

Meeting Fine And Applied Art Instructors' Entrepreneurial Competency Needs for Assisting Secondary School Leavers towards Job Creation In South-East Nigeria

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Abstract

The study sought to determine the extent fine and applied arts instructors acquire the needed entrepreneurial skills that would change the wrong motivate of dependency syndromes among Nigerian secondary school leavers. The scholars reviewed fine and applied art skills that would enable fine and applied arts instructors to properly educate and acquaint their learners with appropriate thoughts about entrepreneurial skill development. The study was guided by two main objectives and two research questions. The study was carried out in South-East, Nigeria. The study population was 115 fine and applied arts instructors while 55 were sampled using a simple sampling procedure. A structured questionnaire was used as the instrument for data collection. The instrument was face-validated by three experts, two in the field of Fine and Applied Arts and one in Measurement and Evaluation all in the University of Nigeria Nsukka. Mean and standard deviation was used to answer the research questions. The finding showed that fine and applied arts instructors balance knowledge on entrepreneurial skills would enable secondary school leavers an opportunity to create a job for themselves instead of depending wholly on the state and family after graduation.

Keywords: Fine And Applied Art, Instructors, Entrepreneurial, Competency Needs, Secondary School Leavers, Job Creation, South-East and Nigeria.

1. Introduction

Human creativity has been the sustainability of every human environment. Man lived interdependently from the source of each other. To accomplish the desired goal especially among secondary school leavers, who graduate from schools with little or no job skills; fine and applied art instructors, need effective communication and accessibility entrepreneurial skills competency skills in order to impact school leavers. There are notable artistic programmes that would enable fine and applied art instructors to enrich graduating students of secondary leavers with entrepreneurial skills for job creation. According to Wikipedia (2013) asserted that fine and applied art artistic programmes are to include acrylic colours, oil painting, charcoal, sculpting, aquarelle, and ceramics among others. Adeyemo (2009) noted that students at all levels of learning can express their creative

and artistic potentiality by gaining adequate and required knowledge about fine and applied art programmes.

In making the distinction in the fine and applied art field, Adeyemo (2011) stressed that fine art has to do with the free-hand approach while applied art concentrates on the technicality and materialized work. Deducing from the above, fine arts entails object production and beautification without practical use while applied arts centred on decorative or design making in the practicality of real objects. Thus, applied arts according to Oxford Dictionary (2004) are to include: architecture, industrial design, ceramic art, fashion design, automotive design, interior design, calligraphy, cartographic design and graphic design. According to Popova (2012), art is not a thing, but it is a way. Art generally, according to Ogumor (2002), is a way of life. It is the power of doing anything. It means any skill, trade, craft or acquired expertise. Art is further described as a visual object or experience consciously created through an expression of skill or imagination (Encyclopaedia Britannica, 2010). Art builds creativity and creative minds create self-independence cum realization. Mike (2011) asserted that artists create painting, philosophy, music, movies, architecture, computer design and books.

Furthermore, every fine and applied arts instructor needs entrepreneurial communication competency and entrepreneurial accessibility competency in order to add value to the lives of secondary school leavers in Nigeria and South East in particular and the world in general because entrepreneurial skills are much needed in and amongst secondary school leavers. Adeyemo (2011) saw fine and applied arts as the skills and imagination in the creation of artistic objects, experiences or environment that is shareable amongst others. Wright in Popova (2012) posited that art is a discovery and development of elementary principles of nature into beautiful forms suitable for human use. No wonder Benedetto Croce in Emezie (1985) stated that 'art is expression. Egonwa (1988) asserted that art is the result of the manipulative skills applied by man, usually, a gifted person to express an idea in a chosen medium, which divorced from any uses to which it may be put, that has the sole purpose of giving a rewarding emotional experience.

Entrepreneurship is unique in the sense that, unlike many other courses, it seeks to change people's attitudes and beliefs and to equip them with the skills necessary to plan, launch, and successfully manage their own business enterprises and that of others as well. Entrepreneurship is the type of educational process geared towards equipping individuals with creative and innovative ideas that will enhance self-employment and job creation (Ibe, 2008). Entrepreneurship according to Huberman (2013) inculcates in individuals skills that enable them to confront situations in creative and innovative ways. Huberman further explained that such entrepreneurial individuals create jobs for themselves and others thereby reducing unemployment. Even when such individuals are employed by other enterprises, they as entrepreneurs easily become agents of business expansion and growth leading to the creation of more business opportunities and more jobs. Owolabi & Jegede (2012) in their study on the importance of entrepreneurial skills among secondary school students noted that entrepreneurship is a carefully planned process that eventuates into the acquisition of entrepreneurial competencies through appropriate curriculum content.

Consequently, entrepreneurial skill is simply the necessary set of skills required to be an entrepreneur. In other words, entrepreneurial skill is that necessary skill an individual needs to become a competent business owner and to successfully run a business or add value to work (Jonassen, 2008). These entrepreneurial skills include communication skills; creative/innovative skills; decision-making skills; problem-solving skills; planning and organizing skills; risk management skills; self-management skills; technological/technical skills; teamwork skills; learning skills; initiative skills; enterprise skills; financial skills; managerial skills, marketing/saleable skills; interpersonal relationship skills; integrity skills; practical skills; assertiveness skills; leadership skills; listening skills; openness to change and business identification skills (Means & Olson, 2008). In the context of this study, entrepreneurship is the education or training of an individual in the occupation of their choice

The application of entrepreneur skills targets the individual ability for self-independent. Agu (2004) noted that entrepreneurship provides individuals with a lot of opportunities to experience a variety of training required in industrial environments, enhance healthy competition among them, enable them to cultivate speed and accuracy in the production of goods and services as a result of constant practice and foster the opportunity for trainees to acquire good public relations and skills through regular interaction with the client. It suffices to say that proper application of fine and applied arts rudiments by the fine and applied instructors will help to facilitate successful and competent job creation actualization by secondary school leavers in South-East, Nigeria. It is as a result of the great advantages that fine and applied art instructors offer, that Nigerian educational reforms stressed the importance of introductory technology in secondary schools during the 32 ministerial council meeting of the National Council on Education in 1987 (FRN, 2013). It is assumed that if government policy has been implemented, the secondary school leavers and other individuals in the school system must have acquired needed entrepreneur skills for the competency of job creation. It is, therefore, pertinent to investigate the role of fine and applied art instructors in acquiring entrepreneurial competency needs of secondary school leavers for job creation in Southeast Nigeria. **2. Significance Of The Study** Every individual needs competency in her area of operation for quality accomplishment; it is on this assumption that fine and applied art instructors need entrepreneurial competency and entrepreneurial accessibility competency in order to improve the standard of living among secondary school leavers who in most cases embark on antisocial behavioural vices in order to earn living in their respective environment because of lack of job creativity skills among other. Fine arts according to Agbotor (2004), has to do with beauty appreciation. The author stressing further stated that fine art describes a branch of art that appeals to man's higher emotions and sense of beauty. Mike (2011) noted that fine art includes painting, sculpture and drawing, painting and sculpture belong to this branch of arts while applied arts are making objects to perform a defined purpose and function.

It is because of the relevance of fine and applied art that scholars believed that fine and applied art can eliminate joblessness by creating millions of jobs among Nigerian youths. Scholars believe that this laudable objective can be achieved if fine and applied art instructors will be fully furnished with entrepreneurial communication competency skills and entrepreneurial accessibility competency skills. Therefore, fine and applied art instructors are individuals decorated in two disciplines, just as the name applies "fine and applied art". According to Ponky (1991) applied arts refer to the application of aesthetics and design to objects of function and everyday use. Whereas Fine arts serve as intellectual stimulation to the viewer or academic sensibilities, the applied arts incorporate creative and design

ideals to objects of utility, such as a magazine, cup and decorative park bench among others. In summary, Adeyemo (2012) asserted that fine and applied arts are visual arts. According to the scholar, visual arts are art forms that create works that are primarily visual, such as drawing, ceramics, painting, printmaking design, sculpture, craft, video, photography, filmmaking and architecture among others. So, acquiring required fine and applied art skills would enable quality education among Nigeria secondary school leavers especially among those in South-East, Nigeria.

Education makes a nation spell out in unequivocal terms the philosophy and goals that underlie its investment for development. In Nigeria, it is observed that education emphasizes assisting the individual child to be self-reliant which is the primary goal of fine and applied art and needed to be facilitated by the fine and applied art instructors. This learning philosophy guides the teaching and learning exercise of fine and applied art at all levels especially at secondary schools where the minds of learners are still little or un-distracting. Secondary school education is one of the levels of schools for learning. Secondary school Education according to Ayodele (2007) is referred to education, which is provided to children that graduated from the primary level of education. Students found here are in most cases between the ages of 11 and 18 years and are being operated in two levels (that is, junior and senior secondary). Consequently, this level of education inspires students with a desire for self-improvement and achievement of excellence, among others. Thus, Secondary school leavers are those individuals who had graduated or finished secondary education. They are a set of individuals seeking admission in different tertiary institutions or venturing into different trading of their choices in order to become self-reliant. They are been taught subjects like introductory technology in order to have balanced learning and become job creators than job seekers (Chukwuka, 2013). Therefore, fine and applied art instructors will facilitate secondary school leavers competency on entrepreneurial skills, as the school environment where a child finds oneself, goes a long way in determining one's competency on entrepreneurship skills.

3. Review Of Related Studies

Anaele (1997) carried out a study to identify entrepreneurial competencies need by technical college students for self-employment. The study was a survey type that covered five Eastern States which include: Abia, Anambra, Enugu, Enugu and Imo State. The findings revealed that 90 entrepreneurial competencies are needed by technical college students for self-employment. Oko (2011) conducted a study on the entrepreneurial competencies required by technicians for success in the small scale automobile maintenance industry in Benue State. A survey design was used for the study. Based on the data analyzed, it was found out from the study that the following competencies were required for success in the automobile maintenance industry in Benue State. The study further revealed that technicians require 24 personality competencies 27 managerial competencies 14 marketing competencies, 15 accounting and bookkeeping competencies and 13 human relation competencies. The study also revealed 10 strategies for equipping the entrepreneurs with the competencies for success in the small scale automobile maintenance industry. Ente (2009) investigated the entrepreneurial competency required by students of the school of agriculture in South Western Nigeria for processing cocoyam into flours and chips for employment on graduation. It was also found out from the hypotheses tested that there is no significant difference in the mean responses of instructors and food processors in the thirty-three (33) entrepreneurial competency items.

4. Objectives Of The Study

The main purpose of the study is to determine the role of fine and applied art instructors in acquiring entrepreneurial competency needs of secondary school leavers for job creation in South-East, Nigeria. Specifically, the study seeks to determine:

- Role of fine and applied art instructors in acquiring entrepreneurial communication competency needs of secondary school leavers for job creation in South-East, Nigeria.
- Role of fine and applied art instructors in acquiring entrepreneurial information accessibility competency needs of secondary school leavers for job creation in South-East, Nigeria.

5. Hypotheses Of The Study

- There is no significant role of fine and applied art instructors in acquiring entrepreneurial communication competency needs of secondary school leavers for job creation in South-East, Nigeria.
- There is no significant role of fine and applied art instructors in acquiring entrepreneurial information accessibility competency needs of secondary school leavers for job creation in South-East, Nigeria.

6. Population And Sample

The population includes fine and applied art instructors. The investigators used a simple random sampling technique and randomly selected 115 fine and applied art instructors in South-East, Nigeria.

6.1. Statistical Techniques Used in the Present Study

Mean and Standard deviation was used to analyze the data.

6.2. Data Analysis and Interpretation

Table.1. showing the Mean rating on the role of fine and applied art instructors in acquiring entrepreneurial communication competency needs of secondary school leavers for job creation in South-East, Nigeria

	Entrepreneurial Communication Competency Needs for Job Creation	\bar{X}	SD	DEC.
1	Teaching students entrepreneurial skills using computer	3.29	.68	A
2	Engaging students on any business idea using technological devices	2.59	1.22	A
3	Teaching introductory technology using visual materials	3.47	.79	A
4	Using practical objects in interaction with students	2.94	1.02	A
5	Discussing business with students frequently	3.05	1.08	A

OVERALL MEAN	3.07 0.96 A
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X= Mean, SD=Standard Deviation, Dec. = Decision

The result in table one shows the mean scores and standard deviation of responses on the role of fine and applied art instructors in acquiring entrepreneurial communication competency needs of secondary school leavers for job creation in South-East, Nigeria. Results showed that items 1-5 had mean ratings 3.29, 2.59, 3.47, 2.94 and standard deviation of .68, 1.22, .79, 1.02 and 1.08 respectively. These mean scores are above the 2.50 set as criterion level for accepting an item. This means that the respondent agrees that the above-listed items were the role of fine and applied art instructors in acquiring entrepreneurial communication competency needs of secondary school leavers for job creation in South-East, Nigeria

Research Question Two

What is the role of fine and applied art instructors in acquiring entrepreneurial information accessibility competency needs of secondary school leavers for job creation in South-East, Nigeria?

Table 2: Mean ratings on the role of fine and applied art instructors in acquiring entrepreneurial information accessibility competency needs of secondary school leavers for job creation in South-East, Nigeria

Entrepreneurial Information Accessibility Needs for Job Creation

	Entrepreneurial Information Accessibility Needs for Job Creation	\bar{X}	SD	DEC.
1	Teaching and learning of fine and applied art suppose to expose to different entrepreneurship skill	3.17	1.07	A
2	Fine and applied arts instructors can teach entrepreneurial skills using computer	3.05	1.19	A
3	Secondary school management suppose to organize skill orientation for students from time to time through fine and applied art instructors	3.01	.87	A
4	Fine and applied instructors teach students different business ideas	3.35	1.05	A
5	Fine and applied instructors provide necessary skill acquisition sensitization for them to keep students posted on entrepreneurial skills	3.35	1.16	A
	OVERALL MEAN	3.19	1.07	A

Mean, SD=Standard Deviation, Dec. = Decision

The result in table 2 shows the mean scores and standard deviations of responses on the role of fine and applied art instructors in acquiring entrepreneurial information accessibility needs of secondary school leavers for job creation in South-East, Nigeria. The result showed that all the items in table 2 had mean scores above the 2.50 set as criterion level for accepting an item. This means that the respondents agreed that the items are the role of fine and applied art instructors in acquiring entrepreneurial information accessibility needs of secondary school leavers for job creation in South-East, Nigeria. The overall mean of 3.19 with a standard deviation of 1.07 showed that all the items in table 2 are the role of fine and applied art instructors in acquiring entrepreneurial information accessibility needs of secondary school leavers for job creation in South-East, Nigeria.

8. Conclusion

The study was carried out to find out the role of fine and applied art instructors in acquiring entrepreneurial competency needs of secondary school leavers for job creation in South-east Nigeria. Thus, from the research findings, it is obvious that fine and applied artistic and entrepreneurial skills are not significantly utilized for effective communication by fine and applied art instructors in secondary schools in South-East, Nigeria. This could be attributed to inadequate provision of fine and applied art instructors across all secondary schools in South-East, Nigeria, which mean that government policy on the provision of manpower for the improvement of teaching and learning in secondary schools is yet to be implemented in South-East, Nigeria.

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