Achievements of Visual Art Students Exposed and Unexposed to Academic Orientation in Maiden Examination in College

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Abstract

This work studied if participation in academic orientation or induction by new Visual Art students in college could make the students achieve better in first college examination on the course than the students' mates absent from the orientation. The research involved a sample of 60 of such students got through Stratified Random Sampling, with 35 and 25 of the students belonging to the orientated and un-orientated groups respectively. The study's instruments were valid and reliable Checklist and Objective Test. The study's data; analyzed with Descriptive and Inferential Statistics, elicited the finding that those of the students who were orientated achieved better in the examination than those that were not. Subsequently, the study advanced suggestions that would make all such students attend college orientation which this study sees as foundational for good maiden and final results for the students.

Key Words: Achievement, Visual Art Student, Exposed, Unexposed, Academic Orientation, Maiden Examination, College.

1. Introduction

1.1. <u>Preamble</u>

College as concerning this study is College of Education. This is a higher academic institution preceding the university and this college is mainly purposed for the training of teachers that teach students undergoing basic education.

Visual Art students in college are people studying the production of things in beautiful ways. A maiden examination that a college Visual Art student takes, measures such a student's responses to the first oral, written or computerized questions that come from the student's lecturer. Such a student's response can also be oral, written or computerized and such questions are related to what the student has learnt through such a lecturer.

On academic orientation in Montgomery College (as in other colleges), Montgomery College (2015) posited that such an orientation is designed to assist its students to acclimate to college environment and have a successful start at the college. Montgomery College posited further on this that such an exercise of its college is targeted at answering the questions of new students of the college, connect the students to the resources of the college and so connect such students to a good start.

College academic orientation thus makes fresh college students have information having to do with: Location and use of college library and health facilities, available financial support for students, students' recreation facilities, classrooms, makeshift jobs as available in college to assist college students, courses that college students offer, and how to go about offering them. Others include guidance and counselling, scores available in college examinations and the classification of

the scores, calculation of Grade Point Average, tutorials, and residential and feeding facilities. College academic orientation is presented to fresh students of college by college staff.

This researcher observed that important as college academic orientation is for fresh students of college, some of the students do not partake in the exercise due to the students' lateness in resuming college or the students resuming college but not participating in the exercise. However, a good number of new students of college participate in the orientation.

Imadojemu, Odundipe and Sharaibi (2013) observed that Visual Art students generally do not perform well in the course. This means college students are concerned with this observation. It is therefore imaginable that the non-participation in college academic orientation by some fresh students of college is enough to contribute to this claim of general poor performance of Visual Art students.

When a fresh student of Visual Art in college fails to participate in college academic orientation, then the student misses such information as stated above which are essential for doing well in the course especially in the first examination given to such a student. The student could do better in subsequent examinations as the student could have automatically acclimatized to the college before such subsequent examinations are administered on him or her.

The essence of this study is therefore to confirm the hunch that non-participation of fresh Visual Art students of college in college academic orientation could make such students achieve poorly in maiden college examination. This confirming would be done through comparing the first achievement of such students who did not participate in college orientation with the first achievement of the students who participated in the orientation. It is also a hunch that fresh Visual Art students of college who participated in the orientation should achieve better in a maiden

examination than their mates who did not. This is because such participant-students would have had the information essential for doing well in such a maiden examination through the academic orientation that the participant-students would have attended.

Against this background, this study would offer suggestions that would check the absence of some fresh Visual Art students of college from college academic orientations. If such a checking is done successfully, new college entrants studying Visual art would generally have some Visual Art achievement advantage explained ahead.

1.2. Research Question

Is there any difference in groups of maiden scores of students of Visual Art that were and were not exposed to academic orientation in college?

1.3. Research Hypothesis

The hypothesis of the study was a Null Hypothesis (Ho), and it is that there will be no significant difference in the groups of maiden scores of students of Visual Art exposed and not exposed to academic orientation in college.

2. Research Methodologies

The research made use of the Expost-Facto research type of Adelokun, Folorunso, and Oluwawole (2012). This research type guided the research steps related to the assumptions that poor performance of Visual Art students of college in maiden examination was caused by the absence of the students from college academic orientation and that good performance of the students' counterparts in same was caused by the counterparts having attended the orientation.

2.1. <u>Population</u>

The research made use of a population of 234 students of part one taught Visual art under Primary Education Studies in the Primary Education Department of Osun State College of Education, Ilesa, Nigeria in the 2013/2014 academic session.

2.2. <u>Sample and Sampling Techniques</u>

Students of Visual Art numbering 60 were sampled from the population of this research with the Stratified Random Sampling technique. With this technique, 25 of students who did not participate in college academic orientation and 35 of students who participated in the orientation were sampled.

2.3. <u>Research Instruments</u>

Two instruments were used to gather the data of the study. One of these was a 40 – item Objective Test on Visual Art. The test was titled, "Test for New Visual Art Students (TNVAS)". A right response to one item on the test attracted 1 mark. The test was used to know the achievements of the students in the two groups under study.

Another Instrument of the study was a Checklist that was used to know who of the new students fully attended or did not attend any of the academic orientation programmes of the college. The Checklist featured the names of such newly admitted students and featured cells indicating the students' presence at, or absence from each of the orientation programmes.

The title of the Checklist was, "Checklist on Participation by New Visual Art Students in College Academic Orientation (CPNVASCAO)". Its design described as foregoing took after the Checklist design described by Adegbile, Adewale and Ayodele (2009).

2.4. Validity of the Instruments

The study's instruments were tested for Face, Content, Construct and Criterion-Related types of Validity. Test and Measurement consultants edited the instruments following which the consultants saw the instruments as valid in respect of Face and Content types of Validity.

The Construct Validity of the study's Objective Test was established with Factor Analysis. So the coefficient of this analysis was 0.72. The Construct Validity of the study's Checklist got established through correlating the Checklist with another Checklist and this other Checklist had a significant Construct Validity of 0.98. This other Checklist was that of Osun State Government, Nigeria (2015). The correlation in question above gave a coefficient of 0.96 which was the coefficient of Construct Validity of this study's Checklist.

The Concurrent Validity of Omirin (2008) was used to establish the Criterion-Related Validity of each of the instruments. The coefficient of this in respect of the Objective Test was 0.79 while it was 0.84 for the Checklist. All the foregoing coefficients of the study's instruments were found significant at an Alpha (α) less than 0.05.

2.5. Reliability of the Instruments

This was established for each of the study's instruments with the Test-Retest method of Jekayinfa, Oke, and Olosunde (2005). So the coefficient of Reliability for the study's Objective Test was 0.75, while 0.92 was that of the study's Checklist. These coefficients were significant at an Alpha (α) less than 0.05.

2.6. Administration of the Instrument

Hard copies of the study's Checklist were directly used at different forums of college's academic orientation. A cell corresponding to the name of a student was ticked by this researcher if a student was present at a forum of the orientation and such a cell was left empty is a student was absent from the forum.

Only students that attended all orientation programmes or did not attend any were featured in the research to minimize the intervention of Error Variance in the study. Hard copies of the Objective Test of the study were also later directly administered on students sampled out of those seen as having completely absented themselves or having completely presented themselves for the orientation.

2.7. Data Analysis

Mean ($\overline{x}$), Standard Deviation and Bar Chart were used to analyse the data of the study descriptively or to answer the study's research question. The study's Null Hypothesis was tested with t-Test for Difference between Two Independent Means as two sets of data which came from two different sources were involved in the study. This test was inferential.

3. Results and Discussion

3.1. Results-Descriptive Statistical Analyses

Research Question

Is there any difference in the groups of maiden scores of students of Visual Art that were and were not exposed to academic orientation in college?

In answering this question, the Mean, Standard Deviation values in table 1 belonging to the students' groups are useful.

In table 1, students exposed to college academic orientation scored a higher mean of 23.00 as compared to a lower mean of 16.04 belonging to students unexposed to same. The table also shows a lower Standard Deviation of 4.07 belonging to the group of orientated students than the Standard Deviation of 6.16 belonging to un-orientated students. The lower standard Deviation and higher mean of those students exposed to the orientation show that the achievement of orientated students are better than that of the un-orientated students. These answer the study's research question. Figure 1 depicts these observations.

In figure 1, the Histogram of achievement of new Visual Art students exposed to academic orientation in college is higher than that of the students not exposed to the orientation. This graphically corroborates the fact that orientated students have a better achievement than the un-orientated students. The fact that the Histogram of students orientated is shorter than that of the un-orientated students also says that the achievement of the orientated students is better than the achievement of un-orientated students.

3.2. Results - Inferential Statistical Analysis

Ho: There will be no significant difference in the groups of maiden scores of students of Visual Art exposed and not exposed to academic orientation in college.

The values in table 2 are relevant to the test of this hypothesis. The t.cal. value of 4.93 is greater than the t.critical value of 2.00 in table 2. This implies that the study's Ho was not accepted and this is also in the table. This further implies that there is significant difference in the groups of maiden scores of students of Visual Art exposed and not exposed to academic orientation in college.

3.3. <u>Discussion</u>

The result of the test of the hypothesis of this study that there is significant difference in groups of maiden scores of students of Visual Art exposed and not exposed to academic orientation in college confirms and makes generic the study's sample result, as the sample result has it that there is difference in such groups of scores. The study's finding is therefore that if new students of Visual Art in college are exposed to the college's academic orientation, such students achieve better in maiden examination on the course in college than their counterparts who are not exposed to the orientation.

The finding of this research harmonizes with the submission of Banahan and Mullendore (2005) that academic orientation enhances the academic success of students generally. The study's finding is also backed by that of the University of South Florida (2015) that student's exposed to academic orientation in college have greater academic success than students not.

4. Conclusion

The assertion from this study that new students of Visual Art in college who get exposed to college academic orientation do better in maiden examination on the course than that their mates not exposed to such, has a serious implication. This is the fact that it is subtractive from the subsequent results of the students in reference in this study as having poorer results to start an academic pursuit as in the study poorly. This is because the results of such college students are calculated cumulatively.

It therefore follows that a student who starts badly as in this study may not find it easy to adjust towards having a final result that shows excellence. This study has therefore given one foundation of this under-achievement as absence from college academic orientation.

5. Suggestions

Based on the finding of this research these suggestions are proffered:

- ➢ College should make complete attendance of its academic orientation programmes compulsory for new Visual Art students of the college.

- ➢ That attendance of all programmes of academic orientation of college is compulsory for new Visual Art students of the college should be stated in the student's letter of admission into college.

- ➢ New Visual Art students of college discovered not to have participated in all programmes of college academic orientation should be orientated and be made each to pay a fine.

- ➢ College handbook given to Visual Art students of the college should be made to contain the bulk, if not all, of the information given to such students during the academic orientation of college.

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Table 1. Values of Mean and Standard Deviation of Achievements of Students' Groups

Groups of New Students of Visual Art in College	N	$\overline{X}$	S.D.
Exposed to Academic Orientation in College	35	23.00	4.07
Unexposed to Academic Orientation in College	25	16.04	6.16

Table 2. t-Test Summary Values of Achievements of Visual Art Students' Groups

Source of Variation	N	$\overline{X}$	S.D.	D.f.	t.cal.	t.Critical	Result
New Students Exposed to Academic Orientation in College	35	23.00	4.07				Do not accept Ho.
New Students Unexposed to Academic Orientation in College	25	16.04	6.16	58	4.93	2.00	

* P < 0.05
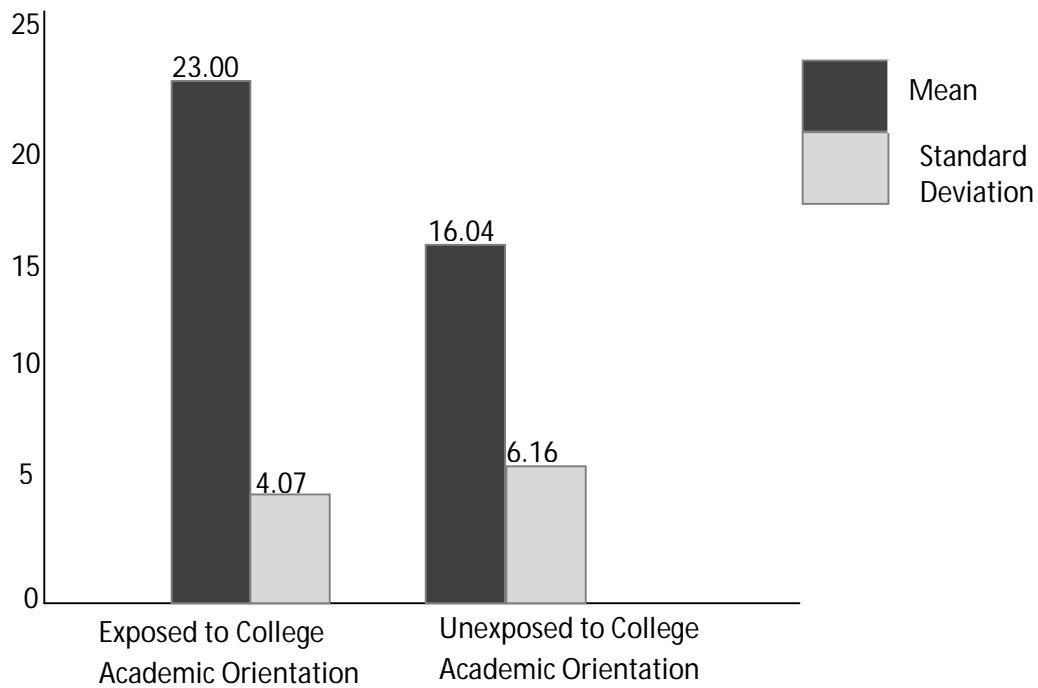
Fig 1: Histograms of Mean and Standard Deviation Values of Students' Groups.