PUPILS' RELATED VARIABLES AS CORRELATE OF SKILLS ACQUISITION IN CREATIVE ARTS IN MORO LOCAL GOVERNMENT AREA OF KWARA STATE

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Abstract
Creative Arts as a subject at primary school level is gradually going into extinction because of pupil's attitude toward it and this could be seen in pupils' performance in the subject. Therefore, this study examine pupils related variables as they correlate to skills acquisition in Creative Arts. The research design adopted for the study was descriptive design of correctional type.This population for this study comprised all the 2,495 primary five pupils. The simple random sampling technique was used to select 10 primary schools comprising 5 public and 5 private schools. The simple random sampling technique was also used to select 200 primary 5 pupils as sample size. The instruments used, Pupils' Variables Rating Scale" (PVRS) and Creative Skills Rating Scale (CSRS) were validated and tested for reliability. The reliability index of 0.73 and 0.77were obtained. Inferential statistics of t-test and multiple regression were used to test the research hypotheses formulated at 0.05 level of significance. It was found that there was no significant difference in pupils' skill acquisition in Creative Arts based on gender (t = .464; df = 198; P >0.05), there was no significant difference in the pupil's skill acquisition in creative arts based on school type (t = .1.188; df = 198; P >0.05) while there was a significant relationship between pupils' variables and skill acquisition of pupils in creative arts in Moro Local Government Area of Kwara State ($F_{(1,198)}$ = 15110.618, P < 0.05. It was recommended among others that teachers should be encouraged to understand intrinsic and extrinsic variables of the pupils as the determine their skill acquisition in Creative Arts.

Keywords: Creative arts, Skills, Pupils related variables, Intrisinc, Extrinsic

Introduction

The Creative Arts is a subject that is recognized as a valuable skill that is useful for developing new ideas, increasing efficiency and devising solutions to complex problems. It involves the use of the imagination or original ideas in the production of an artistic work. According to Usman, Odewumi, Obotuke, Apolola and Ogunyinka (2014), Creative Art is regarded as the imaginative device by which students learn and grow through aesthetic experience with ability to see and appreciate

beauty in nature. The subject Creative Art leads children towards the understanding and appreciation of arts and culture. It develops the creative skills and aesthetic sensibilities of children.

At the primary school level of education, the importance of Creative Arts is to foster creativity and expression. Its benefits include empowering pupils with self-confidence, involving them in active imagination, and developing a sense of belonging, improving well-being and educational performance at a personal level. It could also help the children to develop and enhance creative thinking, motivation, and creative skills which are required or needed at their subsequent level of education. This assertion was buttressed by Wulansari(2017) who posited that creative arts play a critical role in assisting young children not only to understand the world but express what they know, and thrive despite adversity. Aside from this, Creative Arts have a potentially vital role in the education of children. The reason is that, Creative Arts have to do with the process of drawing, painting, or construction which is a complex one, as the child brings together diverse elements of his experience to make a new and meaningful whole.

Subject to the above, the Nigerian government viewed education as a vehicle for national development and take into cognizance the creative potentialities of the individual and the role that creative arts can play in the educational process. Based on this, Lowenfeld (2009) stated that training the young to acquire these qualities can be achieved in art education where the children are made to share equipment; views are encouraged to be creative and self-reliant. It is assumed that this can only be achieved when the pupils are highly motivated. In this study, pupils related variables considered are intrinsic, extrinsic motivation and self-regulation.

Motivation can be defined as the psychological process that directs and sustains pupil's behaviour towards learning. In addition, motivation is a state-of-mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. According to Guajardo (2011), motivation is a force which translates into a certain kind of human behaviour and pushes a person to work with high level of commitment and focus even if things are against him. It is important to note that motivation reflects something unique about each one of us and allows us to gain valued outcomes like improved performance, enhanced well-being, personal growth, or a sense of purpose. Motivation represents the willingness of an individual to put his efforts in a particular direction so as to achieve his/her goals.

On this note, there are two main types of motivation. These are intrinsic and extrinsic motivation. According to Amabile (2013), intrinsic motivation comes out of an individual pleasure or interest in task and it does not involve working on activities for the sake of external rewards. It necessitates the feelings of inner pleasure in the activity itself. It is also the force that involves doing activities without external incentives. Furthermore, intrinsic motivation is the process of doing a task because it's enjoyable and interesting, rather than because of an outside incentive or pressure reward or deadline. An individual is said to be intrinsically motivated when they seek enjoyment, interest, satisfaction of curiosity, self-expression, or personal challenge in the work, unlike extrinsic motivation (Frenzel,Taxer, Schwab and Kuhbandner, 2019).

Bowale (2011) found that elementary-age children with higher academic intrinsic motivation tend to have higher achievement in Creative Arts and more positive perceptions of their academic competence, and lower academic anxiety. However, in Bowale (2011) study, early achievement more strongly predicted later motivation than the reverse. Whereas motivation was mildly correlated with later achievement, the strongest correlations were between achievement at ages 7 and 8 and motivation at age 9, such that high achievement at an early age was associated with high motivation at a later age. Also, Students who are involved in creative arts activities practise aesthetic inquiry and reflective thinking (Lampert, 2006) and to enhance these areas within the process of education, it is suggested that education be infused with the arts (McKenna, 2012). In addition, Eason, Giannangelo and Franceschini (2009) found that students with creative talents encourage and support other student creativity in the classroom, while those who are not creative do not feel confident to do so.

Salako (2014) conducted a study on extrinsic motivation as correlate of students' vocational engagement in classroom activities in Osun State. It was revealed that there was no significant relationship between extrinsic motivation and students' vocational engagement in the classroom in Osun State. In addition,Oyibe (2015) conducted a study on the effects of extrinsic motivation on students' skill development. The study employed the pre-test, post-test control group design. The result showed that students in experimental group performed better than those in the control group. It was equally revealed that there was a significant relationship between extrinsic motivation and students' skill development in Ekiti State F-sig (0.134) is less than the value of F-cal (2.261). In a study conducted by Fajemidagba (2013) to investigate the effect of extrinsic motivation on students'

performance in Mathematics alongside influence of gender and scoring abilities of the secondary school students in Osun State, the findings revealed that all of the experimental group students who are extrinsically motivated performed significantly better than the control group students exposed to non-extrinsic motivation.

Similarly, another variable measured is self-regulation which refers to the ability of the individual child to manage their emotions, thought and behaviour in order to produce positive result. It could also refer to the presence of children's independence to pursue their educational, social and life goals in an effective way (Perry, Philips and Hutchinson, 2006). Apart from this, self-regulation could make children to get acquainted with social skills that will aid their positive interactions with peers and friend, so that they can compete favourably in the society. In this view of Zimmerman andSchunk(2008), self-regulation is perceived to refers to individual's beliefs, ability and capability to learn, make use of internal and external cues to determine when to initiate, when to maintain, and when to terminate specific goal-directed behaviours. Also, it influences every aspect of human endeavours and one's capabilities to learn, engage in business or performance behaviours at designated level. Although, if children don't have cordial communication with their teachers or parents, it could make them lack the capacity to manage their own behaviour within and outside the school environment (De Bruin, Thiede and Camp, 2011).

In the study of Kylie (2017), it was revealed that children that develop self-regulation skills to control their emotions, have the opportunity to engage in empathy skills like perspective-taking and trying to understand and respect the emotions of others. Tsemrekal (2013) revealed that perceived self-regulated learning skill as the children's ability to use meta-cognitive, cognitive and effort-management strategies that are relevant to classroom performance.

Zimmerman (2007) found out that self-regulation skills by individuals enable them to make use of internal and external cues to determine when to initiate, maintain, and terminate their goal-directed behaviours. This is also regarded as self-generated thoughts, feelings, and behaviours that are oriented toward the attainment of personal objectives. Also, in the study of Samuel (2012), it was revealed that self-regulation was positively related to students' creative art performance in elementary school *(partial r = 0.18, p <0.02)*. In addition, somewhat surprisingly, cognitive strategy use was negatively related to students' creative art performance in elementary school *(partial r = -0.18, p <0.02)*. On the other hand, Bodrova and Leong (2013) found that self-regulation skills of

the students are internal mechanisms that help them to engage in behaviour that is mindful, deliberate and considerate. The skills also makes the children to behave positively such as following classroom rules even if they don't wish to do the required task or behaviour. Self-regulation skills help to influence children creative ability and skills in arts subject.

Studies on intrinsic, extrinsic, self-regulation of students in relation to their gender and school type seem to have been a subject of debate. Elin (2012) revealed that there was a significant difference in the mean achievement test scores of male and female students taught in critical thinking skills. Similarly, Jang (2017) found that there was no significant relationship between intrinsic motivation and students' gender. In line with this, Otite and Ogionwo (2006) found that male and female students from urban centres perform better in the vocational activities which involve creativity than their counterparts from rural areas due to the availability of the socializing agents at the urban centres and shortage of most of the facilities in the rural areas. Also, Okonand Archibong (2015) and Abari and Odunayo (2012) found that there was no significant difference in the performance of students in Creative Art in public and private senior secondary schools. Based on these discoveries about pupils' related variables, there has been pressing call for investment in creative art acquisition skills of children in primary schools across all nations of the world (Nbina, 2013). It is against the above background, the researcher examined motivation and self-regulation as correlate to pupils skill acquisition in Creative Arts in Moro Local Government Area of Kwara State.

Statement of the Problem

Motivation is a force which translates into a certain kind of human behaviour and pushes a person to work with high level of commitment and focus even if things are against him. Though, observations have shown that some pupils in primary five appears to be less intrinsically or extrinsically motivated, and do not have the ability to regulate their emotion when engaged with Creative Art subjects in the school. The situation seems to have hindered many to produce the desire result when it comes to artistic work or creativity.

Arising from this observation, series of studies have been conducted on pupils' related variables with other variables, for example Salako (2014) conducted a study on extrinsic motivation as correlate of students' vocational engagement in classroom activities in Osun State. It was revealed that there was no significant relationship between extrinsic motivation and students' vocational

engagement in the classroom in Osun State. Zimmerman (2007) found out that self-regulation skills by individuals enable them to make use of internal and external cues to determine when to initiate, maintain, and terminate their goal-directed behaviours. To the best of the researchers' knowledge, none have been conducted to investigate the variables examined in this study.

The main purpose of this study is to investigate the pupils' related variables as correlate of skills acquisition in Creative Arts in Moro Local Government Area of Kwara State. Specifically, this study tends to: Examine the level of skill acquisition of the primary five pupils in Moro Local Government Area of Kwara State. Examine which of the pupil's variables (intrinsic, extrinsic and self-regulation) determine skill acquisition in Creative Arts in Moro Local Government Area of Kwara State. Examine if there is a significant in the pupil's skill acquisition in Creative Arts based on gender. Find out if there is a significant difference in pupils' skill acquisition in Creative Arts based on school type.

Research Questions

1. What is the level of skill acquisition in Creative Arts by primary five pupils in Moro Local Government Area of Kwara State?
2. What is the most commonly pupils' variables (intrinsic, extrinsic and self-regulation) that determine skill acquisition in Creative Arts in Moro Local Government Area of Kwara State?

Research Hypotheses

The following research hypotheses were formulated to guide the study

Ho_1: There is no significant difference in the pupils' skill acquisition in creative arts based on gender

Ho_2: There is no significant difference in pupils' skill acquisition in creative arts based on school type.

Ho_3: There is no significant influence of pupils' variables (intrinsic, extrinsic and self regulation) on skill acquisition in Creative Arts in Moro Local Government Area of Kwara State.

Methodology

The research design adopted for the study was correlational type of descriptive research. The population of the study comprised of all primary school pupils in Moro Local Government Area of Kwara State, while all primary five pupils in the local government becomes the target population out of which 2,495 are in 5 public and 5 are in private and their teachers in Moro Local Government

Area of Kwara State. Hat and pick simple random sampling technique was used to select 10 primary schools comprising 5 public and 5 private schools. Also, simple random sampling technique was used to select 200 primary five pupils and 10teachers of the primary five pupils totalling 210 respondents for the study. Two instruments were designed and used which are Pupils Variables Rating Scale(PVRS) under the following sub-heading-Pupils Intrinsic Motivation (PIM), Pupils Extrinsic Motivation (PEM), Pupils Self-regulation Skills (PSS) and Pupils Creative Arts Rating Skills (PCARS) were used to elicit information from the pupils with the assistance of research assistants. The instruments were validated by the Creative Arts teachers. Twenty copies of the final draft were trial-tested two times on the randomly selected pupils outside the sample schools within two weeks interval. Thereafter, the Pearson's Product Moment Correlation Co-efficient index of 0.73 and 0.77 were established, which adjudged that the instruments are reliable to be used for this study. Descriptive statistical analysis was used to analyze data by describing collected data. In addition, inferential statistics of t-test, and Multiple Regression were used to test for all research hypotheses formulated at 0.05 level of significance.

Results

Research Question One: What is the level of skill acquisition in Creative Arts by primary five pupils in Moro Local Government Area of Kwara State?

Table 1 shows the level of skill acquisition in Creative Arts by primary five pupils in Moro Local Government Area of Kwara State.

Variable	Mean		
Skill Acquisition in Creative Art 18.31			
Low: 1.00-10.49	Moderate: 10.50-20.49	High:	20.50-30.0

Table 1 shows the level of skill acquisition in Creative Arts by primary five pupils in Moro Local Government Area of Kwara State. The pupils' level of skill acquisition in creative arts was moderate (Mean = 18.31). The pupils' level of skill acquisition in creative arts was moderate (Weighted Mean = 18.31) since the weighted mean falls in the category of 10.50 – 20.49 which indicated moderate skill acquisition in creative arts.

Research Question Two: What is the most commonly pupils' variables (intrinsic, extrinsic and self-regulation) that determine skill acquisition in creative arts in Moro Local Government Area of Kwara State?

Table 2: Table showing the most commonly pupils' variables (intrinsic, extrinsic and self-regulation) that determine skill acquisition in Creative Arts in Moro Local Government Area of Kwara State

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	Std. Error	Beta	t	Sig.	Ranking
1	(Constant)	-.585	.169		-3.455	.001	
	Intrinsic Skills	-.164	.055	-.185	-3.009	.003	3
	Self-regulation Skills	.382	.034	.550	11.346	.000	2
	Extrinsic Skills	.530	.071	.631	7.502	.000	1

Table 2 shows the most commonly pupils' variables (intrinsic, extrinsic and self-regulation) that determine skill acquisition in creative arts in Moro Local Government Area of Kwara State. Extrinsic skills is the most commonly pupil's variable that determine skill acquisition in Creative Arts (β = 0.631; $P < 0.05$).

Test of Hypotheses

Research Hypothesis One: There is no significant difference in the pupils' skill acquisition in Creative Arts based on gender.

Table 4: T-test table showing pupils' skill acquisition in Creative Arts based on gender

Gender	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Male	93	18.51	5.768	.464	198	.643	Not Significant
Female	107	18.13	5.630				

Table 4 shows the significant difference in the primary five pupil's skill acquisition in creative arts base on gender.There was no significant difference in the primary five pupils' skill acquisition in creative arts base on gender(t = 0.464; df = 198; P >0.05). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant difference in the primary five pupil's skill acquisition in creative arts base on gender (0.643) is greater than 0.05 in Moro Local Government Area of Kwara State.

Research Hypothesis Two: There is no significant difference in pupils' skill acquisition in Creative Arts based on school type.

Table 5: T-test showing pupils' skill acquisition in Creative Arts based on school type.

School-type	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Public	114	18.72	5.088	1.188	198	.236	Not Significant
Private	86	17.76	6.378				

Table 5 shows the significant difference in the primary five pupils' skill acquisition in Creative Arts base on school-type. There was no significant difference in the primary five pupil's skill acquisition in Creative Arts based on school type (t = .1.188; df = 198; P >0.05). Therefore, in the light of the result, the hypothesis is not rejected, hence there was no significant difference in the primary five pupil's skill acquisition in Creative Arts based on school-type (.236) is greater than 0.05 in Moro Local Government Area of Kwara State.

Research Hypothesis Three: There is no significant influence of pupils' variables on skill acquisition in creative arts in Moro Local Government Area of Kwara State.

Table 5: Table Showing the summary of Linear Regression Analysis on significant influence of pupil's variables on skill acquisition in Creative Arts in Moro Local Government Area of Kwara State.

Variable	Mean	SD	n	R	R Square	Adjusted R
Square	F	Sig.				
Pupils Variables	73.65	5.684	200	.994	.987	.987
15110.618	.000					
Skill acquisition	18.31	21.275				

Table 5 shows the linear regression Analysis of the influence of pupils' variables on skill acquisition in Creative Arts in Moro Local Government Area of Kwara State. The result indicated that there were positive influence pupils' variables on skill acquisition in Creative Arts in Moro Local Government Area of Kwara State (R = 0.994) while the R-Square is .987 which means that the independent variable (Pupils Variables: intrinsic, extrinsic and self-regulation) explained 98.7% variation of the dependent variable (Skill acquisition in creative arts). This indicates a good fit of the regression equation. Thus, this is a reflection that pupils variables significantly influenced skill acquisition in Creative Arts in Moro Local Government Area of Kwara State ($F_{(1,219)} = 15110.618$, $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value is less than 0.05. This implies that pupils variables have significant influence on skill acquisition in Creative Arts in Moro Local Government Area of Kwara State.

Discussion of the Findings

The pupils' level of skill acquisition in Creative Arts was moderate (Mean = 18.31) in Moro Local Government Area of Kwara State. The finding is in agreement with the finding of Yusuf and Fashiku (2015) that conducted a study on the effect of teachers' motivational strategies on students' academic achievements: Experience from Nigeria, and found that the level of teachers' motivation in Kwara State public junior secondary school was high. The finding is in line with the finding of Erbas and Bas (2015) that examined the contribution of personality traits, motivation, academic risk-taking and metacognition to the creative ability in mathematics, and revealed that the level of student's motivation in relation to their metacognitive ability in mathematics were high. However, the finding is in contrast with the finding of Garner and Waajid (2012) which revealed that the level of students' self-regulations, emotional knowledge, and classroom behaviour of pre-school children was

moderate as many of the students were able to express their feelings and problems in a straightforward manner.

The result showed that self-regulation is the most pupils variable that determined the skill acquisition in Creative Arts among the primary five pupils with the highest mean score of (2.33) in Moro Local Government Area, Kwara State. The finding is in agreement with the finding of Pezzella (2010) which found that self-regulated learning strategies is the most prevalent among African-American children in Spain which resulted into high levels of motivation and higher academic self-efficacy. The finding is also in line with the finding of Pour and Ismail (2015) which conducted a study on the effectiveness of self-regulation training on the academic achievement of students in Tabriz Conservatory, and revealed that self-regulation of students is predominant among varieties of factors that ranges from students' attitude, peer influence, parental/family background and guidance, and financial capabilities predict students' academic achievement in Creative Arts in Tabriz. There was no significant difference in the primary five pupil's skill acquisition in Creative Arts base on gender ($t = 0.464$; $df = 198$; $P > 0.05$). This finding from this study was supported by the earlier findings of Arifalo (2012) which found that there was no significant difference between male and female perception on emotional and social skills acquisition of adolescents in schools. Also, the finding of the study corroborated the findings of Alicia and Soyeon (2011) who revealed that there was a significant difference between male and female cognitive and skill acquisition development in the University of Kentucky, Lexington. In addition, the finding is in agreement with the finding corroborated that of Isaacs (2012) that found gender differences favour girls in cognitive, emotional and social skills development than their male counterpart during early childhood. The differences in cognitive development domains across the two treatment groups demonstrated that girls have higher scores compared to boys in all cognitive development domains in a consistent manner within both treatment groups.

There was no significant difference in the primary five pupils' skill acquisition in Creative Arts base on school type ($t = .1.188$; $df = 198$; $P > 0.05$). The finding is in line with the finding of Sonia, Ifitkhar and Ashiq (2019) who compared the perception of male and female students on social and cognitive development skills in private and public sector colleges and found that there was no significant difference between the perception of female students and male students regarding social and cognitive development skills in private sector colleges. This finding is not in agreement

with Sirin (2010) who found that school type does not determine the acquisition of social skills development of students. However, the finding is in contrast with the finding of Merita (2013) who determined the difference between prekindergarten students' socio-emotional skills and later academic achievement. It was revealed in the study that a significant difference existed in the socio-emotional skills of children in public and private elementary schools.

There was significant influence of pupils' variables on skill acquisition in creative arts in Moro Local Government Area of Kwara State ($F_{(1,219)} = 15110.618$, $P < 0.05$). The finding was in line with finding of Fajemidagba (2013) who investigated the effect of extrinsic motivation on students' performance in Mathematics alongside influence of gender and scoring abilities of the secondary school students in Osun State, the findings revealed that all of the experimental group students who are extrinsically motivated performed significantly better than the control group students exposed to non-extrinsic motivation. The finding is in contrast with the finding of Salako (2014) conducted a study on extrinsic motivation as correlate of students' vocational engagement in classroom activities in Osun State. It was revealed that there was no significant relationship between extrinsic motivation and students' vocational engagement in the classroom in Osun State.

Conclusion

Based on the findings of this study it was concludedthatthe level of skill acquisition of pupils in creative arts were moderate.It was shown that Extrinsic motivation is the most pupils' variable that determined the skill acquisition in Creative Arts among pupils. And also there was no significant difference in the primary pupils' skill acquisition in Creative Arts based on genderand school type respectively. In addition, pupils variables significantly influenced pupils' skill acquisition in Creative Arts in Moro Local Government Area of Kwara State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The primary school teachers in Moro Local Government Area of Kwara State should be encouraged to promote extrinsic motivation of the pupils as it determines their skill acquisition in Creative Arts.
2. Gender should not be a barrier in exposing pupils to skills acquisition in Creative Arts.

3. Enlightenment campaigns should be strengthened through organizing of seminars, conferences, and training programmes on the importance of skill acquisition in Creative Arts and how it could impact positively on the pupils without considering the schools they attend.

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