

A Conceptual Review of the Relationship between the Effectiveness of Teachers and Academic Performance of Students in Creative Arts

Dr. Ogunmola, Michael Olusola

Department of Entrepreneurial Art,
School of Vocational and Entrepreneurial Studies,
Bamidele Olumilua University of Education, Science and Technology,
Ikere Ekiti, Ekiti State, Nigeria

Abstract

The paper conceptually reviewed the relationship between the effectiveness of teachers and the academic performance of students in the creative arts. Teachers' effectiveness is one of the important factors to be considered in teaching and learning because it contributes a lot to students' academic performance. The paper justified the existing literature in relation to the effectiveness of teachers and the academic performance of students in the creative arts in Nigeria. The paper reviewed the concept of creative arts, teachers' effectiveness, and students' academic performance. From the review, it was found that the effectiveness of teachers has a relationship with students' academic performance. Hence, it is justified that there is a relationship between the effectiveness of teachers and students' academic performance in the creative arts. Therefore, the paper recommended, among other things, that in order to improve the effectiveness of teachers, the government should make adequate provision for the retraining of teachers through workshops, seminars, and conferences.

Keywords: Teaching, Teachers Effectiveness, Creative Arts, Academic Performance

Introduction

Education is a means of preparing individuals for a good and meaningful life. The main objective of education is to harmonize and improve the development of a child. The art of educating individuals is referred to as teaching. The art of teaching depends on the effectiveness and knowledge of the teacher in a particular subject. Okolocha and Onyeneke, (2013) affirmed that the teacher is the ultimate factor in the education process because he is the one who plans, organizes, designs, directs, motivates and encourages others to learn by employing different methods of teaching to transfer knowledge. According to Oyekan (2000), teaching is a process of using human resources for the growth and development of individuals. Teaching is done in an organized method by trained and experienced teachers that have required knowledge and skills. In order to make meaningful impact in view of Akinmusire (2012), teaching must focus on the individual development, that is, to improve intellectual competence or ability, to help children learn and improve their intellectuality, cultivate psycho-social skills and take out neuro-physical learning of the students. The importance of teaching has made every educational institution to place high emphasis on the teaching effectiveness in order to solve teaching challenges.

Effective teaching requires high levels of creativity in analyzing, structuring, and delivering knowledge with innovative and effective methods. It should teach students how to think critically, be mentally inquisitive, culturally aware, competent, and ready to lead (Okolie, 2014). Effective teaching, according to Omoifo and Urevbu (2007), entails the "teacher's use of clearly stated objectives, outlined lessons that allow learners to acquire desired relevant knowledge, adapting knowledge to classroom as well as other related problems, thinking and making independent decisions, and the instructor's use of effective assessment techniques".

Akomolefe (2010) stated that the features of effective teaching are; "attention on students' achievement, quality teaching responsive to students learning processes, effective and efficient learning opportunities, pedagogical

practices that create cohesive learning communities, effective links between school and cultural context of the school, multiple tasks to support learning cycles, aligned curriculum goal effectively, pedagogy scaffolds feedback on students' task engagement, among others". According to Adegbile (2008), effective teaching aims at helping students to: operationalize ideas, process opinions, and create their potential; contribute to critical ideology and innovation in the subject; foster and maintain students' desire to participate; suit the teaching and learning situation; and suit the teacher's capacity and interest.

Therefore, from the above that it is pertinent to note that teaching is a highly customized activity, and the student-teacher connection is an intensive human relationship that spans a wide range of characters and behaviors. Hence, the effectiveness of any educational curriculum cannot be beyond the level of its teachers (Okolie, 2014). An effective teacher, according to Adegbile (2008), is efficient, dependable, and friendly, as well as creative in vision, teeming intellect, and possessing the high degree of expertise required for optimal performance and objective accomplishment. As an effective manager of instruction, the teacher should be able to use suitable methods to gain and hold students' attention.

Teachers are very essential in the educational sector so as to make students perform well. No wonder Sofoluwe (2003) described teachers as "the hinge on which qualitative education and development relies." As a result, teachers should devote themselves entirely to constant self-improvement in order to promote education in a systematic manner (Obanya 2003). During inspection, Sotonwa (2003) proposed that various areas of instructional strategies be discussed with the teachers. According to Owolabi (2003), a teacher's role as an instructor is to teach, direct, control, interpret, and instruct students in order to improve their performance. Fatoba (2008) affirmed that "teachers have crucial roles to play in the delivery as well as the quality of education given to students in Secondary Schools".

Furthermore, teachers are the hub of the educational system. "Teachers are the most important factor in students' learning, next to students themselves" (Knapper & Wright, 2001). Therefore, in view of Okolocha and Onyeneke (2013) the significance of teachers, as well as the implementation of pedagogical or instructional knowledge into classroom-oriented plans of action, form the most important foundation on which the school and administration as well as the entire educational system are built. Education has the potential to influence one's learning culture, attitude, and orientation values in a positive way. This could only happen in students if the teachers have a basic understanding of the subject matter, have a plan in place in terms of well-prepared lesson, as well as effective class control mechanism, recognize students' attention spans, and plan activities for the students by enabling them to take part in the teaching-learning activities.

However, Ademola (2007) asserted that low-quality teachers in educational systems may breed learners who lack motivation and aspiration. Such learners will not be able to understand the subject matter and will be unable to study with zeal. Similarly, Babalola (2009) asserted that, in Nigeria, students' academic performance in secondary schools is highly dependent on the teacher's competency and commitment, who plays a critical part in the molding of students' creative potential and abilities.

In order to improve the effectiveness of creative arts teachers, therefore, it is critical to prepare teachers. These teachers should adhere to the allocated lesson time, use visual aids, speech, eye contact, and body movement to stimulate the students, summarize the lesson, and evaluate the lesson using a variety of methods. Teachers-in-training in the creative arts should be made aware that the quality of the classroom relationships with students has a significant impact on their efficacy as teachers. Thus, according to Oyekan (2000), teachers use classroom relationships with students to determine the efficacy, level, and rate of their teaching.

According to Okolocha & Onyeneke (2013), the success of Nigeria's educational system particularly in the secondary school is based on range of different variables such as; students, teachers, government, society, quality of teaching, and teachers' commitment and effectiveness. The ability of creative arts teachers is the ability to apply suitable methods and procedures to instill learners' knowledge, skills, or competences needed to achieve desirable and meaningful learning outcome. Teacher effectiveness can be described as the capacity of teachers to achieve intended outcomes as assessed by the extent to which the teacher can maximize student learning (Diamond, 2004). Ademola (2007) analyzed "the achievement of male and female students taught by male and female teachers and revealed that female teachers had higher absence rates than male teachers". Akinmusire (2012), in another way round, showed that female teachers are more effective in the classroom than their male colleagues. He claimed that the effectiveness of female teachers might be measured by their commitment and length of service in the field. It is

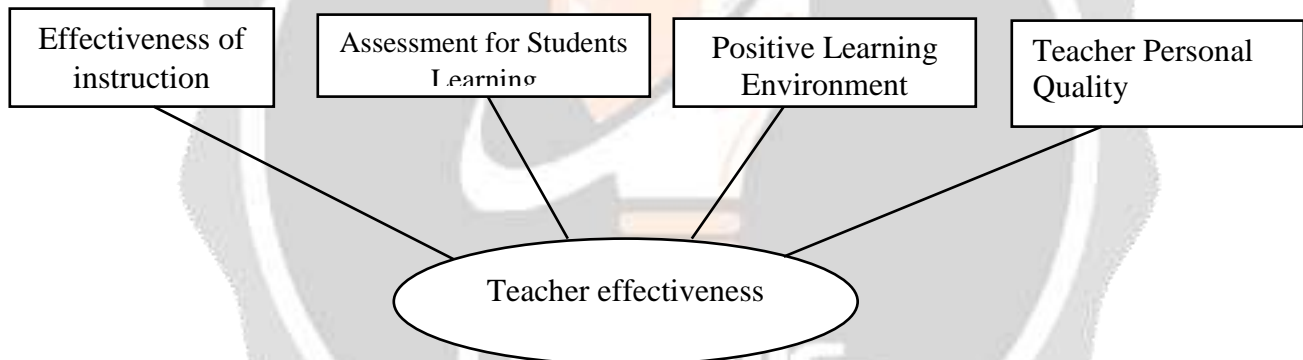
on these bases that this paper conceptually examined the relationship between the effectiveness of teachers and academic performance of students in creative arts.

Concept of Teacher Effectiveness

Teacher's effectiveness can be defined as the success in assisting pupils with learning and enabling teachers to attain educational success (Walker, 2008). The effectiveness of teachers and instruction are the most important factors in influencing student learning (Ingersoll, 2004). According Wang and Fwu (2007), many studies reviewed that activities carried out by competent teachers in the classroom have a significant influence on learners' competence and effectiveness in learning. For instance, Rivkin et al., (2005) found that teacher effectiveness is critical for students' performance and knowledge. Also, Sadler, Sonnert, Coyle, Smith, & Miller (2013) affirmed that the efficacy of teachers has an impact on students' academic achievement and that teachers' content knowledge and pedagogical savvy may have an impact on their quality and efficacy. Some scholars also suggested that, independent of content knowledge or pedagogy, teachers' competence and efficacy can be judged only on the basis of student performance (Stronge, Ward, Tucker, Hindman, McColsky, & Lioward, 2007). In reality, teacher effectiveness and quality are exceedingly complicated, demonstrating a wide range of knowledge, abilities, aptitude, motivation, and personal qualities (Mitchell Robinson, Plake, & Knowles, 2001).

The efficacy of a teacher is determined by a variety of characteristics that can be difficult to quantify; nonetheless, according to [Stronge et al, 2011], an effective teacher can be identified by the following:

- ✓ Effectiveness of instruction
- ✓ Assessment for students learning
- ✓ Positive leaning environment
- ✓ Teacher personal quality.



Source: Stronge et al, (2011)

A useful attribute of an excellent teacher is the ability to use several methods of teaching in a class and to know when to switch from one approach to another. Assessment is an important part of students' learning, and teachers should know how to use it effectively [Aina & Adedo, 2013]. If a teacher performs effectively in his or her function as the manager of his or her class, he or she will be able to choose the best time and type of evaluation to give to the learners. Learners benefit from a learning environment in which they may exert influence over their surroundings through effective classroom interaction and management. "Creating classroom environments that promote positive cultures with healthy interactions can motivate students to channel their energies and desires to reach their goals" [Nugent, 2009]. This is the position of teachers in the Finnish educational system. A competent teacher should have high self-efficacy and appropriate instructional subject understanding. According to [Kansanem, 2005], pedagogical content knowledge should be sufficiently comprehensive so that teachers can steer their students' progress as extensively as possible.

Concept of Creative Arts

The creative arts play an important part in encouraging creativity and in providing a broad-based education that aims to educate the "whole" student. Students will recognize and articulate feelings and emotions, both their own and those of others, in a variety of ways as a result of their involvement in creative arts activities. Our sense of personal, societal, or cultural identity is shaped in large part by the creative arts. Learning in the creative arts also aids students in recognizing and valuing the diversity and vibrancy of culture on a local, national, and global level.

Specialist courses in the creative arts equip students for further education in the Maldives and abroad, as well as for employment in a variety of creative industries (Elliot, 2004).

In the view of Zimmerman (2009), creative arts “is an all-encompassing name used to describe the subject area that includes drama or theater, music, film, drawing, painting, creative writing, graphic design, photography and sculpture, among others”. Following its various components that utilize different media as avenues of expression, creative arts frequently transcend description. When attempting to describe creative arts, writers end up just detailing the numerous constituents obtained in the discipline and claiming that it is a talent used to achieve an attractive product (Elliot, 2004). Despite substantial evidence that creative arts play an important role in the Nigerian curriculum, particularly in educating students to function effectively as global citizens, little has been done to advance the field and develop skills that could improve performance of student (Ewing, 2010).

Concept of Academic Performance

Academic performance refers to the degree to which a student, teacher, or school has met their learning objectives. Several researchers, including Adediwura and Tayo (2007) and Adu and Olatundun (2007), have looked at the impact of lecturers' teaching effectiveness on students' learning outcomes as evaluated by academic performance. According to Petrow (2008), educational performance in Latin American countries is not only poor, but also falling in comparison to other countries with comparable wealth levels. However, Cochran – Smith (2001) said that the "outcomes question" is the major question of the contemporary era in lecturer education in the United States, and that the current emphasis on assessing performance jeopardizes the work of organizations dedicated to developing lecturers' professionalism. Academic performance refers to the extent to which a student, instructor, or institution has met their short- or long-term educational objectives. Academic achievement is defined as the completion of educational milestones such as secondary school certificates and bachelor's degrees.

Academic performance is described as a person's or animal's observable or measurable conduct in a specific environment, especially an experimental situation (Simpson & Weiner, 2009). Hence, performance refers to the behaviors or aspects of an accomplishment that may be observed over a period of time. Adedeji (2018) noted “that student performance is critical since it appears to be the most essential metric by which teaching effectiveness and success can be measured”.

Teachers Effectiveness and Academic Performance

Several studies have been conducted to establish whether there is a relationship between teacher effectiveness and the academic performance of students. Adeyemi (2020) examined teachers' effectiveness and students' academic achievement in senior secondary school civic, Osun State, Nigeria. The study adopted a correlational research design and the population for the study consisted of civic teachers and senior secondary school students in Osun State. The sample size for the study consisted of forty (40) civic teachers and two hundred (200) students. Data collected was analysed using frequency counts, simple percentages, mean, standard deviation, linear regression, and t-test statistics. The result of the study revealed that the level of teaching effectiveness of civic teachers in the study area was moderate. The study concluded that teachers' effectiveness is a correlate of senior secondary school students' academic achievement in civic in Ife Central Local Government Area of Osun State.

Akiri and Ugborugbo (2009) investigated the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria. The study used a stratified sampling technique to select 979 teachers, made up of 450 males and 519 females, drawn from 72 out of a total of 361 public secondary schools in the state. Academic performance records of 50 students per teacher, which is 48,950 students' scores, were also used. Two questionnaires and a rating scale were used to collect data for the study. The study used correlation, simple regression, t-test, and single factor analysis of variance to analyze the data collected. The results showed that effective teachers produced better-performing students.

Oviawe (2016) examined teachers' effectiveness as correlates of students' academic achievement in basic technology in Nigeria. The teachers' effectiveness rating scale (TERS) and the Basic Technology Achievement Test (BTAT) were used for data collection. The simple percentage, the t-test, and ANOVA were the statistical tools used in the analysis of the data. The result of the study showed that Basics Technology teachers' effectiveness was low, teachers' effectiveness had an influence on students' achievement, and that there was no significant difference in students' achievement due to teachers' gender.

Similarly, the study of Özgenel and Mert, (2019) examined the role of teacher performance in school effectiveness. 426 teachers (286 women and 140 men) participated in the study. Data were collected through School Effectiveness

Scale (Hoy, 2014) and Teacher Performance Evaluation Scale (Özgenel, 2019). Data were analyzed using t-test, ANOVA, correlation and regression. The result found that there was a moderate and positive relationship between teachers' performances and school effectiveness ($r=0.358$; $p<0.01$) and teachers' performances was explained 12% of the total variance in school effectiveness. In other words, teachers' performances positively affect the effectiveness of school. The study therefore concluded that teachers' performance predicted school effectiveness and positively influenced.

Conclusion

The paper examined a conceptual review of the relationship between the effectiveness of teachers and the academic performance of students in the creative arts. From the literature reviewed, it was found that most researchers revealed that teachers' effectiveness is correlated with the students' academic performance in different study areas. Therefore, the paper concluded that the effectiveness of teachers has a relationship with the performance of students' in creative arts. It is on this basis that the following recommendations were made:

- ✓ To improve the effectiveness of teachers, government should make adequate provision for the retraining of teachers through workshops, seminar and conference.
- ✓ Teachers should be confident in their skills to teach any topic within their area of profession, but they should also not see any student as unteachable, regardless of their circumstances.
- ✓ Creative arts teachers and curriculum planners should give more priority to teachers' ability to explain methods to students when drawing, particularly in painting, in order to provide better learning opportunities and increase performance. This was emphasized by the fact that visuals provided pupils with a level of ease of learning that was lacking in other teaching methods. There may not be a substitute for strong examples, but the animated sketching teaching method undoubtedly offers the learner an option in the educational system.

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