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The Implementation of the Creative Arts Curriculum in Secondary Schools in Nigeria (Pp. 342-358)

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Abstract

This paper focuses on the status of the implementation of the creative arts curriculum at the secondary school level. The New National Policy on Education recognized the creative Arts as core subjects at the junior secondary school level, but at the senior secondary school level, they are optional. With very good laid down objectives, one had expected that the curriculum would be able to produce creative, patriotic and productive Nigerians who will contribute optimally to national development, rather what we have on ground is a far cry from expectation, due to the poor implementation of the programme. Creative Art practices in our secondary schools presently is relegated to subordinate position to other subjects. Parents, sort of encourage their children/wards to paying more attention to science based discipline. Creative art teachers on their own part are not able to perform to the optimum, due to extraneous factors militating against the full realization of the laid down objectives. It is hoped that the result of this study will redirect educational planners to effect positive changes in the implementation of the creative arts curriculum. Through survey of a number of schools, interview and questionnaires administered to both teachers and students, a number of problems of implementation were identified and possible solutions were proffered.

Introduction

A close reference to the Federal Republic of Nigeria National Policy on Education (1981) shows that the Federal Government realizing the importance of art and culture in the development of science and technology, has given Art and Cultural Education their legitimate right in the nation's educational system from the primary, post-primary and post-secondary institutions with their educational goals clearly stipulated.

The broad aims of the secondary education within our overall national objectives are the preparation for a useful living within the society and preparation for higher education (National Policy on Education, Revised 1981, 16).

It must be stressed further that in specific terms, the secondary school should provide primary school leavers with opportunity for education for higher quality.

- (i) Diversify its curriculum to cater for the differences in talents, opportunities and roles posed by or open to students after their secondary school course,
- (ii) Equip students to live effectively in our modern age of science and technology,
- (iii) Develop and project Nigeria's culture, art and language as well as the world's cultural heritage.
- (iv) Inspire its students with a desire for achievement and self-improvement both at school and in later life.

To achieve these objectives, a two-tier system featuring a Junior Secondary School and a Senior Secondary School, each being of three years duration with diversified curriculum was initiated. The Junior Secondary School is both prevocational and academic in course content, which will enable pupils to acquire further knowledge and develop skills. It is the transition from the embryonic development of the Primary School and the beginning of specialization at the Senior Secondary School, where the pupils pursue employment-oriented studies and enter into the labour market, or proceed to higher institutions to become the high-level manpower in all fields of human endeavours.

From the foregoing, the 6-3-3-4 system at the secondary school level is therefore geared towards not only theoretical concepts but application of

appropriate skills required in the development of Arts, Science and Technology for the survival of individual in our great nation. For the implementation of the curriculum, the Policy directs that the Government will take measures to see that the nation's culture is kept alive through Art, music and other Cultural Studies in our schools as well as through local, state and national festival of arts. In order to encourage aesthetic, creative and musical activities, government will make staff and facilities available for the teaching of Creative Arts, Crafts and Music.

Crash or emergency programme will be mounted to produce large number of Creative Arts teachers and where necessary, local Craftsmen will be used to teach students. In addition to making the educational system more responsive to the needs of national development, educators saw the need to broaden the scope of the school curriculum so that it will more adequately prepare students for useful living in a modern and scientific age.

This paper is thus set to reappraise the Creative Arts curriculum at the Secondary School level with a view to ascertaining the level of programme implementation and to ensure that the set down national objectives in Arts and Cultural Education are met.

Nature of the Creative Arts

The Creative Arts curriculum is an integration of Visual Arts, Drama and Music which is primarily concerned with the role arts and culture can play in the education of the present and future generations as they search for meanings.

The integrated approach is emphasized in order to produce artists that would understand and appreciate the inter-disciplinary nature of the arts. The Creative Arts curriculum contents in consonance with the National Policy on Education at the secondary school level as stated in the National Curriculum for Secondary School has the following objectives:

1. To provide opportunity for students to develop a language for expressing ideas, feelings, emotions and moods through a variety of art experiences (creative growth);
2. To provide opportunity for students to learn the proper use of art tools, equipment and materials;

3. To provide opportunity for students to understand and appreciate works of arts;
4. To provide opportunity for students to gain knowledge and develop intellectually, physically and culturally through art,
5. To provide opportunity for students to have adequate skill in and competence for higher education in art;
6. To provide opportunity for students to develop interest in future vocation in art;
7. To provide opportunity for students to see the usefulness of art in other subject areas and the society

With these aims to project, the Junior/Senior Secondary School Syllabus, developed by Nigerian Educational Research Council and the Comparative Education and Adaptation Centre, was launched in September 1982 and October 1985 respectively.

At the Junior Secondary School level, the Creative Arts, which is integrated in nature, is made up of the following subjects - Arts, Music and Drama.

With the Fine Arts discipline, the course content embraces Drawing, Painting, pattern and Design, 3-Dimensional Works, Crafts and Art Appreciation. The Music scheme of work has the following topics - Introduction to Music, Theory/Music Reading, Instruments, Rhythm, Listening and History, Creative Music and Singing while Drama has Play Making, Play Writing and play Production in its curriculum content.

The development of materials for the Senior Secondary School programme can be seen as part of the restructuring of the school system into what is popularly known as the 6-3-3-4 system. At this level, the Creative Arts subjects feature only the Visual Arts and Music. The importance of Music education is recognized and so accorded a place among the subjects to be studied at all levels in our educational institutions. The Music education as laid out in this curriculum has four branches, namely;

1. Theory of Music which consists of:
 - a) Harmony and counterpoint, embracing transposition chords, cadences modulation, melody writing and accompaniment;
 - b) Aural training which comprises rhythm, diatonic intervals (melodic), melodic dictation

2. Forms in Music and structural analysis of Nigerian dances.
3. History and literature of music, which consist of the types of music before 1600, features of early music and musical instrument,
4. Performance (Practical).

The other subject at the Senior Secondary School level is Fine Arts which is concerned with the individuality of the learner and the uniqueness of the learning experiences which must form an essential part of his growth and development.

The educational objectives of art teaching and art contents are determined by the country's social, cultural and technological climate, i.e. her felt needs and aspirations. The curriculum is a departure from the traditional examination syllabus because emphasis is now primarily on the production of students who would benefit from the study of art no matter their chosen careers.

The curriculum of the Art programme consist of Drawing, Painting, Ceramics, Art History and Appreciation, Craft, Basic Design, Graphics, Textiles and Sculpture.

In order to meet the cultural aspirations of contemporary Nigerian society and to take advantage of new resources in media, techniques and processes, the Fine Arts programme is a synthesis of the traditional art of Nigeria (Arts and Crafts) and selected aspects of such basic art as drawing, painting, sculpture and design, that have meaning and relevance to the students and society.

Implementation

It is obvious that in order to meet the set down goals, the implementation of the Creative Arts curriculum demands the attention of a creative and a very resourceful teacher, capable of appreciating the benefit of the curriculum from one stage to the other.

Nwagwu (1976.1) has pointed out that systems of education are influenced by parents, religious organization, students and governments. The need to channel efforts of external, formal and informal organizations towards the implementation of the Creative Art curriculum calls for an integrated effort

of the government, teachers, students and parents and the society at large. Table 1 shows a survey aimed at reviewing the existing situation of the teaching and learning processes in Creative Arts in some selected secondary schools.

Using the Chi-square statistics to test the degree of significance on the level of implementation, we have the following result;

FORMULA:

$$X^2 = \frac{\sum [f_o - f_e]^2}{f_e}$$

X^2 = Chi-Square
 Σ = Sum of
 F_o = Frequency of observed response
 F_e = Frequency of expected response

$$f_o - f_e = 34 \quad 13 - 15 - 32$$

$$(f_o - f_e)^2 = 1156 \quad 169 \quad 225 \quad 1024$$

$$\Sigma [f_o - f_e]^2 = 32.11 + 4.69 + 6.25 + 28.44$$

$$X^2 = \frac{\Sigma (f_o - f_e)^2}{\Sigma f_e} = \frac{32.11 + 4.69 + 6.25 + 28.44}{61.49} = 61.49$$

$$df = (r - 1) = 4 - 1 = 3$$

$$df = (c - 1) = 2 - 1 = 1$$

From the Table of Responses as it affects Fine Arts, the following observations were noted: Of all the implementation parameters, subject timetable allocation and instructional approach strategies had 75% and 58% respectively. There is, therefore, strong evidence that Fine Arts is adequately catered for on the school general timetable which allows for both the theoretical and practical aspects. Also, the teachers involved diverse methods such as free activities, suggested activity, etc. in their lessons.

Areas of acute inadequacy are in Qualified Teachers (50%), Basic Textbooks (33%), Instructional and Multimedia Aids (75%), Materials (33%), State/Local Monitoring Units (83%), School Administrative Support (42%), Student/Parental Orientation of the Curriculum (58%). There is at least one Art teacher in each of the schools visited except for the one without Fine Arts

on the school curriculum. At the Junior Secondary School level, Fine Arts is taught as a core subject but at the Senior Secondary School level, the number of students enrolling Fine Arts in the final examinations is quite negligible. The inadequacy resulting from the above-mentioned factors hampers the full implementation of the Art programme leading.

With regards to the Music Tables (table 3 & 4) of Responses, the following observations were noted. Of all the implementation parameters - qualified Teachers, Instructional Approach Strategies and Subject timetable Allocation had 42% and 33% in terms of adequacy. But area of inadequacy are: Basic Textbooks (67%), Materials (83%), State/Local Monitoring Units (75%), Equipment and Tools (92%), Accommodation (92%), School Administrative Support (50%) and Student/Parental Orientation of the Curriculum (83%).

Using the Chi-square statistics to test the degree of significance on the level of implementation we have the following result:

$$\begin{aligned}
 f_o - f_c &= 47 & 1 - 17 - 31 \\
 (f_o - f_c)^2 &= 2209 & 1 & 289 & 961 \\
 \frac{\Sigma [f_o - f_c]^2}{f_c} &= 61.36 + 0.02 + 8.02 + 26.69 \\
 X^2 &= 96.09 \\
 df &= (r - 1) & (c - 1) \\
 &= 2 - 1 & 4 - 1 \\
 &= 1 & 3 \\
 &= 3
 \end{aligned}$$

Only theoretical concepts and the vocals are taught and with the acute shortage of instructional media and equipment, students merely read them in preparation for the Junior School Certificate Examinations. At the Senior Secondary School level, the number is quite insignificant. The interest is not there and coupled with a myriad of problems, the set down national objective for Music education is not fully realized.

From the field investigation and through the questionnaire and personal interviews (structured and unstructured), the writer observed that although the curriculum content of Drama is well specified at the Junior Secondary School level, yet it is not taught in schools; rather emphasis is placed on Music and more on Fine Arts syllabus in particular. However, play

production is only promoted by some other social clubs, societies within the school system. Students are only prepared for the Junior Secondary School Certificate Examination in these two subjects. Consequently, it can be inferred that the Drama curriculum is not being implemented.

At the Senior Secondary School level, the Creative Arts comprises Fine Arts and Music where students are taught and prepared for the Senior Secondary school Certificate Examinations.

Specific Problems of Implementation

The implementation of this laudable programme has been hampered by a lot of problems. The policy was not matched with the provision of adequate instructional materials, infrastructural facilities, manpower, and funds. Consequently, majority of the graduates of the programme have not been able to live up to expectation in that it has failed to make significant contributions to the development of the country's resources and add to its material wealth. These problems evolve some changes and initiatives by Art Educational Planners which, consequently, is an index for progress and thus increasing (reflecting on) the current knowledge base in the Creative Arts.

Moreover, the progress made in the Creative Arts so far at the national level and higher institutions have made less impact in some of the Secondary Schools. On that note, only specific implementation problems encountered by the Creative Arts teachers and students in the teaching/learning situation of the Creative Arts at the secondary School will be highlighted.

On the level of the teacher, the curriculum content implementation and evaluative procedures is influenced by his values and level of orientation. The most common problems hampering the effective implementation are as follows:

Inadequate Space for Creative Art Classes

In some schools, there are no rooms allocated for the teaching of Creative Arts, such as Art studios and Music rooms, with furniture designed for this purpose. Teaching is carried on in the makeshift classroom, whereby the teacher moves from one class to the other to deliver lessons. This can be very uninspiring and boring. Also, finished work which are supposed to be mounted to boost the morale of students are not displayed due to shortage of accommodation and display facilities.

Unruly Behaviour and Apathy on the Part of Students to lessons

The teacher is faced with some students negative responses to lessons, such that we have students who run out of class the moment they have Art or Music on the timetable. Some students develop what may be regarded as "Mind Set" such that when instruction is given to them, they appear to be averse to change. This poor attitude makes the teaching to be very difficult.

Lack of Administrative Interest

Many school principals lack interest in the Creative Arts. As such, the teachers do not get co-operation from the principals in terms of getting some basic equipment and materials which will help in promoting art and cultural activities within the school.

Timetabling

Situations exist where insufficient time is allocated on the timetable for Fine Arts and Music. Inadequate time and ill-timing of Fine Arts and Music periods on the timetable of some of the schools result in the non-completion of the curriculum content by the teacher.

Lack of Parental/Community Interest and Support

This situation becomes evident from students inability to procure basic Art materials, as a result of some parents nonchalant attitude to providing the basic Music and Art materials for their children/wards. The situation is even worse where parents prevent their children/wards from doing Art in preference for science-oriented subjects.

Lack of Incentive to Work

Due to lack of incentives, currently some of the teachers are no longer enthusiastic about their job. This situation frustrates some teachers that there is the temptation of engaging themselves in private practice at the expense of their classroom activities.

On the part of the students, some of the problems enumerated above affect them in one form or the other. I will however discuss the most serious ones.

Lack of Materials, Equipment and Shortage of Textbooks in the Creative Arts

Majority of the students are faced with the problem of providing themselves with the essential materials, and so those with zeal for the subject are denied

the opportunity of exhibiting their talent. With the increasing cost of foreign exchange, the importation of some art materials is limited. With the number of textbooks being very negligible, students do not have enough reference materials to turn to in an attempt to widen their intellectual horizon.

Most of the schools lack equipment, teaching aids and materials. Musical instruments such as piano, xylophone, and basic equipment such as gramophone records, tape-recorder (reel to reel), cassette, and video tapes are not provided in the Music Department in these Secondary Schools. Even, some schools do not have adequate furniture for students. It is rare to see donkeys, potter's wheel, kiln and photographic materials in the Fine Arts Department. With the non-availability of these basic equipment, tools and materials, the Creative Arts curriculum is adversely affected.

Shortage of Qualified Art and Music Teachers

There is at present a dearth of qualified Art and Music teachers in the secondary schools. Most of the schools lack the professionally trained Graduate Art and Music teachers, who are much more exposed both academically and professionally to handle the programme well at the secondary school level. In schools where only one Art/Music teacher serves three hundred to six hundred students, efficiency is reduced.

Possible Solutions

The following possible solutions to the problems enumerated above have been proffered as follows:-

Inadequate Space for Creative Art Classes

It is suggested that adequate Theatre Art studio and Music rooms should be provided in schools with the basic tools and equipment to enable students to work effectively.

Unruly Behaviour and Apathy on the Part of Students to Lessons

To contain the situation, curriculum review and proper orientation of Creative Arts education has to be evolved, so as to make students develop a more positive attitude to Fine Arts and Music. Let the students be made to understand the impact Art as a discipline has on their life and the society. A secondary school without the Creative Arts curriculum can be said to be depriving the nation a great instrument for human development.

Guidance and Counselling units should also intensify their roles in schools.

Lack of Administrative Interest

The teacher should appeal to the principal on the importance of the Creative Arts in the school system and he has to put in more efforts of promoting and stimulating the principal's interest in Art and Music by adapting the Creative Arts programme to the need of the community, the schools, such as labeling all the school building, major paths and offices, classrooms in the school, marking post and painting the tract fields during inter-house sports competitions, organizing music fiesta, Music orchestra, Music entertainment for August Visitor to the school, Carol Nights, Art Exhibitions, and Mini Art Festivals.

Moreover, Inspectors of Education, both at the State and Local Government level and the Implementation task Force on the 6-3-3-4 system of education should pay regular visits to schools to ensure the proper implementation of the Creative Arts programme.

Timetabling

It is suggested that every school allocate a minimum of three periods a week for the Creative Art (Fine Arts, Music) on the timetable thus taking care of the theoretical cum practical aspects of the subject.

Lack of Parental/Community Interest and Support

To correct the situation, it is suggested that proper orientation be given to parents of students about the importance of (he Creative Arts and its impact on the society, so as to render their possible contribution to the school. The teacher should pay occasional visits to parents at home in the case of students with acute problems, so as to enable them develop interest in the Creative Arts. The private and commercial sectors of the economy allied with personal foundations and organizations such as IBRU Groups Limited, Iyayi Group of Companies, Okada Enterprises, Dangote Group of Companies, etc., Should contribute their quota in the financing of Creative Arts education. This will come from careful planning, appropriate curriculum, adequate financing and proper dedication to duty on the part of the planners or policy makers.

Lack of Incentive to Work

In this regard, a solution could be found if those in authority endeavour to pay the monthly salary regularly as at when due. Special Creative Arts allowances could be paid to teachers as well as the provision of staff quarters. Also Art seminars and refresher courses should be organized from time to time so as to expose them to current trends in Art education.

Lack of Materials, Equipment and Shortage of Textbooks in the Creative Arts

To redress this issue, efforts should be made to convince parents to provide necessary materials for their children. The Federal Government should relax the import restriction and make these instructional materials duty free.

In a more serious situation where basic materials are scarce, improvisation of materials from available local resources should be evolved. Government should also endeavour to provide indigenous and imported instruments including piano, clarinet, trumpet, flute, drum sets, guitar and distributed to schools without which the teaching of Music will be a farce. With the problem of book scarcity, workshop should be organized where teachers in the various subjects have to pull their resources together, guided by the Creative Arts curriculum and write suitable standard textbooks for use by the students. Moreover, the National Educational Research and Development Council should be mandated to produce Music and Art textbooks for distribution to secondary schools.

Shortage of Qualified Art and Music Teachers

A solution could be found if employers of labour (Post-Primary Education Board) in charge of the training and recruitment of teachers could ensure that Art/Music teachers are equitably distributed to schools. More Music teachers should be trained and an orientation programme should be held for teachers to acquaint them with and prepare them for the effective use of this curriculum, before being sent out to schools. Since the shortage of manpower hampers the implementation of this laudable programme, the Federal and State Government should encourage existing Art institutions to increase their annual intake for Creative Arts teacher education. There should be a State policy of posting at least three Art/Music Teachers to every secondary school and be provided with adequate instructional materials.

Conclusion

In conclusion, one is prompted to say that the Creative Art education of a child should be such that will make him see knowledge as a totality, a way of life rather than a living. I see Art as an embodiment of life. It cannot exist in a vacuum and is only meaningful in the context of the society. Creative impulses are present in all human beings, but for one to excel in art, this creative instinct has to be cultivated, nourished and exercised so that it can be stimulated in others. This debunks the impression that Art is only meant for the gifted.

On a general note, local relics and craft products should be acquired by schools for miniature Art gallery to supplement teaching. Students could go on excursions to higher institutions, at least once in a session, in order to expose them to various musical instrument; and performances, different works in both Fine and Applied Arts.

The importance of Art and Cultural education in our school cannot be overemphasized, for without it an educated man cannot be regarded as civilized, since creativity is a stamp of civilization. Moreover, if the above recommendations are integrated in the planning of the secondary school curriculum as it affects Creative Arts education, they will enable us to attain the highest ideals we have set for ourselves in our developmental objectives in education.

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Table 1: Table of Responses to Fine Arts

Implementation index (Parameter)	Selected schools													
	A	B	C	D	E	F	G	H	I	J	K	L	M	
Availability of Qualified Teacher	1	2	2	1	1	2	1	1	3		4	2	1	
Availability of Basic Textbooks	2	1	2	2	1	1	1	2	2		2	2	3	
Availability of Instructional and Multimedia Aid	1	1	1	2	1	1	3	1	1		2	1	1	
Instructional Approach Strategies	3	1	1	3	2	2	3	2	3		3	3	3	
Availability of Materials	2	1	2	2	1	1	2	2	2		1	2	2	
Potentials of Secondary School Products	2	2	2	2	2	1	2	2	2		2	2	2	
Role of State/Local Monitoring Units e.g. Inspectors	1	1	1	1	2	1	2	1	1		1	1	1	
Availability of Equipment and tools	1	1	1	1	2	1	1	1	1		1	1	1	
Accommodation, e.g. Art Studio/ Music Workshop	1	1	1	1	1	1	3	1	1		1	3	1	
Subject Timetable Allocation	3	1	2	4	3	2	4	3	3		3	3	4	
School Administrative Support	2	2	2	1	2	2	1	1	2		1	1	3	
Students/Parental Orientation of the curriculum	2	2	1	2	1	1	1	1	1		1	2	3	

Tick the subject applicable. - Fine Arts, Music Drama

Key to Ratings:

1. Inadequate (IA)
2. Fairly Adequate (FA)
3. Adequate (A)
4. Quite Adequate (QA)

Keys to selected schools;

- A Urbobo College, Effurun
- B Our Lady's High School, Effurun
- C Ovwian Grammar School, Ovwian,
- D Ogbe Grammar School, Effurun,
- E Ugborikoko Secondary School. Ugborikoko,

- F Alegbo Secondary School, Effurun,
- G Baptist High School, Orerokpe,
- H Command Day Secondary School, Effurun,
- I Ekpan Secondary School, Ekpan,
- J Oha Grammar School, Oha,
- K Aladja Grammar School, Aladla;
- L St Peter Claver's College, Aghalokpe;
- M Egini Grammar School, Ugini;

Table 2: Analysis of the Data of the Implementation of Fine Arts Curriculum

TOTAL NO. OF RESPONDENTS 12 NO. OF QUESTIONS		RESPONSES							
		I.A	%	F.A	%	A	Z	Q.A	%
1.	Availability of Qualified Teachers	6	50	4	33	1	8	1	8
2.	Availability of Basic Textbooks	4	33	7	58	1	8	0	0
3.	Availability of Instructional and Multimedia Aid	9	75	2	17	1	8	0	0
4.	Instructional Approach Strategies	2	17	3	25	7	58	0	0
5.	Availability of Materials	4	33	7	58	1	8	0	0
6.	Potentials of Secondary School Products	1	8	11	92	0	0	0	0
7.	Role of State/Local Monitoring Units e.g. Inspectors	10	83	2	17	0	0	0	0
8.	Availability of Equipment and tools	11	92	1	8	0	0	0	0
9.	Accommodation, e.g. Art Studio/ Music Workshop	10	83	0	0	2	17	0	0
10.	Subject Timetable Allocation	1	8	2	17	6	50	3	25
11.	School Administrative Support	5	42	6	50	1	8	0	0
12.	Students/Parental Orientation of the curriculum	7	58	4	33	1	8	0	0
	TOTAL	70	49	49	34	21	14	4	3

Table 3: Table of Responses for Music

IMPLEMENTATION INDEX (PARAMETER)	SELECTED SCHOOLS												
	A	B	C	D	E	F	G	H	I	J	K	L	M
Availability of Qualified Teacher	1	4	1	2	2	3	2	2	3		4	2	4
Availability of Basic Textbooks	2	1	1	1	1	1	3	2	1		2	1	1
Availability of Instructional and Multimedia Aid	1	1	1	1	1	1	1	1	1		3	1	1
Instructional Approach Strategies	3	1	3	2	2	2	2	3	2		4	2	3
Availability of Materials	2	1	1	1	1	1	1	1	1		3	1	1
Potentials of Secondary School Products	2	2	3	2	1	2	2	3	2		2	1	2
Role of State/Local Monitoring Units e.g. Inspectors	1	1	3	1	1	2	1	1	1		1	1	2
Availability of Equipment and tools	1	1	1	1	1	1	2	1	1		1	1	1
Accommodation, e.g. Art Studio/ Music Workshop	1	1	1	1	1	1	1	1	1		4	1	1
Subject Timetable Allocation	2	3	3	2	1	2	3	2	2		2	3	2
School Administrative Support	1	2	3	1	1	1	2	3	2		1	1	3
Students/Parental Orientation of the curriculum	1	1	1	2	1	1	1	1	1		1	1	2

Tick the subject applicable.- Fine Arts, Music/Drama

Table 4: Analysis of data of the Implementation of Music Curriculum

TOTAL NO. OF RESPONDENT 12 NO OF QUESTIONS		RESPONSES							
		LA	%	F.A	%	A	Z	Q.A	%
1.	Availability of Qualified Teachers.	2	17	5	41	2	17	3	25
2.	Availability of Basic Textbooks	8	67	3	25	1	8	0	0
3.	Availability of Instructional and Multimedia .Aid	11	92	0	0	1	8	0	0
4.	Instructional Approach Strategies	2	17	5	41	4	33	1	8
5.	Availability of Materials	10	83	1	8	1	8	0	0
6.	Potentials of Secondary School Products	2	17	8	67	2	17	0	0
7.	Role of State Local Monitoring Units e.g. Inspectors	9	75	2	17	1	8	0	0
8.	Availability of Equipment and tools	11	92	1	8	0	0	0	0
9.	Accommodation, e.g. Art Studio. Music Workshop	11	92	0	0	0	0	1	8
10.	Subject Timetable Allocation	1	8	7	58	4	33	0	0
11.	School Administrative Support	6	50	3	25	3	25	0	0
12.	Students Parental Orientation of the curriculum	10	83	2	17	0	0	0	0
	<i>TOTAL</i>	83	58	37	26	19	13	5	3