

Evaluating Desterbility of Art Programmme in Public Basic Schools for Good Leadership in Africa: A Case of Awka Central District of Anambra State, Nigeria

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Abstract

The aim of this paper is for restructuring of Art programme in Nigeria from the grass root (Primary and Secondary levels) due to its magnificent skills to humanity especially in leadership for good governance that seems collapsing. Art in these levels of education have been facing so many challenges in Nigerian education system for decades. Wrong placement of Art in the curriculum, non-teaching of Art programme by majority of the schools in Nigeria, lack of Art teachers, misconception and so on have been problems facing growth of Art in Nigeria. The study derived focus from selected primary schools in Awka Central District of Anambra State, Nigeria. The study adopts descriptive survey design. Through multi-stage sampling technique, the population is drawn from four (400) hundred respondents which comprised of teachers and students. The researcher developed structured questionnaire titled (Examine Detestability of Art Programmme in Nigerian Public Basic Schools Questionnaire, EDAPNPBSQ)) to collect relevant data for the study. Three research questions were posed, and one hypothesis was tested in the study. The research questions were answered using mean and standard deviation, while the hypothesis was tested using t-test at .05 level of significant. Based on the findings most basic schools in Akwa central do not teach Art, lack Art teachers, face too short time period of 45minutes for teaching of Art, and so on. Recommendations was made and among others that Minister of education should endeavor to see that teaching of Art is made compulsory to all the Public Basic schools in Nigeria with sufficient time frame of 1hour 30 minutes a week for ideal practical method of teaching of Art.

Background to the Study

The world is full of challenges that required good leadership to address the situation for everlasting reliable solution. The ability to point out these challenges in the world and addressed them is very impressive step for good leadership. The acquisition of good leadership qualities to address good governance among the leaders in Africa especially in Nigeria cannot be overlooked as this will give room to address ugly situations for good in the society. This is to say that to achieve good governance and leadership in Africa, there must be criterion expected of a leader and among others education must be on the top priority. As one of the strongest weapons for good governance, proper education programmes and its methods of teaching should be hold firm for sound knowledge. On the other hand, lack of sound knowledge is a bottleneck in addressing challenges by a good leader for good governance for sustainable development in the country. Nigeria as a giant of Africa is not exclusive from this statement. This is to say that every discipline of education in Nigeria should be properly equipped for promotion of high education standard for good leadership and governance in the country. Undoubtedly, all the programmes in Nigerian education system are not captured and fixed to the level and standard expected of them especially Art programme.

Art programme in basic (Primary and Secondary) level of education in Nigeria for decades have been facing challenges (lack of teachers, misconception, most schools do not offer art, etc) that seems impossible to address and if care is not taken may lead to gradual demise of the Art in these levels of education in Nigeria. It is worthy of note that critical thinking, skills, good quality and morals Art offers is better engulfed and rooted in an individual at the tender age of life. This will enable a child to grow deeper with good understanding of the environmental norms and values that will mold the individual for good life especially for good leadership and governance for sustainable development in the country. Hence, any leader who does not meet up with basic criterion in education qualification needs to be disqualified in politics. Undoubtedly, such a leader will never be in position to address the global change in the present societal challenges and crises and achieved successful. Therefore, a country without sound education among the citizens will seemly not produce a credible leader that can handle critical societal issues facing humanity in the society. This is to say that the impact of education in leadership in Africa especially in Nigeria is very crucial and cannot be overlooked.

Hence, education in Art programme for good leadership position is very essential due to its skills knowledge that prepared an individual for good leadership position to face all kind of societal problems and challenges. Even on changing circumstances knowledge of Art skills will help a leader to face new situations and challenges and take quick decisions. On this note one may ask, who is a leader? Who is a good leader? What are the influences of Art on a good leader for achieving good governance? What is the possibility of achieving good governance through Art? This study therefore addresses the need for good leadership position through knowledge of Art skills from tender age of a child to adult by restructuring of Art programme with deep practical methods of teaching at the Basic level of education in Nigeria for proper knowledge of Art skills. The knowledge of

Art skills from this level will not only sharpen a child with undiluted skills to live and rule but will also fill a child with skills to rule as a model of emulation. Therefore, if such restructuring is done in Nigerian Art programme in Nigeria, will go a long way in molding a leader with deep qualities of Art skills for addressing some critical issues and challenges in the society without stress. It will also help to develop sound skill knowledge in Art for human sustainability among the individuals in Nigeria and the globe at large. Using the pupils and teachers from selected public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria as main focus, the study will assess the detestability of Art programmes in Public Basic schools in Awka Central District of Anambra State, Nigeria which seems untouched by other researchers.

Statement of Problem

Art is power and light of a nation as well as engine for good leadership position for sustainable development of a country. Art encourages skills for emotional well-being, creativity, critical thinking and so on. The values of Art to the society cannot be over emphasized. Unfortunately, misconceptions associated with Art seemly generate wrong ideas that distracted people from studying Art. Secondly, wrong placement of Art subject (Cultural and Creative Arts) in the curriculum as well as 45minutes period of teaching never encouraging in studying Art at Basic level of education in Nigeria, just to mention but few. In primary level of education in Nigeria, observation confirmed so many lapses that could lead to gradual demise of Art in Nigerian education system. Though in the curriculum Art is there, but not well placed and taught in the majority of Nigerian basic (primary and secondary) schools. Some basic schools that teach Art also lacked qualified art teachers and some other challenges. This is not encouraging and may lead to collapse of Art in Nigerian education to all levels. This study calls for the need for revival of Art in Basic schools (primary and secondary) in Nigerian education which seems forgotten in order to catch them young and develop hidden skills in them. The skills are life time knowledge that will help them face human activities and responsibilities in the society, especially leadership position in the country which seemed collapsed. Although many researchers have delved into Art in so many dimension, but no attempt seems to have been made to view the detestability of Art programme in this form in Public Basic schools in Awka Central Districts Anambra State, Nigeria for good leadership and governance for sustainable development in Africa, especially Nigeria.

Area of the Study

This study is concentrated among selected four Public Basic (primary and secondary) schools each in Akwa Central District of Anambra State, Nigeria. The study focus on discovering problems facing detestability of Art programme in Public Basic level of Nigerian schools and seek for total restructuring to promote study of Art programme in Africa especially in Nigeria for skill knowledge and good leadership position in Nigeria as well as African countries at large for good governance for sustainable development in Africa. Meanwhile, Awka Central District is in the East of Nigeria. The indigenous are well known for education and with the coming together of the strangers many great primary, secondary and tertiary schools were built in the area. Presently, the population

of primary schools in is about 106 schools while secondary are about 27 schools. From these schools, four each was selected from primaries and secondary for this study and the questionnaire is evenly distributed among the selected schools. Below is the table distribution.

Table Showing the Distribution of Number of Questionnaires used for selected Public Basic Schools

Table 1: Distribution of Number of Questionnaires used for selected Public Basic Schools

S/N	Primary Schools	Number of Respondent	Secondary Schools	Number of Respondent
1.	Primary A	50	Secondary A	50
2.	Primary B	50	Secondary B	50
3.	Primary C	50	Secondary C	50
4.	Primary D	50	Secondary D	50
	Total	200		200

Grand total of Questionnaire Distributed to the Schools =400

Objectives of the Study

The objectives of this study are to:

- i. Examine the factors influencing the detestability of Art programme in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria.
- ii. Identify the valuable skills acquisition Art offers to humanity among the pupils and students in the Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria.
- iii. Examine the influence of socio-cultural values on the knowledge of Art skills to humanity (a leadership position) for good leadership among the pupils and students in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria.

Research Questions

To guide this study the following research questions were put forward:

1. What are the factors influencing the detestability of Art programme in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria?
2. What valuable skills acquisition Art offer to humanity among the pupils and students in the Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria?
3. What are the influence of socio-cultural values on the knowledge of Art skills to humanity (a leadership position) for good leadership among the pupils and students in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria?

Research Hypotheses

To answer the research questions above, the following hypotheses were put forward.

- HO₁:** There is no statistically significant influence of factors on the detestability of Art programme among Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria.
- HO₂:** There is no statistically significant influence of acquisition of valuable skills Art offers to humanity among the pupils and students in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria.
- Ho₃:** There is no statistically significant influence of socio-cultural values on the knowledge of Art skills for humanity (a leadership position) for good governance among the pupils and students in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria.

Leadership is a thing of joy that evolved in any circle of life; family, organization, society, and so on in order to achieve desired goals. Leadership occurred when there is a leader and follower. According to Kouzes and Posner (2022) leadership ceased to exist without these two elements: the leader and the follower. This is because Leadership is a process of individual influence on a group that aimed at the achievement of common goals of the group or organization (Benscotte and Rothwell, 2012). However, a leader is someone who has vision, who desires to build something and bring something new into the system (world). He is someone who has understanding and sympathy for others, forges ahead with strong connections with others and keeps everyone on the right path. This is to say that a good leader leads by example and tries to establish strong trusting relationship to his followers. In African countries, the reverse is the case, especially in Nigeria where leaders are more interested in their selfish interest. They do not care about their followers, but care most about themselves and families. There is no orderliness, no check and balance in doing things. This can only be seen in the system where a leader could not identify his/her position as a leader. It can only be seen where the leader is not educated, nurtured and groomed with necessary qualities and skills for leadership position. However, a good leader who has zeal to lead goes extra miles to equip his/her with all it takes to be in leadership position. According to Anderson (2015) a good leader is one who has the confidence to stand alone, the courage to make good decisions, and the compassion to listen to the needs of others. He further expressed that such person does not set out to be a leader but becomes one by the equality of his actions and the integrity of his intent.

Art and leadership

Art and leadership have always been intertwined in Africa from ancient times. The structure is side-lined in such that no civilization can separate them. Based on the oral history, when the kings reigned supreme, art was used to enhance and fortify their rule. There were checks and balances that ensured fairness in the leadership through the knowledge of skills in Art (Goleman, 2000). These skills have great influence on a good leader for achieving good governance. This can be achieved by the leader's ability to identify the skills and proper application of the skills to achieve good governance. This is to say that

Art is unexpected tool to develop leadership skills as well as powerful tool for leaders to leverage team engagement, trust, moral and creative problem solving (Linked, 2021). It should be on this notion that Eden (2022) is of view that Art is incredibly important and its significance can be measured in many ways. More so, most of products and materials used at homes, offices and environments are works of Art. In global world, Art helps to shape cultures and builds a better understanding of mankind into international stage (Tccd, 2002). In leadership, Art is also filled with the communicative abilities and impact interactive abilities that help to comprehend who we are as humans that showcase creative skills for good leadership which can be confidently achieved when the rightful attitudinal skills are applied (Linked, 2023). Based on the above citations, one can confidently asked, what are the qualities and skills a leader will develop to reach full potentials in leadership?

Art Skills for Good Leadership and Governance

Based on Varney (2023) the qualities of a good leader for good governance are seen as being

1. **Self-awareness:** This entails being deeply involved on how things are done and send positive responses to every situation. Fully present and share attention/feeling with his followers.
2. **Humility and Empathy:** A good leader should be able to advocate for others and puts the needs of others before his own.
3. **Accountability/Credibility:** A good leader should be truthful, trustworthy and accountable to his words. Hence, Kouzes and Posner (2022) are of opinion that credibility is one of the most important characteristics of a good leader should have and gained popularity.
4. **A role model:** A good leader is ever ready to set good example to others.
5. **Constant and consistent:** A good leader should be able to build good communication relationship with others.
6. **Adaptability:** A good leader should be able to face constant changing environment. Adapt to new situations and challenges and making quick decisions based on changing circumstances in the environment.
7. **Vision:** A good leader should have good plans and strategic decisions that provide direction and guidance to achieve desired goals.

It is worthy of note here that any good leader is essential to succeed with any of the above-mentioned qualities if knowledge of education is attached, but having deep knowledge of Art skills enhances. This is to say that good leadership can be developed and improved through consistent learning of Art skills. Skill is ability to think well and use knowledge effectively. Leadership skill is the insight to perform successfully in any given assignment or position. Leaders with creative mind promote free exchange of new ideas; inspire innovation through critical thinking developed from creative Art skills. According to Indeed (2023) leadership skill is the strengths and abilities of individual's demonstration that help to oversee processes, guide initiatives and steer followers towards achieving successfully. Therefore, focusing in Art programme in Nigerian education will go a long

way in developing knowledge of Art skills for promotion of good leadership for good governance for sustainable development in the Nigeria.

Methodology

This research was conducted with selected eight Public Basic (4 primaries and 4 secondary) schools in Awka town at Awka Central Districts Anambra State, Nigeria. It adopted a descriptive survey research design. The population for this study comprised of staff and students (male and female) that are believed to have good understanding of the questionnaire and give concrete information based on his/her knowledge. Multi-stage sampling technique was employed to select four (400) hundred responded that were used for this study. A researcher-designed structure questionnaire titled (Evaluating Detestability of Art Programmme in Nigerian Public Basic Schools Questionnaire, EDAPNPBSQ) was developed to collect relevant data for this study. The EDAPNPBSQ is comprised of two major sections, Section A and B. Section "A" sought for demographic information of the respondents, while section "B" contains twenty-three items which respondents were to indicate their levels of acceptance on a five-liket point scale Strongly Agree (4), Agree (3), Undecided (0), Decided (2) and Strongly Decided (1). In distribution of questionnaire, simple convenience sampling technique of a face-to-face contact was adopted to administer copies of questionnaire to individual respondents. The researcher distributed the questionnaire with the help of two research assistants from each school. The research assistants were trained by the researcher by explaining the essence of the study, the essence of face-to-face contact distribution and formats in responding to the items in case of questions from the respondents. The distribution of copies of the questionnaire was successfully done. The total of 400 questionnaires distributed was completely collected and used for analysis. Three research questions were posed, and one hypothesis was tested in the study. The research questions were answered using mean and standard deviation, while the hypothesis was tested using t-test at .05 level of significant.

Results

Table 2: Distribution of values of knowledge of Art skills in Public Basic Schools in terms of positive and negative influence.

Number of Respondents	Influence of Values of knowledge of Art skills	
	Positive	Negative
400	300	100

Table 2 above shows the distribution of respondents in terms of values of knowledge of Art skills based on positive and negative influence. The total number of respondents is four hundred. Of this number 300 are selected for positive influence, while 100 are for negative influence.

Research Question 1: What are the factors influencing the detestability of Art programme in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria?

To answer this question, each element will be considered to be sufficiently accepted if the mean (\bar{X}) ≥ 2.50 otherwise rejected or considered to be insufficiently acquired.

Table 3: Responses of the factors influencing the detestability of Art programme in Public Basic (primary and secondary) schools in Awka Central District of Anambra State, Nigeria (n=400)

S/N	Likely Items	SA (4)	A (3)	UND (0)	D (2)	D (1)	SD (M)	Mean	Std Deviation (SD)	Decision
1.	Most Basic Public Schools in Awka do not teach Art in the schools	250	130	0	15	05	3.53	1.87	Accepted	
2.	Most Basic schools that taught Art lack qualified art teachers	180	150	0	45	25	3.21	1.79	Accepted	
3.	Misconception in Art that is only drawing and painting, meant for males, illiterates and poor people demoralizes	98	202	0	60	40	2.88	1.69	Accepted	
4.	Artist are not recognized in the society	170	150	0	32	48	3.1	1.76	Accepted	
5.	Lack of patronage of Art products	160	180	0	35	25	3.18	1.78	Accepted	
6.	Wrong placement of Art programme in the Curriculum (primary: cultural art, while Secondary: Creative & Cultural arts	120	140	0	82	60	2.81	1.67	Accepted	
7.	Insufficient time allocated (45 minutes a week)	130	180	0	50	30	2.97	1.72	Accepted	
8.	Lack of Art materials and equipments	100	190	0	60	50	2.85	1.68	Accepted	
9.	Lack of infrastructures for effective teaching and learning	180	195	0	20	05	3.37	1.83	Accepted	
10.	Lack of interest among the citizens to study Art	170	165	0	15	50	3.13	1.76	Accepted	

Decision rule: Rate each activity as accepted if the mean $\bar{X} \geq 2.50$, otherwise unaccepted.

Table 3 above sought to determine the result of responses of likely items that define factors influencing the detestability of Art programme in Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State for humanity sustainability and nation's development. From the look of responses, the high grades mean results show that Art programme in Basic Public schools in Awka Central is highly covered with unavoidable factors for teaching and learning of Art in the State.

Research Question 2: What valuable skills acquisition Art offers to humanity among the pupils and students in the Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria?

Table 4: Responses on the valuable skills acquisition Art offer to humanity among the pupils and students in the Public Basic (primary and secondary) schools in Awka Central Districts of Anambra State, Nigeria (n = 400)

S/N	Items Statement	SA	A	UND	D	SD	Mean	Std Deviation	Decision
		(4)	(3)	(2)	(1)	(M)	(SD)	(D)	
1.	It helps to develop skills for self-reliance	250	70	0	20	60	3.27	1.80	Accepted
2.	It helps to develop skills for moral and cultural development	170	180	0	20	30	3.22	1.79	Accepted
3.	It helps to develop skills for leadership Position	190	160	0	150	35	3.93	1.98	Accepted
4.	It helps to develop knowledge of skills for environmental beautification	160	155	0	60	25	3.12	1.76	Accepted
5.	It helps to develop knowledge of skills on critical thinking and creative ability	180	140	0	30	50	3.1	1.76	Accepted

Decision rule: Rate each activity as accepted if the mean $X \geq 2.50$, otherwise unaccepted.

Table 4 above sought to determine the result of responses that define the valuable skills knowledge of Art can offer to humanity for nation's sustainable development. From the look of the responses, the high grades mean results show that Art programme offers reliable skills for humanity sustainability for nation's development especially on good leadership position for good governance.

Research Question 3: What is the influence of knowledge of Art skills to socio-cultural values for humanity (good leadership position) among the pupils and students in Public Basic schools in Awka Central Districts of Anambra State, Nigeria?

Table 5: Responses on the influence of knowledge of Art skills to socio-cultural values for humanity for (good leadership position) among the pupils and students in Public Basic schools in Awka Central Districts of Anambra State, Nigeria.

Responses on the values of knowledge of Art skills in terms of influence	POSITIVE INFLUENCE (N= 300)							NEGATIVE INFLUENCE (N=100)						
	SA (4)	A (3)	UND (0)	D (2)	SD (1)	M	SD	SA (4)	A (3)	UND (0)	D (2)	SD (1)	M	SD
1. It provides skills for good plans and guidance for strategic decisions to achieve desired goals of life	170	95	0	10	25	3.36	1.83	13	20	0	37	30	2.16	1.46
2. It provides a good leader with skills on standard role model.	100	150	0	30	20	3.1	1.76	20	17	0	30	33	2.24	1.49
3. It provides a leader with skills to build constant communication relationship with others/followers.	200	75	0	10	15	3.53	1.87	18	17	0	40	25	2.28	1.50
4. It provides a leader with skills in taken quick decisions in challenging issues based on changing circumstances	150	100	0	29	21	3.26	1.80	15	20	0	35	30	2.2	1.48
5. It provides a leader with skills to keep to his/her words and build on credibility/accountability to others	160	105	0	20	15	3.36	1.83	15	16	0	30	39	2.07	1.34
6. It provides a leader with skills of soft heart and being humble carry others a long	120	130	0	20	30	3.13	1.76	18	22	0	35	25	2.33	1.52
7. It provides a leader with skills for self-awareness; knowing thing and sharing with others in every situation	100	180	0	15	05	3.25	1.80	14	16	0	30	40	2.04	1.42
8. It provides a leader with skills for creative mind to engage in innovation, to bring new things in the system.	190	70	0	25	15	3.45	1.85	18	14	0	30	38	2.12	1.45
Overall mean						3.30	2.53						2.18	0.57

Table 5 above shows the responses of teachers, pupils and students on the influences on the values of knowledge of Art skills on humanity sustainability (a leadership position). From the responses, the high grade of mean shows that knowledge of Art provides sufficient skills for humanity sustainability especially skills for good leadership position for good governance. The overall mean responses on the positive influence (N = 300) is 3.30 with a standard deviation of 2.53 while that of negative influence (N = 100) is 2.18 with standard deviation of 0.57

HO₃: There is no statistically significant influence of gender on the values of knowledge of Art skills on humanity for leadership position.

Table 6: t-test of significance of difference between the mean responses of positive and Negative influence on values of knowledge of Art skills on humanity for leadership position

Variable	Group	Mean, X	Std.Dev	N	DF	t-cal	t-crit	Decision
Influence	Positive	3.30	2.53	300	398	0.43	1.96	Rejected
	Negative	2.18	0.57	100				

Decision Rule: Reject H_0 if $t\text{-cal} > t\text{-crit.}$, otherwise accept H_0 .

Table 6 presents the t-test of significance of difference between the mean responses of Positive and Negative influence of values of knowledge of Art skills for humanity position. From the table, the mean response of positive influence is 3.30 (N = 300, SD = 2.53) while that of Negative influence is 2.18 (N = 100, SD = 0.57). The t-calculated (0.43) is less than the critical value (1.96). Hence, H_0 is rejected showing that the knowledge of Art skills has a statistically significant influence on humanity for good leadership position for sustainable development.

Summary of Findings

The results of this study revealed the following:

Based on the results on Table 3 above, it is obvious that most Public Basic (primary and secondary) Schools in Awka Central District of Anambra State, Nigeria do not teach Art with high level of mean acceptance 3.53, Standard Deviation (SD) 1.87. While the high-level mean acceptance = 3.21 and SD = 1.79 confirmed that few of the Public Basic Schools in Awka Central District of Anambra State, Nigeria that taught Art lack Art teachers. Misconception with Mean = 2.88, SD = 1.69 show that pupils and student's interest on the study of Art was negatively affected as result of misconception. Wrong placement of Art in school curriculum and time framed of 45minutes have greatly affected teaching and learning of Art with Mean = 2.81, SD = 1.67, lack of infrastructures (Mean = 3.37, SD = 1.83) and all other factors in the table 2 above undoubtedly contributed greatly to detestability of Art in Public Basic Schools (Primary and Secondary).

Secondly, based on the findings on table 4 above, the results show that Art study helped in developing reliable skills for job creation as well as good leadership position. The high level of mean acceptance showed that knowledge of Art develops skills for self-reliance with Mean = 3.27, SD = 1.80 and leadership position with Mean = 3.93, SD = 1.98 and other skills that helped humanity development like skills for moral and cultural development (Mean = 3.22, SD = 1.79), environmental beautification (Mean = 3.12, SD = 1.76) and skill on critical thinking and creative ability with Mean = 3.1, SD = 1.76.

More so, the results in table 5 above with total response of overall Mean for Positive Influence = 3.30, SD = 2.53 and overall Mean Negative Influence = 2.18, SD = 0.57, reveal that Art has some valuable skills for humanity and the skills have statistically significant influence to humanity sustainability especially on the area of good leadership for good

governance. While the results in table 6 above representing hypothesis test show that the t-calculated (0.43) is less than the critical value (1.96), hence, H_0 is rejected showing that the knowledge of Art skills have a statistically significant influence on humanity for good leadership position.

Therefore, from the above analysis and results, it is obvious that Art is facing with high level of hindrances to develop in Nigeria education system since Art cannot have solid foundation in Nigerian Public Basic schools up till date. Based on this notion, it is obvious that teaching and learning of Art as well as the interest of pupils and students in Nigerian society still have a long way to go to impact real good practical knowledge expected from introduction of Art in Nigeria curriculum humanity sustainable development especially for leadership position. If care is taken may lead to gradual fading away of study of Art in Nigerian Basic schools, which may result to so many hindrances in achievement of sustainable development in Nigeria.

Educational Implications of the Findings

The findings of this work have several implications for teaching and learning. First, non-teaching of Art in most Public Basic Schools, lack of manpower and lack of qualified teachers are strong tools that can demote the interest of pupils and students in studying of Art in schools. Poor payment of salary without motivation in a way the other, lack of infrastructures and lack of conducive environment can cause laxity and bad attitude to classroom delivery among the teachers and can as well cause lack of interest on the side of pupils and students to study the subject. Undoubtedly, this will cause show down on the growth of Art in Nigeria.

Secondly, wrong placement of Art in the curriculum (Primary: Cultural art and Secondary: Cultural and Creative Art) does not really helping the teaching and development of Art in Nigeria because it does not create room for real theory and practical teaching in Art study. At times it does not give way for Art specialist to teach the course. Based on the oral interaction during field work, in most places specialist in Music turns to be teaching the subject. This is not encouraging. More so, the time framed of 45minutes cannot give room for proper teaching of practical subject like Art in Public Basic schools. Therefore, methods of Art teaching in way will only give birth to half-baked students in the system.

Thirdly, Art is subject that helps to develop different skills in a child and it is better introduced at the tender age when the zeal, spirit and interest are still there. In most cases, these pupils and students may not know they have such hidden skills in them and if they are not given attention, these hidden skills will gradually demise in them and the desired skills for humanity especially on good leadership may not be developed. This will seriously affect the expected skills desired for humanity sustainability for life.

Finally, difference skills acquired through Art among the pupils and students in Basic level of education tends to suggest that Art is abundantly filled with sufficient skill

knowledge to humanity for life existence, therefore, if abound to develop will affect the desired skills needed for developing countries of the world which Nigeria is not exclusive.

Contribution to Knowledge

The findings of this study have great contribution to the knowledge among the masses especially the growing youths as it will open their minds on the importance of Art in promotion of quality skills for humanity especially for good leadership position as well as rapid spread of cultural heritage worldwide through skill knowledge. Hence, the followings are confirmed:

Clarification of misconception: From the findings it is revealed that Art study is meant for male students only, and illiterate people in the society as well as course meant for drawing and painting only. More so, it is believed that Artist is not valued, and Art works are not appreciated in Nigeria. This will not only obstruct the level of understanding of values of Art to humanities but will also obstruct understanding of skill knowledge of Art especially on good leadership position for sustainable development. Thus, without the level of clarification in this study, the problem of misconception on Art study and the skill knowledge of Art wouldn't have been clarified.

Identification of Basic schools without Art teaching: The findings helped to identify that majority of Public Basic schools in Awka Central district of Anambra State do not offer Art and also lack qualified Art teachers. This calls for serious need for employment of qualified Art teachers in Public Basic School. It is also calls for the need of restructuring of Art at that level of education in Nigeria especially to the interest of the young youths that have more interest for foreign Art study.

Promotion of Values of Art Skills: Through this study the values of knowledge of Art skills are made known to generation and unborn. Hence, through this study, the youth of the present generation will be at great advantage of knowing various skills Art can offer and uphold them for humanity sustainability especially good leadership position for sustainable development.

Conclusion

From discussions so far, one should be made to understand that Art is an integral part of life and the contents reveal the artistic skill creation in man. Conclusively, it is hoped that this study would awaken the spirit of Government and interested members of the public on the value of Art to humanity and teamed up with the Government to see that grooming of the citizens in knowledge of Art skills starts from basic level of education in Nigerian system of education. Thus, place Art programme as the first priority in development and ensure that Art is placed at its rightful position that will encourage ideal theory and practical teaching of Art and rapid spread of knowledge of the skills for humanity especially good leadership position for sustainable good governance that seemed lost in African system of government and Nigeria precisely.

Recommendations

The findings of this study and its contribution to skill knowledge create very good understanding of Art and its values to humanities especially good leadership; therefore, the following recommendations are made:

1. Going by the values of Art, considering the excessive values especially in nation's development, Minister of education should endeavor to see that teaching of Art is made compulsory to all the Public Basic Schools of Nigerian education and to all tertiary institutions in Nigeria. This will help to see that proper acquisition of knowledge of Art skills is deeply rooted among the citizens of Nigeria from tender age in order to prepare them for humanity sustainability in the country especially for leadership position for good governance for sustainable development in Africa especially Nigeria as the giant of Africa.
2. Findings show that in Public Basic schools of learning in Nigeria, Art teaching seems so boring due to theoretical method of teaching instead both theory and practical. Therefore, Minister of education and the head teachers should see that normal method of theory and practical method of Art teaching is seriously maintained in Nigerian schools.
3. Since the acquisition of Art skills (especially leadership skills) can attribute immensely to good governance, Government should try and encourage learning of Art at Basic level of education by separating Creative and Cultural Art in the curriculum to be taught separately by professionals in the field. Secondly, change the period of 45 minutes of teaching of Art a week to one 1 hour 30 minutes twice a week. Government should also try and equipped the classrooms for good classroom delivery and for real theory and practical teaching of Art to take place rather than purely theoretical method of teaching and take-home assignment that is common practice in both primary and secondary methods levels of basic education in Nigeria. This will give ground for deeply rooted knowledge of Art skills among the young youth for good leadership and good governance in Nigeria.
4. Based on the result of the findings, Artist and Art products are not appreciated in the country, hence forth, the entire public should endeavor to appreciate Artist, accept Art products and patronize them. This will help in promoting the indigenous Art products in the country and encourage the youth to study Art in schools.

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