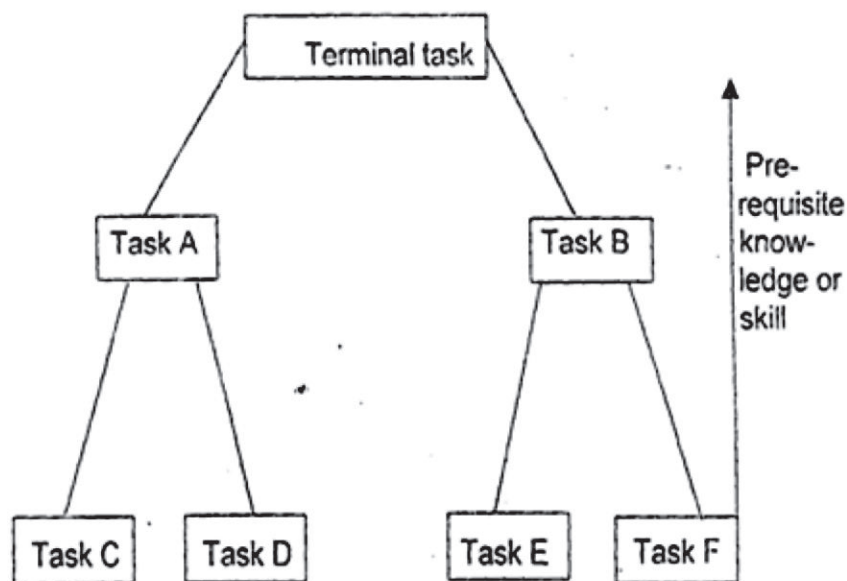
Theoretical Framework

Hierarchical Learning Theory

The hierarchical learning theory was propounded by Gagne in 1965. He proposed five different kinds of learning. That the ability or readiness to learn does not arise from maturation or equilibration but rather results from the learner's acquisition of appropriate pre-requisite subordinate skills that serve the basis for effective learning. Gagne in Jones, (2003) recommends that in planning the lesson for instruction, the teacher should always ask himself; what the learners would need to know or do in order to deal with the new learning being introduced. The answer to the question demands that the teacher will organize the learning material in a hierarchical fashion from simple to complex so that the learner first masters the verbal knowledge and skills that are necessary



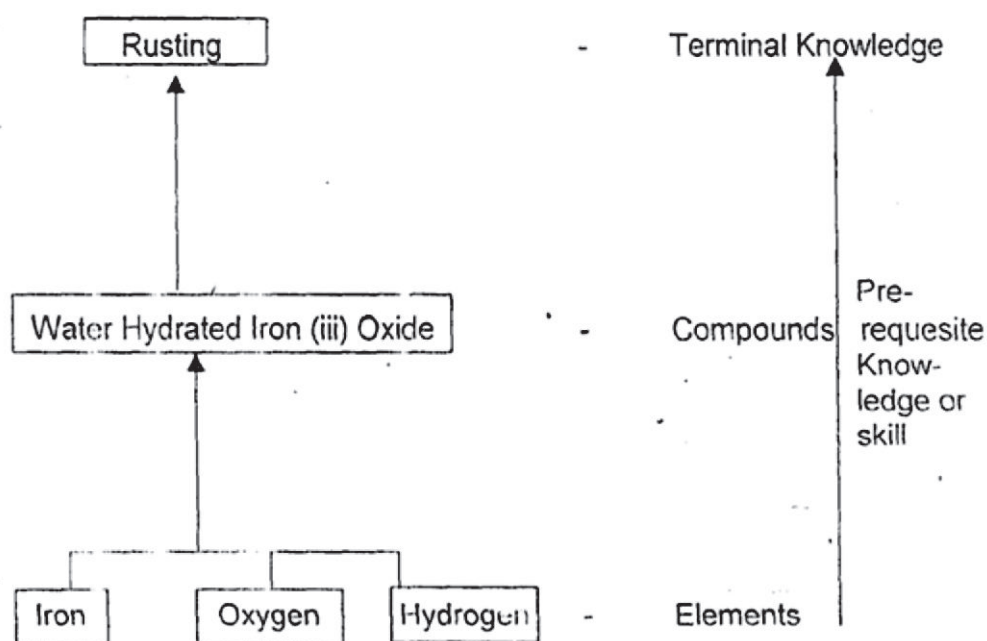
for the new learning to take place. This hierarchy of tasks shows what should be learned with the desired new learning at the top.



Source: Maduabum in Joe (2003).

In order to perform task A, one must be able to perform the prerequisite tasks 'C and 'D', and for task 'B' to be successfully perform, one must master tasks 'E' and 'F'. So one begins with simple prerequisites and works up in a hierarchical fashion to the terminal task or desired knowledge which is the capability sought. The teacher would then start instruction by first carrying out a diagnostic test to find out what the learner already knows. The test would reveal some part

or parts of the hierarchy at which the learner could be instructed. As illustrated in Joe (2003), this further with a specific example; to acquire a meaningful concept of the term rusting requires a prerequisite knowledge of the elements: iron, hydrogen and oxygen in terms of chemical symbols, the compounds - water, hydrated iron (iii), oxide, as well as the effects of rusting through observation.



A learning hierarchy for the concept of Rusting



The student-teacher should therefore ensure that the learner commences with the simple skills and gradually moves up the pyramid ally structured hierarchy to acquire the needed complex skills. For such acquisition to be effectively attained, Osahon (2013), maintained that the learning objectives must be stated in behavioral terms and learning units must be duly analyzed in order to identify their relevant components. These components must be organized in a hierarchy and presented in a manner that would ensure easy comprehension, and effective meaningful darning.

Statement of the Problem

The worrisome trend of poor academic performance of students in tertiary institutions is giving education stakeholders a cause for concern, (Chukwuma, 2013). Education in Nigeria is regarded as the biggest industry. It is regarded by the government and the entire citizenry as capable of achieving rapid development and national integration to bring about desirable change in all spheres of human endeavor. Thus, the various role of education is geared towards accelerating economic, political and social development.

The problems of academic achievement in many school subjects or programme are often time attributed to one factor or the other. A critical examination reveals that though there have been many studies carried out on academic achievement of students in different subject areas, little or none has been carried out on interest of academic achievement on Fine and Applied Arts students. That being so, this study is aimed at investigating the relationship between students' interest and their academic achievement in Fine and Applied Arts in selected tertiary institutions in Rivers State.

Purpose of the Study

The purpose of the study is to investigate the relationship between interests as correlate of academic achievement of students in Fine and Applied Arts in selected tertiary institutions in Rivers State. Specifically, the study sought to:

Determine the relationship between interest and

academic achievement of students in Fine and Applied Arts in selected tertiary institutions in Rivers State.

Research Question

One research question guided the study;

What is the relationship between interest and students academic achievement in Fine and Applied Arts in tertiary institutions in Rivers State?

Research Hypothesis

One null-hypothesis was tested at 0.05 level of significance.

Ho: There is no significant relationship between students' interest and their academic achievement in investigating the relationship between students' interest and their academic achievement in Fine and Applied Arts in selected tertiary institutions in Rivers State.

Research Methodology

The study would adopt the correlation design to establish the relationship between attitude and students academic achievement in Fine Arts. The population of the study consisted of 77 Fine and Applied Arts students selected from three tertiary institutions in Rivers State. The entire population of 77 students selected was used for the study. The instrument tagged. The instrument "Students Interest and Academic Achievement in Fine and Applied Arts Scale (SIAAFAA), used in gathering data for the survey is the questionnaire: the questionnaire was structured strongly agree, agree, disagree and strongly disagree, which expresses their interest towards Fine and Applied Arts. Person Product Moment Correlation Coefficient (PPMC) technique was used at 0.07 level of significance. Results obtained from the respondents were analyzed using t-test statistical method to determine the acceptance/rejection of the null hypothesis at 0.07 level of significance.

Results

What is the relationship between interest and students academic achievement in Fine and Applied Arts in tertiary institutions in Rivers State?



Table 1: Mean Responses and Standard Deviation of Male and Female on Students Interest and Academic Achievement in Fine and Applied Arts in Tertiary Institutions in Rivers State
N = 77

S/N	Items	X	Std
1.	Ability to read often without being forced enhance my academic performance	2.44	0.72
2.	My regular reahalsals enhances my high level of academic performance	2.83	0.89
3.	High level of interest in my study aid me to perform very well academically	2.69	0.81
4	Taking delight in study is one of the methods for high level of academic achievement	2.78	0.83
5.	Regular reading in library is a method for high level of academic achievement	2.76	0.85
6.	Punctuality to classes aid me to perform highly in my studies	2.69	0.81
Grand Mean/SD		2.70	0.82

The results in Table 1 contain the mean responses and standard deviation of male and female on students' interest and academic achievement in Fine and Applied Arts in tertiary institutions. The mean set for each item is above the criteria mean of 2.50. The grand mean responses of 2.70 and

0.82 for male and female students' interest and academic achievement in Fine and Applied Arts respectively are greater than criterion mean of 2.50. Hence, it is accepted that interest enhances academic performance.

Table 2: Person Product Moment Correlation of Students Interest and Academic Achievement in Fine and Applied Arts

Sex	Respondents	Responses	Academic Achievement	Correlation Coefficient
Male	33	137	271	0.31
Female	44	215	337	0.65
Total	77	352	127	0.71

Table 2 above shows that there is positive relationship between interest and students academic achievement in Fine Arts. The responses of the respondent 352 and total coefficient is 0.87 with 77 scores of academic achievement score. In summary, students' interest towards Fine Arts is positively related to their academic achievement (0.87).

Discussion of Findings

Students Interest and Academic Achievement in Fine and Applied Arts

The finding reveals a significant relationship between interest in Fine Arts and academic

performance of the students. Those who were interested in Fine Arts perform better than those who do not have interest in the subject. The result is supported by the study carried out by Enyekit and Ubulom (2009), which revealed that interest is positively and significantly related with academic achievement. This finding therefore agrees with researchers who observed that successful students were found to have higher interest of achievement than unsuccessful students. In the same vein it agrees with the findings of (Ukpong & George, 2013). Other studies are also conducted by Broussarel and Garrison in Ajewole., Ogonni, & Okedeyi, (2006), also found that there was significant



relationship between academic performances and interest. Also these finding affirm the findings of this present which noted that interest play significant role in students achievement in Fine and Applied Arts as well as other subjects.

Conclusion

The implication of the findings to education is that the relationship between students' interest and academic performance means a lot to the teachers and individuals since it influences students' academic achievement. This could be as a result of differences in interest towards Fine and Applied Arts. Students who found Fine and Applied Arts interesting, useful and important

achieved better than those who do not have or show concern or interest in the subject.

Recommendations

1. Adequate seminar should be introduced to parents annually on how they should influence their children in area of subject choice.
2. Students should be encouraged to develop interest in the subject.
3. It is the opinion of the researcher that teachers should continue to play important roles to build up the students mind set in area of subject choice.

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