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**EFFECT OF COLLAGE TECHNIQUES ON COLLEGE OF EDUCATION STUDENTS' ACADEMIC PERFORMANCE IN PAINTING IN KWARA STATE**

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**Abstract**

*Educational technology aids the learner in order to achieve systematic solutions to human learning problems, by designing instructional material or aid that can help improve student performance, collage and assemblage techniques is an improvised techniques for teaching NCE II fine art student painting ,The objectives of this study were to: determine the connection that exists in the use of collage technique with local material on students' academic performance in painting, and to the availability of local instructional material on students' academic performance in painting, and to find out the effect on ability levels of fine art students' performance in painting, The research adopted an experimental research techniques, the experimental group were subjected to posttest of teaching with collage paint why the control group where taught painting the traditional teaching method, The study indicated that, there is a difference in the Performance of Fine Arts students' exposure to collage techniques with local materials painting, there is a difference between the performance of Fine Art students and the availability of collage local instructional material. There is a significant difference between experimental group and control group means core of Fine Arts Students performance in colleges of Education. ( $df=46;t=2.130;p,0.05$ ). Based on this result, hypothesis 1 is rejected, it was recommended that the artist should be prepared to meet challenges and make a significant aesthetic contribution to Nigeria art by making use of discarded materials.*

**Keyword:** Educational Technology, Fine and Applied Art, Painting

**Introduction**

As a practical approach to problem-solving, educational technology is playing a bigger role in Nigeria's efforts to continuously and realistically address educational issues. This is true because educational technology processes and products serve as instructional media, which are resources for improving student and teacher performance (Taiwo, 2019). According to Oderinde (2014) and Bolanle (2018), educational technology is the ethical research and practise of accelerating learning and enhancing performance through the development, application, and utilisation of suitable technological processes and resources. According to Onasanya and Adegbija (2017), educational technology helps learners find systematic answers to challenges with human learning. Consequently, the learner is the primary focus of all instructional activities, and this supports teacher-based instruction. As a result, there could be no learning resources without the learner and no measurement of success or achievement could be recorded in the production and utilization of educational technology materials without him or her. In short, the learner is very significant in all aspects of instruction. In this study, educational technology is seen as a component that relies on instructional designing for assisting the practices of teaching and learning.

This program's guiding principle is to give NCE students in the fine and applied arts academic and professional training. It aims to enhance students' aesthetic sensibility, artistic talent, and expression while also igniting curiosity and provoking inquiries about the theoretical and practical aspects, particularly as they relate to the teaching of the fine arts at the primary and junior secondary school levels (FRN, 2017). Such commendable educational initiatives should be backed up by a more effective teaching strategy, including collage techniques with regional content for instructional materials.

In contemporary Nigeria art, painting is one of the major vehicle of aesthetic expression. Also, in the school curricula, beginning from Nursery up to the University, art in general and painting in particular, plays a major role in education as in instructional materials design and production (Adedoyin 2016). However, the full utilization of this vehicle of art aesthetically in

our education system appears to be greatly hampered by scarcity of art materials and very high cost, when and where they are available (Olaniyan 2019). It is however felt that this should not be so, if we only care to stop and understudy nature, it provides us with abundant materials which we can put into artistic use almost at no cost (Johnson 2018).

Inputs and outputs are the two halves of education; inputs are the people and material resources, while outputs are the products and results of the educational process. If one wishes to research and evaluate the educational system in order to improve the performance effects of one component on the other it might be evaluated (Adebayo 2019). Both the inputs and outputs create a dynamic organic whole. According to Omotayo (2017), who claimed that educational instructional resources and instructional materials are lacking in schools and colleges while the use of available resources to facilitate the teaching of painting in art should be prioritised, the non-availability of instructional materials among other things in the teaching of art in colleges of education is a well-established issue of fact. This is in line with Okebukola's (2015) assertion that teachers should employ practical materials that go beyond the stereotypical teaching-learning process and make use of the environment's natural resources to improve successful teaching. According to Ogunniyi (2013), these resources are readily available in our immediate local area, thus in an efficient painting teaching, they should be used through the collage technique to enrich instructional design in painting and also aid instructional delivery.

Locally produced educational materials were described as products and services provided by the environment by Ojerinde (2017; Deji, 2018). It is also referred to as non-human materials since they can serve as a communicator or facilitator in addition to being a vehicle for teaching learners' new information, skills, and attitudes. Teaching resources, instructional materials, or educational resources are other names for locally produced teaching materials constructed utilising the collage process. Fashola (2019) claimed that instructional aides are everything a teacher does or employs to improve the quality of their education because of this.

Our surroundings are endowed with a wide range of resources for the instruction and study of painting in fine art. Students will be able to watch, manipulate, and develop their artistic

abilities when the resource is harnessed and used by art students. The usage of local materials aids in completing the painting design process. Olarinde (2016) argued that it's crucial to observe life in its natural setting. The implication is that using local educational resources as instructional materials will improve teaching-learning for preparing student teachers to teach art. Otati (2013) asserts that instructional materials encourage a stronger learning and longer retention of factual knowledge as well as an easier and better understanding of concepts. The author contends that making use of local resources can help in instructional resources for collage techniques in painting will facilitate painting teaching and learning and also help increase student performance.

Because fine and applied art is an elective topic in schools that only a small number of students choose to take, student performance should be substantially better in this area. It has a strong chance of contrasting favourably with other curriculum subjects (Otati, 2013). Additionally, parents, instructors, school officials, and even students in the fine and applied arts have very high expectations for improved student performance in these subjects. On the other hand, Fine and Applied Arts is a practical course that makes use of a variety of resources, and schools spend a significant amount of money each year to support its operations. Administrators and management of the school could be hesitant to keep funding an elective course that doesn't seem to be cost-effective (Otati, 2013).

However, in existing studies, much research has been done on the design and production intended for the purpose to teaching and learning, in various courses in vocational education and others, Ojerinde (2017); Deji, (2018); Olarinde (2016) and Otati, (2013), with hardly any on the effect of collage technique with local materials on the academic performance of students in Art painting from Fine and Applied Art education content especially in Kwara State to the researcher best knowledge. The extent to which local resources meant for the teaching of fine and applied art education courses. As a result, it's important to assess students' performance utilising a variety of interactive, purposeful learning tools. Therefore, this study looks into how collage techniques affect students' painting abilities at the colleges of education in Kwara state. More so, gender is becoming a recurrent factor influencing students' performance in several areas across different

disciplines of study. It is, therefore, intended to make a case out of this in this research.

### **Statement of Problem**

Concerned stakeholders in the educational sector are hopeful that the increased use of local content for instructional design as a teaching aid will improve teaching and learning. The problem of this study is the effect of collage techniques used by college of education student in their painting course which determine their performance; Due to western education's introduction of foreign influence in painting techniques, the local materials are being ignored. It has been noted that there aren't enough educational resources available while teaching art. This may be due to a lack of international and commercial art supplies and tools for different painting styles that were popular in the past but are no longer accessible to both students and teachers, which could impair students' engagement and performance in painting. Additionally, the lack of supplies and rising prices brought on by the global economic crisis, which has an impact on Nigerian foreign exchange and the importation of some goods, including materials for art instruction, have contributed to the poor performance of art students in fine art because they depend on these supplies for other painting techniques.

It is difficult for the pupils who previously painted using different methods to switch to locally available materials that are simple to obtain from their surroundings. Teachers are forced by this circumstance to verbalise content that would normally require concrete teaching resources. The exploitation of neighborhood resources does not exclude the students. They stay away from the option. Additionally, the scarcity prevents students from having access to crucial educational tools, forcing teachers to offer them in a haphazard manner. It is unknown how much local resources contribute to art instruction.

It is against this gap that the researcher intends to examine the effect of collage technique with local materials on the academic performance of students in Art painting

**Objectives of the Study**

This study set to investigate collage techniques paintings and its effect on college of education Ilorin students' performance in painting specifically to:

- i. determine the connection that exists in the use of collage technique with local material on students' academic performance in painting
- ii. find out the effect on ability levels of fine art students' performance in painting

**Research Questions**

The following research questions were postulated to guide the study.

1. What is the relationship that exists between students taught painting using collage local material and those taught painting without the use of local material based on student performance?
2. How does the availability of collage local instructional material affect the performance of painting in Art?

**Null Hypotheses**

The following null hypotheses were formulated to guide the study

H<sub>01</sub>: There is no significant difference between experimental group and control group mean scores of Fine Art students' performance in painting.

H<sub>02</sub>: There is no significant difference among high ability; medium ability and low ability levels

mean scores of Fine Art students' performance in painting.

**Methods**

The study employs a quasi-experimental design that is, pre-test, post-test, nonequivalent, non-randomized control group involving 2 x 3 factorial designs. Two levels of independent variables (collage techniques with local material paint and other methods of painting), and three levels of academic ability (high, medium and low) will be investigated in the study.

The two groups that is, the Fine and Applied Arts students in experimental group were exposed to instruction in collage with careful use of locally improvised art materials and control

group exposed to conventional teaching method that is, other methods of painting. The ability levels are high, medium and low.

All 200level (NCE 11) Fine Applied Arts students at Kwara State Colleges of Education in Ilorin and Oro make up the study's population. Mean and Standard Deviation were used to analyze research question one and two, t-test statistical analysis will be used to test hypothese one while hypothese two was analyze using ANCOVA. All hypotheses were tested at 0.05 significant levels.

### **Instrumentation**

The research instrument consists of instructional module based on the use of collage of assemblage technique with local material paint. It is expected that pieces of pointed papers, wrappers, stamps, wall paper and letter sticker will be principal elements employed for the experimentation generally speaking therefore, these element will be unified with work in another medium on flat background. Contemporary collages will embrace almost every substance knows to modern man. These include cardboard, cloth, plastic rubber canvas, leather. While a few of these are no flat surfaces, many others are on multi-dimensional surfaces.

### **Results**

**Research Question 1:** What is the relationship that exists between students taught painting using collage local material and those taught painting without the use of local material base on student performance?

**Table 1:** collage techniques with local materials on Fine-Arts Students' performances

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
Conventional painting	25	49.50	12.32
Collage Painting	30	55.96	8.63

Table 1 shows that the Fine Arts students who are taught other conventional painting method has the mean score of 49.50 with standard deviation of 12.32 while the students that are exposed to collage painting techniques with local materials have the mean score of 55.96 with standard deviation value of 8.63. This implies a difference in the value of mean score. Therefore, it can be said that there is a difference in the performance of Fine Arts students' exposure to collage techniques with local materials painting.

**Research Question 2:** How does the availability of collage local instructional material affect the performance of painting in Art?

**Table 2:** Availability of Collage Local Instructional Material on Fine Art Students Performance

Variable	Mean	Standard Deviation
Availability of Collage Painting	55.96	8.63
Performance	64.17	6.04

Table 5 shows that that availability of Collage Painting instructional materials has a mean score of 55.96 and a standard deviation of 8.63, while performance level have 64.17 as mean score and 6.04 as the standard deviation .This result shows' a difference in the mean scores. Therefore, it can be said that there is a difference between the performance of Fine Arts students and the availability of collage local instructional material.



**Hypotheses**

**Hypotheses One:** There is no significant difference between experimental group and control group mean scores of Fine Arts students' performance in painting.

Table 3: Summary of t-test on Fine Arts students' performance to collage painting techniques

Variables (posttest score )	N	Mean	Std.D	df	t	Sig(p)	Remark
Conventional teaching	25	49.50	12.32	53	2.130	0.000	S
Collage painting	30	55.96	8.63				

Table 3 shows the difference in performance of control group and experimental group taught using locally made instructional material through collage painting technique. The table shows that there is a significant difference between experimental group and control group mean score of Fine Arts students performance in colleges of Education. ( $df = 46$ ;  $t = 2.130$ ;  $p < 0.05$ ). Based on this result, hypothesis 1 is rejected .

**Hypothesis Two:** There is no significant difference among high ability; medium ability and low ability levels mean scores of Fine Arts students' performance in painting.

**Table 4:** Summary of ANCONVA showing Difference in the performance of low, medium and High Ability level of Fine Arts Students.

**Dependent Variable:** posttest scores

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Corrected Model	3828.285	3	1276.095	32.726	.000	
Intercept	13381.186	1	13381.186	343.164	.000	
Pretest	43.276	1	43.276	1.110	.298	
Ability	3725.029	2	1862.514	47.765	.000	S
Error	1715.715	51	38.994			
Total	140376.000	55				
Correct T	5544.000	54				

**R Squared** =.691 (Adjusted R Squared =.669)

Table 4 indicates that the calculated F- value is 47.765 with calculated sig .000 computed at critical level of (0.05). Since the calculated sig. 0.000 is lesser than the critical level 0.05, hypothesis 2 is here rejected. This implies that there is a significant difference among high ability; medium ability and low ability levels mean score of Fine Arts students' performance in college of Education. To ascendance where the significant difference lie, Scheffe post Hoc was carried out and the output is shown below.

**Table 5:** Scheffe Post Hoc Analysis

**Scheffe**

Ability Level	N	Subset for alpha = 0.05		
		1	2	3
Low	37	48.8649		
Medium	8		61.0000	
High	3			82.6667
Sig		1.000	1.0000	1.000

Means for group in homogeneous subset are displayed

a. Uses Harmonic Mean Sample Size=6.181

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type 1 error level are not guaranteed

Table 9 shows that Fine Art students with high ability performed better with mean score 82.67 in subset 3, it followed by Fine Arts students with medium ability level of mean score of 61.00 in subset 2, while the low ability score or level had mean score of 48.87 on subset 1. This implies that the high level ability Fine Art students performed better than other levels.

**Discussion of Findings**

The aim of this study was to experiment students' performance with local and found materials or objects in other to make collage assemblage. This required consulting certain sources of materials for existing literacy information's concerning improvisation with materials.

This was later following by collection of found objects and execution of certain projects based on the main theme of this study a means of finding possible solutions to performance of students in Art painting.

. A single report like this one, however. Cannot hope to present the works of all the major artists presently engaged in the collage assemble medium. There are some available outstanding examples which say a lot about the area when they were created and about the direction towards which art in general and the collage medium in particular may follow in the future.

Developments in Nigerian in the area of collage and / or related art was reviewed and works of masters like Bruce Onabrakaya and JiomhBrimoh among others were acknowledge in this study, collage assemble works were made with local and found materials. The various types of local and found materials which were used include- porcupine quills, feather, rope, bones, coin sand, stones, sawdust, wood bead, metals paper, brooms, sticks, cloth and many others. The descriptions of the materials and techniques were presented in chapter three of this report, which also serve as the catalogue.

## **Conclusion**

This study investigated digitalization of skills acquisition on the employability of business education graduate in Lagos state tertiary institutions. The study has empirically showed that acquisition of digital skills by Business education graduate is a *sine qua non* for preparing graduates' readiness for digitalized workplaces. The study vividly showed that level of integration of digital learning tools by institutions and level of graduate proficiency in digital skills will give Business education graduate competitive advantage in the job market. Based on the result from the findings of this study, it was concluded that there was a significant relationship between digitalization of skills acquisition in business education, integration of digital learning tools to business education programme and graduate proficiency level in specific digital skills and graduate employability.

**Recommendations**

Based on the results of the findings, the following recommendations were proffered:

1. While realizing that materials and techniques are a means to an end in art it is my firm belief that a basic, working knowledge of them would expand the artists' vocabulary for creative, personal expression. Materials should therefore be sought from within our localities. Artists should also endeavor to improve their skills using local materials.
2. The artist should be prepared to meet challenges and make a significant aesthetic contribution to Nigeria art by making use of discarded materials
3. Artists should try and purchase inexpensive local materials from markets as well as gabages in their vicinity. This could also (hopefully) encourage improvisation and exploratory attitude amongst our artists, art teachers and students in our society/institutions.
4. Government and curriculum developers should embrace student-centred learning approach in teaching and learning process so that instructional strategy like Web-enabled will be embraced by all the various stakeholders in the educational sector.

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