



**TEACHERS' AWARENESS AND UTILISATION OF DIGITAL TOOLS FOR  
IMPROVED ENROLMENT IN FINE AND APPLIED ARTS IN SENIOR  
SECONDARY SCHOOLS, EKITI STATE**

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**ABSTRACT**

*The study investigated teacher's awareness and Utilization of digital tools for improved enrolment in fine and Applied Art in senior secondary schools in Ekiti state. Survey research was used for the study with a population size of 82 students and 12 teachers selected from public secondary schools in Ekiti State, Nigeria. The sample were selected using a purposive sampling method. A self-designed questionnaire titled "teachers' awareness on utilisation of vodcast digital tool for teaching and learning Fine and Applied Art (TAUVDTQ), Integration level of digital tools into teaching and learning in secondary schools in Ekiti state (ILDTO) and Factors affecting low enrolment of students in Fine and applied art. (FALEFAQ) on a Four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used for the data collection for the research. The instrument was validated for face and content validity by experts in Test Measurement and Evaluation, Educational Technology and Fine and Applied Arts. The reliability of the instrument was 0.75 using Cronbach alpha to calculate the coefficient alpha for the instrument. The data was analysed using descriptive statistics as mean, percentages, and standard deviation. Findings revealed that the level of integration of digital tools for teaching and learning in Ekiti State is low. It revealed that Teachers are aware and can use digital tools for teaching and learning if made available. The result shows that the factors affecting students' enrolment for Fine and Applied Arts in Ekiti State are moderate. The researcher recommends that the integration of technological tools in the secondary schools should be encouraged by the government and school administrators to motivate teachers and students in the instructional process. Teachers should desire the use of Vodcast digital tools for teaching and learning Fine and Applied Arts having being aware of its uses for instructional purpose. The conventional method of teaching and learning of Fine and Applied Arts should be complimented with Vodcast Digital tool to attract the interest of students and improve enrolment at the senior secondary school level.*

**Keywords:** Awareness, Digital tools, enrolment, Fine and Applied Arts.

Digital transformation has been gradually embraced into the Nigerian Educational system. This is changing how teachers teach and how students learn by using tools like tablets, laptops, mobile phones and smart boards in classrooms. Digital technology prepares students for the digital world by providing interactive and engaging materials that support personalized learning (Okoh; Olowoyeye and Fakuade 2024). Implementing digital transformation in Nigerian schools comes with a range of challenges that hinder progress and innovation in the education sector. Many schools struggle to afford essential devices such as computers, tablets, and interactive whiteboards, which are vital for creating a conducive digital learning environment. Without proper funding, schools are unable to invest in educational software, online resource, and technology training for teachers.



The educational landscape is undergoing significant transformation, heavily influenced by digital advancements. A teaching staff employs a variety of pedagogical techniques to impart knowledge effectively, ensuring comprehension among students. This endeavor is pursued to the fullest extent of the teaching staff's capabilities (Amaran, 2020). A considerable number of teaching staffs within Nigerian institutions lack sufficient awareness of the innovative technologies available for instructional purposes, which extends beyond the simple attainment of pertinent academic credentials in their respective fields". Teachers needs to be trained and technologically upgraded to stay relevant in this era of information explosion. Observation from the researcher revealed that Fine and Applied Teachers prefers the traditional method of instruction where they can easily demonstrate with the manipulation of materials for during practical classes which student find strenuous and time consuming. Samdanis (2016) opined that Fine and Applied Arts teachers could use a vast number of processes and delivery systems to make their lessons interesting to the students. Olowoyeye 2016 added that most Art teachers are proficient in the use of ICT for instruction but are often faced with the challenge of limited ICT facilities in the school. The incorporation of computer-mediated instruction into the pedagogy of Fine and Applied Arts has the potential to enrich both teaching staffs and learners with opportunities that transcend the traditional confines of the classroom. However, within the realm of Fine Arts, the prevailing educational culture continues to prioritize in-person engagement over digital methodologies.

The discipline of Art encompasses a broad realm of inquiry that includes the performing arts, liberal arts, and visual arts, which are further classified into Fine and Applied Arts, the focal point of this examination. According to Agbotor et al. (2014), "Fine and Applied Arts pertain to the manifestation and appreciation of aesthetic beauty as well as the creation of utilitarian objects. It is essential for students to engage with Fine and Applied Arts, as it is integral to virtually all fields of study, given that no profession is devoid of the necessity for illustrative drawing in some capacity. Engaging in Fine and Applied Arts cultivates fundamental drawing skills applicable across various disciplines such as architecture, medicine, agriculture, and social sciences, which invariably necessitate some form of drawing. Proficiency in basic drawing acquired through Fine and Applied Arts presents a distinct advantage. Furthermore, Fine and Applied Arts represents a critical component of the secondary school curriculum that equips students with entrepreneurial skills, capabilities, and competencies—both cognitive and physical—necessary for individual development and societal contribution, as noted by Odike (2020).

In today's technologically advanced society, the realm of Fine and Applied Arts is experiencing a transformative impact due to technological innovations. Basseyy and Akpan (2020) assert that the incorporation of electronic technology into the pedagogy of Fine and Applied Arts is both timely and relevant, given the challenges facing the advancement of art within educational institutions and the broader societal context. The integration of electronic technology into Fine and Applied Arts education has the potential to enhance pedagogical quality and learning outcomes, thereby fostering increased student total number of learners. A study by Omisola (2020) indicates that students often prioritize immediate rewards, while the practice of art necessitates considerable patience and rigorous effort. Consequently, Fine and Applied Arts is frequently perceived as an undesirable subject by many young individuals and their guardians, as it is regarded as less lucrative compared to scientific disciplines.

Worldwide, art teaching staffs are transitioning from traditional pedagogical methodologies to more adaptive approaches that leverage both established and emerging digital technologies in education. As a result, active engagement and participatory learning within digital education have evolved to be more interactive, meaningful, and stimulating. Teaching



staffs and learners can exchange, collaborate, and generate significant information through digital technology, enhancing their educational experiences. Exposure to vodcast materials enables students to comprehend processes more effectively, thereby facilitating the acquisition of skills, knowledge, and competencies through digital technologies, both inside and outside of traditional classroom environments (Idowu and Odewumi, 2018). The employment of innovative technological mediums, such as vodcasts, to support instructional delivery has the potential to significantly heighten student interest through effective digital interaction between teaching staffs and learners, ultimately contributing to improved total number of learners in Fine and Applied Arts. Bassy and Akpan (2020) gave a contrary opinion stating that frequent dependency on technology can influence the field of Fine and Applied Arts negatively, in terms of originality, origination, independence and creativity.

The analysis of the Ekiti State WAEC results from 2018 to 2021 reveals a concerning trend of diminished student total number of learners and inconsistent performance in the domain of Fine and Applied Arts at the senior secondary level. In 2018, a total of 85 students registered for the subject, with 18% achieving grades A1-B3, 36% securing grades C4-C6, 25% obtaining D7-E8, while 21% failed. The year 2019 witnessed a decline in total number of learners, with only 62 students participating, demonstrating variable performance: 25% (A1-B3), 56% (C4-C6), 9% (D7-E8), and 10% failing. A modest increase in total number of learners occurred in 2020, with 145 students enrolled in Fine and Applied Arts, achieving 23% (A1-B3), 62% (C4-C6), 3% (D7-E8), and 11% failing. Conversely, 2021 saw a decrease in total number of learners to 92 students, with 19% (A1-B3), 38% (C4-C6), 26% (D7-E8), and 18% failing. This situation raises significant concerns among teaching staffs, prompting initiatives aimed at addressing these challenges. Researchers such as Omisola (2020); Idowu and Odewumi (2017); Basse and Akpan (2020) have suggested that the erratic total number of learners and performance in Fine and Applied Arts may stem from inadequate pedagogical approaches, geographical factors, limited instructional resources, a scarcity of qualified Fine and Applied Arts teaching staffs, and a lack of student interest in the subject, largely influenced by societal pressures favoring STEM fields". This scenario creates a gap that is anticipated to be addressed. Consequently, this study aims to examine teachers' awareness and application of digital tools (Vodcast) to enhance total number of learners in Fine and Applied Arts within secondary schools in Ekiti State, Nigeria.

### **Statement of the Problem**

The total number of learners and academic performance of students in Fine and Applied Arts, as recorded by the West African Examination Council (WAEC) from 2018 to 2021, indicates a concerningly low participation rate among students pursuing this discipline. According to reports from the Ministry of Education Planning and Research, a mere six (6) out of thirty-nine (39) public secondary institutions provide "Fine and Applied Arts at the senior secondary level. This limitation may be linked to the inadequate number of specialized teaching staffs in Fine and Applied Arts, which arguably contributes to the diminished total number of learners figures in this subject area at the senior secondary tier.

A significant number of teaching staffs are either uninformed about modern pedagogical innovations or exhibit resistance to adopting new instructional methodologies that incorporate digital technologies. The majority of these teachers can be classified as digital immigrants, lacking the same level of enthusiasm for technological integration as their students. This disparity serves as an impediment to effective communication and knowledge dissemination between teaching staffs and learners. Furthermore, the traditional pedagogical approaches may not adequately reflect the potential benefits that digital tools could offer within



the context of 21st-century education. The availability of academic programs in Fine and Applied Arts Education in Nigeria is experiencing a downturn, with a noticeable decline in both the number of teaching staffs pursuing this field and the total number of learners of students at the tertiary level, likely due to the prevailing perception that science-oriented programs yield higher economic returns in the labour market compared to Arts-related disciplines.

The teaching-learning paradigm has evolved to embrace digital tools, and their integration into the educational framework is essential; however, the gradual adoption within Fine and Applied Arts is negatively impacting the efforts to fulfil the instructional requirements of contemporary classrooms. The current state of technological advancement at the secondary school level is not encouraging, thereby limiting the relevance and timeliness of information pertaining to the teaching and learning of Fine and Applied Arts. It is within this context that the present study seeks to examine teaching staffs' awareness and application of digital tools, specifically Vodcast, to enhance total number of learners in Fine and Applied Arts among senior secondary schools in Ekiti State, Nigeria.

### **Purpose of the study**

The purpose of the study is to examine Teacher's awareness and utilization of Digital tool (Vodcast) for improved total number of learners in Fine and Applied Art among Senior Secondary Schools in Ekiti state, Nigeria. The main Objectives of the Study are to:

1. Determine the level of integration of Digital technology in teaching Fine and Applied Arts in secondary schools in Ekiti State, Nigeria.
2. Examine the level of teacher's awareness and Utilization of Vodcast digital tool for teaching and learning of Fine and Applied Arts in secondary schools in Ekiti state, Nigeria
3. Investigate the factors affecting Students low total number of learners in Fine and Applied Arts in secondary Schools in Ekiti state, Nigeria.

Research Questions:

The following research questions will guide the study:

1. What is the integration level of digital tools into teaching and learning in secondary schools in Ekiti State?
2. What is the level of awareness of teachers on the utilization of Vodcast Digital tool in teaching and learning of Fine and Applied Arts in Secondary schools in Ekiti State.
3. What are the factors affecting low total number of learners of students in Fine and Applied Arts in secondary schools in Ekiti State.

### **Methodology:**

The descriptive research design was employed for this study, using structured questionnaire for the collection of the needed data on teacher's awareness and utilization of digital tool for improved enrolment if Fine and Applied Arts in secondary schools in Ekiti state. The target population are the public senior secondary school students and teachers in Ekiti State, Nigeria. A purposive sampling technique to select 6 schools that offer Fine and Applied Arts in Ado local government area a purposive sampling technique was used to select 67 Senior Secondary school two students as respondents from the six selected schools in Ado local government area Ekiti State. The research instrument is tagged Teacher's awareness on the utilization of Vodcasting Digital tools for improved teaching and learning in Fine and Applied arts, four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The Instrument was developed with the assistance of experts in Educational Technology, Test and



Measurement and experienced Fine and Applied art teachers”. The instrument was validated by experts to check for grammatical errors, arrangement, typing and relation of the content to the area of study. Responses from the questionnaire were analyzed using descriptive statistics as standard deviation, mean and percentages.

**Research Question 1.** What is the integration level of digital tools into teaching and learning in secondary schools in Ekiti State?

**Table 1: Integration level of Digital Tools into Teaching and Learning Secondary Schools in Ekiti State**

S/N	Item	SA		A		D		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1.	Your school have adequate computer facilities for teaching and learning	13	43.3	10	33.3	5	16.7	2	6.7	3.13	0.94
2.	Your school allows students to use the Wi-Fi to browse and search for information regarding their studies	-	-	-	-	11	36.7	19	63.3	1.37	0.49
3.	In your school teachers use graphic applications to teach students Fine and Applied Arts	-	-	1	3.3	12	40.0	17	56.7	1.47	0.57
4.	Teachers in your school give assignment and feedback through WhatsApp	-	-	1	3.3	12	40.0	17	56.7	1.47	0.57
5.	Your school Telegram Platform are created to sends and receive assignment from students	-	-	-	-	12	40.0	18	60.0	1.40	0.49
6.	Your school send an email to parents regarding the progress report of their students	1	3.3	2	6.7	11	36.7	16	53.3	1.60	0.77
7.	Your school allow students to use their android phones for class activities during school hours	-	-	1	3.3	12	40.0	17	56.7	1.47	0.57
8.	Your school allows students to use their android phones at home for home work	11	36.7	14	46.7	2	6.7	3	10.0	3.10	0.92
9.	Your school allows teachers to teach online using Google Classroom	-	-	1	3.3	22	73.3	7	23.3	1.80	0.48
10.	In you school YouTube lessons have been displayed for students to understand certain topic	6	20.0	18	60.0	3	10.0	3	10.0	2.90	0.85
<b>Grand Mean Score</b>										<b>1.97</b>	

Mean Cut-off 2.50

The result of table 1 showed the frequent count, percentage, mean and standard deviation of the integration level of digital tools into teaching and learning in secondary schools in Ekiti State. The grand mean score of 1.97 is less than the mean cut-off of 2.50. This implies that there is low level of integration of digital tools into teaching and learning in secondary school in Ekiti State.



**Research Question 2:** What is the level of teacher’s awareness and utilization of Vodcast digital tool for teaching and learning of Fine and Applied Arts in secondary schools in Ekiti State.?

**Table 2:** The Analysis of Teachers’ Responses of their Awareness on the Utilisation of Vodcast digital tool

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	$\bar{X}$	SD	Decision
1.	The conventional method of teaching Fine Art is better than using Vodcast digital technology	2	2	4	7	3.07	1.10	Disagree
2.	I am not aware of the operation of Vodcast in teaching and learning Fine Art	1	2	3	9	3.33	0.98	Disagree
3.	I do not know how to use Vodcast to design videos for teaching and learning Fine art	1	1	4	9	3.40	0.91	Disagree
4.	I can’t vividly use the Vodcast tools to demonstrates practical Fine Art contents	2	2	3	8	3.13	1.13	Disagree
5.	I cannot upload the content of Fine art on the Vodcast Instructional platform	1	1	2	11	3.53	0.92	Strongly Disagree
6.	I can’t import word, video and pictures content from other digital media to enhance my Vodcast lessons	1	1	3	10	3.47	0.92	Disagree
7.	I can’t create advance Vodcast Fine Art contents for lessons	0	0	4	11	3.73	0.46	Strongly Disagree
8.	I can’t on my own use different Vodcast tools to develop my lesson plans and notes	0	0	4	11	3.73	0.46	Strongly Disagree
9.	I can’t use most of the Vodcast educational tools to teach students	0	0	4	11	3.73	0.46	Strongly Disagree
10.	I can’t navigate the internet to download or upload video contents to my students	1	1	2	11	3.53	0.92	Strongly Disagree

Note: Strongly Agreed (SA) = 1, Agreed (A) = 2, Disagreed (D) = 3, Strongly Disagreed (SD) = 4

Grand Mean = 3.50

The results in Table 2 show the analysis of Teachers’ Awareness and Utilization of Vodcast digital tool Questionnaire (TAUVDTQ) responses, which revealed that majority of the teachers either they disagree or strongly disagreed with all the items of the questionnaire. Which were statements of inability or unawareness of the usage and/or applicability of vodcast digital tool, on the other hand, it means that the teachers are absolutely aware of the usage of Vodcast digital technology” in the teaching and learning of Fine and Applied Arts. In general, the teachers strongly disagreed with the items of TAUVDQTQ that described them as not being aware of the use of Vodcast digital technologies in the teaching and learning of Fine Arts as indicated by a grand mean of 3.50 Hence, this implies that the teachers are much aware of Vodcast digital tool utilization in the teaching and learning of Fine art.



**Research Question 3:** What are the factors affecting low total number of learners of students in Fine and Applied Arts in secondary schools in Ekiti State

**Table 3: showing factors affecting low total number of learners of students in Fine and Applied Arts in Secondary Schools in Ekiti State**

S/N	Item	SA		A		D		SD		Mean	SD
		f	%	f	%	f	%	f	%		
1.	Students in your school are attracted to Fine and Applied Art objects	10	31.3	19	59.4	2	6.3	1	3.1	3.19	0.69
2.	Students in your school are not interested in Fine and Applied Arts because of its strenuous nature	5	15.6	13	40.6	9	28.1	5	15.6	2.56	0.95
3.	Students in your school intend to register for Fine and Applied Arts at the WAEC level	-	-	-	-	24	75.0	8	25	1.75	0.44
4.	Students in your school find Fine and Applied Arts subject time consuming	4	12.5	20	62.5	7	21.9	1	3.1	2.84	0.68
5.	Students in your school find the method of teaching Fine and Applied Arts not enjoyable	3	9.4	25	78.1	2	6.3	2	6.3	2.91	0.64
6.	Your school do not have appropriate instructional equipment and tools for practical lessons in Fine and Applied Arts	6	18.8	25	78.1	-	-	1	3.1	3.13	0.55
7.	Students in your school will like to build a career in Fine and Applied Arts as a means of livelihood	-	-	-	-	24	75.0	8	25.0	1.75	0.44
<b>Grand Mean Score</b>										<b>2.60</b>	

Mean Cut-off 2.50

The result of table 3 showed the frequent count, percentage, mean and standard deviation of the factors affecting low enrolment of students in Fine and Applied Arts in secondary schools in Ekiti State. The grand mean score of 2.60 is slightly above the mean cut-off of 2.50. This implies that the factors affecting low enrolment of students in Fine and Applied Arts in secondary schools in Ekiti State is moderate and these factors could be addressed since it involved students majorly especially in the teaching methods adopted by the teachers of Fine and Applied Arts.

### Discussion of Findings

Previous studies on awareness and utilisation of digital tools by teachers for teaching and learning has been carried out, however in Ekiti State public secondary schools, the level of integration of digital tools into teaching and learning adds to the existing literature. Whereas the research investigated the level of digital tools integration for teaching and learning in the public senior secondary schools in Ekiti State and found out that the integration level of the use of innovative digital tools is low. The mean scores and standard deviation gotten was below



the benchmark of 2.5 which gave a negative decision to agree with the items raise in the questionnaire. Result establishes that there is low level of integration of digital tools into teaching and learning in secondary school in Ekiti State. This finding collaborates with the work of Idowu and Odewumi (2018) who reveals that most schools in Ekiti state do not have technological tools for instruction however, the few that are equipped are not utilized by the teachers and students.

The findings on Teachers' Awareness and Utilization of Vodcast digital tool Questionnaire (TAUVDTQ) responses, revealed that majority of the teachers either they disagree or strongly disagreed with all the items of the questionnaire. The teachers disagreed with items 1, 2, 3, 4, and 6 that stated that, 'conventional method of teaching Fine and Applied Arts is better than using Vodcast digital technology', 'they are not aware of the operation of Vodcast in the teaching and learning of Fine and Applied Arts,' 'they do not know how to use Vodcast to design videos for teaching and learning Fine and Applied Arts', 'they can't vividly use the Vodcast tools to demonstrates practical Fine Art contents', and 'can't import word, video and picture contents from other digital media to enhance the design of Vodcast lessons' respectively. They strongly disagree on items 5, 7, 8, 9, and 10, which corresponded with statements that they 'cannot upload the content of Fine Art on the Vodcast Instructional platform', 'can't create advance Vodcast Fine and Applied Arts contents for lessons', 'can't on their own use different Vodcast tools to develop my lesson plans and notes', 'can't use most of the Vodcast educational tools to teach students', and 'can't navigate the internet to download or upload video contents for students' respectively. In general, the teachers strongly disagreed with the items of TAUVDTQ that described them as not being aware of the use of Vodcast digital technologies in the teaching and learning of Fine Arts as indicated by a grand mean of 3.50 Hence, this implies that the teachers are much aware of Vodcast digital tool utilization in the teaching and learning of Fine art. This suggest that Fine and Applied Arts Teachers have experimented with the use of vodcast digital tool in teaching and learning of Fine and Applied Arts. This could possibly be from the teachers 'personal experiences, workshops and training. This result agrees with Okoh et al (2024) who opined that most Arts teachers' experiments with different tools that could improve their creative abilities. Olowoyeye 2016 added that most Art teachers are proficient in the use of ICT for instruction but are often faced with the challenge of limited ICT facilities in the school.

The result on factors affecting low enrolment of students in Fine and Applied Arts in secondary schools in Ekiti State, revealed a moderate level on factors affecting students' enrolment in Fine and Applied Arts this suggest that these factors could be associated mainly to the students. Student might perceive the teaching method for Fine and Applied Art to be strenuous or perhaps they are influenced towards science-oriented subjects by Parents and peers. These could be the reason why most of the respondents do not want to build a career in Fine and Applied Arts as seen on item seven. The use of digital tools to compliment instructional delivery could attract and motivate the student's interest to enrol for Fine and Applied Arts at the senior secondary level as most respondents do not find the teaching of the subject enjoyable. This agrees with Omisola (2020) who opined that Fine and Applied arts teachers still favour the conventional method which is not sufficient in sustaining the interest of the students. Odike (2021) added that teachers could use interesting and innovative teaching methods to attract students for a higher level of enrolment in Fine and Applied Arts.

## **Conclusion**

The incorporation of digital tools for pedagogical practices in secondary schools within Ekiti State is notably sluggish. Teaching staff specializing in Fine and Applied Arts continue



to prefer conventional methodologies, despite the awareness of many regarding innovative educational technology tools that could enhance classroom instruction. The total number of learners figures for Fine and Applied Arts in Ekiti State, Nigeria, remain inconsistent, potentially attributable to this monotonous approach. Research has demonstrated that the incorporation of digital tools into the instructional practices of various specializations within Fine and Applied Arts has yielded significant advancements. The adoption of innovative technological resources has unveiled diverse artistic expressions, which have been recognized as both successful and impressive. This paradigm shift has fostered self-reliance among both teaching staff and students, positioning them as entrepreneurial agents for sustainable national development. Nevertheless, despite the myriad advantages, an excessive reliance on these digital resources has adversely impacted the Fine and Applied Arts discipline regarding the authenticity of artistic output and genuine creativity. Digital tools are reshaping various facets of everyday life, and the educational sector is no exception. It is imperative for both teaching staff and learners to engage with these emerging digital tools to remain competitive within the global landscape. Students, often regarded as digital natives, can be effectively attracted to these tools when integrated into the teaching and learning of Fine and Applied Arts, thereby enhancing total number of learners figures.

### **Recommendations**

Arising from the conclusions of the study, the following recommendations were made:

1. The integration of technological tools into the teaching and learning process should be encouraged by the government and school administrators by providing Digital tools to motivate teachers and students in the instructional process.
2. Teachers having been much aware of the use of Vodcast digital tool in instructional processes should desire it use in the teaching and learning of Fine and Applied Arts.
3. The teaching and learning of Fine and Applied Arts in secondary schools should not be limited to the conventional method alone but complemented the Vodcast digital media to increase the interest of the students and improving enrolment in studying the subject.

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