

Impact Assessment of the use of Multimedia on Cultural and Creative Art Performance among the Junior Secondary Schools Students in Ile-Ife, Osun State, Nigeria

Lanre Idowu (PhD) and Ibiwonke Ibiwumi Idowu (PhD)
lanrehighd@yahoo.com

Abstract

The paper presents assessment and Influence of Multimedia on Cultural and Creative Art performance, using Ile-Ife as the case study. Specifically, three objectives were generated which include: to assess the availability of multimedia materials as a source of instructional media for Junior secondary schools in Ile-Ife., to assess the level of utilisation of multimedia as instructional medium for use in teaching of Cultural and creative art in secondary schools within Ile-Ife, and to investigate the impact of multimedia on the students' academic performance in Cultural and Creative Art in Ile- Ife junior secondary school. The research was conducted in some selected school offering Cultural and Creative Art in the Junior Secondary school in Ile-Ife, Osun State and the focus was on all the classes of progression in junior secondary school which proceeds in three levels; J.S.S 1, J.S.S 2as well as J.S.S 3. Descriptive survey design was adopted to investigate into the impact of multimedia instructional materials on the academic performance on junior secondary school students in Cultural and Creative Arts Ife-central Local Government, Ile-Ife. The target population for this study comprises the secondary school learners in Ife Central Local Government Area, Ile-Ife. Based on the findings of the study, it is imperative to ensure multimedia utilization for teaching and learning process in Cultural and Creative Art in order to enhance the students understanding as well the teachers' and affect the student academic performance.

INTRODUCTION

Multimedia is a representation of information in an attractive and interactive manner with the use of a combination of text, audio, video, graphics and animation. In other words, we can say specifically mention that Multimedia is a computerized method of presenting information combining textual data, audio, visuals (video), including graphics and animations. Good examples of such include: E-Mail, Yahoo Messenger, Video Conferencing, and Multimedia Message Service (MMS).

Multimedia as name suggests is the combination of Multi and Media that is many types of media (hardware/software) used for communication of information.

Influence of Multimedia on Cultural and Creative Art performance is a study, strengthened by some component of multimedia, which involves the computer-controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and any other media where every type of information can be signified, stored, communicated and handled digitally. It covers all aspect of visual and audio-visual teaching aids.

According to University of Delaware School of Education, Newark, United State of America, Multimedia is the use of a computer to present and combine text, graphics, audio, and video with links and tools that let the user navigate, interact, create, and communicate. This definition contains four components essential to multimedia.

First, there must be a computer to coordinate what you see and hear, and to interact with. Second, there must be links that connect the information. Third, there must be navigational tools that let you traverse the web of connected information. Finally, because multimedia is not a spectator sport, there must be ways for you to gather, process, and communicate your own information and ideas. If one of these components is missing, you do not have multimedia. For example, if you have no computer to provide interactivity, you have mixed media, not multimedia. If there are no links to provide a sense of structure and dimension, you have a bookshelf, not multimedia. If there are no navigational tools to let you decide the course of action, you have a movie, not multimedia. If you cannot create and contribute your own ideas, you have a television, not multimedia. In the classroom multimedia has make it possible for student to be creators, not just a consumer of ideas or experience.

The development of internet has also enlarged the request for multimedia content. Multimedia is the media that uses numerous forms of information content and information processing (e.g. text, audio, graphics, animation, and video interactivity) to inform or entertain the user. Multimedia is likened to traditional varied media in Fine Art, but with a broader opportunity. The term “rich media” is equal for interactive multimedia. The element of multimedia includes Text, Audio, Video, Animation, graphics and interactivity. (Pavithra & Aathilingam, 2018) In the course of action to improve the teaching-learning process, many techniques were developed by mankind to deliver the contents to the learners. Such techniques have been changing over time. The most prominent of such techniques were particularly the sound, images, text and film in the form of multimedia procedures (Alttaher, 2006).

However, computers in present days, created a quality revolution in the capability of dealing with such techniques and procedures where many software programs are designed to employ such aids in the teaching process. Multimedia techniques and instruments can be employed in the educational process by applying them on the educational models. Malik and Agarwal, (2012) indicated that an educational designer who intends to Journal of Education and Practice design through multimedia should adopt an educational theory as a guideline for his design of an educational strategy, interaction patterns among the learners and the suitability to their individual differences.

Ehintero (2010), drew the concept of education (teaching and learning process) from a marketing perspective. He sees the classroom like market with seller and buyers. The seller (teacher) has a product (which is the packaged knowledge) to ‘sell’ to an active, critically minded ‘buyer’ (the students). And for a seller, there is a need for selling strategies to make product acceptable by his/her buyer for there is much competitor in the market. So also the teacher to sell the knowledge or message, he/she have to make the product ‘attractive’ to the students.

As graphic design (such as corporate design (logos and branding), editorial design (magazines, newspapers and books), way finding or environmental design, advertising, web design, communication design, product packaging) is commonly used to promote product business, public and private organization, so also multimedia is used in the classroom as marketing aids that makes the packaged knowledge attractive for the students. In developing

such product the teacher will be guided by the psychology of the learners, their level of intellectual abilities, their preparedness or predisposition to learn, their learning styles, learning habits and the optimum atmosphere within which the learners can negotiate the meaning of the packaged knowledge with the teachers, The negotiation has to take place within the context of trust, commitment, willingness, understanding and professional ethics reinforced with well-presented with instructional materials like multimedia. (Ehinder, 2010).

The emphasis in arts also revolves in the development of materials that enhances psychomotor coordination, but for the effective use of these materials and for greater results to be achieved, there has to be symbols to show the idea for the psychomotor coordination as well as for the art teacher to effectively transfer the skills, it is pertinent to produce illustration materials showing the processes with examples of usage, the performance of students based on available instructional materials and how they enhance teaching. The production of said materials achieve dual purposes; they serve as material for teaching processes while at the same time explaining those processes.

As society changes, so is the curriculum also changing to meet or adapt to the needs of the society. The needs of the society should be fully reflected in the educational system for relevance to be achieved. The Nigerian Educational Research and Development Council (NERDC) has developed and published new curriculum as approved by the National Council on Education (NCE) with effect from September 2007. The curriculum comprises the new 9-year Universal Basic Education Curriculum and also the New Senior Secondary Education. The new curriculum was designed to fill the gaps in the old curriculum, introduce new subjects to replace obsolete subjects, redefine core subjects and also meet the key targets of the National Economic Empowerment and Development Strategy (NEEDS).

These key targets are expressed as: value re-orientation; poverty eradication; job creation; wealth generation and using education to empower the citizenry (NERDC, 2007). The cultural and creative arts (CCA) education has been listed as one of the 'core basic subjects' by NERDC in the new 9-year basic education curriculum (FGN, 2007:7). It is aimed at developing the students' acquisition of cultural repertoire, aesthetic perception, artistic talents, creativity and expression. It is designed to stimulate interest and inquiries into the theoretical and practical areas, particularly as they affect the teaching of the arts in school.

Cultural and Creative Arts Education is the umbrella term which brings together the three arts subject areas; Music, Fine and Applied Arts and Drama/Theatre. Though, these three subject areas 'have their own distinct characteristics which largely inform their particular and varied ways of working but within that work model arguably the creative aspect is fundamental'. Creativity which is inherent in man has relevance in all the facets of life and it concerns everyone. Drama, music and fine arts constitute aesthetics that portray them as universal language and vital persistent aspects of human experience. They are essential elements of culture that gives vibrancy and depth of meaning to life and their essence manifest through creative thinking and action (Ojukwu & Chinyere, 2014).

Many methods/techniques of teaching abound, such as discussion, lecture, demonstration, project, field trip/excursion, discovery, process-based learning, questioning, active learning, scaffolding, brainstorming; computer assisted learning, co-operative learning et cetera. These methods are either conventional or non-conventional methods. Each of these methods/techniques can be made to be learner-centred if properly managed. Cultural and Art (CCA) teachers needs to employ methods and techniques that will bring about permanent learning which is also learner centred, learner focused, learner-driven and learner friendly and the only aid for the effectiveness is the use of multimedia.

Statement of Research Problem

The integration of the three (3) core subjects which are Fine and Applied Art, Music and Drama by Nigerian Education Research and Development Council (NERDC) happened in 2006. And this implies that Cultural and Creative Art teachers will be teaching two other subjects with their field of study and this will make them non-professional in the two fields. This has resulted to various problems which includes, Inability to meaningfully interpret the performance objectives; Skipping of unfamiliar content areas by the teacher; Inability to organize activities for students; Inability to identify sources and appropriate teaching aids; Lack of adequate communication skills; Lack of assessment skills; Inadequate and incompetent teachers; etc. Though, the teachers cannot totally be blamed for their lack of enthusiasm because they were not exposed to in-service training and workshops that will enable them improve their pedagogical skills in the subject in question in which they find themselves teaching.

In view of the afore mentioned problems, it becomes imperative to examine the impact of multimedia on Academic Performance students offering Cultural and Cultural Art in Junior Secondary School level to provide additional literature and empirical basis for teachers and school administrators to advance the cause of integrating Multimedia to teaching – learning process.

Objectives of the Study

The Objectives of the Study are as follows:

- i. to assess the availability of multimedia materials as a source of instructional media for Junior secondary schools in Ile-Ife.
- ii. to assess the level of utilisation of multimedia as instructional medium for use in teaching of Cultural and creative art in secondary schools within Ile-Ife.
- iii. to investigate the impact of multimedia on the students' academic performance in Cultural and Creative Art in Ile- Ife junior secondary school.

Research Questions

The following were questions that guided the study:

- i. Are multimedia materials available for use in the teaching of Cultural and Creative Art in secondary schools in Ile-Ife?
- ii. How frequent is the utilization of multimedia as an instructional medium in teaching Cultural and Creative Arts in secondary schools in Ile-Ife?
- iii. What is the impact of multimedia instructional materials on the academic performance of students in Cultural and Creative Arts?

Hypothesis

Ho1 Availability of Multimedia for use does not significantly influence students' academic achievement in Cultural and Creative Art.

Ho2 The frequency of use of Multimedia does not significantly influence academic achievement of students in Cultural and Creative Art.

Ho3 The use of Multimedia does not significantly affect academic achievement of students in Cultural and Creative Art.

Delimitation

This study is restricted to the impact of multimedia on the academic performance of students in Cultural and Creative Arts in Ile-Ife junior secondary schools.

Scope of the Study

This study concentrates on Junior Secondary Schools in Ile-Ife that offer Cultural and Creative Art. (J.S.S 1, J.S.S.2 and J.S.S.3 in particular)

Limitations of the Study

Time constraint- The researcher will simultaneously engage in this study with other academic works. This consequently cut down the time devoted for the research work scope of the Study.

LITERATURE REVIEW

Meaning of Art

The term “art” is related to the Latin word “ars” meaning, art, skill, or craft. The first known use of the word comes from 13th-century manuscripts. However, the word art and its many variants (artem, eart, etc.) have probably existed since the founding of Rome. The definition of art has been debated for centuries among philosophers.” What is art?” is the most basic question in the philosophy of aesthetics, which really means, “how do we determine what is defined as art?” This implies two subtexts: the essential nature of art, and its social importance (or lack of it). The definition of art has generally fallen into three categories: representation, expression, and form. Adajian (2018), said possessing representational, expressive, and formal properties cannot be sufficient conditions, since, obviously, instructional manuals are representations, but not typically artworks, human faces and gestures have expressive properties without being works of art, and both natural objects and artefacts produced solely for homely utilitarian purposes have formal properties but are not artworks

Art as Representation or Mimesis. Plato first developed the idea of art as “mimesis,” which, in Greek, means copying or imitation. For this reason, the primary meaning of art was, for centuries, defined as the representation or replication of something that is beautiful or meaningful. Until roughly the end of the eighteenth century, a work of art was valued on the basis of how faithfully it replicated its subject. This definition of "good art" has had a profound impact on modern and artists; as Gordon Graham writes, “It leads people to place a high value on very lifelike portraits such as those by the great masters—Michelangelo, Rubens, Velásquez, and

so on—and to contemporary raise questions about the value of ‘modern’ art—the cubist distortions of

Picasso, the surrealist figures of Jan Miro, the abstracts of Kandinsky or the ‘action’ paintings of Jackson Pollock.” While representational art still exists today, it is no longer the only measure of value.

Art as Expression of Emotional Content. Expression became important during the Romantic movement with artwork expressing a definite feeling, as in the sublime or dramatic. Audience response was important, for the artwork was intended to evoke an emotional response. This definition holds true today, as artists look to connect with and evoke responses from their viewers.

Art as Form. Immanuel Kant (1724-1804) was one of the most influential of the early theorists toward the end of the 18th century. He believed that art should not have a concept but should be judged only on its formal qualities because the content of a work of art is not of aesthetic interest. Formal qualities became particularly important when art became more abstract in the 20th century, and the principles of art and design (balance, rhythm, harmony, unity) were used to define and assess art. (Adajian, 2018). Today, all three modes of definition come into play in determining what is art, and its value, depending on the artwork being assessed.

Leo Tolstoy defines Art as any human activity consisting in this, that one man consciously, by means of certain external signs, hands-on to others feelings he has lived through, and that others are infected by these feelings and also experience them.

Cultural and Creative Art

Education generally, is a vital tool for the development of any society. It is also believed that its purpose is to teach and arm the society with enough knowledge in order to withstand the challenges of life. It is widely regarded as a “veritable instrument for social change and national development” (Ezeugwu, 2014). To support this, the National Policy on Education (2004), stated that “one of the broad aims of education is preparation for useful living within the society”. This is achieved through different subjects taught by professionals/experts in schools- of which Music is one of such subjects. In Nigeria, and indeed the world over, music is an important subject for educational purposes because it employs element that demands learning or training. It is taught at all levels of education-primary, secondary and tertiary with different degrees of emphasis and

seriousness. At the end of their training, they are expected to be enriched with knowledge, skills, values, right attitudes and also to be capable of teaching others.

However, music has been an optional subject at the junior secondary school level until the year 2007, when it was merged with Fine arts and Drama as a single subject known as Cultural and Creative Arts(CCA). Cultural and creative art, according to Owolabi (2013), is the merging of Fine arts, Music, Drama and Craft into a single subject. Supporting the above, Ojukwu and Onyiuke (2014), stated that CCA is an “umbrella term which brings together the three arts subject areas: music, fine and applied arts and drama/theatre”. CCA as “an interdisciplinary field of study which is a product of synthesis of music, Arts, Dance and Drama”. The general objectives of CCA, Ajewole (2013) continued, are to promote aesthetic education by enhancing learners’ level of aesthetic appreciation, develop ability to explore, manipulate, improve and experiment with sound, colours, and design, space and body movements and to acquire basic skills in these art forms among other things.

The Nigerian Educational Research and Development Council (NERDC) have already listed Cultural and Creative Arts (CCA) as one of the core basic subjects in the new 9-year basic education curriculum (FGN, 2007:9). The aim is to “develop the students’ acquisition of cultural repertoire aesthetic perception, artistic talents, creativity and expression”. However, Okafor and Okafor (2009) noted that “there is no guide as regards selection, variation, implementation, goals and opportunities for this provision”. Though these arts have been introduced as one integrated subject, each of them has its own peculiar characteristics and thus needs trained personnel to handle each peculiar area.

Challenges in Teaching Cultural and Creative Art

The integration has made teachers who are specialists in their different subjects’ areas to teach two other subjects merged with their speciality. Most of the teachers lack ideas and confidence in handling the subject. They should have been given adequate orientation on CCA before its introduction in schools. In the interview conducted by Onuora& Nnamdi (2017), The CCA teachers also complained that their skills and reflexes are being slowed down because the curriculum has been greatly watered down since the introduction of CCA. Onuora& Nnamdi (2017). Outline the following problem as a result of integration of the three subject to be one.

- The only near positive observation, which the music teachers also concurred is that music, which has been an optional subject is now a compulsory subject under CCA. However, the content is very shallow.
- In schools that have only music teachers, read and teach approach is used to teach fine arts and vice versa.
- In schools that have teachers for both fine arts and music, the subjects are written separately on the time table and taught separately too. The music teacher is also responsible for the drama aspect of CCA. This shows a lot of disparity in the study of the subject in schools.
- Curriculum content of CCA is not sufficient to equip students for the necessary foundations needed for music as an area of study.
- The duration of each lessons remains 40 minutes for the schools where CCA is taught by one teacher and where it is separated and taught by different teachers. This shows disparity in schools which will eventually take the same external exams in Junior Secondary School Certificate Examination (JSSCE).
- The CCA teacher has limitation because he/she is an expert in one out of the 3 areas of CCA. This makes it impossible for him/her to give practical instructions in those aspects he/she did not receive training. This is detrimental to the study of any of the disciplines and also detrimental to the study of CCA as a subject because the success of CCA according to Ojukwu & Onyiuke (2014) depends on the emphasis in the teaching and learning process.
- Teaching as a concept is described as “the process of selecting, organizing and making available the perceptual and informational input of arranging the physical setting and influencing the social and psychological environment (of the learner) so that optimal learning takes place”. (Onuora, 2017). Kehinde (2013), also added that teaching is a pedagogical activity that requires the transmission of knowledge, ideas and values from the teacher who possesses a mastery of the subject matter to the learner. In other words, teaching has to do with the process whereby an experienced, trained or mature person, imparts knowledge, skill or vital information to an inexperienced or immature person. The main aim of teaching generally, therefore, is for the learner to be adequately

equipped with knowledge. The integration of Music, Drama and Fine Art as a single subject (C.C.A) made it difficult to be taught by skillful or experienced teachers because these three discipline (Music, drama and Fine Art) are core discipline require to be taken by expects in the particular discipline for there is no course in Higher institution of learning that covers the three discipline.

And this implies that those that are taken Cultural and Creative Art only have experience in one of the three fields and this make them immature in other two fields. This has been a major problem in the introduction of Cultural and Creative Art in Nigeria junior secondary school. In the research done by Onuora& Nnamdi (2017) it was made known from the interviews, only 2 – representing 17% - of the total population of the teachers were of the opinion that teachers of CCA should go for training on the subject. The other 10 – representing 83% of the population were of the opinion that CCA should be disintegrated so that every teacher will mind/concentrate on his/her area of specialization. According to Onuora and Nnamdi (2017), The teachers are also confused on the whole idea of the integration and the future of CCA as a subject. They said that it is not progressive. One of the respondent teachers at Queens School, Enugu, said: it is like jumping up and landing on the same spot when the idea was to move forward.

Solutions to Problem Facing Cultural and Creative Art

Onuora& Nnamdi (2017) suggested three (3) solutions for the problems facing Cultural and Creative Art teaching. That;

- i. policy makers must be those who are professional in an area. Those who brought the C.C.A policy on board were political appointees who apparently did not make adequate consultations with subject teachers. There is a begging need for consultations before policies are adopted. Subject's amalgamation must be treated with care, especially when technical subjects like music is involved.
- ii. Departments of Cultural and Creative Arts should be created in Nigerian Universities to groom teachers in the subject area of CCA. Students of Music, Theatre Arts, and Fine and Applied Arts should borrow courses from sister Departments to equip

Graduates of expectations in life as a CCA teacher where one is expected to teach all subjects that make up CCA.

- iii.** Special arts schools should be established to emphasis arts education, similar to the establishment of special science schools. Music, Drama and Fine Arts constitute the nucleus of our cultural identity and should be studied as separate subjects to foster growth and development.

NERDC should have a re-think about the integration of music, drama and fine art as a single subject for now. There is no need forcing the teachers to teach what they know nothing about. The teachers' area of subject specialization should be considered. This is because students at this level of education are active, creative and inquisitive and they learn practically through activities. The teachers who teach at this level should use more of participatory, exploratory and practically oriented methods to engage the students in teaching and learning by doing. The teachers can only achieve this if they have in-debt knowledge of their subject area. Reviewing of the curriculum usually takes time and since the system must move on till the curriculum is reviewed, Ojukwu & Chinyere, (2014) equally suggesting the following:

The government should organise regular workshops and seminars for teachers of CCA to get them abreast with the subject matter contents. This will give the teachers more confidence in handling the contents of CCA and also boost their enthusiasm for their job. There is need to review the curriculum of CCA especially in the area of music in order to give a direction on integrated arts subjects.

CCA as a subject is practical or skill oriented. There should be time allocated for practical. Cultural and creative art is the totality of all arts in its aesthetic, communicative and visual forms. The teacher can keep some of the society's vanishing culture in focus through the classroom interaction with the students to impart knowledge of our existing culture.

A competent teacher even if he/she is not a music specialist needs to do a lot of reading and visiting the internet for relevant materials for music teaching and learning. The teacher should take advantage of technological gadgets that are available to siphon information through the internet.

The teachers should be encouraged to put more effort in collecting multimedia materials such as audio/visual aids, pictures, music instruments and other equipment. Students should also be encouraged to use multimedia tools, such as CD drive, to listen to music and watch educational films, projectors, computers, digital video disc (DVD), laser disc (LD), video compact disc (VCD) and player midi keyboard synthesis (Okonkwo, 2009). The teacher should seek the assistance of more experienced teachers and obtain information about resources for teaching music and Drama.

Multimedia

Multimedia means that computer information can be represented through audio, video, and animation in addition to traditional media (i.e., text, graphics/drawings, images). Multimedia is the field concerned with the computer controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally (University of Delaware School of Education)

Multimedia has been one of the main edges of scholars interested in computer programs and internet software due to the increasing advancement in communication technologies (Herrington and Oliver, 1996). Multimedia is a means of combining the elements and components of different content forms that are interrelated (Kim & Gilman, 2008). It uses computers to enhance the ability to process different kinds of data, figures, letters, symbols, motion images, sounds and others to provide human beings with the different advances and increase the interaction and communication in the different life aspects (Clark & Mayer, 2008).

New technological and computer advancement have opened the door to present instructional material in different forms such as audio (i.e., Spoken words, sound effects and music), visual images, printed text, pictures and motion images. All types of multimedia are found within one computer suite, which has opened the way to present learning more effectively (Al-Jundi, 2002). Multimedia has been one of the main edges of scholars interested in computer programs and internet software due to the increasing advancement in communication technologies (Herrington and Oliver, 1996). Multimedia is a means of combining the elements and components of different content forms that are interrelated (Kim & Gilman, 2008). It uses

computers to enhance the ability to process different kinds of data, figures, letters, symbols, motion images, sounds and others to provide human beings with the different advances and increase the interaction and communication in the different life aspects (Clark & Mayer, 2008). New technological and computer advancement have opened the door to present instructional material in different forms such as audio (i.e., Spoken words, sound effects and music), visual images, printed text, pictures and motion images. All types of multimedia are found within one computer suite, which has opened the way to present learning more effectively (Al-Jundi, 2002). The previous definitions can be summarized as using different kinds of technologies and integrating them in one single computer.

By emphasizing the role and the efficiency of multimedia technologies, Al Far (2002) points out that multimedia concept is related to e-processing via the computer and its use is connected with two major principles, integration, that is blending several means to serve a certain idea or information and the interaction between the learner and what is shown on the computer screen. The recent thorough change in technology helped to come along with the scientific advancement and to make best use of their possibilities with the aid of cumulative human's keen effort.

Currently we can find and utilize the best that matches our needs and preferences within the community where we live. Such a revolution involves the information, technology and communication as well as their applications in various fields. The influences of such amazing breakthroughs in the communication technologies and their capabilities extended to the education field, which employed the modern technology to help both the teacher and learner. This is due to the technology's impressive potential in setting the goals, the objectives, the planning of the learning environment, the selection of teaching methods, and assessment of the overall instructional system (Tahar, 2006). Educators, however, are supposed to maintain consistency among the instructional system components such as: inputs, outputs and processes, where the instructional competency level is identified by the outputs that are associated to the quality and size of the system inputs. (Aldalalah & Ababneh, 2015).

Forms and Element of Multimedia in Classroom

Traditionally classroom situation is teachers standing in front of the students, giving explanations, informing, and instructing. This usually involves chalk and talk method. These technique needs modification. The using of multimedia in classroom cannot be denied anymore.

It makes possible variations for teachers and more opportunities to students to enjoy teaching and learning process. Traditional classrooms have different settings from the multimedia classrooms. Students seat in rows and a chalkboard in the front. The teacher is standing in front of the class giving a lecture. Compared with traditional classrooms, multimedia classrooms setting differ greatly from traditional classrooms. Traditional classrooms have the seats in rows and a chalkboard in the front.

In the multimedia classrooms, students' seat can be modified according to the situation needed. Inside the classrooms, all the equipment is available and makes the students feel comfortable to study. They sit at wide tables in comfortable chairs and have plenty of room to spread work. Furthermore, they also have the opportunity to move the furniture around for group discussions (Ashvini, 2012). Multimedia is one of the best educational techniques because it addresses and arouses more than one sense simultaneously, as it addresses the senses of sight and hearing although it provides different stimuli in their presentation especially subject that deals with practical like Visual Art (Idowu, 2019).

The development of internet has also enlarged the request for multimedia content. Multimedia is the type that uses numerous forms of information as content and information processing (e.g., text, audio, graphics, animation, and video interactivity) to inform or entertain the user. Multimedia also includes the use of electronic media to store knowledge content. The term "rich media" is equal for interactive multimedia. Multimedia may be generally separated into linear and nonlinear groups. Direct active content developments without any navigation control for the watcher such as a cinema presentation. Non-linear content suggestions user interactivity to control progress as used with a computer game or used in self-paced computer created exercise. Non-linear content is also known as hypermedia content. Multimedia presentations can be live or recorded. A recorded presentation may permit interactivity via a steering system (Pavithra & Aathilingam, 2018).

Text:

Text is the foundation for word processing programs and is still the fundamental information used in many multimedia programs. In fact, many multimedia applications are based on the conversion of a book to a computerized form. This change gives the user instant access to the text and lets him or her display pop-up windows, which give meanings of certain words.

Multimedia applications also enable the user to instantly display information related to a certain topic that is being viewed. Most powerfully, the computerized form of a book allows the user to look up information quickly (without referring to the index or table of contents). The Windows operating environment gives the user an almost infinite range of expressing text. One type of application, which many people use every day, is the Windows Help Engine (popularly known as Microsoft Word). This application is a text-based information viewer that makes accessing information related to a certain topic easy.

Audio Sound:

Audio sound is available in several different formats. Today, maybe the greatest collective type of audio is red book audio. This is the normal prerequisite used to mention to customer audio compacted discs. It is an worldwide standard and is formally recognized as IEC 908. This description is called red book audio meanwhile of the colour of the cover of the publication that defines its formats. Red book audio sound can also be used in multimedia applications, and it forms the basis of the highest quality sound available. Another audio sound format is the Windows wave file, which can be played only on PCs running the Windows operating environment.

A wave file contains the actual digital data used to play back the sound as well as a header that provides supplementary information about the determination and playback rate. Wave files can store any sort of sound that can be verified by a microphone. The last type of audio sound that may be used is known as the Musical Instrument Digital Interface or MIDI for short. The MIDI format is actually a specification invented by musical instrument manufacturers. Audio sound can strengthen the users considerate of information obtainable in another type of media. For example, a description might define what is being seen in an animation clip. This can enhance the understanding of what the application is all about and lead to better comprehension. Experts in learning have found that presenting information using more than one sense aids in later retaining of the information. Most importantly, it can also make the information more interesting to the user.

Static Graphics Images:

Static graphic images are images such as those in a photograph or drawing. There is no occurrence in these kind of picture. Still graphics images are important portion of multimedia

because humans are modality adjusted. As the old Chinese saying goes, "A picture is worth a thousand words." Windows is also a sense modality environment. This kind displaying graphics images easier than it would be in a DOS-based environment. Static graphics images have a certain concept of formats and can be created in a number of various ways. Just as you can see an limitless number of photographs or pictures, the types of static graphics images that you can include in a multimedia application are almost unlimited.

Animation

Animation mention to moving graphics images. The happening of somebody giving CPR makes it much easier to learn internal organ revitalization, rather than just screening a static picture. Just as a static graphics image is a all-powerful form of human action, such is the case with animation. Animation is particularly useful for enlarge concepts that affect movement. Such thought as playing a guitar or hitting a golf ball are hard to exemplify using a single photograph, or even a ordination of photograph, and equal more difficult to explicate using text. Animation form it easier to portray these characteristic of your multimedia application.

Full-Motion Video

Full-motion video, such as the images depicted in a television, it is photographic images that are played back at speeds of 15 to 30 frames a second and provide the appearance of full motion. And can add even more than to a multimedia application. Although full-motion video may sound similar an perfect way to add a powerful message to a multimedia application, it is nowhere near the quality you would anticipate after watching television. Full-motion video is still in its occurrence stages on PCs, and it is constricted in resolution and size.

Multimedia and Academic Performance

Idowu & Odewunmi (2018), submitted that gender have positive influence on the use of multimedia for teaching visual arts this means that male and female teachers were able to use the available multimedia to enhance better performance in the class room. The result of their finding revealed that Male teachers/ students are more skilful in the use of multimedia devices with mean score of 2.90. This was closely followed by a mean score of 2.88 against the statement Multimedia enhances retention of topics taught in class. It was also revealed that Female teachers/students develops phobia when operating electronic appliances/ multimedia devices had a mean score.

To solve teaching problems and also to improve the educational productivity, some of the teaching staff sought to mainstream technology within education, to develop traditional techniques and using new educational methods, Multimedia has been one of the best educational techniques because it addresses and arouses more than one sense simultaneously, as it addresses the senses of sight and hearing although it provides different stimuli in their presentation (Idowu & Odewunmi, 2018). With a multimedia approach, one can access the internet to get more vital information. The film clips (all may be from the same CD-ROM) and blend them into a report. Then by adding titles and credits, thus a new and originality way of communicating one own idea and perspective.

Idowu & Odewunmi (2018), submitted that Multimedia devices encourage students to attend visual arts classes. This was noted to be followed by mean score of 3.24 against the statement that multimedia has improved students' academic performance since its introduction. The students are of the opinion that Multimedia has assisted in the mastery of skills acquired. This having a mean score of 3.22. And the grand mean score for the effectiveness of the use of multimedia in teaching visual arts was 3.03. using 2.0 as the bench mark, it was deduced that the respondents (students) generally believed that the use of multi-media in teaching basic visual arts was highly effective.

With the aforementioned results it was concluded by Idowu & Odewunmi (2018) that Multimedia, therefore, brings about effective learning and teaching of visual arts and positive improvement in the performance of students. This is an indication that it is an interesting and engaging alternative to supplement teaching and learning. And the use of conventional instruction is gradually losing its acceptability, and teachings with antiquated materials are no more encouraged. It is hoped that the utilization of multimedia for learning and teaching visual arts for senior secondary school students will allow better understanding of the subject and improve students' performance in general.

RESEARCH METHODOLOGY

Area of the Study

This study focused on Cultural and Creative Art in Nigeria Junior secondary School and uses Ile-Ife as the case study. The research was conducted in some selected school offering Cultural and

Creative Art in the Junior Secondary school in Ile-Ife, Osun State. The focus was on all the classes of progression in junior secondary school which proceeds in three levels; J.S.S 1, J.S.S 2as well as J.S.S 3.

Research Design

The study adopted the descriptive survey design to investigate into the impact of multimedia instructional materials on the academic performance on junior secondary school students in Cultural and Creative Arts Ife-central Local Government, Ile-Ife. The choice of design was made because the study involves the use of questionnaires in the collection of data on all the variables being reviewed.

Population of the Study

The target population for this study comprises the secondary school learners in Ife Central Local Government Area, Ile-Ife.

Sample and Sampling Technique

For the purpose of collecting reliable data for the study, 100 respondents were drawn from four secondary schools in Ife-Central Local Government Area, Ile-Ife. And the four schools which consist of two (2) private and two secondary school that are offering Cultural and Creative Art includes; Ambassador College Ile-Ife, Ife Middle School, Seventh Day Private School, Ile-Ife and St. Murumba Middle School, Ile-Ife. Personal information such as age, class, sex, place of residence and parents' occupation were also gathered.

Instrument for Data Collection

The researcher made use of self-designed questionnaire to collect data for this study. The questionnaire contained thirty-two (32) items which were well structured and designed by the researcher and approved after scrutiny. The questionnaire was anonymous to enhance the compliance of respondents and the gathering of unbiased information. It was divided into four sections; the first part (Section A) consists of the Socio-demographic features of the students. The second part (Section B) consist of questions relating availability of multimedia materials in cultural and creative art class. Third section (Section C) consist question relating to the frequency utilisation of multimedia in cultural and creative art classes, The fourth section (Section D) consist of the questions relating to the impact of multimedia the students' academic performance in Cultural and Creative Art. The response modes for sections B is multi-selection

listing different type of multimedia, section is; Always (A), Occasionally (O), Rarely (R) and Never (N). While section D is; Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD).

Procedure for Data Collection

Permission was sought from the principals of the selected schools before administering questionnaire. A total of 100 copies of questionnaire were produced and administered. The copies of the questionnaire were distributed to the respondents with short and precise instructions and clarifications made to avoid errors while filling it. Each copy was collected immediately after filling.

Validity of Research Instrument

To ensure the validity of the questionnaires towards the objectives of this study, the instrument was given to an expert for content validity and necessary correction.

Technique for Data Analysis

the entire questionnaire was fully completed and returned to the researcher. Responses from each of the research statements in the questionnaire as related to this study were duly analyzed and computed by the researcher. Frequency count and percentage scores was employed to establish the results.

RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of data collected and analyzed as well as the discussion of findings from the study. It also provides answers to the research questions raised earlier in the study to examine the impact of multimedia on academic performance of students in Cultural and Creative Arts in Junior Secondary School in Ile-Ife. Data collected were analyzed by scoring students' responses to the questionnaire. For responses to impacts of multimedia instructional materials on students' academic performance, **Strongly Agree (SA)** was scored 4 points ($\bar{x} = 3.5 - 4.0$), **Agree (A)** was scored 3 point ($\bar{x} = 2.5 - 3.4$), **Disagree (D)** was scored 2 ($\bar{x} = 1.5 - 2.4$), while **Strongly Disagree (SD)** was scored 1 point ($\bar{x} = 0 - 1.4$). On the other hand, the frequency of use of multimedia was rated as **Always** ($\bar{x} = 2.5 - 3.0$), **Occasionally** ($\bar{x} = 1.5 - 2.4$), **Rarely** ($\bar{x} = 0.5 - 1.4$) and **Never** ($\bar{x} = 0 - 0.4$).

Table 4.1: Descriptive statistics of demographic data

Characteristics	Classification	N % (N = 100)
Class	JSS 1	17.0%
	JSS 2	50.0%
	JSS 3	33.0%
	Total	100.0%
Sex	Male	41.0%
	Female	59.0%
	Total	100.0%
Age	9-12	52.0%
	13-16	46.0%
	17-20	1.0%
	Others	1.0%
	Total	100.0%
Religion	Christianity	87.9%
	Islam	12.1%
	Traditional	0.0%
	Total	100.0%
CCA Teacher's sex	Male	78.0%
	Female	22.0%
	Total	100.0%

Source: Researcher's field survey, January 2020

Table 4.1 presents the descriptive demography data of the respondents. It was revealed that 17.0% are from JSS1, 50.0% from JSS 2 and 33.0% from JSS 3 with the percentage of 41.0 and 59.0 of male and female respectively. It was also deduced that 52.0% of the respondents are between 9-12 years of age and 46.0% of the respondents are between 13-16 years of age while the age between 17-20 and other is 1.0% which implies that none of the respondent are below the

age of 9 and above the age of 16. It was also discovered from the respondent that the teachers teaching Cultural and Creative Art in Ile-Ife is 78% male and 72% female.

Answering Research Questions

Research Questions 1: Are multimedia instructional materials available for use in teaching Cultural and Creative Arts in secondary schools in Ile-Ife?

Table 4.2: Availability of Multimedia in Cultural and Creative Art class

Multimedia Instructional Materials	Available %	Not Available %	Total
			N % (N = 100)
MP3 (Audio) Player	14.0%	86.0%	100%
Cell phone	20.0%	80.0%	100%
Desktop Computer	13.0%	87.0%	100%
Laptop	19.0%	81.0%	100%
Animation	13.0%	87.0%	100%
Digital Camera	19.0%	81.0%	100%
Video Clip	11.0%	89.0%	100%
Online Videos	6.0%	94.0%	100%
Internet	12.0%	88.0%	100%
Projector	20.0%	80.0%	100%
E-book reader	10.0%	90.0%	100%

Source: Researcher’s field survey, January 2020

The table above reveal that availability of multimedia in cultural and creative art class. From the table it can be seen that mp3 player are 14.0% available and 86.0% are unavailable. Cell phone is seen to be 20% available and 80% unavailable.....

Research Questions 2: How frequent is the utilization of multimedia as an instructional medium in teaching Cultural and Creative Arts in secondary schools in Ile-Ife?

Table 4.3: The Frequency/Utilisation of Multimedia in Cultural and Creative Art classes

Statements	A %	O %	R %	N %	Total			
					N % (N = 100)	Mea n	St. Dev .	Su m
My teacher uses MP3 (Audio) Player in C.C.A classes	7.1 %	6.1 %	0.0 %	86.9 %	100%	0.3	0.8 8	33
My teacher uses Cell phone in C.C.A classes	6.1 %	5.1 %	5.1 %	83.8 %	100%	0.3	0.8 3	33
My teacher uses Desktop Computer in C.C.A classes	4.2 %	3.1 %	3.1 %	89.6 %	100%	0.2	0.7 0	21
My teacher uses Laptop in C.C.A classes	8.2 %	2.0 %	2.0 %	87.8 %	100%	0.3	0.8 7	30
My teacher uses Animation in C.C.A classes	5.2 %	5.2 %	1.0 %	88.7 %	100%	0.3	0.7 8	26
My teacher uses Digital Camera in C.C.A classes	2.1 %	4.2 %	5.2 %	88.5 %	100%	0.2	0.6 1	19
My teacher uses Video Clip in C.C.A classes	4.1 %	2.1 %	4.1 %	89.7 %	100%	0.2	0.6 8	20
My teacher uses Online Videos in C.C.A classes	0.0 %	4.0 %	5.1 %	90.9 %	100%	0.1	0.4 4	13
My teacher uses Internet in C.C.A classes	3.1 %	3.1 %	8.2 %	85.7 %	100%	0.2	0.6 5	23

My teacher uses Projector in C.C.A classes	5.1 %	5.1 %	3.1 %	86.7 %	100%	0.3	0.7 9	28
My teacher uses E-book reader in C.C.A classes	5.1 %	4.1 %	9.2 %	81.6 %	100%	0.3	0.7 8	32

Source: Researcher’s field survey, January 2020

Table 4.3 above revealed the frequency of utilization of multimedia of creative art. The multimedia with a higher mean **0.3** are more frequently used than those with the mean of **0.1**, the multimedia with mean of **0.2** indicates that the frequency of use is moderate. The sum of the multimedia gives more accurate description of the frequency of usage, the multimedia with a higher sum (33) indicate that such multimedia are more frequently used while the one with a lower sum (13) indicate are poorly used. The rest of the result are presented in the table above.

Research Questions 3: What is the impact of multimedia instructional materials on the academic performance of students in Cultural and Creative Arts?

Table 4.4: Impact of Multimedia on Students’ Academic Performance in C.C.A.

Statements	SA %	A %	D %	SD %	Total			
					N % (N = 100)	Mean	St. Dev	Sum
I am always afraid to handle some of the multimedia device especially the electronics device	21.0 %	19.0 %	35.0 %	25.0 %	100%	2.4	1.0 8	236
I don’t know how to search internet myself when our C.C.A teacher give us any assignment that require internet.	7.0 %	18.0 %	41.0 %	34.0 %	100%	2.0	.90	198

I uses my phone or my parents' to chat more than checking things that relate with C.C.A	23.0 %	29.0 %	31.0 %	17.0 %	100%	2.6	1.0 3	258
I uses my phone or my parents' to play games more than checking things that relate with C.C.A	24.2 %	22.2 %	39.4 %	14.1 %	100%	2.6	1.0 1	254
I like watching drama on laptop or phones	33.7 %	41.8 %	15.3 %	9.2 %	100%	3.0	.93	294
I always believe electronic can cause harm and spoil if not carefully handled, that makes me to stay away from them many times.	29.9 %	33.0 %	23.7 %	13.4 %	100%	2.8	1.0 2	271
The use of multimedia in teaching C.C.A enhance my understanding.	23.2 %	30.3 %	25.3 %	21.2 %	100%	2.6	1.0 7	253
I always find it easy to relate with what is being taught whenever multimedia is used.	19.4 %	26.9 %	30.1 %	23.7 %	100%	2.4	1.0 6	225
My teacher does not know how to use multimedia to explain C.C.A subject.	5.1 %	16.3 %	43.9 %	34.7 %	100%	1.9	.85	188
I find class more interesting when using multimedia in C.C.A Subject.	23.7 %	38.7 %	18.3 %	19.4 %	100%	2.7	1.0 5	248

Multimedia used in C.C.A class always help me to remember what is being taught	20.8 %	35.4 %	20.8 %	22.9 %	100%	2.5	1.0 7	244
I find it hard to understand anything being taught with multimedia.	12.6 %	15.8 %	47.4 %	24.2 %	100%	2.2	.94	206
My academic performance has really improved because of the use of multimedia in C.C.A class.	19.8 %	31.2 %	29.2 %	19.8 %	100%	2.5	1.0 3	241
My C.C.A teacher uses some multimedia device like projector, Audio player, Video clip, Laptop in teaching some specific topic like Music, Drama.	19.6 %	16.5 %	41.2 %	22.7 %	100%	2.3	1.0 4	226

Source: Researcher’s field survey, January 2020

Table 4.3 reveals clearly that the item the highest mean value of 3.0, which stated that I like watching drama on laptop or phones implies that the students indirectly utilize multimedia at home for Cultural and Creative Art especially the expect of drama and this has a significant role to play in the student academic performance, this was revealed in one of the item (Multimedia used in C.C.A class always help me to remember what is being taught) with the mean value of 2.5. This was noted to be followed by mean score of 2.6 against the statement that The use of multimedia in teaching C.C.A enhance my understanding.

The statement (My academic performance has really improved because of the use of multimedia in C.C.A class) with the mean score of 2.5 revealed that multimedia has impact on the students’ academic performance in Cultural and Creative Art. However, the item with the mean value of 2.4 against the statement that stated that “I am always afraid to handle some of the multimedia device especially the electronics device” revealed Female students develop

phobia when operating electronic appliances/ multimedia this was discovered while checking the statistic of the respondent that chose the statement to be true.

On the general note, the grand mean score for the impact of the use of multimedia in the students’ academic performance in Cultural and Creative Art was 2.6. By using 2.0 as the benchmark, it could be deduced that the respondents generally believed that the use of multimedia in teaching Cultural and Creative Art have impact on their academic performance in.

Testing of Hypotheses

In order to test the two hypotheses listed for this study, the sum of students’ responses were analysed and the results are shown in tables 4.5, 4.6 and 4.7 below.

H₀₁: There is no significant difference in the available multimedia instructional materials in secondary school at Ile-Ife.

Table 4.5: ANOVA of difference in the available Multimedia in Secondary School at Ile-Ife.

Level	N	Mean	Std. Dev		Sum of Squares	df	Mean Square	F	Sig.
St. Murumba	25	1.00	2.363	Between Groups	67.070	3	22.357	3.756	.013
Adventist private school	25	1.72	1.990	Within Groups	571.440	96	5.953		
Ife middle school	25	2.84	3.387	Total	638.510	99			
Ambassadors College	25	1.72	1.671						
Total	100	1.57	2.540						

There is a significant difference in the frequency of utilization of multimedia instructional materials in teaching Cultural and Creative Arts in secondary schools in Ile-Ife, $F_{(3, 98)} = 3.756$, $p(0.013) < 0.05$. The hypothesis is rejected.

Ho2: There is no significant difference in the frequency of utilization of multimedia instructional materials in teaching Cultural and Creative Arts in secondary schools in Ile-Ife.

Table 4.6: ANOVA of difference in the frequency of utilization of Multimedia in teaching Cultural and Creative Arts in secondary schools in Ile-Ife.

Level	N	Mean	Std. Dev		Sum of Squares	df	Mean Square	F	Sig.
St. Mulumba	25	2.20	5.664	Between Groups	603.440	3	201.147	6.366	.001
Adventist private school	24	1.58	3.049	Within Groups	3001.913	95	31.599		
Ife middle school	25	6.92	9.115	Total	3605.354	98			
Ambassadors College	25	0.48	1.005						
Total	99	2.81	6.065						

There is a significant difference in the frequency of utilization of multimedia instructional materials in teaching Cultural and Creative Arts in secondary schools in Ile-Ife, $F_{(3, 98)} = 6.366$, $p(0.001) < 0.05$. The hypothesis is rejected.

Ho3: There is no significant difference in the impact of multimedia instructional materials on the academic performance of students in Cultural and Creative Arts in secondary schools in Ile-Ife.

Table 4.7: ANOVA of difference in the impact of Multimedia on the academic performance of students in Cultural and Creative Arts in secondary schools in Ile-Ife.

Level	N	Mean	Std. Dev		Sum of Squares	df	Mean Square	F	Sig.
St. Mulumba	25	29.16	10.495	Between Groups	781.640	3	260.547	4.043	.009
Adventist private school	25	34.84	5.437	Within Groups	6186.720	96	64.445		

Ife middle school	25	36.72	8.811	Total	6968.36	99			
Ambassadors					0				
College	25	32.96	6.361						
Total	100	33.42	8.390						

There is a significant difference in the impact of multimedia instructional materials on the academic performance of students in Cultural and Creative Arts in secondary schools in Ile-Ife, $F_{(3, 99)} = 4.043$, $p(0.009) < 0.05$. The hypothesis is rejected.

Discussion of Findings

Base on the analysis of the data collected, the following finding were made;

First the study found that most of the multimedia are not available as it can be seen from the analysis that majority of the respondents agreed that the multimedia are not available this be could probably because the teachers are used to the traditional ways of teaching without relevant instructional media or the scheduled time for teaching Cultural and Creative Art is not accommodating the use of multimedia considering the time it will consumed for the planning and setup in the classroom and epileptic funding of teaching facilities in Nigeria secondary school especially public schools, just has the findings of Odewumi & Idowu (2019) who revealed that multimedia devices available for teaching visual arts in senior and junior secondary schools as in private school and most public schools do not have multimedia devices for teaching visual arts in senior and junior secondary schools as in private school had a means score of 1.75 and 1.88 respectively.

Also the study finds out that mp3 player, cell phones and laptop are more frequency utilized in cultural and creative art classes than the other media this is probably because every school could afford mp3 player event the teacher could afford portable (Bluetooth speaker) one which can serve as a teaching device. And cell phone and Laptop are personal computer that every teacher can bring to class in order to use it to teach unlike projector and other electronic multimedia that require connection for power supply and proper permission and support by the school management before it can be used as teaching instrument.

Also, the study finds out that 36.1% of the respondents agree that their teachers use some multimedia in cultural and creative art, while 63.9% respondents disagree with that. 87% of the respondents disagree with the statement that their teacher does not know how to use multimedia to explain Cultural and Creative Art, this implies that almost every Cultural and Creative Art teacher will know how use multimedia in the classroom though not all of them can handle the sophisticated or the electronic device using especially the female teacher using the statement ‘I always believe electronic can cause harm and spoil if not carefully handled, that makes me to stay away from them many times’ with mean value of 2.8 (62.9% respondents agreed with the statement). They respondents are students not teacher but the work of Odewumi and Idowu (2019) establish the fact that not only the female students are phobia of electronic devices but Female teachers/students develop phobia when operating electronic appliances/ multimedia devices had a mean score 2.53.

Furthermore, the study finds out that there is a significant different in the availability of multimedia in secondary school in Ile-Ife and the students’ academic performance. (the hypothesis give a p-value of 0.13). Also the study found out that there is a different in the utilization of multimedia in teaching cultural and creative art in junior secondary school (significant level is 0.001). The statement (Multimedia used in C.C.A class always help me to remember what is being taught & My academic performance has really improved because of the use of multimedia in C.C.A class) with the mean value of 2.5 reveal the important and impact of multimedia on the students’ academic performance in cultural and creative art in Ile-Ife.

In conclusion the study revealed that if students are frequently utilizing multimedia for their teaching and learning process be it in class or at home with their parents or their personal computer, it will enhances their academic performance just as (Otts, Williams, Dawson and Alley (2004) found out that studentswho are given access to multimedia courseware, whether as individuals or in groups, can take control of their own learning, constructing knowledge at a pace and in a direction that suits their needs and desires. The result finds out that if the student extensively utilizes multimedia in class or at home for educational purpose it will have a positive impact on their Cultural and Creative Art performance. Against the statement in Table 4 with mean value of 2.6 (I uses my phone or my parents’ to chat more than checking things that relate

with C.C.A) it was revealed the even some of the student the uses multimedia are not utilizing it for educational purpose.

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the whole study, the conclusion and useful recommendation on the impact of multimedia on the junior secondary school students' academic performance in Cultural and Creative Art in Ile-Ife, Osun State.

This study investigates the impact of multimedia on the junior secondary school students' academic performance in Cultural and Creative Art in Ife-central Local Government Area, Ile-Ife, Osun state, Nigeria. The study analysed the demographic characteristics of the respondents, the availability of multimedia in teaching Cultural and Creative Art, the frequency utilization of multimedia as an instructional medium in teaching Cultural and Creative Art and the impact of the utilization on the students' academic performance. The study employed descriptive survey design, data was collected from 100 students using random sampling techniques. A well-structured questionnaire was used in gathering data, the questionnaire was validated by the Supervisor.

The location of the study was Ife-central Local Government Area, Ile-Ife, Osun state, Nigeria. Descriptive statistics was used to analyze the demographic characteristics while linear regression was used to analyze the objectives and the hypothesis was analyse using ANOVA.

From the demographic analysis, it was found that 59.0% of the respondents are female while 41.0% of the respondents are male, it was also seen that majority of the respondent 52.0% are between 9-12 years of age. Analysis rejected the hypothesis 3 that stated that there is no significant difference in the impact of multimedia instructional materials on the academic performance of students in Cultural and Creative Arts in secondary schools in Ile-Ife. For the result the value of $F_{(3, 99)} = 4.043$, $p(0.009) < 0.05$ revealed that there is a significant difference in the impact of multimedia instructional materials on the academic performance of students in Cultural and Creative Arts in secondary schools in Ile-Ife.

CONCLUSION

Base on the findings it was concluded that there is a significant impact of multimedia of the

student academic performance in Cultural and Creative Art for the junior secondary school student in Ile-Ife.

Despite the integration of the three core subjects, which are Fine Art, Drama and Music which has led to in-depth knowledge of the subject matter by the teacher it was revealed in this study that there is no facility to facilitate the teaching-learning process in Cultural and Creative Art in Ile-Ife. A reasonable percentage of teachers at junior secondary school in Ile-Ife are not abreast to new trends and developments in the field of education but rather choose to teach Cultural and Creative Art with traditional method of teaching by writing note on the black or white board and explaining them which in no doubt resulted to lack of in-depth knowledge of the subject matter, skipping the unfamiliar content. And all these are due to the fact that the teachers lack required knowledge about the peculiarities of multimedia to provide best result in teaching Cultural and Creative Art.

It was also revealed in this study that large percentage of the student are utilizing multimedia indirectly through their parents' or their personal computers. But adequate knowledge is not being provided for the students on how to utilized the multimedia for educational purpose because the student enjoys chatting or watching movies that are not educational related especially to Cultural and Creative Art.

A good percentage of the respondents confirm the importance and peculiarities of multimedia in the academic performance. This indicates that multimedia is an interesting, supplementing alternative and solution to problem facing the integration of the 3 core subject that led to Cultural and Creative Art. It is therefore hoped that multimedia will be adequately utilized in junior secondary school in order to bring effectiveness and improvement in the students' academic performance in Cultural and Creative Art and their academic performance in general.

RECOMMENDATION

Based on the findings of the study it is imperative to ensure multimedia utilization for teaching and learning process in Cultural and Creative Art in order to enhance the students understanding as well the teachers' and affect the student academic performance. Consequently, this study proffers the following recommendation:

1. Government should make efforts to provide relevant multimedia facilities to school.

2. The provided facilities should be maintained and made use of adequately.
3. Cultural and Creative Art teachers should be exposed to in-service training and workshops that
4. Teachers should be trained and re-train in the use of the facilities.
5. Every school that are offering Cultural and Creative Art should emphasize the relevance of multimedia in Cultural and Creative Art classes and should ensure the provision for electronic setup in the classroom.
6. To facilitate in-depth knowledge of the 3 core subjects in Cultural and Creative Art (Music, Drama and Fine Art) by the teacher, suitable multimedia should be selected for each topic being taught in order to achieve best result in the behavioural objectives.
7. Due to the nature of the subject which is practical based, the school authority should make sure it is treated specially by allocating sufficient time for the subject in order to give room for multimedia planning setup and presentation in the classroom.
8. Teachers should have good relationship with the students' parent and guidance by recommending Cultural and Creative Art related Videos, Drama, Music, Website, Animation etc. for their students.
9. Parents and Guidance should not abstain their children from accessing multimedia such as television, laptop, Smartphones, Tablet, Internet etc at home but rather monitor them to use them for educational purpose.
10. Students should be educated on how they can increase their knowledge in Cultural and Creative Art by utilizing multimedia independently.

References

- Ajewole, J. O. (2010). The role of music teacher education in the achievement of (UBE). *Awka Journal of Research in Music and the Art*. 7, 222-233.
- Aldalalah, A.&Ababneh, M.(2015). Standards of Multimedia Graphic Design in Education. Advice books. *Journal of Education and Practice*. ISSN 2222-1735. Vol.6, No.17.
- Ashvini, J. (2012). Multimedia: A Technique in Teaching Process in the Classrooms. *Sri Satya Sai College of Engineering, Bhopal (India)*. Vol. 7.
- Ekwueme, L. U. (2009). Competency-based teacher education in music/cultural and creative arts: A suggested approach for the universal basic education (UBE) programme. *Interlink: A Journal of Research in music*, 4, 33-47.

Ezeugwu, F. O (2014) . Participation in indigenous music performance and its influence on interest and achievements among secondary school students in enugu state, unpublished Ph.DDisertation, Department of Music Nnamdi Azikiwe University Awka, Nigeria.

Idowu, L.&Odewumi, M. (2018). The Pedagogical Use of Multimedia Instruction for Teaching of Visual Arts in Senior Secondary Schools in Ekiti, Nigeria. *European Journal of Open Education and E-learning Studies*. ISSN: 2501-9120, ISSN-L: 2501-9120. Vol. 3.

Kehinde, O. (2013), Traditional African Music in Schools: Methods, Approaches and Styles in Yoruba Apala. In *Awka Journal of Research in Music and the Arts*, 9, 55-60.

Mohammed, F.L. (2018). Challenges Faced by Secondary Teachers in Teaching Arts Education in Fiji - A Case Study of Western Division. *IRA-International Journal of Education & Multidisciplinary Studies*. ISSN 2455–2526; Vol.1

Onuora, O., Nnamd, C., Ezeugwu&Onyebuch, F. (2012). Cultural and Creative Arts as a Subject in Nigerian Secondary Schools: Issues and Panacea (A Case Study of Schools in Enugu Metropolis). *West East Journal of Social Sciences-December 2017*. Vol.6, No.

Ojukwu, E.&Chinyere C. (2014). An Integrated Approach to the Teaching and Learning of Cultural and Creative Arts (CCA): The Music Aspect. *Journal of Educational and Social Research MC SER Publishing, Rome-Italy*. ISSN 2240-0524. Vol.3

Ojukwu, V.E and Onyiuke, Y.S. (2014), Effective Teaching of Cultural and Creative Arts (CCA); Integrated Approach. *Awka Journal of Research in Music and the Arts (AJRMA)*. Vol. 10, 74-86.

Okafor, R.C and Okafor, C.U. (2009). *Music and National Development in Nigeria*. Enugu: New Generation Books.

Owolabi, I (2013), Cultural and Creative Arts under Universal Basic Education (UBE): Its Appraisal In Junior Secondary School Curriculum. *Journal of Nigerian Music Education*, No. 4 & 5 March, 2013, 79-86.

Pavithra, A. Aathilingam, M. & Prakash, S.M. (2018).Multimedia and its Applications. *International Journal for Research & Development in Technology*. ISSN (O) :- 2349-3585 Vol. 10,Issue-5(Nov-18). ISSN (O) :- 2349-3585.

Wikipedia. Retrieved January 25, 2020. From <https://en.wikipedia.org/wiki/Multimedia>.